Student Experience of E-Learning

A HEA funded project at the University of Greenwich

A selection of 20 cameos of typical students studying University of Greenwich programmes at various levels, on different campuses and at different stages.

These cameos were drawn from an institution-wide online survey undertaken in December 2007 and compiled in order to provide some deeper insights into the diverse range of students and their experiences of technology in support of their learning.

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May, 2008
Respondent 5

A White British male in the School of Business at Medway, he is in the second year of a BA in Business Administration. He studies only at home, at home with an internet connection and on campus in the library, all for more than 10 hours a week.

He uses technology only a little for communicating with friends and family and a lot for learning on his own, gathering information, reading and reviewing course material, revising and writing assignments. Email is his preferred technology for communicating with other students, tutors and for planning and doing learning tasks with others. He uses Facebook for the same range of activities and for communicating with family/friends. He uses his mobile phone for communicating with students, family and friends both by voice and text.

His preferred online learning tools are Google, WebCT and the Portal and Facebook. He uses Facebook for communication and the others for learning activities. He uses Microsoft Office for most activities with Abode Acrobat for revision and viewing course materials.

His preferred technologies/software of MSN messenger, Word, PowerPoint and TextHELP Read and Write Gold 8.1 are used mainly for communicating with colleagues and writing/designing assignments. TextHELP reads text back to him. He sees Microsoft Office as industry standard and would like to use MSN to talk to tutors.

He agrees that e-learning is an important part of his course but not the most important and he would be able to study without it. He doesn’t have difficulty with using or accessing technology and thinks the University and tutors are not smart in their use of e-learning. He would like more e-learning in courses. His introductions in the library and for his course were not useful but it was easy to access computers on campus. He had excellent email support from disability advisors and the GET more help and promotion in this area: “I am keen on learning more, but don’t know what help there is”. He uses the internet “to communicate with friends and family in a more relaxed manner”. He uses his University and personal email accounts.
Student Experience of E-Learning at Greenwich

Respondent 10

A Black/Black British African male studying in CMS at Lewisham College, he is in the second year of an FDSc BIT. He studies for more than 10 hours a week at home, at home with the internet and at work and for 1-2 hours a week on campus and in the library. He uses technology a lot for communication with students, friends and family, for doing learning tasks, accessing materials and writing assignments. He only uses it a little for communicating with tutors and listening to course materials. His preferred technology for communication is email, followed by mobile phone and MSN.

He uses a range of online learning tools but mainly WebCT and the Portal. His preferred software is Microsoft Office which he uses for most activities. He also uses graphics/design software and PDF. The four technologies/software he most prefers are Visual Office, Microsoft Office Suite, Macromedia and MySQL. He uses these for web design, web applications, academic writing, database building and applications. His teachers already make use of these.

He uses technology for study/other areas 50/50 and sees it relating to the learning activities of writing, studying research and revising. In other areas of his life he uses technology for communication and leisure. He always uses his personal email.

He feels there is a need for more software availability as “some software required for our classes is only available in restricted places in the college. Not helpful to the learning process.”

Respondent 15

A White British female studying in the School of Science at Medway, she is in the second year of her programme and studies at home, at home using the internet and in the campus library. She uses technology a lot for reading and planning and managing information and a little for communicating with family and friends. Her preferred technology for communication is email. She uses the voice and text facility of her mobile phone to communicate with other students, family and friends. She uses WebCT for most activities and communicates with tutors via the Portal. She also uses Google and Wikipedia when doing tasks.

Microsoft Office is her preferred specialist software but she also makes some use of PDF and statistics/maths software. The four technologies/software she identified were Word, Excel, PowerPoint and Google which she uses for researching material, presenting material, reports and coursework. She uses these due to their “ease of use and compatibility. Most tutors do use these...powerpoint presentations...easy to download from Portal. Some tutors in the dark ages and still use overhead projectors with hand written notes!”

She identified Visgen genetics programme as a product she needed for her course but didn't like to use or used only a little as it's “very old technology, not easy to use, only available at the uni, can't use the programme to go back pages etc and looks like a 10 year old wrote the programme!”

She agrees that e-learning is an important part of her course and she finds no problem with using it but is unsure whether or not the tutors and University are smart in its use. Although computers are easy to access and service support is helpful she feels she has not been introduced to or supported in using technologies by tutors, the School, the course, fellow students or the library. She "had a problem last year accessing some info on Portal at home, online support was not very helpful. Very
don’t have to buy so many expensive books”. Beyond her studies she uses technology/software all the time for online shopping of household goods and holidays, keeping in touch with friends and for banking and other financial matters. She always uses her home email and sometimes uses her University account.

She feels it would be better if all lecturers used the technology to enable students to access presentations from home for revision and that there should be investment in new programmes for e-learning (ie not Visgen).

Respondent 20

A White British female studying in the School of Education and Training at Avery Hill, she is in the first year of a BA Education Studies and studies at home, mainly connected to the internet, and in the campus library and elsewhere. She uses technology moderately to a lot for communication and study tasks but only a little for communication with tutors. She uses a range of technologies but mainly email with text messaging and some Facebook. She uses Facebook to communicate with other students, family and friends and for doing learning tasks with others. Her use of the Portal is for viewing/reading/listening to course material and for revision.

She uses Microsoft Office for all but one area, identifying PDF to gather information. Her four preferences for technology/software are “Microsoft Office for writing assignments and viewing course material, email to contact other students when doing a group activity and to contact tutors, University Portal to access course material and Facebook to contact other students to catch up when I have missed a lecture”. She feels that it is easy to use email and Facebook to contact students and tutors and that Microsoft office and the Portal provide easy access to material.

She identifies Athens as a technology she needs to use but doesn’t like to use or only uses a little because she has never been shown how to use it and doesn’t understand how to access the material that is relevant to her course. She can only use Athens if she has time and can’t use it for quick research.

She sees e-learning as an important part of her course and feels fairly confident in its use. She feels the University is smart in the way it uses e-learning but that tutors are not smart in its use. She has experienced introductions and support for technologies mainly through the course and fellow students and also through the library and support services and has found it easy to use computer facilities on campus. However she states
Her use of technology is 50/50. She uses it for the learning activities of revising, research and writing assignments. Her other use of technology includes being "at work eg tills, internet, intranet, stock system, book holidays online, keep in contact with friends that are at other universities, arrange nights out and can play games to relax when not studying". She sometimes uses her University email and her personal email.

She suggests that more computers should be made available on campus and there should be more introduction to electronic computer facilities.

**Student Experience of E-Learning at Greenwich**

**Respondent 30**

A White British male studying in Health & Social Care at Avery Hill, he is in the third year of a BSc in Psychology. He studies at home more than 10 hours a week, with and without the use of the internet. He also studies for a shorter period of time at work and on campus, both in the library and elsewhere.

He uses technology a lot for most items of communication and moderately for a few others. His preferred technology is email. He also uses a mobile phone for voice and text for communicating with other students, family and friends. He uses WebCT and the Portal communicating with other students and tutors and doing learning tasks and MySpace for planning tasks.

His preferred software is Microsoft Office which he uses for everything except self-assessment exercises. He also uses iTunes to listen to course material. The four technologies he prefers are Mac, PC, MS Office and SPSS for all aspects of his course - essays, research, statistics and presentations. He uses them due to their ease of use, familiarity and universality.

He views e-learning as an important part of his course and is fairly confident in its use. He is undecided on the smartness of the University and tutors in their use of technology. He feels he has had useful introductions and support in the use of technology at the University but has not received this from fellow students. He always uses his personal email account and sometimes uses his work and University accounts.

He uses technology more for study with a 60/40 split and says that "without e-learning it would be impossible to reach essay deadlines". He suggests that a wireless network across campus would be useful.
Respondent 35

An Asian-British female studying in Architecture and Construction at Avery Hill, she is in the first year of an MSc in Construction Management and Economics. She studies for more than 10 hours a week at home with an internet connection and in hall of residence and for 7-10 hours a week on campus, the library and elsewhere.

She uses technology a lot to moderately across all items except listening to course materials and self-assessment exercises. She uses mainly email and MSN, but also uses the voice and text facilities of her mobile phone, for communicating, doing and planning learning tasks. She only uses the online tools of the Portal and Google. The four technologies she prefers are Microsoft Office, PDF, PowerPoint and Excel for writing assignments, collecting and preparing notes. She would like her teachers to use these but doesn't say how.

She sees e-learning as a fairly important part of her course, is fairly confident in its use and feels the University and tutors are fairly smart in their use of technology. She has received useful introductions and support from all sources and says "e-support done by the computer facilities people at Avery campus was very useful and they are very helpful bunch of people too".

She uses technology more for her studies, with a 70/30 split and believes it is "very helpful". She also uses it for mailing and chatting. She always uses her personal and University email accounts.

She suggests that "at present e-learning is pretty efficient".

Respondent 40

A Black/Black-British male studying in CMS at Greenwich, he is in the first year of a Games and Media programme. He studies at home, at home with an internet connection and at his place of work for more than 10 hours a week. He also studies for 3-4 hours a week on campus, in the library and elsewhere.

He uses technology moderately for most activities and a lot to communicate with family/friends. He only uses it a little to communicate with tutors and do learning tasks with others. He uses email extensively for all activities and alongside this uses the voice and text facilities of his mobile phone and MSN for communication. His preferred online tools are Google, which he uses for most items, and Wikipedia, which he uses for some items. He mainly uses graphics/design software with some usage of Microsoft office and PDF. His four preferred technologies/software are text (mobile phone), MSN, voice (mobile phone) and email. He uses these to communicate with his peers. He feels teachers should use these "if it makes it easier to ask them general questions about coursework".

He sees e-learning as an important part of his course and is confident in his use of technology. He isn't sure whether the University is smart in its use of technology but feels his tutors are fairly smart in the way they use it. He has been introduced and supported in his use of technologies and says "it is very good".

He uses technology equally (50/50) in his studies and other areas of life. He uses e-learning "to help with essays etc" and says that "when I use technology between family and friends it is more at my leisure but when studying it is more to get my work done". He always uses his personal and work emails and sometime uses his University email account.

He suggests technology at the University should be "quicker, safer and faster".
Student Experience of E-Learning at Greenwich

Respondent 45

A White British male studying Law and Business at Greenwich Maritime campus, he is in the third year of a Law and Business Combined BA. He studies mainly at home for 7-10+ hours a week, mainly with the internet, and for 4-6 hours a week on campus in the library. He uses technology a lot to moderately in all areas except communicating with other students for which he uses it a little. His main technology is email. He also uses the voice and text facilities of his mobile phone for communicating, planning and doing tasks. He uses MSN, Facebook and MySpace for communicating with family and friends.

He uses WebCT for most items of learning, with some Facebook and MySpace for communicating with family and friends and for gathering information. He makes some use of Microsoft Office for doing tasks, managing information, revising and writing assignments. He also uses PDF for doing tasks and gathering information. His four preferred technologies are Microsoft Office, MSN, Google and WebCT which he uses for word processing assignments, communicating with other students, finding information relating to work and submitting assignments electronically. He mainly uses these due to their familiarity and simplicity. He also has to use them as he is restricted by accepted types of file types for submission of coursework. He likes being able to submit electronically but recognises that “not all subjects have adopted this capability and it seems a waste”. He does not like using WebCT and says “the system has changed constantly during my time at Greenwich which I have found irritating…as soon as you become familiar it changes…the interface (on the new discussion boards) is terrible…messages become impossible to read as more are sent”.

He has a mixed view about e-learning and the feels the University and tutors are not very smart in the way it is used. He is confident in his own use of technology and would like more e-learning in courses. He had a poor or fairly poor experience of information and support with technology.

He suggests the University should apply electronic submission across all courses via WebCT particularly to support students who live off campus.
Respondent 50

A White British female studying in the School of Business at Greenwich, she is in the second year of PG Dip to MBA. She studies at home for more than 10 hours a week, at home with the internet for 1-2 hours and at work for 4-6 hours.

She uses technology a lot to moderately, with the exception of planning a group task, listening to course material, preparing/delivering a presentation and revising for exams which she does only a little. Most of her communication is through email although she uses some voice and text mobile phone facilities and some Facebook. She uses WebCT and the Portal for communicating with other students and tutors and Facebook for communicating with family and friends.

She uses Microsoft Office for most areas and PDF for some. Her preferred four technologies are Microsoft, PDF, email and Portal/WebCT. She uses the Portal to access the library, Microsoft to type notes and assignments, email to communicate with tutors and others on her course as it is an SOL course. She finds these easier and user friendly.

She agrees that e-learning is an important part of her course and is fairly confident in its use. She feels that the University is fairly smart in its use of technology and that tutors are smart in this area. Her experience of introduction and support was mixed being generally positive but with fairly poor experiences of electronic facilities in the library and in finding computer facilities on campus. She says “help gained for problems on the Portal was VERY good. Response time excellent and they were very helpful”.

She uses technology more for study with a 60/40 split as “e-learning for writing and actually doing my course is vital as it is a SOL course”. Her other use includes an iPod, researching holidays and booking online, shopping online, a Facebook account and chat via Yahoo Messenger. She always uses her

Respondent 75

A White (other) female studying in the School of Science at Hadlow College, she is in the first year of a BSc in Animal Management. She studies at home using the internet for more than 10 hours a week, at home for 7-10 hours and in the campus library for less than one hour.

She uses technology to communicate a lot/moderately, with it being used a little for planning, listening to course materials and self-assessment tasks. She uses email, mobile phone voice and text facilities and some MSN. Her main online tools are the Portal, Moodle and Google. She has also used Skype. Her preferred technologies are Mac OS X, iWork and PDF. She would like her teachers to use these as they are “easy to follow, reliable”. She identifies Microsoft Office as a technology she is required to use but doesn’t like as she says it is “not reliable and difficult to convert, but widely used”.

She sees e-learning as an important part of her course and feels fairly confident in its use but is unsure whether the University and tutors are smart in its use. She has been introduced to and supported in her use of technologies for study.

She uses technology equally for study and other, 50/50. In study she uses it to make things easier (eg spell checker). She doesn’t use different technologies in other areas of her life. She always uses University and personal email accounts.

She would like the University to upgrade software.
Respondent 120

A White (other) female studying in Greenwich Maritime Institute at Greenwich, she is in the first year of an MA in Maritime History. She studies for more than 10 hours a week at home and at home using the internet.

She uses technology a lot for most activities but only a little for reading course material. She mainly uses email to communicate but supplements this with Mobile phone text, MSN and some Facebook. She uses Google and Wikipedia for preparing/delivering a presentation and for writing assignments. She uses Microsoft Office for communicating with other students, family/friends and tutors, gathering information and writing assignments.

Her preferred four software/technologies are Firefox for researching libraries/archives, MSN Messenger/Hotmail for communicating with classmates and tutors, Word for writing essays and Solitaire for distracting herself from writing essays. She says "Firefox is more stable than Windows IE, it has better tabbed browsing and the full search engine tool is great. Hotmail is much better, more efficient and relevant to my life than whatever it is that Greenwich provides. Word because it is the best product for writing papers, Solitaire because it’s ‘quick’, brainless and easy. My teachers are in the same position as I am in, there isn’t much technology involved in History”.

The technologies she needs to use but dislikes are the student Portal, student email address and student ID card. She says “Library Services tell us how marvellous the databases are, how extensive their subscriptions are, but it’s almost impossible to find anything relevant to my course. There are no electronic resources for Maritime History, and it is too difficult to find anything relevant using the resources provided by the UofG. Apparently we have to use our student email account, but it gets regularly spammed by the UofG circular emails that I don’t want to read but I can’t register as junk mail because there is no it is made of paper and definitely not worth £5. A poor use of technology altogether”.

She does not see e-learning as an important part of her course but feels confident using technology. She feels the University is not smart in its use of technology but that her tutors are. She comments "There are little to no resources for my field, no one expects there to be, so we are happy not using them”.

Her experience of introduction and support for learning technology has been poor. She comments on this at length identifying two main issues: (i) an introduction where the tutor did not arrive and students undertook a self-help introduction and (ii) a poor level of resources for her subject. She comments strongly on her negative experience of assignment submission and suggests e-resources should be made available to enable quick and effective submissions.

She uses a limited amount of technology for study with a 10/90 split. She sometimes uses the Google definitions or online dictionary to look for synonyms to words or wiki, to find a brief outline of an historical event. Beyond her studies she uses the internet all the time, MSN, Firefox etc. She books holidays online, researches destinations, watches YouTube videos, buys certain items, plays games. She also uses an mp3 player and mobile phone. She always uses her personal email account and never uses the University account.

She suggests that UofG computers should be faster and cleared of “windows stuff I’ll never use”. She likes the concept of the Portal but says “it is ugly and feels cheap, a better design would make it so much nicer”. Her reiterates her poor experience of introduction and support and says “I did not feel welcomed”.

Student Experience of E-Learning at Greenwich
Respondent no: 160

A White British female, who studies at the Greenwich Maritime campus on a Business course, BA Hons Arts, Gallery and Heritage Management, and is in the 3rd year, she spends more than 10 hours week studying at home using a computer connected to the internet and 7-10 hours studying on campus in the library, with 3-4 hours on the campus but elsewhere.

She uses technology a lot to communicate with friends, family, tutors, and doing/planning learning tasks on her own, as well as revising for exams and reading and viewing course materials. She uses technology to manage information and to prepare/deliver a presentation and in writing assignments. She doesn't use technology to self-assess her progress.

She uses email and MSN for almost everything, with mobile (text) and Facebook for family and friends as well as Skype.

She uses WebCT and the University Portal to communicate with her tutors and, in relation to her course, to gather, manage and read course information. She uses Google and Wikipedia to gather information. She uses Microsoft Office and Acrobat Reader software to manage information and in areas related to her course.

She uses technology/software for social activities but doesn't like tutors using Facebook.

Didn't answer Q13/Q14.

She strongly agreed that e-learning is important in her course and wouldn't be able to study without it as it makes studying easier and more enjoyable. She thinks that the University is smart in the way in which it uses e-learning, but thinks that the tutors could be smarter. She is comfortable with using the technology and feels her fellow students have helped use it. She had a very useful introduction to the library electronic resources training in WebCT and always uses University and personal email.
Respondent no: 170

Male British Indian, he studies at the Greenwich Maritime campus in CMS, on the MSc in Computer Systems Networking, and is in the 2nd year. He spends more than 10 hours a week studying at home, at home using a computer connected to the internet and on campus in the library, with 3-4 hours at his place of work (?).

He uses technology a lot for all the activities, with email as predominant communication tool and mobile phone, Facebook and MySpace for other students, family and friends. He uses WebCT and University Portal for everything related to online learning tools as well as Microsoft Office and Adobe Reader. He likes to use OPNET, UNIX, Microsoft Office and HP OPenVIEW, using specialist software experimentally in being able to duplicate 'real life' experiences.

Didn't answer Q13/Q14.

He feels e-learning is important in the course and without it he wouldn't be able to study. It makes the course more enjoyable and easier and increases the interaction with other students. He feels that the University is not very smart in how it uses technology and he would like more e-learning in his course. He doesn't find using computers difficult. He strongly agrees that his tutor/school/course has helped in the way he uses technology and that he had a good introduction to the library and his course. He finds e-learning support useful.

He has a 75-25 study/rest of life use of technology. He feels that e-learning gives him extra expertise, but uses messaging and voice chat more socially than for study.

Always uses University, personal and business email.

Respondent no: 175

White, Asian female, she studies at the Greenwich Maritime campus in CMS, on BSc Computer Science, and is in the 3rd year. She studies 3-4 hours per week at home, but spends more than 10 hours week studying at home using a computer connected to the internet, with 4-6 hours studying on campus in the library and more than 10 hours on the campus but elsewhere.

She uses technology a lot to communicate with friends and family, to do/plan tasks on her own, to gather information, to listen, view and read course material and to write assignments. She doesn't use it much to communicate with tutors. Predominantly she uses email and mobile (voice) and MSN to communicate with everyone, EXCEPT tutors.

She uses WebCT and University Portal for online learning tools but uses Facebook for other students, family/friends and planning a group tasks, using a range of specialist software as well. She prefers to use Microsoft Office, Edit Plus, Oracle and pdf. She needs them to do the course and wants tutors to use them more. She has to use OPNET and PowerPoint but doesn't like them.

She strongly agrees that e-learning is important in her course and that it makes it easier and more enjoyable to learn. She wants more e-learning and feels tutors are smart the way they use technology. E-learning doesn't encourage her to interact with other students, she would do it anyway. She got help from students/tutor/school/course to use technology. She feels that she had a poor introduction to online learning in her course and the e-learning support services are not helpful. 70-30 study/rest of life use of technology.

Always uses University and personal email.
Respondent no: 185

Male, White British who studies at the Greenwich Maritime campus, in CMS, on Entertainment Technology and is in the 2nd year, he mentions that his home address is Stratford (?). He spends more than 10 hours week studying at home using a computer connected to the internet and 4-6 hours studying on the campus but elsewhere.

He uses technology a lot to communicate with friends and family and in doing/planning his own and group tasks, but not much with tutors. He also uses technology a lot to manage information, listen/view/read course materials and in writing assignments.

He uses email with mobile (voice and text) to communicate with other students, family, friends and tutors with MSN, Facebook and MySpace to communicate with other students, family and friends, but not tutors.

He uses the University Portal and Google, Wikipedia but not WebCT. He uses a range of software and likes to use music hardware, Cubase, Office and Flash for research and producing coursework.

Didn't answer Q13/Q14.

He strongly agrees that e-learning important and that makes learning easier and more enjoyable, but doesn't believe it increases student interaction. He thinks the University is smart in the way it uses technology and he finds using the technology easy. He is not bothered if there is more e-learning or not.

He strongly agrees that other students/tutor/school/course helped in his use of the technology. He was indifferent about the library and online course introductions.

Student Experience of E-Learning at Greenwich

Respondent no: 190

Male, Black Caribbean who studies at Greenwich Maritime in Humanities and Social Science, on BA Hons Creative Writing and is in 1st year, he spends more than 10 hours week studying at home using a computer connected to the internet and 7-10 hours studying on the campus but elsewhere.

He uses technology a lot to communicate with family/friends and for doing/planning a learning task on his own, as well as for assignments. He doesn't use it for interacting with other students and tutors. He also says that he uses email, mobile (text) and MSN to communicate with other students for doing/planning group tasks and for listening to course material (?).

He doesn't use the University Portal much for communicating and but uses Google and Wikipedia for gathering information. He uses Microsoft Office and Adobe Reader and some statistical software for managing information. Technology is significant for his coursework and he uses MSN to keep in touch with friends.

He also says, however, that he uses the University Portal as it is 'vital' to keep up to date, since the tutor shares class notes here using pdf. He uses this technology/software because it is easy and others use it, but out of necessity rather than choice. He has to use Adobe Reader but it doesn't run well on his computer.

He agrees e-learning is important in his course and it makes it easier to study but feels he could learn without it. He is not that bothered about e-learning and doesn't want any more in his course.

He is OK with technology and says that he has learnt from other students and the school/course. He has a 50-50 split study/life. It is indispensable for buying, browsing, downloading and he would like to see the use of e-submission of coursework as it 'makes more sense' (?)
Student Experience of E-Learning at Greenwich

**Respondent no: 195**

White female, Greek, who studies at the Avery Hill campus, in Architecture and Construction, on BA Architecture and is in the 2nd year, she spends more than 10 hours week studying at home using a computer connected to the internet, with less than an hour studying on campus in the library or in shared accommodation and 1-2 hours on the campus but elsewhere.

She uses technology a lot for most things except doing/planning group tasks and listening to course materials.

Email and mobile phone (voice) are used to communicate with other students, family, friends and tutors and for doing/planning learning tasks in groups. She uses Google and Wikipedia to gather and manage information and occasionally uses the University Portal.

She uses a range of specialist software and likes to use Adobe products, Photoshop, AutoCAD and Microsoft Office, essentially for coursework.

Didn’t answer Q13/Q14.

She is able to study without e-learning, doesn’t see it as important in her course (?) and doesn’t want any!

She feels that tutors are smart in the way they use technology. Other students/school/course/ her tutors have definitely not helped her use technology and the introduction the library was poor. She agrees that e-learning support services are helpful.

She has a 60-40 split between study/life. e-learning doesn’t relate to her other learning activities at all. There need to be better quality computers and printers to be of any value.

Sometimes uses University email, always uses personal email.

**Respondent no: 220**

White, Asian British, Bangladeshi female, who studies at the Medway campus in the School of Science, on BSc Pharmaceutical Chemistry and is in the 1st year, she spends more than 10 hours week studying at home and 4-6 hours studying at home connected to the internet, with 7-10 hours on campus in the library.

Uses technology a lot to communicate to other students, family and friends and doing/planning group tasks. Also to listen, view and read course material as well as revising, self-assessment exercises and writing assignments. She doesn’t use technology a lot to communicate with tutors or gathering information.

Uses email and mobile phone, with MSN and Facebook (but NOT for tutors).

She uses the University Portal, Facebook, Google and Wikipedia. No mention of WebCT.

She uses Microsoft Office, Adobe Reader and statistics software.
She likes to use these plus Windows Media Player and online encyclopaedias for coursework research and listening to music.
She feels that the University is smart in the way in which is uses technology and is very comfortable with technology herself.

She agrees that e-learning is an important part of the course and makes it easier and more enjoyable.

She is not bothered about more e-learning in her course. The library introduction and her course online introduction were OK and she feels that she has had a reasonable service from e-learning support.

50-50 study/life split. She uses technology differently in study than in social arenas and she uses technology a lot to talk to family and friends.
**Student Experience of E-Learning at Greenwich**

**Respondent no: 245**

Male, British Indian, who studies at the Avery Hill campus on an MA in Urban Design and is in his 1st year, he spends more than 10 hours week studying at home using a computer connected to the Internet, with more than 10 hours on the campus but elsewhere.

He doesn’t use technology a lot to communicate apart from gathering and managing information. He predominantly uses email to communicate with the use of mobile phone (voice) for tutors and text for family and friends. He uses MSN for other students. He uses WebCT for course-related items and the Portal to communicate with his tutors and planning a group task. He uses Google for research.

He uses Microsoft Office a little but prefers graphics/design software for planning/delivering a presentation. He likes to use technology/software for presentations and self organisation, analysis of information and communication. He likes to bring ideas forward but the tutors don’t expect this and they are not obliged to do it.

He has to use AutoCAD, 3D studio, Photoshop and Illustrator but he doesn’t like them.

He strongly agrees that e-learning is an important part of his course. He knows that e-learning makes studying easier and more enjoyable but it would be no problem if there weren’t any. However, he would like more e-learning!!

The tutor hasn’t helped with his use of the technology but he finds the e-learning support very helpful.

He has a 70-30 study/rest of life split, and he says that his use of technology in a social environment is very different to how he uses it to study.

**Respondent no: 305**

Black African Female of Italian origin at the Greenwich campus in Humanities and Social Sciences, studying LLB Law in the 1st year, she spends more than 10 hours week studying on campus in the library, with less than 1hr at home and at home using a computer connected to the Internet (no other responses clicked).

She uses technology a lot to communicate with family/friends and doing learning tasks on her own, managing information, reading her course material, completing self-assessment exercises and writing her assignments, but only a little for communicating with other students.

As regards use of technology, she uses email, mobile phone (voice and text) and MSN Messenger to communicate with family and friends, but doesn’t use these for any other purpose. She indicates that she uses nothing other than these for communication but also mentions that she uses the University Portal to communicate with other students. She also uses it for gathering information and writing her assignments and uses WebCT for listening to, viewing and reading course material, but for nothing else.

She uses Microsoft Office extensively to do a learning task on her own and with other people, to gather information, read course material and write assignments and Acrobat Reader to communicate with family/friends and gather information. She also gathers information using Graphics/Design software [?].

Her preferred software is the Internet, Microsoft Office and MySpace but she doesn’t say how she uses them for learning. She does so because she feels confident using them and thinks tutors “should try [to do so]!!” No response when she was asked which technologies/software she needed for her course but didn’t like/used a little.
Student Experience of E-Learning at Greenwich

She disagreed with the idea that she wouldn't be able to study without e-learning and that she interacted more with other students.

She disagreed with the idea that the University was not very smart in the way it uses technology but was non-committal in deciding if his tutors were smart in doing so. She disagreed strongly that access to an Internet-connected computer was a problem for her, and also disagreed that she had any problem using computers or technology. She commented that it had made life easier and that it has become an essential element for every area of study.

She agreed that her tutor/school/course and fellow students had helped her use technology for study and she had had a good introduction to using electronic facilities in the library and online learning in her course. She also agreed that it was easy to use computer services on campus and the e-learning services were helpful.

She uses technology 50%/50% study/other areas of life, but says that e-learning does not relate to other learning activities. She uses the Internet to communicate with friends and travelling.

She rarely uses her University and always uses her personal email account.
Student Experience of E-Learning at Greenwich