

Building on Success: Using E-learning to Enhance the Student Experience.

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An overview

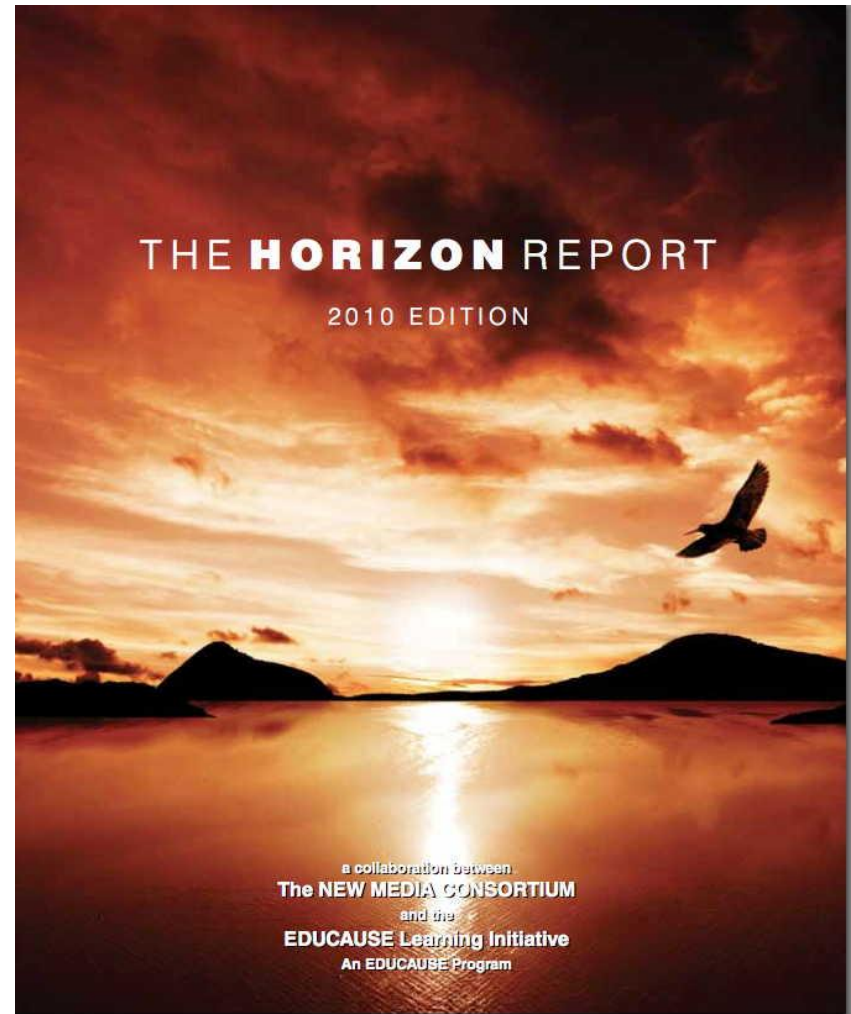
The presentation argues for the continuing role of the traditional research-based, university but one that embraces the potential of E-learning to respond to the challenges ahead.

- This will involve:
 - Supporting teachers in thinking through their use of technology
 - Rethinking and re-designing courses to use E-learning
 - Recognising changing student expectations and their digital literacy needs

The E-learning context: the impact of technology

The Horizon Report

“A qualitative research project established in 2002 that identifies and describes emerging technologies likely to have a large impact on teaching, learning, or creative inquiry on college and university campuses within the next five years.”



Horizon Report: key trends

- *The abundance of resources and relationships made easily accessible via the Internet is increasingly challenging us to revisit our roles as educators in sense-making, coaching, and credentialing*
- *People expect to be able to work, learn, and study whenever and wherever they want to*
- *The technologies we use are increasingly cloud-based, and our notions of IT support are decentralized.*
- *The work of students is increasingly seen as collaborative by nature, and there is more cross-campus collaboration between departments*

Horizon Report: Critical Challenges

- *The role of the academy — and the way we prepare students for their future lives — is changing*
- *New scholarly forms of authoring, publishing, and researching continue to emerge but appropriate metrics for evaluating them increasingly and far too often lag behind.*
- *Digital media literacy continues its rise in importance as a key skill in every discipline and profession.*
- *Institutions increasingly focus more narrowly on key goals, as a result of shrinking budgets in the present economic climate*

The growth of new universities

- Not just in quantity
- But also of the highest quality, challenging traditional institutions
- Emphasis on “Global league tables” and performance

The Library at KAUST



Changing student expectations



Changing Student Perspectives- Some Quotes from a Recent Study

“They have simply grown up with more advanced technology than preceding generations, particularly in the field of communications. This is interwoven into their lives. They expect it to be just as present in their School life as it is at home, and thus assume it will also be present at university.”

“(Technologies) –are seen as the norm, and have been totally assimilated into their understanding of the learning environment. These technologies are part of the fabric of their lives. ”

“It should be emphasised that respondents do not want technology to dominate, rather they see: “Personal, face to face interaction as the backbone of their learning.” (JISC, 2007)



However...

- ***"The most significant finding [of our study] was that, although the teachers interviewed were information literate, their skills with and attitudes towards information literacy were not being transferred to their pupils."* (CIBER Study)**



Responding to the challenges

THE LONDON SCHOOL OF ECONOMICS

The LSE

- 9000 students from 140 countries
- 43% undergraduate, 39% taught postgraduate and 11% Research
- Majority of students from outside the UK including 58 from Taiwan and many more from East Asia.
- A very strong research culture
- 34 past or present world leaders have studied or taught at LSE



An issue for the LSE

How do we respond the challenges outlined so far and combine the best elements of traditional teaching and learning with the benefits that can be obtained through the use of E-learning?



Our response

- Using technologies for learning and teaching that build on the strengths and distinctive character of the School
- We do this by
 - Supporting teachers
 - Blending E-learning into courses
 - Developing digital literacies in students



Supporting teachers

- Staff development workshops and formal programmes
- Support and assistance in using technologies
- Developing support tools – the Learning Design Support Environment (LDSE)

The Learning Design Support Environment (LDSE)

To exploit the potential of digital technologies for teaching, we need a tool to foster adaptive, collaborative learning among academics to *learn about teaching with technology*.

The LDSE is attempting to

- put *teachers at the centre* of pedagogical and technological innovation
- support teachers in *developing and sharing* new pedagogical strategies
- foster an *interdisciplinary dialogue* that will help to develop learning theory

LDSE project aims

- Research the optimal model for an effective learning design support environment (LDSE)
- Achieve an impact of the LDSE on teachers' practice in designing technology enhanced learning (TEL)
- Identify the factors that are conducive to collaboration among teachers in designing TEL
- Embed knowledge of teaching and learning in the learning design software architecture
- Improve representations of the theory and practice of learning design with TEL

Blending E-learning into courses

The example of LSE 100

Home ▶

Students ▶

LSE100 ▼

Lent Term lectures

What will you learn?

How is LSE100 assessed?

The LSE100 timetable

The pilot of LSE100

Video Interviews

How to contact us

All email enquiries to:
LSE100@lse.ac.ukCourse director
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Kate Barker
G407, 020 7107 5367Course administrator
Geraldine Foley
G407, 020 7107 5361

LSE100

The LSE Course:
Understanding the causes of things

LSE100 launched on Monday 11 January 2010.

A message from the course director,
Dr Jonathan Leape:

A distinctive course for a distinctive institution

LSE is a unique institution that is devoted to the social sciences and aims to produce graduates who will make significant contributions in many areas of life through their understanding of the social, economic and political factors that shape our world. LSE is an exciting place to be because we address these fundamental issues in our research and in our teaching. Every subject that is studied at the LSE – be it economics, law, philosophy or geography – makes a particular contribution to understanding these issues. But there has not previously been an opportunity for students to benefit from the full breadth of expertise at LSE.

Innovative and interdisciplinary

LSE100 is an innovative new course aimed at introducing first year undergraduates to the fundamental elements of thinking as a social scientist by exploring real problems and real questions, drawing on a range of disciplines across the social sciences. This distinctive course will **actively** challenge students to analyse questions of current public concern and of intellectual debate from a rigorous social science perspective.

Broadening the intellectual experience

Focusing on 'big' questions – such as 'How should we manage climate change?', 'Does culture matter?' and 'Why are great events so difficult to predict?' – students will explore the different types of evidence, alternative forms of explanation and different strategies for abstraction and modelling that are used in the different social sciences. In this way, the course aims not only to **broaden** the intellectual experience of undergraduates at the School, but also thereby to **deepen** students' understanding of their own discipline.

Developing critical skills

The course also helps students develop the **critical skills** that underpin the study and application of the social sciences. Students will learn research skills, including information skills and analysis of evidence, and communication skills, including both writing and presentation skills.

Leading lecturers, challenging classes

Among the lecturers in the first term will be Professors Nicholas Stern, Rita Astuti and Michael Cox. While the topics of the three-week modules will be broad-ranging, the classes all follow a similar format aimed at developing an understanding of the core methodological concepts of evidence, explanation and theory and at building and reinforcing critical research and communication skills. The lectures and classes are carefully designed to be challenging but, at the same time, accessible to students from all backgrounds and disciplines.



Some key technologies for LSE100

- The Virtual Learning Environment
- Lecture capture
- Personal Response systems
- Audio Feedback
- Text Messaging





Moodle

- A virtual learning Environment
- Used widely across the School (1100 courses)
- Open Source, customisable – so we can make it even better
- Links to all sorts of other useful educational resources

conferencing for teaching and meetings

Development Studies Institute
DV411 - Population and Development: an Analytical Approach
EC102 - Economics B
EC201 - Microeconomic Principles I
EC221 - Principles of Econometrics
EC307 - Development Economics
EH240 - Business and Economic Performance since 1945: Britain in International Context
GY423 - Sustainability: Economy, Business and Technology
IR438 - Theory of International Society: English School Texts
Kris's test course
Library Companion for Data Users
Library Companion for Researchers
Library Companion for Students
LL104 - Law of Obligations
LL251 - Intellectual Property Law
LL275 - Property II
LL4C8 - Current Issues in Intellectual and Cultural Property Law
LSE100 Information Skills
LSE100 The LSE Course
LSE100LT
Media & Communications Department
MPA Programme General Information
MPA: EC455 - Quantitative Approaches and Policy Analysis
Sandbox
SO100 - Key Concepts in Sociology
Sonja Test Course
TQARO questionnaire

Resources for the LSE100 assessed essay

-  [Guidance for your LSE100 assessed essay](#)
-  [Marking criteria for your LSE100 assessed essay](#)
-  [Test your understanding of what plagiarism means](#)
-  [Submit your LSE100 assessed essay here](#)

 [Access your formative 2 audio feedback here](#)

 [LSE100 assessment and classification details](#)

1 Class 1 | Lent Term | Week 1 | Professor Mary S. Morgan

“Can we make poverty history?”



Thinking like a social scientist means understanding the relationship and interactions between questions, evidence, explanation and theory. In practice, our understanding advances in fits and starts as we learn what evidence we need to better answer a particular question - only to discover that the new evidence raises new questions and suggests new explanations. These key themes, which run through LSE100, are the focus of the first lecture on poverty and of the classes in week 1. In the first lecture, given by Professor Mary S. Morgan, you'll explore the Booth poverty maps of London that were made in the 1890s and are part of the LSE Archives. What were Booth's questions and what questions did his study raise for later poverty researchers? In your week 1 class, you'll compare two contemporary poverty indicators and critically assess their implications for the United Nations' End Poverty campaign and the Millenium Development Goals.

 [Resources for class 1](#)

2 Module 1 | Lent Term | Weeks 2-4 | Professor Lord Nicholas Stern, Dr Simon Dietz



“How should we manage climate change?”



The first module of LSE100 aims to give you a broad overview of the issues of climate change, from the science through to political, economic and social responses, and to introduce you to the conceptual and methodological contributions of different disciplines to understanding the issues. You'll explore the central role of risk in understanding how best to manage climate change. You'll also examine the deeper reasons why collective action in this area is so difficult and evaluate the prospects for an effective international response following the December Copenhagen conference.

-  [Module outline](#)
-  [Further resources for the topic of climate change](#)
-  [Reliable versus unreliable internet searching](#)
-  [Muddy points for Climate Change Topic](#)

[Renew my books](#)

8 Listen again

All LSE100 lectures will be recorded and you will be able to watch them again following links which will be on this site.

Introductory Lecture to LSE100 by Howard Davies
[Monday 11/01/10](#)

Introductory Lecture to LSE100 by Jonathan Leape & Mary Morgan
[Tuesday 12/01/10](#)

Climate Change and Risk by Professor Nicolas Stern
[Monday 18/01/10](#)

Reducing greenhouse gas emissions: why and how by Dr Simon Dietz
[Monday 25/01/10](#)
[Tuesday 26/01/10](#)

The challenge of international collective action on climate change by Dr Simon Dietz and Being persuasive skills lecture by Neil McLean
[Monday 01/02/10](#)
[Tuesday 02/02/10](#)

Does culture matter? by Professor Rita Astuti
[Monday 8/02/10](#)
[Tuesday 09/02/10](#)

Does culture matter - Food and culture by Dr Catherine Allerton and persuasive essay writing skills lecture by Neil McLean
[Monday 15/02/10](#)
[Tuesday 16/02/10](#)

Culture and economic change: Lessons from the past by Professor Janet Hunter
[Monday 22/02/10](#)
[Tuesday 23/02/10](#)

Why are great events so difficult

What do we mean by lecture capture?

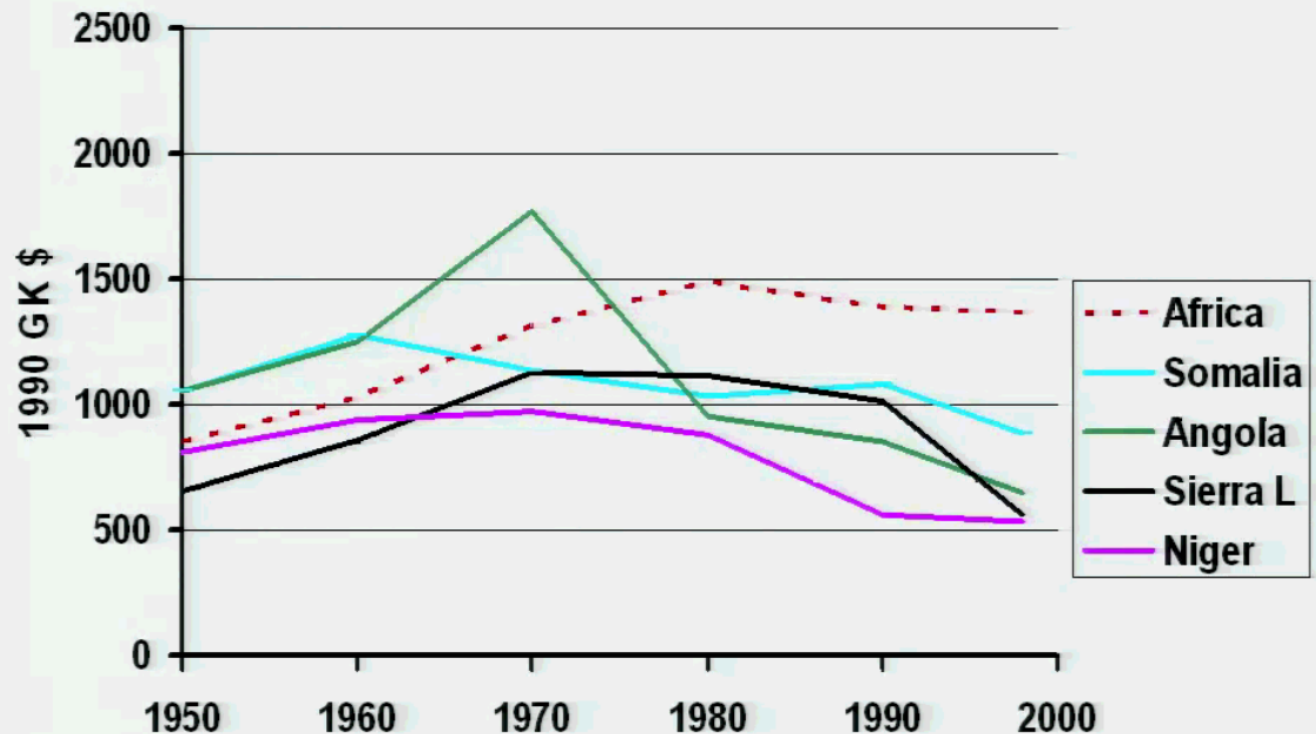
- The recording of lectures as they take place and making them available online
- The audio (and possibly video) and whatever is coming from the data projector (from a computer or Visualiser)
- The student can control and navigate their way through the presentation

EH101 (EH101-EH101LT) Lent Term

Leunig, Tim



GDP per head 1950-2000



EH101: The Internationalisation of Economic Growth
 Week 17: Nasty brutish but longer: Africa since 1945

© Dr Tim Leunig
 Overhead 22

Audio feedback

- Students submit written work via the VLE
- Teachers provide audio assessment and feedback using built in tools
- Feedback can be “richer”, conveying meaning differently by voice
- Students like it

Personal response systems

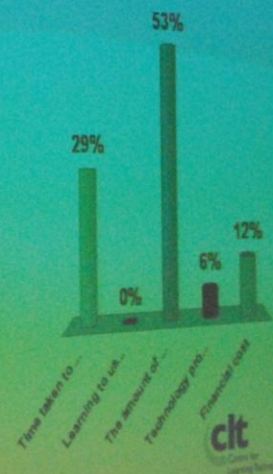


Rationale for their use

- Multi-disciplinary cohort on LSE100
- Need for “agile” or “contingent teaching”
- Can be used to support focused discussion
- To encourage critical thinking and reflection

What do you see as the most significant barrier to using PRS in lectures at LSE?

1. Time taken to write questions for the lecture
2. Learning to use the system
3. The amount of time used during the lecture
4. Technology problems
5. Financial cost



Muddy points

- Students identify one particular “sticking point” or difficulty in the lecture
- Using their phones, they text the “muddy point”
- These are collected within the VLE and key or common points responded to



Muddy points ■

For Module 1 How should we manage climate change?



Q. "What do you mean by with difficulty between the USA and China negotiations?"



The USA and China both have concerns about the relationships between action on climate change, competitiveness and trade. Some in the USA argue that jobs will be lost to China if they take action. China is concerned about being required to take on emissions reductions which might damage growth prospects and about protectionism against their exports.

Each is concerned about the levels of emissions reductions of the other: the USA sees China's emissions growing very quickly; China sees the US emissions per capita as 4 times their own. The USA wants strong verification of China's emissions; China is sensitive about intrusions on its sovereignty.

In addition there are difficulties concerning balance of trade issues, the exchange rates and so on. Thus it was of significance that the US and China came together, notwithstanding these difficulties, at the discussions in Copenhagen and were two of the five countries which produced the Copenhagen Accord.



Q. "When the temperature in the room changes by 1 degree we don't even feel the difference. How come a 1 degree change in global temperature has such a strong negative impact on the planets life?"



A change of 1 degree for the world average (across the whole year and the whole surface of the world) would imply a temperature increase over land which would be higher and a temperature increase in some parts which would be much higher.

But the most important point is that this is primarily about climate change rather than temperature per se. Rising temperatures can bring major changes in weather patterns which radically affect countries in different ways. For example, in London in conditions corresponding to just a 0.8 degree centigrade increase for the world as a whole (until now), we are already, for example, seeing wetter winters and putting pressure on the sewage systems. A further one degree would create major problems. The Thames barrage is already being used far more frequently than anticipated to control surges on the river. Flood defences in London would have to be strengthened in a major way for even small extra rises in world temperature. And this is for a country not badly affected relative to many others.

We have already seen, at just a 0.8 degree temperature increase, the snows disappear from Mount Kilimanjaro, we are already seeing some low-lying countries suffering greatly from sea-level rise and planning evacuation, the intensity and frequency of hurricanes are already increasing, deserts are expanding in Africa and elsewhere and so on. Another one to 1.5 degrees might start to put at risk the viability of the Amazon forests which would radically affect rainfall and river flows across Latin America and the world. Further this would severely reduce the capacity of the planet to absorb carbon, thus accelerating climate change.

So it is not really about a 1 degree, 2 degree or 3 degree temperature change in the room: it is about the climate - storms, floods, droughts, and sea levels. The world has not seen an increase of 3 degrees centigrade above the 19th century average for around 3 million years; we humans, as homo sapiens, have been around for possibly 200,000. We have no experience of coping with such changes. They would likely over time rewrite where hundreds of millions could live.



Q. "Why is common grazing land for cattle non-excludable? It is possible to privatize it, or put up a fence on it to exclude someone from using it. A tribe with a common grazing land can and will exclude outsiders."



Good question.

Digital literacies

- Specific learning outcomes relating to digital literacies built into the course
- Within the VLE, context specific tasks and diagnostic tests.
- Additional support materials

CLT - Moodle Users' Group
CLT - Welcome to Moodle
CLT01 - Introduction to Learning Technologies
CLT03 - Copyright, the internet and teaching online
CLT05 - Using a range of digital media for teaching
CLT07 - Video conferencing for teaching and meetings
Development Studies Institute
DV411 - Population and Development: an Analytical Approach
EC102 - Economics B
EC201 - Microeconomic Principles I
EC221 - Principles of Econometrics
EC307 - Development Economics
EH240 - Business and Economic Performance since 1945: Britain in International Context
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LL275 - Property II
LL4C8 - Current Issues in Intellectual and Cultural Property Law
LSE100 Information Skills
LSE100 The LSE Course
LSE100LT

1 Three of the learning outcomes for LSE100 relate to the development of your information skills. This part of the Moodle site provides self-evaluation activities and resources on information skills to supplement the materials provided in your lectures and classes.

In order to get the most from these resources, first take the quiz to **test your information skills** and then work through the **essay writing tutorial**. There is further information below to help you develop particular information skills.

 [Test your information skills](#)

 [Essay Writing Tutorial](#)

2 Learning outcome:

“Find and access information relevant to social science problems, making use of good searching principles and techniques.”

 [Some suggestions for using the Library for your assessed essay](#)

This is a link to the Library's help pages to help you find material for your assessed essay. It includes help with finding material on your reading list in the Library and with going beyond your reading list.

 [Search strategies to help you find resources](#)

This is a set of resources to help you when searching for resources either in a search engine or a database. It includes devising keywords and tips to improve your searching.

3 Learning outcome:

“Evaluate information sources, distinguishing scholarly sources from other content and critically assessing information from internet and other sources.”

 [A guide to quality sources of information](#)

This section will help you to find out more about different types of sources including books, journals and websites and learn to critically evaluate sources before you use them.

 [The Internet Detective - online tutorial](#)

This website helps you to think critically about information you find on the Internet and shows how to decide if a source is good quality and valuable for your academic work.

4 Learning outcome:

“Manage information – and reduce information overload – using online and other resources as well as appropriate citing and referencing techniques.”

Conclusion (1)

- Traditional universities need to respond the challenges posed by increasing competition, technological development and changing student expectations
- This involves building upon existing strengths through the use of E-learning in ways that enhance the student experience

Conclusion (2) This approach needs to address the following:

- The development and support of teachers
- An understanding and application of new and emerging E-learning technologies
- A recognition of the changing expectations of students and an understanding of their digital literacy needs

Thank You

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References

The 2010 Horizon Report

<http://net.educause.edu/ir/library/pdf/CSD5810.pdf>

JISC(2007) Student Expectations Study: Key findings from online research and discussion evenings held in June 2007

<http://www.jisc.ac.uk/media/documents/publications/studentexpectations.pdf>

Information behaviour of the researcher of the future. A CIBER study

<http://www.bl.uk/news/pdf/googlegen.pdf>