

Headlines from the 4th EHU Student eLearning Survey

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Summary

The Student eLearning Survey was introduced in December 2008 as a means of exploring the learner perspective of technology-enhanced learning (TEL) at Edge Hill University (EHU). It was driven by a desire to improve the student experience through a better understanding of what made for a good experience of TEL (and more importantly, what did not). It also provides an indicator of the extent to which the institutional VLE, Learning Edge, is integral to the learning experience of Edge Hill students.

The majority of respondents are in the 19-20 age range, most likely to be female, studying full-time on the Ormskirk campus and in their first or second year. Most have access to more than one internet-enabled device. Only one student claimed to have no personal computer or internet connection at all.

Learning Edge continues to experience frequent use by students who rate it as important to them, with 78.7% agreeing that it enhances the knowledge and understanding they get from lectures, tutorials and practical sessions.

While students' still experience technical and access issues with Learning Edge both on and off campus, it is pleasing to note that the numbers doing so have begun to fall. Students' free text comments are grouped into four themes: access (technical), access to content and resources, communication and design/layout. In each of the themes, negative and positive experiences are largely two sides of the same coin; for example, access is reported as fast and easy as well as slow and difficult. The student experience of Learning Edge seems largely determined by how it is set up and managed by tutors.

Students use other technologies to support their studies. The most prevalent is Facebook which facilitates self-organised group support and informal learning. Mobile technologies are becoming increasingly popular with 55.8% of participants owning a smartphone. Students value being able to pick up notifications, grades and lecture notes via the Mobile Learn App while 'on the go' and are using phones more frequently in the campus's Wi-Fi learning spaces – often in preference to bringing in a laptop. The growing use of smartphones and how students are telling us they use them are beginning to impact on Learning Edge with a need for mobile 'friendly' course design and content.

With four years of surveys having taken place, the opportunity was taken to compare data. Key trends relate to growing ownership of mobile devices and increased use of student-owned technologies in the University's Wi-Fi spaces. There has been increased adoption year-on-year of online submission and return of student assignments. The importance students' place on online submission and return has also increased year-on-year.

1. Introduction

The Student eLearning Survey was introduced in December 2008 as a means of exploring the learner perspective of technology-enhanced learning (TEL) at EHU. It was driven by a desire to improve the student experience through a better understanding of what made for a good experience of TEL (and more importantly, what did not). It also provides an indicator of the extent to which the institutional VLE, Learning Edge, is integral to the learning experience of Edge Hill students.

The survey consists of a series of closed questions supplemented by opportunities for free-text responses. The free-text generates a large amount of student feedback on the following TEL-related issues:

- Features of Learning Edge that have improved student experience
- Features of Learning Edge that have had a negative impact on the student experience
- Tools or features that an 'ideal' Learning Edge would contain
- Views on amount and type of induction/ training in the use of Learning Edge
- Views on the usefulness of the Mobile Learn app and suggestions for its future improvement
- Student ideas on what other technologies might be used in teaching and learning
- Access to the University's wireless learning spaces and how students are using them

Response rates for each of the surveys carried out to date provide a reasonable sample size for a snapshot of student experience and expectations around TEL:

2009/09	2009/10	2010/11	2011/12
261	775	750	529

2. Demographic Information

There is remarkable consistency with regard to the characteristics of those completing the survey over each year the survey has run. Whilst the survey is completed by students of all ages, at all levels of study and in many different locations, the majority of respondents are in the 19-20 age range, most likely to be female, studying full-time on the Ormskirk campus and in their first or second year. Most have access to more than one internet-enabled device. The most commonly owned device identified in this year's survey is a laptop (73.5% own one of these compared to 39.3% owning a pc). Interestingly, 55.8% own a smartphone. Only one student reported having no computer or internet access at all.

Table 1: Device ownership 2008-2011/12

	08/09	09/10	10/11	11/12
Personal access to the Internet	%	%	%	%
Desktop pc with internet access	54	51	45.6	39.3
Laptop pc with internet access	79.7	77.7	79.9	73.5
Handheld device e.g. iPad, tablet	2.3	3.4	10.3	17.4
Internet enabled mobile phone	18	25.8	36.1	55.8

3. Headlines from the 2011/12 Survey

3.1 Student use and experience of Learning Edge:

Learning Edge continues to be used frequently by students (over 74.9 use it 'a lot'); with 95.7% of students agreeing that Learning Edge is important to them.

The past 12 months has seen an increase (from 41.2% in 2010/11 to 51.2% in 2011/12) in the number of Learning Edge courses available to students that demonstrate 'eLearning components' such as lecture notes, online discussions, TurnItIn instances.

Pleasingly, 78.7% of students who responded to the survey consider that using Learning Edge has enhanced the knowledge and understanding they receive from lectures, tutorials and practical sessions.

Being able to communicate with others on my course is important, to be able to discuss ideas and thoughts on lectures

I find having access to lecture notes/slides enables me to reinforce any learning I have partaken in, and the quizzes/mocks are a useful way of checking learning is up to date.

This is the first time I have used eLearning and I love it, it gives me freedom to log in wherever I have time and continue my study with ease and it is fast and effective.

eLearning and Blackboard for CPD and part time courses has helped me gain a degree part time.

75.8% access lecture notes and presentations 'a lot' from Learning Edge and 94.7% consider this to be important to them.

It is a more practical way of being able to look at previous lectures as well as having your notes because you cannot write everything down.

Availability of lecture notes prior to lecture so that I can print out and add my own notes to them during the lecture.

Can look up lecture notes (on Mobile Learn App) while in lecture if lecturer is going too fast and still manage to copy down notes.

Over half (53.3%) of students submit and collect assignments 'a lot' from Learning Edge with 84% agreeing that it is important that they can submit/collect assignments online.

Over half (55.4%) of students access video or audio clips online but more (65.2%) thought it was important that they could do so.

This year's survey has seen an increase in the frequency of use of the Learning Edge email tool (45.9% in 2020/11 to 66% in 2011/12). The importance of the email tool is also increasing from 78.4% in 2010/11 to 89.2% in 2011/12. 65.2% consider that it enables them to easily keep in contact with people on their course.

Having an email account I can contact fellow trainees on quickly, I know they will get their emails and reply in a short period of time.

The Learning Edge discussion tool continues to be infrequently used (only 19.2% used it 'a lot' in 2010/11 compared to 13% in 2011/12). Almost half (48.6%) of 2011/12 respondents considered it to be unimportant to their learning. However, free text comments suggest that the discussions tool can be very effective when deployed well:

The discussions page is something I'm using more lately, and the tutors are getting involved too which has made a big difference.

Some modules have made good use of the discussion boards so discussion has continued outside of lecture/seminar settings.

The announcements tool continues to be popular with 87.6% agreeing that it enables them to keep track of changes to the delivery of modules.

Announcements – I get them emailed to my phone so I always receive them as soon as they are sent so I have the information on me at all times.

Tutors being able to keep us up to date on any changes.

3.2 What tools or features would an ‘ideal’ Learning Edge contain?

Over 100 students provided their suggestions for an improved Learning Edge. Some may take some time.

A Doctor Who spaceship to learn and fight evil foes

Whereas others may be achievable, for example:

Instant messaging/chat facility

Having Learning Edge built around mobile devices as well as computers

Batch downloader for when the weekly folder has more than one file for the subject being studied

A ‘drop box’ for documents for group studies

A folder where I can store my assignments

A favourites section

Online absence form

Booking form for tutors

Easy access to tutors’ office hours

A simple way to understand who my tutors are

Integration with Facebook

A more formal version of Facebook

Integrate Twitter

A statistical graph of assessments to track progress

More user-friendly icons and course names so it is easier to choose the right one

The ability to open modules in tabs

We will examine the feasibility of suggestions and where possible make improvements. Some suggestions are related to features already available in Learning Edge, for example a Blackboard App. We will continue to promote student guides and work with tutors to ensure they understand the functionality of the Learning Edge tools they use in their courses.

In this section, a number of students reported that they were happy with Learning Edge as it is:

I am very impressed with Learning Edge and so I would have no clue how to improve it.

The evolution of the services seems to be heading in the right direction.

3.3 Mobile access to Learning Edge (Mobile Learn App)

We wanted to know what students thought about the Mobile Learn App for Learning Edge. Of the 36.5% who had installed it on their mobile phone, 59% found it useful and 30.5% were neutral. The free text comments illustrate how the App is supporting access to Learning Edge content, grades and communications.

Able to open up lectures when the tutor moved on too fast.

Can access changes in timetable, course announcements, new content so you know you need to log on to Blackboard by computer.

The ability to read course documents while travelling, or as and when I have the time.

Not having to be near a computer to be informed of room changes or timetable changes within a day on campus.

The ability to view grades.

3.4 Two sides of the same coin ... what has improved and what has had a negative impact on the student experience of learning?

Students were offered free text opportunities to explain what features of Learning Edge has improved their experience of learning and also, what features had a negative impact. A total of 200 positive comments were received compared to 130 negative.

Student comments could be grouped into four main themes: Access (technical), Access to content and resources, communication, design/layout.

Access (technical): Comments indicate that Learning Edge can be both easy and difficult to use to use:

Ease of use

Faster

Ease of access

The ability to access anything any time I need it has been very useful

At times I am unable to log in due to 'intruder invasion'

It can sometimes be slow

Long logon times, particularly Mondays

Learning Edge goes offline at times when accessing from home

Unscheduled downtime

Access to content and resources: the student experience is similarly variable:

Access to all of the course content whenever I need it

Access to reading lists and journals

Accessing course information, reading lists and PowerPoint presentations

All digitalised so it is easy to have all that information at the ready. Paper copies would take up a lot of room.

Documents that are posted in course content with errors or not proof read

Broken links/ links to a password protected page that I do not have permission to access

Lack of lecture and seminar material uploaded

Learning Edge is massively underused and handing in hard copies of work seems pointless when the facility is available

Communication:

Announcements, the feature that says when new content has been uploaded

Being able to contact people

Being able to receive announcements to non-university email

Email contact with tutors

I don't like receiving everyone's subject announcements not just mine on my course

Teachers putting marks up late

When the lecturer fails to update with recent lecture notes, or fails to provide regular announcements to keep us informed of assessment dates/date changes/lecture changes etc

Design and layout:

Consistent format across all modules means I know where to look for information.

Easy to use as it is clear and organised.

Everything is so accessible and easy to find.

Layout and colour changes make it more personal and colour which suits you for looking at the screen

Layout of Blackboard modules can be confusing, not always sure where to find information and material.

Inconsistency of layout between modules e.g. where TurnItIn is located varies and can be difficult for some to find.

The layout can be difficult and also hard to find what you are looking for,

3.5 Student views on other technologies to support their learning

When asked to rate which other technologies could be used in supporting student learning the most popular by far are Facebook, mobile technologies and SMS. When asked for ideas on how technologies could be used in supporting student learning, Facebook is clearly represented as a student 'owned' technology to support informal learning – the Facebook 'Hub' compared to the Learning Edge 'classroom/ Library'. Facebook is widely used as an informal learning environment as it enables students to set up their own groups where they can email, send notifications, use instant messaging, share documents and course information. There are some references to tutor participation in student Facebook groups but these areas are largely student-owned and managed. Staff wishing to participate in Facebook groups should be aware of the potential risks in befriending students as advised by JISC Legal in 'Facing up to Facebook: A Guide for FE and HE'.¹

Student Facebook use on campus is an emotive issue as students unable to find available open access computers frequently complain that PCs are being occupied for non-academic i.e. Facebook use. The snapshot afforded by this survey suggests that some Facebook use at least may be supporting and not inhibiting learning.

Interestingly, the free text ideas drew only from the list of technologies contained in the survey question – there is no mention of other tools that students are or could be using such as Twitter, Dropbox or Google Apps.

Table 2: Technologies that could be used to support learning

Could the following be used in your learning?	% agree
Facebook (or similar) social networking sites	54.8
Blogs	26.6
Wikis	20.6
Instant messaging (chat)	26.3
Video messaging e.g. Skype	16.4
SMS texting	39.1
iPods, mobile phones, iPads (or similar) to access lecture notes, video or course information	50.5
Interactive Flash-based activities	16.4
Virtual worlds e.g. Second Life	7.2
Voting tools	11.2
Other	6.6

3.6 Use of campus learning spaces

When not in taught sessions, the second and first floors of the Library continue to be the most popular study spaces. The LINC Building open access areas, the Hub and the ground floor of the Library were also popular

¹ JISC Legal Guide <http://www.jisclegal.ac.uk/Portals/12/Guidance%20-%20Facing%20up%20to%20Facebook%20-%2016%20August%202011.pdf>

as Table 3 below demonstrates.

Use of the wireless spaces is increasing with 43.3% using these spaces 1-4 days a week in 2011/12 compared to 26.6% in 2010/11.

Students use the University's wireless learning spaces for a variety of reasons of which the most popular are: accessing Learning Edge (70%), communication (60.9%) and research (57.9%).

In the wireless spaces, 34.4% use their own laptops and 38.8% are using their phone or tablet device.

Table 3: Preferred places to study on campus when not in taught sessions.

What is your preferred place to study on campus when not in taught sessions?	% agree
University Library, ground floor, Ormskirk	24.4
University Library, first floor, Ormskirk	46.7
University Library, second floor, Ormskirk	45.4
University Library, study carrel, Ormskirk	15.1
LINC Building, Ormskirk	26.7
The Hub, Ormskirk	25
Departmental or Faculty-based open access areas and cafes	10.7
Halls of Residence	13.5
LIRC, Aintree	2
Woodlands, Chorley	2.2
FE College of Education Library or open access area	2.7
Not applicable (online course)	22.1

4. Consistency and/or trends over 4 years of survey data

4.1 Importance of Learning Edge to students:

	08/09	09/10	10/11	11/12
Using Learning Edge has enhanced the knowledge and understanding I get from lectures, tutorials and practical sessions				
	%	%	%	%
Strongly agree	14.9	34.2	34.5	33.3
agree	33.3	35.5	40.4	45.4
neutral	28	20.5	16.4	16.6
disagree	16.5	6.7	6.1	3.6
strongly disagree	7.3	3.1	2.3	1.1

	08/09	09/10	10/11	11/12
How often do you use Learning Edge in your studies? Frequency	%	%	%	%
Never	n/a	0.9	1.2	0.8
Rarely	n/a	2.1	2.1	4.9
Sometimes	n/a	17.3	14.7	18.7
A lot	n/a	79.6	81.7	74.9
Never heard of this	n/a	0.1	0.3	0.8

	08/09	09/10	10/11	11/12
How often do you use Learning Edge in your studies? Importance	%	%	%	%
Very important	n/a	75.9	78.9	71.5
Quite important	n/a	20.4	18.4	24.2
Quite unimportant	n/a	1.9	1.6	2.5
Unimportant	n/a	1.8	1.1	1.9

4.2 Accessing lecture notes and presentations via Learning Edge:

	08/09	09/10	10/11	11/12
Accessing lecture notes & presentations - Frequency	%	%	%	%
Never	n/a	4.1	3.9	2.5
Rarely	n/a	6.2	4.8	4.9
Sometimes	n/a	22.2	22.9	16.1
A lot	n/a	66.8	67.9	75.8
Never heard of this	n/a	0.6	0.5	0.8

	08/09	09/10	10/11	11/12
Accessing lecture notes & presentations - Importance	%	%	%	%
Very important	n/a	67.1	70.8	76.4
Quite important	n/a	25.5	23.3	18.3
Quite unimportant	n/a	4.5	2.1	1.9
Unimportant	n/a	2.8	3.7	3.4

	08/09	09/10	10/11	11/12
My tutors regularly update Learning Edge with course information and materials	%	%	%	%
Strongly agree	n/a	36.8	36.8	42.7
agree	n/a	39.7	41.9	40.6
neutral	n/a	13.5	11.6	10.8

disagree	n/a	7	7.1	4.3
strongly disagree	n/a	3	2.7	1.5

4.3 Use of Learning Edge for eSubmission and eAssessment:

	08/09	09/10	10/11	11/12
Submission & collection of assignments - Frequency	%	%	%	%
Never	n/a	22.8	17.9	12.9
Rarely	n/a	13.8	12.3	9.1
Sometimes	n/a	27.4	25.3	22.5
A lot	n/a	32.8	41.5	53.3
Never heard of this	n/a	3.2	3.1	2.3

	08/09	09/10	10/11	11/12
Submission & collection of assignments - Importance	%	%	%	%
Very important	n/a	50.8	56.8	63.7
Quite important	n/a	24.6	25.9	21.2
Quite unimportant	n/a	8.9	6.9	5.9
Unimportant	n/a	15.6	10.4	9.3

	08/09	09/10	10/11	11/12
Online self-tests & quizzes - Frequency	%	%	%	%
Never	n/a	39.1	37.9	40.5
Rarely	n/a	21.7	22.3	21
Sometimes	n/a	21.5	23.7	18.1
A lot	n/a	9.8	6.5	10
Never heard of this	n/a	7.9	9.6	10.4

	08/09	09/10	10/11	11/12
Online self-tests & quizzes - Importance	%	%	%	%
Very important	n/a	12.8	12.4	13.4
Quite important	n/a	30.6	30.9	29.3
Quite unimportant	n/a	25.4	22.8	22.3
Unimportant	n/a	31.2	33.9	35

	08/09	09/10	10/11	11/12
Quizzes, tests and other forms of assessment posted on Learning Edge are a useful way of checking I understand course materials				
	%	%	%	%
Strongly agree	13	15.5	14.9	13.6

agree	23	28.4	24	24.8
neutral	43.3	39.6	42.9	40.8
disagree	13	11.6	13.7	16.3
strongly disagree	7.7	4.9	4.4	4.5

4.4 Communication Tools:

	08/09	09/10	10/11	11/12
The email facility within Learning Edge enables me to easily keep in contact with people on my course	%	%	%	%
Strongly agree	17.6	30.1	25.1	30.8
agree	33	31.7	32	34.4
neutral	28.7	22.5	25.6	23.3
disagree	14.9	10.7	11.1	8.3
strongly disagree	5.7	5	6.3	3.2

	08/09	09/10	10/11	11/12
Using Learning Edge email - Frequency	%	%	%	%
Never	n/a	11.7	11.5	4.7
Rarely	n/a	12.5	12.4	7.2
Sometimes	n/a	30.5	26.9	20.2
A lot	n/a	42.1	45.9	66
Never heard of this	n/a	3.2	3.3	1.9

	08/09	09/10	10/11	11/12
Using Learning Edge email - Importance	%	%	%	%
Very important	n/a	46.7	47.9	63.1
Quite important	n/a	32.5	30.5	26.1
Quite unimportant	n/a	10.6	10.3	6
Unimportant	n/a	10.2	11.3	4.7

	08/09	09/10	10/11	11/12
Online discussions - Frequency	%	%	%	%
Never	n/a	25.2	28	29.3
Rarely	n/a	18.5	22	27.6
Sometimes	n/a	28.9	28.7	27.4
A lot	n/a	25.4	19.2	13
Never heard of this	n/a	2.1	2.1	2.6

	08/09	09/10	10/11	11/12
Online discussions - Importance	%	%	%	%
Very important	n/a	26.5	20.9	16.4
Quite important	n/a	33.5	36.3	35

Quite unimportant	n/a	21.4	22.7	27.8
Unimportant	n/a	18.6	20.1	20.8

	08/09	09/10	10/11	11/12
The announcements tool in Learning Edge enables me to keep track of changes to the delivery of my module	%	%	%	%
Strongly agree	34.1	47.7	48.8	50.7
agree	37.5	33.7	33.9	36.9
neutral	15.7	11.6	11.5	8.3
disagree	7.3	5.3	4.3	3.4
strongly disagree	5.4	1.7	1.6	0.8

4.5 Access to Learning Edge:

	08/09	09/10	10/11	11/12
Learning Edge enables me to learn at a time and place of my own choosing	%	%	%	%
Strongly agree	32.6	51.1	53.3	54.3
agree	41.4	31.6	30.1	34.6
neutral	17.6	11.4	11.7	10
disagree	3.1	3.6	3.2	0.6
strongly disagree	5.4	2.3	1.6	0.6

	08/09	09/10	10/11	11/12
On campus I sometimes have difficulties accessing Learning Edge	%	%	%	%
Strongly agree		11.5	12.8	8.9
agree		27.1	33.1	31.6
neutral		31	30.7	26.8
disagree		22.1	17.1	22.9
strongly disagree		8.4	6.4	9.8

	08/09	09/10	10/11	11/12
Off campus I sometimes have difficulties accessing Learning Edge	%	%	%	%
Strongly agree		14.5	16.3	9.3
agree		44.1	44.4	37.1
neutral		16.4	17.3	19.7
disagree		19	16	24.8
strongly disagree		6.1	6	9.3

4.6 Learning Edge training:

	08/09	09/10	10/11	11/12
How much training have you received in the use of Learning Edge?	%	%	%	%
None		19.2	19.2	26.1
Not enough		19.4	20.1	14.2
Enough		59.5	58.4	56.9
Too much		1.9	2.3	2.8

	08/09	09/10	10/11	11/12
Would you like access to training (if you have not previously received any)?	%	%	%	%
Yes	n/a	n/a	28.2	30.8
No	n/a	n/a	71.8	69.2

4.7 Use of University wireless learning spaces:

	08/09	09/10	10/11	11/12
How often do you use the University wireless spaces when on campus?	%	%	%	%
5 or more days a week		12.1	15.2	17.2
1 - 4 days a week		23.7	26.4	43.3
Once or twice a term		10.1	11.5	9.6
Rarely or never		37.8	35.7	23.3
Never heard of this		16.3	11.2	6.6

	08/09	09/10	10/11	11/12
What aspect of your studies do you use them for?	%	%	%	%
Communication e.g. email, social networking		44.5	48.5	60.9
Accessing Learning Edge e.g. module content, tutor updates		40.9	60.4	70
Group work		25.8	24.5	24
Research		49.5	51.2	57.9
Online learning		35.2	33.2	36.1
Working on assessments		n/a	n/a	49.1
Other		4.3	5.5	3.4

	08/09	09/10	10/11	11/12
Use of own laptop or netbook in wireless areas - frequency	%	%	%	%
Never	n/a	41.9	38.8	28.6
Rarely	n/a	13.1	10.6	15.5
Sometimes	n/a	14	20.1	21.5
A lot	n/a	31.1	30.4	34.4

	08/09	09/10	10/11	11/12
Use of phone or tablet (e.g. iPad) in wireless areas - Frequency	%	%	%	%
Never	n/a	n/a	55.3	33.9
Rarely	n/a	n/a	11.8	9.8
Sometimes	n/a	n/a	14.4	17.5
A lot	n/a	n/a	18.5	38.8

4.8 Beyond Learning Edge: Use of other learning technologies:

	08/09	09/10	10/11	11/12
Could the following be used in your learning?	%	%	%	%
Facebook (or similar) social networking sites	45.2	43.4	46.7	54.8
Blogs	24.5	19	20.8	26.6
Wikis	14.5	17.4	16.8	20.6
Instant messaging (chat)	37.9	31	26.9	26.3
Video messaging e.g. Skype	10.7	10.6	15.2	16.4
SMS texting	30	32.5	31.5	39.1
iPods, mobile phones, iPads (or similar) to access lecture notes, video or course information	36	34.8	40.1	50.5
Interactive Flash-based activities	32.2	19.2	20.3	16.4
Virtual worlds e.g. Second Life	n/a	8.3	10.9	7.2
Voting tools	n/a	11.2	11.7	11.2
Other	14.6	10.5	12.1	6.6

5. Conclusion

This document represents only the headlines from the 2011/12 eLearning survey and work is continuing on comparing with past surveys and cross tabulating results where this might provide further insights for example, to cross-reference questions against faculty or other characteristics.

The Institution may wish to consider its next steps are in relation to Facebook and whether a social media for teaching and learning policy would be of benefit (with regard to eSafety, copyright, data protection, risk

management)^{2,3,4} Such a policy would reference the institutional Framework for Quality Assurance of the 'E', 'F' and 'D' in e-learning⁵, along with the Institution's Data Protection, Acceptable Use and Student Bullying and Harassment⁶ policies.

Academic staff skills (or lack of skills) in using Learning Edge features and tools would appear to have a greater impact on the student experience than access or other technical issues. Student expectations regarding mobile learning and online submission and feedback will further highlight the need for Learning Edge staff users (academic or administrative) to demonstrate a minimum/baseline ICT competence.

The Technology Enhanced Learning (TEL) Steering Groups in each Faculty (with membership also drawn from academic support areas) are ideally placed to provide the fora where exemplars can be identified and staff training and development needs are discussed, commissioned and evaluated.

Mobile technologies are becoming increasingly popular with EHU students - 55.8% of the 2011/12 survey participants own a smartphone. This is in line with consumer surveys that indicate that more than half of the British population (50.3%) now have a smartphone⁷. Activities that were traditionally PC and laptop based, such as sending emails, surfing the net, accessing digital media and social networking are now commonly conducted on smartphones⁸. Increasing affordability of smartphone contracts and wider availability of free WI-FI connections appear to be driving adoption⁹.

Consideration should be given through the TEL Steering Groups to the development or identification of exemplar mobile 'friendly' Learning Edge courses and practices that can be evaluated and disseminated more widely.

Student feedback on access, technical issues and suggested developments will inform the on-going maintenance and technical development of Learning Edge. Learning Services (Learning Technology Development Division) will continue to consult with all its stakeholders regarding scheduled downtime for planned maintenance, and will continue to improve its systems for anticipating and responding to staff and student technical issues.

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² <http://hr.hud.ac.uk/downloads/policies/pdf/1000311.pdf>

³ <http://www.arts.ac.uk/media/oldreddotassets/docs/web2.0-Guidelines.pdf>

⁴ UCL Guidelines for Using Web 2.0 Services for Teaching and Learning

⁵ http://www.edgehill.ac.uk/aqdu/documents/QualityManagementHandbook_2012.pdf

⁶ http://www.edgehill.ac.uk/download/attachments/12717949/StudentBullyingHarassmentPolicy_2010.pdf?version=2&modificationDate=1278501640000

⁷ <http://www.guardian.co.uk/technology/2012/feb/21/android-smartphones-os-uk-apple?INTCMP=SRCH>

⁸ http://stakeholders.ofcom.org.uk/binaries/research/cmr/cmr11/UK_CMV_2011_FINAL.pdf

⁹ http://www.comscore.com/Press_Events/Press_Releases/2012/2/comScore_Releases_the_2012_Mobile_Future_in_Focus_Report