

Centre for
Teaching
and Learning



UNIVERSITY OF
OXFORD

A photograph of a large, classical domed building, likely a library or university building, 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 Tools



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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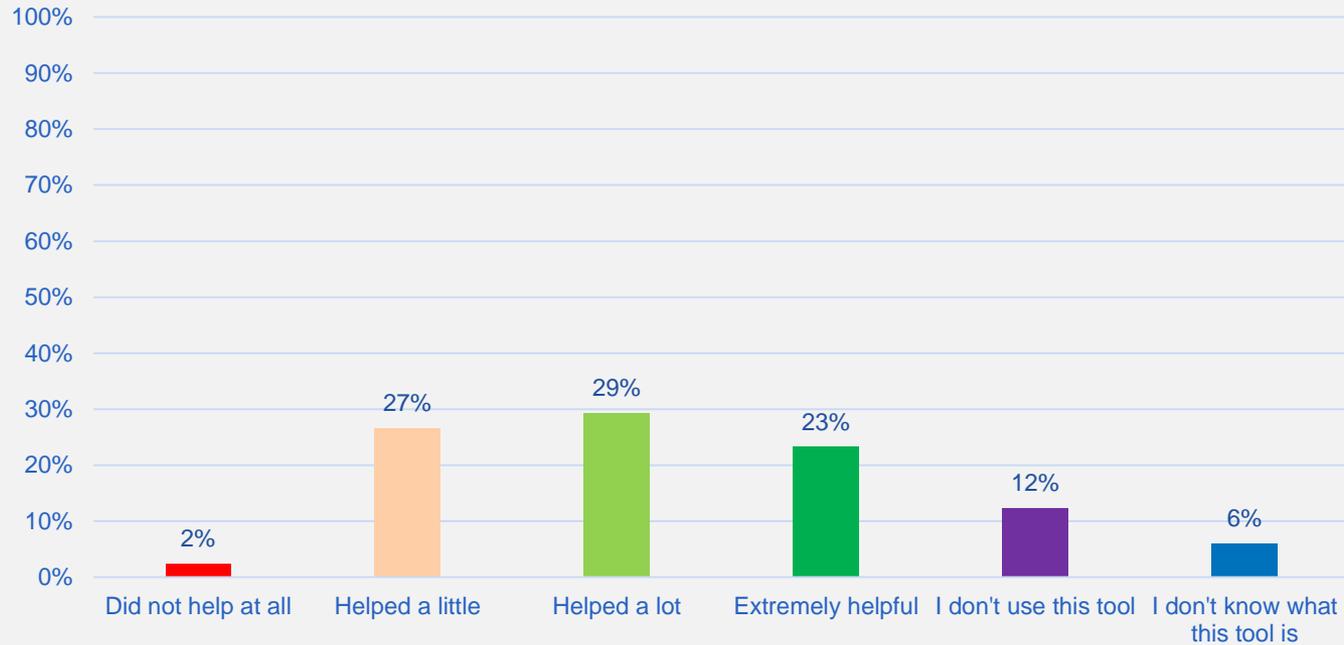


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Digital Tools

Panopto

To what extent has Panopto helped to support your learning?



Findings about Panopto

Panopto – Finding #1

**A lot of students find
having lecture
recordings to be
useful**

Panopto – Finding #2

**A lot of students have not
found the quality of
recording, efficiency with
uploading, and the
number of recordings
satisfactory**

Panopto – Finding #4

**Students in different
divisions feel
differently about how
helpful Panopto is for
them**

Panopto – Finding #3

**A lot of students who
were doing their degree
during COVID found
Panopto useful**

**A lot of students find
having lecture
recordings to be
useful**

“

Absolutely necessary to watch
lecture recordings if I had to miss
in person ones for any reason.

”

UG Medical
Sciences

“

It helps to be able to go back over
lectures.

”

MPLS



Because of my disability, I often struggle with aspects of note-taking, being able to pause and replay is highly important.

A lot of students have not found the quality of recording, efficiency with uploading, and the number of recordings satisfactory



I did not find the platform comfortable to use or access. Most of the time it was not easily accessible from phone.



the existing live lecture recordings are awful you can't see anything can't hear anything and they're just practically unusable, so having this fixed would be great.

“

Has some annoying bugs.

”

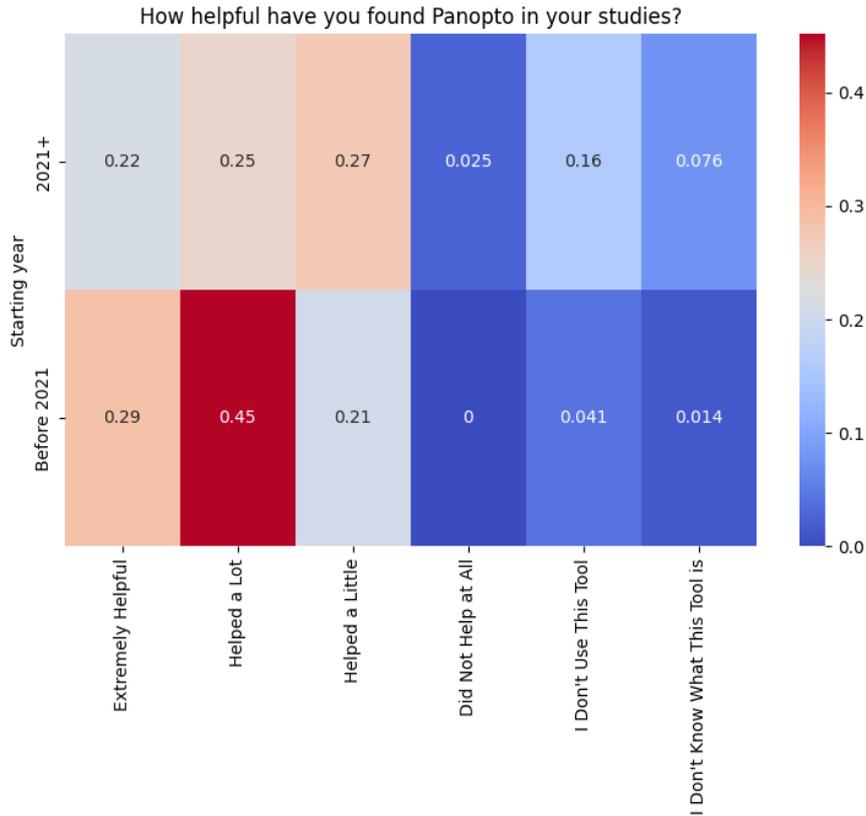
“

The interface is so confusing.

”

Medical
Sciences

**A lot of students who
were doing their degree
during COVID found
Panopto useful**

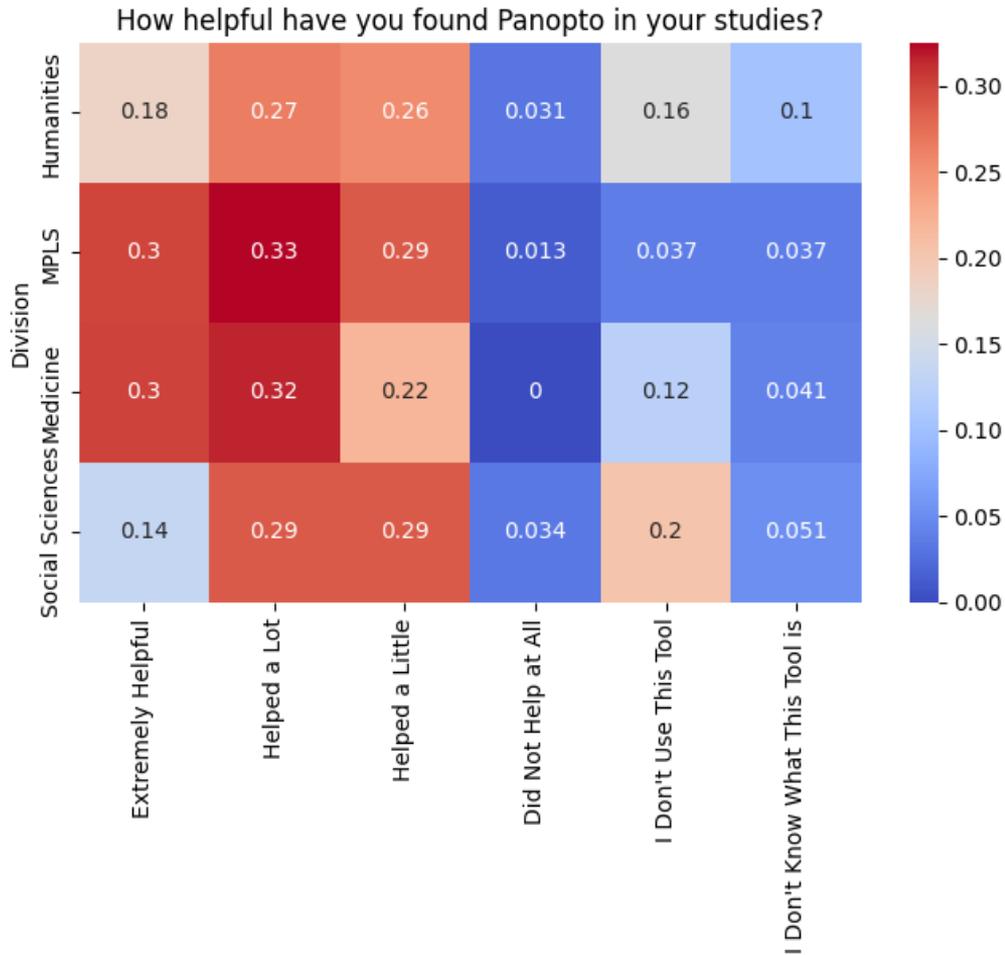


- There is a relationship between how helpful students found Panopto and the year they started their degree
- From this we see that students who started their degree **before 2021** found Panopto **more helpful**



During COVID everything was recorded BUT after that they've moved away from that into a **'weird' hybrid.**

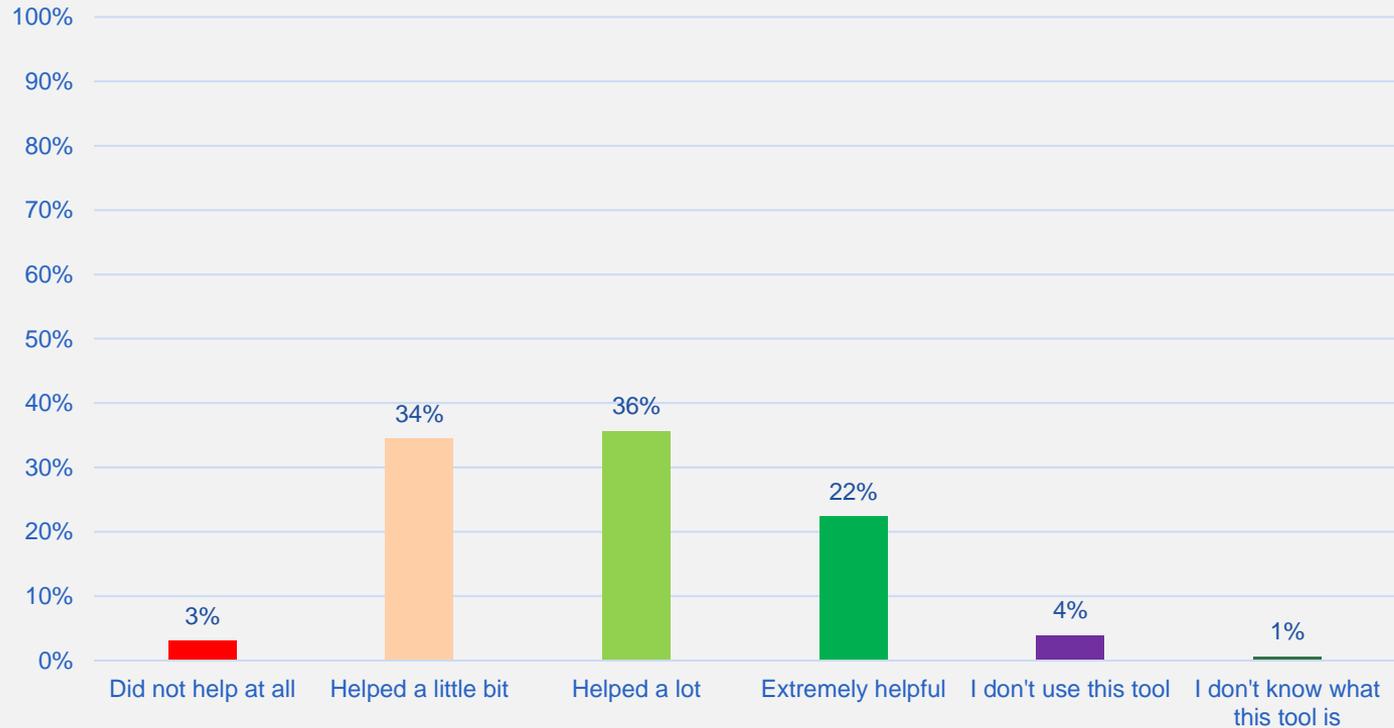
Students in different
divisions feel
differently about how
helpful Panopto is for
them



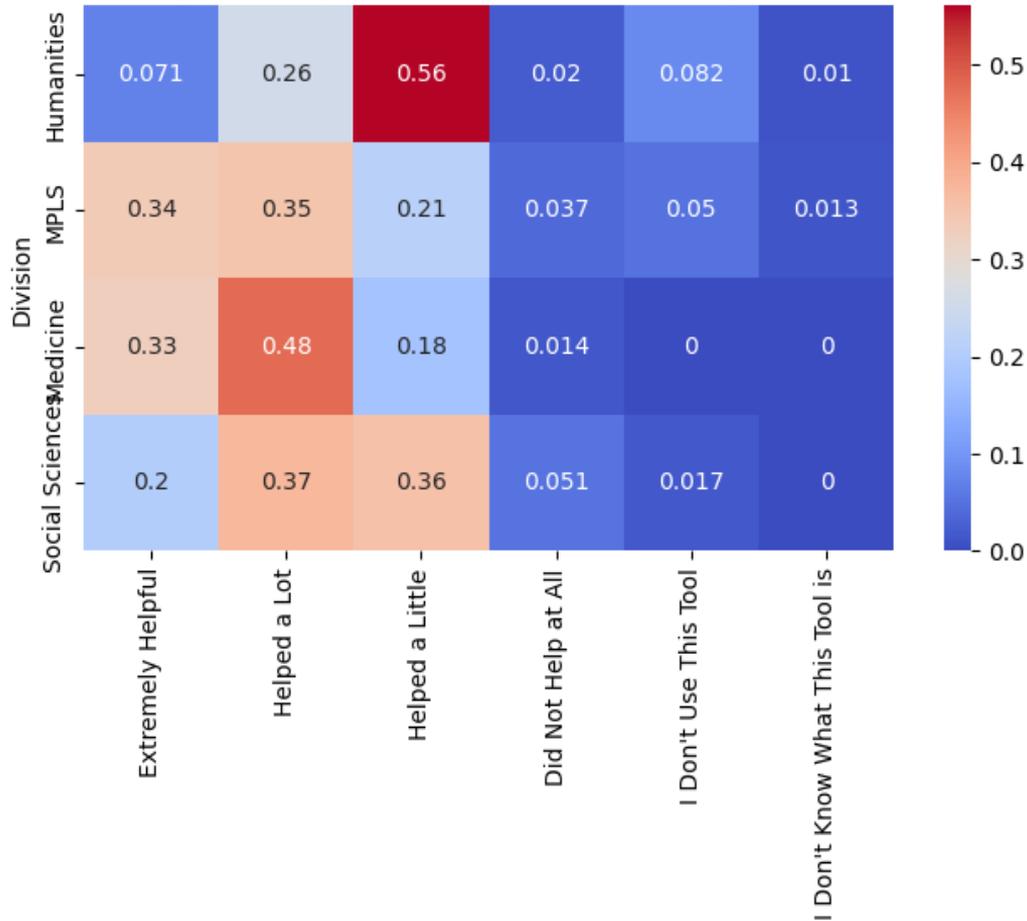
- There is a relationship between division and how helpful students find Panopto*
- From the survey data we saw that students from **MPLS** and **Medical sciences** found Panopto more helpful than Social Sciences and Humanities students

Canvas/Moodle

To what extent had Canvas/Moodle helped to support your learning?



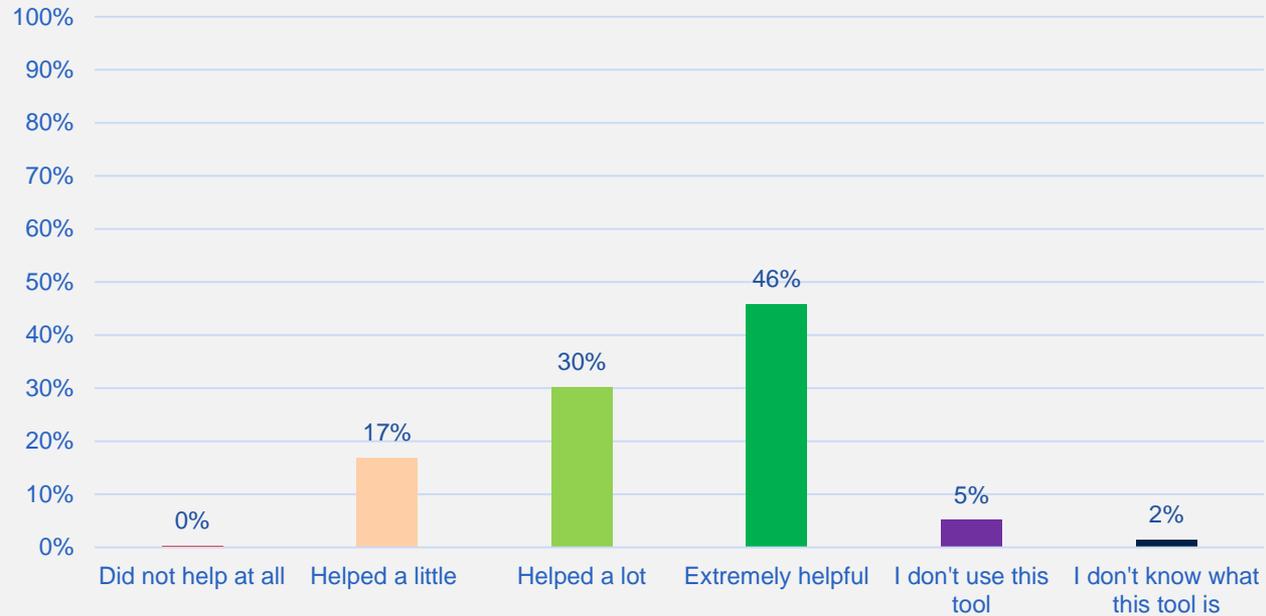
How helpful have you found Canvas/Moodle in your studies?



Medicine and MPLS students found Canvas/Moodle **more** helpful than students from other divisions

SOLO

To what extent has SOLO helped to support your learning?



Findings about SOLO

SOLO – Finding #1

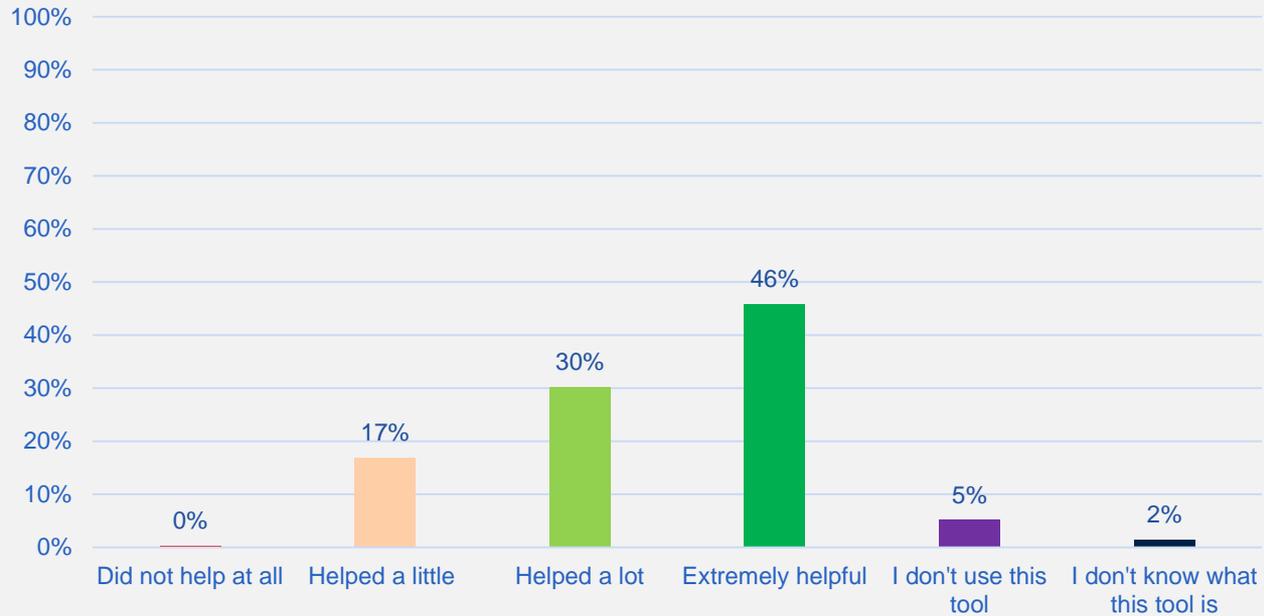
**The majority of
student have found
SOLO very useful**

SOLO – Finding #2

**Humanities students
find SOLO more
helpful than students
from other divisions**

**The majority of
student have found
SOLO very useful**

To what extent has SOLO helped to support your learning?



46% of students we surveyed felt that SOLO is **extremely helpful**

30% felt that SOLO helped **a lot.**



SOLO is excellent. I could not navigate the libraries without it, and it usually works very well.



Solo provides me with an incredible amount of online books. I would be **barely functional without it.**



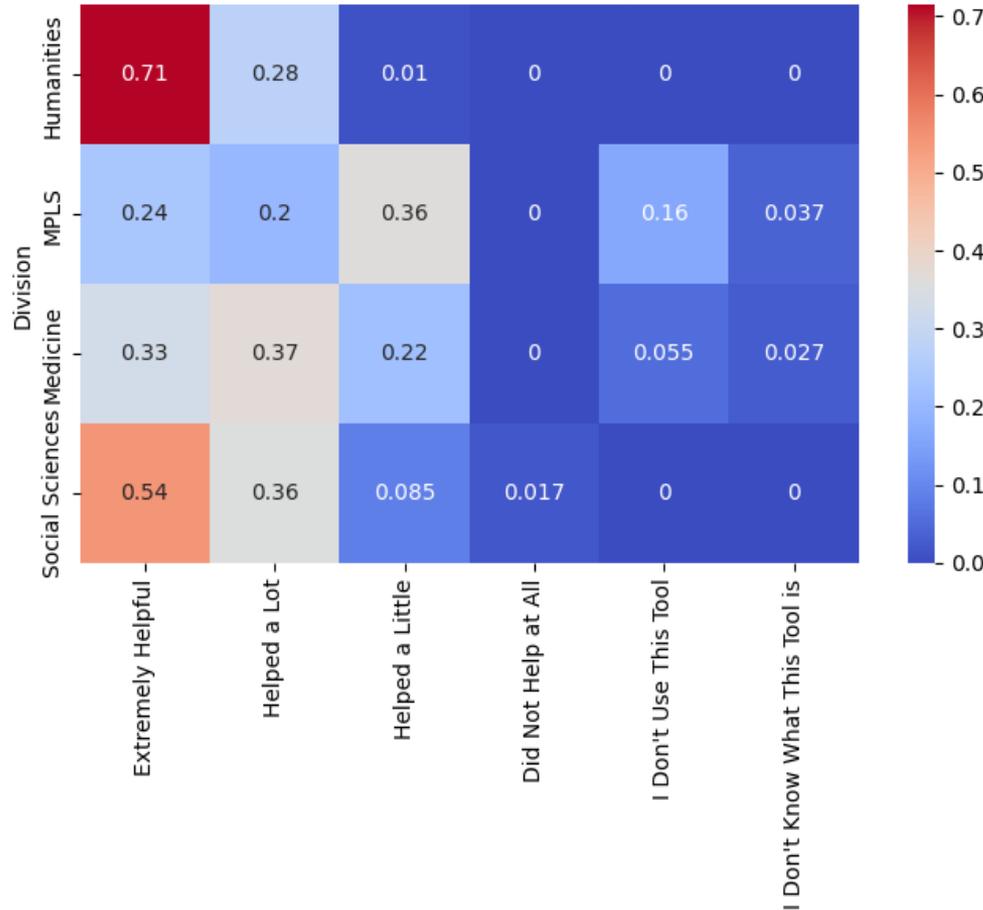
Easy to navigate - didn't need to buy any books.



For finding additional references and downloading articles, this is **CRUCIAL**.

**Humanities students
find SOLO more
helpful than students
from other divisions**

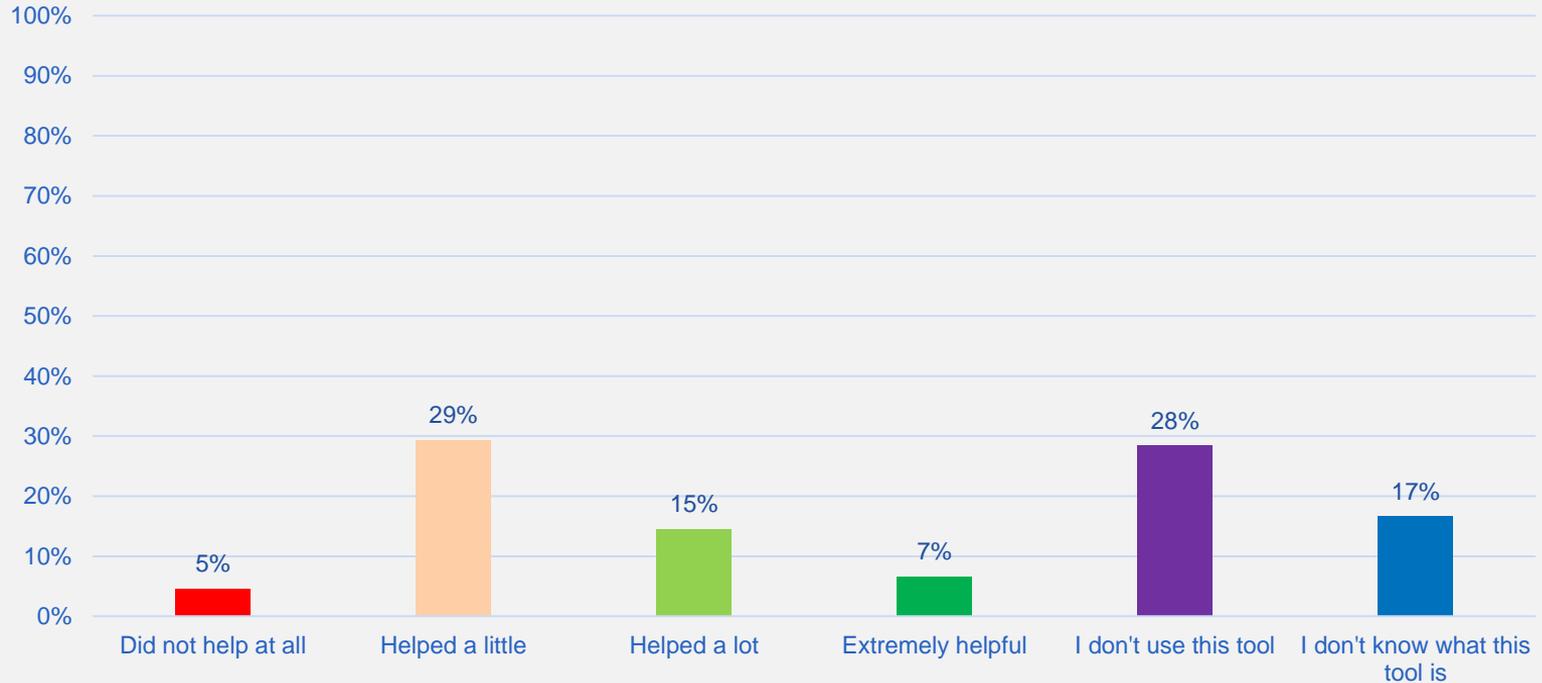
How helpful have you found SOLO in your studies?



Humanities students find SOLO **more** helpful than students from other divisions, with **social sciences** students also finding it very helpful

ORLO

To what extent has ORLO helped to support your learning?



Findings about ORLO

ORLO – Finding #1

**Postgraduate taught
students find ORLO
more helpful than
undergraduate
students**

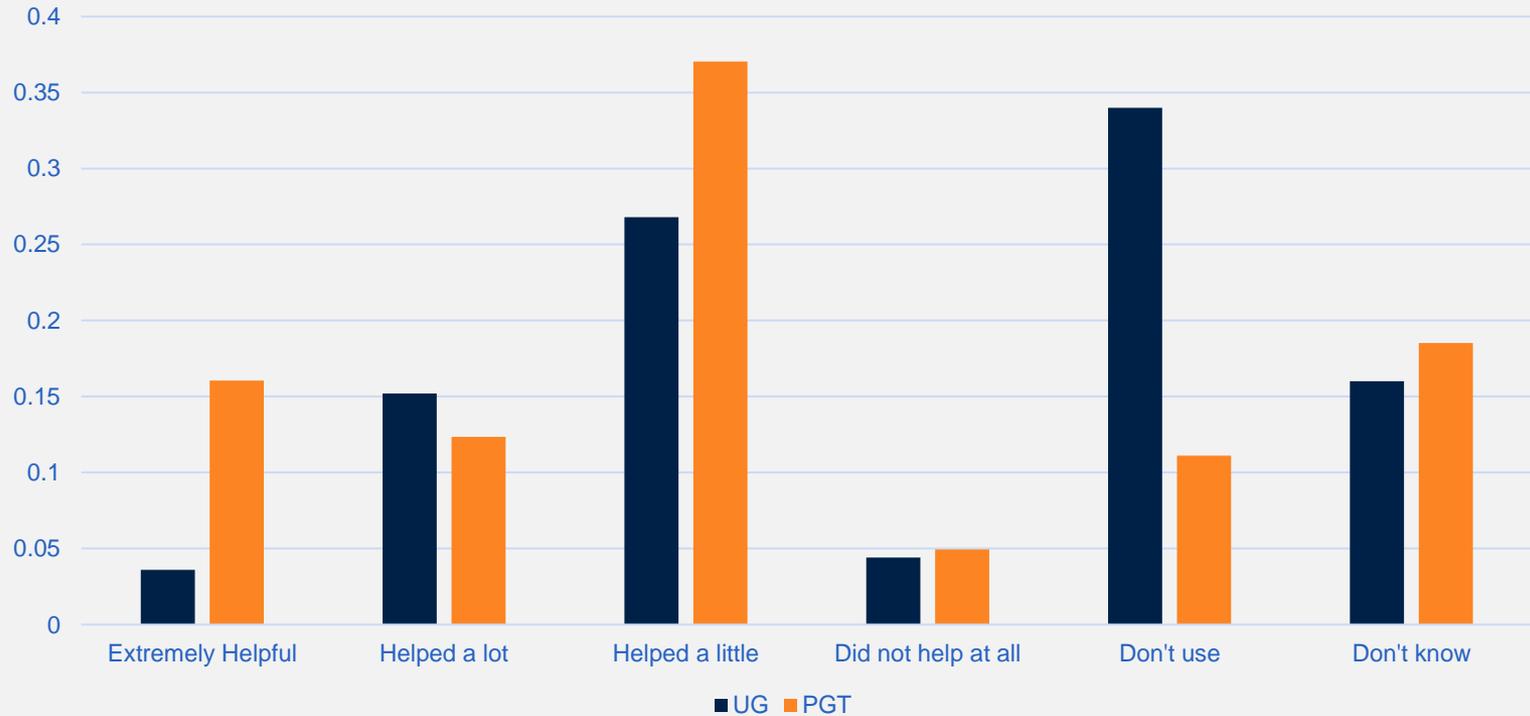
ORLO – Finding #2

**Students in different
divisions feel
differently about how
helpful ORLO is for
them**

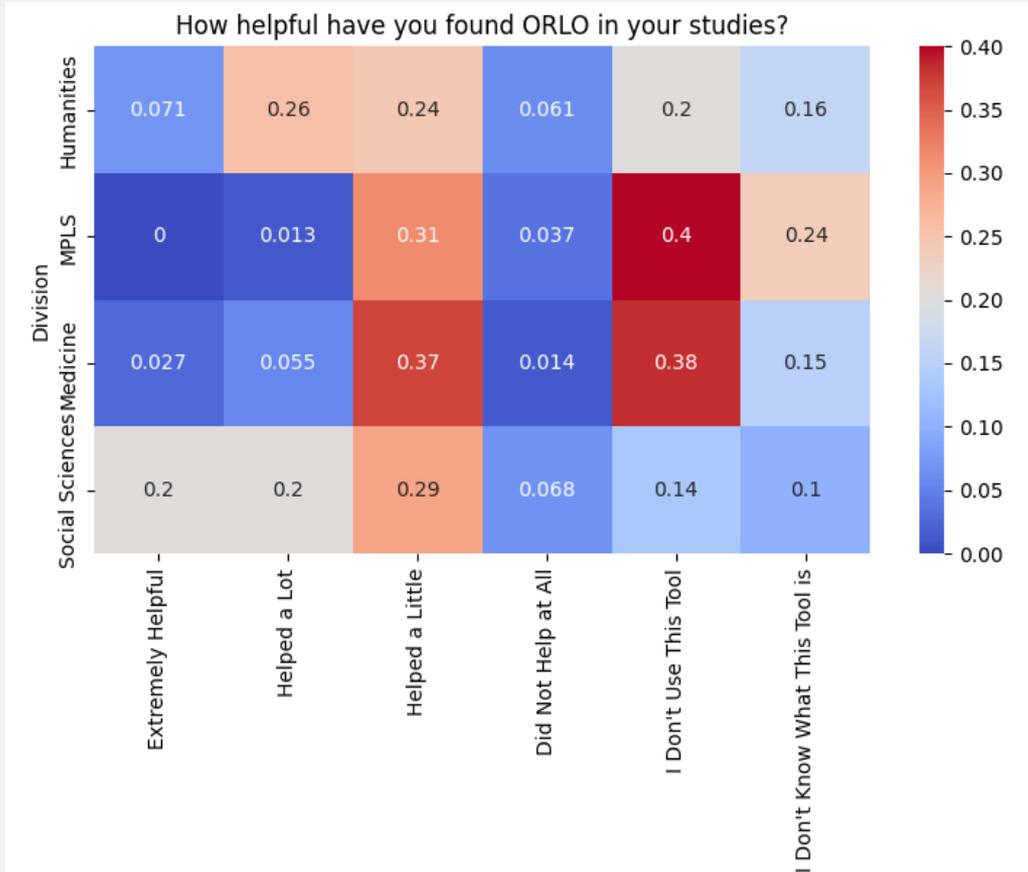
ORLO – Finding #1

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ORLO



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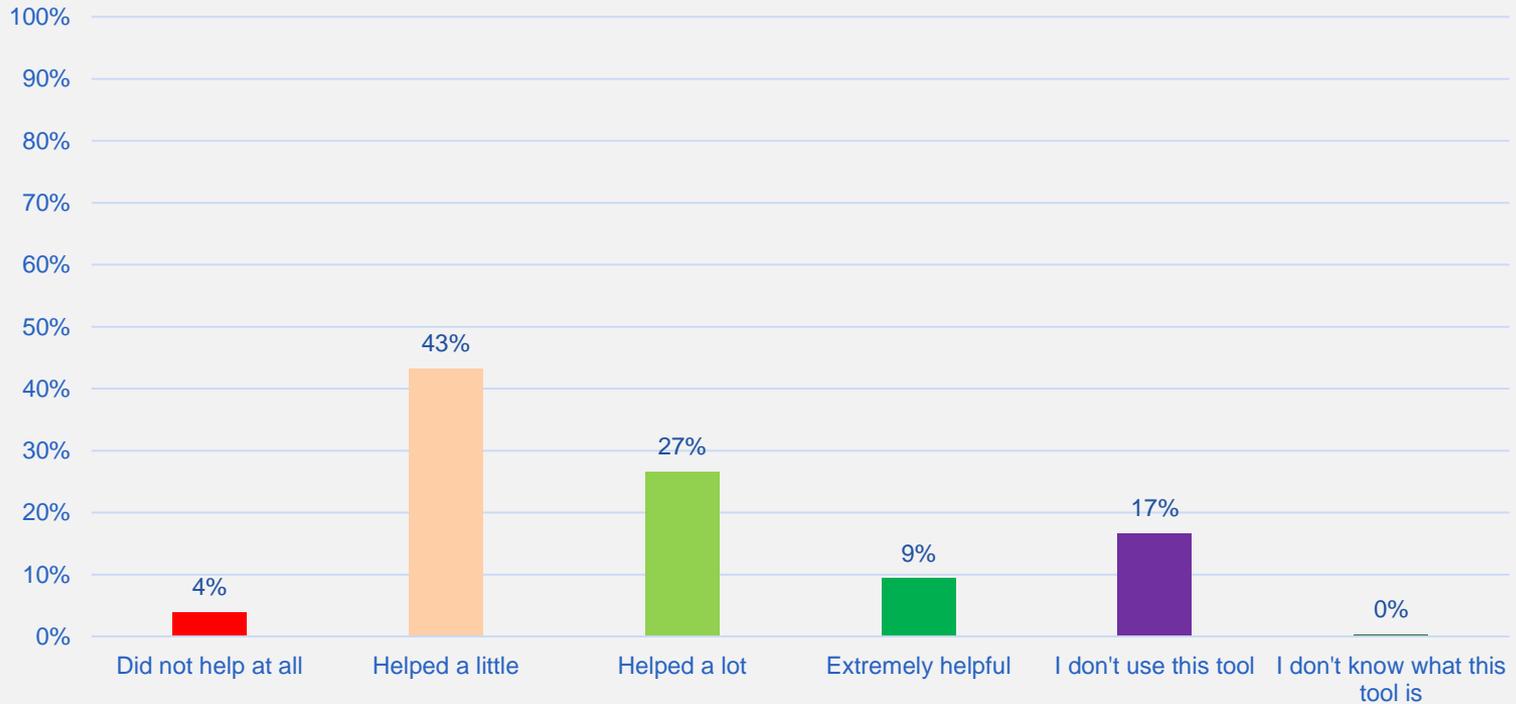
There is a relationship between how helpful a student finds ORLO and their division*

We can see that **Humanities** and **Social Sciences** students find ORLO **more helpful** than students from other divisions.

Microsoft Teams



To what extent has Microsoft Teams helped to support your learning?



Findings about Teams

Teams – Finding #1

Teams has been useful for students for online classes during the pandemic. It has not been commonly used beyond that

Teams – Finding #2

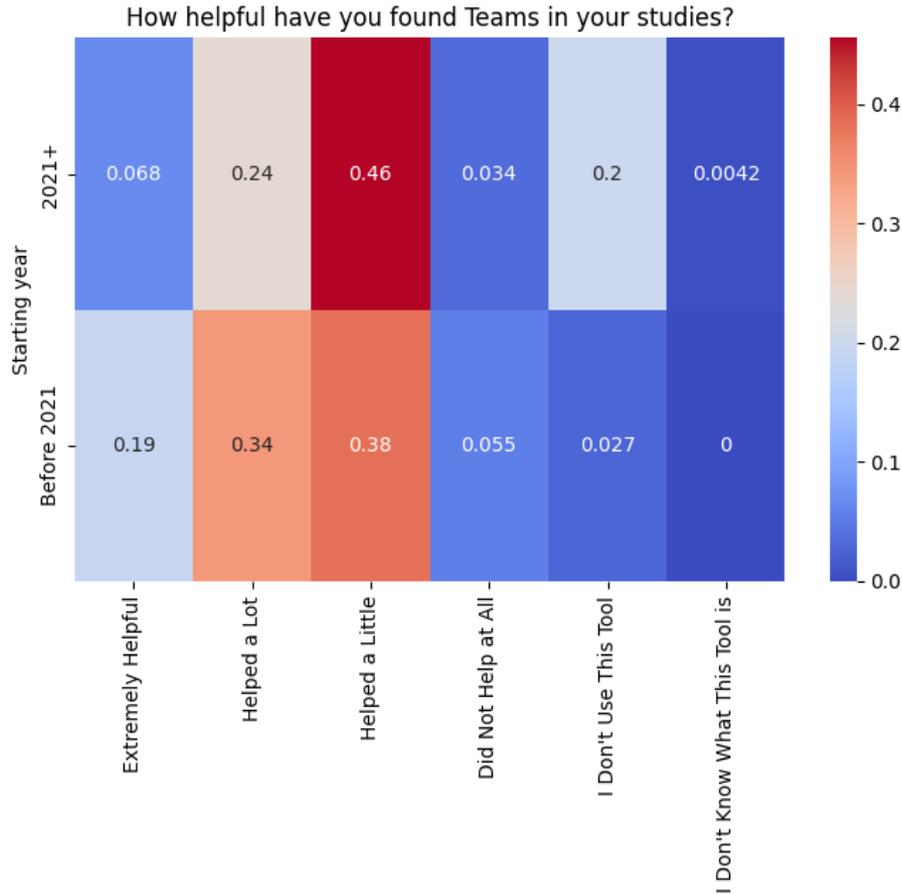
Postgraduate taught students find Microsoft Teams more useful than undergraduate students

Teams – Finding #3

MPLS students find Teams a less useful tool than students from other divisions

Teams – Finding #1

Teams has been useful for students for online classes during the pandemic. It has not been commonly used beyond that



This suggests that students who were doing their degree **during the pandemic (2020)** found Microsoft Teams **more helpful** than those who were not studying here then*

“

During lockdown - the only way of seeing people and attending tutorials. ”

Medical Sciences, started 2019

“

Lockdown tutorials. It admittedly has not been helpful since. ”

MPLS, started 2020

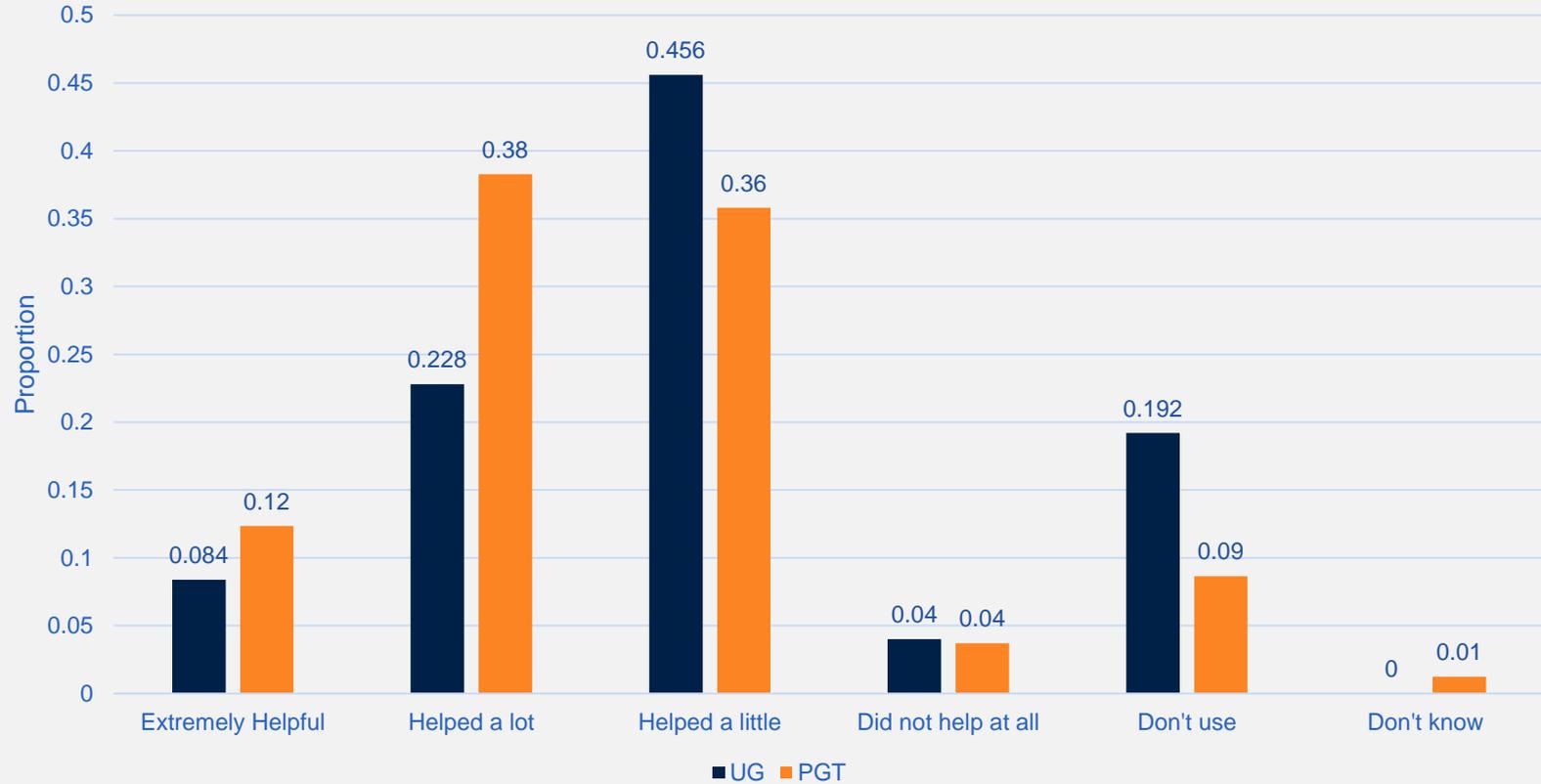


My tutor used Teams for all of her learning materials and we submitted essays/assignments through Teams.

Teams – Finding #2

**Postgraduate taught
students find Microsoft
Teams more useful than
undergraduate
students**

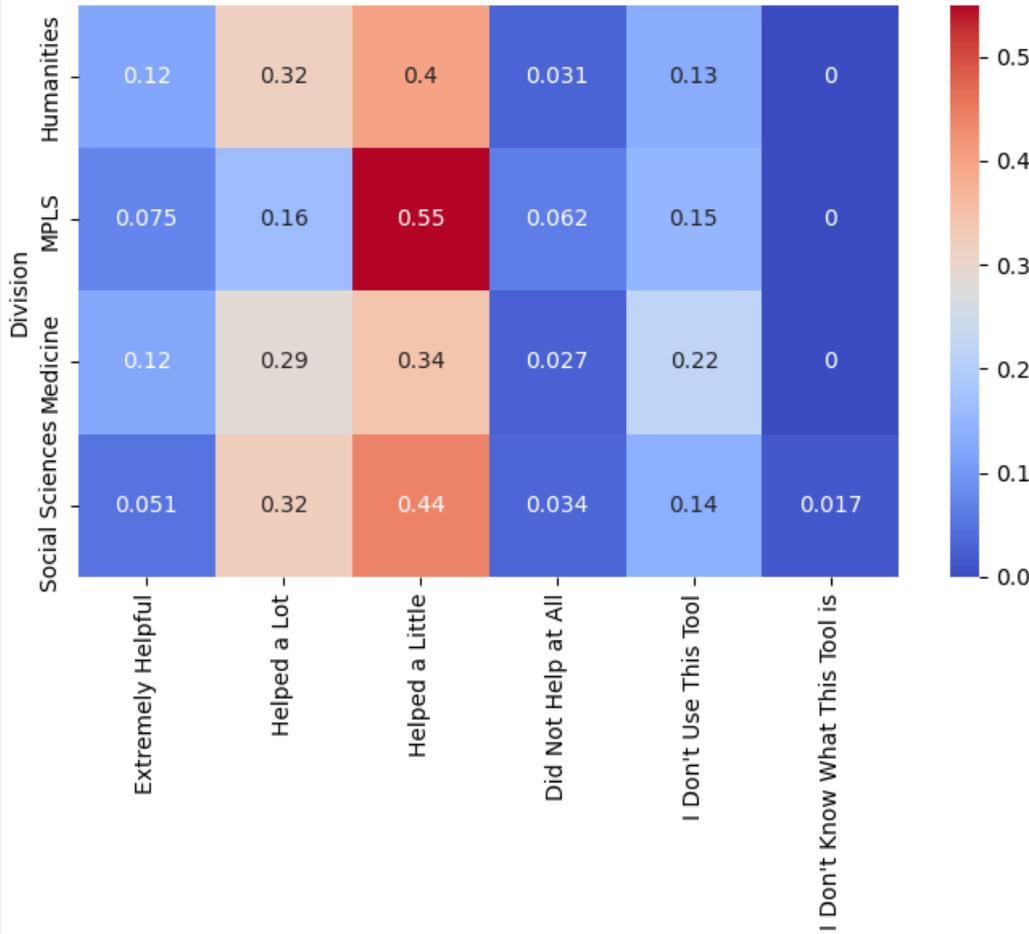
Teams



Teams – Finding #3

**MPLS students find
Teams a less useful
tool than students
from other divisions**

How helpful have you found Teams in your studies?



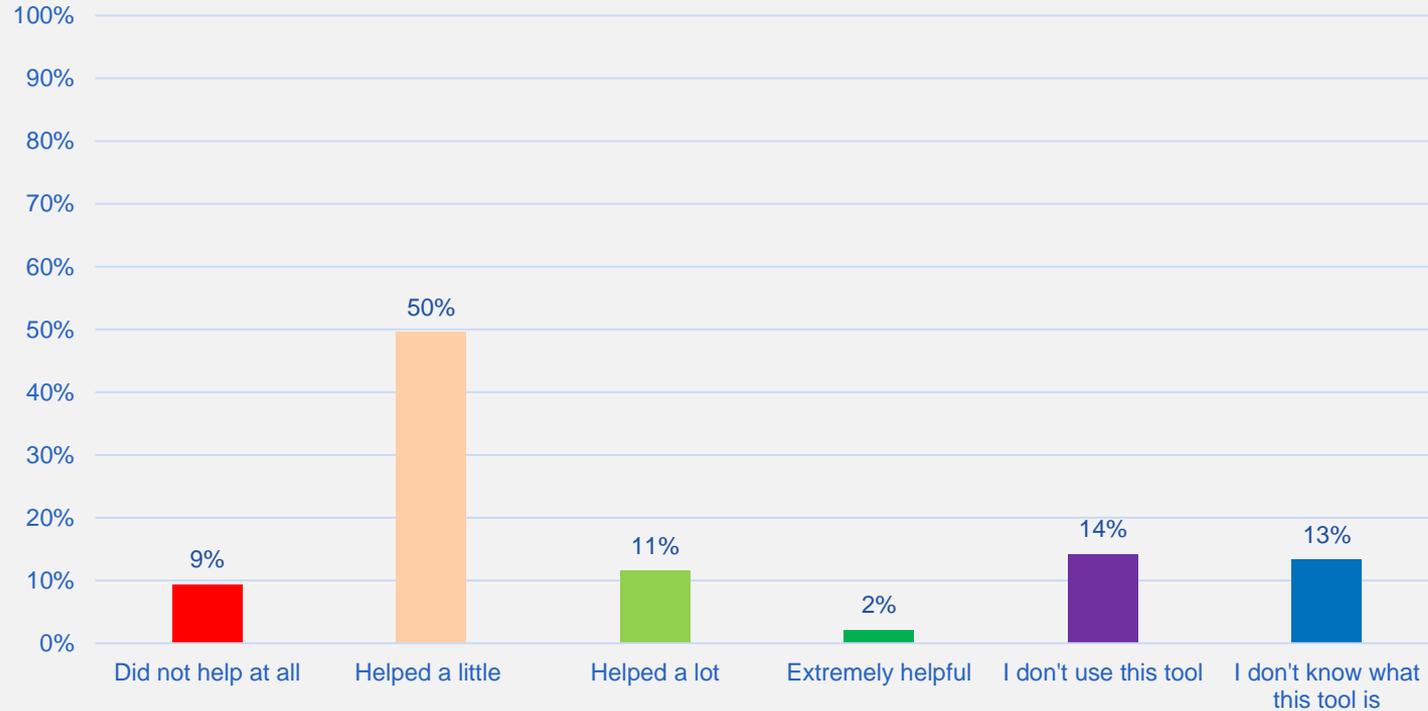
There is a relationship between how helpful students find Teams and their divisions*

This suggests that **MPLS** find Teams **less useful** than the other divisions.

TMS



To what extent has TMS helped to support your learning?



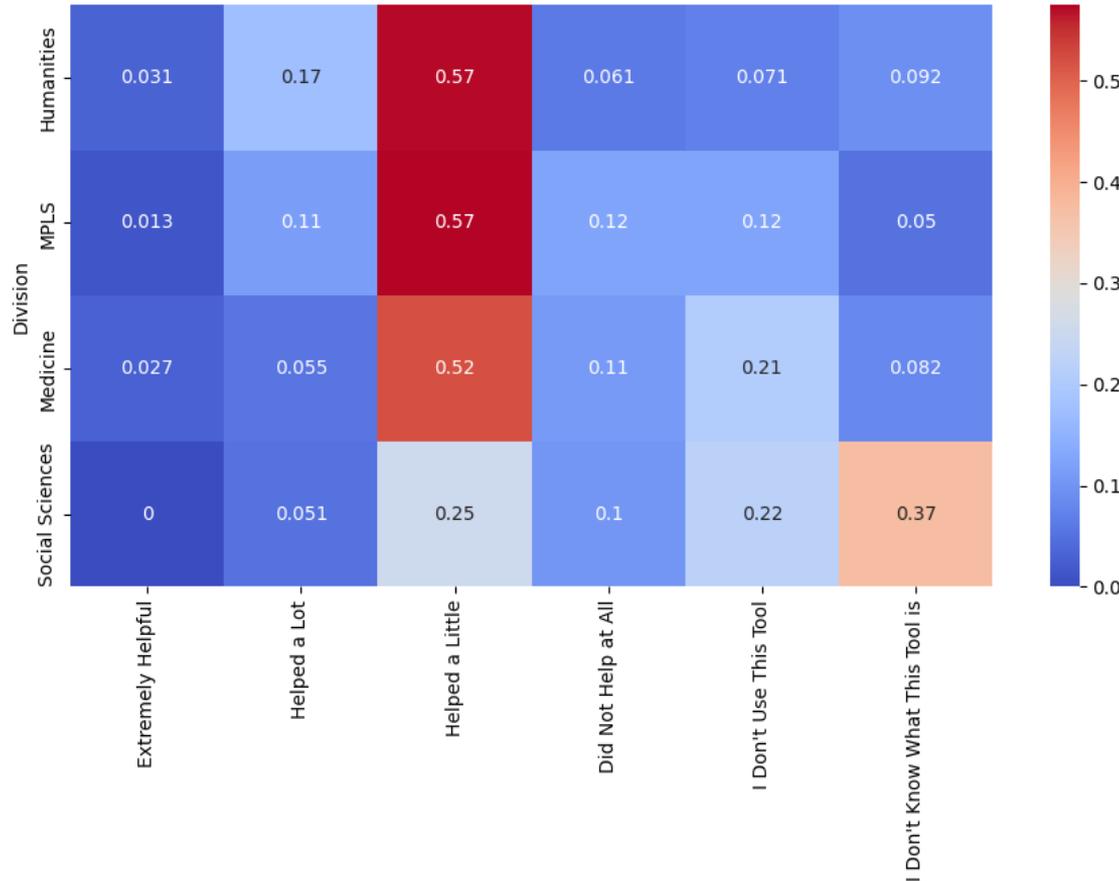
Findings about TMS

TMS – Finding #1

**Students in different
divisions feel
differently about how
helpful TMS is for
them**

**Students in different
divisions feel
differently about how
helpful TMS is for
them**

How helpful have you found TMS in your studies?



Students we surveyed did not feel TMS was very helpful in their studies.

Social science students do not use TMS as much as students from other divisions.

Inspira



Findings about Inspera

Inspira – Finding #1

**Many students we
interviewed did not
enjoy the experience
of using Inspira**

Many students we interviewed did not enjoy the experience of using Inspera



Not allowing resubmissions before the deadline was a big thing...And what freaked me out was previously when you submitted a bit of work and you won't get a confirmation e-mail.

“

It was very unclear how the system worked.

”

UG Humanities
student

“

Submission process which very stressful experience.

”

UG MPLS
Student

Oxford Digital Tools– Finding #1

**Students feel the Oxford
digital experience is
fragmented and can be
difficult to navigate
efficiently**

84% of students surveyed
wanted one digital hub.

“ there are often multiple places/sites I need to use for a single task. ”

“ it is quite hard to keep up with every task on every app. ”



There shouldn't be so many different sites and tools. I don't want to have to use evision and Inspira and Canvas for different things. It's so confusing.

Digital Tools Recommendations

1. It is recommended that teaching staff/administrators be consistent with how they use Canvas, and make it clear to their students how they're expected to use it.
2. It is recommended that departments use the university wide example (from particular courses) of how best Canvas can be laid out and used.
3. It is recommended that departments record and upload all lectures.
4. It is recommended that the University make a guide for students on how to navigate Panopto.

Digital Tools Recommendations

5. It is recommended that Departments put direct links to the lectures for a course on the course's page on Canvas/Moodle to reduce the confusing navigation of Panopto.
6. It is recommended that college/department libraries should do sessions on using SOLO effectively at the beginning of a students' degree [to make sure students get the best out SOLO, since it is clearly a very important tool.

Digital Tools Recommendations

7. It is recommended that Inspira implement a system that confirms to a student once their work has been submitted.
8. It is recommended that the University should offer sessions on how to use Inspira and how it works.
9. Recommendations are made for a centralised student hub.



Core non-Oxford tools

Core Non-Oxford Digital Tools Findings

Core non-Oxford Digital Tools – Finding #1

[Contents](#)

Microsoft Word, Google Docs, Notion and Goodnotes are the most popular tools for note taking

Core non-Oxford Digital Tools – Finding #2

Microsoft Word, Google Doc and Grammarly are the most popular tools for reading and writing

Core non-Oxford Digital Tools – Finding #3

Zotero and Mendeley are the most popular reference managers

Core non-Oxford Digital Tools – Finding #4

WhatsApp, Facebook, Google Drive and Zoom are the most commonly used tools for communication and collaboration

Core Non-Oxford Digital Tools Findings cont.

Core non-Oxford Digital Tools – Finding #5

Google Drive, Notion, SharePoint and Dropbox are the most commonly used tools for organisation and storage

Core non-Oxford Digital Tools – Finding #6

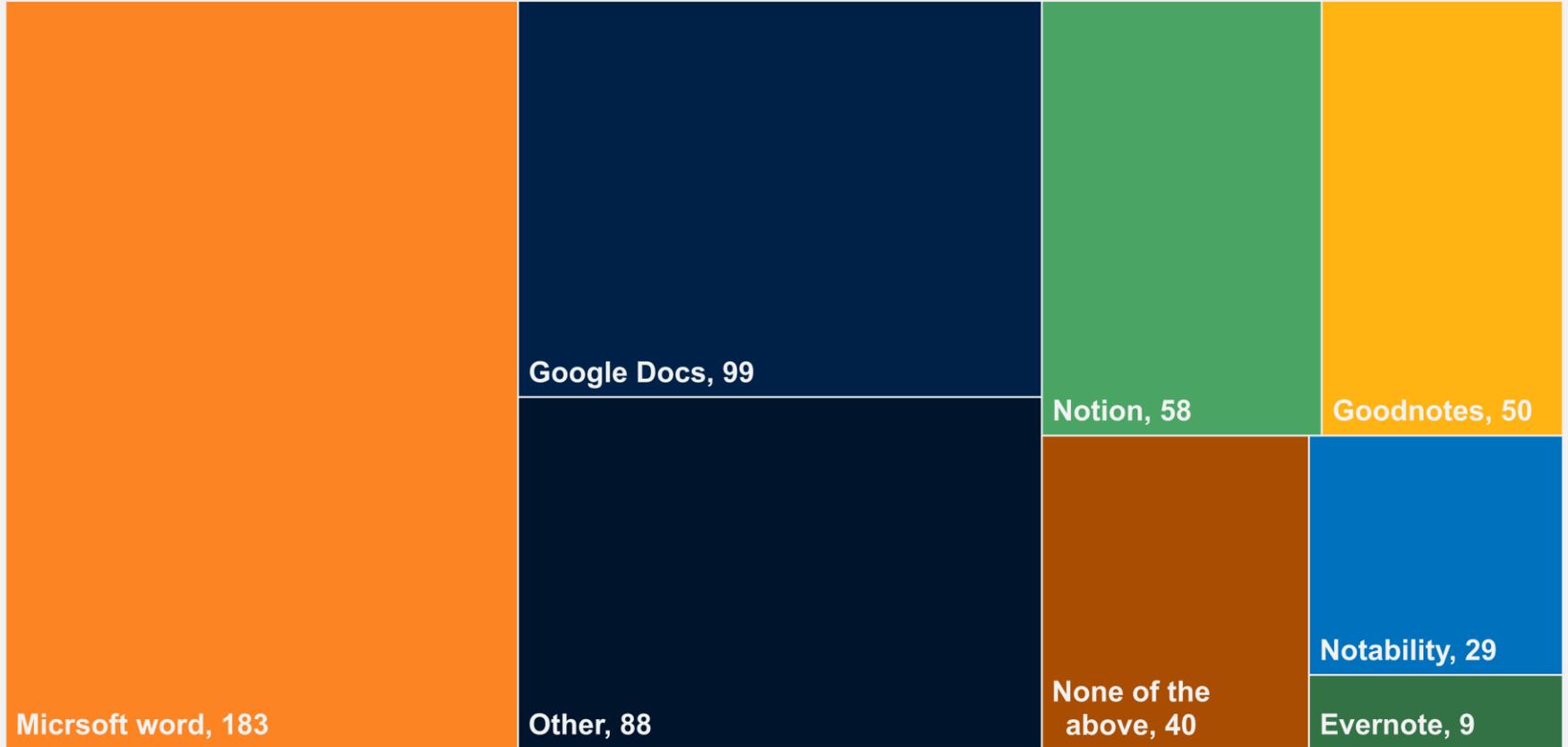
The majority of surveyed students DO NOT use AI tools. Among those who do, ChatGPT is the most popular

Core non-Oxford Digital Tools – Finding #7

24.8% of surveyed students pay for access to these tools

Microsoft Word, Google Docs, Notion and Goodnotes are the most popular tools for note taking

NOTE TAKING



“

I just struggled to use paper at the start and I quickly switched on to like the notion note taking app and it's been great.

”

“

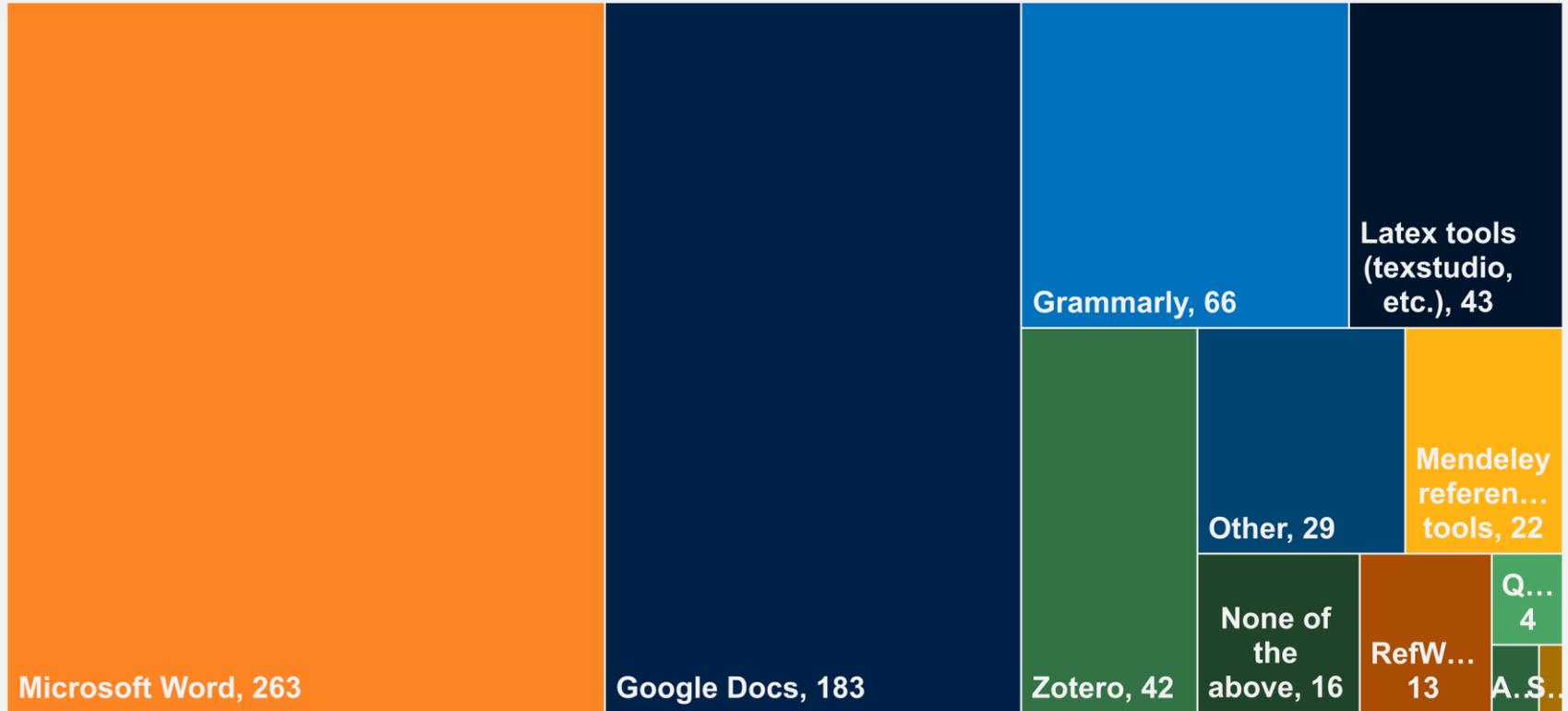
GoodNotes - really useful for annotating and organising lecture content.

”

Core non-Oxford Digital Tools – Finding #2

Microsoft Word, Google Doc and Grammarly are the most popular tools for reading and writing

READING AND WRITING





I prefer Microsoft word
because it feels a little
more robust.



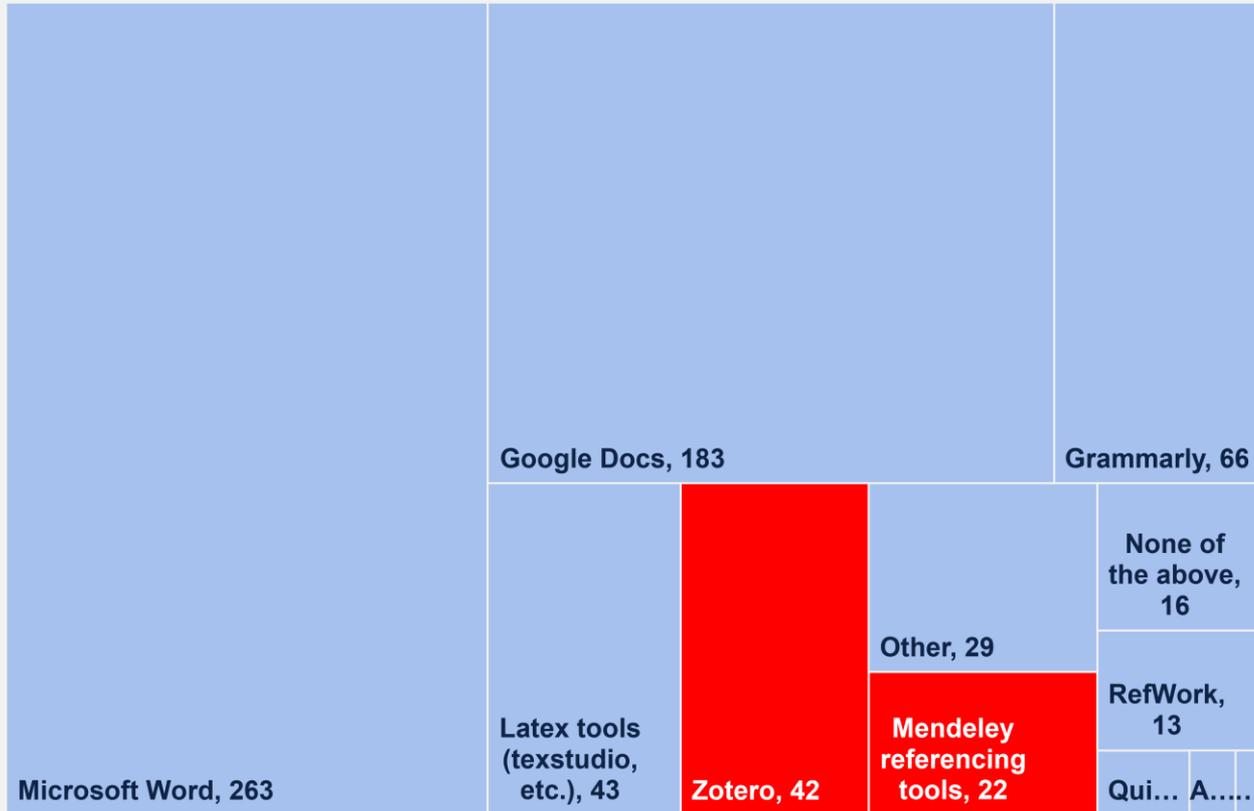
Grammarly I received in the disability student package thing, so I wasn't using it before. I didn't think I needed to use it, but I think it can be helpful.



Core non-Oxford Digital Tools – Finding #3

**Zotero and Mendeley
are the most popular
reference managers**

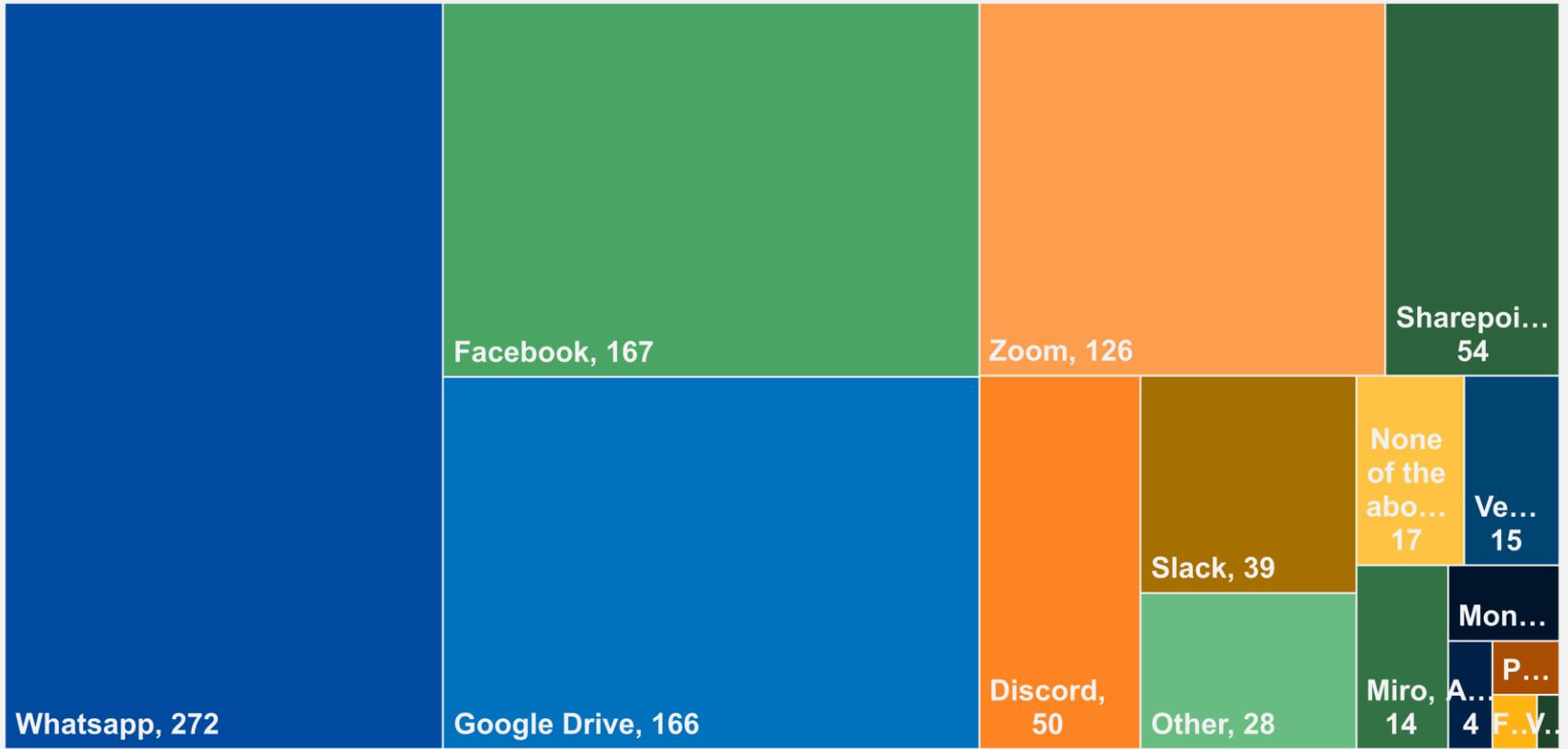
READING AND WRITING



Of the referencing tools we asked students about in the survey, the most commonly used ones were Mendeley and Zotero.

**WhatsApp, Facebook,
Google Drive and Zoom
are the most commonly
used tools for
communication and
collaboration**

COMMUNICATION AND COLLABORATION





And what was very useful was having the WhatsApp groups, which we'd set up. We were able to just [...] exchange information about things.

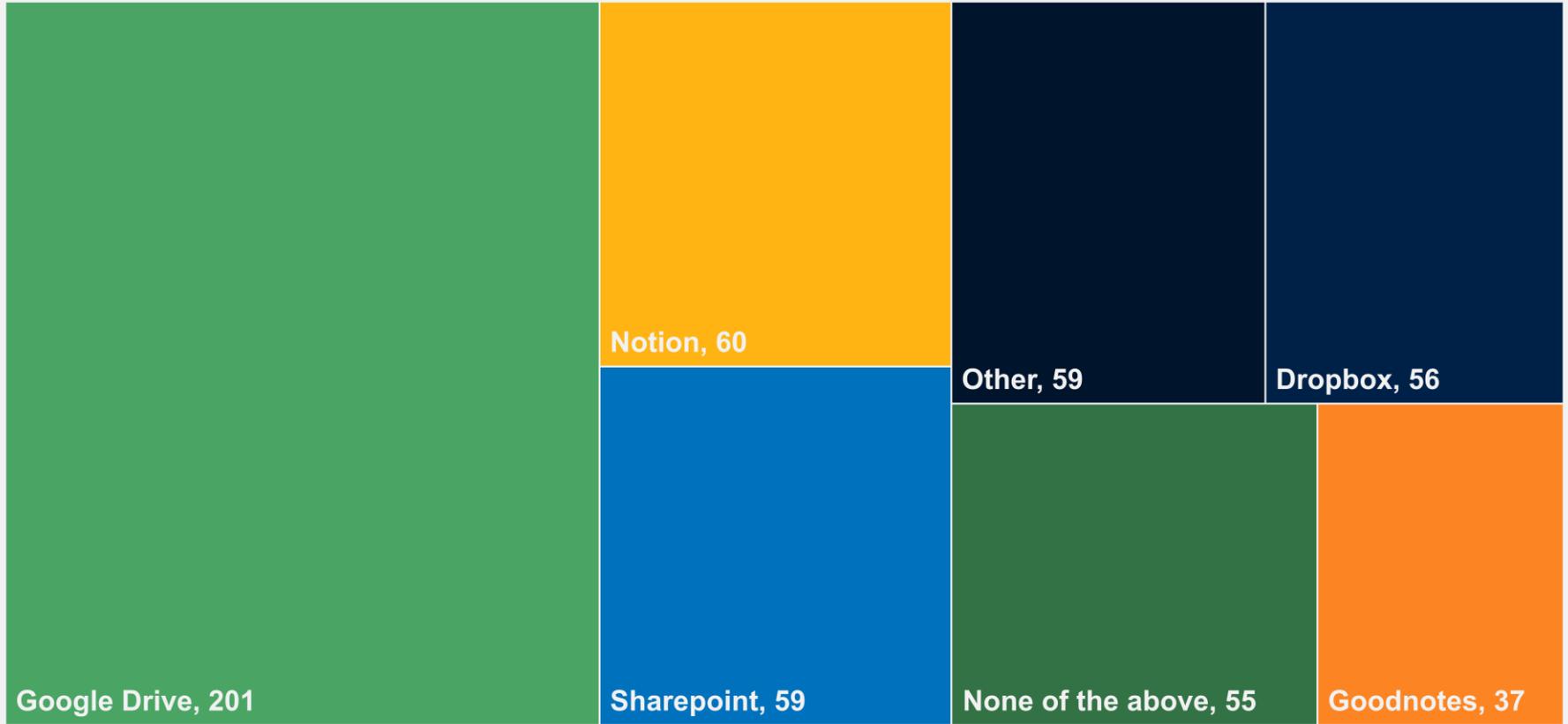


WhatsApp is sort of a supplementary tool, but it is useful just because it's so easy and everyone uses you can access someone directly from their phone.

Core non-Oxford Digital Tools – Finding #5

**Google Drive, Notion,
SharePoint and Dropbox
are the most commonly
used tools for organisation
and storage**

ORGANISATION AND STORAGE



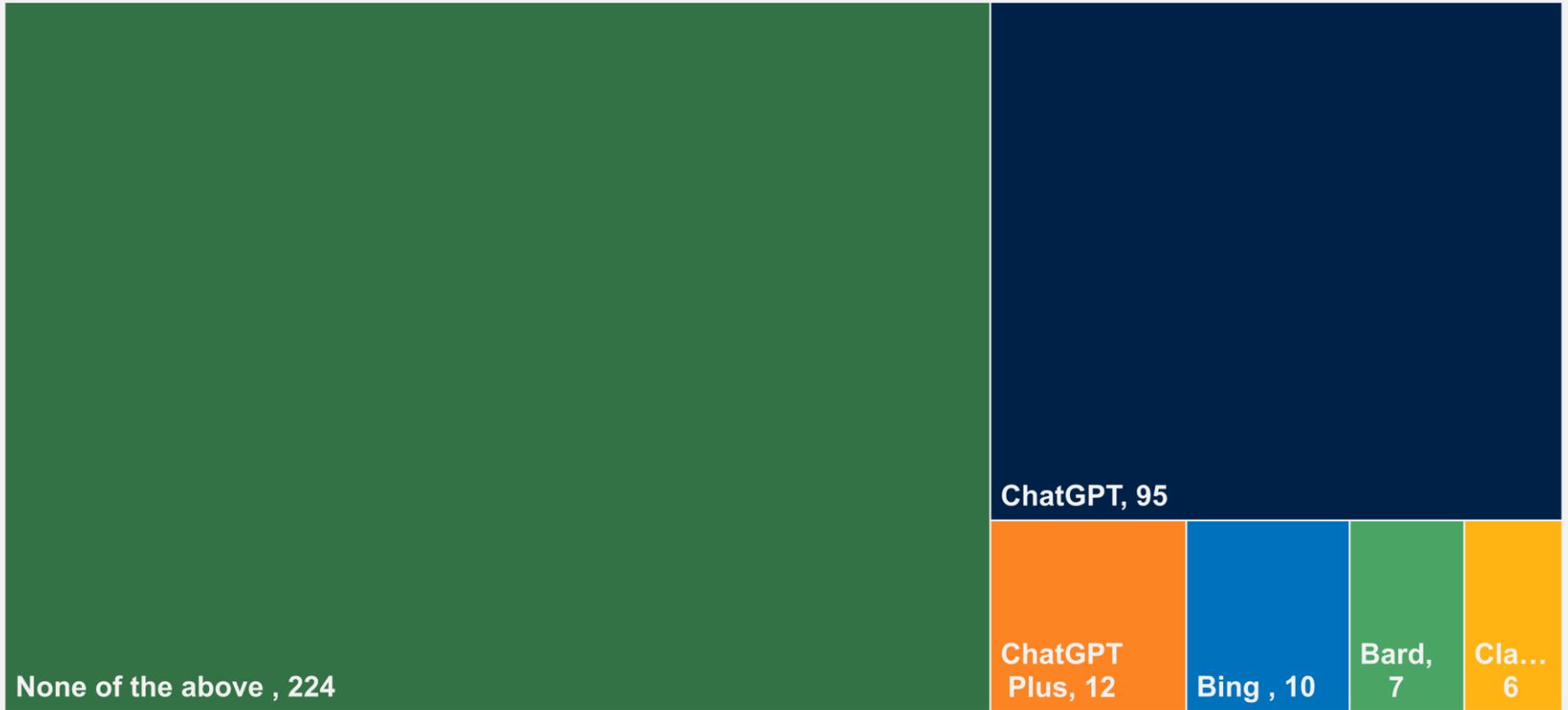


Google drive seems to be the tool of choice amongst students collaborating on a piece of work so maybe some introductory sessions for how to use it for those less familiar to the system.

Core non-Oxford Digital Tools – Finding #6

The majority of surveyed students DO NOT use AI tools. Among those who do, ChatGPT is the most popular

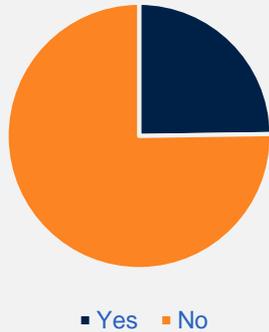
AI CHATBOTS



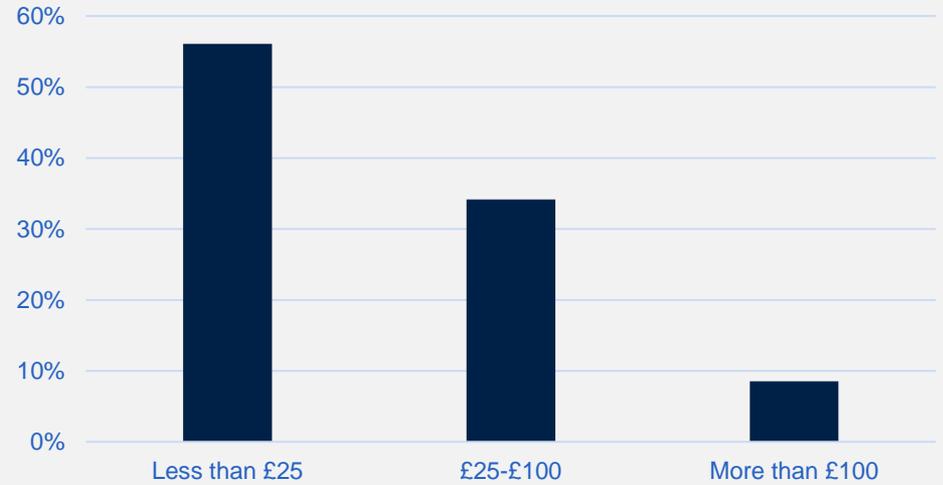
Core non-Oxford Digital Tools – Finding #7

24.8% of surveyed
students pay for access to
these tools

Have students paid for access to any of these tools?



How much do students pay for these tools?



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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

- 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