

Happy Students, Happy Learners: Lt Increases Student Engagement at the University of Auckland.

IMS Global Learning Impact Awards 2022

The Challenge

At the University of Auckland (UoA), Professional Teaching Fellow Anuj had a problem. His undergraduate medical students were struggling to synthesize their lab, lecture, and tutorial learning. They had to collect physiological data (e.g. ECG) in the lab, but spent lots of time troubleshooting hardware rather than focusing on concepts. They were using paper lab manuals, and did not enjoy the labs as they should. One student said: “I am glad it was our last physiology lab. Phew.”

Angela, also a Professional Teaching Fellow, saw that some students struggled to keep up in her microanatomy course. Additionally, not every student could access the virtual slide platform due to device incompatibility.

The Solution

Anuj and Angela decided to adopt Lt, a cloud-based learning platform for science education that enables educators and students to access content anywhere, anytime. Lt's 500+ interactive, professionally-designed, and fully-customizable lessons let educators start teaching rapidly. When authoring, educators can choose from a range of question types, assign points, and provide feedback. It's then easy to track student progress via analytics. For courses like physiology, Lt enables authentic scientific data acquisition (e.g. ECG) by integrating with a range of hardware.

The Learning Impact Outcomes

Because Lt enables data acquisition, students could complete the pre-labs, perform the labs, analyze the data, and interpret patient case studies, all in one platform. Interactive content in Lt ensured students engaged actively with course material, promoting deeper understanding. Students could collaborate by logging in as a group, and assessment questions with instant formative feedback helped develop students' confidence.

Student feedback in Anuj's course was highly positive. Of the free-text survey responses, 27% commented they could focus more on the deep understanding of concepts; 26% commented it was easy to follow information; and 24% liked being able to revisit and access information at any time. Lab skills improved as did participation.

In Angela's microanatomy class, students could use Lt to explore at their own pace, and from outside the physical labs. Lt also improved equity and access by allowing all students to access digital slide imagery.

The Return on Investment

Lt was well-received by students, and improved equity and engagement. Lt also improved student attendance in Anuj's medical science course. Additionally, prior to using Lt, students couldn't “make up” missed labs. Lt has eliminated this stressor by making the lab accessible to all students, all the time.

Lt improved efficiency by centralizing content (including inbuilt example data and high-quality illustrations, photography, and video), assessment, and data collection. There is no need to use paper lab manuals, and physiology labs that were previously 3 hours long are now 2 hours of active engagement. Instant formative feedback in Lt saves educators time, as do its integrations with learning management systems.

Lt is now used in the pharmacy and optometry departments at UoA, and Anuj's teaching has been recognised by a national award. On a global scale, Lt is used by more than 100,000 students, in more than 250 institutions. Post-COVID, Lt is the ideal tool for in-person, online, and blended teaching.

Visit <https://adi.to/IMS-Lt> to learn more about Lt.