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and Learning



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A photograph of a large, classical building with a prominent dome, likely a library or university building, under a clear blue sky. The building features a portico with columns and a balcony with a balustrade.

Findings from 2023 Digital Needs Internship – Digital Skills



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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Digital Skills

Digital Skills Findings

Finding #1

Students are the least confident in managing their time digitally and maintaining digital wellbeing

Finding #2

Instead of support from the university or tutors, self-learning and learning from peers are the main ways through which students learn to use digital tools

Finding #3

Some colleges run digital skills support classes. However, these are poorly attended

Finding #4

Students find support on coding inadequate and would like to have more of it

Digital Skills Findings cont.

Finding #5

Students feel that training in basic digital skills, like using Excel and backing up to a cloud, is lacking

Finding #6

Students are not always aware of the resources available, partly because those are difficult to locate

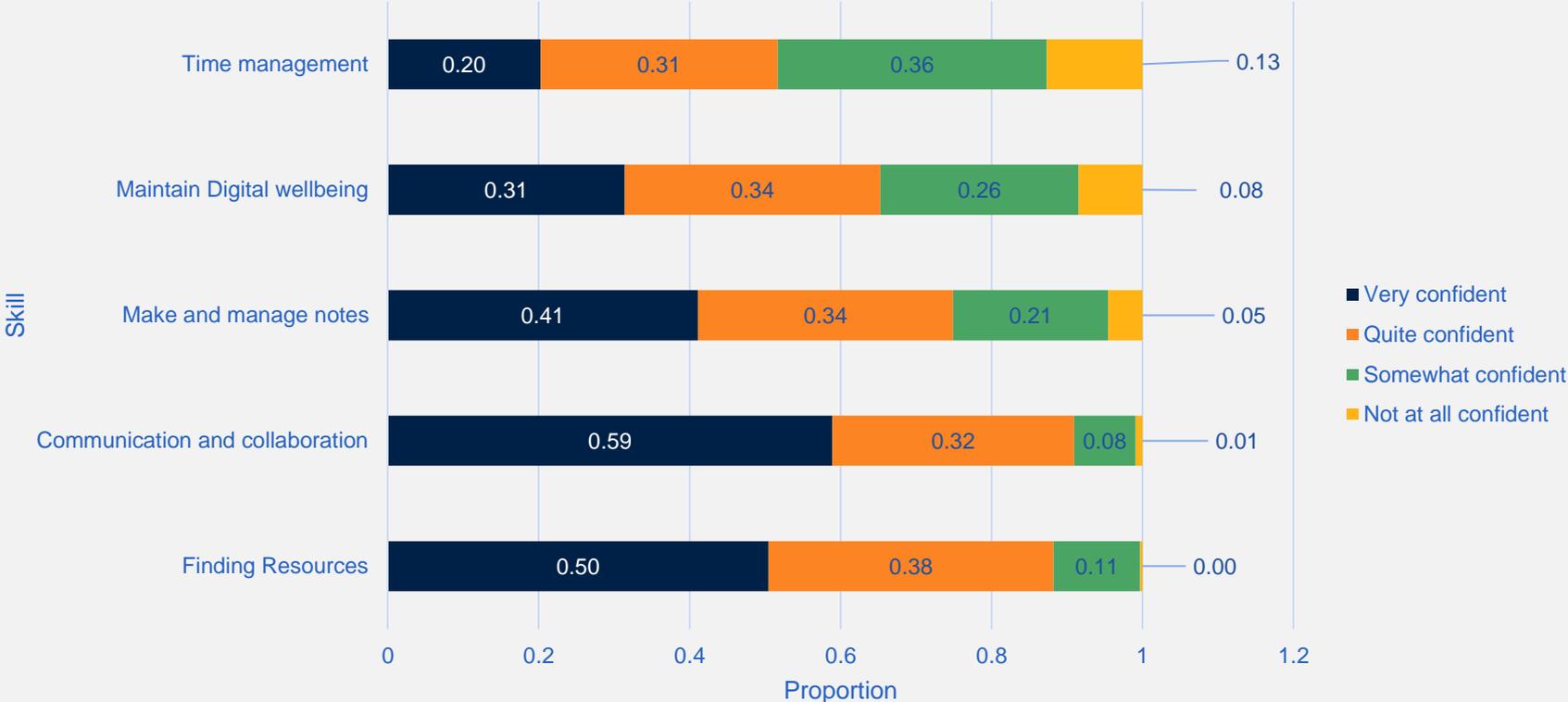
Finding #7

Students don't feel that the university has played an adequate role in equipping them with digital skills for the future

Finding #1

**Students are the least
confident in managing their
time digitally and
maintaining digital
wellbeing**

How confident do you feel about these skills?





I think it is important to be taught and get support in disconnecting from digital spaces. As helpful as they are, it is often hard to be able to disconnect (for example, not being expected to answer emails outside of normal working hours within the minute).



Digital tools have helped me in the past, like six months using focused work and reminders in managing my time. I Don't know much more digitally specifically beyond that. I think Oxford forces you to manage your time.

Do you feel you need to further develop this skill?

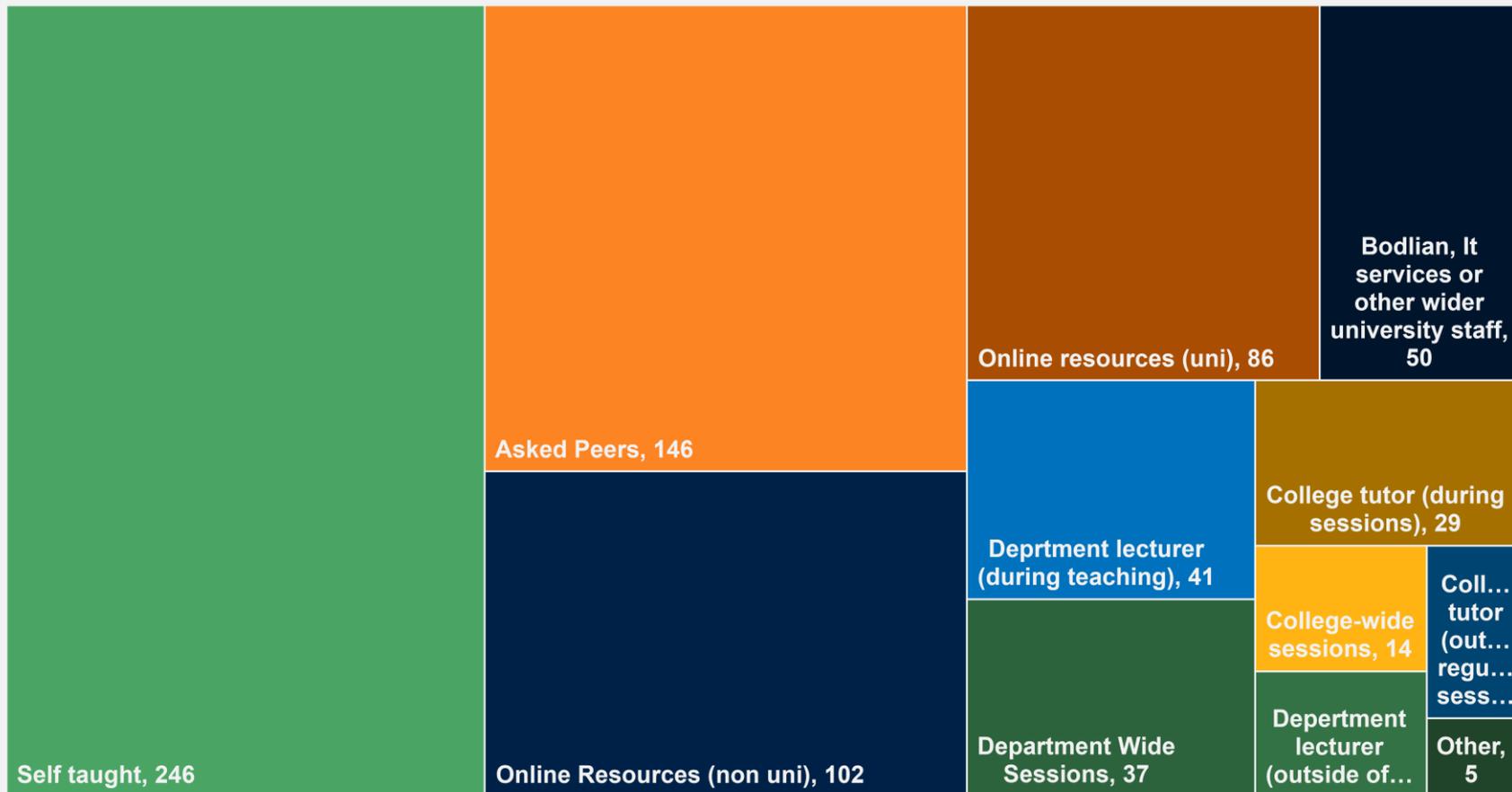


Need to develop digital skills

Finding #2

Instead of support from the university or tutors, self-learning and learning from peers are the main ways through which students learn to use digital tools

WHERE DID YOU LEARN HOW TO USE THE TOOLS NEEDED



Sources of learning to use digital tools



I pretty quickly caught on to using Notion because other people were using it.

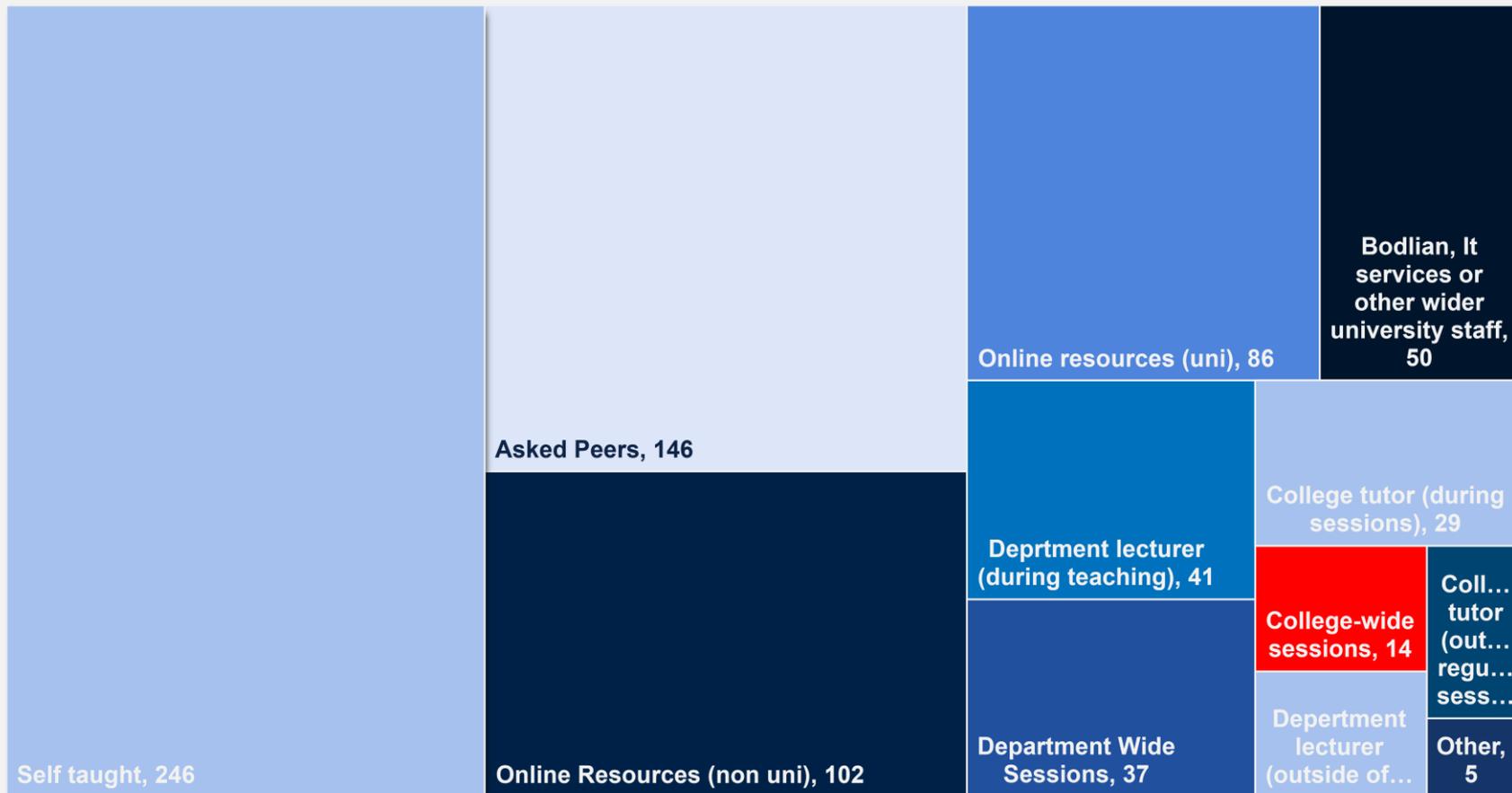


I don't really use word or Microsoft OneNote for note taking before, so I did a bit of research into the best note taking apps for what I what I needed it for.

Finding #3

Some colleges run digital skills support classes. However, these are poorly attended

WHERE DID YOU LEARN HOW TO USE THE TOOLS NEEDED



Sources of learning digital tools

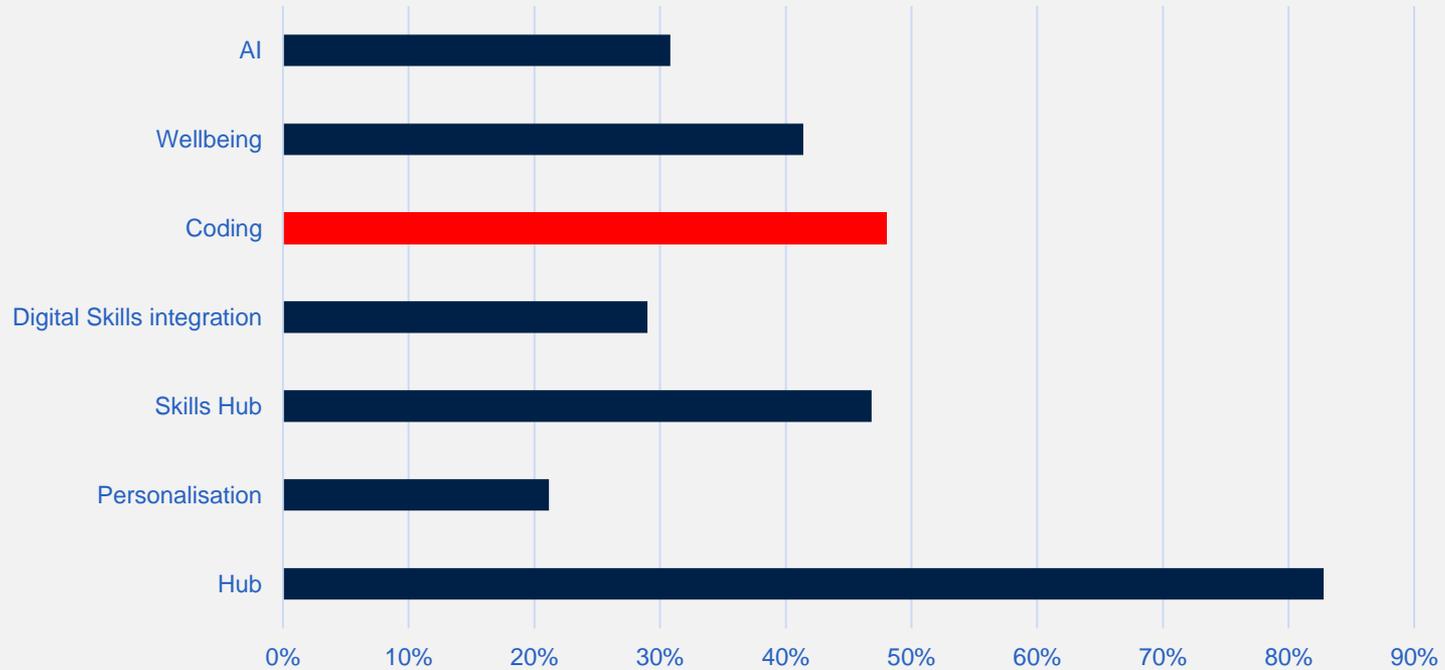


I think our college does offer study skills classes, which is just optional to go to. The never been (because of time constraints) to 1 so I can't comment on them.

Finding #4

Students find support on coding inadequate and would like to have more of it

Which three of the following changes would be most beneficial for your learning?





...but I just don't think we are taught to code very well [...]I just feel like the way we're taught it was just so bad.



I wish I could code better. I'm
teaching myself.

Finding #5

Students feel that training in basic digital skills, like using Excel and backing up to a cloud, is lacking



I'd quite like if somebody told me how to get all my work onto Google docs or cloud etc so if my laptop breaks I have them - but I don't actually want to produce my notes on anything except normal word documents and idk if this is possible.



Using basic tools like excel to plan projects and work/creating reading lists would be helpful.

Finding #6

Students are not always aware of the resources available, partly because those are difficult to locate



My worry is [...] that there's other stuff out there which actually I'm kind of missing and but I don't know about.



I think if anything, it's more of a communication problem than the actual resources, because there are a lot of resources there. It's getting everyone to know how to find them and making that easy [...].

Finding #7

Students don't feel that the university has played an adequate role in equipping them with digital skills for the future



I don't think the University's specifically (has prepared me). I think I have gained a lot of skills through the course, at least with note taking and things.



Because I am essentially self-taught on all of my digital skills and practice, I cannot attribute much to Oxford.

Recommendations

1. It is recommended that colleges integrate digital skills into compulsory teaching.
2. It is recommended that a coding section is included in an academic skills hub, created by the University, that is accessible to all students.
3. It is recommended that a Basic Digital Skills section is included in an academic skills hub, created by the University, that is accessible to all students.
4. It is recommended that the University to create and circulate guidance on maintaining digital wellbeing.

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A background image of a woman with curly blonde hair, wearing a light-colored button-down shirt and a dark vest, smiling broadly with her right arm raised. The background is a bright, out-of-focus indoor setting.

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

- Research any differences between part-time and full-time students
- Research any differences between mature students and others
- Researching the digital experiences of students with specific needs eg. 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

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End of slide deck