Transitions from School to Higher Education:
understanding the needs of undergraduates at LSE

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Overview

- Background

- Undergraduate student support and transition issues

  - The Student Ambassadors for Digital Literacy (SADL) project

  - Working with local schools

- Findings & observations

- Lessons learnt

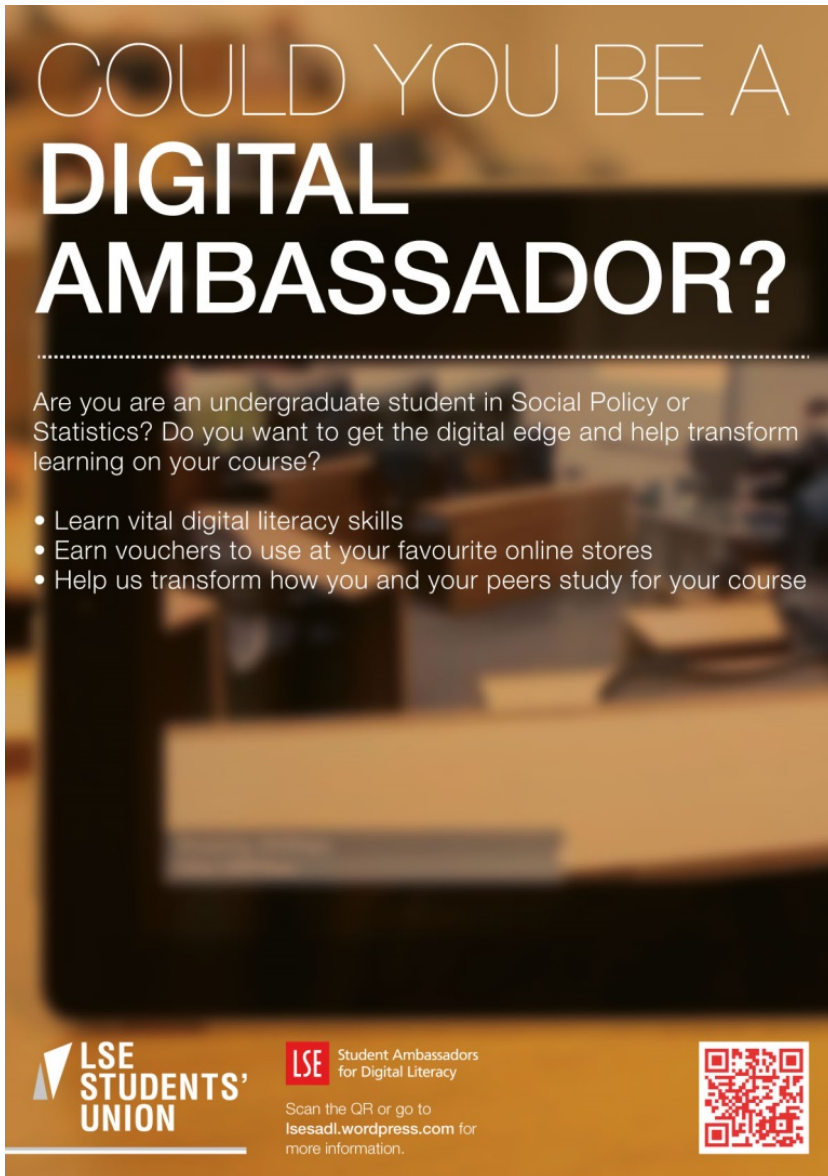**LSE**

Background and context

- LSE: specialist social science research led university
- World class library
- Cosmopolitan students - relatively small undergraduate population (c.4500)
- Traditional teaching and assessment
- Blended learning support using Moodle
- Core course for LSE undergraduates (LSE100)
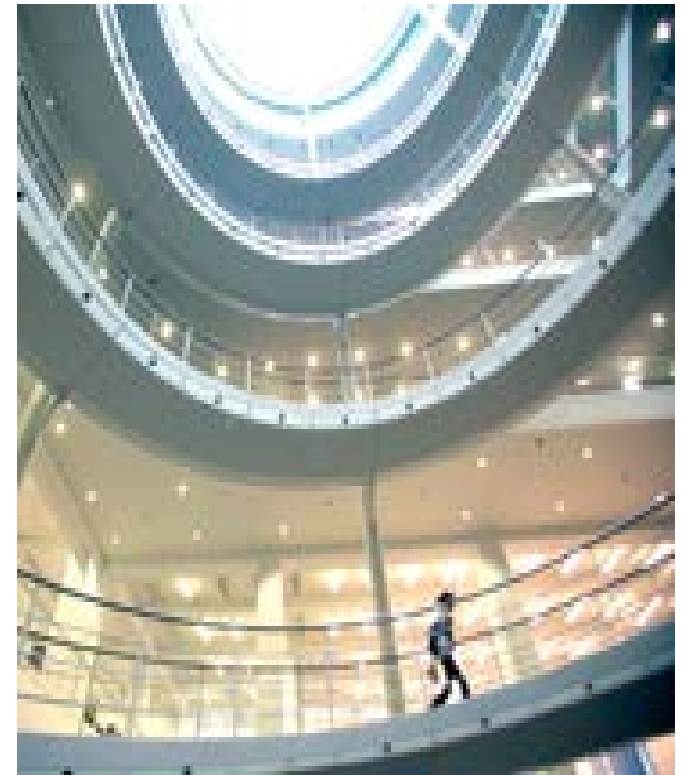
Information literacy at LSE

- 2012 Audit of undergraduate support at LSE
  - Used ANCIL as audit tool
  - Report: Bell et al
- 2013 Teaching, Learning & Assessment Committee report and recommendations
- 2013 Literature review: *Embedding digital and information literacy into undergraduate teaching*
- 2013 LSE Digital and information Literacy Framework
- 2013 HEA Changing Learning Landscape workshop on digital literacy strategies and funding for SADL

The SADL Project

- Collaborative Project:
  - Library
  - Centre for Learning Technology(CLT)
  - Teaching and Learning Centre
  - Student Union
  - IT Training
- Engagement with 2 academic departments – 20 undergraduates
  - Social Policy
  - Statistics

SADL: project aims

- To explore how aspects of digital and information literacy can be embedded into the curriculum
- To better understand the existing digital and information literacies of students
- To develop and deliver interactive workshops on finding, managing and evaluating information and managing your digital footprint
- To explore the role of *Student Ambassadors* as peer support for others on their course
- To share good practice at LSE on embedding digital, academic and information literacies into the curriculum

Recruitment and rewards

Research practices questionnaire

Research: where do you start?

How did you learn to use your favourite research tool?

What do you think of the Library search tools?

Assessing quality: library resources and internet resources?

Identify strengths and weaknesses of your research practices

Purdy, J. P. (2013) "Scholarliness as Other: How Students Explain Their Research-Writing Behaviors". In McClure, R. & Purdy, J. P. *The New Digital Scholar - Exploring and Enriching the Research and Writing Practices of NextGen Students.* Information Today, New Jersey

Research practices questionnaire

"I go on to Moodle to find if there are any relevant links that Professors have posted online. If there are recommended articles that are in the library, I will search for it. Otherwise, I will google scholarly articles to see if anything has been written about it."

"Researching my first essays, I used google scholar - it doesn't involve much learning, the simplicity is what makes it a useful first step."

"I scan the title and abstract to assess which are the most relevant."

"I think it's comprehensive, but sometimes it's hard to find to narrow it down and to find the most relevant information."

"Mostly use one from amongst the top 5 of the Google hits. But mostly on the relevance of the url and the first few lines that can be read on google hits page."

"I think I am good at research to the extent that I can find lots of resources and get the relevant articles instead of going aimless and overwhelmed by the information. My weakness is that I am still lack of all kinds of tools and knowledge of websites to do a good job on very scholarly research."

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Workshop overview

Workshop 1: Introduction to the SADL project: finding and evaluating information

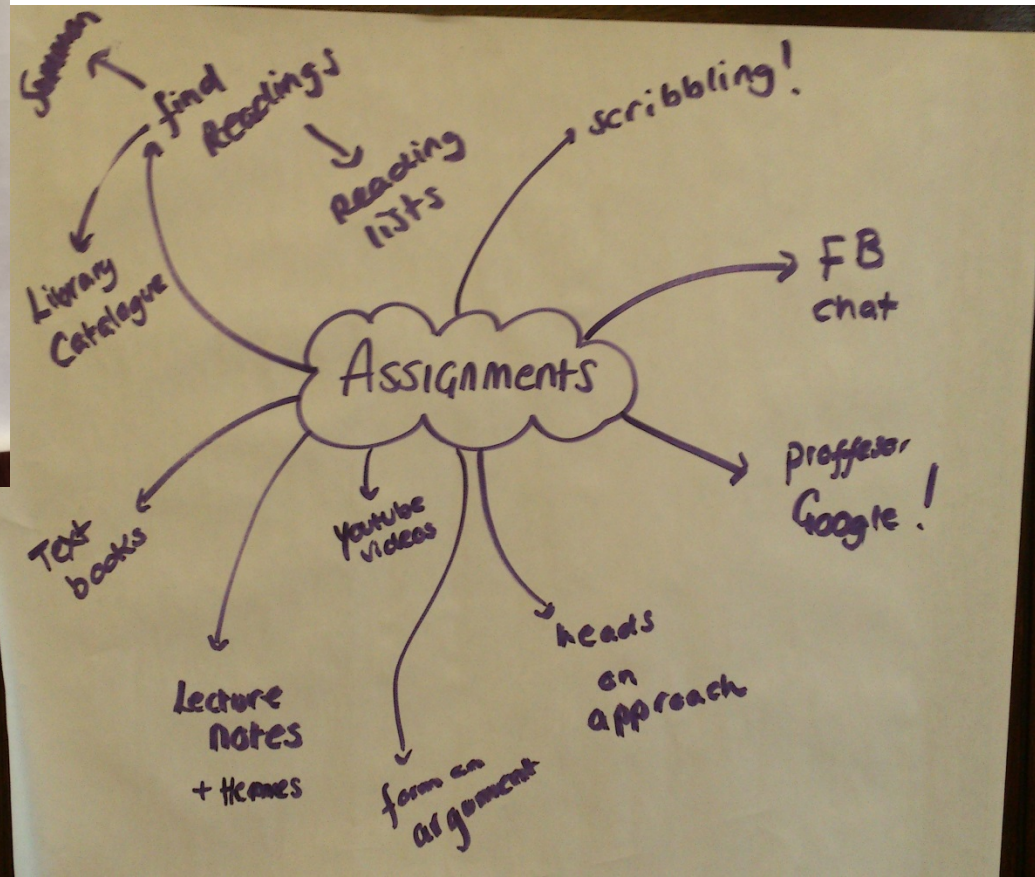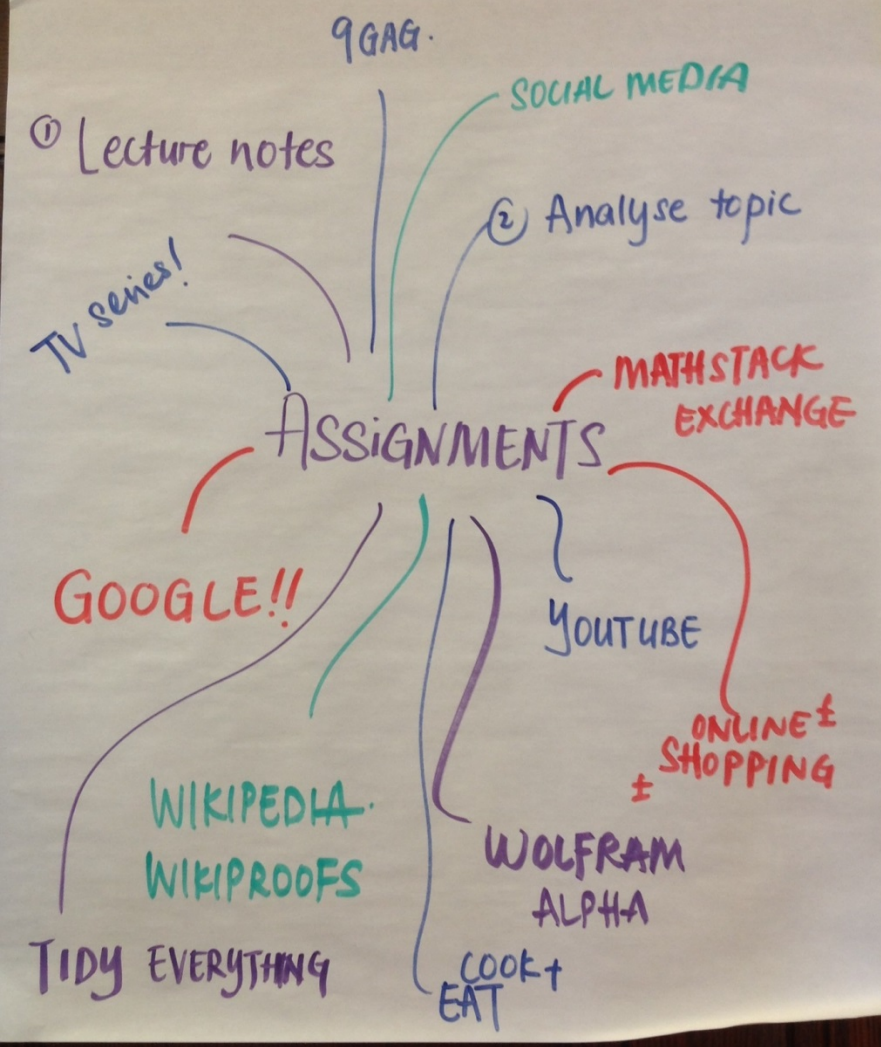Workshop 2: Reading and writing in your discipline

Workshop 3: Managing and sharing information

Workshop 4: Managing your digital footprint
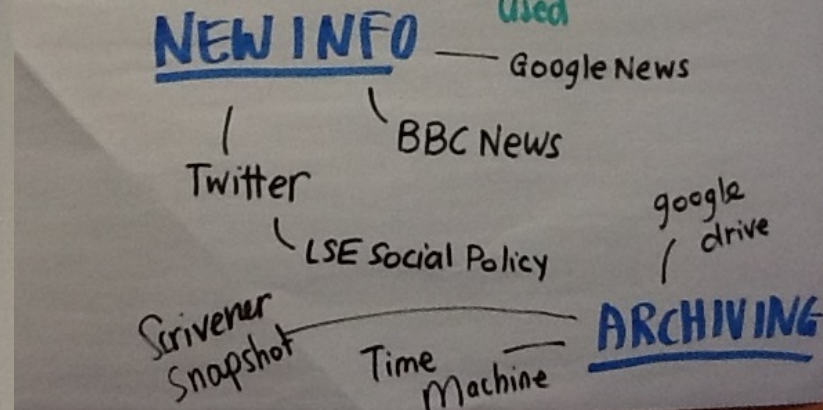
All resources on project website:
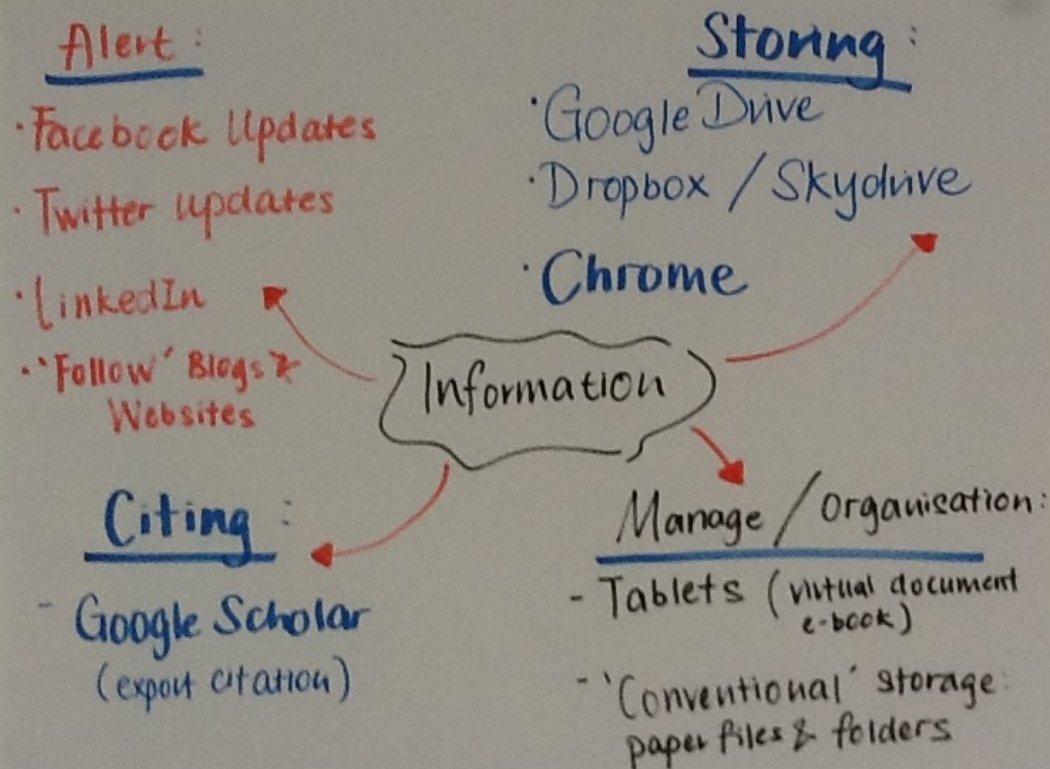http://blogs.lse.ac.uk/lsesadl/resources/

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Workshop 2: reading and writing in your discipline?

How do you approach an assignment?

How do you keep up to date, manage, store and cite your information?

Workshop 3: Managing and sharing information

Paper Materials

$ (notebook Software)
Microsoft Onenote
↳ Lecture Notes
↳ Reading

MindMap Software

MANAGE INFO

Free

Microsoft Word
↳ Referencing Function
(manual input)
↓
Remembers Sources used

Scrivener   Zotero

Coggle

NEW INFO — Google News

Twitter   BBC News

LSE Social Policy   google drive

Scrivener Snapshot   Time Machine   **ARCHIVING**

Alert:
· Facebook Updates
· Twitter updates
· LinkedIn
· 'Follow' Blogs & Websites

Storing:
· Google Drive
· Dropbox / Skydrive
· Chrome

Information

Citing:
- Google Scholar
(export citation)

Manage / Organisation:
- Tablets (virtual document e-book)
- 'Conventional' storage: paper files & folders

Digital Footprint: why does it
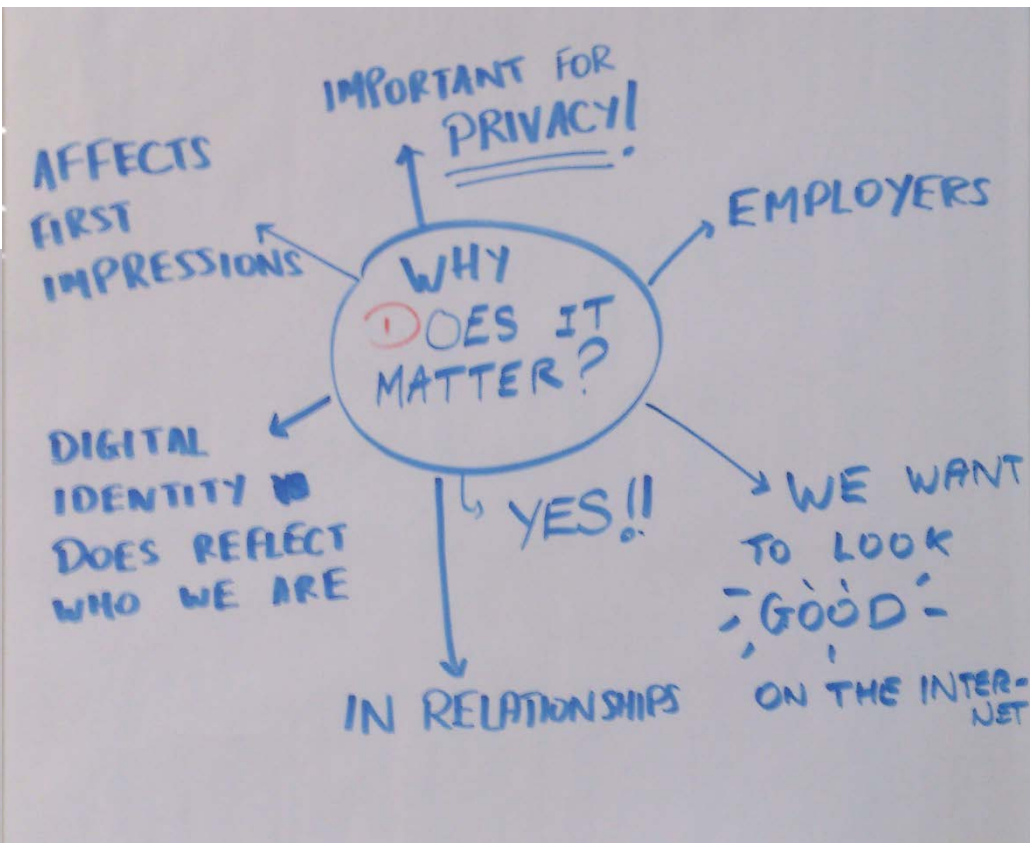
Workshop 4: Managing your digital identity

Contact info for potential employers

less superficial compared to CV/cover letter (employability)

WHY DOES IT MATTER?

too much unecessary info (dangerous)

demonstrates how sociable you are

to get to know someone better

AFFECTS FIRST IMPRESSIONS

IMPORTANT FOR PRIVACY!

EMPLOYERS

WHY DOES IT MATTER?

DIGITAL IDENTITY DOES REFLECT WHO WE ARE

YES!!

WE WANT TO LOOK GOOD ON THE INTERNET

IN RELATIONSHIPS

The Student Voice

Student made videos: http://blogs.lse.ac.uk/lsesadl/resources/
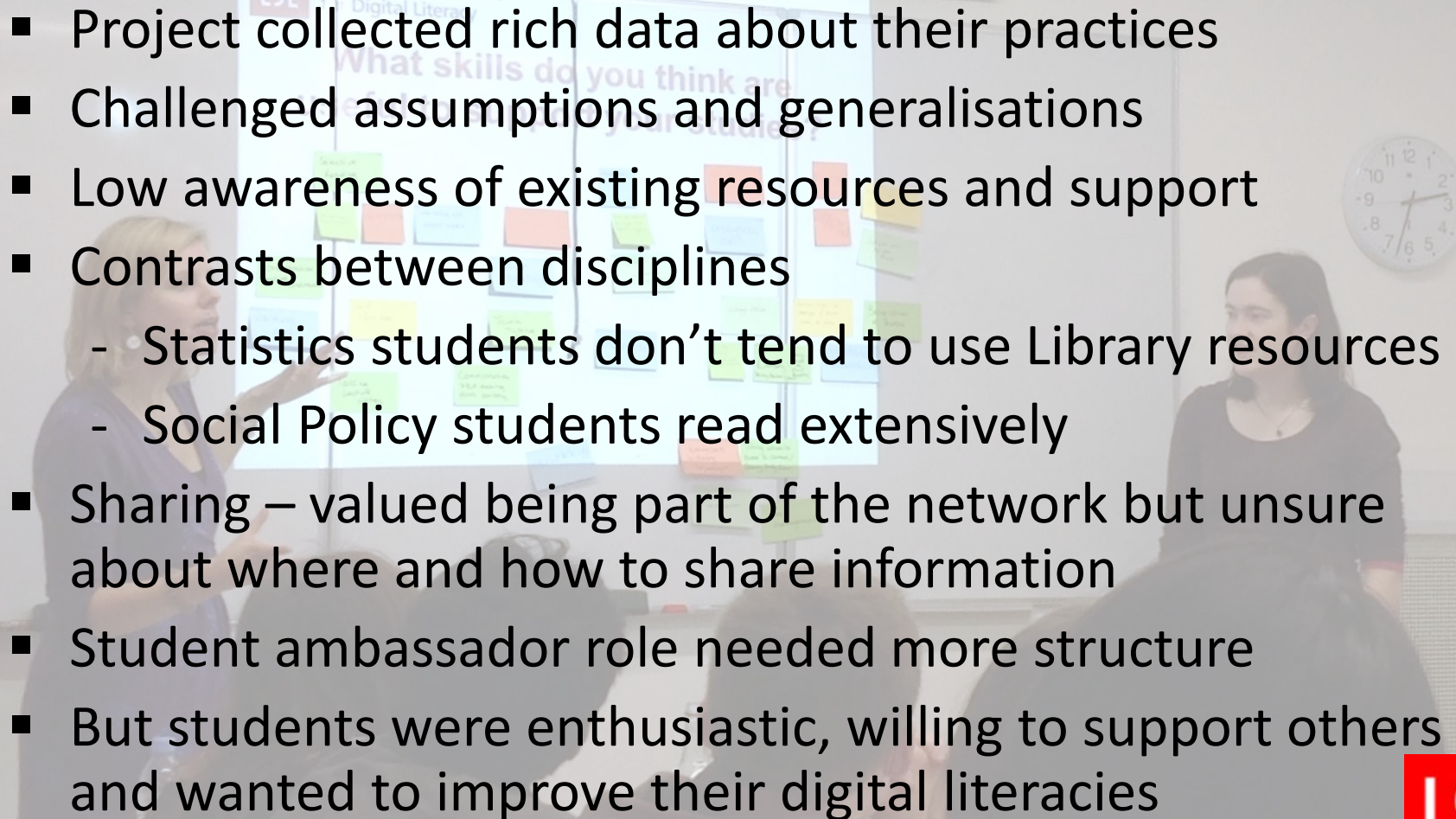
Working with schools

- Local further education college close to LSE
- Collaboration initiated by careers service and teacher in October 2013
- Opportunity for 30 high achieving Year 12 politics and philosophy students
- A chance for us to understand students pre-university and consider transition issues
- Many overlaps with the SADL project

The IL Programme

- Developed 3 workshops: finding, evaluating, managing, plagiarism

- Re-used and adapted resources from SADL and other OERs

- Student ambassadors talked to the group in final session

- Students given access to LSE Library for 6 months during the programme

SADL: Findings and evaluation

- Project collected rich data about their practices
- Challenged assumptions and generalisations
- Low awareness of existing resources and support
- Contrasts between disciplines
  - Statistics students don't tend to use Library resources
  - Social Policy students read extensively
- Sharing – valued being part of the network but unsure about where and how to share information
- Student ambassador role needed more structure
- But students were enthusiastic, willing to support others and wanted to improve their digital literacies

Year 12 student feedback

- Students valued aspects of the workshops but some claimed they were too basic
- Feedback from teacher highly positive
- Students highly valued access to LSE Library and a chance to meet SADL students
- Interactive nature of workshops worked less well and some students reluctant to participate
- Poor attendance by some in group

Lessons learnt

- Developing relationships with students takes time and different age groups need different approaches
- Workshops require:
    - Defined aims and objectives
    - A lot of preparation time
    - A suitable learning space
- Valuable staff development – new techniques, activities
- Ambassador role is useful but requires clear expectations and ways to facilitate peer support and mentoring
    - Facebook Group, Moodle forum?
    - Student led workshops for their peers and Year 12 students?
- We need greater publicity in LSE for academic departments and other students to highlight the importance of IL

COULD YOU BE A DIGITAL AMBASSADOR

You are invited to join 30 undergraduates in Social Policy, Statistics or International Relations on the SADL project

Can you help your peers get the most out of technology?

Do you want to get the digital edge?

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IL initiatives 2014-15

- Funding for SADL provided by Library / LTI
- Greater clarification of Student Ambassador role being provided – working with some existing ambassadors who stayed on board
- Exploring the best platform for students to share with their peers
- Recruited 2 further departments (40 students)
- Reviewing IL programme for Year 12 students as their needs are clearly different to existing undergraduates
- Staff development workshop planned for Feb 2015

Further reading and resources

Bell, Maria and Moon, Darren and Secker, Jane (2012) *Undergraduate support at LSE: the ANCIL report.* The London School of Economics and Political Science, London, UK. Available at: http://eprints.lse.ac.uk/48058/

Karnad, Arun (2013) *Embedding digital and information literacy into undergraduate teaching.* Centre for Learning Technology (CLT), London, UK. Available at: http://eprints.lse.ac.uk/51221/

LSE Digital and Information Literacy Framework (2013) Available at:http://bit.ly/1gq63IO

LSE SADL Project website and resources (2014) Available at: http://blogs.lse.ac.uk/lsesadl/resources

Secker, Jane, Karnad, Arun , Bell, Maria, Wilkinson, Ellen and Provencher, Claudine (2014) *Student ambassadors for digital literacy (SADL): project final report*. Learning Technology and Innovation , London, UK. Available at: http://eprints.lse.ac.uk/59479/

Secker, Jane and Karnad, Arun (2014) *SADL project evaluation report.* Learning Technology and Innovation , London, UK. Available at: http://eprints.lse.ac.uk/59478/

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Thank you

Find out more at http://blogs.lse.ac.uk/lsesadl/

SADL Resources http://blogs.lse.ac.uk/lsesadl/resources/

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Digital Literacy

JISC definition:

"By digital literacy we mean those capabilities which fit an individual for living, learning and working in a digital society: for example, the skills to use digital tools to undertake academic research, writing and critical thinking; as part of personal development planning; and as a way of showcasing achievements."