RESEARCHING AND CONVEYING THE STUDENTS’ VOICE TO INFORM PRACTICE AND POLICY ON IMPROVING DIGITAL CAPABILITIES

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OUTLINE

Context and project overview

LSE2020 Phase III – Methodology & Findings

Students as Research Assistants

Improvements and Policy

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CAN CONFERENCE 2018
LSE — LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE

• Specialist social science university situated in the heart of London
• Total students: 11,885*
• 69% overseas students from 133 countries*
• LSE 2020 — students’ voice on using technology for learning

*= Source: http://www.lse.ac.uk/about-lse/lse-at-a-glance
OVERVIEW OF THE DIFFERENT PHASES

Phase I
• What would teaching and learning with technology look like at LSE in 2020?

Phase II
• How do students use certain pieces of technology in their personal, educational and working lives?

Phase III
• How and why do LSE students use technology during contact hours?
PHASE III

How and why do LSE students use technology during contact hours?

- Contact hours include lectures, seminars/classes, and office hours
PHASE III METHODOLOGY

- Survey (107 responses)
- Observations (6 lectures)
- Workshop (4 participants)
- Interviews (6 participants)
KEY FINDINGS

• Students use technology in many different ways during contact hours

• Students choose how and whether they use technology based on what works best for them
STUDENTS TAKE NOTES IN MANY DIFFERENT WAYS DURING CONTACT HOURS

How LSE Students Take Notes During Contact Hours

- Lectures: 50 Pen and Paper, 59 Technological Device, 0 No Note-Taking
- Seminars/Classes: 55 Pen and Paper, 53 Technological Device, 0 No Note-Taking
- Office Hours: 70 Pen and Paper, 36 Technological Device, 8 No Note-Taking
I print the slides and take notes on them because I find it easier.

I take notes through a PDF annotator that allows me to add notes directly onto the slides. I take a lot of notes so the speed of typing helps.

I handwrite because I'll be distracted by my laptop sometimes.

I take notes on my laptop using Microsoft Word, Microsoft OneNote, and Evernote. Doing this keeps my notes organised.

I take notes on my iPad using Notability. This makes it MUCH easier to revise at home.
STUDENTS CHOOSE HOW THEY USE TECHNOLOGY BASED ON WHAT WORKS BEST FOR THEM

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- I take notes on my laptop using Microsoft Word, Microsoft OneNote and Evernote. Doing this keeps my notes organised.
I take pictures of the slides and copy them down when I go back home.

If the lecturer mentions an interesting concept, I open its Wikipedia article to read after lecture.

I google important information if I don’t understand what the teacher is saying.

I access Moodle on my laptop or mobile device to refer to reading material.

I record lectures using Microsoft OneNote.
Universities can help students choose better learning strategies by:

- Providing helpful resources
- Educating students about how to use them
- Coordinated effort – Learning Technology, Training, Library, Academic & Study Support
- Letting students share their best practices
STUDENTS CHOOSE HOW THEY USE TECHNOLOGY BASED ON WHAT WORKS BEST FOR THEM

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https://youtu.be/XIW8DguVUqk
STUDENTS AS RESEARCH ASSISTANTS
IMPACT OF PHASE II ON PRACTICE AND POLICY

- Awareness of technology students are using
- Learning what the students want

1. Re-design of Moodle
2. IT Training Team
3. 5-year lecture recording plan
4. Student Hub
5. Learning Spaces project

1. Improvements in VLE
2. More IT training, coding
3. More and better lecture recording
4. LSE mobile app
5. More e-books
6. More laptop-friendly learning spaces
Thank you for your kind attention!