



Department  
of Mathematics

# Departmental Education Strategy

An outline of our Strategy and  
what it means for you as a student  
member of the Department.



# School Education Strategy

The School has an Education Strategy with three overall aims:

- **Strategic objective 1:** LSE departments lead in the provision of excellent disciplinary and interdisciplinary education.
- **Strategic objective 2:** LSE graduates are well informed, critical, analytically sophisticated and globally employable.
- **Strategic objective 3:** Students and staff interact to build a dynamic learning community that reflects the School's distinctive identity.

## Departmental Education Strategy

### Develop and innovate in assessment, feedback and the curriculum

We recognise, while staying true to understood and respected disciplinary norms, that there are many aspects of student ability that should be assessed.

### Make effective and appropriate changes to the management and organisation of teaching

We want to make best use of our abilities and facilities to help students learn.

### Build a supportive learning community

We want to engender a sense of cohesion, belonging and cohort identity in students on our degree programmes and have a supportive learning environment for all students we teach.

## Education Strategy Action Plan

- The Department has an Action Plan to achieve these strategic aims.
- This is a living document, which will evolve appropriately, and will be subject to regular review by the Department.
- Each action is clearly linked with three primary strategic objectives of LSE's overall Education Strategy.

# What's in the Action Plan?

The Action plan contains targets and highlights areas to develop. Some plans are necessarily longer term, and some are subject to funding, but we have already implemented a number of improvements.

## Develop and innovate in assessment, feedback and the curriculum

- Enhance formative feedback to students
- Enhance programming training for students
- Diversify methods of summative assessment
- Extend the use of e-assessment
- Better align University of London International Programmes provision with LSE provision

## Make effective and appropriate changes to the management and organisation of teaching

- Make classes more interactive and pedagogically effective
- Increase consistency in class teaching within courses
- Extend the provision of the Maths Support Centre
- Solicit more extensive student feedback and explain consequent actions
- Provide enhanced information on courses for students
- Establish a Director of Studies for First-Year Students
- Extend the scope of Departmental course and programme reviews

## Build a supportive learning community

- Provide study/social space for undergraduates
- Run disciplinary learning and teaching workshops to support quantitative teaching at LSE
- Establish an LSE Women in Mathematics Network and Workshop Series aimed at students at all levels and staff
- Establish professional and personal development seminar series for first and second year undergraduates
- Provide tailored support and a personal development seminar for PhD students
- Establish an Outreach, Recruitment and Admissions Coordinator
- Expand activities involving alumni and external speakers

# How do we monitor our progress?

- Student satisfaction in our courses (as measured by elements of the TQARO surveys).
- Programme-level evaluations (as measured by NSS, NSS-style evaluations for year 1 and 2, and NSS-style PGT evaluations).
- Student completion and progression on our programmes.
- Student Focus Groups.
- Student feedback at SSLCs.
- Review of the Action Plan at Departmental staff meetings.

## You Said. We Did.

Many of our targets in our Education Strategy are based on your feedback. Here are a few of the actions we've taken based on your feedback from Surveys and SSLCs.



### Make classes more interactive

You asked if you could do group work in the weekly MA100 classes rather than going through the exercises, and have another lecture session timetabled. In October 2016, the MA100 class format was changed to include in-class assessment and activities.



### Establish an LSE Women in Mathematics Network and Workshop Series aimed at students at all levels and staff

You asked us for more opportunities to meet other students in the Department. The inaugural Women in Mathematics seminar (which anyone can attend) was in October 2016.



### Provide enhanced information on courses

You asked us for more information about the courses that you choose for your 2<sup>nd</sup> and 3<sup>rd</sup> year options. Course choice films were made available for UG options in February 2016, and for MSc options in August 2016. The UG films have been viewed over 1000 times!



### Provide tailored support and a personal development seminar for PhD students

PhD students requested workshops related to their PhD study. The first of these "Wrap up your PhD" was held in May 2016.



### Extend the provision of the Maths Support Centre

Your feedback said that you had to wait too long to see an adviser. Dedicated campus spaces are now available for the Maths Support Centre and the number of Support Centre hours has been more than doubled for 2016–17.



### Provide study/social space for undergraduates

You asked us for a study space. The Mathematics undergraduate study room and support centre was opened in October 2016.