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A large, ornate domed building, likely a university hall or library, with a prominent dome and classical architectural details. The building is set against a clear blue sky.

Findings from 2023 Digital Needs Internship – Digital Transitions



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.

Findings about Transition

Transition-Key Finding #1

Digital Transitions to Oxford encompass a diverse spectrum of experiences

Transition - Finding #2

Of the interviewed students who struggled during the transition to Oxford, the most frequent reasons concerned the use of tools and skills for specific academic tasks

**Digital Transitions to
Oxford encompass a
diverse spectrum of
experiences**

- It is not necessarily true that the transitioning period constitutes the major digital pain points for students.
- 9 out of 13 students interviewed suggested that they did not struggle with the transition to Oxford in terms of digital skills or knowledge of digital tools.
- 4 students from this sample (30%) did struggle with a number of key parts of their course teaching.

“

[the transition] was actually alright and because, I mean, we don't seem to need to use any specifically like really complicated digital stuff at Oxford's at least I haven't needed to for my degree.

”

UG Medical Sciences student
(Interview)



“

I was a little familiar with using Outlook and Teams from being at work...I was comfortable with that prior to coming to Oxford.

”

PGT Humanities student
(Interview)

Of the interviewed students who struggled during the transition to Oxford, the most frequent reasons concerned the use of tools and skills for specific academic tasks

“

I had no idea how to reference when I started uni and there was no guidance on that at all.

”

“ incoming freshers are not sure if they’re good at time management or at having their time accounted for. Nobody even gives a blueprint timetable – particularly difficult when it’s all online [...] even finding time to eat was something we all struggled with.

”

UG MPELS student
(Interview)



“

I was handwriting stuff in first term first year and I should not have been. It was very inefficient and there wasn't any guidance on.

”

UG Humanities student
(Interview)



Recommendations

1. It is recommended that **departments create and circulate course-specific guides** on how to use digital tools and develop digital skills for their course.
2. We suggest that such a guide should be circulated when students arrive at Oxford and be located at an **easily accessible** forum.

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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