



## Student Perspective on Technology in HE - perceptions, demand and training needs

John Peart, NUS National Executive Council  
UCISA User Support Conference 2010  
20<sup>th</sup>-22<sup>nd</sup> July

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### Introduction

- 65% households access to internet
- ICT highly integrated in student experience
- Hyperdiversity of student population
- HSBC Student Experience Survey
- HEFCE Online Taskforce
- NUS ICT Project



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### NUS Perspective

**Motion 306, passed at the April 2010 NUS National Conference states that:**

1. Successful use of technology by higher education institutions is now critical to ensuring a quality student experience.
2. Students' Unions should be given access to existing ICT arrangements to integrate their course rep systems.
3. All students should have access to ICT training if they require it.
4. That the provision of e-learning should be utilised as a tool for learning, in all institutions, but that this should not merely be used as a method of reducing costs and should be in conjunction with, not instead of other face-to face teaching methods.
5. That technology should compliment good teaching, allowing students to benefit from the additional value of e-learning but should not be used as a substitute for face to face contact and good teaching.
6. That all students should have the opportunity to benefit from technology-enhanced learning delivered by confident and capable practitioners.
7. That the purpose of research is wide dissemination and cultivation of knowledge.



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## NUS Perspective

### Moreover, the NUS is presently resolved to:

1. Provide a briefing for unions on how institutions can integrate innovative approaches to teaching and learning.
2. Lobby for greater opportunities for online academic skills training for students.
3. Lobby institutions to allow greater access to specialist software for all their students.
4. Lobby institutions to use ICT for modernizing coursework submission and assessment.
5. To lobby institutions to train and develop academic staff so they can use new technology effectively.
6. Lobby institutions to make ICT training compulsory to all academics who teach.
7. Campaign for greater use of e-learning facilities by academics, within all institutions, in conjunction with face-to-face teaching.
8. To issue guidance to students' unions on the benefits of contact time and how e-learning should act to compliment face to face learning rather than replace it.
9. To work with students' unions to lobby institutions to ensure that they adequately train staff to confidently use accessible e-learning to aid curriculum delivery, allowing all students to benefit from technology-enhanced learning.
10. To call upon HEIs to recognise that Open Access makes the result of scholarly research available online for free, immediately upon publication, and removes barriers for scholarly and educational re-use, and to call for universal adoption of policies like that of Harvard and Stamford Universities.



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## Outline of presentation

- What students want
- What challenges exist
- Potential of ICT
- Current examples of good practice
- How can we improve the current student experience of ICT



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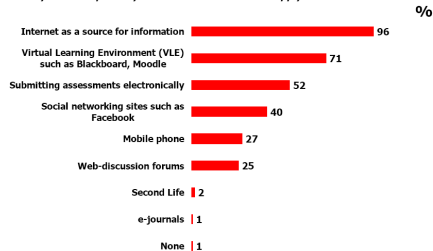
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## What Students Want: HSBC Student Experience Report 2009

**Chart 11: Almost all students said they used some form of ICT as part of their studies**

Q47. Which of the following ICT (Information and Communication Technology) facilities do you use as part of your studies? Select all that apply



Base: All answering section 6 (1003)



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**Chart 15: Vast majority of students can normally access a computer**

Q56. Are there enough computers provided by your university for you to be able to access a computer when you need one?



Base: All answering section 6 (1003)




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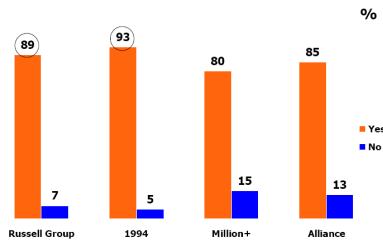
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**Chart 16: Students from Russell Group or 1994 institutions were significantly more likely to say the opening hours for computer facilities were long enough**

Q57. Are the opening hours for computer facilities long enough?



Base: Russell Group (236); 1994 (148); Million+ (181); Alliance (226); insufficient base for GuildHE




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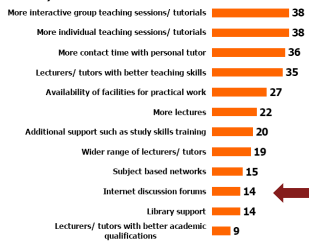
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**Chart 13: More contact time is the main thing that students say would improve the quality of their teaching and learning experience**

Q24. What would improve the quality of the teaching and learning experiences at your university?




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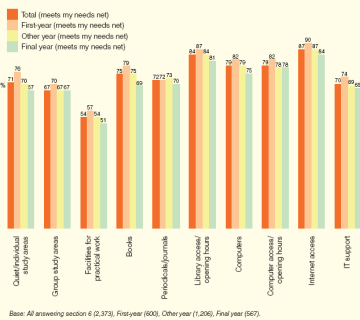
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**What students want:  
HSBC Student Experience Report 2008**

**Chart 30: Adequacy of facilities by year of study**

Q49: To what extent do the following learning facilities/resources provided by your university meet your needs?



Base: All answering section 6 (2,373). First year (803), Other year (1,206), Final year (567).




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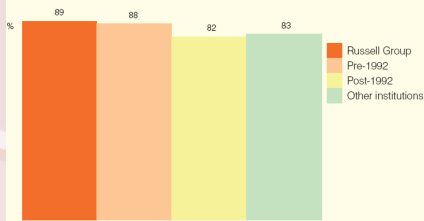
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**What students want:  
HSBC Student Experience Report 2008**

**Chart 7: How students rate the quality of teaching and the learning experience**

Q12: How would you rate the quality of teaching and learning experience?



Net proportion of respondents rating the quality of the teaching and learning experience as good to excellent

Base: All answering section 2 (2,374). Russell Group (597), Pre-1992 (598), Post-1992 (1,018), Other institutions (169).




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**NUS ICT Project:  
Course Rep Feedback**

- Use of ICT in learning & teaching positive
- ICT creates an "instant" and "on demand" attitude to learning
- Students reliance on ICT
- Staff competency
- Relevance to course
- Can bridge 'digital divide'




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**NUS ICT Project: Student perspectives on technology Symposium**

- ICT provision needs to involve all in institution
- Minimum standards for ICT
- ICT fellow for each faculty
- Need for research into students training needs
- Danger with funding cuts ICT development not supported



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**NUS ICT Project: FE Students Survey**

- 72.8% used computers for studies and fun
- Only 15.1% trusted online materials 'most of all'
- 33.6% of students agreed or strongly agreed that they have concerns for their online privacy
- 41% of students strongly disagreed or disagreed that their institutions had a right to monitor their Internet use
- 56.6% disagree that technology has caused them difficulties
- Most students are also happy to agree that their web skills are self-taught – 81%



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**NUS ICT Project: FE Students Survey**

- 90.1% think the Internet has benefited their studies
- Students seem divided over whether mobile phones or PDAs should be used to assist learning: 37.3% agree, 35.4% disagree and 27.4% remain neutral
- overall satisfaction with ICT facilities available – 78.9% - whilst only 8.6% expressed dissatisfaction
- Finally, 49.8% of students think their lecturers' ICT skills are in fact adequate
- 42.9% want more ICT use by academics and teachers



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**NUS ICT Project:  
Main findings**

- Students prefer a choice on how they learn.
- Virtual Learning Environments are often poorly run and trained.
- Many academic staff need better ICT training.
- Online Publication has many benefits with several caveats.
- ICT is not a 'cost-saver' but does bring other benefits to institutions.



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**NUS ICT Project:  
Main findings**

- Plagiarism and better research skills are needed.
- Proactive institutions are successful and resolve many issues.
- Generational Conflict between Web Native Students & Web Immigrant Staff.
- Students use an equal combination of old and new media sources.



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**Current challenges**

- Technology for technology's sake?
- Conventional methods vs. new methods
- Staff ICT skills
- Staff resistance
- Lack of agility in institution's infrastructure
- Myth of 'Google generation'
- High costs



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### Potential

- Hyperdiversity of student movement
- 40% of students studying part-time
- *'Use of services by part-time students is largely restricted to the library and on-line services'*
  - Universities UK Part-time students briefing Oct 2005
- BECTA report, 2009's *Can mobile phones be used to improve communication?*
- Distance & home learners



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### Good examples

- **University of York: K-ROY**
  - Assists students in proper citation
  - Prevention of plagiarism
  - Complimentary week of activities
- **University of Bradford: MEDS program**
  - Mobile Enabled Disabled Students
  - Seeks to assist and augment disabled students' learning experience through mobile phones and similar portable technologies



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### NUS ICT Project: Recommendations

- Institutional ICT strategy
- Senior fellows in faculties
- Institutional funding strategies
- ICT embedded in new programmes
- Review use of VLE & policies
- Use ICT to make University more accessible
- Student training needs and provision
- Question in course evaluation
- ICT and career development requirements



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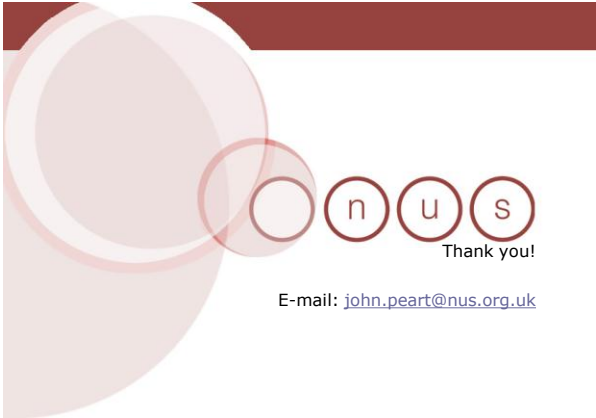
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Thank you!

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