

H. I would like to see lectures on podcast eventually, although I know this raises concerns over whether or not students will still come to class. I think I would still go to classes if lectures were put up later as podcasts, because I'd be afraid that I'd never actually sit down and listen to the lectures if I always skipped them. It would be nice to be able to go back and hear a lecture again if there were parts you didn't remember from the first time, or if the professor was speaking too fast to take notes.

I. Where I think the University should be focusing its efforts is by emphasising and standardising the availability of online and interactive material for each course. Ideally, I think this should include: freely-available and complete, interactive lecture notes and material; a large bank of short on-line questions designed to test your understanding...; group work-based activities or possibly even games, if the department is feeling particularly creative, designed to provoke discussion of material; a section that details all of the usual but important 'admin'-related information; a discussion forum to publicly ask lecturers questions; a section that makes recorded lectures available (preferably audio and video) and a section that gives a summary of what is happening next week (all of these things could be a nice start anyways :). I realise that this would involve a lot of work, but I think it is more achievable than it sounds...

F. Encourage lecturers to be more adventuresome... Encourage those not using [WebCT] to see what others are doing and see if it can be helpful and useful and not such a huge change and make it accessible. Offer a mixed approach as students learn differently and want choice. Such as paper or book, computer or internet, hand out or WebCT. This would fit the comfort of the student learning style. Variety wanted with different options for each course and students can choose which systems to learn from.

### **Choices & adaptations**

I. I think that there are sufficient learning aids through technology, plenty enough to busy yourself with. I think technology might cause students to do less hands-on learning, less textbook reading, and perhaps going to fewer lectures. I certainly don't think IT is bad, but until students start asking for more resources I don't think it needs to be expanded and I think we do have plenty of resources.

C. Electronic resources should aid and not replace paper but all the time the two should work in harmony and it's brilliant that the WebCT service has been very useful.

E. Overuse of computers during revision will shut down creativity - I prefer to scribble down things, even if you are going to type them up neatly later, take notes quickly while you think about them and compare to other sections rather than searching through and copy pasting, combine bits and pieces, write bullet points by hand

B. With the paper side of revising, that's where I do more active revision where I am actually working through problems myself - I would always do that with paper. Online revision is easier for online notes and WebCT.

G. I would advise them [new students] to not get too one dimensional in their study habits and only use IT but use other forms of learning as well.

A. Although I feel equally reliant on both [paper and electronic resources], if it came to a definitive choice, I just could not cope without electronic sources and materials!

D. [I] can't revise if I'm not in front of my computer. I use WebCT a lot, or msn for asking someone who knows about what I need to know.