

## Coding scheme for learning experiences, navigation and suggestions for improvement by Leslie

Leslie, A., Beverley, E., & Sian, M. P. (2015). Enhancing the online learning experience using virtual interactive classrooms. *Australian Journal of Advanced Nursing, The*, 32(4), 22.

Category	Description	Raw data examples
Academic engagement	The most frequent comment was around the high value students placed on the opportunity to ask questions and have other interaction with academic aspects of the sessions. A frequently reported comment referred to the high value students placed on their ability to share opinions on learning material.	<p>“The interactive nature of the tutorials made me feel very welcome to ask questions and provide my opinion on various topics that we discussed”.</p> <p>“Great forum for those who can be intimidated in a classroom setting and not usually participate in discussions”.</p> <p>“I found it made being [an] online student possible”.</p>
Instant feedback	The second most common category of comment was around the benefit of instant answers to questions.	<p>“It was great to get a live response to questions instead of looking through discussion boards and sending emails”.</p> <p>“[Tutor] was excellent and had time to answer all the questions put to her”.</p>
Blended learning	Positive feedback was received on the inclusion of a range of learning materials and approaches used in the classrooms.	<p>“She [tutor] made the tute interesting by adding polls and video clips to watch, I feel I learnt a lot from this form of learning”.</p> <p>“I was able to learn better as it was not only visual but audible as well. This helped me remember most of the content that was taught”.</p> <p>“Creative, interactive and fun”.</p>
Social engagement	The importance of social interaction with other students was clear in the feedback. One student found the interaction	<p>“[The interactive tutorials] made me feel part of the unit and closer to fellow classmates and the tutor”.</p>

	reduced her ability to focus on the learning material and a second disliked social interaction during class time.	“Off campus study can be isolating at times and these tutorials were a great tool”. “Sometimes I did find that others posting questions at times it was hard to concentrate on the tutorial”.
Home access	The ability to access the classroom sessions from home was another area highlighted by students.	“It was better than a normal classroom environment in that I was able to be at home with my family at the same time”.
Recordings	Recordings of classroom sessions were valued by students unable to access them in real-time	“As I was at work during each tutorial I was concerned I may miss my opportunity and information however by attending afterwards [recordings] all my questions were answered by other students. I was interested in what others had to say and enjoyed the content”. “I did not participate or join in the live tutorials as I always had something on at that time, but I would watch it in my own time which was just as helpful as if I had participated at the allocated time”.
Navigation (user-friendliness)	Students commented in this section on the ease of access into and navigation within the site. One student had sound quality issues.  One student requested a change of time of the sessions. One called for stricter guidelines on social interaction during the class.	“After the first week it was very easy to log on to the tutorials. It was all set up and ready to go”. “For sure, I am no good with computers but it was very easy to get out!” “Very good however with my young family at the time of the tutorial was not conducive to my learning as it was always bedtime for my kids”.

Suggestions for future improvements/changes

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