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Teaching  
and Learning



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A photograph of a large, classical domed building, likely a university hall or library, with a prominent dome and classical columns. The image is slightly faded and serves as the background for the slide.

# Findings from 2023 Digital Needs Internship – Digital Devices



# Meet the team

- A group of six interns working with the Oxford Centre for Teaching and Learning and the Digital Transformation initiative
- Yining (Evelyn) Tang, Xiaoran (Rachel) Hu, Carmelo Radici, Samira Mohammed Bin Ibo, Dylan Holmes-Cowan, Charlotte Baxter

# Key areas of focus:



**What are taught students' current experiences** using digital tools and developing the digital skills they need to support their learning?



**How do students want to use digital tools and digital skills** to learn, collaborate and participate in a digitally transformed university and beyond?



**What do students need to bridge the gap** between their current and ideal experiences?



What benchmarks (grounded in these experiences) should DTP and the CTL use to **evaluate** the success of the University's digital transformation for students?

# Overview

- 331 valid student responses
- Completed 14 interviews and 2 focus groups
- Survey data analysed with:
  - Summary charts
  - Chi-squared tests to test for relationships in the data
- Analysed the interview/focus group data using **thematic analysis**



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# Introduction to the project

# Introduction

- The CTL employed six interns to investigate taught students' digital experiences at Oxford and their visions for a Digitally Transformed University
- This slide-deck documents the main findings of the Digital Needs CTL Interns with regards to the digital experience and needs of taught students at Oxford.

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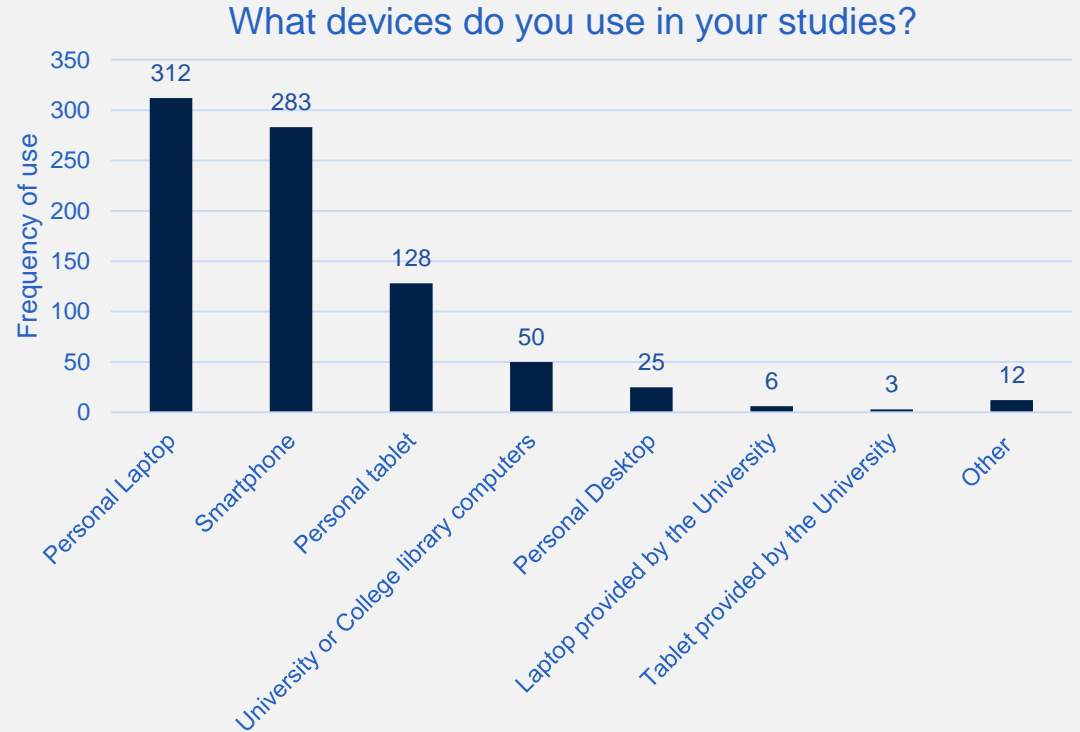
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# Devices

# Devices Students Use

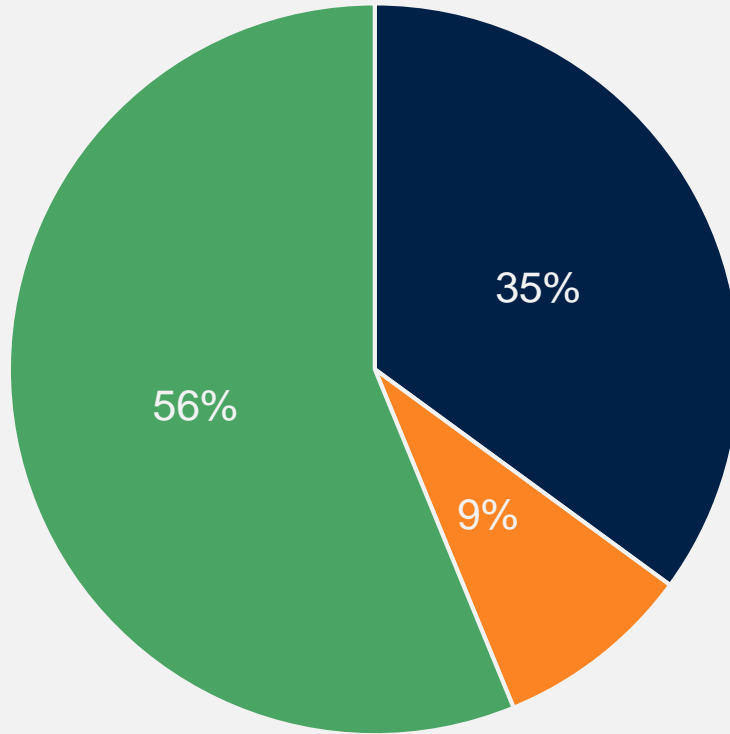
94% (312) of the students we researched use a laptop in their studies.

2.7% (9) of the students we researched use a laptop or tablet provided by the university in their studies.



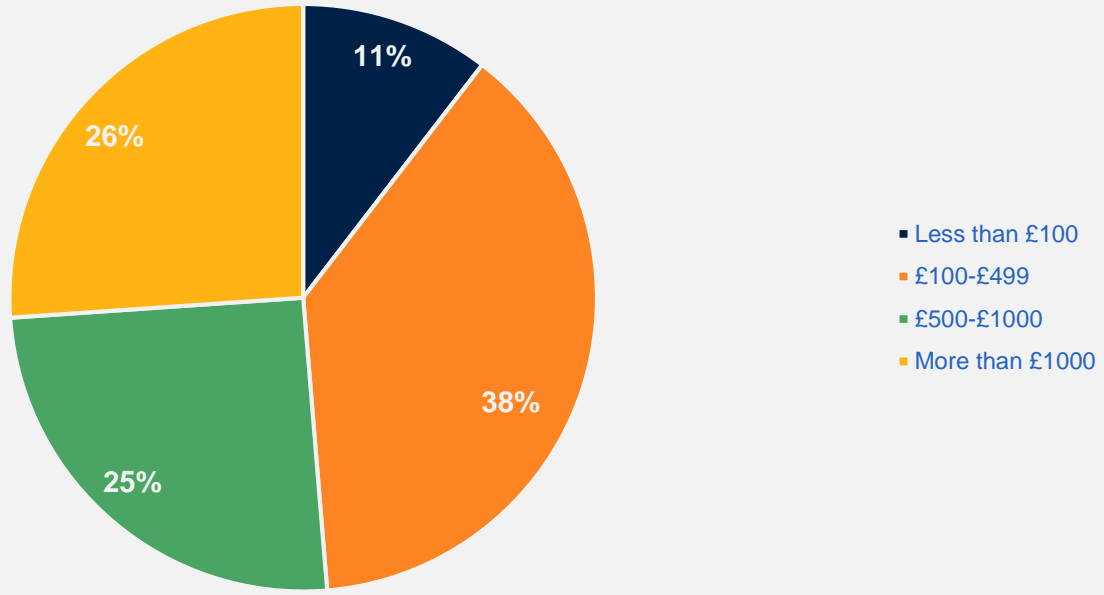


Did you need to upgrade your device(s) during your degree?



- Yes, I needed to, and did
- Yes, but was unable to
- No, I did not need to upgrade

How much have students spent out of pocket upgrading their devices?



**86%** of students who needed to upgrade their device, but were unable to feel this **had an impact** on their learning.

# Findings about Devices

Devices – Finding #1

**Laptops are the most commonly used devices amongst Oxford students**

Devices – Finding #2

**Students like to use digital tablets in their studies**

Devices – Finding #3

**Most students are not aware if there is support available for upgrading their devices**

Devices – Finding #4

**Students experience frustration with using 2FA on their mobile devices**

Devices – Finding #5

**Students at times preferred to use pen and paper over digital devices to perform a variety of tasks**

**Laptops are the most  
commonly used  
devices amongst  
Oxford students**

“

[Laptop] does 90% of work, and  
[I do] 10% on other kinds of  
devices.

”

UG Humanities

“

I really I just use my laptop [...] it means  
you have the assurance that you can  
access everything wherever.

”

PGT Continuing  
Education

Devices – Finding #2

**Students like to use digital  
tablets in their studies**



I also have an iPad which I do sometimes use, 'cause that's sometimes easier for taking notes. If you can sort of annotate something with an Apple Pencil.





The general consensus is you learn better when you're physically writing notes and an iPad sort of bridges that gap.

**Most students are not  
aware if there is  
support available for  
upgrading their  
devices**



My laptop, basically the power button broke...[...] I've been turning it on like from the bottom of the laptop with a pin for the last like few weeks [...] [I] didn't have the money to buy a new one and I had no idea how to go about college kind of trying to replace a laptop and I know that doesn't happen very often and because it's not like a “rich college”.



I think it would be useful to have someone to contact about maybe yeah, digital problems or laptop replacement stuff or whatever....Maybe that person does exist, but I certainly haven't seen anything about it.

**Students experience  
frustration with using 2FA  
on their mobile devices**



I am going to have to use it [phone] for the authenticator to get into uni so that's annoying to have to have it with me. If I'm at a library and I want to not have it as distraction.



[I prefer] GoogleDrive over OneDrive [..] I hate two factor authentication [...] anything to avoid that.

**Students at times  
preferred to use pen and  
paper over digital devices  
to perform a variety of  
tasks**





And if for example, I'm having a meeting with my supervisor, then I usually take notes by hand....I don't know preference but also politeness.



I'm still kind of old school and I like to print things out, so I also have printed copies of everything.



In one of my seminar classes , we have a no laptop rule which means people can't look at screens or type notes constantly during class. I think this is something the university should implement more frequently to create a better learning space as I feel seminars are becoming less and less personal and interactive as people are glued to their own digital space.

# Recommendations

1. It is highly recommended that colleges and/or departments should have a designated contact who can assist students' needs with upgrading digital devices.
2. It is recommended that the University provide effective advertisement of the resources/support available for the purchase/upgrade of digital devices.
3. It is recommended that the University bring students' attention to other ways that Two Factor Authentication can be done other than with their mobile phones, for example, a notification on the email sign-in page.

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# Reflections

# Data collection

- Relatively even survey respondents from each of the divisions. The exception is the Department of Continuing Education, from which only a few students responded
- A good representation from both undergraduate and postgraduate students
- Disproportionately full-time students (94.5%)

# Scope for further research

- Look into any differences between part-time and full-time students
- Look into any differences between mature students and others
- Researching the digital experiences of students with specific needs e.g. those with disability/from a low socio-economic background
- Researching how students use AI.

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# Raw Data





# Raw data

Please contact the Centre for Teaching and Learning, who have oversight of the internship outputs and raw data, with any questions or requests for further information at

[contact@ctl.ox.ac.uk](mailto:contact@ctl.ox.ac.uk)

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