

Insights from the Student Education Panel:

Online Teaching

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The [Student Education Panel](#) is composed of 50 students from across LSE who meet once per term to engage in dialogue about their experiences of education at LSE, and partner with staff to co-create educational change.

Here we share reflections on their experiences of online teaching during Michaelmas Term and offer suggestions for maximising participation during the rest of Lent Term.

If you would like to explore possible changes to your teaching as a result of these insights from the Student Education Panel, please contact your [Eden Centre Departmental Adviser](#). Some of these topics/themes are also addressed in upcoming [Atlas Workshops](#).

If you would like to find out more about the Student Education Panel, please contact Lydia Halls (Student Partnership Coordinator, Eden Centre): l.halls@lse.ac.uk.

Online lectures

"Perhaps not as convivial as a live lecture on campus, but the ability to pause and replay, as others have noted, more than makes up for this."

Panelists said that although they miss the energy of in-person lectures, the flexibility offered by online lectures more than compensates. They identified the benefits of being able to pause, rewind and re-play content at their own pace, enabling them to grasp concepts more comprehensively and catch up with content if unwell.

Flipped lectures, interactive Q&As, and catch-up sessions

"Live Q&As allow you to listen to other students' questions and ideas - things you may not have thought of yourself but are equally, if not more, valuable to your learning."

Panelists spoke highly of their experiences with flipped lectures, interactive Q&As, and dedicated catch-up sessions. They said they find them particularly valuable when lecture content is pre-recorded, as they offer an opportunity to actively engage with academic staff and their fellow students during the follow-up sessions.

Leaving the Zoom room open after class

"A perfect substitute for the usual 'post-class chat' students have whilst walking out of the building. It also allows us to get to know each other, which has been difficult this year."

Panelists asked that more academic staff hand Zoom hosting rights to a student volunteer at the end of a class, instead of ending the meeting. Panelists who have experienced this, said that it gives them more time to discuss course content and get to know their classmates on a personal level.

Break-out rooms

"I'm enjoying meeting others who I wouldn't have met otherwise in breakout rooms, but I think perhaps it's easy in breakout rooms for someone to just stay muted with their camera off the entire time."

Panelists said they value the opportunity to engage with small group discussions in break-out rooms, but report varying levels of engagement from their peers. They observe that break-out rooms tend to be more engaging when:

- Simple, open-ended starter questions are set to prompt initial conversation
- There are clear objectives for the discussions
- The teacher visits break-out rooms to encourage participation and answer questions
- Groupwork is completed ahead of time and discussed during the class

Encouraging and maintaining engagement

"Lectures with higher levels of interactivity have proven to be more interesting and productive, than those one-way."

Panelists discussed different strategies to foster class-wide engagement. They have noticed that teachers using the time before class to get students talking informally (e.g. about what's in the news or social media where they live) helps to encourage participation later on. During the class, they say they respond positively to gentle encouragement to use their camera and microphone if they are able, teachers addressing students individually, and the use of a variety of methods for contributions. In classes where there is a lot of discussion, panelists note that using the "raise hand" function can enable a wider range of voices to be heard. Some note that it can be difficult to engage with an intermittent internet connection but say that use of the whiteboard to note key discussion points can help them catch up quickly after their connection resumes.