

# DEVICE OWNERSHIP, 'BYOD' & SOCIAL MEDIA FOR LEARNING

Report on student usage of mobile devices & social media. The 2013 Survey asked about general ownership & usage; opinion on bringing in and using personal devices for learning; familiarity with and usage of social media; and attitude towards using social media in a teaching and learning context. This report summarises the results.

*Sonja Grussendorf*

*CLT/IMT 2013  
Student survey  
Results*



### Content

<b>Summary .....</b>	<b>2</b>
<b>Device ownership and on-Campus use.....</b>	<b>5</b>
<b>Bring Your Own Device (BYOD): mobile devices in teaching and learning .....</b>	<b>6</b>
BYOD: use in teaching.....	6
Using devices in classrooms:.....	6
Ground rules about devices in classrooms: .....	7
BYOD: to support student learning.....	7
Students use mobile devices for these learning support activities: .....	8
Students use mobile devices in other ways to support their learning.....	8
BYOD: Wifi Provision.....	9
Mobile devices can be used effectively: .....	10
Wifi provision:.....	10
<b>Social Media – usage and attitudes in learning context .....</b>	<b>11</b>
Social media usage.....	11
Social media used for any purpose:.....	12
Social media used to support learning:.....	12
How are Social media used for learning .....	13
Preferences and attitudes towards social media use in learning: .....	13
Dislike using with teachers: .....	13
Dislike using with students: .....	14
Technology use in your course, LSE social media visibility and the LSE Mobile App.....	15
How is technology used in your course? .....	15
LSE social media visibility .....	16
LSE Mobile App .....	16

## Summary

The 2013 Survey asked about

- general **ownership** & usage;
- attitudes on bringing in and using personal devices for learning (**BYOD = Bring Your Own Device**);
- familiarity with and **usage of social media**; and
- **students attitudes towards using social media** in a teaching and learning context.

1130 students started the survey, 1070 of which completed. 1020 of these 1070 were FT and 50 PT. 60 surveys do not answer profile questions.

Study type	UG	PG	GC	ALL
Respondents	466 (44%)	560 (52%)	44 (4%)	1070
Fulltime	455 (98%)	523 (93%)	42 (95%)	1020
Part time	11 (2%)	37 (7%)	2 (5%)	50

### DEVICE OWNERSHIP:

- Almost all respondents own a laptop
- Almost all respondents own a mobile phone 8% of which are phones without internet connectivity
- More than a third of respondents also own a tablet
- Mobile phones are brought in daily, more than half bring in their laptops and/or their tablets.
  - 350 never bring their laptops onto campus.

### BYOD – USE IN TEACHING

- About two thirds of respondents agreed to use their devices for classroom activities, the other third split between not sure and disagree.
- Agreement to use devices was significantly higher for tablets and mobile phones than for laptops
- 77% said there were no (explicit) ground rules about mobile devices on display in classes and/or lectures.
- Most common ground rule is to have phones out of sight and/ or on silent

### BYOD – TO SUPPORT STUDENT LEARNING

- Laptops are the preferred / most common device to support learning in all suggested ways: accessing material, communication, writing essays, taking notes.
- *Laptops, tablets and other devices* are used predominantly to access information: course material and external readings (online articles),
- *Mobile phones* are used predominantly for communication (e.g. email)

- Mobile phones are also used as organisational tools, and for information checking (e.g. timetables, office hours etc.)

## BYOD – WIFI PROVISION

- 62% agree that campus allows for effective use of mobile devices
- On average, students rate wifi good to fair.
- Many respondents complain about the lack of power sockets
- Second most frequent complaint regards too frequent wifi connection drop
- 78% of respondents use LSE Secure Wifi

## SOCIAL MEDIA – USAGE IN LEARNING CONTEXT

- Top three social media used by students are 1) Facebook, 2) video sharing tools (youTube), and 3) storage/ document creation tools (Dropbox, google docs)
- Top three social media used by students to support their learning are 1) file storage/ document creation tools (Dropbox, google docs) 2) wikis and 3) facebook.
- Social media are used to communicate and to collaborate in order to support learning process
- Students dislike using social media more with staff than they do with students.
- Students don't mind using file storage and document sharing, video sharing tools, wikis or presentation tools with either teachers or students,
- 62% would mind having to use facebook with their teachers, but only 23% would mind using facebook with fellow students.

## SOCIAL MEDIA - ATTITUDES

- Main reason for reluctance to use facebook (and other social media) stems from not wanting to mix the personal with the professional
- Second most frequent reason is due to the conviction that social media are not conducive to supporting learning.
- Some students don't want to be forced to set up accounts.

## OTHER FINDINGS

- The majority of students describe their courses using technology as administrative or at most complementary (submit assignments via Moodle, some quizzes and problem sets, access to lecture recordings)
- Students are somewhat aware of LSE social media presence, knowing about LSE facebook page, and various twitter accounts, about a third are aware of blogs.
- About 45% use the LSE App, mostly to look up course and exam timetables and their library account.

- Respondents overall don't think the LSE App works very well, as it crashes frequently and / or needs to improve PC availability & timetabling accuracy, though a recent upgrade has been an improvement.

## Device ownership and on-Campus use

In order to gauge how students use devices on campus, and to see if learning technology projects that focus on using students' own devices are viable, the first part of the survey focused on the devices that students own, how often they bring these devices onto campus, and whether they are willing to use these in classes for learning activities.

Ownership:

	UG	PG	GC	ALL
Laptop	479 (98%)	585 (99%)	43 (98%)	99%
Mobile phone (w internet)	445 (94%)	548 (99%)	42 (98%)	91%
Mobile w/o internet	22 (5%)	55 (10%)	8 (19%)	8%
Tablet	166 (36%)	202 (36%)	10 (25%)	36%
Other	182 (40%)	255 (46%)	10 (25%)	36%

	UG	PG	GC	ALL
<b>No</b> Laptop	9 (2%)	5 (1%)	1 (2%)	1%
<b>No</b> Mobile phone	3 (1%)	4 (1%)	1 (2%)	1%
<b>No</b> Tablet	295 (64%)	358 (64%)	31 (76%)	64%
<b>No</b> other	300 (66%)	338 (61%)	31 (76%)	64%

**Almost all respondents own a laptop** (53% windows, 45% Apple Mac OS) as well as a **mobile phone** (47% iphone, 33% Android, 8% Blackberry). However, 8% of mobile phone owners say they don't have internet access. **Tablets** are clearly becoming increasingly popular, more than a third of respondents admitting to owning one. Of the **1055 who own a laptop, 377 also own a tablet** (of which 83% Apple iOS).

About half of all participants bring in their laptops on most days and 186 sometimes. 350 rarely or never do so. Mobile phones, unsurprisingly, are brought in most days by almost everybody (n=1017 - 26 out of 1056 respondents said they did so sometimes, 9 rarely, 4 never).<sup>1</sup>

<sup>1</sup> Although **only 378 students admit to owning a tablet, 408** chose to answer whether they brought them in, of which only 22 chose "never" (perhaps to indicate they didn't own one). This may be due to flawed question design, allowing students to either make inconsistent claims or obsolete confirmations.

## Bring Your Own Device (BYOD): mobile devices in teaching and learning

### BYOD: USE IN TEACHING

#### *Using devices in classrooms:*

We asked if students were ok with being asked to use their personal mobile devices in classroom/ lecture activities, such as using mobile phones or tablets to live vote in polls, or to contribute to a twitter stream and so on. The table below summarises their responses. Overall, participants agreed to be asked to use their devices for in-class activities, though a larger percentage agreed to use mobiles and tablets than laptops. This may have to do with not wanting to bring in heavier laptops on all days. Unsurprisingly, students are less sure about using any other devices (ipods, kindles) for inclass activities, possibly because they cannot see how they might even be used like that, or because they are not devices they would remember to bring in.

<b>Laptop</b>		
Yes	687	62%
No	213	19%
Not sure	204	18%
Total	1,104	100%
<b>Mobile</b>		
Yes	748	70%
No	197	19%
Not sure	127	12%
Total	1,072	100%
<b>Tablet</b>		
Yes	317	70%
No	65	14 %
Not sure	73	16%
Total	445	100%
<b>Other Devices</b>		
Yes	159	36%
No	191	43%
Not sure	97	21%
Total	447	100%

Follow up focus groups will provide the opportunity to further probe students on why they might not want to use these devices, or why they are not sure about using them in classrooms; we might also want to find out why they are less keen on using laptops than mobile phones or tablets for such activities.

### *Ground rules about devices in classrooms:*

Asked if they had teachers who set **ground rules regarding personal devices**, 808/1059 participants (77%) chose 'no'. 103 weren't sure and 148 said yes, there were rules in some classes. 101 gave short descriptions of these:

- 57/101 explanations mentioned phones needed to be out of sight, on silent, or turned off in lectures and seminars/ classes. (*"Teachers don't want phones on volume or in sight"*) –
- 27/101 suggested that laptops weren't allowed to hide behind in classes and seminars; laptops are thought to interfere with discussions (*"No laptops during class discussions"*) *"In one of my classes, GV310 our teacher would not permit use of laptops. He felt people would not pay attention to the class"*)

Not all added explanations or teachers' reasons for these rules, the few that did however mentioned that it was to avoid personal use such as texting or facebook, or accessing information that was not relevant to the class. Electronic devices are thought of as disruptive and not conducive to discussions. (This sentiment is echoed in the second section on social media).

Some teachers seem to be very strict about electronic devices, for two further reasons: they expect students to take notes by hand and they do not want students to take pictures of them or what was written on the whiteboards:

- "Don't take pictures in my AC100 class - we need to take notes instead"
- "No laptop in one seminar **to practice handwriting for exams**, otherwise no restrictions".
- "NO electronic devices even for note taking"

A poll or email query to staff about their ground rules in classes and lectures could be of further interest.

---

### BYOD: TO SUPPORT STUDENT LEARNING

For each device, we asked students to indicate whether or not they use it directly to support their learning, and to further indicate in which ways they do so. The following table shows the combined results.

Students most commonly used their devices to access material: course material and information, online journals and so on. Mobile phones were used predominantly to communicate. The second section collates how students explained in what other ways they used mobile devices to support their learning.

## *Students use mobile devices for these learning support activities:*

Mobile Device:	Access to course material and information	Research (e.g. access to online journals & books)	Communication/ discussion (e.g. email, Moodle forums, Facebook group)	Collaboration (e.g. group work on wikis or blogs)	Organisation (e.g. taking notes)	Assessment (e.g. writing essays, Moodle quizzes)
Laptop	1,004	927	891	419	656	902
Mobile phone	481	147	758	154	175	44
Tablet	310	254	246	89	191	98
Other devices	86	82	48	9	15	4
<b>Total</b>	<b>2885</b>	<b>1410</b>	<b>1943</b>	<b>671</b>	<b>1037</b>	<b>1048</b>

## *Students use mobile devices in other ways to support their learning*

We asked a follow up question in what other ways they might use their devices that our multiple answer matrix had not covered. To a large extent, these text answers did not reveal radically *other* ways, but confirmed activities listed in the matrix.

### LAPTOPS:

196 students answered this question, 9 of which to indicate 'no answer' (n/a). Many other answers **duplicate/ affirm what the initial matrix suggested**: they use it to access information: watching lectures, and accessing Moodle, online journals, library, past exam papers, LFY, and other internal and external resources (= **access to information**); they use it for writing and organizing: to write essays, take notes, organize work load and projects, share files; and then they use it to communicate, discuss etc with teachers and peers.

**Particular software mention**: dropbox, abacus, powerpoint, mind mapping apps, stata, disability software, google-docs and essential spell-checking because of learning difficulties. Some students mentioned they recorded lectures on their laptop, or that they used it to have a second screen. One participant added:

*"My Google-fu has grown in strength and prowess."* [google-fu is the ability to quickly answer any given question...].

Five cited **diversion** as a form of study support: procrastination, entertainment and motivational music and diversion.

13 students explicitly stated that they used **their laptop for everything**: "it's vital in every way" and "I use it to organise my life". One rather long comment about digital literacy and its importance suggested that "[p]art of what a university can do is

provide new graduates with the skills and knowledge to take them into the workplace.”

### MOBILE PHONE:

100 responses, 25 of which are confirmations that they do **NOT** use their mobiles to support their studies. Of the remaining 75, 30 say they use it only as an **organizational look-up tool**: to check **timetabling information, office hours, deadlines, campus map, the library and Computer availability on campus**. 8 said ‘to check emails’, 8 use it to (voice) **record lectures** and take notes or snapshots of notes, 4 as communication tool to text co-students for information.

The rest cite somewhat more advanced uses:

- to check moodle,
- clarify doubt during lecture,
- access reading or notes via dropbox,
- listen to lectures / podcasts on the bus,
- rereading notes on public transport,
- use as diary
- keeping a to-do list.

### TABLET:

54 answered in more detail, 7 of which to say they do not use it any further. **Main activity on tablets is reading, 20 participants saying so explicitly (“it’s great for readings!”)**. Second common activity is note-taking (17), e.g. because it is more lightweight than laptop (4), though one also said it wasn’t as comfortable as notetaking on laptop. Other uses include as second screen, (audio) record lectures, watching films and of course to access material (7 explicit statements).

One well-organised user wrote:

*“Use of Dropbox - all my notes are synced across my devices. Really helps with studying anywhere and at any time.”*

### OTHER DEVICES

449 participants admitted to owning other devices, 681 did not. 213 own an ebook reader, 231 own portable media players.

60 respondents chose to add a comment, 28 of which to say that they **didn’t use these other devices to support their studies**, 16 of those with the caveat “except for music” (which, as one pointed out, allowed them to “relax between lectures”, and another “to block out noise”). 17 use their device for reading (4 rarely), journal articles and PDFs. Two use them to audio-record lectures.

We asked first, if participants felt that learning spaces on campus enabled effective use of personal mobile devices, and then to explain their response further. Then we asked specifically what wifi networks they used, how they rate the quality of LSE wifi services and then to explain their answers.

### *Mobile devices can be used effectively:*

Almost 2/3 of respondents agree that personal mobile devices can be used effectively on campus:

Yes	647	62%
No	236	23%
Not sure	162	16%
Total	1,045	100%

100 people explained their response.

- By far their biggest gripe was the lack of power sockets to charge mobile devices and existing ones were often broken (**35 comments mentioned this**),
- the second complaint was that wifi coverage wasn't good enough, or that Lse secure wifi disconnected after too short a time (**23 people made negative comments regarding wifi coverage**).
- However, **13 people explicitly said that wifi was good**, easy to use, freely available, quick and reliable.
- A further 5 people were critical of the learning spaces as such, not enough areas to study quietly and tables in classrooms too small, and
- 7 were critical of their fellow students, for talking loudly in library study areas.

### *Wifi provision:*

1057 responses regarding use of wifi, with 44 saying they do not use LSE wifi. Most use LSE secure wifi, a third (also) use basic wifi, 16% (also) use eduroam. On average, students rate wifi provision as good to fair.

Students *use*:

LSE Basic WiFi	352	33%
LSE Secure WiFi	829	78%
eduroam	172	16%
I don't use LSE WiFi	44	4%

Students *rate*:

	Very Good	Good	Fair	Poor	Very Poor	Don't use it	Total Responses
Quality of wifi:	266	431	236	62	20	30	1,045

## Social Media – usage and attitudes in learning context

Of 962 respondents, 916 use at least one type of social media = 95%, 46 claim they do not use any.

### SOCIAL MEDIA USAGE

The tables below show student's usage of social media in general, and used to support their learning. They are grouped in descending order of frequency [This is not the order in which students were asked about the various types of social media.] It is not surprising that facebook features as the most frequently used social media tool. Students aren't keenest users of twitter, or users of blogs, but they do frequently use file storage of file creation tools such as dropbox and google. They also watch youTube videos. Interestingly, when asked how they used these media for learning, the breakdown is somewhat different. Put into a learning context, facebook use drops to third place, first place being taken up by file sharing & creation applications, and second place held by wikis. It is mildly surprising that blogs aren't used all that frequently either for general interest or for learning, even though they have been around for much longer than other applications.

## *Social media used for any purpose:*

Social Media Tool	Daily	A few times a week	Never	Total Responses	Mean
Facebook	815	120	30	965	1.19
Video sharing tools (e.g. YouTube, Vimeo)	336	374	141	851	1.77
File storage and document creation tools (e.g. Dropbox, Google Drive)	314	381	179	874	1.85
Chat applications (e.g. Skype, Google Chat)	249	477	148	874	1.88
Wikis	203	316	318	837	2.14
Twitter	173	217	469	859	2.34
LinkedIn	58	439	368	865	2.36
Blogs (e.g. Wordpress, Blogger)	52	220	544	816	2.60
Google+	42	119	667	828	2.75
Presentation tools (e.g. Prezi, SlideShare, SlideRocket)	16	170	632	818	2.75
Photo sharing tools (e.g. Flickr, Picasa)	19	139	653	811	2.78
Referencing tools (e.g. Mendeley, Zotero)	23	97	687	807	2.82
Other (please specify)	8	11	245	264	2.90
Social bookmarking tools (e.g. Delicious, Diigo)	9	41	754	804	2.93
Private social networks (e.g. Ning, Yammer)	10	25	771	806	2.94

## *Social media used to support learning:*

Social Media Tool:	Daily	A few times a week	Never	Total Responses	Mean
File storage and document creation tools (e.g. Dropbox, Google Drive)	235	321	226	782	1.99
Wikis	139	280	286	705	2.21
Facebook	102	372	410	884	2.35
Video sharing tools (e.g. YouTube, Vimeo)	46	337	360	743	2.42
Chat applications (e.g. Skype, Google Chat)	35	176	554	765	2.68
Presentation tools (e.g. Prezi, SlideShare, SlideRocket)	13	139	505	657	2.75
Twitter	33	105	576	714	2.76
Blogs (e.g. Wordpress, Blogger)	13	112	539	664	2.79
Referencing tools (e.g. Mendeley, Zotero)	16	92	547	655	2.81
LinkedIn	14	79	621	714	2.85
Google+	26	42	591	659	2.86
Other (please specify)	7	11	240	258	2.90
Private social networks (e.g. Ning, Yammer)	6	17	614	637	2.95
Photo sharing tools (e.g. Flickr, Picasa)	4	24	608	636	2.95
Social bookmarking tools (e.g. Delicious, Diigo)	3	22	611	636	2.96

## *How are Social media used for learning*

We asked “if you indicated that you use social media tools and platforms to support your studies...” was it as part of the course, independent, or a combination of both: 72% indicated that they used them without guidance from staff, i.e. independently, 5% that their use was tutor-led, and 23% indicated it was a combination of both. 865 participants answered this question.

We asked in what ways they used these social media to support studying, allowing them to tick all that apply. 886 respondents answered.

78% said **communication**

72% said **collaboration** (group work)

57% to **access** course material and **information**

52% for research (online journals)

47% to organise (note taking, storing)

22% for **assessment** (quizzes)

## PREFERENCES AND ATTITUDES TOWARDS SOCIAL MEDIA USE IN LEARNING:

Whereas the above use of social media for learning includes using them as avenues for accessing information, in a next section we wanted to know about their attitudes towards using these tools and media together with others, i.e. with their teachers and fellow students. We asked, if students disliked the idea of using these media forms in a learning context with a) their teachers and b) their fellow students.

### *Dislike using with teachers:*

Social Media Type	Yes	No	Total
File storage and document creation tools (e.g. Dropbox, Google Drive)	128	644	772
Video sharing tools (e.g. YouTube, Vimeo)	169	569	738
Wikis	191	501	692
Presentation tools (e.g. Prezi, SlideShare, SlideRocket)	200	448	648
Referencing tools (e.g. Mendeley, Zotero)	206	441	647
Blogs (e.g. Wordpress, Blogger)	225	424	649
Chat applications (e.g. Skype, Google Chat)	335	423	758
LinkedIn	335	396	731
Facebook	554	344	898
Social bookmarking tools (e.g. Delicious, Diigo)	289	331	620
Photo sharing tools (e.g. Flickr, Picasa)	307	329	636
Twitter	406	320	726
Google+	346	310	656
Private social networks (e.g. Ning, Yammer)	359	264	623
Other (please specify)	96	180	276

## *Dislike using with students:*

Social Media type	Yes	No	Total
Facebook	197	696	893
File storage and document creation tools (e.g. Dropbox, Google Drive)	101	663	764
Video sharing tools (e.g. YouTube, Vimeo)	162	566	728
Chat applications (e.g. Skype, Google Chat)	199	554	753
Wikis	166	518	684
Presentation tools (e.g. Prezi, SlideShare, SlideRocket)	175	471	646
Referencing tools (e.g. Mendeley, Zotero)	186	456	642
LinkedIn	277	444	721
Blogs (e.g. Wordpress, Blogger)	200	442	642
Twitter	306	414	720
Google+	270	383	653
Photo sharing tools (e.g. Flickr, Picasa)	251	376	627
Social bookmarking tools (e.g. Delicious, Diigo)	245	369	614
Private social networks (e.g. Ning, Yammer)	302	318	620
Other (please specify)	85	194	279

Students don't mind using file storage options with teachers, with 83% being fine with it, or video sharing tools, wikis, presentation tools. But even though many students *use* facebook, only 38% would not mind using it in a learning context with teachers. Conversely, 77% wouldn't mind using facebook in a learning context with their fellow students. Asked if they could explain their attitude further, 100 students did so. The responses are unsurprising, but useful in that they confirm our expectations. Two main reasons emerge:

- a. separation of "personal" and "work" online spaces
- b. social media are informal distractions that are not conducive to learning/ do not belong in the formal educational setting.

*"I like to keep a divide between school and personal, just as you would professional and personal. Facebook has a place for collaborating with friends, but not teachers. The more 'natural' tools for learning - such as Wikis, Dropbox, social bookmarking, then yes, fine"*

## **Dislike mixing personal with professional:**

52 students explicitly state that they do not want to mix their private/ social online spaces with their teachers and/or classmates. 32 of those use the word "personal" and it is very clear that the personal should not be blended, or even disclosed, in LSE teaching setting.

*"FB is a personal space";*

*"Dislike blending of personal with 'professional' use";*

*"Need to have a divide between personal and academic/work space especially with teachers, hence qualms about Facebook"*

*"I would not like to make that information public as I use facebook purely for social reasons."*

*"Don't want to link any personal social media accounts with anything at LSE"*

**Social media are unsuitable for learning context:**

31 students explicitly assert that they think social media are a distraction, a gimmick and not conducive to learning.

*"think it would be useless for learning";*

*"Inefficient, not organised, get distracted"*

*"Twitter messaging is too short and seems inappropriate place for learning"*

*"In other cases, it seems inappropriate for example, I can't imagine using Facebook or Twitter in a learning context with teachers"*

*"I don't think it is an appropriate method to deliver content for learning"*

*"I don't feel facebook is the appropriate tool to communicate with teachers"*

**Other:**

15 students don't like using them but don't fall into either of the above two categories. Rather they don't want to have to set up accounts at all, they find social media unnecessary and/or time-consuming. One student pointed out (rightly, as explained above) that "your questions don't give a range between 'a few times a week' and 'never', and another states that "some of the tools are outdated, get with the times, LSE."

---

## TECHNOLOGY USE IN YOUR COURSE, LSE SOCIAL MEDIA VISIBILITY AND THE LSE MOBILE APP

### *How is technology used in your course?*

Finally, we asked student to indicate how they would describe their overall use of technology in their course. The results here are better than expected. Although the percentage of those indicating that technology is primarily used administratively (37%) is not great, the fact that a larger percentage (40%) indicate technology used as complementary is encouraging. 142 students suggest that their teachers use technology in an engaged and rich way, and a further 67 benefited from an integrated approach to using technology in teaching.

Administrative: e.g. Moodle was used to store information such as core reading lists. I could submit assignments online via Moodle or Turnitin; LSE for You was used to communicate grades.	377	37%
Complementary: e.g. as above PLUS Moodle was used to deliver further material, quizzes and/or problem sets. I also had access to lecture recordings and online discussions were encouraged.	400	40%
Enriched: e.g. as above PLUS Moodle provided access to rich online learning resources and/or collaborative discussion activities and/or regular assessment tasks with feedback. Classes involved interactive and engaging activities supported by technology.	142	14%
Integrated: e.g. as above PLUS the resources were connected to in-class activity and discussion and with participation expected. Teachers facilitated technology-supported activities in class and encouraged use of social networking sites such as Twitter.	67	7%
Complete: The majority of teaching and assessment took place online and we were required to participate in all activities.	20	2%
Total	1,006	100%

### *LSE social media visibility*

Students are more or less aware of LSE social media presence. 88% know about the official facebook page, 64% about various twitter accounts, and 34% (only?) are aware of the LSE blogs. This is in line with the overall use of these media channels, where 469/859 (54%) indicated they never used twitter, but 84% said they used facebook on a daily basis. 29% know about LSE youTube channels, and under other, they listed mostly flickr, LinkedIn, and podcasts.

### *LSE Mobile App*

483 participants answered that they used the LSE Mobile app. They use it for:

Course/exam timetables	301	62%
Library account (view fines, books on loan and requested)	142	29%
Library catalogue search	87	18%
PC availability	210	43%
News feed/Podcasts	29	6%
People finder (LSE address book)	35	7%
Locations (find buildings, campus eateries, etc.)	221	46%
Pocket guides (IT@LSE guide, facilities guide, careers guide, etc.)	35	7%

Comments (100) on the LSE mobile app are not encouraging, the most common comment was that the app is "not very useful" or "not very good", though 13

explicitly said they liked it and found it useful, and/or that since a recent upgrade the app had functioned somewhat better. Common complaints included that it crashed often, that it was too slow, and in particular, that PC availability and timetable accuracy leaves something to be desired.

*"The LSE Mobile App is not very useful, often information is not really up to date and it crashes sometimes"*

Timetabling data and PC availability were also suggested most often as suggestions for improvement. 16 respondents weren't aware of the LSE app at all or gave "don't use" as their answer to the question how it might be improved.

*"wait, what? There's an LSE mobile app? Why was this not in bold type at the beginning of any welcome materials?"*