



E-learning at UCL: a student perspective

Report on student survey

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Introduction

An academic-led working group was set up by the Executive Subcommittee on Innovations in Learning, Teaching and Assessment (ESCILTA) to investigate the existing and potential use of e-learning at UCL in order to inform a decision as to the most appropriate choice of Virtual Learning Environment (VLE) for UCL. The motivation behind this came from the anticipated upgrade to UCL's VLE due to a reduced level of support from WebCT for the current version (WebCT Campus Edition 4.1).

As part of the consultation process, the working group decided to survey staff and students about their current and future uses of e-learning as well as their views on the use of e-learning for their teaching and learning. This report reviews the results of the student consultation.

Method

The aim of the survey was to identify the forms of e-learning that students are using, their views about the e-learning and the technology used to access e-learning. A survey containing 27 questions was developed to address the following areas:

- Views on e-learning;
- Benefit to the student of using e-learning for distribution of content, collaboration, communication and assessment;
- Technology used to deliver and access e-learning;
- Views on the UCL Virtual Learning Environments;
- Examples of best practice.

The survey was developed using Opinio (web-based survey software). An advantage of the software was the ability to use 'branching' to direct the path through the survey based on the answers given. This would keep the length of the survey to a minimum and ensure that respondents only saw questions that were relevant to them. In order to use the branching the questions were split into sections which were displayed on separate pages. A progress bar was displayed at the bottom of each page so respondents could see how far through the survey they were.

A copy of the survey is given in Appendix 1 – Student survey questions.

Distribution of the survey

The survey was sent out to all students as an email from the Chair of the working group via the all-undergraduates@ucl.ac.uk and all-postgraduates email lists. (Appendix 2 contains the email that was sent out).

In January 2007, the all-undergraduates@ucl.ac.uk list contained email addresses for 13,094 Students. The all-postgraduates@ucl.ac.uk list contained email addresses for 15,100 students. This puts the total number of students receiving the email at 28,194, which is 8,829 more than the numbers of students provided by the Registry (<http://www.ucl.ac.uk/registry/statistics/>). One reason for this is that some students have more than one UCL email address and that some UCL accounts for last year's students had not yet been deleted.

The survey was distributed on 8th March and closed at 5pm on 21st March.

In addition to the official email from the Chair, the survey was also advertised on the homepages of WebCT and Moodle. An email containing details of the survey was sent to staff via the WebCT-Designers mailing list (about 750 members) asking staff to encourage their students to complete the survey; a few staff reported that they had forwarded the email to their students.

Responses

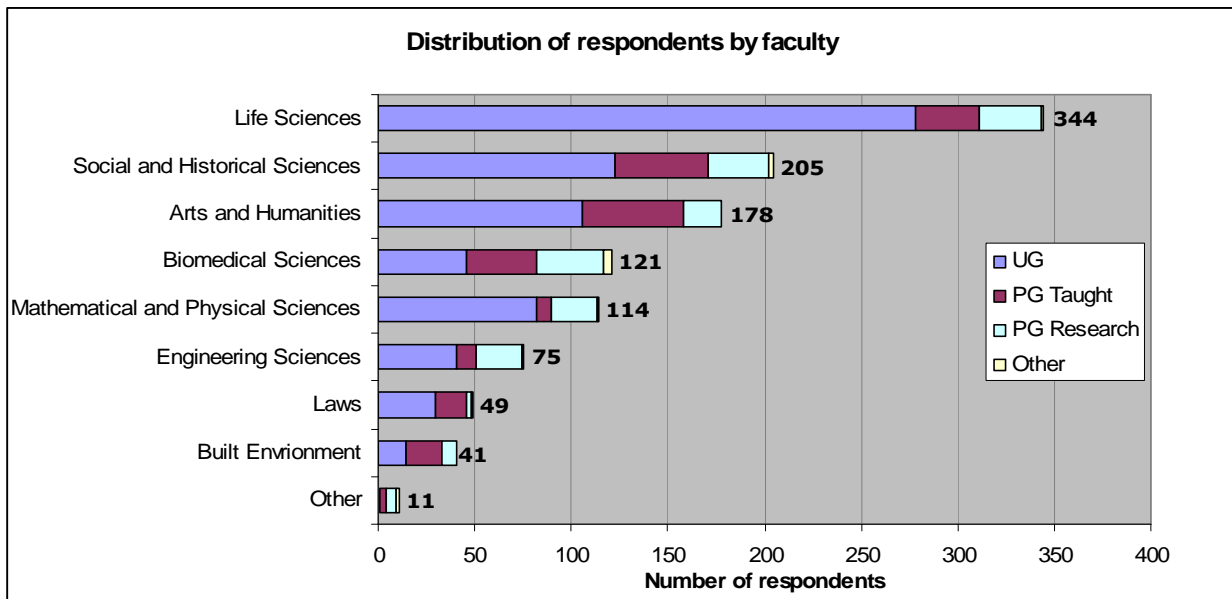


Figure 1 – Distribution of respondents by faculty

Overall 1,530 students (13% of all UCL students) accessed the survey and 1,119 students reached the end of the survey (referred to as 'completed'). This meant that 411 students failed to complete the survey. Due to the set-up of the survey, data was recorded each time a respondent clicked the button to move to the next page. This meant that although some students 'gave-up' part way through the survey their responses were still recorded. On average, students answered 12 questions; the modal class was 19 with 174 students answering 19 questions.

Of those who did not complete the survey, just 6 students did not answer any question and 55 students only answered the first question, which asked whether they are using e-learning. 69% of the students who only answered only the first question said that they were using e-learning. It is not clear why some students stopped the survey after the first question, however they were a small percentage (4%) of the total respondents.

Student views on e-learning

To understand how students felt about e-learning the survey asked students to give three benefits and three drawbacks of e-learning. Both current users of e-learning and those interested in having e-learning as part of their courses answered the questions.

Benefits of e-learning

Students identified two main benefits of e-learning:

- availability and accessibility of course materials;
- flexible study (at a time and pace suited to the student).

Availability and accessibility of course materials

48% of respondents cited the ability to access course materials from any location as a benefit of e-learning, in particular the ability to work from home. It was also suggested that students would not always have to physically bring the materials with them as they can be easily accessed from both home and university.

"[...] Being able to obtain basic documents from anywhere via laptop great (e.g. you've forgotten your reading list/essay question). [...]"

Postgraduate (Taught), Arts and Humanities

"[...] Little travel involved (only if study days) . Can continue to study even when away abroad with work as can still access WebCT anywhere in the world."

Postgraduate (Taught), Biomedical Sciences

"[...] Can do it anywhere easy to focus (don't have to work near other people and get distracted!)"

Undergraduate, Biomedical Sciences

"[...] Able to work at home (for better concentration etc) [...]"

Undergraduate, Life Sciences

"As a parent, 'attending' a lecture from home or at variable hours would make things a lot easier."

Postgraduate (Research), Social and Historical Sciences

Another reason cited was not having to travel into the University, saving both time and money on travelling.

"Easily accessible, even if I am not at uni I can still access information (I live at home outside London), in the holidays we don't have to go into uni for information, it's easier than having to pick up handouts etc."

Undergraduate, Life Sciences

"[...] Submission of work doesn't require a student to travel to University (especially if they have to commute). [...]"

Undergraduate, Mathematical and Physical Sciences

"Removes the need for trips to the classroom - especially when there may only be one lecture in a day and students make journeys of up to several hours in order to attend a lecture. [...]"

Postgraduate (Taught), Social and Historical Sciences

A small number of respondents liked the fact that e-learning gives equal access to course materials so no student is disadvantaged by limited resources.

"[...] Can access the materials unlike at the library where there aren't enough books. [...]"

Undergraduate, Arts and Humanities

"Accessible to everyone (e.g. if relying on library books not everyone in the class can get them) [...]"

Undergraduate, Biomedical Sciences

“Everybody (considering all students have access to the internet) has equal access to information and at the same time.”

Postgraduate (Research), Built Environment

Flexible study

34% of respondents cited the ability to choose when they study and the pace at which they study as a benefit of e-learning. In terms of choosing when to study, students commented that e-learning would enable them to combine their study with other commitments such as family or work and would be very beneficial to part-time students, especially those with full-time jobs.

“[...] Able to work to own personal timetable, particularly valuable as a part-time student.”

Postgraduate (Taught), Arts and Humanities

“Can study in own time - great to fit around work/family life. [...]”

Postgraduate (Taught), Biomedical Sciences

The benefits of working at their own pace were suggested to be the ability to skip sections, revisit parts that were not understood and develop skills for independent learning.

“1. Good way to communicate with others which allows them to deal with the matter at a time which is convenient to them. [...] 3. Good for working through exercises in one's own time both to build up understanding and check learning.”

Undergraduate, Biomedical Sciences

“It allows learning to be facilitated at one's own time and pace which develops independence. [...]”

Undergraduate, Biomedical Sciences

“[...] In many ways it's more productive as you can go at your own pace and skip over sections that you are comfortable with. At the same time if you get stuck Google and Wikipedia can usually get you on track again. In lectures everyone is forced to go at the lecturer's pace, which more often than not is either too slow or too fast because they cannot cater for everyone. [...]”

Undergraduate, Engineering Sciences

“[...] Personalized learning. I can complete tutorials, watch video clips, assess my learning through self-test quizzes, WHEN it's convenient for me. Also, I can decide how long I want to study for and go at my own pace.”

Undergraduate, Life Sciences

A number of respondents commented that self-paced learning might not suit every student and suggested that many students would find it more difficult to motivate themselves to do the work or feel that e-learning is not as important as face-to-face learning.

“[...] Students may not be disciplined enough to e-learn and may slack or become lazy.”

Undergraduate, Arts and Humanities

“1. You have to be very self motivated otherwise its easy to slip back into a state where you do no work at all. However if you can motivate yourself you can often be extremely productive. [...]”

Undergraduate, Engineering Sciences

“Can give certain people a false sense of security that they do not have to work now, as the materials will be online later [...]”

Undergraduate, Life Sciences

Drawbacks of e-learning

Students identified three main drawbacks of e-learning:

- lack of contact and interaction;
- technical issues;
- requirement to have computer with internet access.

Lack of contact and interaction

47% of respondents commented that e-learning reduced the amount of student-teacher and student-student interaction. Respondents were particularly concerned about having to wait for a response to a question and noted that it might be more difficult to understand a written response.

"Can be difficult to explain a problem or difficulty; even with a reply to a question you may still be stuck... Delay in getting a response to a question and lack of reassurance you get from speaking to a person. [...]"

Undergraduate, Built Environment

"If you don't understand something, it's harder to achieve comprehension on a computer than if a lecturer, for example, was there to explain. Sometimes responses from fellow students or lecturers can be slow in coming. Questions can be ignored by accident, whereas in real life, this would not often occur."

Undergraduate, Life Sciences

A few respondents commented that e-learning might not cater for some learning styles and might lead to a lack of development of communication and interpersonal skills. For non-native speakers of English, it was noted that e-learning would make it more difficult to practise speaking and listening skills.

"[...] Some students learn better through visual learning and teachers movements or jokes can help."

Undergraduate, Mathematical and Physical Sciences

"I still find that e-learning shouldn't completely replace face-to-face teaching and group meetings. Human interaction is limited online. Maybe the students would be missing out in social skills and on how to defend your point-of-view on the spot. Online communication is very prone to misunderstandings. Especially because people don't pay attention when reading/writing emails."

Postgraduate (Research), Engineering Sciences

It was also suggested that e-learning could make it more difficult to develop communities and student-teacher relationships and reduce the amount of social interaction between students.

"[...] It tends to replace a close relationship with tutors which I've always found to be one of the most valuable things about university teaching."

Postgraduate (Taught), Arts and Humanities

"[...] Rapport between tutors and students is harder to build online than actually meeting someone face to face. Reduces time spent in lectures and therefore reduces amount students see each other and socialise!"

Undergraduate, Life Sciences

"[...] If you're doing a course as part of a group and you're meant to do the course online, you don't get the same friendship forming among the group as you would in lectures/classes."

Undergraduate, Social and Historical Sciences

"[...] Loss of the 'university experience' - as e-learning is not a very social activity compared to traditional methods of learning. [...]"

Undergraduate, Social and Historical Sciences

Respondents also commented that a reduction in face-to-face contact would make it more difficult to identify the students who are struggling or not contributing to activities such as group work or discussions.

"[...] Less immediacy sometimes to communication - may be more difficult for UCL/tutors/lecturers to know what's going on with students and problems may be less easily identified/discussed."

Postgraduate (Taught), Arts and Humanities

"[...] Over reliance on distance activity reducing face contact and interpersonal communication may isolate students & lead to further stress & personal difficulties in students not coping so well. With less face contact this may be harder to identify failing students & ultimately lead to poorer results both for individuals AND the institutions."

Postgraduate (Taught), Biomedical Sciences

Technical issues

24% of respondents cited technical issues as a drawback of e-learning. The key issues were:

- unavailability of the system due to technical failure;
- security of systems (especially for assessment purposes);
- loss of data;
- slow-running systems – especially if many people try to access it at the same time.

“[...] Risk of system crashing, etc so hard-copy (e.g. of handout) also desirable but cost of producing this passed on to student. [...]”

Postgraduate (Taught), Arts and Humanities

“Inevitable system crashes cause chaos. I'd be unhappy about handing in coursework this way unless the system was airtight so I could be confident it'd definitely gone in (or perhaps receive a printed/emailed receipt or something). [...]”

Postgraduate (Taught), Arts and Humanities

“The drawbacks may include risk of system failure leading to loss of data, risk of unauthorised access (i.e. hacking). [...]”

Undergraduate, Arts and Humanities

“E-learning is good until the systems break down. For example some lecturers don't bring lecture notes because they are available online. However, the system often breaks down and then we can't get any notes. Also sometimes the coursework submission system breaks down and we can't submit it. Finally, our exam timetables are done online, but there's currently a problem with it and my final exams start next month, but I don't know when. It makes it impossible to plan your revision properly. It's ridiculous as it's my last year.”

Undergraduate, Life Sciences

Requirement to have computer with internet access

Whilst availability was cited as one of the main benefits of e-learning, 21% of respondents expressed concern about not having access to computers with internet access. It was noted that students without a computer or internet access at home would be at a disadvantage, especially if they are required to participate in collaborative activities. Whilst on campus, there was concern about the number of computers available during peak times and the lack of 24/7 opening hours.

“[...] If a student does not have a computer at home, then accessing material from university may be difficult during busy periods when the cluster rooms are full.”

Undergraduate, Life Sciences

“If the cluster room has a power cut/computers are busy/computers are broken and you haven't got the internet at home = stress & disadvantaged. [...]”

Undergraduate, Life Sciences

“There are not enough computers at the disposal of students to make online submission of essays feasible.”

Undergraduate, Laws

“If a student doesn't have a computer it is inconvenient to always have to use University cluster rooms. [...]”

Undergraduate, Mathematical and Physical Sciences

“It suggests universal access to computers and the internet, but I know of no cluster room in UCL open 24 hours, and most are only open a few hours on the weekend. [...]”

Postgraduate (Taught), Social and Historical Sciences

“Not everyone has 24hr access to the internet because of the appalling facilities provided by UCL library services. This makes it difficult and unfair for students who must make the journey to uni to find a cluster room computer / library computer which works slowly and isn't always available. For god's sake improve the computing facilities before you dabble with this high-tech e-learning stuff!”

Postgraduate (Taught), Social and Historical Sciences

Other drawbacks

Two other drawbacks mentioned were the health issues related to using a computer and the potential for distraction by other internet sites.

Use of a computer: 8% of respondents were concerned about the health effects of using a computer, in particular eye strain from reading from a screen, with many students preferring to print out materials.

"[...] Find it difficult to read large chunks of text on screen - still end up printing out papers for ease of reading/annotation etc."

Postgraduate (Research), Biomedical Sciences

"[...] Sitting at a computer (for long periods) is bad for your eye and back (if you sit badly) [...]"

Undergraduate, Built Environment

"[...] Staring too long at a computer screen is not good for the eyes; sedentary position for lengthy periods of time is unhealthy."

Undergraduate, Life Sciences

Distracted by the internet: 5% of respondents commented that if they had to use the internet to study then they would be more easily distracted by things such as personal email, communication with friends, online games and non-academic websites.

"As soon as you open a web-browser, the entirety of the web is a potential distraction. No such distraction if you're sitting in a library with a book, notepad and pen. [...]"

Undergraduate, Biomedical Sciences

"When you go on to a computer to work, it is easy to get distracted by other things on the internet e.g. Facebook, MySpace, news sites etc"

Undergraduate, Life Sciences

E-learning activities

The following sections look at the four main classes of activities addressed by the survey:

1. Distribution of content
2. Collaboration and group work
3. Communication
4. Assessment and feedback

Students were asked to rate the activities within each section from 1 (not beneficial) to 5 (highly beneficial). The aim of this set of questions was to identify which activities students felt would benefit their studies the most.

1. Distribution of content

Students were asked to rate the following activities:

- Distribution of learning materials (e.g. copies of lecture notes, reading lists, links to websites)
- Distribution of administrative information (e.g. module handbook, assessment details)
- Delivery of multimedia (e.g. audio, video)
- Interactive learning materials (e.g. animations, simulations)

1.1 Distribution of learning materials and administrative information

Distribution of learning materials was the highest ranked activity, with 94% of students rating it as beneficial or highly beneficial. Distribution of administrative information also scored highly with 82% rating it as beneficial or highly beneficial.

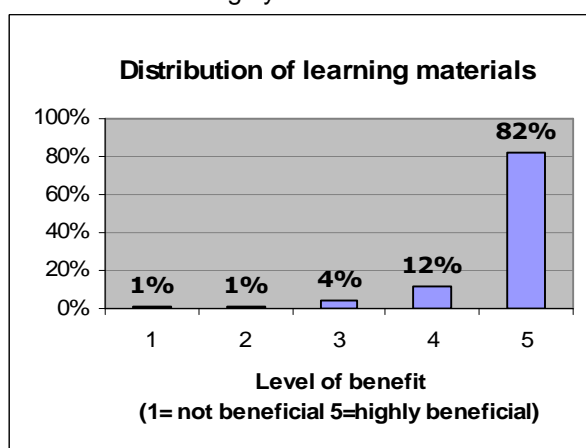


Figure 2 – Benefit of distributing learning materials

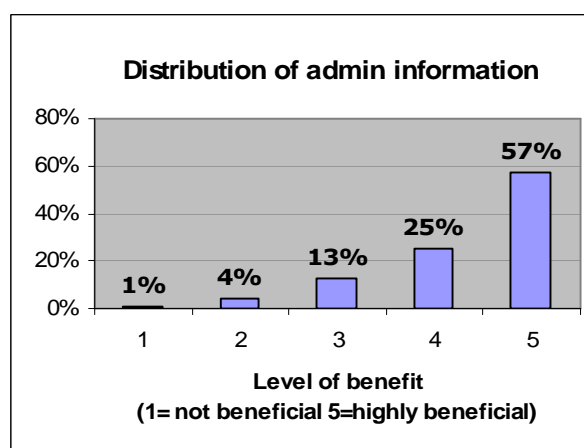


Figure 3 – Benefit of distributing administrative information

24% of respondents who use WebCT stated that access to lecture notes was one of the main things they liked about using the system. They also commented on the availability of other learning materials such as reading lists, past exam papers and links to useful websites. Administrative information such as timetables and course and assessment information was also mentioned.

"It gives us useful information regarding our course like tutorial rooms and times. The lecture notes are readily available. There are handy tests and access to past papers."

Undergraduate, Life Sciences

"1) It gives me access to the lecture notes 2) The ECM - I always have access to my timetable 3) Past papers. I don't know where I'd be without them!"

Undergraduate, Life Sciences

"Having the course information and lecture notes is very good and convenient. You can revisit information looked at in lessons and revise at any point. There are links to all the readings for one of my courses so I can read them directly from my computer."

Undergraduate, Social and Historical Sciences

13% of those using WebCT and 8% of those using Moodle were unhappy that they were not able to access all of their lecture notes online. In addition, 9% of WebCT users commented that where lecture notes were provided online, they were not made available as quickly as they would have liked.

"Not used by many academic staff. It is used on only one of the courses I take. The info is not always up-to-date. [...]"

Postgraduate (Taught), Engineering Sciences

"Information appears to take a long time to be uploaded to the site. It doesn't provide comprehensive cover, all modules should be forced to provide teaching tools on WebCT."

Undergraduate, Life Sciences

"[...] Lecture notes don't always go up until after the lecture has happened (still v useful but means I have to madly scribble all through lecture instead of listening to what the lecturer is saying)."

Undergraduate, Life Sciences

"[...] Lecture slides etc can take a long time to appear on there - would rather have it before the lecture so it is easy to take notes during the lectures."

Undergraduate, Life Sciences

"Not all courses use it, there needs to be more departmental consistency, instead of leaving up to individual lecturers."

Undergraduate, Mathematical and Physical Sciences

7% of respondents stated that a benefit of e-learning was having lecture notes online so that they could catch up if they had been ill or unable to attend a lecture. In addition, a few students noted that provision of lecture notes would enable them to concentrate more in lectures and to come better prepared having read the notes in advance.

"[...] Accessing lecture notes online means you can really concentrate on listening during the lecture itself."

Undergraduate, Biomedical Sciences

"[...] Enables students to have copies of lecture notes / relevant readings prior to lectures - which makes learning more effective / can get more benefit out of each lecture if can prepare in advance."

Postgraduate (Taught), Built Environment

"If you are ill and miss a lot of lectures it's incredibly difficult to catch up and to get other people's paper notes. [...]"

Undergraduate, Mathematical and Physical Sciences

"[...] Clearly it is also incredibly useful to be able to keep up with work if you are too ill to attend lectures in a classroom. [...]"

Postgraduate (Taught), Social and Historical Sciences

However, 9% of respondents felt that it could also be a drawback as some students would choose not to come to lectures, preferring to read the materials online. There was also some concern that the number of face-to-face sessions would be reduced by staff as more materials are put online.

"[...] Students could become dependent on online lecture notes and materials and not attend lectures."

Postgraduate (Taught), Built Environment

"It may prevent students from turning up to 'live' lectures and tutorials since so much information is available online."

Undergraduate, Laws

"[...] Danger that a majority of students will embrace e-learning and non-e-learning facilities (e.g. areas of the library where discussion is possible) will end up being reduced leaving a minority of students who don't like e-learning being disadvantaged."

Postgraduate (Research), Life Sciences

10% of respondents commented that a reduction in paper handouts would benefit the environment, with a handful of students happy that e-learning would reduce the amount of paperwork and textbooks they need to carry round.

"[...] Fewer books and written materials are used which is an excellent step in reducing carbon emissions."

Postgraduate (Research), Arts and Humanities

"An online repository of information, with lectures, textbooks etc will save us lots of money and also save our BACKS as we will need to carry less."

Undergraduate, Life Sciences

"It can serve as a backup resource in an emergency, e.g. if you have lost part of your notes in the period leading up to your exam."

Undergraduate, Life Sciences

1.2 Delivery of multimedia and interactive learning materials

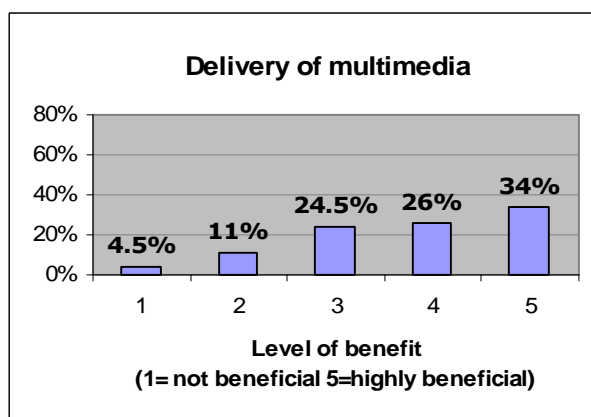


Figure 4 – Benefit of the delivery of multimedia

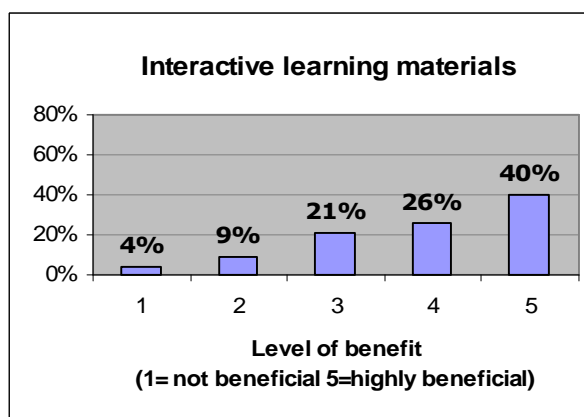


Figure 5 – Benefit of interactive learning materials

Delivery of multimedia was rated as beneficial (rating of 4 or 5) by 60% of students. Students from Arts and Humanities rated this lower than the overall rating with only 45% rating it as 4 or 5 compared with Biomedical Sciences where 70% rated it as 4 or 5. There was no significant difference between the ratings given by undergraduates and taught postgraduate students.

The provision of interactive learning materials was rated as beneficial (rating of 4 or 5) by 66% of respondents, however the results hide the differences between faculties. Students in Arts and Humanities and Laws had mixed views about the provision of interactive learning materials with only 43% and 47% respectively rating it as 4 or 5. Students from Biomedical Sciences and Life Sciences perceived more benefit from interactive learning materials with 78% and 79% respectively rating it as 4 or 5.

4% of students cited multimedia and interactive learning materials as benefits of e-learning, stating that they can aid learning by explaining difficult concepts and make the learning experience more interesting as well as allowing access to materials shown in class.

"[...] Videos demonstrating clinical examinations are an invaluable resource."

Undergraduate, Biomedical Sciences

"[...] Interactivity and animations make the subject more lively and interesting."

Undergraduate, Engineering Sciences

"[...] It gives a possibility of seeing animations, videos etc. It allows us to do the experiments and exercises we are not able to do in the lab or that are too expensive or dangerous to health and safety."

Undergraduate, Life Sciences

"[...] Animations can communicate an idea that is almost impossible to explain otherwise. [...]"

Undergraduate, Mathematical and Physical Sciences

2. Collaboration and group work

Students were asked to rate the following activities:

- Student collaboration or group activities
- Creation of collaborative documents (e.g. using wikis, shared filespace)
- Development/support of "learning communities"

Overall, respondents seemed ambivalent towards collaborative activities and learning communities, with the modal class for each activity being a rating of 3.

For **student collaboration or group activities**, respondents from the Built Environment rated this higher than the average with 54% rating it as beneficial (rating of 4 or 5) and the modal class being 5 (highly beneficial).

This was also the case for the **creation of collaborative documents**, where 59% of respondents from the Built Environment rated it as beneficial (rating of 4 or 5). Respondents from Engineering Sciences also showed a preference for the creation of collaborative documents with 55% rating it as beneficial (rating of 4 or 5); no student from Engineering Sciences rated it as not beneficial (rating of 1).

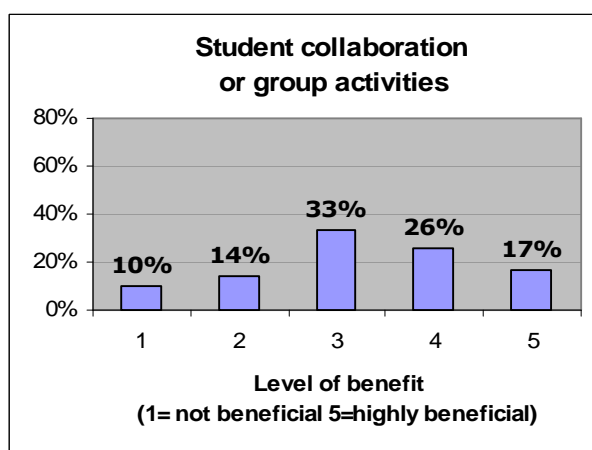


Figure 6 – Benefit of student collaboration or group activities

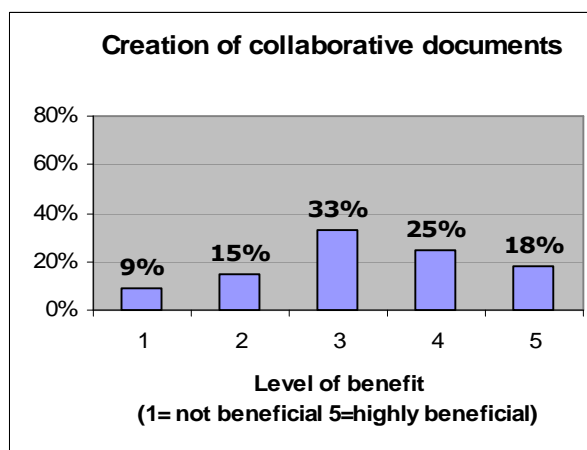


Figure 7 – Benefit of the creation of collaborative documents

When asked about benefits of e-learning, only a small number of students commented on collaboration.

"[...] Increases collaboration and communication with other students, and thus encourages the sharing of ideas and best practice. Facilitates discussion during group work projects."

Postgraduate (Taught), Arts and Humanities

"[...] I think PhD students would really benefit from wiki/blog technology, where students, supervisor and collaborator could discuss topics. Organization is much easier as well. Why not have a wiki set up and offer PhD students access to it. Not all students are technical enough to manage their own wiki."

Postgraduate (Research), Engineering Sciences

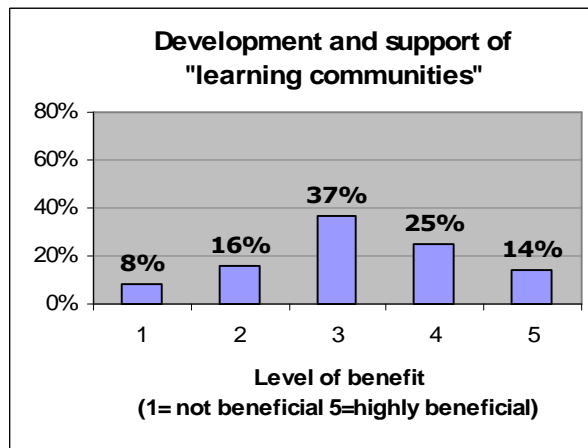


Figure 8 – Benefit of the development and support of "learning communities"

Very few students mentioned development of learning communities as a benefit of e-learning.

"[...] Community of people to help with problems when needed."

Undergraduate, Life Sciences

As a drawback of e-learning, a small number of students commented that due to a lack of interaction, e-learning might make it more difficult to develop and maintain communities.

3. Communication

Students were asked about two types of communication for student-to-student and student-to-teacher interaction:

- Using discussion forums or email (asynchronous)
- Using instant messaging or chat (synchronous – real-time communication)

They were also asked about the use of websites such as Facebook¹ or MySpace² - which have become increasingly popular amongst students for social activities - for revision purposes.

3.1 Using discussion forums or email (asynchronous communication)

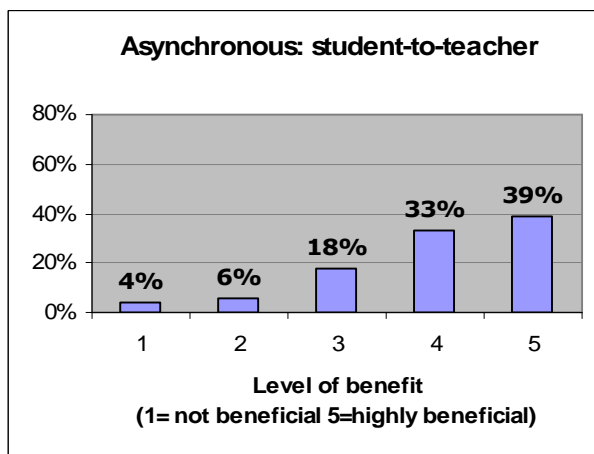


Figure 9 – Benefit of asynchronous communication: student-to-teacher

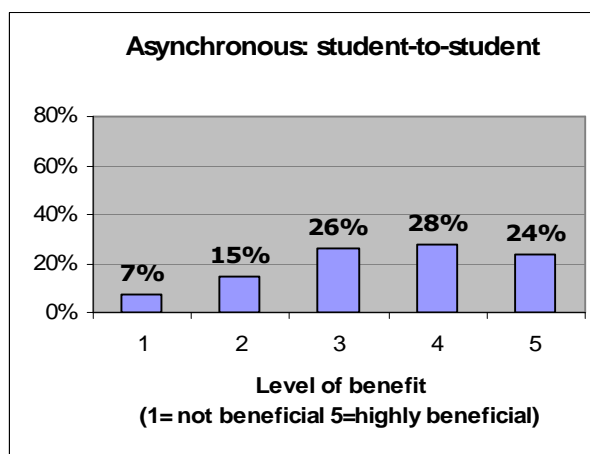


Figure 10 – Benefit of asynchronous communication: student-to-student

Asynchronous communication between student and teacher was highly rated with 72% rating it as beneficial or highly beneficial.

52% of respondents rated asynchronous communication between students as beneficial (rating 4 or 5). This rating was higher in Mathematical and Physical Sciences where 64% of respondents rated it as beneficial with 44% giving a rating of 4.

Just 11% of WebCT users and 21% of Moodle users put discussion forums as one of the things they most liked about the systems.

“The discussion forums are useful because the whole class / group can post without having to have everyone's personal emails. [...]”

WebCT – Postgraduate (Taught), Arts and Humanities

“[...] Discussion boards for (usually) quick answers to questions, often from lecturers themselves. [...]”

WebCT - Undergraduate, Life Sciences

“Discussion forums - make it easy to get help and guidance with problems, from lecturers and peers. [...]”

WebCT - Undergraduate, Mathematical and Physical Science

Other comments about discussions related to the use of the forums by both staff and students. In a few cases it was reported that discussions were not used very much and that staff and students did not check the forums as often as required. Other comments mentioned students posting irrelevant messages or posting for the sake of adding a message.

¹ Facebook is a social networking site used for setting up groups for sharing documents and sending messages (www.facebook.com)

² MySpace is a social networking site used for setting up networks of users, profiles, blogs, sharing photos, music and video. (www.myspace.com)

"I would like to use it for class discussion but I don't think anyone checks it regularly enough, myself included."

Moodle - Postgraduate (Taught), Arts and Humanities

"[...] Online discussions could be very useful, but their profile is too low so they are not widely used enough to work"

WebCT – Undergraduate, Biomedical Sciences

"[...] Lecturers are not aware of WebCT. They do not respond to questions posted on WebCT message board. [...]"

WebCT – Undergraduate, Life Sciences

"The little discussion boards and chat rooms are a joke amongst all the students in our department who are forced to use them to write silly little discursive messages to students at another university about a forced discussion. No-one takes it seriously."

WebCT - Undergraduate, Arts and Humanities

"The discussions used by students to ask questions are clogged up by petty chit-chat most of the time, a separate area for this would be useful (a social forum), especially for first year students"

WebCT – Undergraduate, Mathematical and Physical Sciences

3.2 Using instant messaging or chat (synchronous – real-time communication)

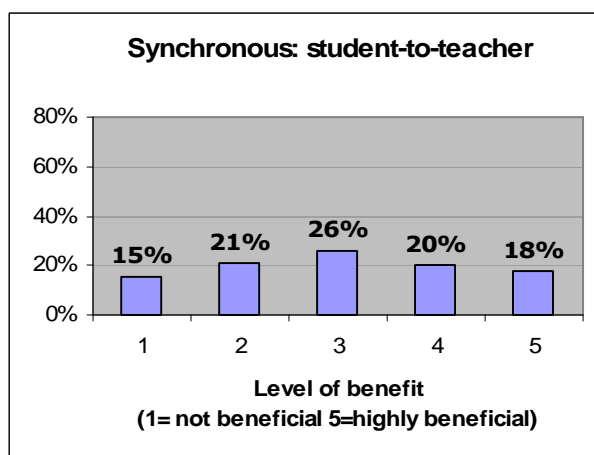


Figure 11 – Benefit of synchronous communication: student-to-teacher

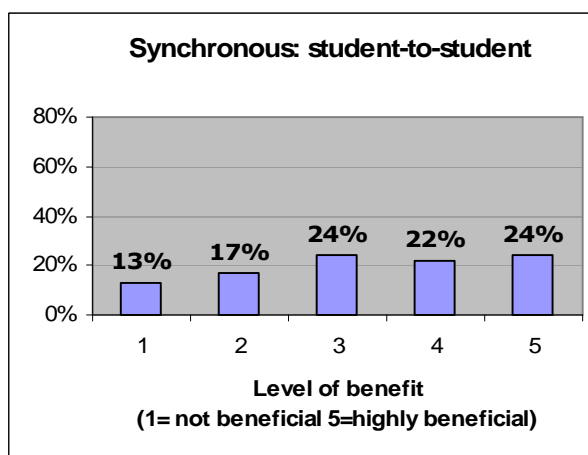


Figure 12 – Benefit of synchronous communication: student-to-student

Views on synchronous communication were fairly mixed, with a slight preference towards synchronous communication for student-to-student interaction. 33% of respondents from the Built Environment rated synchronous student-to-student communication as highly beneficial, whilst 40% of respondents from Laws rated synchronous student-to-teacher communication as highly beneficial.

Few students mentioned chat but those that did felt that it would be useful to have the facility available for instant clarification on things by both staff and students.

"Instant messaging with tutors would be useful, sometimes we might just want to email them and ask a question, but if they are online anyways, it'll be quicker to reach them."

Undergraduate, Engineering Sciences

"I like the thought of regular chat rooms with lecturers, even if only once a month, because we often argue about different questions amongst ourselves and it would be helpful if we could bring an expert into some of these arguments! [...]"

Undergraduate, Life Sciences

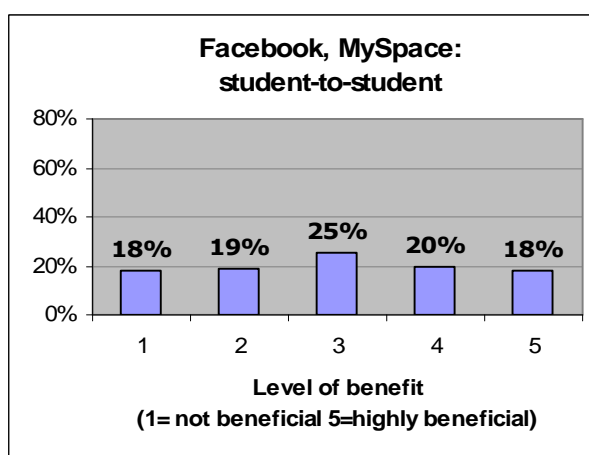


Figure 13 – Benefit of using Facebook or MySpace for revision purposes: student-to-student

Students were more or less evenly split over their attitude to using Facebook and MySpace for revision purposes, with 38% rating it as beneficial (rating of 4 or 5) and 37% rating it as not beneficial (rating of 1 or 2). 49% of respondents from Laws rated this as beneficial (rating of 4 or 5), which is likely to be related to the fact that that Facebook is currently used in Laws.

"I can see no point in having a Facebook page for revision purpose the discussion board on WebCT seems sufficient to me."

Undergraduate, Life Sciences

A handful of students reported that Facebook is already being used to support their learning, however it would seem that this has been set up by students, rather than by staff.

"[...] The Law Society also disseminates information regarding latest events online through Facebook.k [...]"

Undergraduate, Laws

"[...] Certain teachers can be contacted through Facebook which is useful as many students use it more than e-mail [...]"

Undergraduate, Laws

"We have some online materials, and the students started off by using the discussion questions pages, but to be honest everyone uses Facebook for these sorts of questions now. [...]"

Postgraduate (Taught), Social and Historical Sciences

"[...] Among students, we also share documents/ideas and discuss course related issues through Facebook. [...]"

Postgraduate (Taught), Social and Historical Sciences

Of those students who cited the internet as a possible distraction when studying, Facebook was one of the main tools cited as a potential distraction.

"[...] Many students will use Facebook or MSN whilst reading online materials. [...]"

Undergraduate, Arts and Humanities

4. Assessment and feedback

Students were asked to rate the following assessment activities:

- Online revision and practice exercises (not contributing towards final mark)
- Online exams (contributing towards final mark)
- Online submission of coursework
- Student review or assessment of each other's work (peer assessment)
- Receiving results/progress reports online

4.1 Online revision and practice exercises

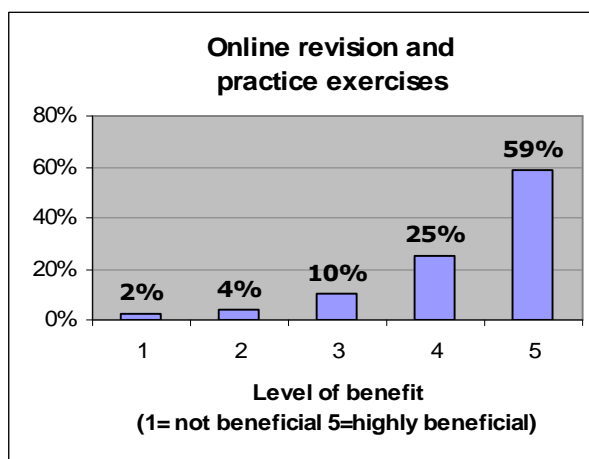


Figure 14 – Benefit of online revision and practice exercises

After distribution of learning materials, provision of online revision and practice exercises was the second highest rated e-learning activity overall with 84% of respondents rating it as beneficial or highly beneficial. This was highest in Life Sciences, where 91% of respondents rated it as beneficial or highly beneficial.

However just 4% of WebCT users cited quizzes for self-assessment and revision as one of the main things they liked about WebCT or felt was missing from their existing WebCT courses.

"[...] I find the online anatomy spotter tests really useful for revision!"

Undergraduate, Life Sciences

"[...] LAPT³ is very useful for revision to both test our knowledge and as a guide to the exam syllabus."

Undergraduate, Life Sciences

"More tests that can be used for revision, which can be accessed again and again; after all repetition is part of the learning process."

Undergraduate, Social and Historical Sciences

³ LAPT is a certainty-based marking tool used heavily in Biomedical and Life Sciences. (www.ucl.ac.uk/lapt/)

4.2 Online exams

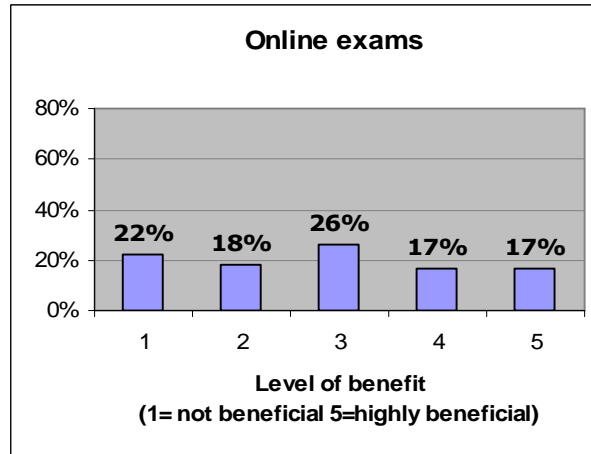


Figure 15 – Benefit of online exams

Only 34% of students rated online exams as beneficial (rating of 4 or 5), with 40% rating them as not beneficial (1 or 2). Respondents from Arts and Humanities and Laws were least in favour of online exams with over 50% rating it as not beneficial (1 or 2).

6% of respondents were concerned about plagiarism and cheating with online assessment and specifically cited online exams.

"[...] A greater chance of cheating e.g. the use of Google etc in online tests. [...]"

Undergraduate, Biomedical Sciences

"[...] It (e-learning) cannot really be used for tests, etc as there is no method of monitoring people and stopping them from cheating."

Undergraduate, Life Sciences

"[...] People might not take exams as seriously if they were held online and are perhaps more likely to cheat."

Undergraduate, Mathematical and Physical Sciences

There were also concerns with the reliability of systems during online exams.

"Online exams may cause difficulties if the system crashes, and problems with technology may cause unnecessary stress."

Undergraduate, Social and Historical Sciences

There were also a couple of concerns about the types of questions used in online exams and potential for errors when marked by a computer.

"[...] Difficult to test for anything other than with multiple choice questions and those with numerical answers."

Undergraduate, Life Sciences

"[...] Online tests can be marked incorrectly if they are completely computer marked."

Undergraduate, Mathematical and Physical Sciences

"[...] Automatically marked systems are generally very linear and allow little original thought."

Postgraduate (Taught), Engineering Sciences

4.3 Online submission of coursework

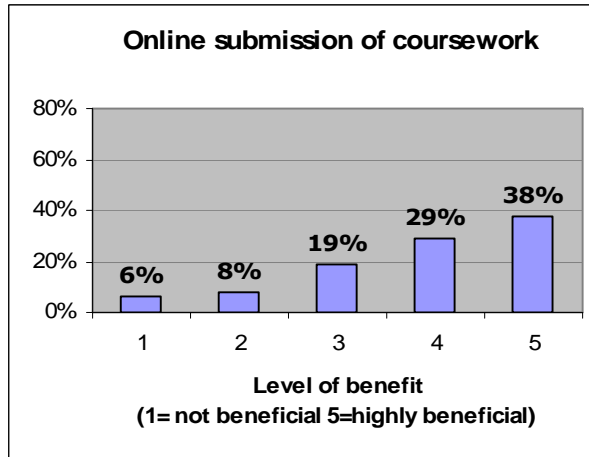


Figure 16 – Benefit of online submission of coursework

Online submission of coursework was also highly rated, with 67% of students rating it as beneficial or highly beneficial. All the respondents from Engineering Sciences gave online submission a rating of 3 or higher. Only a small number of students mentioned online submission as a benefit of e-learning and commented that it saved students from having to travel into the university to submit coursework.

“[...] It helps teachers as submitting coursework online is more reliable and easier to follow/keep administered.”

Undergraduate, Arts and Humanities

“[...] Some students would benefit from being able to submit course work online thus saving them travel and printing expenses.”

Postgraduate (Research), Life Sciences

“[...] Coursework may be marked more easily/fairly if submitted electronically, since the contents can be checked for plagiarism. [...]”

Undergraduate, Life Sciences

A few students regarded online submission as a drawback and were concerned about technical failure during submission and the lack of proof of submission. There were also concerns that some students might make excuses for not completing the work based on technology failures.

“(1) You can't always trust technology. It has a habit of failing you when you most need it! [...] 3) Students might use it as an excuse for not completing work (e.g. 'Oh, I've been disconnected from the internet so I couldn't send you the work', or even 'Oh I sent it to you... I don't know why you didn't get it.')”

Undergraduate, Arts and Humanities

“More reassuring to hand work in by hand, that way you're sure you've submitted.”

Undergraduate, Mathematical and Physical Sciences

“[...] Heavily reliant on computer working properly - failure of this can lead to a lot of problems e.g. late submission of coursework.”

Undergraduate, Social and Historical Sciences

4.4 Student review or assessment of each other's work (peer assessment)

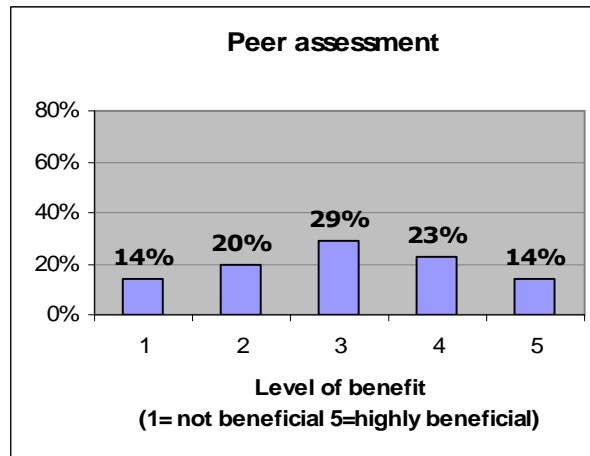


Figure 17 – Benefit of student review or assessment of each other's work (peer assessment)

37% of students rated peer assessment as beneficial (rating of 4 or 5). This rating was a lot higher in the Built Environment (51%), Engineering Sciences (48%) and Laws (49%). In Laws the modal class was a rating of 5 (highly beneficial).

48% of taught postgraduates rated peer assessment as beneficial (4 or 5) as opposed to 33% of undergraduates. Very few students commented about peer assessment.

4.5 Receiving results/progress reports online

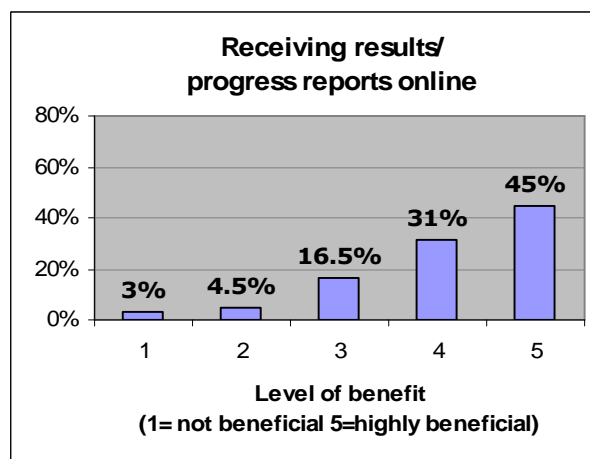


Figure 18 – Benefit of receiving results or progress reports online

76% of respondents rated receiving results and progress reports online as beneficial or highly beneficial, however only 3% of respondents cited this as a benefit of e-learning.

"[...] Online progress reports could be more frequent and therefore more indicative of how you are doing."

Undergraduate, Laws

"[...] Fast way to view results of tests, etc online, without having to wait for the next contact with the tutor to obtain results"

Undergraduate, Life Sciences

Of those currently using WebCT, 5% liked the ability to receive results and feedback through WebCT. In the majority of cases this was related to the speed of receiving marks after completing an online quiz and the ability to view statistics for the whole class.

"[...] Get your marks back straight after you complete work - don't have to wait for it to be marked."

Undergraduate, Mathematical and Physical Sciences

"[...] Lets you see your grades and where you went wrong with the MCQ quizzes. [...]"

Undergraduate, Life Sciences

"[...] Possibility to check centiles - how well everyone did at the exams."

Undergraduate, Life Sciences

5. Other

Students were asked if there were any other activities or tools that they felt would be beneficial to their learning. The main suggestions were:

- **Assessment**

- Model answers and solutions to past exam papers.
- Model answers for coursework.
- Ability for students to check for plagiarism.
- Interactive exercises – especially for language learning.

"For first years who aren't used to the structure of coursework etc, model answers would be useful. Not for the content but for the layout, especially for how referencing should be done."

Undergraduate, Life Sciences

- **Library**

- Online books/e-books.
- Direct links from reading lists to library catalogue
- Online copies of articles and readings (especially in PDF)
- Online access to dissertations and PhD theses.
- Access to more journals:
 - *"especially non-US/European/Western!"* (Postgraduate (Taught), Life Sciences)
 - Journal of International Banking and Finance Law (JIBFL)

- **Course resources**

- Lists of employers.
- Course/subject specific resources.
- Information about new publications.
- Access to courses from other departments.

- **Skills training**

- IT skills: PowerPoint, Word
- Study skills: Essay writing, giving presentations, searching databases.
- Other: CV writing, data protection, copyright.

- **Lectures**

- All lecture notes online.
- Audio and video versions of lectures.
- Live streaming of large lectures.

"Online videos of lectures, instead of live-web as it almost always fails half-way, plus lecturers often go at a speed which isn't appropriate for everyone. That way we can re-watch lectures we were unclear about as many times as necessary."

Undergraduate, Biomedical Sciences

Use of e-learning

To find out how many students are using e-learning, they were initially asked whether there is an 'e-learning component' for any of the modules or courses that are studying. To clarify what was meant by e-learning, the following examples were given: online course materials, online submission of coursework, use of online communication (discussions, email), tools for collaboration (wikis, blogs).

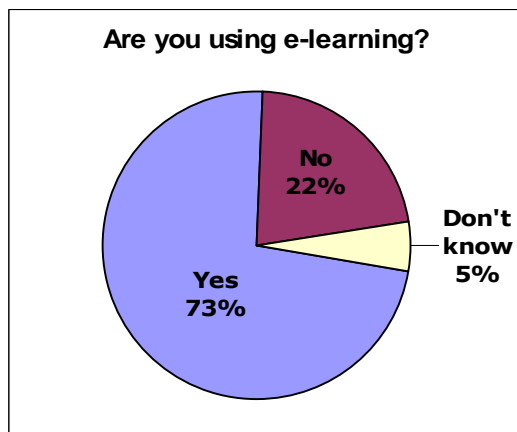


Figure 19 – Percentage of respondents using e-learning

The vast majority of respondents (73%) are using e-learning in some form. Those who answered "No" or "Don't know" were then asked if they would like to have an e-learning component as part of their modules or courses.

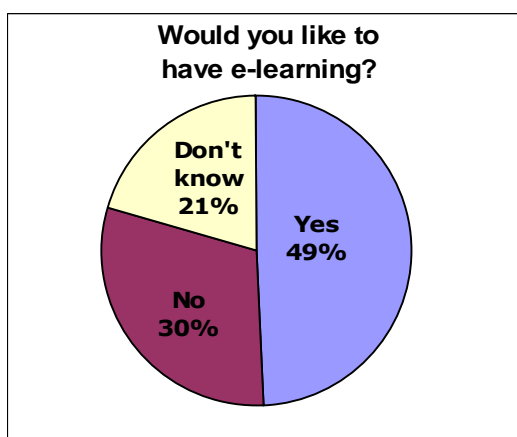


Figure 20 – Percentage of respondents not using e-learning who would like an e-learning component

The majority of the respondents answering "No" were either research postgraduates (39%) or undergraduates (36%).

Those who answered "No" were asked what their reasons were for not wanting an e-learning component. 25% responded that they preferred to have a face-to-face element and that certain activities such as lectures or interaction between tutors and students are better done face-to-face.

"I think normal lectures are more efficient in teaching the student and questions can be answered directly from the experts as that's why lectures are held traditionally."

Undergraduate, Mathematical and Physical Sciences

"I feel that I learn best through a combination of audio and visual learning - I think that doing an e-learning based course would not be of the same benefit as having a course taught by lectures/classes etc."

Postgraduate (Research), Life Sciences

"[...] Easier to discuss problems with other colleagues in person."

Postgraduate (Research), Life Sciences

12% indicated that they felt e-learning was not suitable for their subject, with 58% of these coming from Arts and Humanities departments.

"I am a student of English Literature and my entire course consists of learning through reading books and writing essays, for which e-learning is not particularly necessary."

Undergraduate, Arts and Humanities

"My subject is philosophy. I see no significant difference (hence no significant gain) between reading online materials and reading in the library. Perhaps lectures could be put on-line, but then one might as well study via the Open University. I do not see how proper supervision / tutorials in philosophy could sensibly be part of e-learning. In brief: although cost saving to the uni, no prospect of better educational process."

Postgraduate (Research), Arts and Humanities

16% indicated that they were PhD students who do not attend any classes and so felt that e-learning would not be relevant to them. Other reasons included not wanting to use a computer (8%). Three students indicated that they had previously experienced e-learning and did not find it to be beneficial to them.

"[...] Had 'e-learning' components for my undergrad and learnt far less than in a lecture for example."

Postgraduate (Research), Life Sciences

Technology

The survey asked a selection of questions on the varieties of technologies used to deliver e-learning as well as to find out the devices that students use to access e-learning. This addressed the following areas:

- Delivery of e-learning - what technologies do students use to access e-learning materials?
- Integration with other UCL systems - what do students want in a UCL 'portal'?
- Student devices – what devices would students use for learning?

Delivery of e-learning

Students were asked how about their e-learning components were delivered. They were given a choice of options based upon the responses from the Staff survey on e-learning.

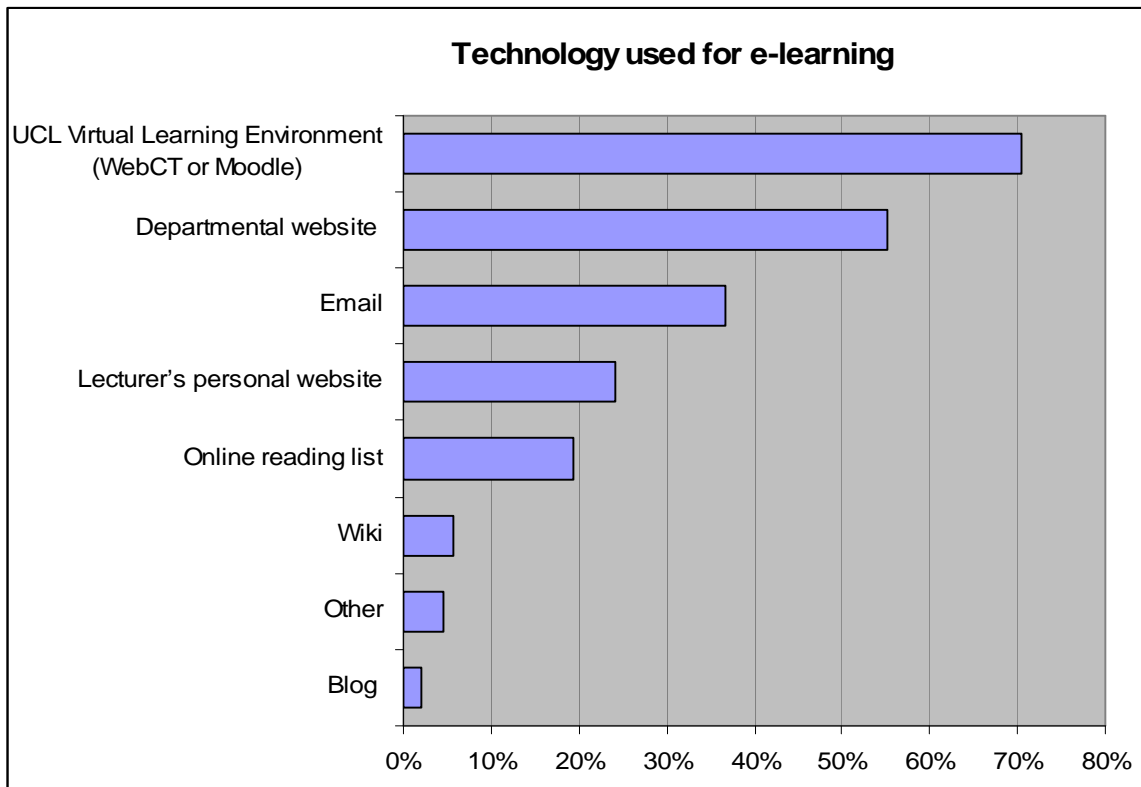


Figure 21 – Technologies used to access e-learning

The majority of students access e-learning materials through a UCL Virtual Learning Environment (either WebCT or Moodle) or via departmental websites. On average students access their e-learning materials via two different methods, the most frequent combination being VLE and Departmental website (37%); 26% only use the VLE.

In addition to the above, students also reported using TurnItIn (plagiarism detector), UCL Library databases and electronic journals, Graduate School student log and Yahoo groups⁴.

Integration with other UCL systems

Students were asked to identify three UCL systems from the list provided that they would like to see as part of a "web-based portal" which would allow them access to UCL systems through a single point of entry. Students were asked to choose from:

- UCL Email
- Portico (UCL Student Information Service)
- UCL Virtual Learning Environment (e.g. WebCT or Moodle)
- Course timetables

⁴ Yahoo groups provide facilities such as an email mailing list, email archives, file and photo sharing, online polls, group calendar. (<http://groups.yahoo.com/>)

- Library catalogue (eUCLid)
- Library e-journals and databases
- Your filestore (files on your WTS R: drive)
- Other

Access to UCL email was by far the most popular with 78% of students wanting UCL email to be part of a portal. The Library catalogue and Virtual Learning Environment were the next most popular systems.

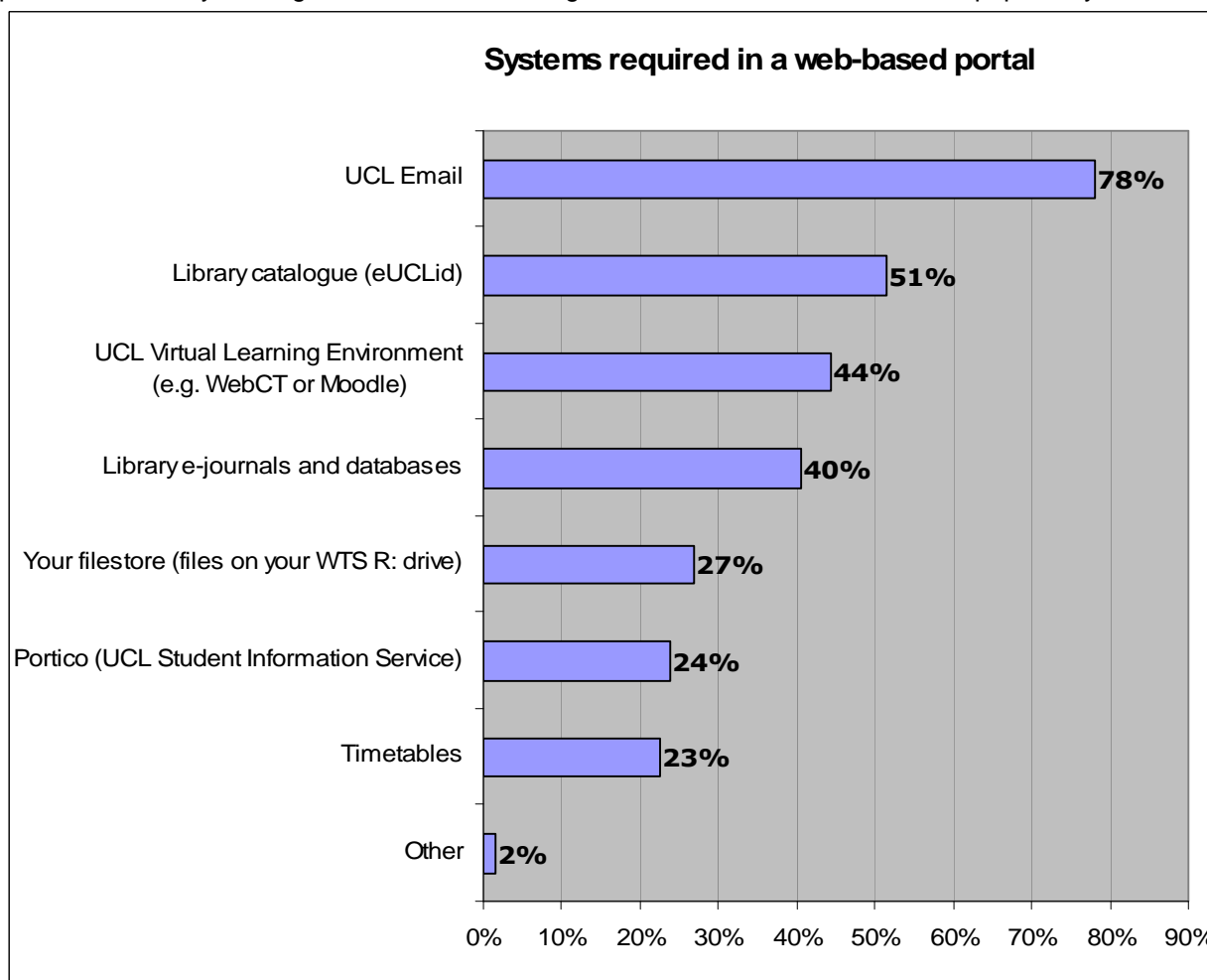


Figure 22 – Systems required to be part of a web-based portal

Other systems suggested were Facebook, department and course websites, departmental filestores, UCL study guides and past exam papers.

A couple of students commented that they would like to have all UCL systems accessible through a single portal, however there was concern that if there were technical problems with the portal, then students would lose access to all of the systems.

“PROBLEM WITH INTEGRATING ALL THESE SYSTEMS: if they need to be ‘taken down’ for maintenance we will be left with no access whereas if each system is separated then when they go offline we may still be able to access other systems!”

Undergraduate, Life Sciences

It was also suggested that students should have the ability to customise a portal to suit their own needs:

“[...] The portal idea is particularly useful, especially if it can be customised by the user. The user should be able to select from a range of items to be included in their portal main page. These should be college wide items such as e-mail, library and WTS drive but also departmental information and access to societies information. Allowing each user to personalise their portal will make it far more usable and far more likely to be used.”

Postgraduate (Research), Engineering Sciences

Student devices

To investigate the demand for accessing e-learning materials via a variety of devices, students were asked which devices they owned and whether they would want to use that device to study their course materials. Students could choose from:

- Desktop computer
- Laptop computer
- MP3 Player
- Mobile phone with internet access
- PDA (Personal Digital Assistant)
- Other

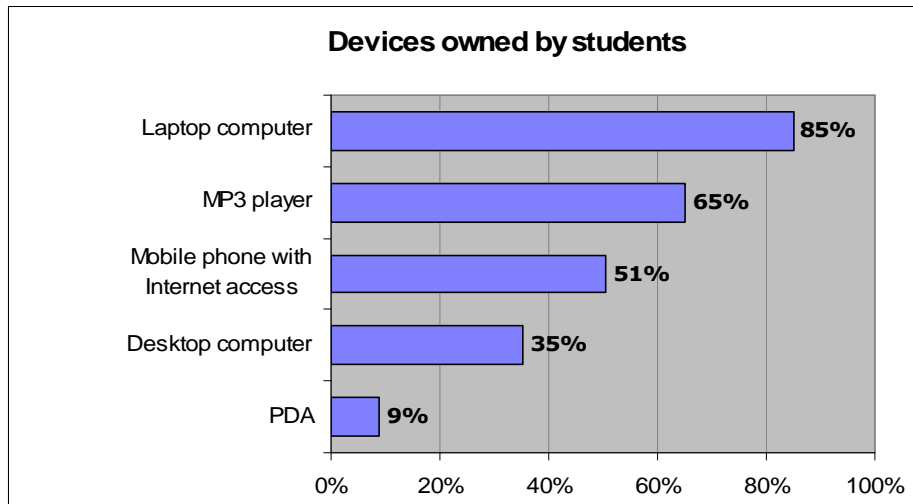


Figure 23 – Devices owned by students

Ownership of laptop computers (85%) is more than double that of desktop computers (35%) with 23% of respondents owning both a laptop and a desktop computer. 38% of respondents own a laptop, an MP3 player and a mobile phone with internet access.

When asked whether students would use a device to study their course materials, it was anticipated that students would only indicate their use for devices that they owned, however a number of students also indicated whether they would use devices that they do not own. In a number of cases, students indicated their ownership of a device but did not indicate whether they would or would not use that device.

The chart below shows the number of respondents who would use a device compared with those who would not use a device and identifies the number who actually own the device.

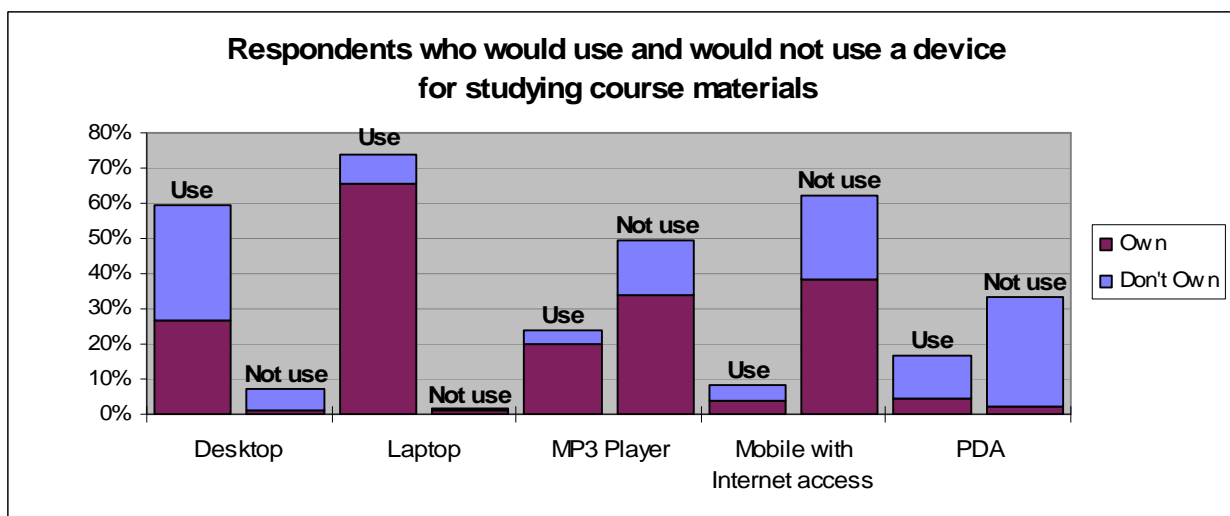


Figure 24 – Respondents who would use and would not use a device for studying course materials

It would seem that the majority of students who own a laptop or desktop computer would definitely use these devices for studying their course materials and even those students who do not own a laptop or desktop would also use them for study.

Views on the use of MP3 players show that students are not in favour of using them for study. The results appear to be strongly affected by those who do not currently own such a device. However this difference is less if we consider only those respondents who own an MP3 player, 31% would use the device, 52% would not.

“Paediatrics section of WebCT provides online tutorials and lecture slides with commentary. The audio tutorials are very useful as they can be put onto MP3 players and then used while travelling to college.”

Undergraduate, Biomedical Sciences

Few students wanted to use their mobile phone to study their course materials. For the PDA, the results are again influenced by those who do not own a PDA. Of those who own a PDA, 49% would use the device to study their course materials, compared with 27% who would not. It was suggested that PDAs could be used for retrieving calendar information:

“[...] Calendar synchronisation - with timetable, dates of deadlines etc - which we can then synchronise with Outlook, PDAs etc. [...]”

Undergraduate, Life Sciences

Other devices that students would like to use included tablet PCs and audio recorders to record lectures.

UCL-supported Virtual Learning Environments

This section looks at the use of the two UCL-supported Virtual Learning Environments (VLEs): WebCT and Moodle. The majority of students are using WebCT which is to be expected as WebCT is the main institutional VLE with over 450 'live' courses. Moodle is currently available on a pilot basis and has only 30 'live' courses.

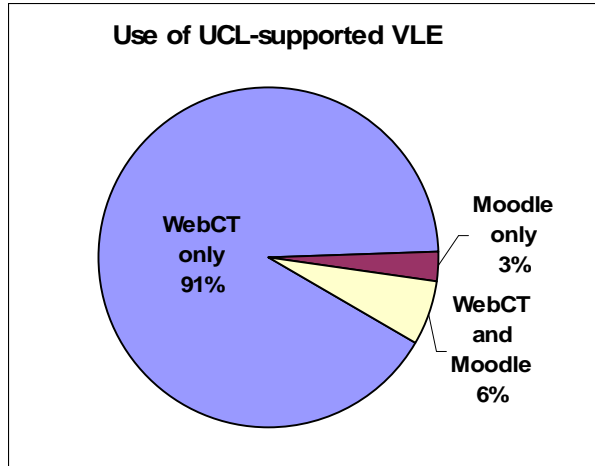


Figure 25 – Percentage of respondents using a UCL-supported VLE

Students from Life Sciences account for 37% of the respondents using WebCT only. Students from Social and Historical Sciences account for a third of the respondents using Moodle only and 26% of respondents using both WebCT and Moodle.

Frequency of access

The majority of respondents (74%) access WebCT or Moodle at least once a week, with just 1 student never having accessed the VLE.

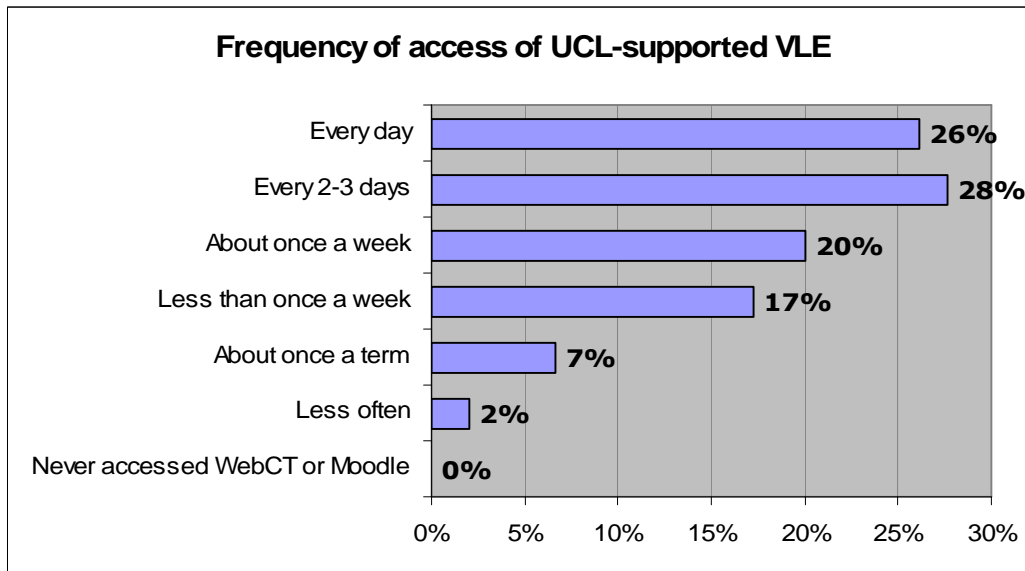


Figure 26 – Frequency of access of UCL-supported VLE

Students from Life Sciences access the VLE more frequently than those from other faculties with 41% accessing it on a daily basis and 33% accessing it every 2-3 days. Students from Arts and Humanities check the VLE less often, with 53% accessing it less frequently than once a week; no students in Arts and Humanities access the VLE daily. Students from Laws were split between accessing the VLE daily (43%) and accessing it once a week (43%).

Locations for accessing the VLE

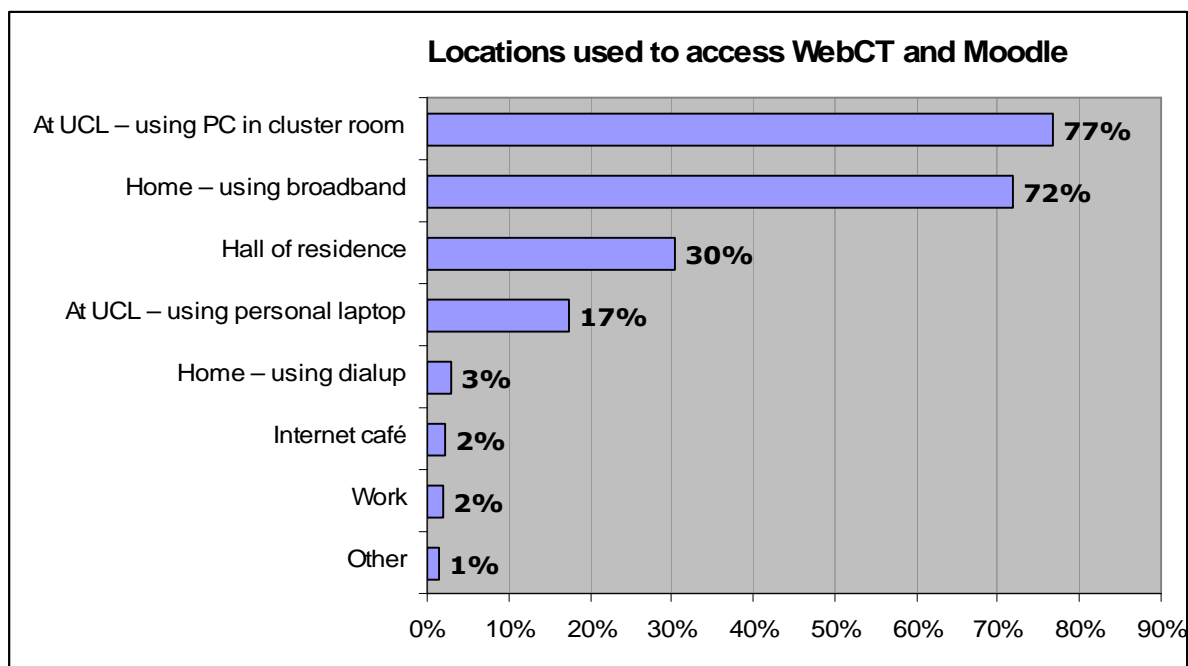


Figure 27 – Locations used to access WebCT and Moodle

Most students access the VLE using a PC in a cluster room (77%) or from home where they have a broadband connection (72%); 56% of students use both a PC in a cluster room and a home broadband connection. Only 3% of students use a home dialup connection to access the VLE, with the majority of those also using UCL cluster rooms; the exceptions are those students on distance learning courses where in two cases dialup is their only method of access.

Other places of access include at home via wireless or 3G, at their parents' house and “*wherever I am and there is internet connection!*” (Undergraduate, Mathematical and Physical Sciences)

Likes and Dislikes

Respondents using the systems were asked to give three things that they liked and three things that they disliked about the current systems and to identify any features or functionality that they felt were missing.

Appendix 3 details the specific functionality that students would like to have in a VLE.

Interface

Usability was one of the main things that students liked about both WebCT and Moodle. 24% of WebCT users and 17% of Moodle users commented that the systems were easy to use. However the design of both systems was not popular, with 12% of WebCT users and 14% of Moodle users disliking in particular the colour schemes and icons. Students commented that WebCT's design is ugly, bland, old-fashioned, childish and boring; Moodle's design is felt to be plain and boring.

In a couple of cases, the comments made by WebCT users related to the colours, icons and designs chosen by the lecturers themselves.

“The colour scheme is dreadful, but I think that this is down to our particular lecturers - the homepage has blue writing on bright yellow. I think the yellow's probably better on some machines, but the v. old screens I use at work render it as plain bright yellow (#ffff00), which is horrible and nearly impossible to read from. [...]”

WebCT - Postgraduate (Taught), Arts and Humanities

“[...] Strange images are put up my lecturers for links. [...]”

WebCT – Undergraduate, Life Sciences

There were mixed feelings about the organisation and layout of materials in the VLE. 13% of WebCT users commented that it provided clear and well structured organisation and layout; however equal numbers commented that the layout was complicated, confusing and difficult to navigate. It is not clear whether this is a problem with the VLE itself or the way in which lecturers have organised their materials.

"[...] The organization of study materials can be unnecessarily complicated i.e. sometimes one has to click link after link to find what one is looking for. [...]"

WebCT – Undergraduate, Biomedical Sciences

"The material isn't organised in the same way for each module so it's not always easy to find your way around."

WebCT – Undergraduate, Life Sciences

"Some modules are not organized clearly, meaning that they could be subsets of other menus instead of having it's own link in the main page. [...]"

WebCT – Undergraduate, Life Sciences

A number of respondents commented that the organisation of materials differed between WebCT courses. It was suggested that WebCT courses should be more consistent in their approach so that it is easier to find materials in each course, especially where courses were designed by different lecturers.

"[...] No standard layout for course components, every time we have a different lecturer, the format changes."

WebCT – Undergraduate, Life Sciences

"Each module has a different style of page, with different icons etc. So each time you start a new module you have to learn how to navigate around the new page."

WebCT – Undergraduate, Life Sciences

"All professors personalize not only the contents, but also the modules/appearance making it a bit confusing [...]"

WebCT – Postgraduate (Taught), Social and Historical Sciences

16% of Moodle users and 8% of WebCT users remarked on issues with navigation and difficulty with finding documents. In addition, WebCT users commented that there were too many clicks to reach pages.

"[...] I find the navigation of the site difficult, and the symbols which link to pages are not useful."

WebCT - Postgraduate (Taught), Arts and Humanities

"[...] There are too many pages of menus that you have to wade through to get to the page you want. [...]"

WebCT – Undergraduate, Mathematical and Physical Sciences

"Content on WebCT is not searchable (there is no 'search' button), if it was it would radically improve our productivity and perhaps allow information to be found more easily.[...]"

WebCT – Undergraduate, Life Sciences

"The content is at times difficult to find and quite spread out in different sections."

WebCT – Undergraduate, Life Sciences

"[...] Too many different sub categories within a subject so can be time-consuming to find what you want."

WebCT - Undergraduate, Social and Historical Sciences

"It is easy to follow the links, but sometimes the progression isn't logical and so the lecturer has to explain where it will be found.[...]"

Moodle - Undergraduate, Social and Historical Sciences

"Often hard to navigate to different areas (i.e. within chemistry wiki) as some links are ambiguous."

Moodle - Undergraduate, Life Sciences

The following suggestions were made to improve navigation and finding documents:

- Easy to use search facility.
- Site map.
- “Common shortcuts” or “quick links” section (customisable by student).

Updates and notifications

10% of WebCT users commented that their courses were not updated as often as they would like, which leads to old or incorrect information still being available. Only 5% of WebCT users mentioned that their WebCT courses were updated regularly with new information and documents.

“Lecturers do not always update the pages with new information, which can be confusing.”

WebCT - Undergraduate, Arts and Humanities

“Many lectures are not put up, many lectures are grossly delayed in being put up and there are many accessible parts that are not updated for all the relevant users.”

WebCT - Undergraduate, Life Sciences

A few users commented that they liked the icons on the myWebCT page and within the WebCT courses that alert them to new items such as discussion messages and quizzes and that they get a direct link to the item. Users would like this to be extended to identify when new documents or notices are added or updated.

“Should tell you on home page when new things have been added, not just new discussions.”

WebCT - Undergraduate, Life Sciences

“[...] Material is sometimes removed and added without anyone knowing about it, the only way we know is if we manually check each page. If there was a “COMNOT”⁵ which would email us when material is uploaded it would be useful [...]”

WebCT - Undergraduate, Life Sciences

WebCT users would also like alerts about new items to be sent to them by email. In Moodle, users receive copies of discussion messages by email and 11% of Moodle users put this as one of the things they liked about the system – only 1 student disliked the emails.

“Some sort of email alert system whereby, if you sign up to the alert system, you are notified whenever someone posts work or a message on WebCT.”

WebCT – Postgraduate (Taught), Arts and Humanities

“Would seem useful if WebCT could automatically notify students of changes made by lecturers, probably via e-mail. If it could provide a link or links to those sections which have been changed, even better.”

WebCT - Postgraduate (Taught), Life Sciences

“Maybe an automatic email should be sent when a course notice appears, for people who don't use WebCT that much.”

WebCT – Undergraduate, Mathematical and Physical Sciences

“The opening page should show a summary of recent activity - new postings etc.”

WebCT - Postgraduate (Taught), Social and Historical Sciences

Central location for course materials

10% of WebCT users like the fact that WebCT provides a central location for their course materials.

“Nearly all of our material in the same place and so we do not spend hours searching for it. [...]”

WebCT - Undergraduate, Biomedical Sciences

“One site where you can get all of the required information on the course.”

⁵ COMNOT is an add-on to WebCT that allows users to request notification by email of new discussion and mail messages within specified WebCT courses.

WebCT - Undergraduate, Life Sciences

However 12% of WebCT users dislike the fact that not all their modules are on WebCT. Both Moodle and WebCT users feel that more departments should use a VLE.

"All courses should have to put their lecture outlines and complementary notes on it. [...]"

Moodle - Postgraduate (Taught), Arts and Humanities

"I think there is massive potential for e-learning to be used in every course and should be, in a basic form at least, standardised across courses. The only way it will work properly is if everyone expects to use it and this will force all lecturers to use it properly to meet student needs."

WebCT - Postgraduate (Taught), Arts and Humanities

"I would like all my courses to use it for access to resources such as lecture notes - at the moment it is piecemeal as some do and some don't."

WebCT - Undergraduate, Life Sciences

"More if not all the different courses should be on there instead of having to look all over the place for each one, have them in one place."

WebCT - Undergraduate, Social and Historical Sciences

5% of WebCT users would like to see more systems integrated with WebCT so that they can access everything from one location, in particular webmail, Electronic Curriculum Map (ECM – a timetabling system for Medical Students), Portico and UCL filestore. They would also like more integration with other websites where course materials are stored.

"[...] Lack of integration with the rest of the UCL material; why do we have the central WebCT 'hub' yet many other external webpages which we rely on, such as the exam papers, study guides, timetable etc."

WebCT - Undergraduate, Life Sciences

Communication tools

Discussion forums were the top rated tool by both WebCT (11%) and Moodle (21%) users, however 5% of WebCT users had problems with the use and navigation of the discussion forums.

"[...] Navigating the forums (discussion boards) is very clumsy: one needs to expand the thread of interest, then check the box and finally a new window opens. [...]"

WebCT – Undergraduate, Biomedical Sciences

"I can't rearrange the threads in the discussion room as I like. Difficult to find a previous posting if I don't remember the thread."

WebCT – Postgraduate (Taught), Biomedical Sciences

"Users should be able to delete what they have written on the discussion boards at a later date, but just what they (personally) have written of course, not anyone else's stuff."

WebCT – Postgraduate (Taught), Built Environment

"[...] The forums are much better than WebCT in terms of appearance and functionality. [...]"

Moodle - Undergraduate, Life Sciences

Examples of best practice at UCL

Students were asked to suggest examples of best practice in e-learning at UCL. They were asked to provide details about the course such as course title, department running the course and, where appropriate, the module code. In addition they were asked to explain why they had chosen the course.

Students mentioned both individual modules and degree programmes as well as referring to a set of courses provided by a department (e.g. All courses in Geography). In a number of cases, students listed the materials and activities available online (e.g. lecture notes, reading lists, assignments); in some cases students did not give a reason. A handful of students chose to identify a course where e-learning was not used.

These courses have been chosen by the students as good examples of e-learning and it would appear that the choice is related to a student's exposure to e-learning. In some cases the comments indicate that a course was chosen because it is the only course that the student is studying that contains an e-learning component. A number of courses have been chosen because of the provision of lecture materials; in other cases a good example of e-learning provides an interactive element such as online quizzes, animations or discussion forums in addition to lecture materials.

The most popular courses are given below and include both modules and degree programmes. The MBBS programme for Medical students scored the highest with 103 'votes'; the second most popular course was Cellular and Molecular Biology with 15 votes. The MBBS programme scores highly due to the high number of Medical students answering the survey. Medical students are assigned to either the Faculty of Life Sciences (pre-clinical – years 1 and 2) or the Faculty of Biomedical Sciences (clinical – years 3-5).

Appendix 5 contains a complete listing of all the courses mentioned and any comments provided.

Arts and Humanities

- **MA Comparative Literature - Translation Studies (CLITG002) (6 votes)**
"The WebCT course is used: it is good to have access to lecture notes meaning you can just sit and listen in class and not worry about writing everything down and we can prepare for classes in advance as useful information is given before each lecture."

Biomedical Sciences

- **Circulation and Breathing (8 votes)**
"Lecture notes online before lectures so we can print them off to annotate. Problems and answers put up also important. Administrative info information really clearly organised - you know where to look things aren't in several different places etc"
- **Endocrine System and Regulation (14 votes)**
"E-learning is used in this course in the form of interactive exercises for students to complete. I liked this form of e-learning because it was comprehensive and very useful in that it complemented the teaching provided by our lecturers."
- **Infection and Defence (10 votes)**
"'Infection and Defence' was a good module because the learning materials were very well laid out and all lecture presentations were made available from the start of the module. The course was very thorough and review questions online were a helpful learning aid. The FAQs section on WebCT was also very beneficial."
- **MBBS (103 votes)**
"Numerous ways inc. lecture slides, online submission of work, online resources such as AnswersIn and the Virtual Consultant. I like the variety sometimes it is not easy to remember something if you just read it in a book answering questions as you go along say after each new topic and pictures moving images and audio input aid memory."

- **Paediatrics module for Medical Students (7 votes)**
"Paediatrics section of WebCT provides online tutorials and lecture slides with commentary. The audio tutorials are very useful as they can be put onto MP3 players and then used while travelling to college".
- **MSc International Primary Health Care (10 votes)**
"Entire course is online - similar structure used for each module. Online instructions readings lectures discussions assignments. Working well for me so far - tools are quite simple to use, interaction is genuine and stimulating possibilities for extra learning are offered. Living in the bush the contact and academic environment are great!"

Laws

- **LLB Law (13 votes)**
"Course materials and past year questions are uploaded on the faculty website. Also the library online database provides an easy way of looking up cases and legal materials. The Law Society also disseminates information regarding latest events online through Facebook and other similar paraphernalia. I like it because it provides flexibility in my learning and enables me to keep up to date with developments in the faculty much more easily. Also I am able to access considerable amounts of material in much less time than before."

Life Sciences

- **Cellular and Molecular Biology (BIOC1001) (15 votes)**
"It's used for end of topic 'mini-tests' taken using WebCT which has made me keep up to date with revision. Tutorials are on WebCT which don't actually count towards your degree which takes off pressure and also has complementary animations/activities which are helpful. Most lecturers are responsive to questions asked on the discussion board."
- **Molecular Biology (BIOC2001) (9 votes)**
"There are interactive animation tutorials on the WebCT site. These interactive animation tutorials helped me to engage with the subject and helped me to VISUALIZE fundamental principles. Also despite there being good interactive animation tutorials we still had real small-group tutorials."

Mathematical and Physical Sciences

- **Chemistry for Biologists (CHEM1602/1603) (6 votes)**
"CHEM1602: the huge number of self-test questions and high level of lecturer response to questions asked in discussion forums are very helpful. Also the mp3 files of lectures by Dr Sella are an excellent idea."
- **Waves, Optics and Acoustics (PHAS1224) (9 votes)**
"Lecture notes are put online, discussion boards are used and the lecturer monitors the discussion boards and answers questions there as well. I find this extremely useful. It is very easy to gain access to lecture notes and PowerPoint slides. This makes studying and revision very easy and much more convenient. Having interaction in the discussion boards with peers and the lecturer helps clear up many queries on the spot."

Social and Historical Sciences

- **Qualitative and Quantitative Research Methods (PUBLG004) (6 votes)**
"Has its own website with course materials online lectures lots of material. Also has forum and teacher has encourage students to interact and post answers to questions to help with revision. Basically the key is the tutor getting involved and encouraging students to use it."

Conclusions

This survey has provided a valuable insight into the views of students at UCL on e-learning.

In terms of activities, students feel it would be very beneficial to have learning materials and administrative information available online, especially for students who have missed lectures due to illness. There is, however, a need for materials to be updated regularly and to be made available soon after the lecture or even before the lecture. The comments also indicated a requirement for more modules and courses to be available online with the same level of provision (e.g. lecture notes, reading lists, discussion forums, practice exercises, past papers). It was suggested that a central location for all course materials would be helpful, rather than materials being available on a number of different sites (currently the VLE, departmental websites, lecturer's websites).

In terms of assessment, the provision of revision and practice exercises was rated as highly beneficial, and submission of coursework was rated as beneficial. Students are less keen to take exams online and were concerned about problems with technology and plagiarism.

Students identified availability and accessibility of course materials as a key benefit of e-learning, which in turn was suggested to enable more flexible study - at a time and pace suited to the student. Key drawbacks of e-learning included the perceived loss of contact and interaction between students and lecturers, however the comments indicated that students seem happy to use the internet for social activities and even suggested that personal communication and use of social-networking sites might distract them whilst learning online.

There were also concerns with reliance on technology, including the requirement to have a computer with internet access and the potential of disadvantaging students who do not have access to these facilities at home.

Those currently using a UCL-supported VLE are keen to see improvements made in functionality, in particular improved notification of new items within the VLE course such as lecture notes, discussion messages, and an easy way to search for documents. Consistency of design and layout between VLE courses was also commented on.

Students seem to be in favour of a UCL portal where they can access a selection of UCL systems from a single location. The main systems they would like to access are UCL email, the Library catalogue and databases and the VLE. The portal could be effective if students were able to customise it to choose which systems they want displayed. There was concern about the inability to access all systems if there was a technical problem with the portal and so a backup portal or alternative methods of access would need to be available.

Students own a variety of devices, however they seem to prefer to use laptop and desktop computers to access course materials. There was less interest in using mobile devices such as MP3 players, mobile phones and PDAs.

The results of the survey indicate that there are a number of key tasks for UCL to undertake in order to improve student use of e-learning in the future:

- Wider coverage of provision of online materials;
- More consistent layout and design of VLE courses within departments or across degree programmes.
- Central location for accessing course materials;
- Provision of revision and practice exercises;
- Backup services to ensure no loss of service when submitting coursework.

Appendix 1 – Student survey questions

E-learning at UCL: A student perspective

E-learning – online lecture notes, discussion boards, emails, blogs, wikis, etc. – has great potential to enhance learning and teaching. A working group has been set up to choose the most appropriate Virtual Learning Environment (VLE) for UCL. A key part of this investigation is your input about your experiences of e-learning.

The results of this survey will provide valuable information to assist the working group. For more information about the working group please contact Andrea Townsend-Nicholson (Chair) at ccaavle@ucl.ac.uk

The survey should take around 5-10 minutes to complete. You will be asked a maximum of 25 questions.

A prize draw for survey participants will be held on Friday 23 March 2007 at noon. The winner will receive a £100 Waterstone's voucher and will be notified immediately by email. The result will be announced on the UCL homepage (www.ucl.ac.uk). If you wish to enter the draw, please provide the requested details at the end of the survey.

1. Is there an 'e-learning' component for any of the modules or courses you are studying?

E.g. online course materials, online submission of coursework, use of online communication (discussions, email), tools for collaboration (wikis, blogs)

- Yes [branch to question 4]
- No [branch to question 2]
- Don't know [branch to question 2]

2. Would you like to have an 'e-learning' component for any of the modules or courses you are studying

- Yes [branch to question 14]
- No [branch to question 3]
- Don't know [branch to question 14]

3. You have said that you would not like an e-learning component. What are your reasons for this?

(Open-ended)

[branch to question 25]

Accessing E-learning

4. How do you access your e-learning components?

(please select all that apply)

- A UCL Virtual Learning Environment (WebCT or Moodle) [branch to question 5]
- Departmental website
- Lecturer's personal website
- Email
- Wiki
- Blog
- Online reading list
- Other (please specify)

5. Which UCL Virtual Learning Environment do you use?

- I use WebCT only [branch to question 8]
- I use Moodle only [branch to question 11]
- I use both WebCT and Moodle [branch to question 8]

Using a Virtual Learning Environment

You have said that you use either WebCT or Moodle.

6. Approximately how often do you access WebCT or Moodle?

- Every day
- Every 2-3 days
- About once a week
- Less than once a week
- About once a term
- Less often
- Never accessed WebCT or Moodle

7. Where do you access WebCT or Moodle?

(please select all that apply)

- At UCL – using PC in cluster room
- At UCL – using personal laptop
- Hall of residence
- Home – using broadband
- Home – using dialup
- Internet cafe
- Other (Please specify)

Your use of WebCT

8. Please give three things that you LIKE about WebCT.

(Open-ended)

9. Please give three things that you DISLIKE about WebCT.

(Open-ended)

10. Are there any features missing from WebCT?

(Open-ended)

[If (a) at Question 5, branch to question 14]

Your use of Moodle

11. Please give three things that you LIKE about Moodle.

(Open-ended)

12. Please give three things that you DISLIKE about Moodle.

(Open-ended)

13. Are there any features missing from Moodle?

(Open-ended)

Importance of e-learning

This section aims to find out what you would like to have available to you online as part of an e-learning component.

Using a scale of 1-5 (1=not beneficial, 5=highly beneficial), please indicate how beneficial you feel it would be to have the following available online:

14. Distribution of content

- Distribution of learning materials (e.g. copies of lecture notes, reading lists, links to websites)
- Distribution of admin information (e.g. module handbook, assessment details, announcements)
- Interactive learning materials (e.g. animations, simulations)
- Delivery of multimedia (e.g. audio, video)

15. Collaboration/Group work

- Student collaboration or group activities
- Development/support of "learning communities"
- Creation of collaborative documents (e.g. using wikis, shared filespace)

16. Communication

- Discussion forums, email: student-to-student
- Discussion forums, email: student-to-teacher
- Instant messaging, real-time chat: student-to-student
- Instant messaging, real-time chat: student-to-teacher
- Facebook, myspace: student-to-student (for revision purposes)

17. Assessment/Feedback

- Online revision and practice exercises (do not contribute towards final mark)
- Online exams (contribute towards final mark)
- Online submission of coursework
- Student review or assessment of each other's work (peer assessment)
- Receiving results/progress reports online

18. Please give details of any other activities or tools, not mentioned above, that you feel would be beneficial to have available online to support your studies.

Your views on e-learning

19. Please suggest three benefits of using e-learning.

(Open-ended)

20. Please suggest three drawbacks of using e-learning.

(Open-ended)

E-learning 'best practice'

We are keen to identify good examples of e-learning at UCL. Thinking of the courses that you have studied (including your current courses), is there one particular course where you liked the use of e-learning? If so, please provide the following information:

- Title of course
- Module code (where applicable)
- Department delivering course

21. How is e-learning used in this course and why do you like it

(Open-ended)

22. Are there any courses which you are aware of but are not taking which you think make particularly good use of e-learning? (Perhaps courses that friends are on or other courses in your department). If so, please provide any information about this course:

(Open-ended)

Technology

23. If you could access UCL systems through a single point of entry (e.g. a web-based portal), what are the three main systems you would most want to be able to access?

(You may only select a maximum of three options)

- UCL Email
- Portico (UCL Student Information Service)
- UCL Virtual Learning Environment (e.g. WebCT or Moodle)
- Course timetables
- Library catalogue (eUCLid)

- Library e-journals and databases
- Your filestore (files on your WTS R: drive)
- Other (please specify)

24. Which of the following devices do you own and which would you use for studying your course materials?

	I own this device	I would use this device for studying my course materials	I would not use this device for studying my course materials
• Desktop computer			
• Laptop computer			
• MP3 player			
• Mobile phone with internet access			
• PDA			
• Other (please specify)			

About you

Finally, it will help us to interpret the results of this survey if you are willing to give a few background details about yourself. Along with the other information you have given, this will be kept anonymously and in confidence used only in aggregate to help plan e-learning services at UCL.

25. What faculty are you in?

#drop down list of faculties

26. At what level are you studying?

- Undergraduate
- Postgraduate taught
- Postgraduate research
- Short course
- Other (please specify)

27. Is there anything else you would like to add?

(Open-ended)

Many thanks for contributing to this important piece of research. The results will be reported to ESCILTA. If you would like a copy of the results, please contact ccaavle@ucl.ac.uk

For more information about the tools and support available for e-learning at UCL go to: www.ucl.ac.uk/learningtechnology/

Appendix 2 – Email to all students

Dear Student,

We would like to ask you to complete a survey on Computer-based Learning (E-learning) and Virtual Learning Environments (VLEs). Your timely response will be of great assistance to us and we hope that you will be able to help. Survey participants will be eligible to enter a draw for a £100 Waterstone's voucher.

The survey is being run by the VLE Evaluation Working Group, whose aims are to establish the e-learning/online requirements of students and staff at UCL. These requirements will inform a decision as to the most appropriate choice of VLE for UCL. It is expected that in the next year or so, we will need to make changes because the level of support from WebCT for the current version (WebCT 4.1) will be reduced.

The working group would very much appreciate your feedback. To complete the survey, please go to the following web address:

<http://opinio.ucl.ac.uk/s?s=533>

You will only be allowed to respond once. The survey will be open until 5pm on Wednesday 21st March. The winner of the draw will be announced on Friday 23rd March.

Many thanks for your help.

Andrea Townsend-Nicholson
Chair of VLE Evaluation Working Group

For more information or comments, please contact ccaavle@ucl.ac.uk

Appendix 3 – VLE functionality

The following features were mentioned as important functionality to have. The majority of these features have been mentioned by only a few of the current VLE users. Those marked as high importance have been mentioned by a number of current users.

Navigation

- Easy to use search facility (**high importance**)
- Site map
- “Common shortcuts” or “quick links” section (customisable by student)

Calendar

- Direct link from calendar to course timetable.
- Synchronisation with other calendars (e.g. Outlook).

Documents

- Text editor with spell check.
- Easy to download materials for offline viewing and printing.
- Ability for students to upload and share documents.

Communication

- Discussions
 - Ability to edit/remove own messages.
 - Ability to sort threads/messages by sender, chronological order, topic.
 - Ability to search discussion messages.
 - Ability to post anonymous messages.
 - Ability to add images and emoticons (smileys) to messages.
 - Ability for students to set up and monitor forums.
- Chat
 - Voice, webcam or text chat.

Updates and notification

- Email notification of new discussions, assignment submissions, announcements. (**high importance**)
- Visual notification within VLE of new items (e.g. summary of recently updated/added items). (**high importance**)
- RSS feed for notification of new items.
- Last updated dates for documents.

Profiles

- Students
 - List of all students on the course.
 - Contact details (email address)
 - Ability to add photos.
 - Ability to add other information.
- Staff
 - Contact details (email address)
 - Office hours.

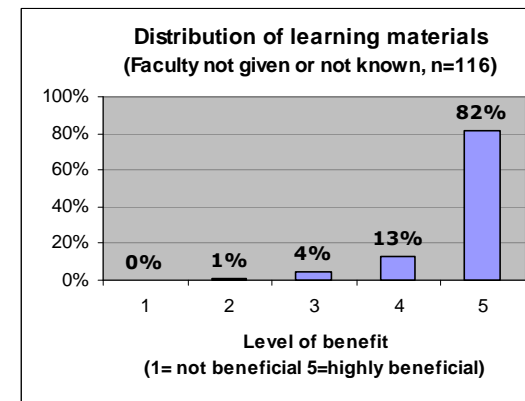
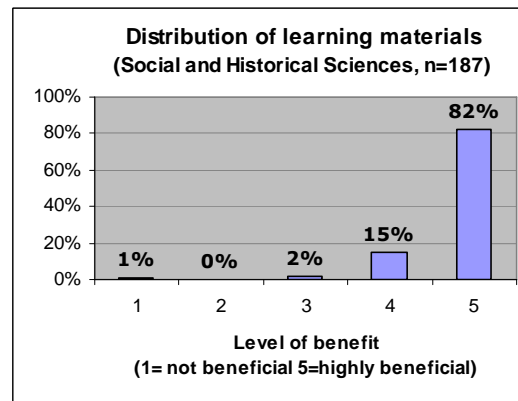
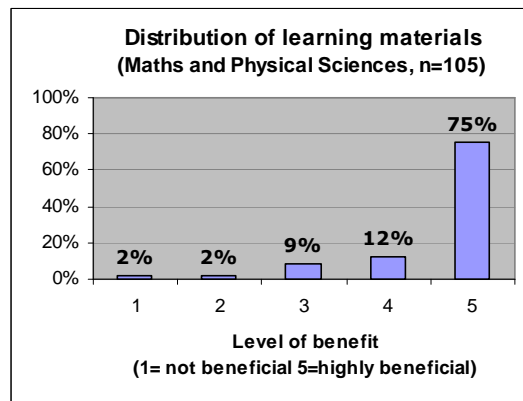
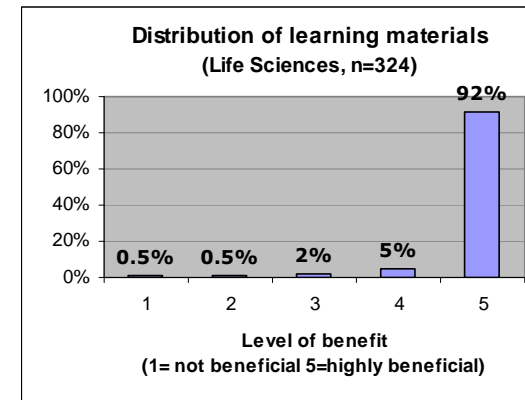
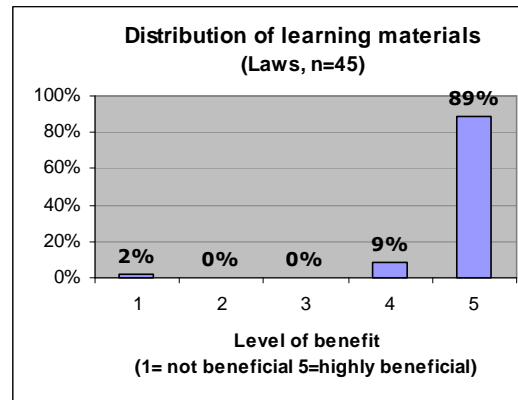
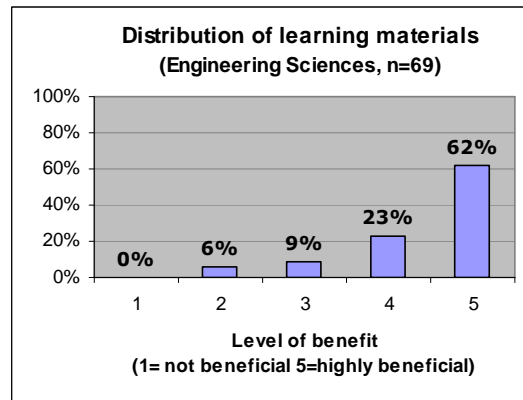
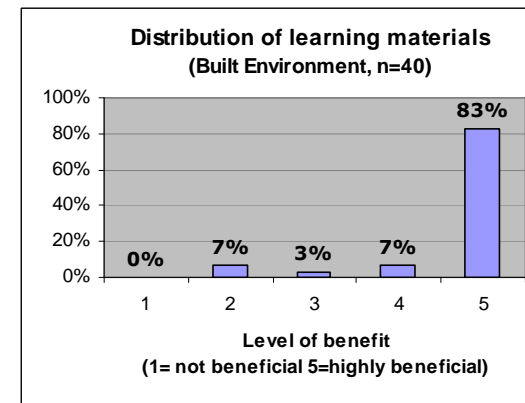
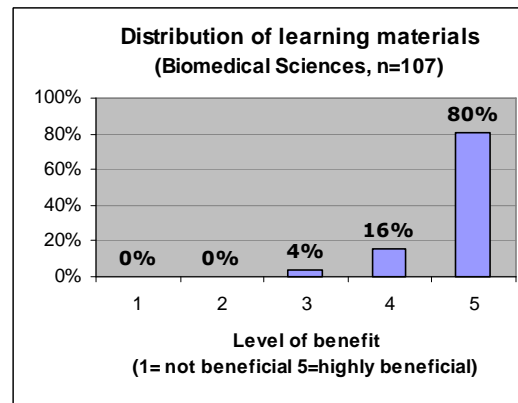
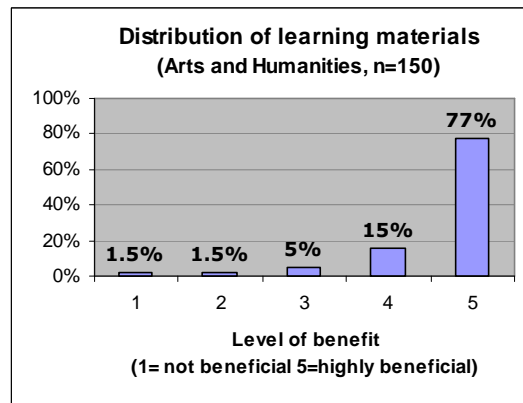
Other

- Events system – where details of events could be added.
- Mechanism for reporting broken links/missing information.
- Ability to view in a text-only format.
- Support for Firefox as well as Internet Explorer.
- Ability to customise fonts/colours for accessibility purposes.
- Ability to view grades.

Appendix 4 – E-learning activities: tables by faculty

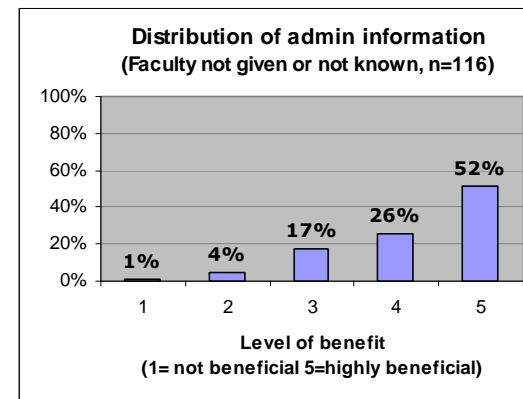
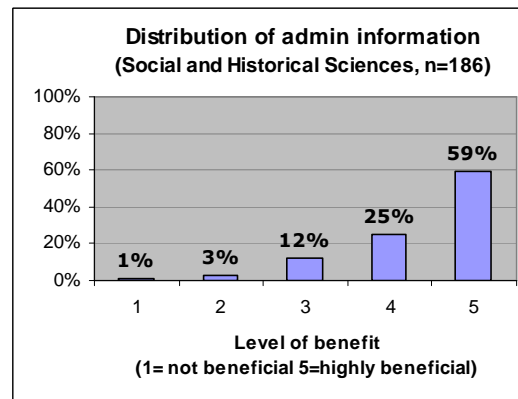
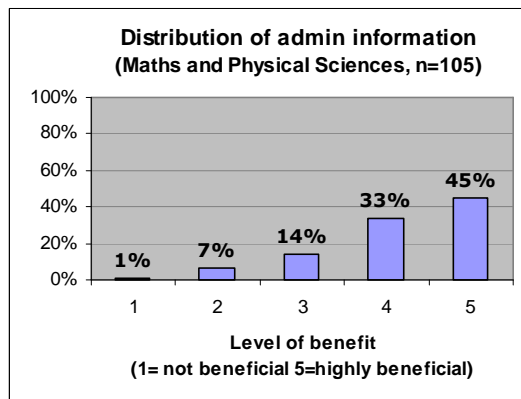
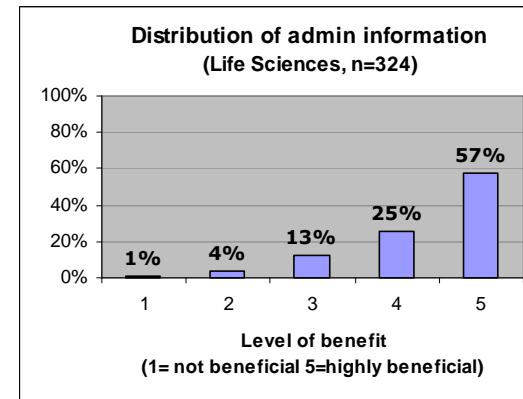
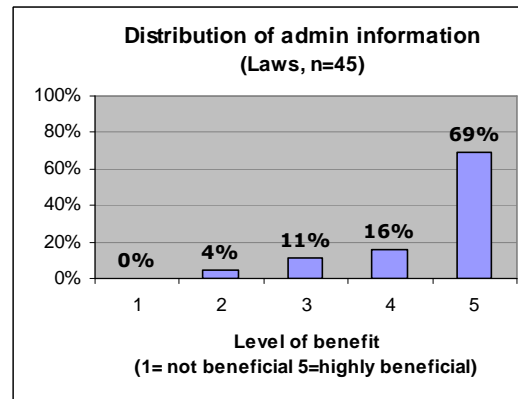
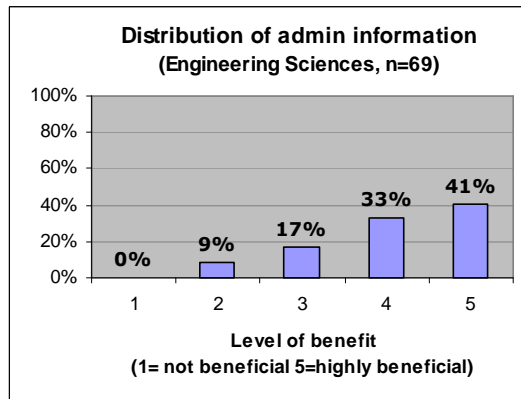
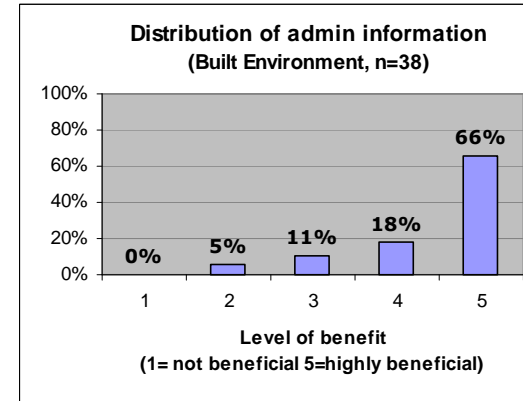
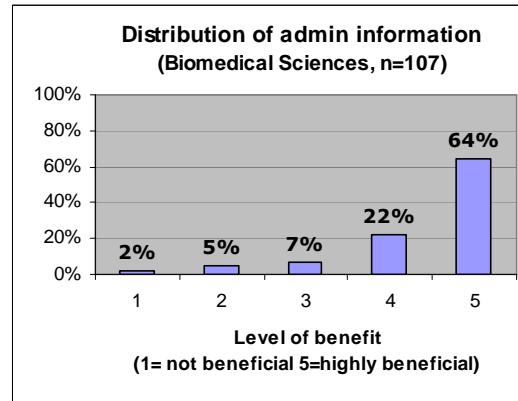
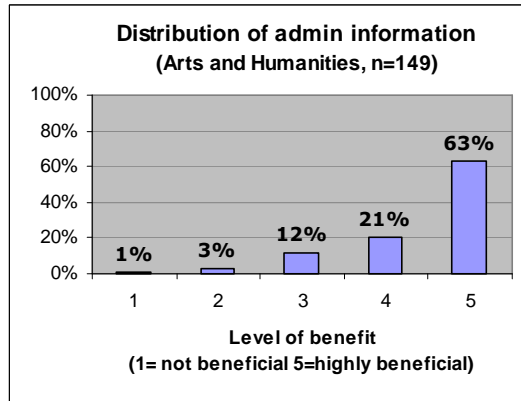
Appendix 4.1 Distribution of learning materials

(e.g. copies of lecture notes, reading lists, links to websites)



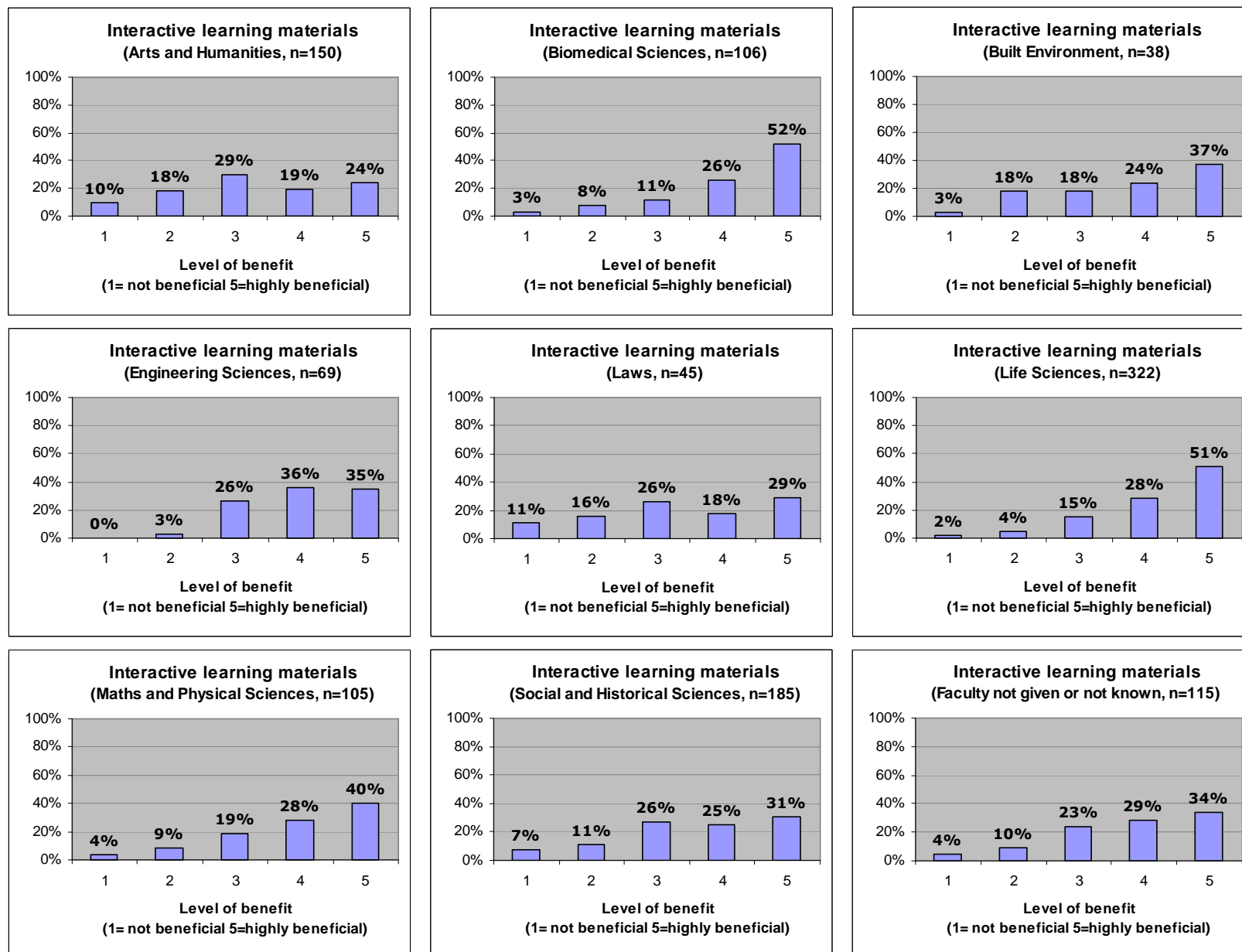
Appendix 4.2 Distribution of administrative information

(e.g. module handbook, assessment details, announcements)

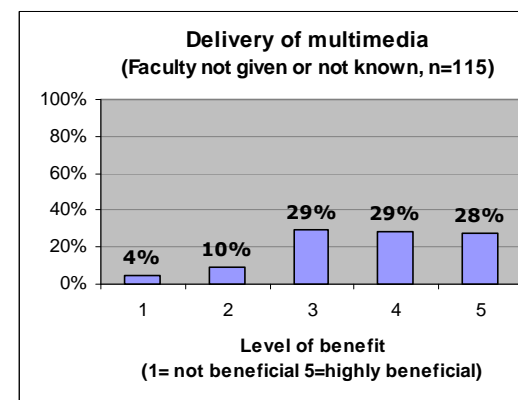
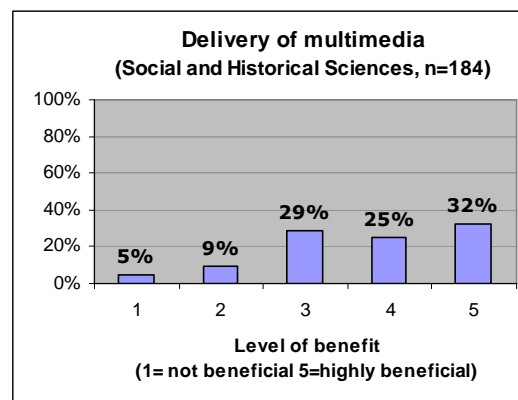
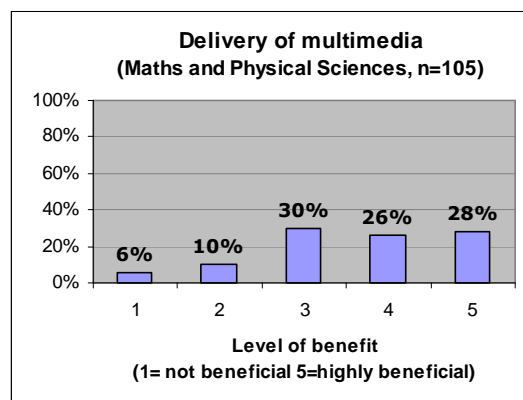
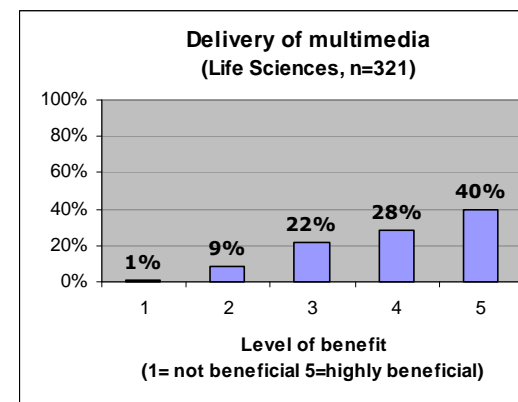
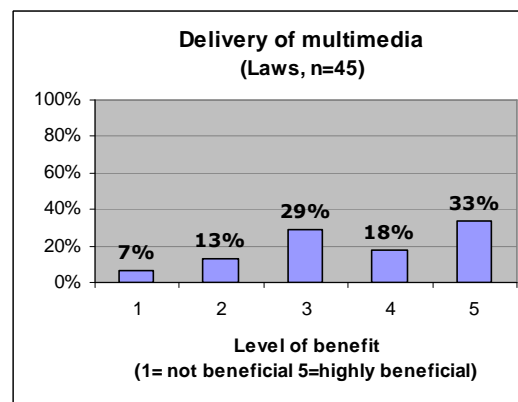
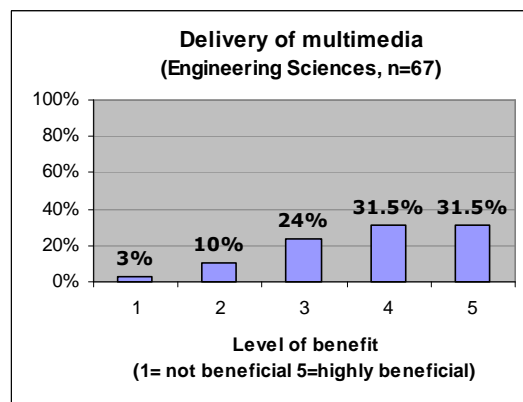
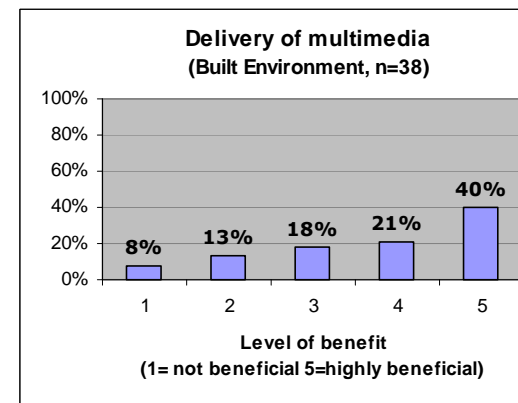
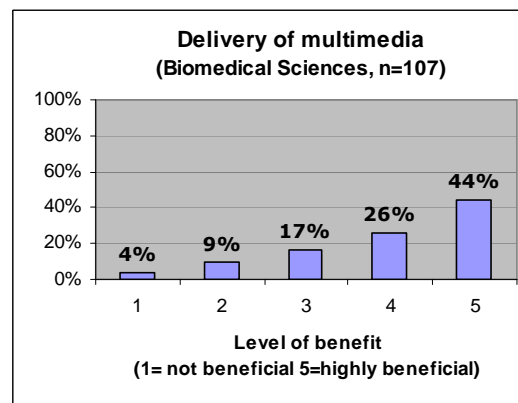
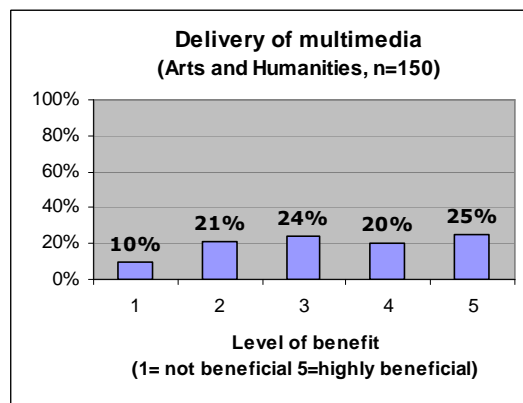


Appendix 4.3 Interactive learning materials

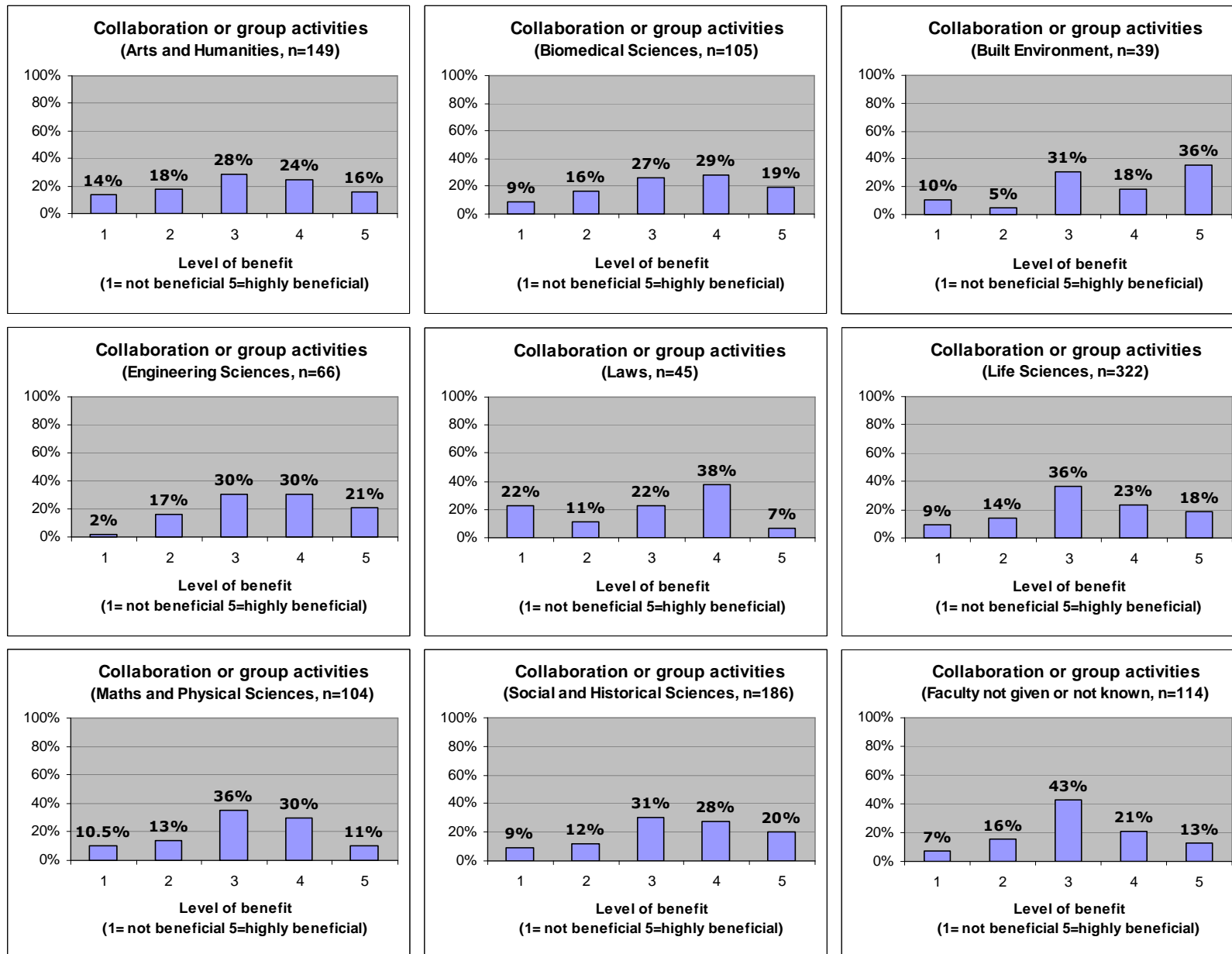
(e.g. animations, simulations)



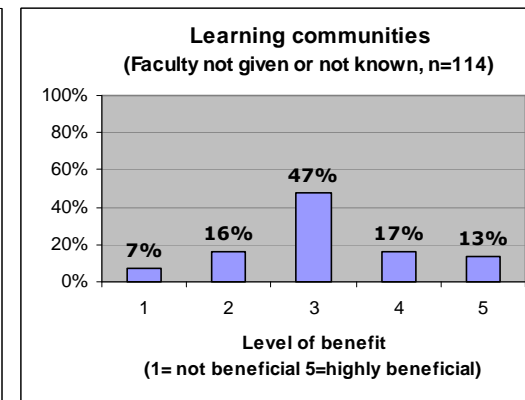
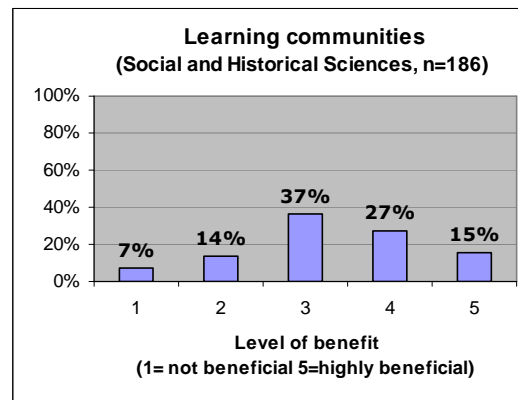
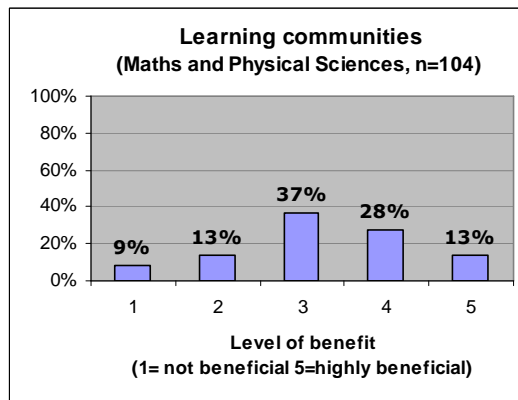
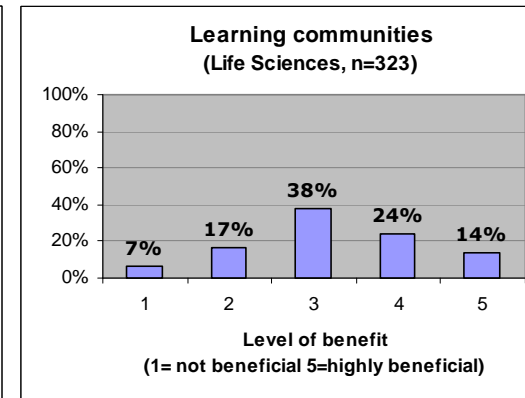
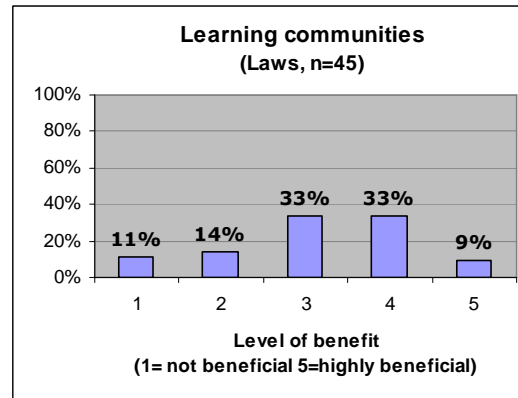
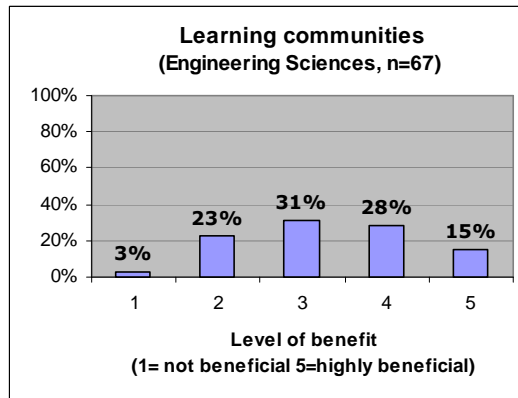
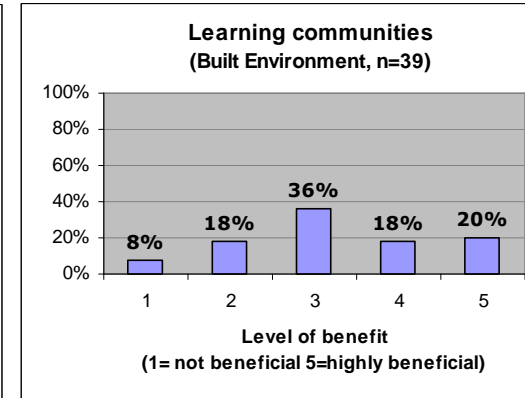
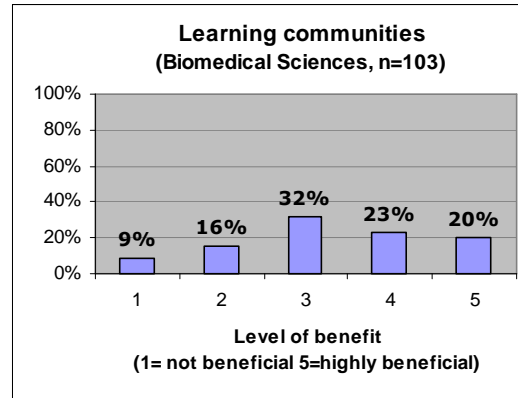
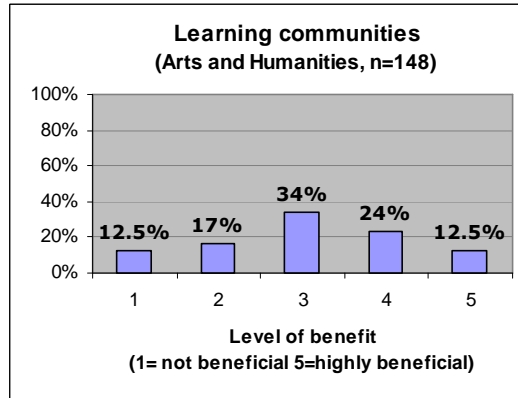
Appendix 4.4 *Delivery of multimedia* (e.g. audio, video)



Appendix 4.5 Student collaboration or group activities

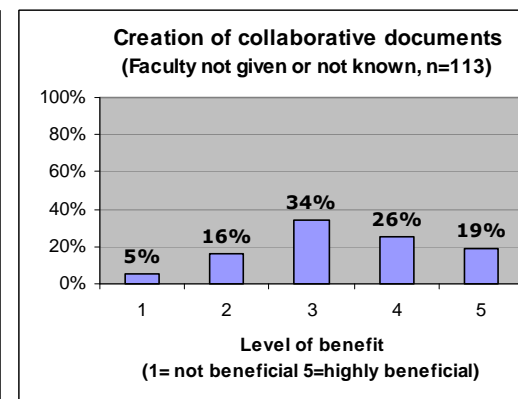
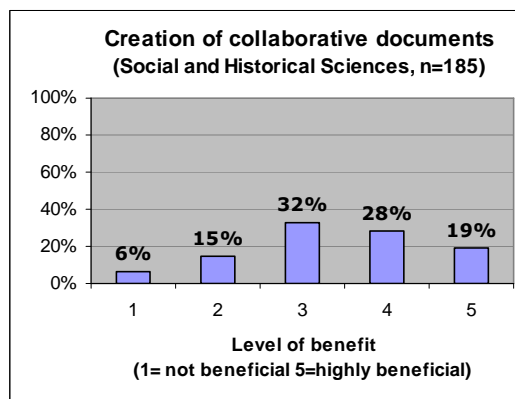
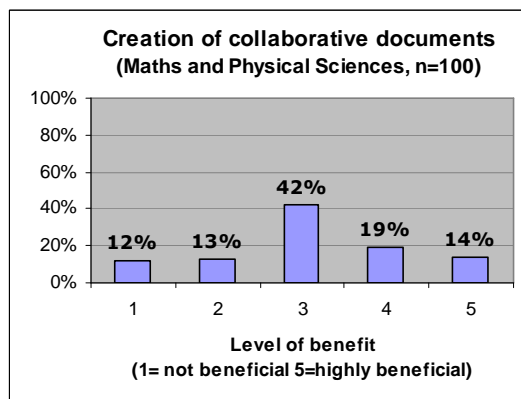
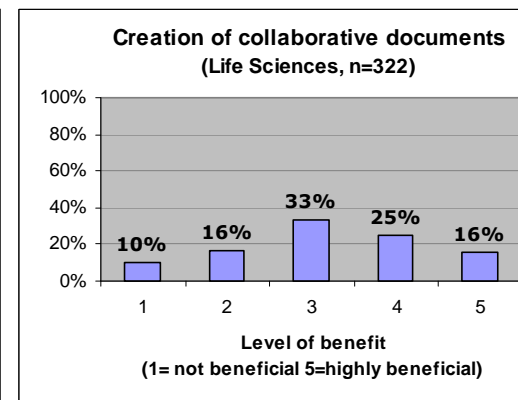
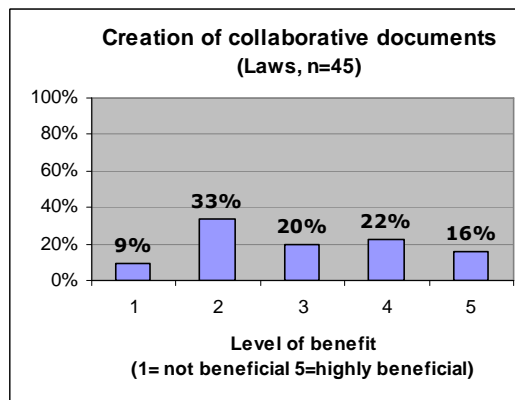
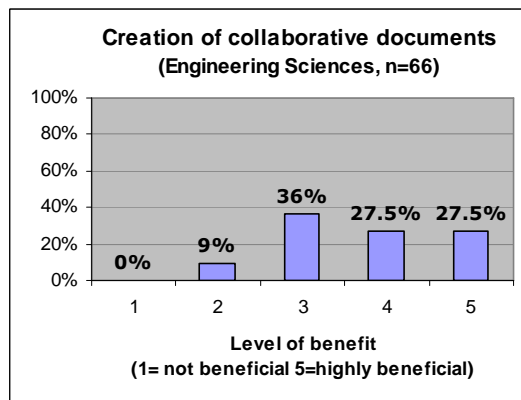
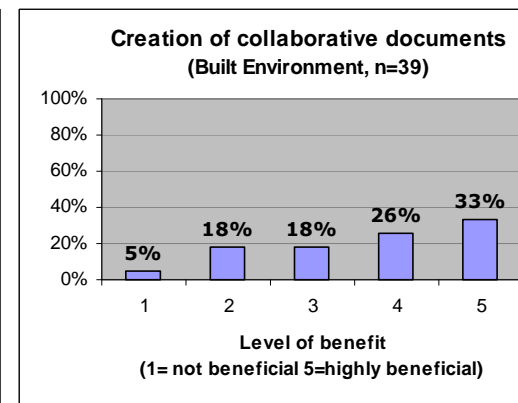
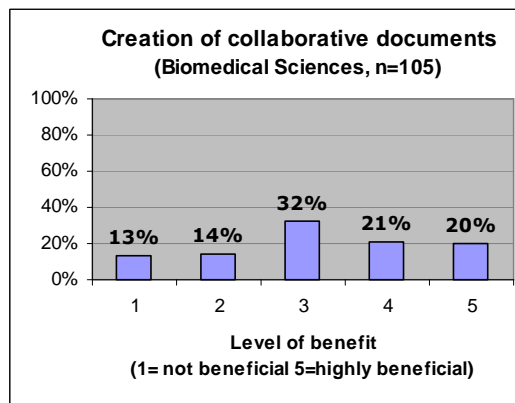
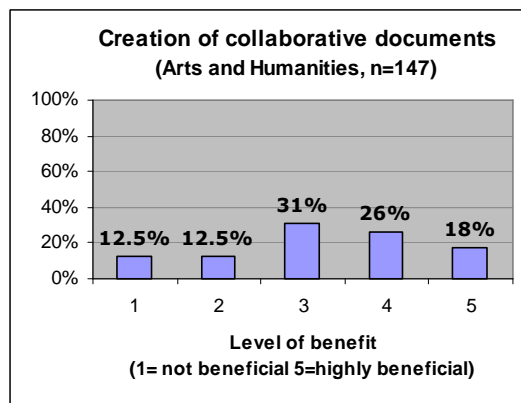


Appendix 4.6 Development/support of "learning communities"

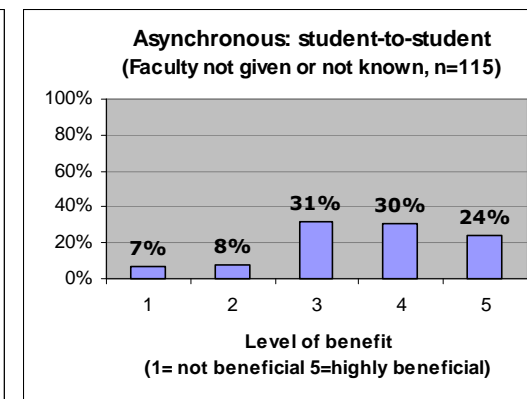
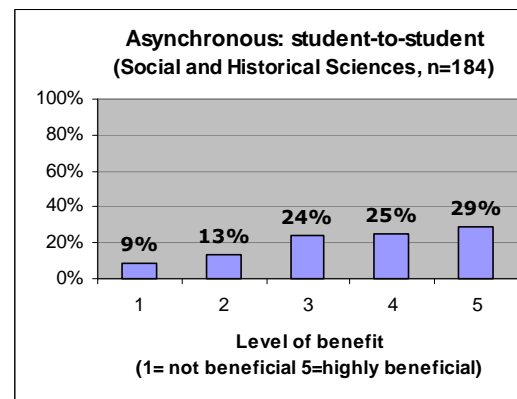
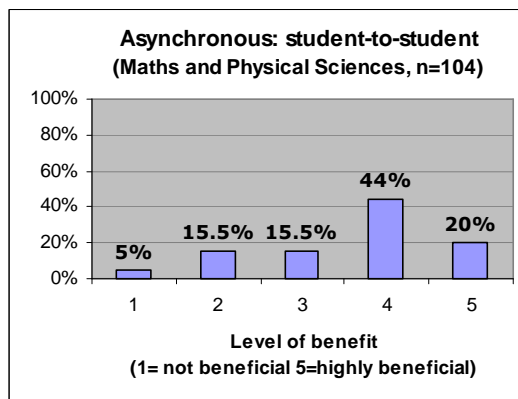
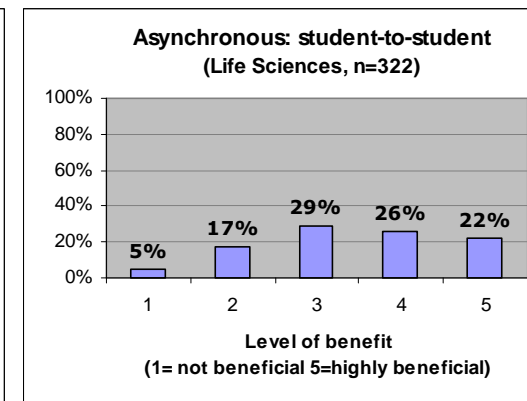
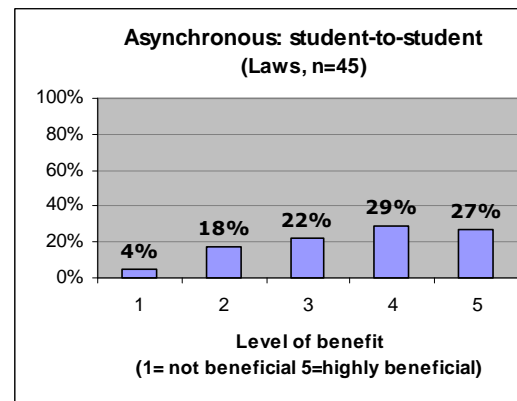
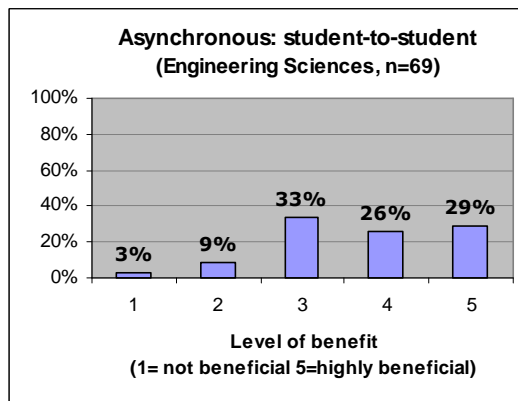
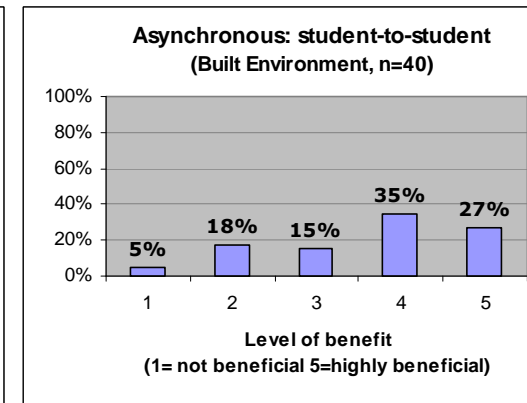
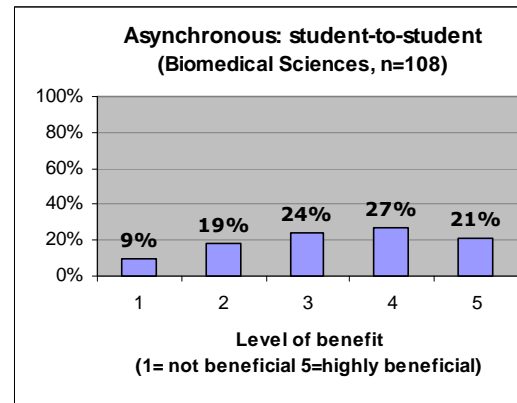
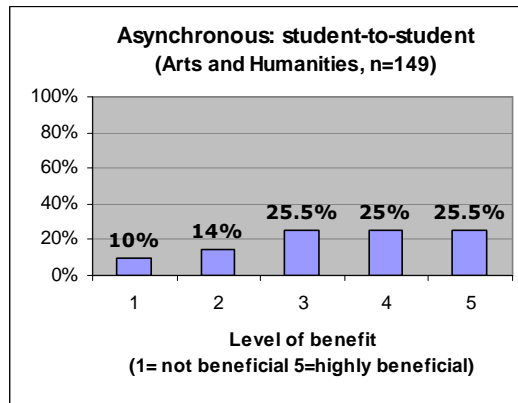


Appendix 4.7 Creation of collaborative documents

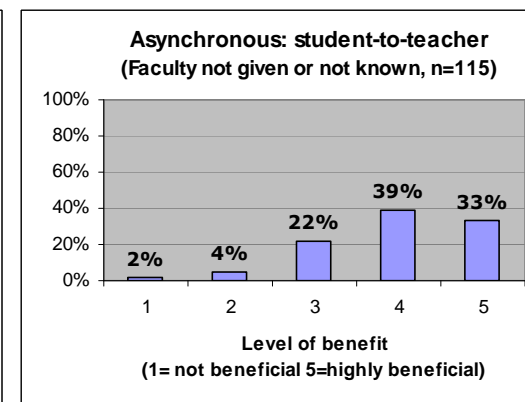
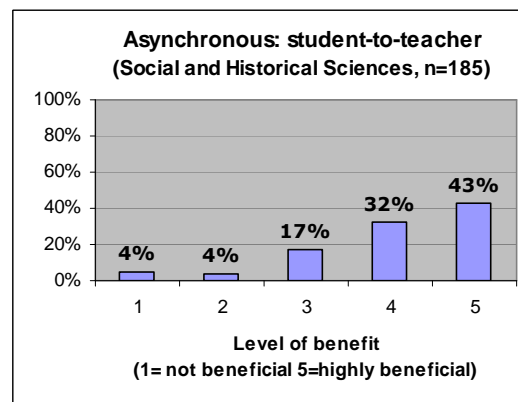
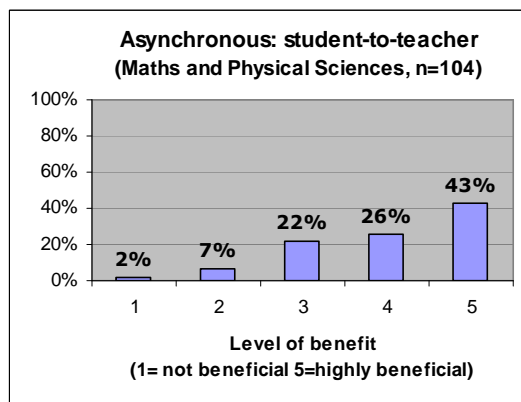
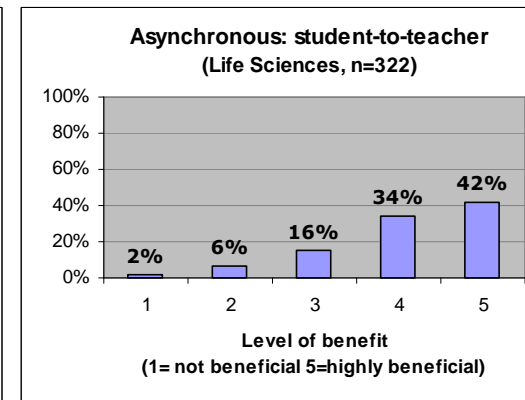
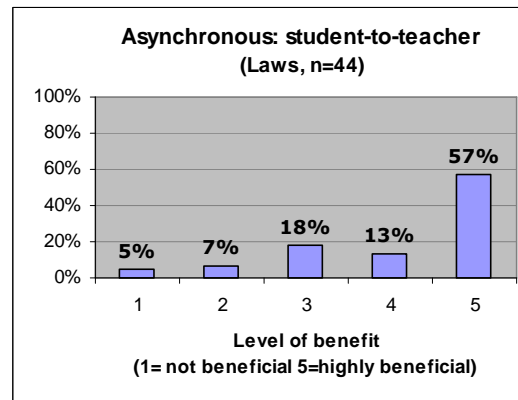
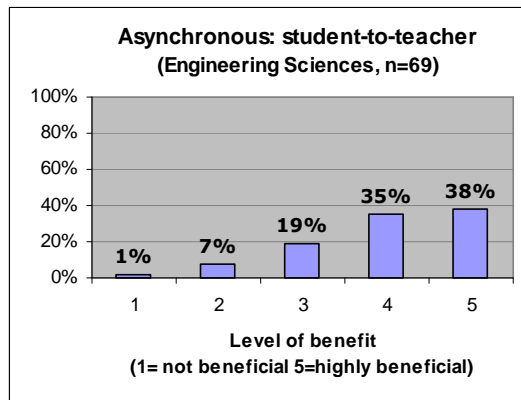
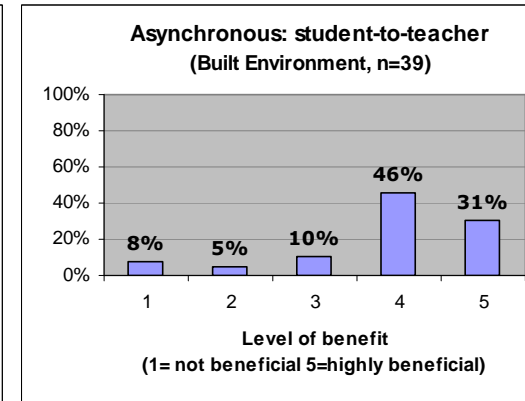
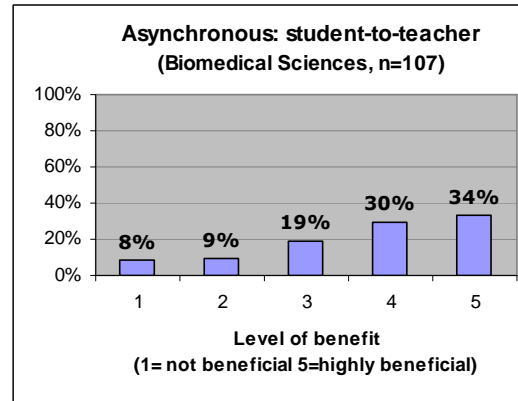
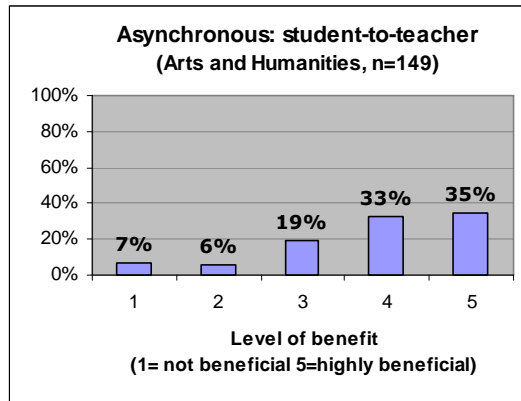
(e.g. using wikis, shared filespace)



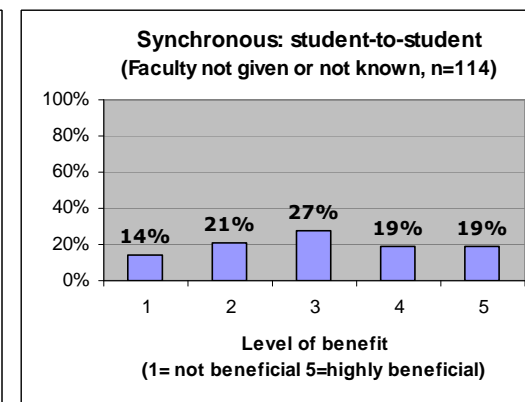
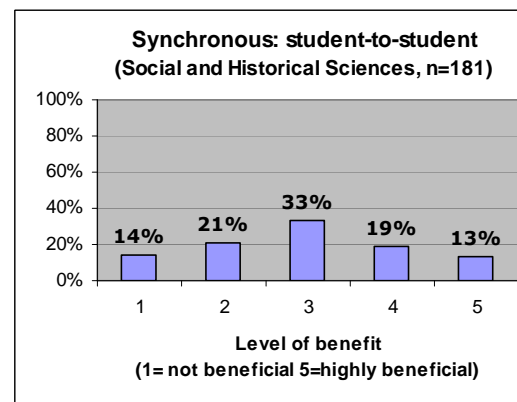
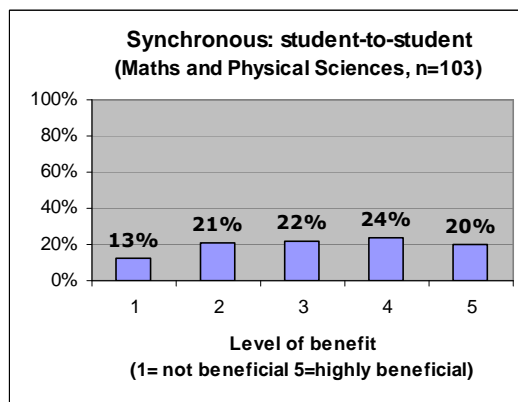
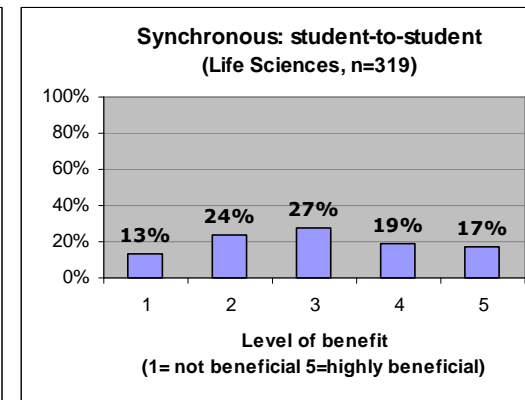
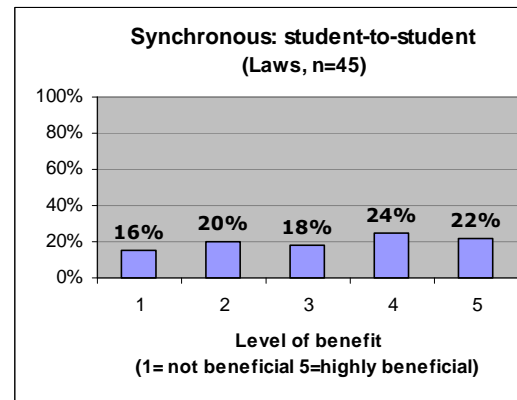
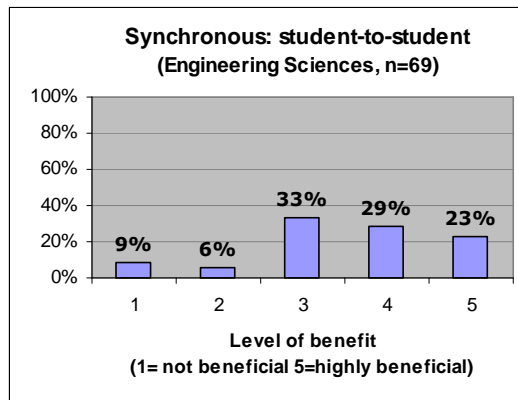
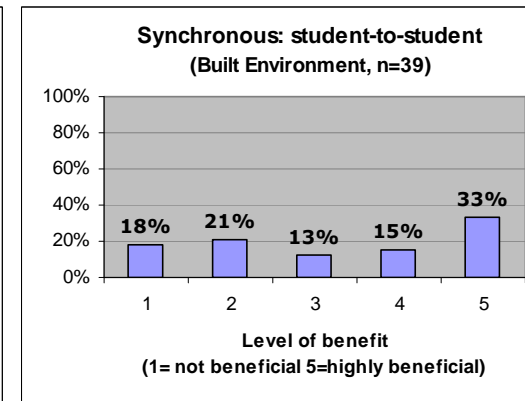
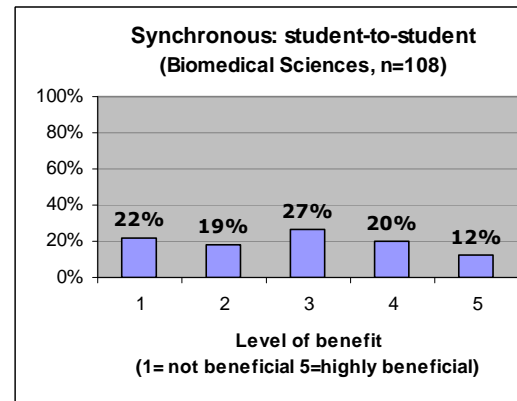
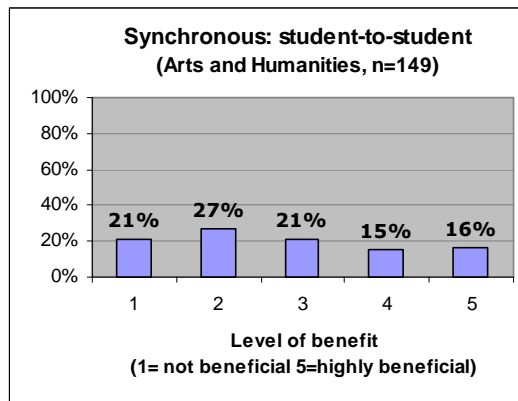
Appendix 4.8 Discussion forums, email: student-to-student
(Asynchronous communication)



Appendix 4.9 Discussion forums, email: student-to-teacher
(Asynchronous communication)

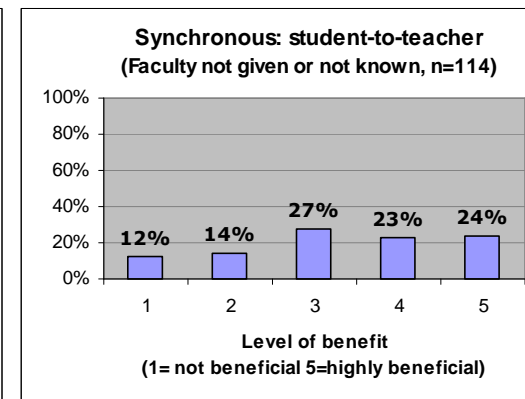
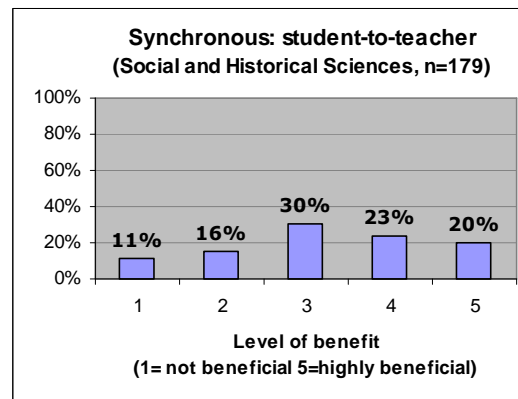
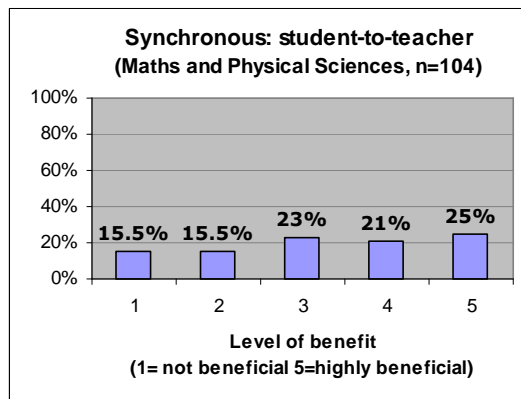
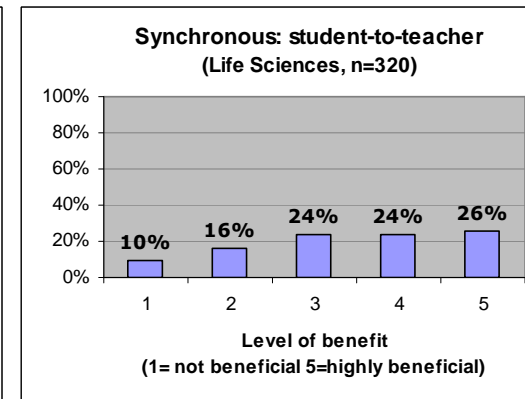
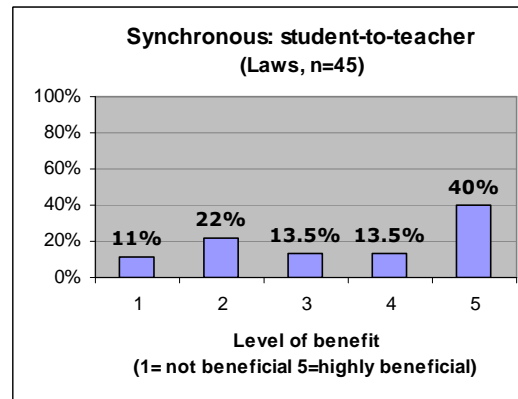
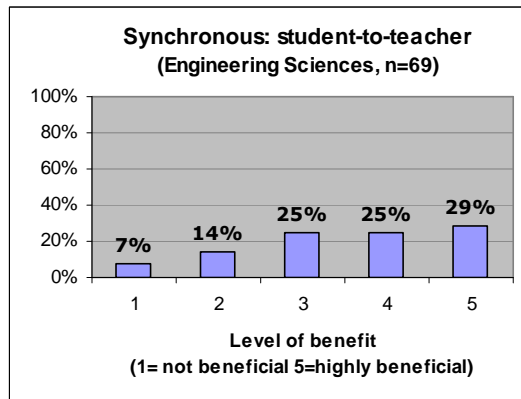
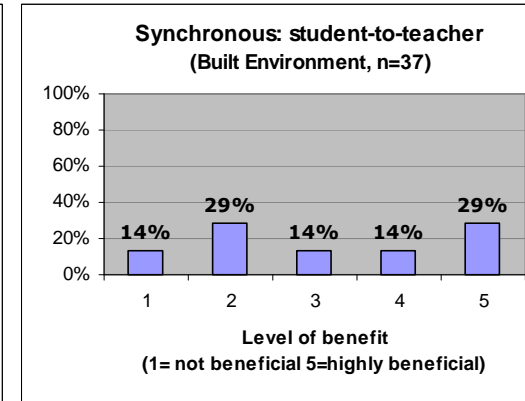
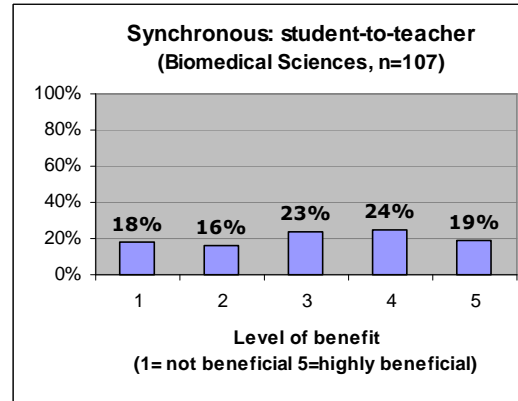
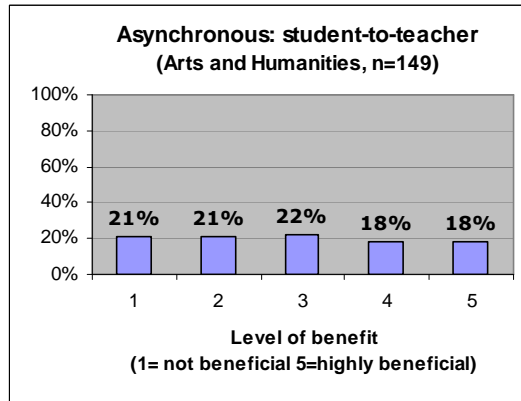


Appendix 4.10 Instant messaging, real-time chat: student-to-student
(Synchronous communication)



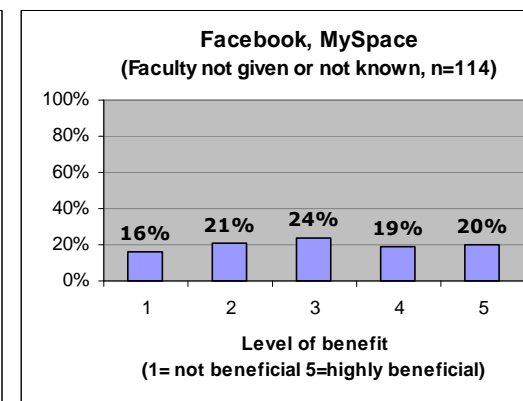
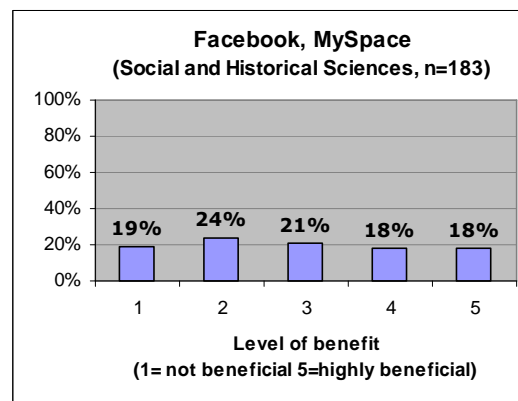
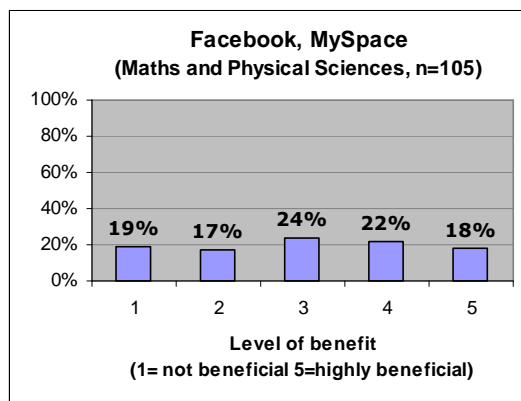
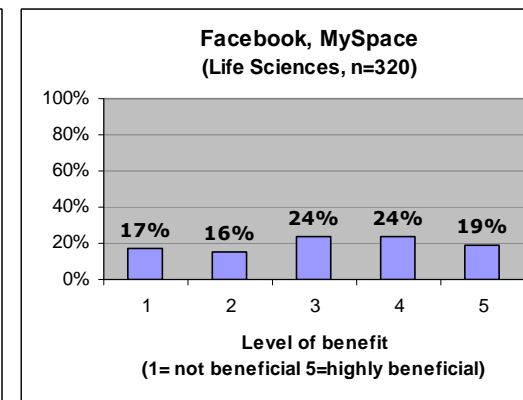
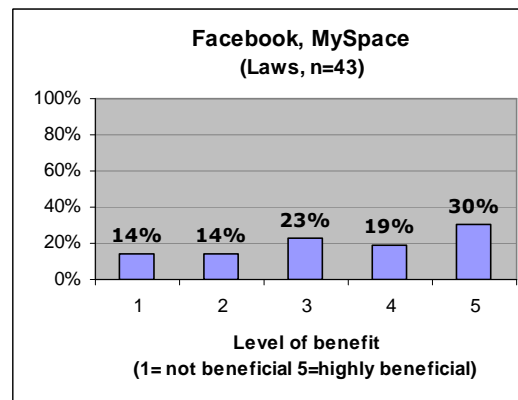
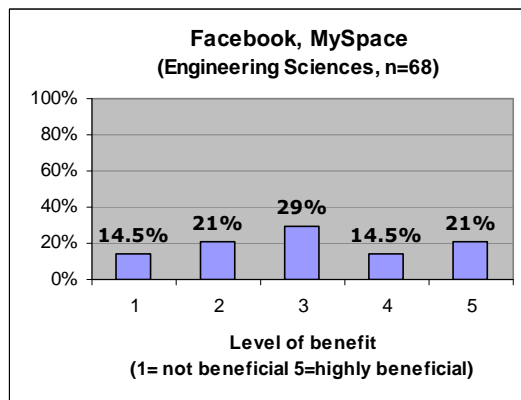
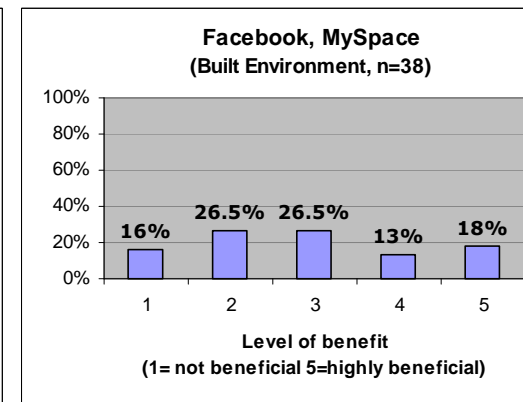
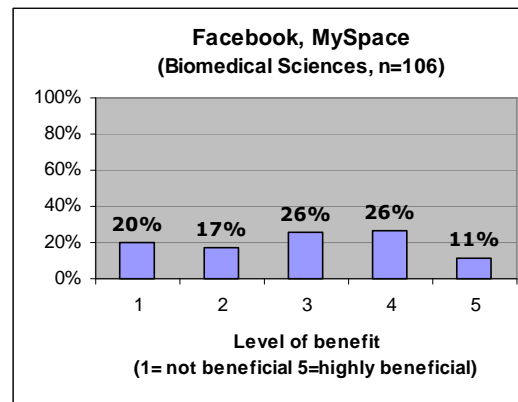
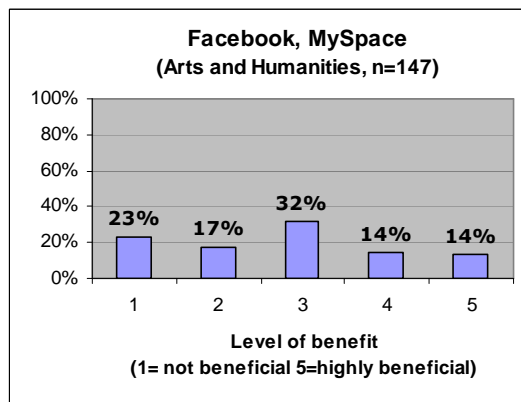
Appendix 4.11 Instant messaging, real-time chat: student-to-teacher

(Synchronous communication)



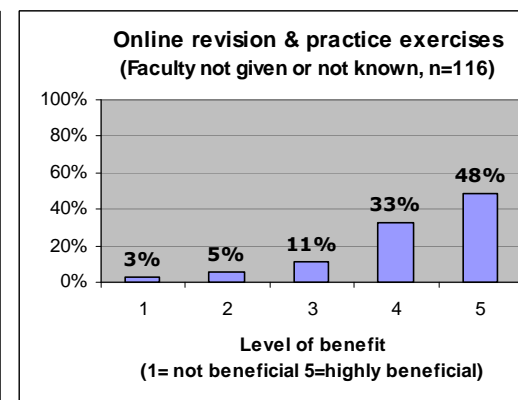
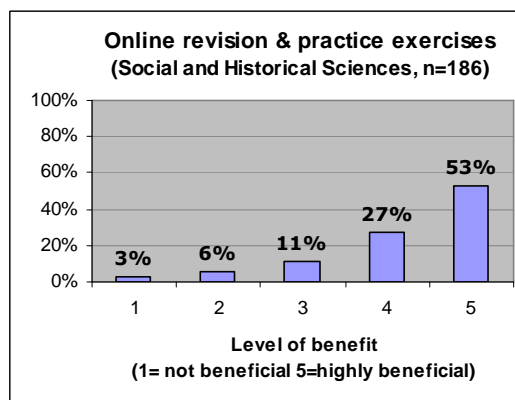
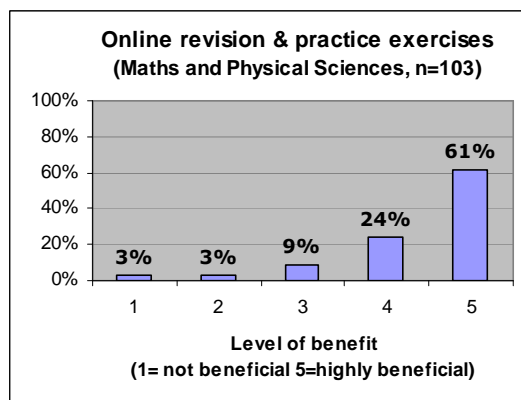
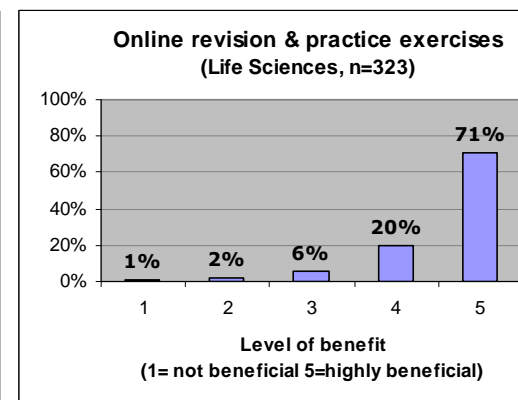
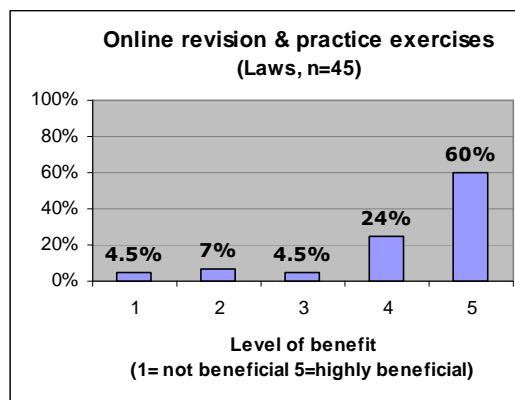
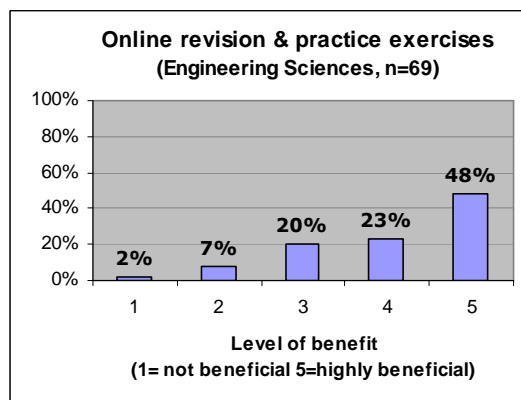
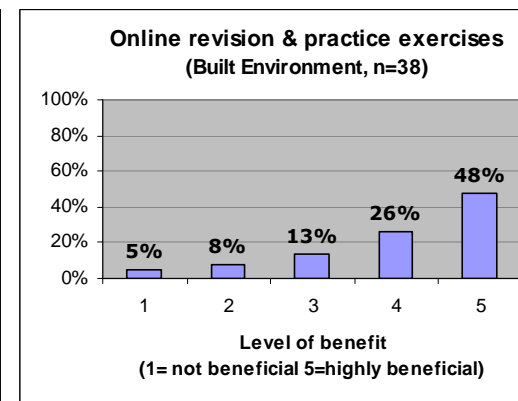
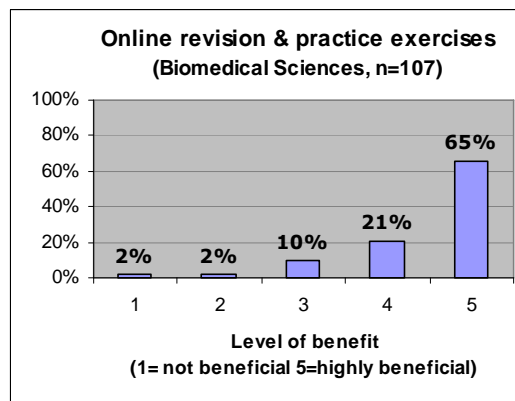
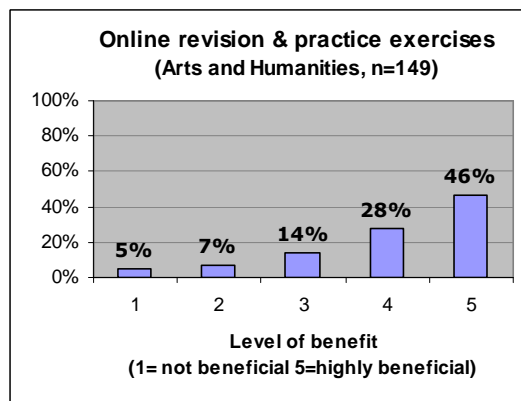
Appendix 4.12 Facebook, MySpace: student-to-student

(for revision purposes)

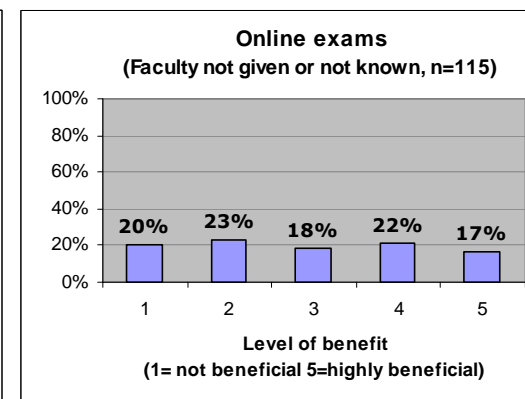
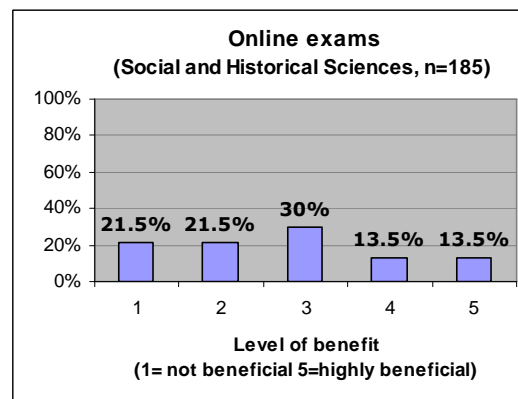
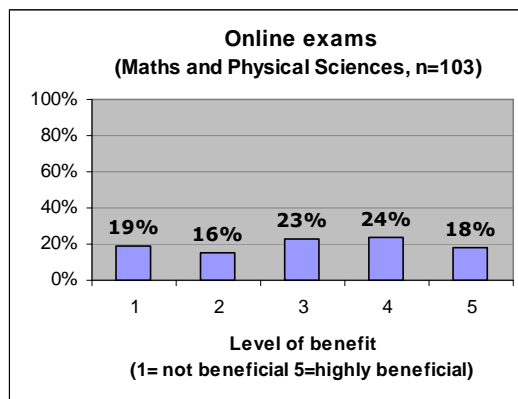
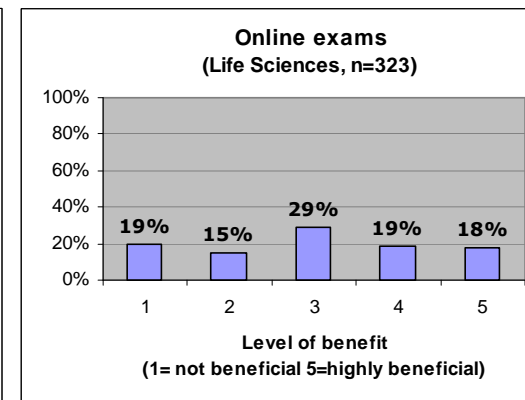
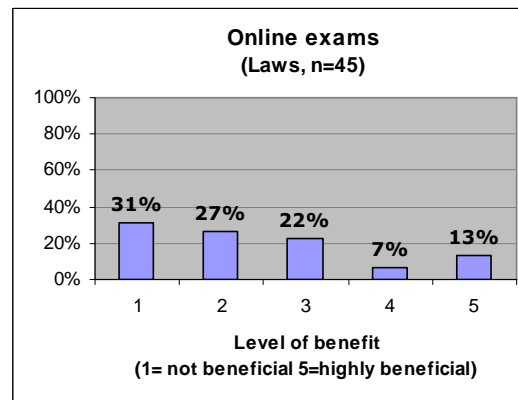
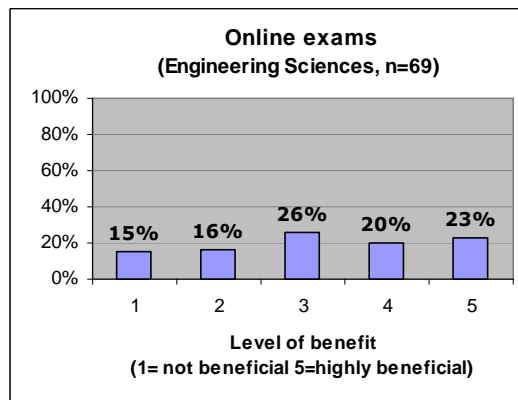
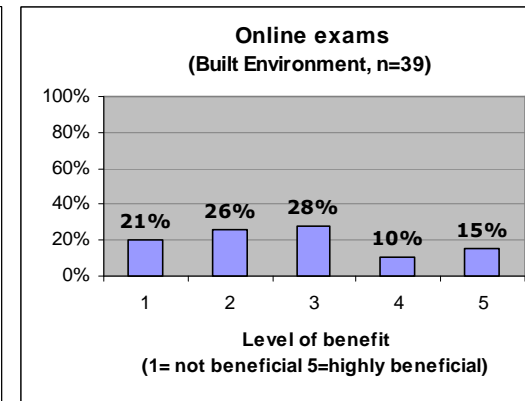
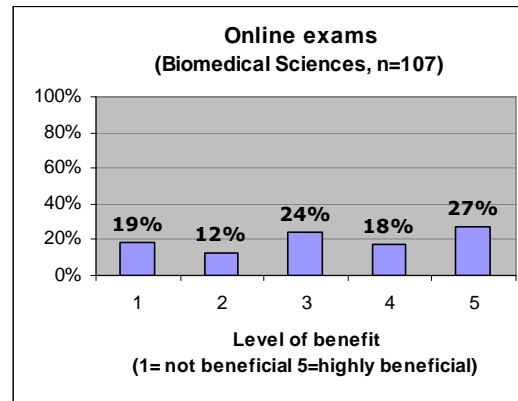
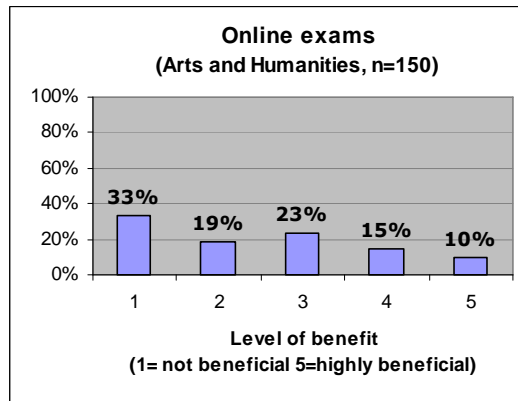


Appendix 4.13 Online revision and practice exercises

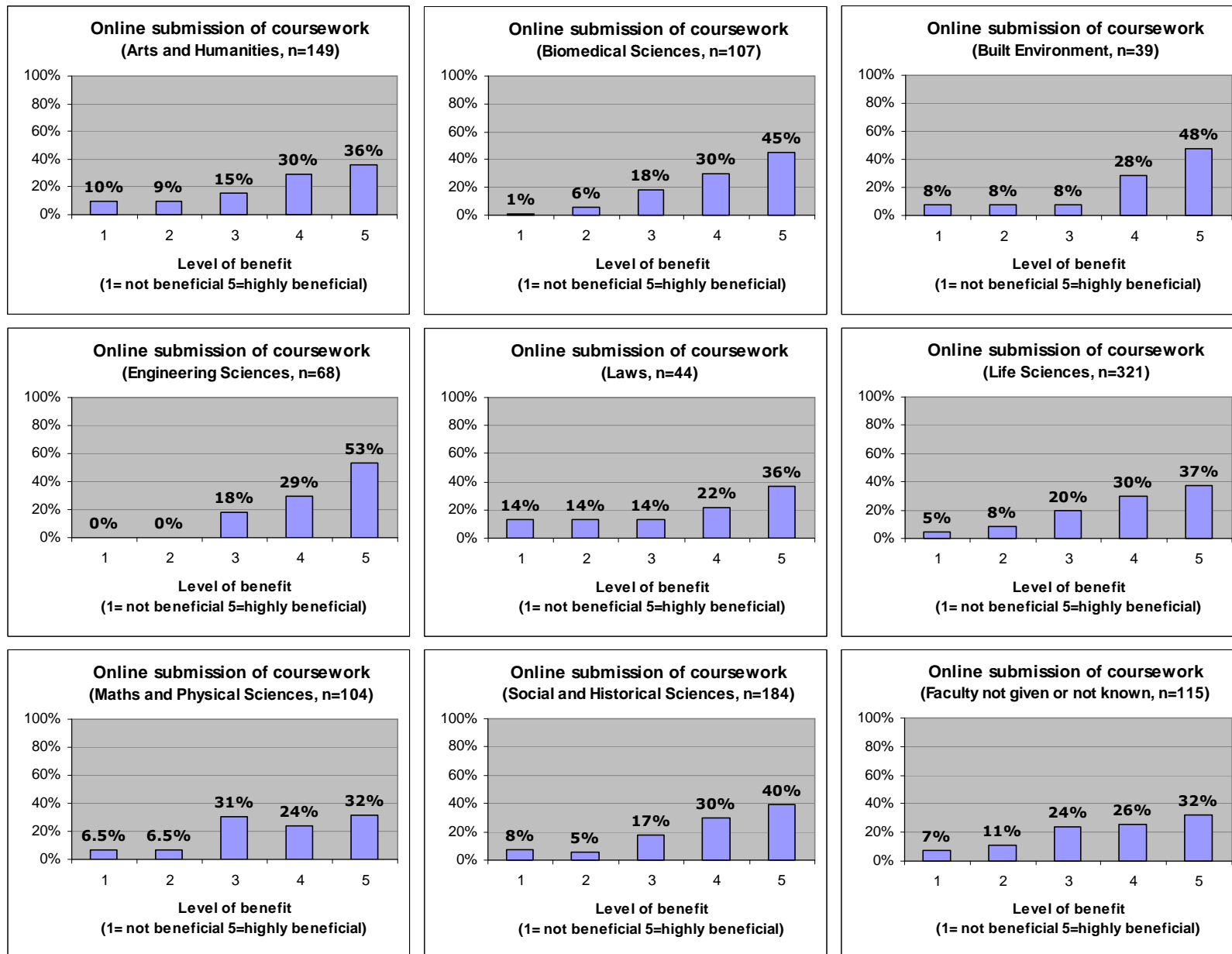
(do not contribute towards final mark)



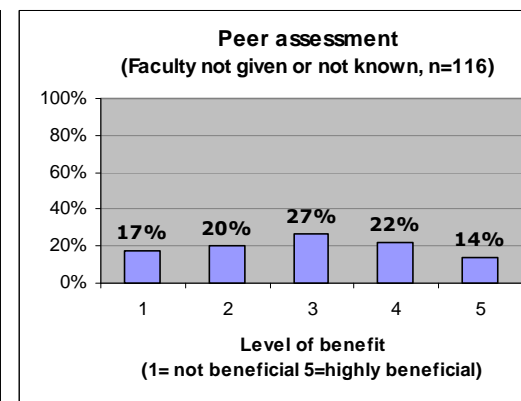
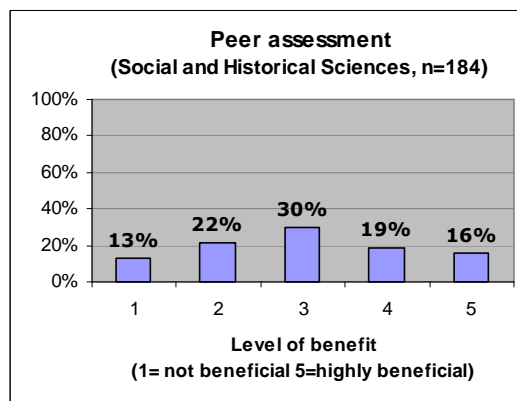
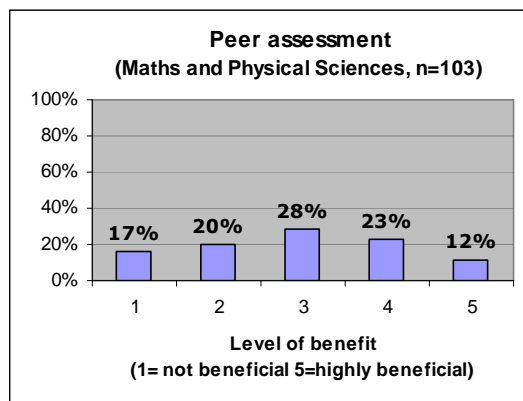
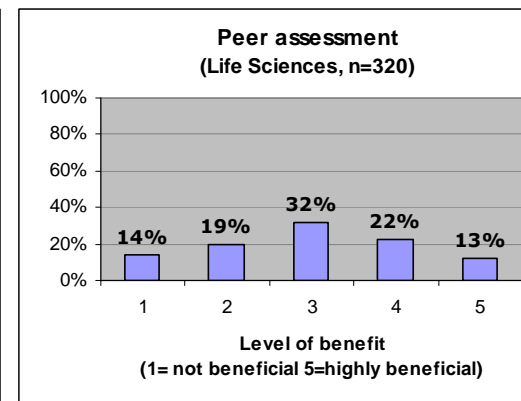
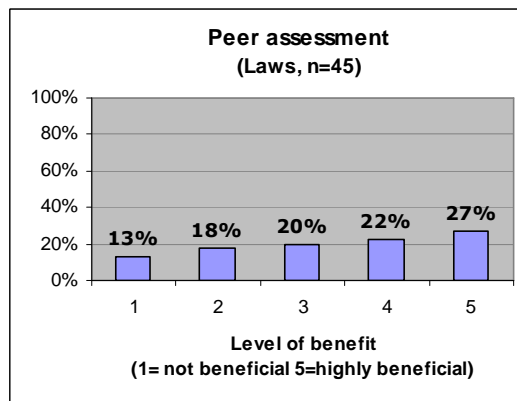
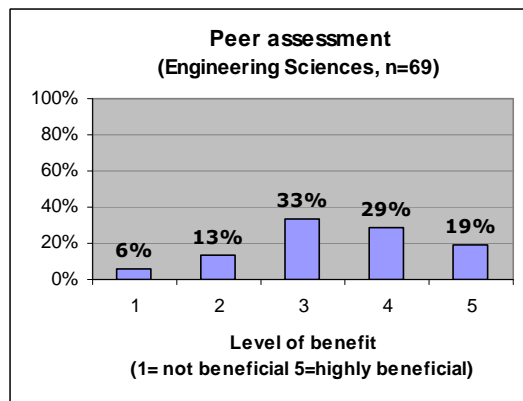
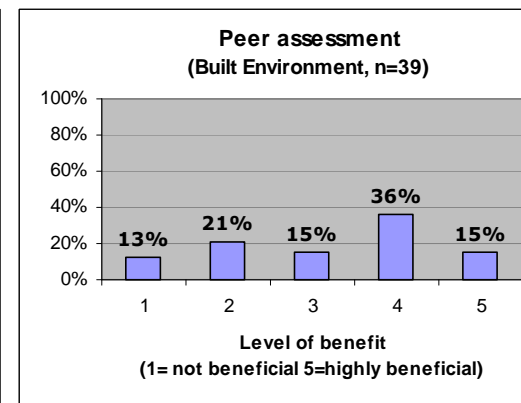
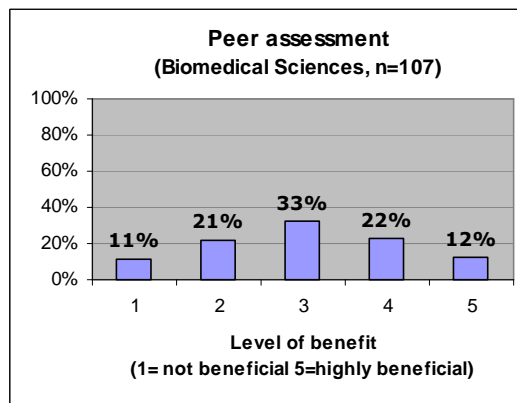
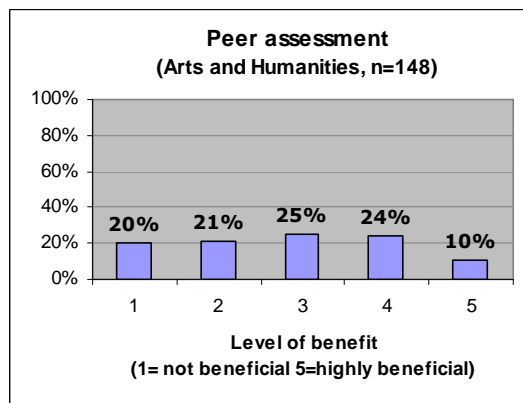
Appendix 4.14 Online exams
(contribute towards final mark)



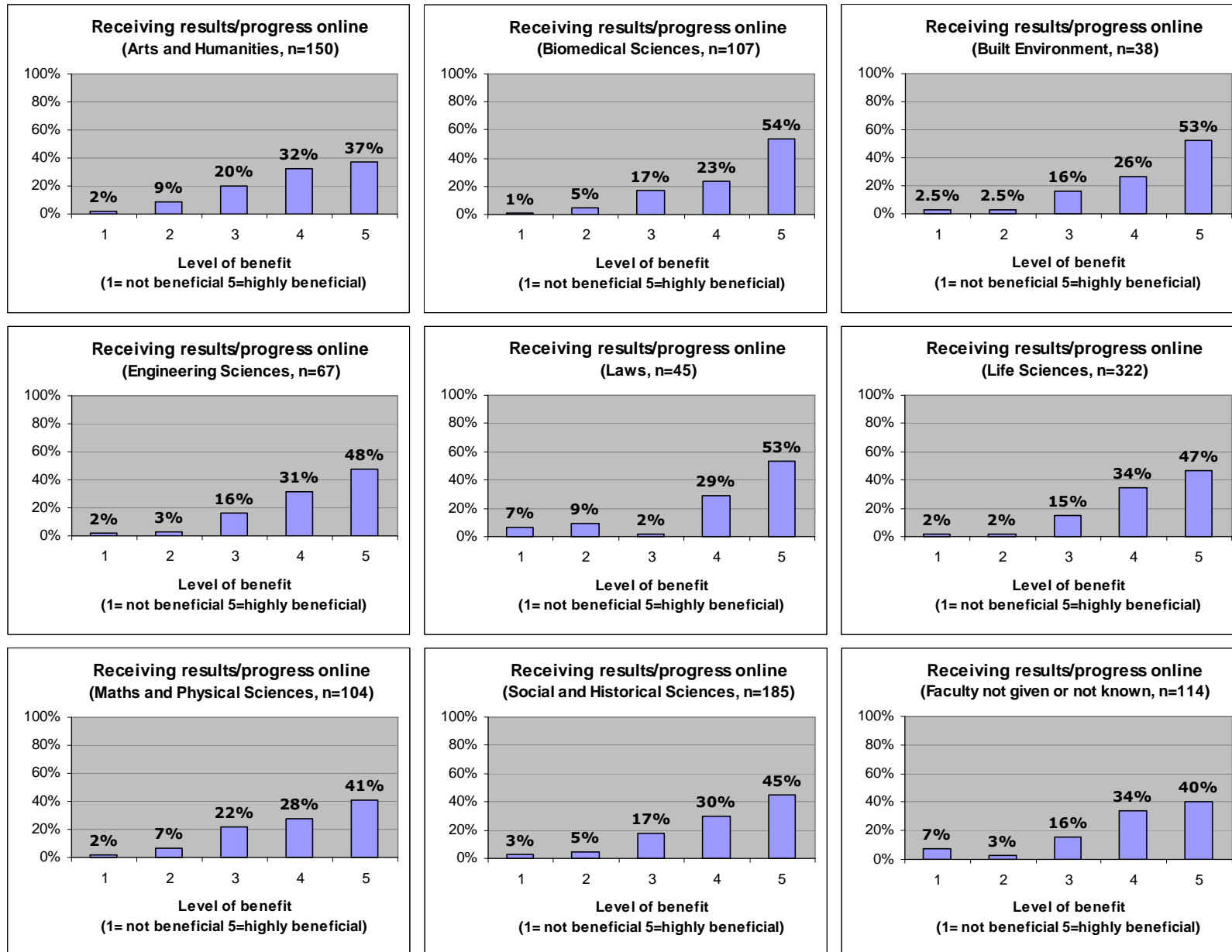
Appendix 4.15 Online submission of coursework



Appendix 4.16 Student review or assessment of each other's work
(peer assessment)



Appendix 4.17 Receiving results/progress reports online



Appendix 5 – Examples of best practice within UCL

The following is a full list of examples of e-learning best practice at UCL that were suggested by students. Students were asked to provide details about the course such as course title, department running the course and, where appropriate, the module code. They were also asked to provide some information about why they felt this course was a good example.

Arts and Humanities

- Centre for Intercultural Studies
 - **MA Comparative Literature - Translation Studies (CLITG002)**

“The WebCT course is used: it is good to have access to lecture notes meaning you can just sit and listen in class and not worry about writing everything down and we can prepare for classes in advance as useful information is given before each lecture.”

“Lecture notes and handouts and class reading are on WebCT so you can read them beforehand to have an idea about what the lecture is going to be. Also it means you can listen to the lecture properly and not worry about taking copious lecture notes.”

“Lecture notes and complementary texts for the course. Good if you miss lectures can pay more attention during the lectures instead of having to keep up with taking notes.”

“Lecture notes posted. Weblinks. Extra course documentation provided. I like going back over the notes from a class I attended it helps to understand better. It is really good to feel you can check dates etc to be sure about things i.e. which room is your class in.”
- Dutch
 - **Identities and Communities in the Low countries (DUTC1301)**

“WebCT programme with Sheffield Uni - information on everything related to the course (learning methods; resources etc) all in one place; able to do it in my own time; much more independent.”
- English
 - **BA English/English Language and Literature**
<http://www.ucl.ac.uk/english/current/index.htm>

“Course materials (e.g. course handbooks, lecture lists, seminar lists, course timetables, past papers) are available online on a fairly comprehensive departmental website. It is also possible to send work to tutors via email. It is useful to have such information and facilities at one’s fingertips and has tended to save a great deal of time.”

“Sending essays via email is particularly convenient as it can be submitted easily at any point before the deadline.”

“Not really used - lecture lists and exam papers are available online but that is it. This is fine!”
 - **Literary History and History of Homosexuality (ENGL3021)**

“Each weekly seminar was run by a different teacher and they often contacted the students via email to confirm which editions of books to get etc. There was a good reading list available online.”
- European Social and Political Studies
 - **Intro to European History, Law, Politics (ESPS1001)**

“We have all our reading lists and some of our handouts and administrative papers on the website.”

- French/Italian
 - "Selection of modules handbook and other documentation online communication with department. Easy to communicate with department (especially whilst on year abroad) and easy to find reading lists and other useful information online from any internet point."*
- German
 - **BA Modern Languages**
No comments provided.
 - **Nationalism and Ethnicity in Contemporary Europe (ECSH6002)**
"Used to get students to communicate on a joint project."
- Greek and Latin
 - **Intermediate Greek (GREK2001/2002)**
"I studied this course last year. Our lecturer posted all the work from each class on WebCT so that it was always easy to access."
- Language Centre
 - **French For Art Historians**
No comments provided.
 - **University Preparatory Certificate for Science and Engineering (UPCSE) – Academic English**
"We submit our courseworks and receive our results online. In addition we e-mail our personal tutors about our absence."
- Philosophy
 - **Logic & Metaphysics (PHIL2010)**
"Detailed notes from the lecture were available online meaning I was able to just concentrate on listening to the lecture - this meant I did not lose track of what the lecturer was saying whilst trying to frantically scribble down notes!"
 - **MA Philosophy**
"Online study guide providing annotated reading lists with links to articles. Online lecture notes for some courses."
 - **Senior Seminar**
"Access to the course material on the web is very good."
- Russian (SSEES)
 - "We take a class each week in the specialised computer suite. E-learning is used in various ways in this class - tasks are set which involve student/student interaction in the chat rooms/message board in Russian. The Lecturer can also use the Whiteboard facilities in order to work through grammatical texts - highlight/change colours as appropriate etc. I personally find it useful as it helps to develop the skills I will need on my Year Abroad and later in life namely typing on a Russian keyboard! The fact that the tasks can be varied so easily as the material exists all in one place is also good as it allows for the course to remain fast-paced."*
- Scandinavian Studies
 - **Viking Studies (SCAN1302)**
"Online journals always available."
- School of Library and Archive Information Studies (SLAIS)
 - **Encoded Archival Description and Digitisation of Archives (INSTG041)**
"Slides and lecture notes made available online; encouraged to use email listserv much of the reading list is online web-based. Would like more however - more links to case studies etc. Make this stuff available and people can use it if they choose."

- **Information Sources and Retrieval (INSTG014)**
"Online reading lists lecture notes additional details if we want to view them. Helps for web links as can just click on them and don't have to remember pieces of paper. can access content from anywhere."

"All the lecture notes exercises links and answers are posted. The layout is clear and it is regularly updated."
- **Introduction to Management (INSTG020)**
"WebCT used: lots of additional material made available - reading lists, supplementary PowerPoint presentations etc - good resource."

"Management modules on WebCT. Lecturer's personal blog. Lecturer's personal website."
- **MA Library and Information Studies**
"WebCT used for x2 modules only and might be more beneficial if more widely used. Lecture notes can be put up so you are not reliant on friends to get paper notes if you missed a lecture. However it is not really promoted apart from the one lecturer who uses it frequently. It was never really explained fully."
- **Principles of Computing and IT (INSTG027)**
"All lecture notes available online in advance with extra details added after lectures. I liked it because it was quick clean and simple - available through the departmental website no messy interfaces AND DONE ON TIME!"
- **Programming 1 (INST1002)**
"Can assess lectures and lab sessions anytime from internet. Answers are updated. All information about coursework etc is on there. Very helpful."
- **Services to children and schools (INSTG034)**
"WebCT used to post all reading lists assignments further reading suggestions plus documents relating to specialist areas touched on within the course extending these further for interested students. Discussion forums set up for student groups preparing presentations on different topics to enable discussion with starting pointers also posted by the course tutor."

"Use of WebCT. All lectures notes and reading lists were available here as well as online discussions between other class mates and additional helpful material for the course."
- **Web Publishing (INSTG036)**
"The lecturer has a webpage with lots of information and we often receive supplementary information/url links via email."
- Slade School of Fine Art
 - **BA Fine Art**
 No comments provided.

Biomedical Sciences

- Centre for Health Informatics & Multiprofessional Education (CHIME)
 - **Creating Educational Resources**
"Moodle it seems to work. Good for me as a part time student."
- Ear Institute
 - **BSc Audiology**
"In this year (yr 3) it is not used much by UCL staff. However in other years the course lecture notes are available and you are able to see what questions and answers between staff and students when staff are in different department to the students."

- Eastman Dental Institute
 - **Essential Statistics**
"Provided with narrated PowerPoint slides on WebCT. Able to grasp concept better with accompanying narration."

"Has all the modules and voice over. Very well done with regards to statistics."
 - **Masters in Orthodontics**
"We use Bristol Blackboard site - which has over 40 modules written by consultants from all over the UK. It is well put together and easy to access. It has been fantastic for revision and has a broad range of material summarised into discrete modules."
- Epidemiology and Public Health
 - **MSc Health and Society: Social Epidemiology**
"One of our course tutors is extremely proficient in this which means even if we don't see him for a week answers to our questions are available for all of us quickly. At my previous university it was always a hassle to get lecturers to put slides up on the web and then being able to download them where as here there are no problems at all with that and its really reliable. It's also really good being able to see your results online and to be able to post things for the rest of the class to discuss."
- Immunology and Molecular Pathology
 - **Immunology (IMMN2001)**
"Course handbook was online as were all lecture notes and materials related to tutorials/revision. Made access to learning resources very easy."

"Provide timetables lecture notes and communications. Is used concisely and clearly."

"Lecture material course info discussion board links to useful websites and animations. I could get everything I needed from this site."

"All lecture notes up for whole term in different formats. Tutorial answers straight after tutorial. Online question section. Further reading."

"Peter Delves puts all the lecture notes online. He also has them in 6 different types of printing formats. There is a facility where you can ask him questions. He also has links to e-tutorials."
 - **MSc Molecular Medicine**
"Lecture PowerPoint slides are put up on WebCT. These are useful as they supplement written notes made in the lecture. Course handbook is on WebCT. This includes details of coursework and exam assessment."
- Infection
 - **MSc Travel Health and Medicine**
"Lectures in year 1 and 2 in Travel Medicine and Introduction to Research in Year 2 - use of DVD's as well as lectures virtual seminars course notes and links to further reading - good balance."
- Institute of Child Health
 - **International Public Health**
"Lecture notes were uploaded. This meant that they were available for me to print off and read in my own time and use to revise."

"It is used in the delivery of the course program resources reading materials and administrative matters."
 - **MSc Audiovestibular Medicine**
"I submit my coursework and the comment is sent via e-learning. I can contact teacher and friend."

"Online assignments. Time tables schedule put up on websites/email. Profs put lecture notes and coursework on their website."

- **MSc Mother and Child Health**
"To provide information about the course and lectures; to access handouts/notes from each lecture."
- **Nutrition and Public Health**
"Lecture notes and reading materials were on WebCT."
- **Research in Action**
"All academic information regarding lectures PowerPoint slides & exam cover sheet etc & other relevant information is available--easy to use it."
- Institute of Neurology
 - **MSc Clinical Neuroscience**
"All lecture notes are available on the web or I should say most of them. Often crucial video and audio links are missing and sometimes the notes are not put on for many weeks afterwards. The good things are that it allows me to keep an internet file of my learning and not have so many files full of paper. It's great that there are lists of references to useful papers as well but often these don't work making the literature search a bit more complicated."
- Medical School
 - **Circulation and Breathing**
"Lecture notes online before lectures so we can print them off to annotate. Problems and answers put up also important. Administrative info information really clearly organised - you know where to look things aren't in several different places etc"

"Lecture notes and CAL session walkthroughs put online and promptly. Use of self paced learning after lectures answers put up few days after (very useful)."

"Provision of lecture notes by topic with associated SPL questions AND answers provided at the appropriate time."

"The SPL questions and answers available on WebCT were updated regularly and thoroughly productive."
 - **ECDL (SSC – 149)**
"Used to teach the entire course. It allowed me to work through the material at my own pace and not be slowed down by others. I could skip areas I felt strong in and concentrate on my weaknesses."
 - **Endocrine System and Regulation**
"There were CAL sessions which were tutorials on particular subject areas. These were good because they allowed you to read and digest the information in your own time and they were also followed up with lectures."

"E-learning is used in this course in the form of interactive exercises for students to complete. I liked this form of e-learning because it was comprehensive and very useful in that it complemented the teaching provided by our lecturers."

"All the lectures were easily accessible online and the CAL sessions were informative and interactive. This is how Every module should be when it comes to e-learning."

"Online computer aided learning exercises very useful and available at any time. All lecture handouts ppt slides and workshops available. Answers to problem classes posted after the session which was very useful."

"CAL sessions and PBL sessions with answers are provided allowing self progress and learning which is good."

“Very good CALs. Well constructed relevant and memorable.”

“All lectures CALs etc put up either before lecture or immediately after. Very well setup, easy to get information and answers if you are unable to go to sessions.”

○ **Histology**

“Prepared slides are much easier to see than using a microscope.”

“WebCT - good for lecture notes learning Histology.”

“Links to histology practical classes notes available, lots of pictures.”

○ **Infection and Defence**

“Infection and Defence was a good module because the learning materials were very well laid out and all lecture presentations were made available from the start of the module. The course was very thorough and review questions online were a helpful learning aid. The FAQs section on WebCT was also very beneficial.”

“Not only did it have lecture notes but also recordings of summary sessions which was very helpful (recordings for all lectures could be a great thing of the future!). Also the lecture notes were online well before the lectures were given so they could be printed out and used at the relevant lecture...I was able to get the most out of the lectures this way.”

“The entire module was centred around WebCT. Each week there were online case studies which we had to work through online and then present to a tutorial group at the end of the week. This was a fun way of learning and everybody appreciated how well it was run.”

“To provide lecture notes, answer keys and lectures in the form of audio files. This is all more helpful to my learning than anything else provided.”

“The lectures are all on WebCT. The summary sessions are all on WebCT in slides and as audio tracts which are very useful to listen to when travelling for example. They also used discussion forums with lecturers which were very helpful.”

○ **MBBS**

“WebCT is used a lot most of the lectures are put on there sometimes before sometimes after and the answers to problem classes too. It's amazing!”

“WebCT for lecture slides course information and answers to workshop problems - makes learning much easier.”

“I like WebCT and most of the PowerPoint presentations in lectures. We can adjust our personal details module choices and view results on Portico which is good. Lots of our CAL sessions are good with the exception of those where we're simply asked to read reams of text.”

“Lecture notes. Problem Based Learning notes. Information on all strains of the course on WebCT. So easy to use. It means that if you miss a lecture you can make up with the notes on WebCT. It also means that you can look over the lectures again or fill in your notes.”

“The availability of WebCT makes learning private studying and catching up on any missed sessions much easier and more enjoyable.”

“Various experiments that would take too long to do in class and for viewing slides (as in microscopes) which are identical and allow for easy identification of key elements.”

“WebCT good learning aid - lecture notes being available is most important.”

"WebCT is a big part of this course and is very helpful in delivering lecture notes. The hard copies are still very important but the extra slides online are a great revision tool."

"Computer-aided learning lecture notes/slides. I feel this offers more opportunity for self-paced learning and if I feel I can't finish the work in the time allocated it is easy for me to access the information I need to complete the work in my own time."

"We use a program called LAPT for practise/online practise of previous exam papers. This program helps as it can be accessed as many times as we wish in our own time and as we can test ourselves (mock tests) with feedback of how well we are performing and how we should improve."

"Lecture notes are put up there plus administrative information and also used in selecting our SSM. I like having just the one place to find what I need."

"I like being able to look up lectures in advance and then to be able to take notes from the slides on the internet rather than having to rush them during the lecture and missing what the lecturer is saying."

"Numerous ways inc. lecture slides, online submission of work, online resources such as AnswersIn and the Virtual Consultant. I like the variety sometimes it is not easy to remember something if you just read it in a book answering questions as you go along say after each new topic and pictures moving images and audio input aid memory."

"Mainly used for revision and providing lecture notes and some self-paced aspects of the course. Helpful having resources available at convenient times and links to most areas of the course"

"I think WEBCT is used really well in medicine compared to my iBSC this year. All information was posted online and I think the department really use the facility to the top."

"Used to deliver histology practicals various biochemical and pharmacological computer simulations the bulk of our embryology teaching is targeted towards a UCL computer programme. I like it because it allows delivery of text, audio, video and animated diagrams which can be revisited again and again which would otherwise not be possible if we only had lectures. Also because the material is recommended and usually produced 'in house' we know that it is highly relevant and not outside the scope of our course irrelevant or - even worse - incorrect compared to our own self directed learn which may rely on third party e-content. The use of ebooks is great because it allows indexing of every single word in the text allowing us to solve problems and find answers that would have otherwise taken a great deal longer!"

- **Paediatrics and Child Health**

- **Paediatrics module for Medical Students**

- "Paediatrics section of WebCT provides online tutorials and lecture slides with commentary. The audio tutorials are very useful as they can be put onto MP3 players and then used while travelling to college".*

- "There were some lectures which were placed on WebCT which were really useful to revise from and they had live commentary with slides and clinical pictures. It was easy learning."*

- "The audio tutorials were extremely helpful. They gave a very good guideline for the amount of detail needed which was borne out by the content of the exams."*

- "Online tutorials, iPaediatrics quizzes. Excellent materials available thanks to Prof Gardiner!"*

- Primary Care and Population Sciences
 - **MSc International Primary Health Care**
"The whole course is on-line making it possible for students based in different countries to take part."

"Entire course is online - similar structure used for each module. Online instructions, readings, lectures, discussions, assignments. Working well for me so far - tools are quite simple to use, interaction is genuine and stimulating possibilities for extra learning are offered. Living in the bush the contact and academic environment are great!"

"E-learning is the main thing all built well up to facilitate it. Good discussions with tutors and students."

"Very well structured course - relevant organised materials. Co-ordinated reading and tasks. Very accessible faculty. Good attempts at broadening contacts away from strictly module-centred activities e.g. journal club-type discussions debates."
 - **MSc International Primary Health Care – module IP03**
"This is a course that is entirely virtual given by the external programme. It is an outstanding course as was IP02. I have nothing but compliments to the tutors of this course."

Built Environment

- Architecture
 - **BSc Architecture**
"Online lecture notes are really useful when writing essays. Past lecture notes can be viewed. The Bartlett intranet allows students to view past work of other students and can help in choosing which unit to go into."
 - **Economics of Cities and Their Regions (ENVS 2009)**
"To deliver lecture notes and assignment briefs which is useful."
- Construction and Project Management
 - **Computing for the Built Environment (ENVS1330)**
"Class work is sent to students a day early to get familiar with it (over e-mail). My work is accessible from home (using the WTS remote link). The lecturer goes through how to use software on a big screen which means none of my fellow students get lost or confused by new tasks."
- Development Planning Unit
 - **MSc Development Administration & Planning - Development in Practice (BENVAP04)**
"All course information module outline timetables reading lists are online. All faculty's notes, presentations and extra reading material are online. Virtual spaces are created for each group that only team-members can access to share information etc. Group work coordination is in general made easier in WebCT. The info for using TurnItIn and link was posted online and was very useful for registering there. Faculty is easy to contact through WebCT. Info is generally up to date."
 - **Sustainable Development and Planning**
"Through WebCT. Easier to see and manage required course reading materials. Allowing straight links with other useful websites."
- Graduate Studies
 - **MSc Adaptive Architecture and Computation**
 No comments provided.
 - **MSc Environmental Design and Engineering**

"All lecture content is posted on the Intranet. Extra tutorials etc are also put up for download. It's easier to maintain the module progress much better than paper notes."

- **MSc Sustainable Heritage**
"E-learning is used to make available all written session outlines technical notes and reading lists. Resources contain many that are available online reducing the need to go to a library. As I am studying part-time doing 2 modules a year from Scotland it suits me very well I don't feel I'm missing out on access to material."
- **Planning**
 - **Cities and Social Change (ENVS2008)**
"Lecture slides are posted before the lectures and remain there long after as a revision tool. We have also used a cluster room to do some group research which was helpful in utilising web based sources."
 - **MSc International Planning**
"Lecture notes and course material are posted either on a departmental website (the Bartlett intranet) or on professors sites. I like it because it provides easy access to materials (notes readings assignment data) and reading lists at any time."
 - **MSc Town and Country Planning**
No comments provided.
 - **MSc Spatial Planning**
No comments provided.
 - **Project in urban sustainability (ENVSG012)**
"The whole project is based on producing a group report with the whole class of 40 people. This involves full time and part time students. Relevant documents were put on the Bartlett online that we could easily download/access. The whole project was heavily reliant of the use of discussion via email between the group and from the lecturer to the group in order to send sections of the report onto the appropriate people for all the responses to be collated. Without the use of email / Bartlett online it would have been extremely difficult more so for part time students."
 - **Urban Lab 1 (ENVS1017)**
"Course materials were accessible online and they were updated as a course progressed. We were able to post our coursework drafts online. Forum was useful for communication especially because of notification to UCL email about new posts."

Engineering Sciences

- **Biochemical Engineering**
 - **Introduction to Biochemical Engineering (BENG1001)**
"WebCT course to act as a source of lecture notes web-based discussions etc. Useful way for students to exchange ideas."
 - **Introduction to Bioprocess Engineering (BENG1004)**
"For a module on product loss and recovery. I liked it because it is well explained the model answers are detailed and clear. Everything was explained step by step and it is possible to do it at the same time. With this way of learning I was more active than during lectures actually doing the calculations and having the time to understand everything."

"Only e-learning course taken. Interactive and visual."
- **Chemical Engineering**
 - **MEng Chemical Engineering**
"Lecture notes and courseworks can be accessed online."
- **Civil and Environmental Engineering**

"Lecture notes for most subjects are available online which is hugely beneficial as I do not have to attend lectures which I gain nothing from."

- **Engineer in Society (CIVL1008 – 2005/2006)**
"It gives you easy access to resources to do the course saving time looking for it and allowing more time to learn the material."
- **Soil Mechanics (CIVL1009)**
"Lecture notes and the schedule are very helpful to keep me up-to-date."
- **Soil Mechanics 2 (CIVL2004)**
"Documents and examples of computer models available online."
- **Structural Dynamics I**
"The lecturer Paul Greening would put the notes online and if any amendment were done we would have it straight away. Every single lecture notes and example were available, so wherever you are you can have access to it. You do not need to carry a big bag with you."
- **Systems, Society and Sustainability (CIVLG018)**
"They used WebCT to disseminate course info including the course outline, lecture notes and all the readings for the course including links to the actual documents. This was very useful and saved lots of time collecting resources. It is reassuring to be able to access electronic version of course details."
- **Computer Science**
 - **Financial Computing (COMP6006)**
"Online access to notes slides coursework and discussion boards. Great way to collect information ensure up to date and collaborate with other students."
 - **Introduction to Business and Entrepreneurship (COMP6005)**
"Lectures, courseworks and other resources posted up if you cannot make a lecture you can catch up relatively easily."

"Lecture notes and coursework - useful to have it all online - quick easy reference."
 - **Introduction to LaTeX**
"During the lesson the teacher explains the theory by projecting slides and the students from their own computer can do practice using the material downloaded from the teacher's homepage."
 - **Multimedia (COMP6008)**
"Everything is provided in the lectures and again on WebCT so if you miss one lecture you can still catch up in your own time and not fall behind. Its a good way to make sure you're not missing any vital notes or courseworks."
- **Electronic & Electrical Engineering**
 - **Introduction to Telecommunications**
"Slides"
- **Management Studies Centre**
 - **Foundations of Management (MAST1001)**
"WebCT. Good communication with other members of the course and lecturers. I like the general feedback, course notes and reading lists given."

"All lecture notes available, information about assignments, active forums, assignment feedback, guidelines on essay writing etc."

"Through Moodle. Gives the guidelines and anyone can post an article and have a discussion with others. Plus just before going to lectures lecture slides can be read anywhere."

- **New Ventures Business (MASTG002)**
"Forums."
- **Project Management (MAST3001)**
"There was very good question and answers online."

"There is a blog spot which is beneficial since it is possible to learn of the answers to questions that other students have posed. It is also a positive note that relevant documents are placed on the site and that other information is provided."
- Mechanical Engineering
 - **Finite Element Analysis (MM05)**
"Only course it is used in."
 - **Mechanics of Fluids (third year option)**
"Online coursework submission, lecture notes and tutorial questions."
- Medical Physics and Bioengineering
 - **MRI**
"The website which lecturer gave us is very good for us to learn that tough course with interest. It contains many imitations that I can not imagine only looking through the books."

Laws

- LLB
 - **Contract**
"Fiona Smith uses power-point presentations in contract lectures. These are highly beneficial as they let everyone know what info you need and gives the lectures a structure."
 - **Laws of Evidence**
"I think this is one of the best courses in law which provides satisfactory and rather comprehensive online supporting documents (lecture handouts, tutorials, comments on essays, communications from tutor to students). Another good course is criminal law. However overall e-learning quality of law courses are quite poor. Some courses don't even have lecture handouts online which makes it more difficult for students who are absent from classes or who lose the materials. There is also a significant lack of communication between lecturers and students."
 - **Public Law**
"Slides in the lectures would take too long to write down are put on the department website. This helps you to actually listen in lectures to the bigger picture rather than sentence by sentence."
 - **Public Law II**
"Lecture handouts and slides are put up on the departmental website - it makes it easier to go back and look for reading materials later on and the lecture slides allow one to go back and check through lecture notes after class to make sure the notes are correct."
 - **LLB Law**
"It is possible to download lecture notes and revision notes from the departmental websites. Therefore it provides a useful guideline when consolidating studies."

"Just have lecture notes (and that is not for every topic!). However where we do have notes it is beneficial. Feel that more ought to be put on the net though."

"Lecture notes & slides are provided online. So is the reading list & some feedback on assessment answers. When the handouts run out during lectures one can simply

log on to the law website to obtain the necessary info. There is no need to carry a file around all the time.”

“Course materials and past year questions are uploaded on the faculty website. Also the library online database provides an easy way of looking up cases and legal materials. The Law Society also disseminates information regarding latest events online through Facebook and other similar paraphernalia. I like it because it provides flexibility in my learning and enables me to keep up to date with developments in the faculty much more easily. Also I am able to access considerable amounts of material in much less time than before.”

“There are electronic databases online which makes it very easy to obtain reading materials on cases and articles and saves time. Certain teachers can be contacted through Facebook which is useful as many students use it more than e-mail but it is also possible to e-mail tutors. Missed handouts can be found on the website as can general essay feedback and practice questions which I think will be most useful for revision purposes.”

“We have lecture notes, lecture handouts, seminar outline and reading lists - these materials help me prepare for the actual seminars lectures and tutorials.”

- **LLB Law with French Law**
“Reading lists and lecture handouts are available on the faculty website - good as a result of the ‘no printing charges’ in Bentham House but possibly more problematic for other faculties. Communication between students and teachers via email - more efficient.”
- **LLB Law with German Law**
“Handouts on website reading lists for most courses. Helpful as can reprint them for yourself then...”
- **LLM**
 - **Banking Law**
“All the handouts and reading materials for this course are online which is excellent and also the tutor for this course has links to the various websites and cases and materials used during tutorials. This makes locating the info very easy and it also means that everyone can get it and 60 people aren't chasing one article at the same time.”
 - **International Commercial Litigation**
“Course materials posted online. It's easy and convenient to use and access.”
 - **International and Comparative Secured Transactions**
“The use of e-learning on this course is pretty basic but I have found it to be the one course that I rely almost entirely on the course website and the UCL Library database for my materials and aside from classroom interaction all other contact with the faculty is e-based.”
 - **LLM**
“A lot of the reading materials were available online this made it easier to keep up to date.”

“Course Materials are on the faculty website (sometimes only reading lists so further research in order to find the literature has to be done).”

“There is a huge variation in the level and quality of e-resources from module to module. Because the LLM is currently inter-collegiate e-learning provision will be dependent on the college running the course. None of my modules include WebCT level provision - rather the sharing of reading lists and occasionally materials on departmental websites or via email. There are no revision materials or tests and no reading lists with hyper-links to materials.”

"Our reading list and many materials are sent by email or posted on-line. It's fast, environmentally friendly and convenient."

Life Sciences

- **Anatomy and Development Biology**
 - **Anatomy Spotter Test (MBBS Anatomy)**

"I put this example for one reason alone the online spotter test. It was a great way to learn and prepare for the exam....."

"Anatomy videos online - MCQs/spotters/practice exam questions online - book reviews - lecture notes - etc i.e. Good content clean design."
 - **Biology of Fertility and Embryo Development (ANAT1050)**

"WebCT."
 - **Clocks, Sleep and Biological Time (ANAT3105)**

"They had links to the relevant PDF journal articles.. so I didn't have to fight to get access to them through pubmed - got them directly. I liked having the syllabus available whenever I wanted to see what was happening this week and next."
 - **Embryonic Disk**

"Exercises using the embryonic disk a program which runs through almost all stages of embryology with diagrams videos and supplementary text along with self assessment. Sessions have been designated to cover certain topics on the disk with the tutor available when we are doing the exercise."
 - **Human Anatomy and Embryology (ANAT2050)**

"Having the slides in colour is really useful."
 - **MSc Neuroscience**

"WebCT: online lecture notes, assignments. reading. Allows for easy locating of work reading can be done anywhere saves printing."

"Access of lecture notes very helpful to keep up with the reading."

"The lecture notes are available online as are model answers to practical sessions. These are beneficial to our learning."
- **Biochemistry and Molecular Biology**

"Most course information, assignment information, lecture material, discussions and some tests and tutorials are on WebCT."

"A lot on all of my modules. It's nice to have all the information in one place."

"Lecture slides put up and also coursework and Q&A discussion boards. I like it because I can do it within my own time and I can actually write down accurately what I want to know at the time without getting in a muddle when explaining it to someone."

 - **Advanced Molecular Biology (BIOC3004)**

"Had online marked workshops that did not contribute towards our final mark; these allowed us to test our progress. Also had some interactive online tutorials that were very useful for aiding our understanding of some fundamental concepts."
 - **Bioinformatics Graduate Training**

"This is an optional short training course open to postgraduates. Dr Andrew Martin maintains a website for the course: <http://www.bioinf.org.uk/teaching/gradtrain/> It includes the lecture notes and links to relevant online 'tools' plus guides on how best to use them. I rarely use these tools thus each time I need to use them I find I have forgotten how to - I use this website a great deal as it serves as an excellent reminder. It is also very well laid out and intuitive to use."

- **Cellular and Molecular Biology (BIOC1001)**

"WebCT based tests, tutorials, exercises, animations, complete lectures videos... Everything is well done.."

"Pre-practicals, post-practicals, good communication with lecturers and peers."

"WebCT used online tests, used also forums to talk to other students."

"Extensive use of WebCT. Everything (all material for lectures, practicals etc) is grouped there."

"Students ask questions regarding the lecture material, practicals and even some administrative questions and the response from the staff and administrator is quick which is highly beneficial especially during revision."

"There were lots of animations and colourful diagrams that really condensed my learning as well as making it extremely enjoyable and useful for revision."

"End of section tests on WebCT; test is simple to do (no paper, exam hall etc) and results are available online almost immediately after the tests have been completed. Also there are online tutorial exercises and animations which are very useful for revision for the tests."

"The online tutorials with animations were very helpful and memorable. Online tests were marked quickly and updated regularly."

"We can access lecture notes if we've missed lectures. We have online tutorials and pre-practical quizzes that don't count towards our grade and online tests that do. There are also some very helpful animations."

"It's used for end of topic 'mini-tests' taken using WebCT which has made me keep up to date with revision. Tutorials are on WebCT which don't actually count towards your degree which takes off pressure and also has complementary animations/activities which are helpful. Most lecturers are responsive to questions asked on the discussion board."

"I find the animations and exercises in the tutorials very useful."

- **General Biochemistry (BIOC2003)**

"Online tests that allow you to do them when and where you like."

- **Molecular Biology (BIOC2001)**

"Range of virtual experiments to be completed prior to completing actual experiments - good to enforce what procedures are done so time / expensive materials are not wasted so often."

"There are interactive animation tutorials on the WebCT site. These interactive animation tutorials helped me to engage with the subject and helped me to VISUALIZE fundamental principles. Also despite there being good interactive animation tutorials we still had real small-group tutorials."

"There is a fine balance between the use of e-learning and other modes of studying. The advantages of WebCT was utilized to the full but without the course being over-dependent upon it. Lecturers also made regular contributions to discussions."

"All the information you could want was on WebCT-lectures notes assessment info coursework help practice exercises exams student and teachers discussion....it was a complete support package in one place."

"Most information about practicals and tutorials was on WebCT, some assessed tests were on WebCT. I liked it because it was kept updated and included a lot of very helpful advice about coursework and exams."

"For one of my tutorials I used the animations online to help me understand something that I found hard to grasp using a book."

- **Biology**

- **Aquatic Biology (BIOL3003)**

- "The course featured an online textbook with links and constantly updated information. It was and still is an extremely useful reference point."*

- **Biology of Development (BIOL2010)**

- "All lecture slides available on biology website. Can easily download them as PDFs and print them annoyingly put up week by week though so can't print them all off in one go. All essay details on there and requirements."*

- **BSc Human Genetics**

- "We have pre-practicals tests, tutorial self-tests and many revision sections on WebCT. We can look for examples of tests reports articles we have to do. There is many useful animations which help to understand some pathways processes."*

- **From Genes to Organisms (BIOL1005)**

- "Gives feedback on tutorials and questions done in lecture. Quick responses. Very honest offers lecture slides as well as some lecture notes and extra links to useful places."*

- **Human Communication Science**

- **Audiology (A6)**

- "It's updated every week after the lecture and it has all of our notes on it so we can read up on additional information after the lecture."*

- **BSc Speech Sciences**

- "Most modules have WebCT; lecture notes exam results exercises and quizzes."*

- "WebCT - online tests Video streams for case studies."*

- "WebCT is used for some of the units and discussions are sometimes encouraged."*

- "Quizzes are made available. Lecture handouts additional notes and reading lists are updated."*

- **BSc Speech Sciences – Acoustics**

- "All lecture notes and additional notes available as well as self tests & discussion forums."*

- **BSc Speech Sciences – Child Development**

- "There are activities available to test your understanding of the language which has helped as its something new to post students and the activity allows you to actively practise your skills and knowledge in a context."*

- **Human Structure and Function (SPSC2002)**

- "Web based quiz weekly and mid term tests online. Very easy to use and very helpful in terms of revision for the final exam."*

- "Web CT - really good use of repeatable multiple choice tests question and answer slots run by tutors and mock exam questions with model answers available"*

- "On WebCT: regular (near-weekly) brief tests, termly exams taken, all results displayed here and discussion groups for all the lecturers and lecture slides and learning outcomes all posted on WebCT. Module co-ordinator dedicated to keeping*

WebCT up to date so also a good method for spreading news and notices about the course."

- **Research methods and Statistics (SPSC2004)**
"A lot of student interaction was available and teacher interaction. The lecturer was great at answering our discussion questions. There was lots of extra material exam practice papers and exam final grades with our ID numbers rather than our names so it was still confidential."
- **Statistics**
"A course like statistics requires a lot of practise and attention for someone who doesn't have a background in statistics. Using WebCT for statistics has allowed me to return to key concepts again and again and practise exercises and quiz assignments have helped me sharpen these skills."
- **Human Sciences (Interdepartmental)**
 - **BSc Human Sciences**
"All of my courses use WebCT and it provides quite a good resource - one can print out slides before the lecture to make notes on them."
- **Phonetics and Linguistics**
 - **Acoustics of Speech and Hearing (SPSC2003)**
"Lecture notes available, support material, website links, FAQs. I like the guidance to support independent learning."
 - **Audiology and Speech Perception (SPSC3001)**
"Additional course notes are particularly useful."
 - **Intermediate Grammar**
"Cause there are weekly quizzes and you can check if you fully understand the lecture week by week. So students and teachers can simultaneously monitor the progress or problems the course has."
 - **Introduction to Generative Grammar (PLIN1201/1202)**
"weekly quizzes which helped materials become understandable besides discussing the problems with students and TA and finally the lecturer."

"Used for weekly Quizzes - aid revision. Don't feel comfortable with submission of coursework through it though"

"Used to check knowledge after each lecture using the WebCT quiz. Answers and guidance notes appear instantly and are very helpful."
 - **MA Linguistics**
No comment provided.
 - **Phonetic Theory (PLIN3101)**
"The lecture notes reading and power point slide shows are all made immediately accessibly straight after each lecture."
 - **Practical Phonetics (PLIN2105)**
"Web exercises easily accessible help to learn subject matter however not available for all that would be useful e.g. English speech sounds are there but not all the others we need to know which are harder to learn."
 - **Pragmatic Theory (PLIN2002)**
"There are extended lecture notes posted online to give a more detailed account of all the ideas discussed in the lecture and seminars and then there are links to the research papers of other staff at UCL involved in the theories discussed. It is extremely useful as at any given point information about the course is at your fingertips."

"All the detailed lecture notes handouts and slides are online along with the assigned coursework suggested reading lists (with links where applicable). It is a lot simpler to find relevant information for coursework because I can search through the notes for key words."

"Not only was the handout for each lecture available afterwards online but next to each one was a link to the 'Lecture Notes' which were fleshed out versions of the handout used by the lecturer during the lecture. Excellent memory jogger."

- **Physiology**

"Online progress examinations were very useful."

- **BSc Biomedical Sciences**

"E-learning is used for most modules on my course. I find myself doing better on those modules because there a lot of info available on lecture notes."

- **BSc Physiology**

"It is used for online tests module tests at the end of topics for particular lectures. It is also used as a means of course announcements and communication between students. Web CT plays a very large role in the physiology course and is used frequently by all my fellow students."

- **Fetal and Neonatal Physiology (PHOL3003)**

"Online essays feedback and powerpoints as well as reading material."

"All course material is on there, lots of extra documents written by lecturers lots of excellent links and papers. Really try to help students study and find extra information. Good dialogue with course leader (Ray Noble) who responds to quickly to student needs. Dr Noble should be commended for his excellent use and teaching provided via WebCT he has really embraced e-learning. He is a superb example for other course leaders."

"Dr Noble the course organiser regularly updated the information available and also posted handy study/revision tips up which appeared whenever we logged in. In addition he checked the discussion board every day to answer any questions we had - this is obviously a lot easier than tracking a tutor down or having to email them plus the discussion was open to everyone so this saved different students from asking the same questions again and he only needed to answer once."

"able to email teachers directly. Student-student chat. Information is well organised."

- **Human Physiology (PHOL1002)**

"Additional notes (handouts) from last year are put up on the website alongside the lecture slides so more detail is given on some of the slides."

"Slides notes booklets everything is posted online and easily accessed not only is this very helpful when I misplace notes or wish to look at diagrams again but it is a life saver when I have lecture clashes I know I can catch up on my Human Phys easily without any hassle."

- **Mammalian Physiology (PHOL1001)**

A web-ct based information system with access to lecture notes discussion forums revision exercises and two of the coursework tests were online.

- **Structure and Function of the Nervous System**

"They had all the lecture notes and the practical notes that were useful when revising for the exam all the lecture notes were clear and easy to print."

- **Research Methods (PHOLG007)**

"Assignments are done on line and submitted on line. Once the deadline has passed model answers are posted on WebCT which are really helpful for learning. The

module is computer based (statistics using Excel) so using the online format is really appropriate.”

“As the exam is based around Excel this gives us a chance to practice at home during revision.”

“Outline of course practical examples available assignments (with timing expectations). Ability to post e-mails for either students or the tutor to respond to to continue learning over the period.”

“Excel worksheets which can be used at own pace when you like.”

- **Psychology**

“All psychology courses have an area on the website for lecture notes and slides and most lecturers use it. Some also link to additional papers to read etc... this is all really useful.”

“Departmental website gives access to all lecture notes and slides plus any extras which is very useful. We upload our lab reports from home also.”

“Submission of coursework is easy and also allows us to re-submit it if needed. Also lecture notes and slides are easily accessible from home.”

“Overall I think the psychology department has a good e-learning system where lecture slides notes and reading can all be uploaded onto the course website. It's secure with a separate password and you can also upload coursework, receive module marks and give feedback on lecturers and courses.”

- **Brain and behaviour, attention and perception**

No comments provided.

- **BSc Psychology**

“There is a specific departmental website where we can download lecture notes and readings from as well as to hand in our coursework -- very convenient and user-friendly. Certain journals can also be downloaded from lecturers' own websites especially when the UCL library electronic resources does not support it.”

“Useful to have lecture handouts notes and course information in a personal account on the psychology website and to be able to submit lab reports until midnight on the deadline because it is done online.”

“Provision of online course materials and online submission of coursework. Useful because deadlines extended to midnight on the day of submission course materials are available outside of Uni hours particularly beneficial for those not living close to campus minimizes human effort with regard to admin.”

- **MSc Cognitive Neuropsychology**

“Have an online portal for the course with lecture notes and slides which makes it very convenient to get the presentations before they are discussed during lectures.”

- **MSc Research Methods in Psychology – Statistics**

<http://www.ucl.ac.uk/paul/PsyStats/>

“Website provides lecture notes extra material and examples but only after the lecture so is used for clarification rather than as an excuse to skip the lecture.”

“I thought the statistics course (primarily for MSc in psychology research methods: taught by Paul Cairns) was very well managed online. All the exercise sheets and lecture notes were provided as well as past exam papers and material needed for the exam. The psychology online site is also good. As a demonstrator I find my students' lab reports easy to download mark and upload again.”

- **MSc Research Methods in Psychology**
"We can submit coursework online and view grades. This is very convenient. There is a course web page with useful detail about the course."

"Online submission... No travel is required to hand in coursework."

- Sub-department of Clinical Health Psychology
 - **Doctorate in Clinical Psychology**
"Most academic and placement information is on the website + some handouts from lectures and other resources. It means I can easily access this info at work or at home. As I am only in college a max of 2 days per week this is essential to keep up with nay changes in lectures etc."

Maths and Physical Sciences

- Chemistry
 - **Basic Physical Chemistry (CHEM1301)**
"The lecturers put up their notes on the website which makes it easy to catch up if you've missed one or two days."
 - **Biological Chemistry (CHEM3203)**
"Some lecture notes can be found on the Chemistry lecturer's website. I can retrieve tutorial answers and lecture notes that I may have lost or missed the lecture at the time."
 - **Chemistry for Biologists (CHEM1602/1603)**
"CHEM1602: the huge number of self-test questions and high level of lecturer response to questions asked in discussion forums are very helpful. Also the mp3 files of lectures by Dr Sella are an excellent idea."

"Wiki and WebCT. Discussion forums, course announcements, past exam papers, exercises."

"Both WebCT and Moodle are used. WebCT is very useful as the staff regularly answer questions on the board."

"Availability of lecture notes, discussion boards. Posting of results for tests and courseworks, practise exam questions without counting to the final mark."
 - **Introduction to Chemical Principles (CHEM1004)**
"It was very good because I could easily find out what I wanted."

"The forums were well maintained and most questions from students were dealt with fairly quickly. Also preceding exam period the link to previous exam papers was very useful."
 - **MSc Medicinal Chemistry**
"The chemistry department use WebCT for course announcements and discussion forums only. This is useful. Other modules I take are in the biology department who rely heavily on WebCT to administer their courses to test students and give tutorials. This is where problems can arise."
- Earth Sciences
 - **BSc Geophysics**
"I use for one or two lectures. It is useful because the lecturers put the lecture notes there so if I have missed any lecture I can just go on WebCT to find the lecture notes."
 - **Earth Materials (GEOL1001)**
"Lecture notes provided and links to other websites to help read around the subject. Easy to click a button as opposed to getting a book out of the library to do further reading."

"CD with teaching modules to run and complete. In addition to lecture notes this includes options for testing yourself. This is the feature that I like most and would like to see used more widely."

- **Geomaths 1 (GEOL1009)**
"Web pages used for teaching the theory and explaining its relevance. Then interactive quizzes are used to test knowledge. Immediate feedback on quizzes is given. The benefits are enthusing students with the subject and allowing them to see their own learning progress immediately."
- **MSc Geophysical Hazards**
"All teaching materials can be accessed from a central website very easy to access and all organised according to date. Can also access reading lists etc."

"Useful to have presentations in colour and past papers online."
- **Surface Processes (GEOL1012)**
"Powerpoints available on course website for further studying and review."
- **Geomatic Engineering**
 - **MSc GIS (Geographic Information Science)**
"Almost all our MSc modules had notes online which were usually available before the lectures so you could follow with the notes. Also papers etc that were useful for us to read were sometimes loaded onto the course page."
- **Mathematics**
 - **Analysis 2 (MATH1102)**
"All the notes and homework sheets are on the internet and since I have been absent a lot of this term I've managed to keep on top of the course where other courses without these resources I've fallen hopelessly behind."
 - **Electricity and Magnetism (MATH2303)**
"The main site has homeworks, videos relevant to the topics, extra material to study, links to useful websites. There is also a Google group ⁶set up to assist with the core concepts and any problems which the lecturer regularly posts in."

"It is a personal web page and has notes as well as a book which is very helpful with a Google group."
 - **Mathematics (MATH6502)**
"The lecturer put up all the weekly notes online which is good so in class we can concentrate more on understanding than on copying all the notes on time."
 - **Mathematics for Science Students (MATH6402)**
"Gave good examples and able to access answers and questions for problem sheets. However this was good only because the lectures were not very useful."
 - **Mathematical Methods 2 (MATH1402)**
The lecturer's homepage has a printable handout for the course useful links and various warm-up activities to be done in your own time. There is also a Google group where problems and questions for the lecturer can be asked in such a way that he can answer once for everyone to see rather than sending out 200 emails saying the same thing. this is a valuable resource as it provides extra work for students to do if and when they please and the Google group allows communication between lecturer and students outside of lectures.
- **Natural Sciences**
"Course notes online, homework handed in through email. It's convenient."

⁶ Google groups provide online discussion forums, file sharing and creation of collaborative documents. (<http://groups.google.com/>)

- **Physics and Astronomy**
 - **Communications (PHAS1901)**
"e-mail work and online information. Easy to use and very quick and reliable. Information at hand whatever time of day."
 - **Foundations of Astronomy (PHAS1B11)**
"Used WebCT for accessing course material a course calendar and problem sheets which was easy to use and allowed me to keep on top of my work. Also had 2 online pieces of coursework that saved the usual time of writing up homework by hand."

"We had our lecture notes online but still had to take notes in lecture as we couldn't print the notes. There were discussion boards our lecturers regularly checked and a glossary of term and useful links page. There was also a calendar so we knew when work was due in etc."
 - **Lab course – mathematica**
"Used to learn about mathematica and submit work +online tests."
 - **MSci Astrophysics**
"Coursework for the most part on the net easy to check deadlines."
 - **MSci Physics and Astronomy**
"Notes, problem papers, problem paper solutions, sometimes past exam papers and course related web links are all online on the course website. This makes it easier to access everything which is all in one place! Also you can catch up with missed notes or correct your previous problem papers which are often marked without corrections. Sometimes you have a syllabus and a list of course textbooks which is always handy."
 - **Particle Physics (PHAS4442)**
"Lecture notes and problem sheets available online. Good because can access the problem sheets even if you miss the lecture."
 - **Quantum physics II (PHAS2B22)**
"We were given PowerPoint slides but had to 'fill in' parts of the slides and worked through derivations of formulae quoted on the slides. I think that there were some animations in the slides which could be downloaded from the intranet."
 - **Scientific Programming using OO Languages (PHAS3459)**
"All the course materials are delivered online including reading material lecture notes and exercises. Students are expected to keep up with the pace of the course but since everything is online they can work from home or wherever is convenient in their own time."
 - **Third year astronomy practicals (PHYS3C30/31)**
"Various levels of computer use in the practicals allow people to get deeper into the programming with such things as the extrasolar planet programming experiment or simply use tools such as the data analysis programs providing various depths of computer knowledge that allow people of different abilities access."
 - **Waves, Optics and Acoustics (PHAS1224)**
"We have a WebCT site - I particularly like the message boards as seeing other peoples thoughts helps you understand the material better and you can get help with any questions you have."

"All the lecture notes, exam questions, course discussion and schedule are on WebCT. The lecturer contributes to the discussion and any information for the course can be obtained from the site. Makes learning the subject enjoyable."

"Lecture notes are put online, discussion boards are used and the lecturer monitors the discussion boards and answers questions there as well. I find this extremely

useful. It is very easy to gain access to lecture notes and PowerPoint slides. This makes studying and revision very easy and much more convenient. Having interaction in the discussion boards with peers and the lecturer helps clear up many queries on the spot."

"Used to deliver problem sheets lecture notes lecture slides and course discussion. Only course (this year) that uses e-learning."

"WebCT is used to access problem sheets, lecture notes, summaries and many useful pieces of literature for the course."

"All lectures are on site easy to access if missed or was slow at keeping up with the pace of the lecturer. Can revise easily from them. Has a forum board to ask questions to everyone and lecturer."

- Science and Technology Studies
 - **History And Philosophy of Chemistry (HSPC2007)**
"All the reading materials for the coursework were on our Lecturer's website. This saves carrying around and wasting vast quantities of paper."
- Statistics
 - **BSc Economics and Statistics**
"Course notes and lecture slides made available online as well as past exam papers. This is convenient for me as I can get the notes any time."
 - **Factorial Experimentation (STAT3005)**
"It provides me all the course material I need. I like it because this is the only subject that use the WebCT."
 - **Introductory Statistical Methods and Computing (STAT6101)**
"Quick access to lecture notes, problem solutions and software instructions."
 - **MSc Statistics**
"Coursework solutions, icas, lecture notes."

Social and Historical Sciences

- Anthropology
 - **Anthropology of architecture (ANTH7013)**
"The use of online reading lists and the actual articles on line made research much easier."
 - **Ethnographic Film (ANTH3031)**
"Because it was a film course Michael Stewart not only put up the syllabus on WebCT in weekly sections but also each of the films we had to watch. This saved us class time and allowed us to watch the films on our own computers when it was convenient for us. Also several of the articles for the week were online though we had to pay a fee for the service."
 - **Evolution and Human Behaviour (ANTH3050)**
"Moodle is used to upload notes on readings. Everyone uploads notes and gets to read everyone else's. people make comments on each other's notes and occasionally each other's questions. it encourages everyone to consistently read (to be able to upload notes) and brings everyone up to speed on all the readings quickly. it is 10% of the course mark which is straightforward to achieve."
 - **Introduction to Biological Anthropology (ANTH1015)**
"In second term lecture slides are uploaded to WebCT."
 - **London Anthropology**
"A new site but built to keep the department linked to events going on in and around London. It has already resulted in undergraduate and post grad participation in

lectures seminars etc and has the potential to bring the department as a whole (postgrad undergrad staff) closer together thus increasing intellectual creativity and productivity. Anthro also does their post-grad methods course this way - excellent site!"

- **Palaeoanthropology (ANTH2003)**
"Marks systems, lecture notes, interactive links, external resources."
- **Political and Economic Anthropology (ANTH7002)**
"All the course information is available including lecture notes and most importantly all readings which all work properly unlike many of the online readings provided by the library. A few was paid for copy right laws of reading but this was very little in comparison with the trouble it can sometimes be to get readings copy them and then read them."

"All key reading materials are available online for a reasonable fee which saves a huge amount of time and is very convenient. Online submission of assignments is possible which is positive. Multimedia has also been integrated for additional learning support."
- **Research methods and techniques in biological anthropology (ANTH1013)**
"The course was highly integrated with WebCT with online quizzes and activities including all of the instructions for an introduction to spss."

"WebCT is used in this course. The information was easy to access and the exercises were explained well."
- **Social Construction of Landscape (ANTH3020)**
"Online reading list available through library website. Saves a lot of time. Where at least 5 hours reading is required the online links to digital documents saves precious time. Online readings have been incredibly helpful this year and saved me loads of money."

"On-line reading list: encouraged me to read more articles due to ready availability".
- **Visual culture**
"Digital curation project - really interesting and fun to do."
- **Archaeology**
 - **Aztecs (ARCL3045)**
"Less paper waste as hand outs are in electronic form online"
 - **BSc Archaeology**
No comments provided.
 - **Dental Anthropology (ARCLG145)**
"Can see notes and required reading online."
 - **GIS in Archaeology I + II (ARCLG090)**
"All essential course materials are available on the course website (available through the department website). This includes: the course handbook, PowerPoint lectures, practical lessons, specific data for us to download and execute in GIS, and suggested reading lists for essays."

"The lectures and the notes for the practicals are accessible online and therefore easy to access re-read re-do and practice on your own time at home. Assessments are also done online and handed in via an ftp server. For example as a postgrad just sitting-in on the course it gives me the opportunity to try my hand the assessments without handing them in having to sit in an exam schedule appointments with the teacher etc."
 - **MSc Conservation for Archaeology and Museums**

"Reading materials, course handbook, selected handbooks and forms required are all available on the intranet via the departments website."

- **Museums and Digitisation (ARCLG149)**
"Like the blog for sharing comments and the lecturers links to useful websites."
- **Museum and Site Interpretation (ARCLG034/G066)**
"Use WebCT for discussion between class-mates. It is very helpful for communication between the group as we often find it difficult to find a time when we can all meet to discuss things due to having different lectures throughout the week."
- **Past Societies (ARCL1003)**
"The reading list is online and there are online readings from it. These are links to articles as well as scanned book sections. This is good because it means you can access essential readings whenever. A lot of the time books with essential readings are all out of the library."

"A lot of readings are available online so we don't have to be dependant on the library we can access them anywhere at any time."
- **Public Archaeology (ARCLG056)**
"Yahoo groups - instigated by me - to share readings links and up-to-date information about lectures field trips etc."

"We have a discussion group in Yahoo. I quite like it."
- **Research and Presentation skills in Archaeology (ARCL2027)**
"Able to email work. Most work done on computer using sampling strategies. Lecturer often contacting us with updates on tutorials."
- **The Aegean Bronze Age (ARCLG052)**
"PowerPoint lectures are put on a website to come back to and review which is very nice."
- **The Archaeology of Mesoamerica (ARCL2029)**
"Very good use of WebCT with full lectures online and other useful learning material."
- **Themes, thoughts and theory in world archaeology (ARCLG043)**
"Some readings are provided online which avoids competition for limited copies in the library."
- **Variation and evolution of the human skull (ARCLG144)**
"It is used to post power point lectures. It is great because you can be attentive in class and always refer back exactly to the power point lecture."
- **Centre for the Advancement in Learning and Teaching**
 - **Postgraduate Certificate in Learning and Teaching in Higher Education (CLTHE)**
"To provide digest news ideas and keep the individual tutor groups with a forum for discussion/ideas."

"This is my only experience of e-learning at UCL. Reasonably ok but I think it's still being developed."
- **Economics**
 - **Applied Economics (ECON1002)**
"Through Stata. It's interesting as how each command can give you either invalid response or generate data from sources."

"All notes revision material past year exam papers term schedule and so forth are online. These are well updated easy to download and the site looks neat and tidy."

- **BSc Economics**
"Distribution of course notes."

"Have some lecture notes! Micro is good as has answers to practical classes as well as demonstration lectures written up. Extra reading topics and news about lectures is up on website for all to see."
- **Econometric Theory and Methods (ECONG023)**
"All the material was on the website on time."
- **Economics (ECON1001)**
"All the lecture notes are available online and it makes life so much easier. Even when someone misses a class and it is easy to follow the class even when the teacher is not that clear. Plus there are extra materials available on the internet (like articles) which are always interesting."
- **Economics of Development (ECONG015)**
"Lecturer uploads course materials every week before the lecture. Thus we have time to prepare for the lecture. And although it costs me to print them out by myself I can decide the most efficient way to print them out (4pages in 1page W-sided etc.)."
- **Issues on development (ECON3019) – Economic Policy Analysis (ECON3007)**
"Everything is accessible on the web including lecture notes journal articles and solutions to problem sets. The same is also true of Economic policy analysis econ 3007"
- **Microeconometrics (ECONG003)**
"On line materials were very good to complement contents covered in lectures."
- **Quantitative Economics and Econometrics (ECON2007)**
"Notes put up on page and material to print."
- **Urban Economics (ECON3021)**
"Liked the fact that all the lecture notes problem sets and solutions were on a course website."

"The lecture notes and homework assignments are online which is helpful because things are covered at a rapid pace in lectures and some connections are lost. It is helpful to be able to review a logical outline of what was covered."
- **Geography**
"All geography modules have a WebCT section which is well used. Information about the course was well as course timetable lecture notes and reading lists can all be found on WebCT. It is very good."

"I use it on WebCT when I miss lectures need to catch up or just for revision. I also use it for reading lists and info on exam assessment and past papers because I often lose my handouts."

"It is used to distribute lecture notes which is good when lectures are long and some of the slides aren't spent much time on. It was also used to pass on our details for the field trip which was easier than trying to find the correct office to hand the information into."

"Putting up of slides on WebCT - aids in my revision (cos sometimes you don't get the lecturer or when he goes too fast)"

"All courses online via WebCT. Lecture notes, reading lists, other resources all available."
- **Coastal and Estuarine Environments (GEOG3004)**

"Lecture slides and notes readily available online following the lecture good student to teacher communications."

"The lectures can be viewed online but a hand-out with lots of slides on can also be downloaded. The reading list is also online and links to resources can be clicked on. The service means much less paper is wasted."

- **Data Acquisition and Interpretation (GEOG1003)**

"Practical based exercises and results from the field course available. Saves a great amount of time and is easily accessible compared to the alternative of communal CDs."

"Class practicals and lecture slides with write-up templates. Clear guide from lecturers of expectations for the course. As part of the course we undertook a field trip in Devon - prior to departure info was on WebCT and our shared data is now available for review on WebCT."

"All lectures as well as practicals are accessible on the internet making learning easier and more effective."

- **Environmental Management 1: Topics and Issues (GEOG2009)**

"Timetable, lecture notes, reading list, reading material, administration information. I like it as it is the most complete course in my WebCT and importantly puts the actual articles right next to the slide so I don't have to spend time searching around on the internet."

- **Environmental Systems and Processes (GEOG1002)**

"WebCT - All lecture notes online easy to find."

- **Hydroclimatology (GEOG2020)**

"Detailed slides of all course lectures are put on to WebCT including diagrams from textbooks and suggested reading. HIGHLY beneficial!"

- **Introduction to the diatoms/ Stable isotopes and environmental change**

"Use of PDFs on CD given at introduction and online data exercises."

- **Latin American Development (GEOG2015)**

"There was online material from the lectures. Useful graphs and data that were hard to copy down in the lecture but useful to refer back to if needed."

- **MSc Conservation**

"We have some online materials and the students started off by using the discussion questions pages but to be honest everyone uses Facebook for these sorts of questions now. We have a GIS module that benefits from online access to materials though this needs the R: drive access for the programmes we use."

"WebCT and email. Among students we also share documents/ideas and discuss course related issues through Facebook. All documents can be recovered are easily accessed; everybody has a good point from which to start course work."

- **Political Geography of European Integration. (GEOG2012)**

"Easy to navigate a large amount of information from reading list to lecture slides to study pointers and general info".

- **Reconstructing Past Environments (GEOG2008)**

"Details of course notes given. Online reading list provided. Additional short answer revision questions provided. All highly useful and makes learning easier - defines the course very well."

"All information is put onto WebCT including quizzes and PDFs of relevant articles."

- **History**

- **Ancient History**
"The materials used during the lectures are available on the message board we could ask questions there as well."
- **BA History**
"There are online reading lists and I like them because I know that I don't have to worry about the books being in the library or the teaching collection being unavailable - there is no time limit. also I can choose (dependent on funds) whether to print out the reading or read it online."
- **Britain and the Wider World (HIST6306)**
"The reading list has a lot of articles from www.jstor.org. This is extremely useful if one cannot find books in the library."
- **Celtic History (HIST6203)**
"Reading lists and much of the assigned reading was available online."
- **Enlightenment and Revolution, 1715-1805 (HIST1224)**
"Much of the course reading was easily available on the website provided by the lecturer - this is especially rare in a subject where much of your time is consumed in looking for books which may/may not exist."

"Reading for each week's class is available online at a special Homepages page for the course set up by the tutor. So there is no problem with not being able to get library books. Unfortunately the tutor has now left UCL."
- **Europe: 1806-1870 (HIST6308)**
"Ralph created a great website where all of the reading lists and materials are organized and available. <http://www.ucl.ac.uk/~ucrarfk/6308/> It's a great resource that I've used constantly during the course."

"There is a course website that has all reading assignments, essay questions, course information, teacher contact information, further readings etc. all in one place which makes life much easier".
- **Lecture core course (HIST1001)**
"All of the lecture notes and plenty of advice was available online; there was also a forum where students could ask questions of lecturers which was widely used."
- **The Making of Modern America: The United States since 1920 (HIST6314)**
"The reading lists and much of the reading is online as well as primary sources and other relevant links so it is quite handy."

"A website made by the lecturer including notes and reading for each class including PowerPoint of lecture as soon as lecture has been given that week. With links to primary sources and extensive reading material."

"All of the information for the course (syllabus bibliography assessment information PowerPoints from lectures) are available in one space along with the lecturer's contact information in case it is needed. Very simple and comprehensive and provides easy access to readings - creating more of an incentive to do the work."
- **The Roman Empire: Augustus to Theodosius I (HIST6005)**
"Lecture notes available online - provide useful summary of what is discussed and presented."
- **Transformation of Britain (HIST6303)**
"Only a few articles online. It is not enough but it is certainly the most important thing to be developed."
- **History of Art**
 - **Technologies (HART3112)**

"Reading online."

- **Political Science**

- **Introduction to British Politics (POL6001)**

- *"Our teacher emails the class frequently with lecture slides."*

- **Qualitative and Quantitative Research Methods (PUBLG004)**

- *"On departmental website. Notes, course audio lecture PPT, assignment, workshops all available online"*

- *"All lectures are being audio-recorded and that available to students on-line. I like that I can access them for review and preparations for the exam."*

- *"The audio of the lecture is uploaded which is brilliant if you can't make the lecture."*

- *"It has all the multi media aspect and it really helps in recalling what was taught during the lecture."*

- *"Has its own website with course materials online lectures lots of material. Also has forum and teacher has encourage students to interact and post answers to questions to help with revision. Basically the key is the tutor getting involved and encouraging students to use it."*

- **MA Human Rights**

- *"The departmental website is the main tool for receiving access to all the material required by me. All lectures and hyperlinked reading lists are neatly accessible through the departmental website."*

- *"It is used for making lectures outlines and other course materials available. I find it very useful to have it on-line. Besides saving on paper I can access it from anywhere at anytime. It's very handy."*

- **School of Slavonic and Eastern European Studies (SSEES)**

- **Security, Identity, Polarity: The Contemporary Debates (SEESGS32)**

- *"Almost all features were used: forum, calendar, online reading material, comments from the tutor, news."*

- *"A large number of resources were posted on WebCT. Students were encouraged to use it for discussion."*

- **Introduction to Business (SESS1002)**

- **Politics and Government in Eastern Europe (SESS2102)**

- *"The lecturer (Dr. Richard Mole) makes good use of webct- the most i've encountered. Lecture notes maps charts admin stuff and electronic readings can all be found."*

- **Russian Government SESS2103**

- *"Lecture notes available on WebCT"*

- **Economics and Business with East European Studies with a Year Abroad**

- *"Use WebCT to distribute lecture notes on top of distributing printed handouts. Convenient."*

- **Quantitative Methods**

- *"I liked it because it contained many useful information a forum for discussion of problems but it was not dispersive."*

And some others...

