



LSE

THE LONDON SCHOOL  
OF ECONOMICS AND  
POLITICAL SCIENCE ■

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Learning Technology  
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#LSE2020

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

CAN CONFERENCE 2018

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Aggie Molnar

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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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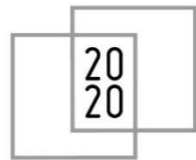
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# LSE — LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE

- 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



# OVERVIEW OF THE DIFFERENT PHASES

- What would teaching and learning with technology look like at LSE in **2020?**

Phase I



- How do students use certain pieces of technology in their **personal, educational** and **working** lives?

Phase II



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

Phase III





# 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)

Listening to the students' voice



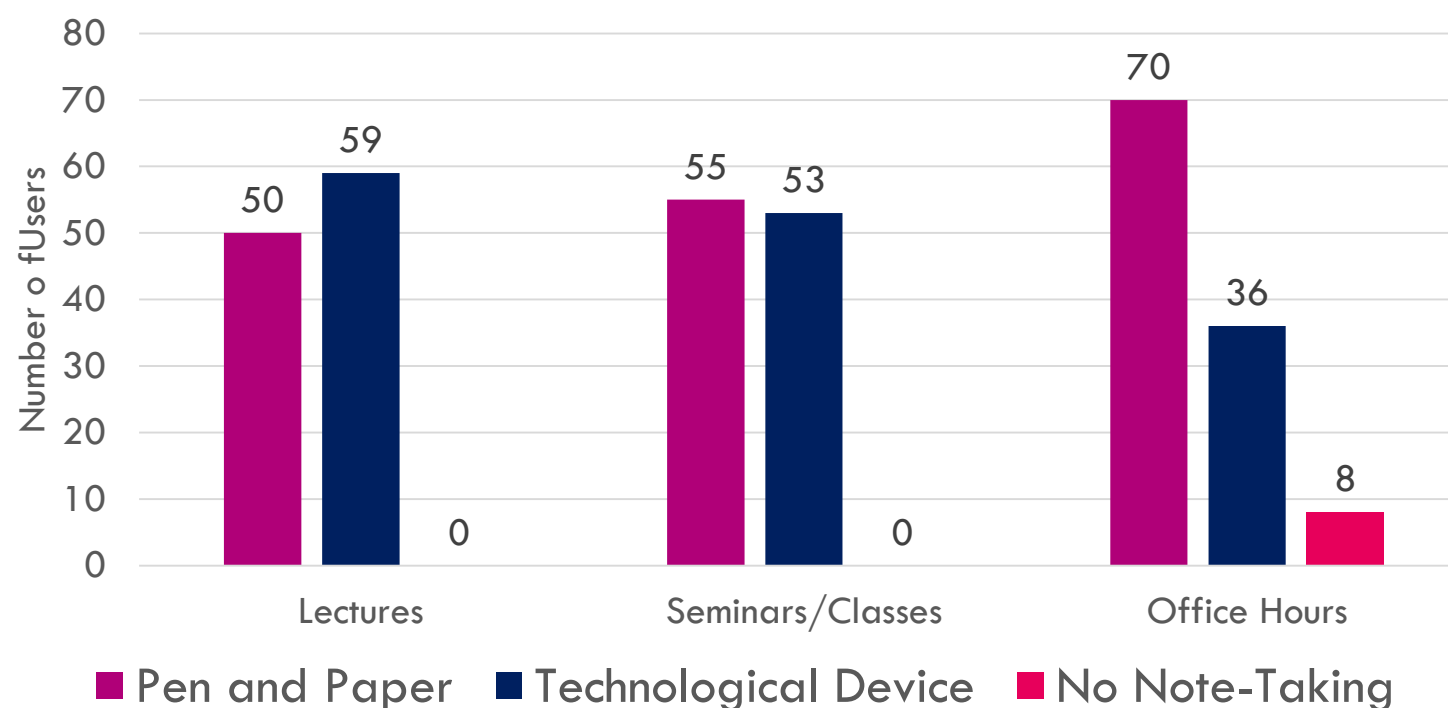
# KEY FINDINGS

- 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








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



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

I record lectures using Microsoft OneNote

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

# RECOMMENDATIONS FOR UNIVERSITIES

**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



Created by:  
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*Media Assistant and MSc Student*

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*Media Assistant and MSc Student*

# STUDENTS AS RESEARCH ASSISTANTS



A word cloud of research skills and activities. The words are arranged in a roughly circular shape, with 'students', 'research', and 'skills' being the largest and most central. Other words include 'survey', 'create', 'workshop', 'manage', 'organise', 'collaborate', 'design', 'LSE', 'evaluate', 'report', 'learn', 'interview', 'observe', 'analyse', and 'rapport'.

survey create  
workshop manage  
organise collaborate  
students design  
LSE research  
evaluate  
report skills  
learn interview analyse  
observe rapport

# IMPACT OF PHASE II ON PRACTICE AND POLICY

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

1. Improvements in VLE

2. More IT training, coding

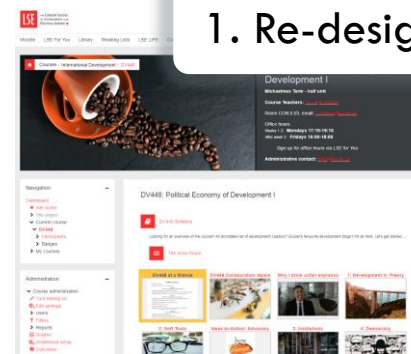
3. More and better lecture recording

4. LSE mobile app

5. More e-books

6. More laptop-friendly learning spaces

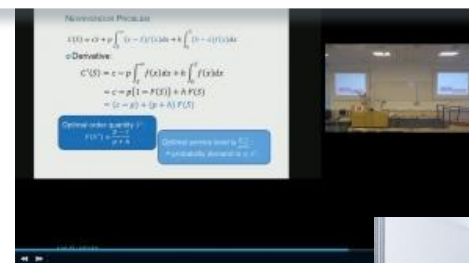
1. Re-design of Moodle



2. IT Training Team



3. 5-year lecture recording plan



4. Student Hub



5.



Library

6. Learning Spaces project





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Thank you for your kind attention!

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