

Centre for
Teaching
and Learning



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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



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**

Introduction to the
project

How to use the slide
deck

Transition

Devices

Digital
Tools

Digital
Skills

Digital
Wellbeing

Digital
Inequalities

Digital
Transformation

High Impact
Recommendations

Reflections

How to access the raw
data

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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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How to use the slide deck



Sampling segments

- It is not expected that the slide deck will be used in its entirety. Our findings are segmented into mostly self-contained units for users to extract and present as needed
- E.g. If you have a specific focus on Digital Devices, the 'Devices' section of this slide deck can be paired with our general information about the project and its aims and taken separately
- Individual theme-based slide decks are also available to use on the CTL website [here](#)

Sampling segments continued

- It is anticipated that the slide decks be used by the relevant staff and committees within the Central University (eg. IT Services, the Bodleian Library) and Divisions and Departments, and student representatives, to understand and present student experiences and expectations for reviewing current measures and considering changes to be made

Sampling segments cont.

- Each section's first part contains general statistics about all the students we sampled
- It is followed by a number of key findings as well as supporting evidence
- The last sub-section of each main segment includes a broad summary of our recommendations to address our key findings from that section.

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Transition

Findings about Transition

Transition-Finding #1

[Contents](#)

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



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

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**



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**

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. It is recommended that such a guide needs to be circulated when students arrive at Oxford and be located at an **easily accessible** forum.

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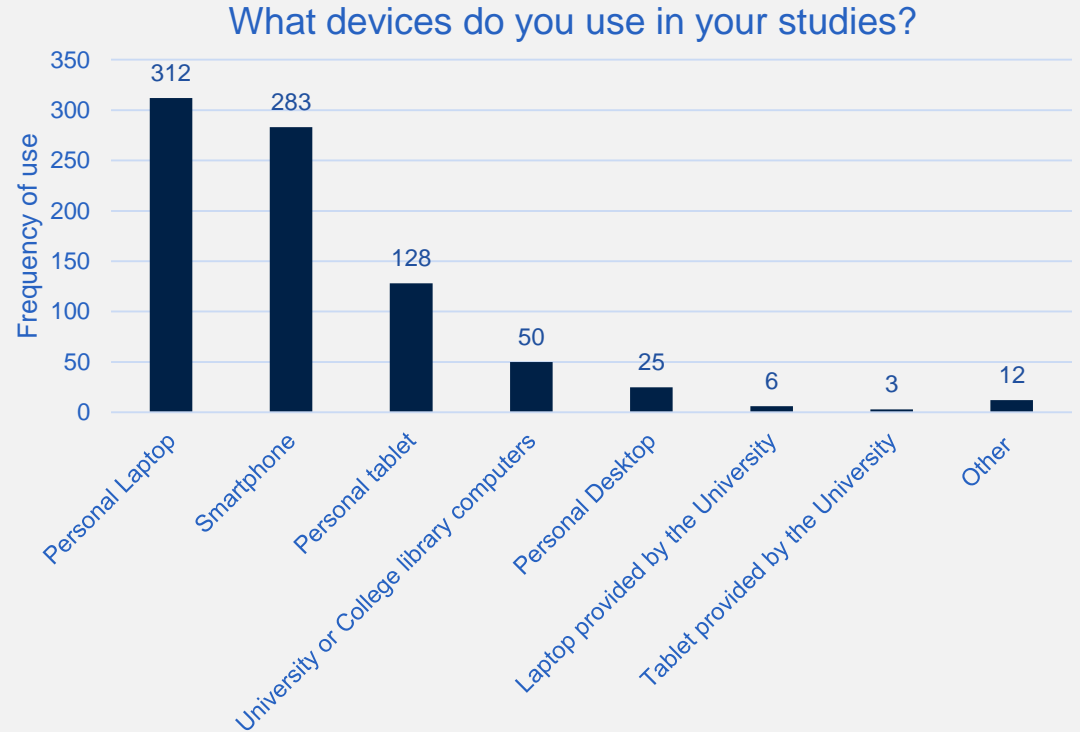
[Contents](#)

Devices

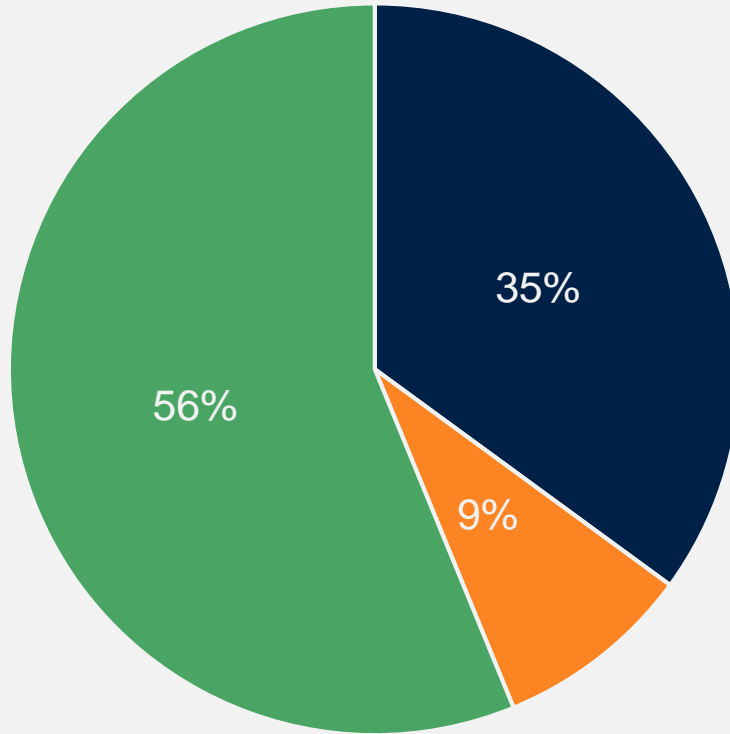
Devices Students Use

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.

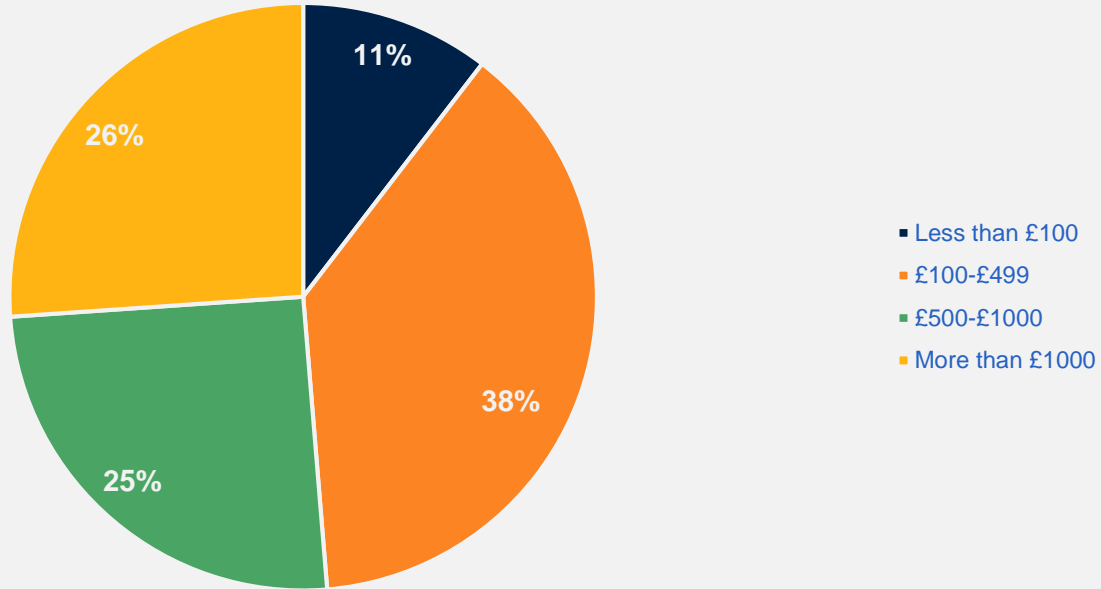


Did you need to upgrade your device(s) during your degree?



- 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, 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 Two Factor Authentication 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

Devices – Finding #1

**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 Two
Factor Authentication 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 Central University provides effective advertisement of the resources/support available for the purchase/upgrade of digital devices.
3. It is recommended that the Central University brings 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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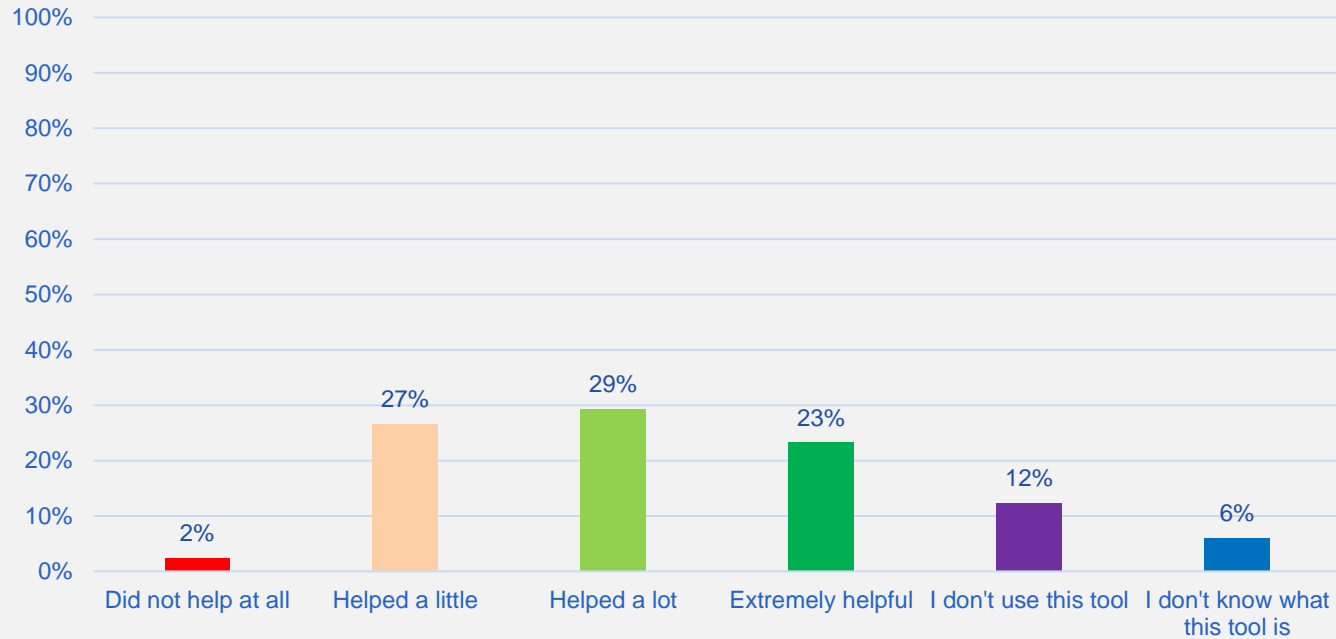


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Digital Tools

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.

”

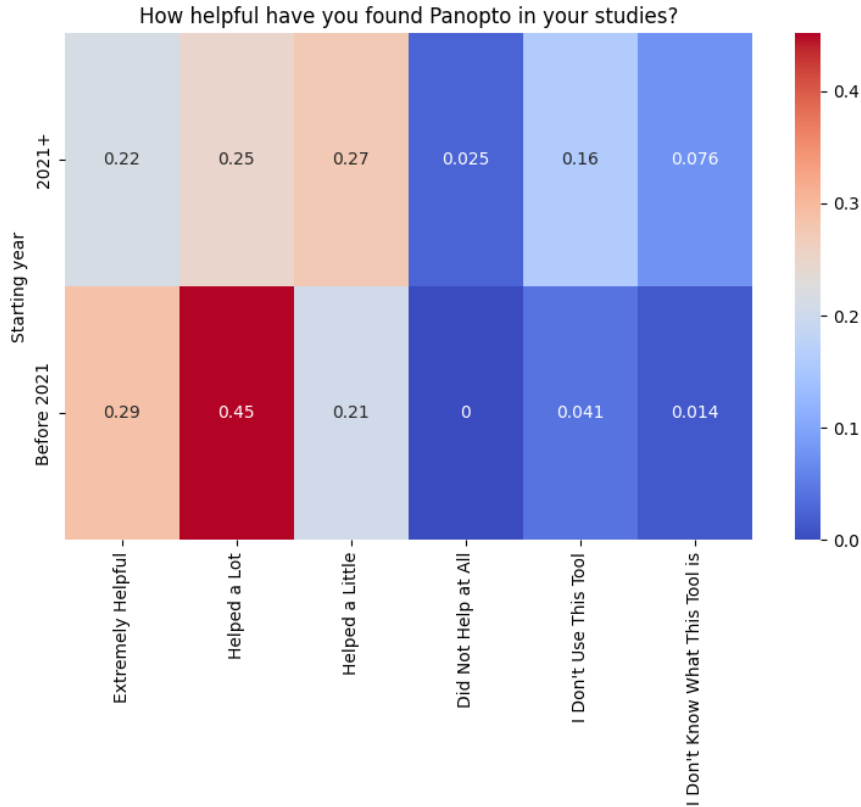
“

The interface is so confusing.

”

Medical
Sciences

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

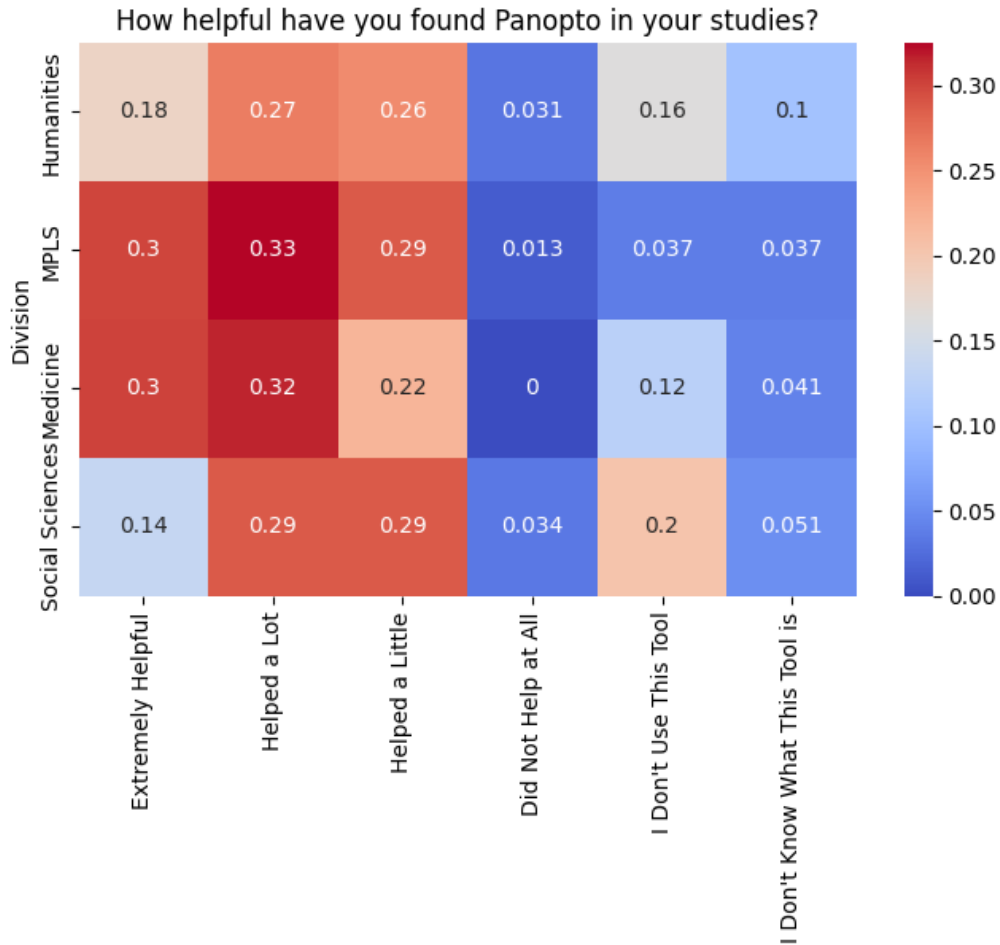


- There is a relationship between how helpful students found Panopto and the year they started their degree
- From this we see that students who started their degree **before 2021** found Panopto **more helpful**



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

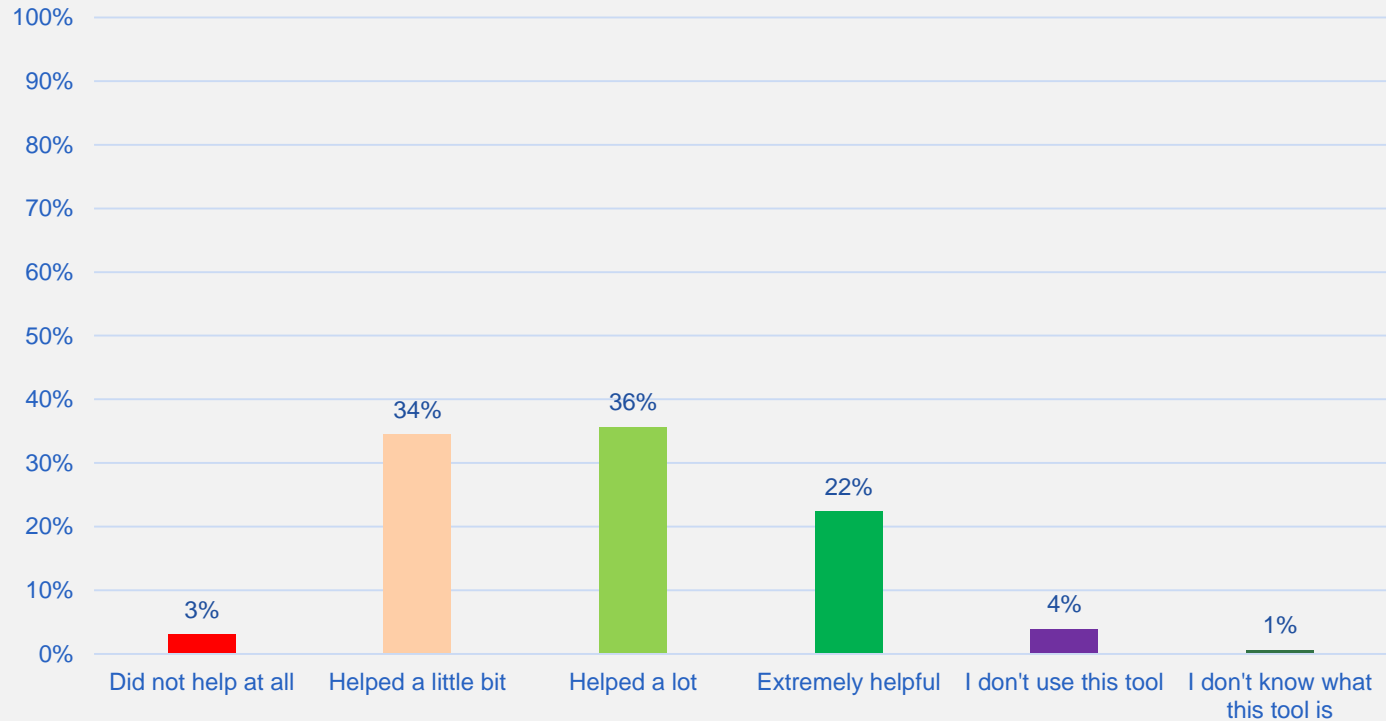
Students in different
divisions feel
differently about how
helpful Panopto is for
them



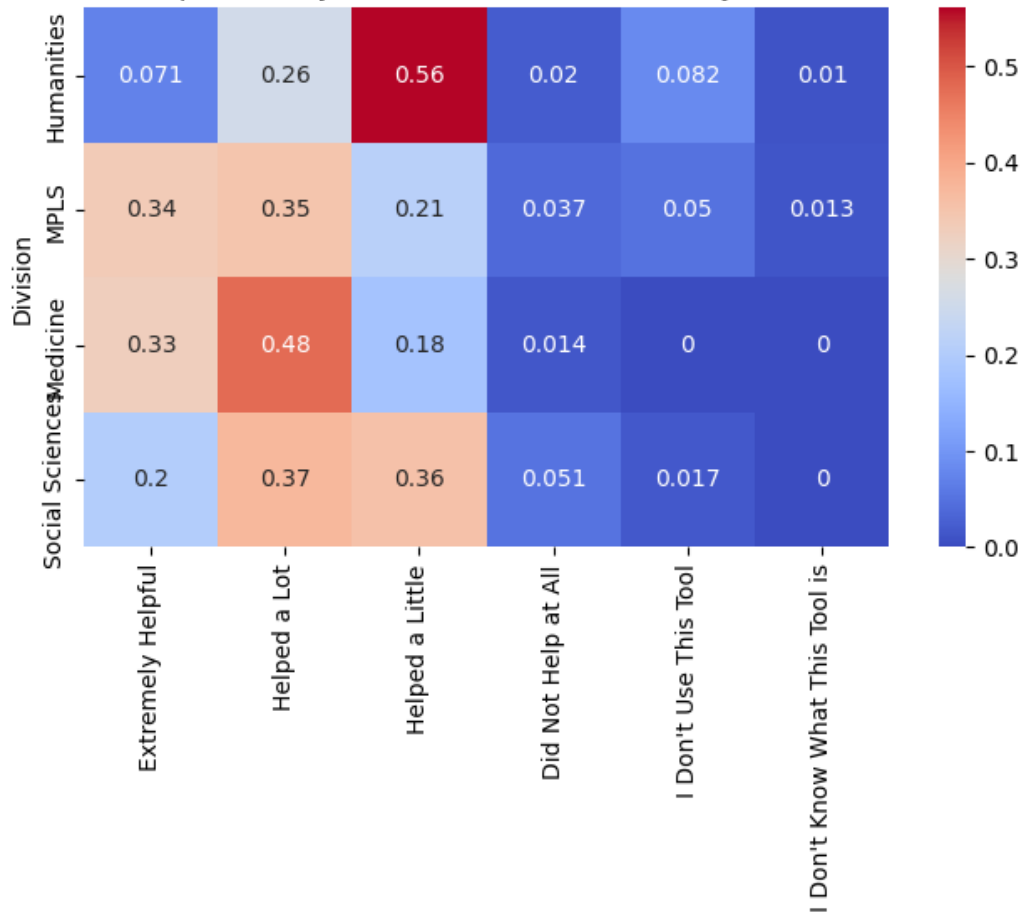
- There is a relationship between division and how helpful students find Panopto*
- From the survey data we saw that students from **MPLS** and **Medical sciences** found Panopto more helpful than Social Sciences and Humanities students

Canvas/Moodle

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



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

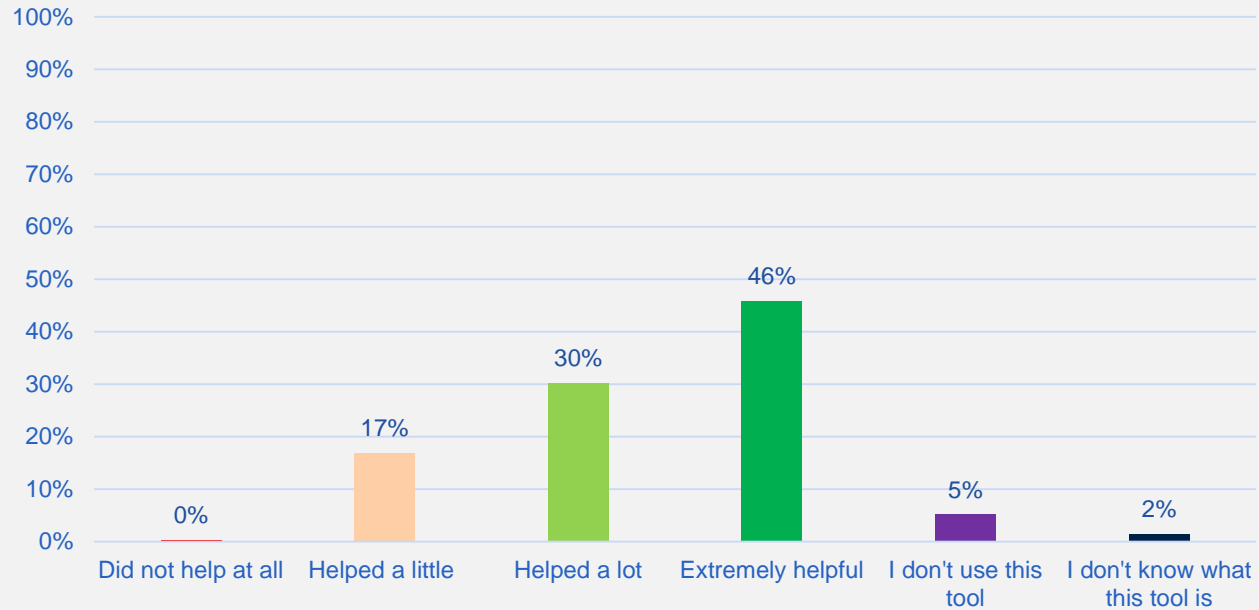


Medicine and MPLS students found Canvas/Moodle **more** helpful than students from other divisions

SOLO



To what extent has SOLO helped to support your learning?



Findings about SOLO

SOLO – Finding #1

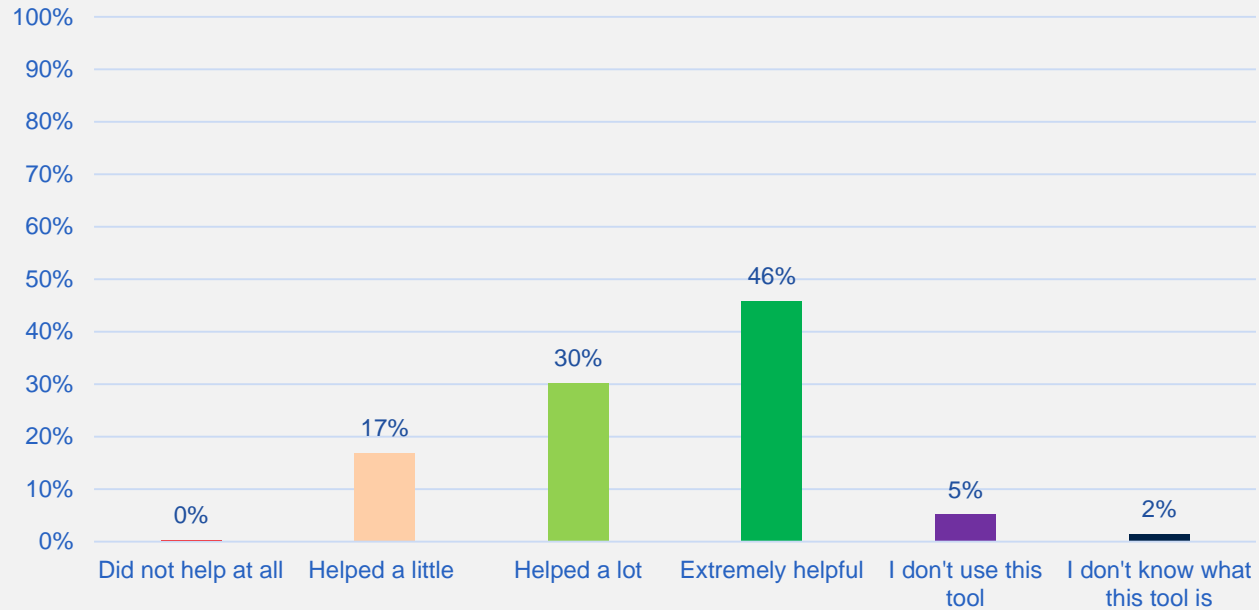
**The majority of
students have found
SOLO very useful**

SOLO – Finding #2

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

**The majority of
students 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.**



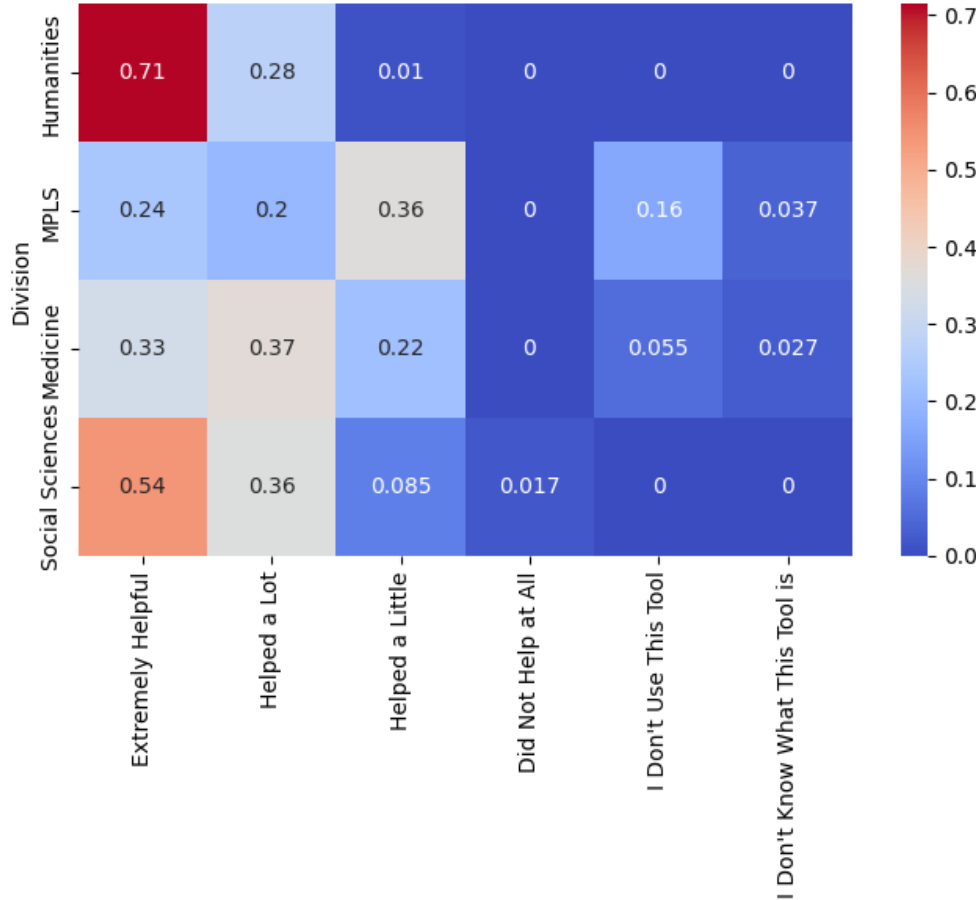
Easy to navigate - didn't need
to buy any books



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

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

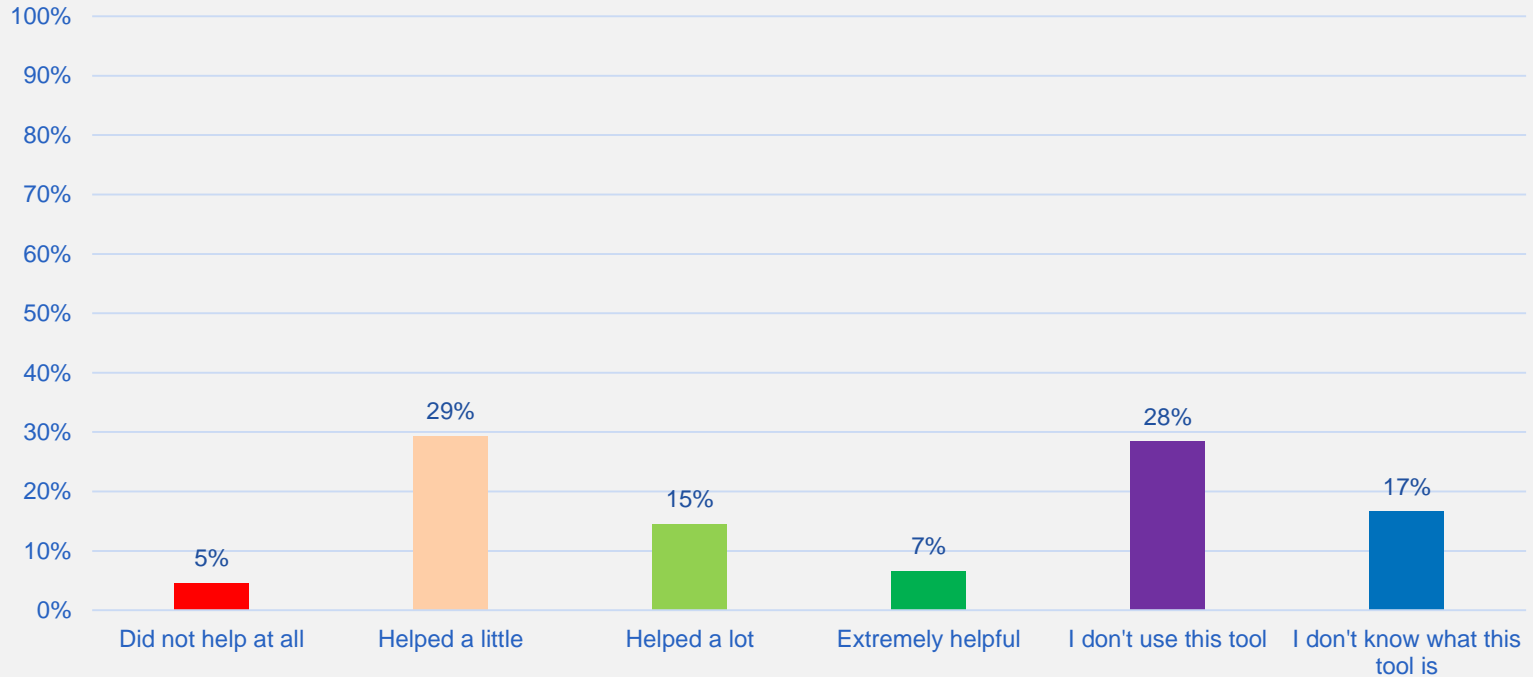
How helpful have you found SOLO in your studies?



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**

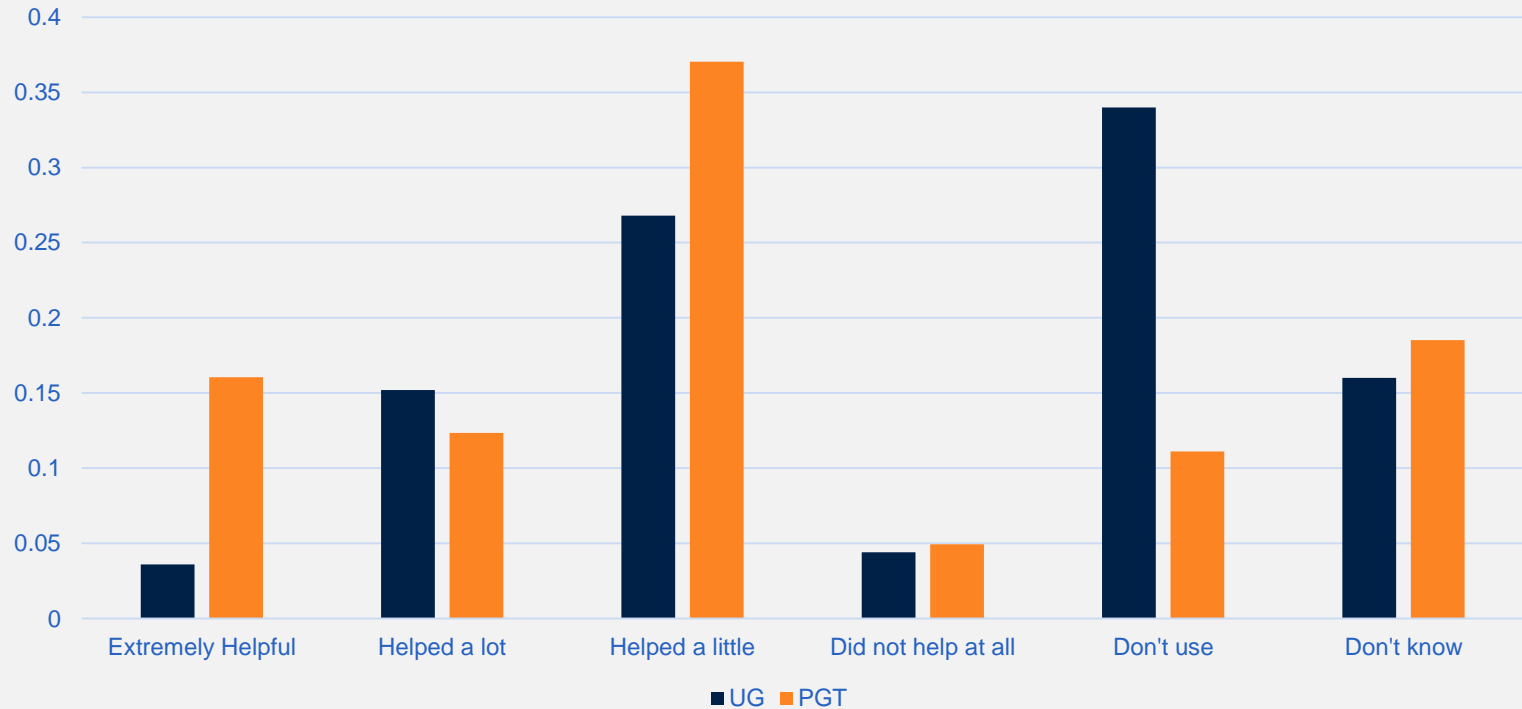
ORLO – Finding #2

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

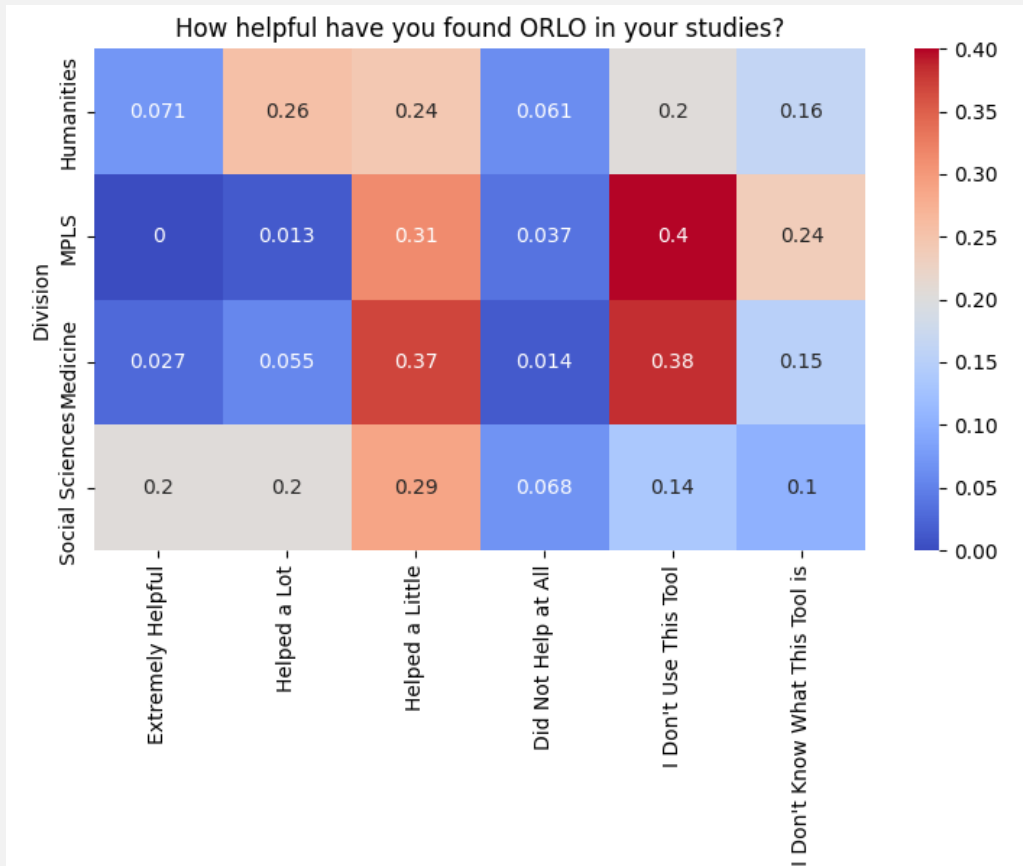
ORLO – Finding #1

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

ORLO



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

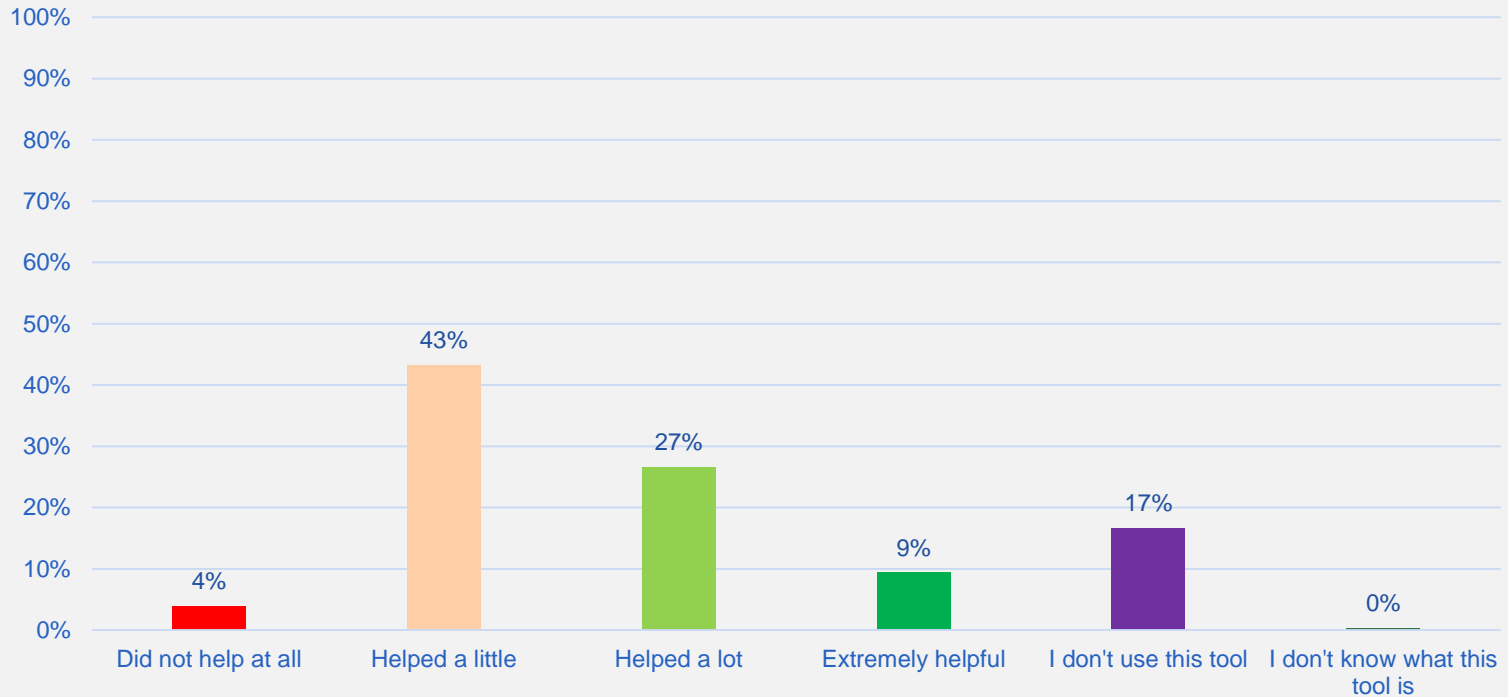


There is a relationship between how helpful a student finds ORLO and their division*

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

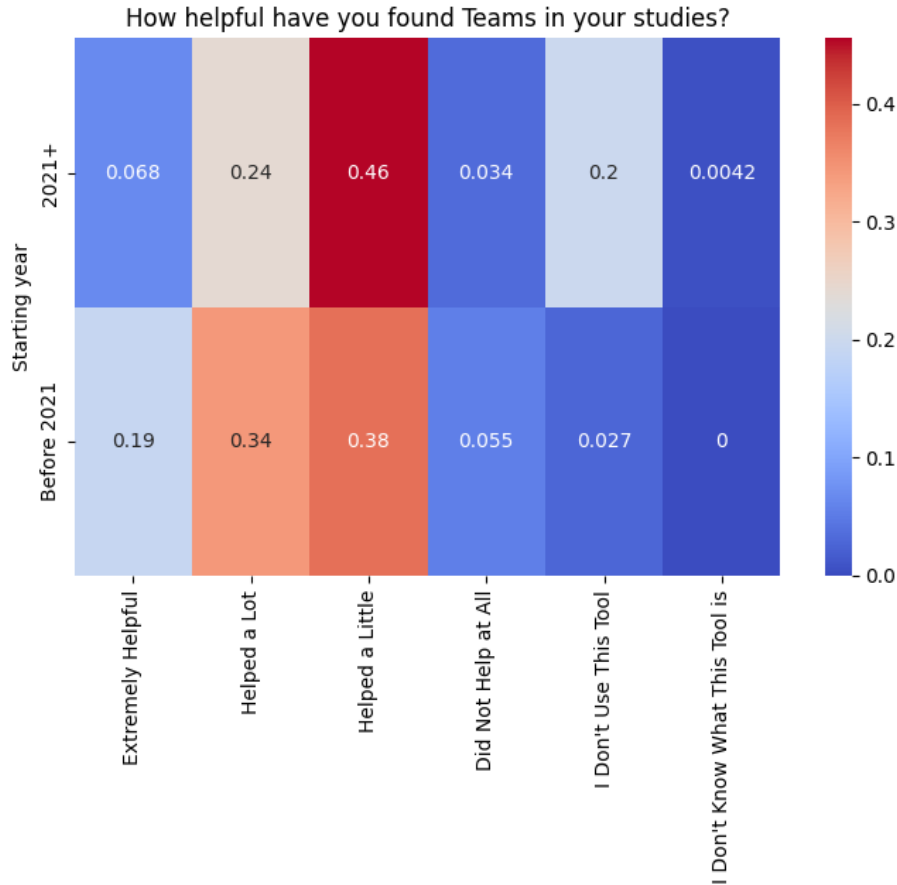
Postgraduate taught students find Microsoft Teams more useful than undergraduate students

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

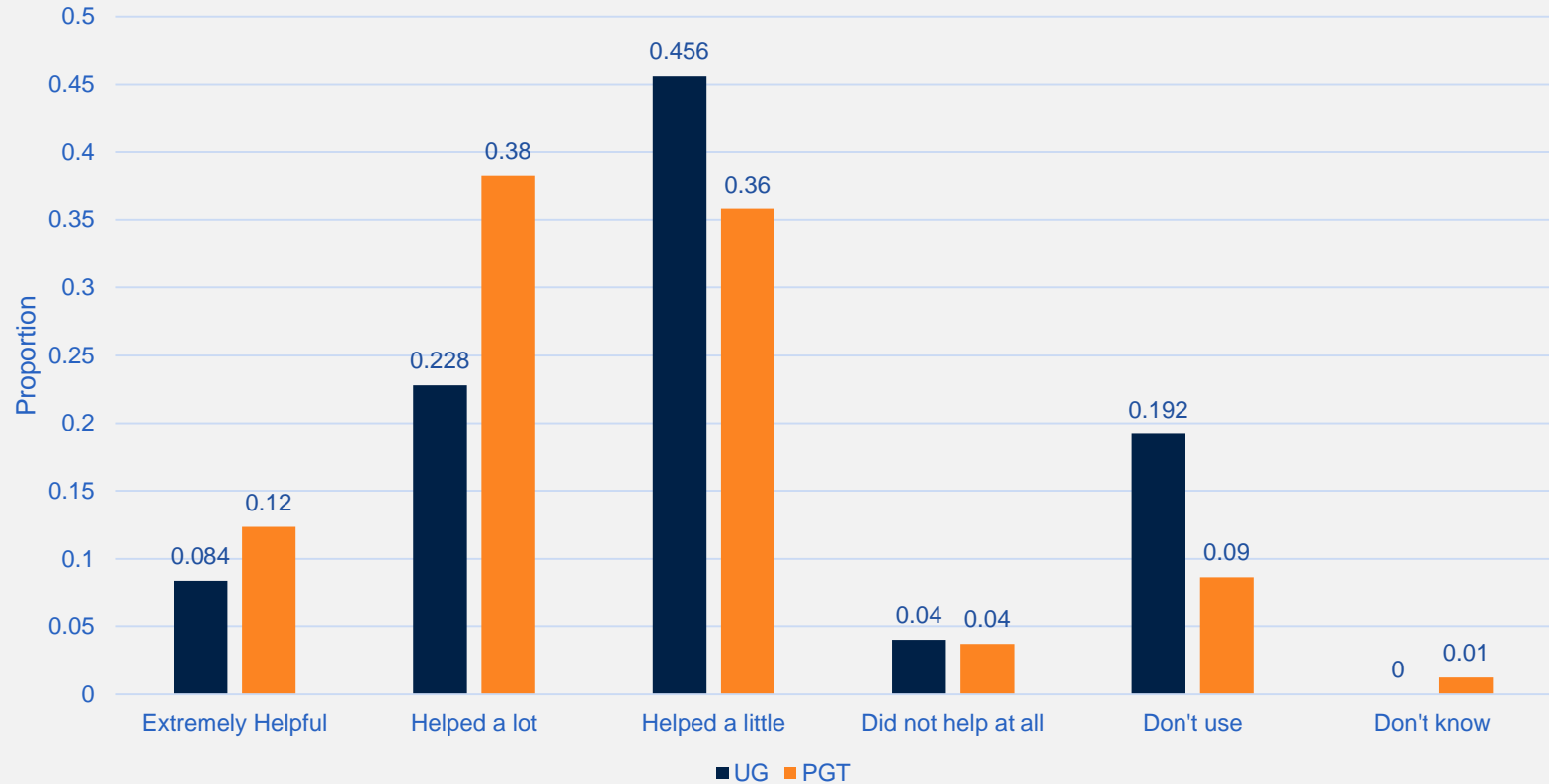


My tutor used Teams for all of her learning materials and we submitted essays/assignments through Teams.

Teams – Finding #2

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

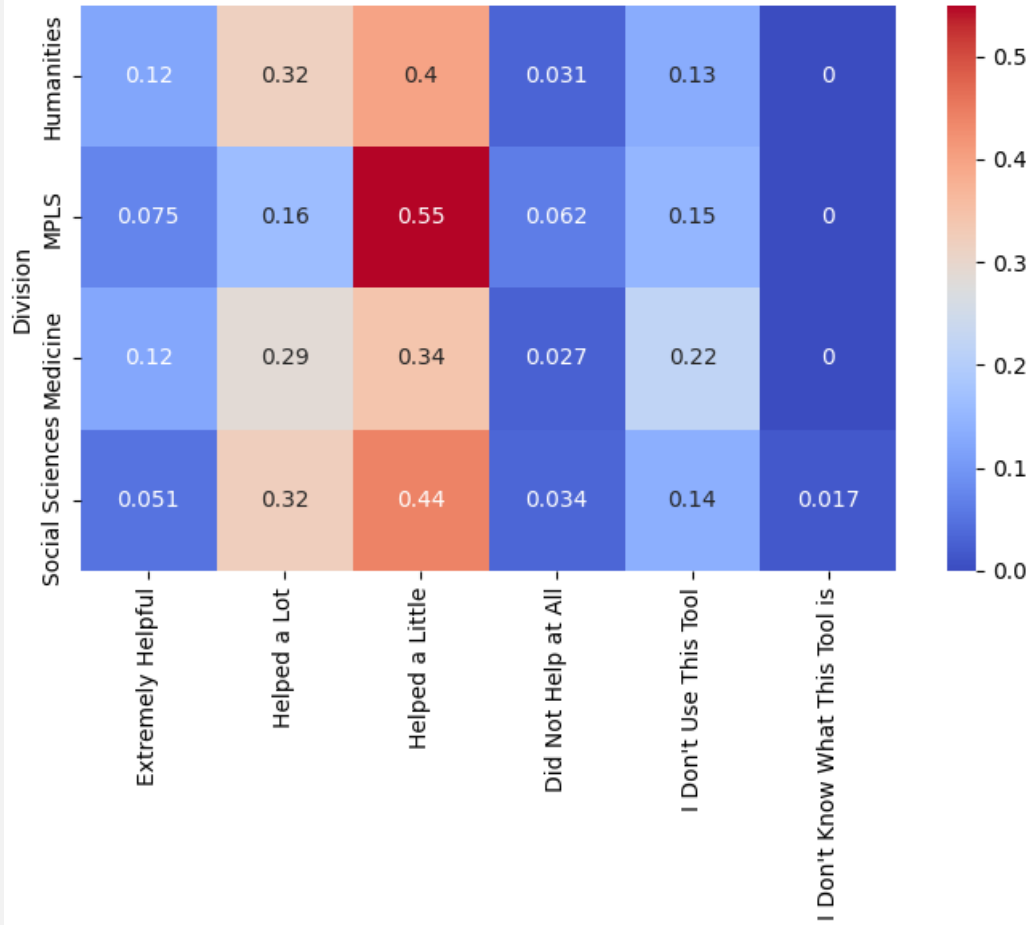
How helpful have you found Microsoft Teams in your studies?



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?



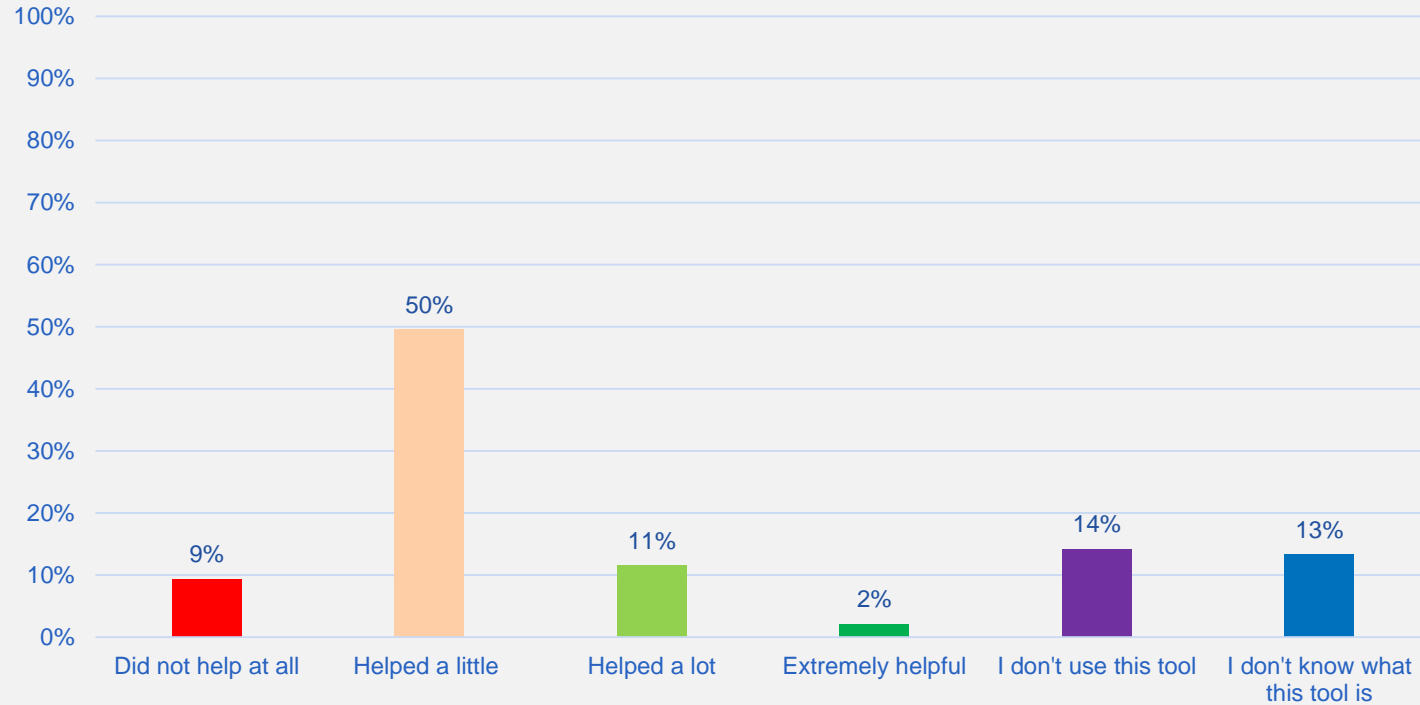
There is a relationship between how helpful students find Teams and their divisions*

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

TMS

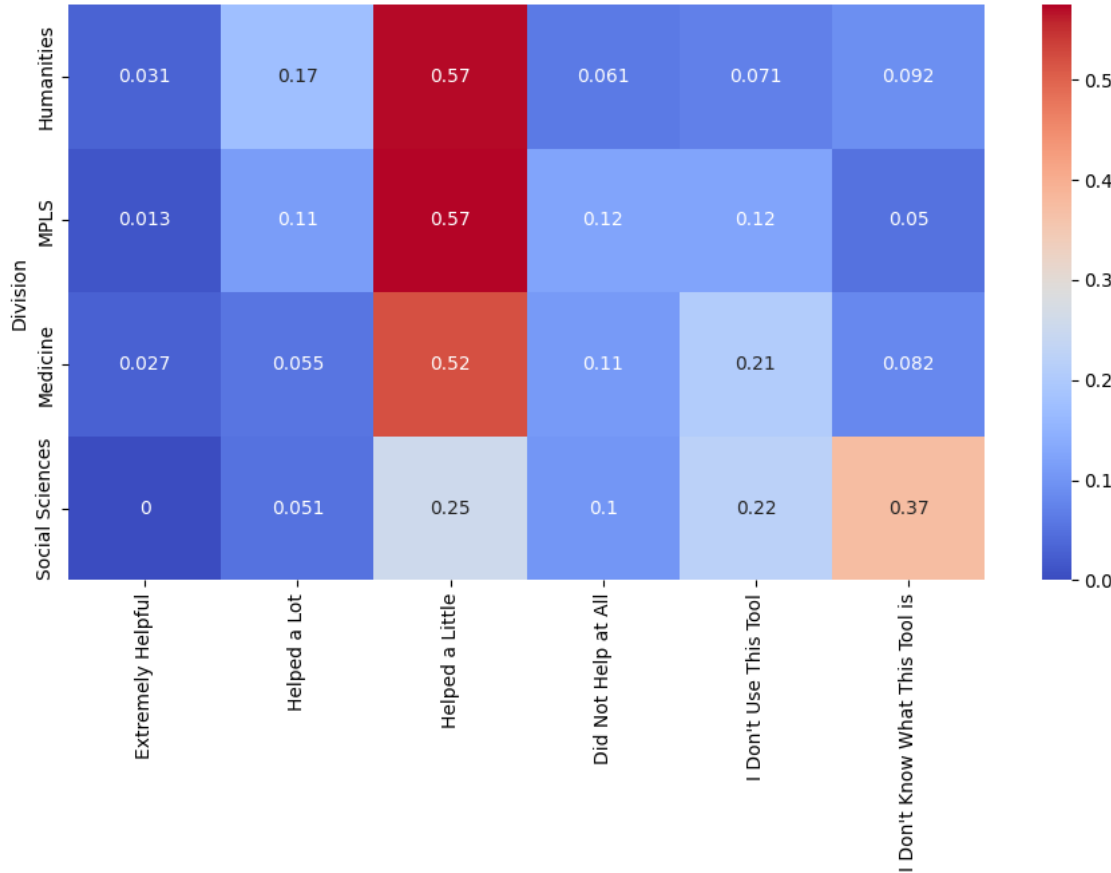


To what extent has TMS helped to support your learning?



**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



**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 was 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 the Student Hub.



Core non-Oxford tools

Core Non-Oxford Digital Tools Findings

Core non-Oxford Digital Tools – Finding #1

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

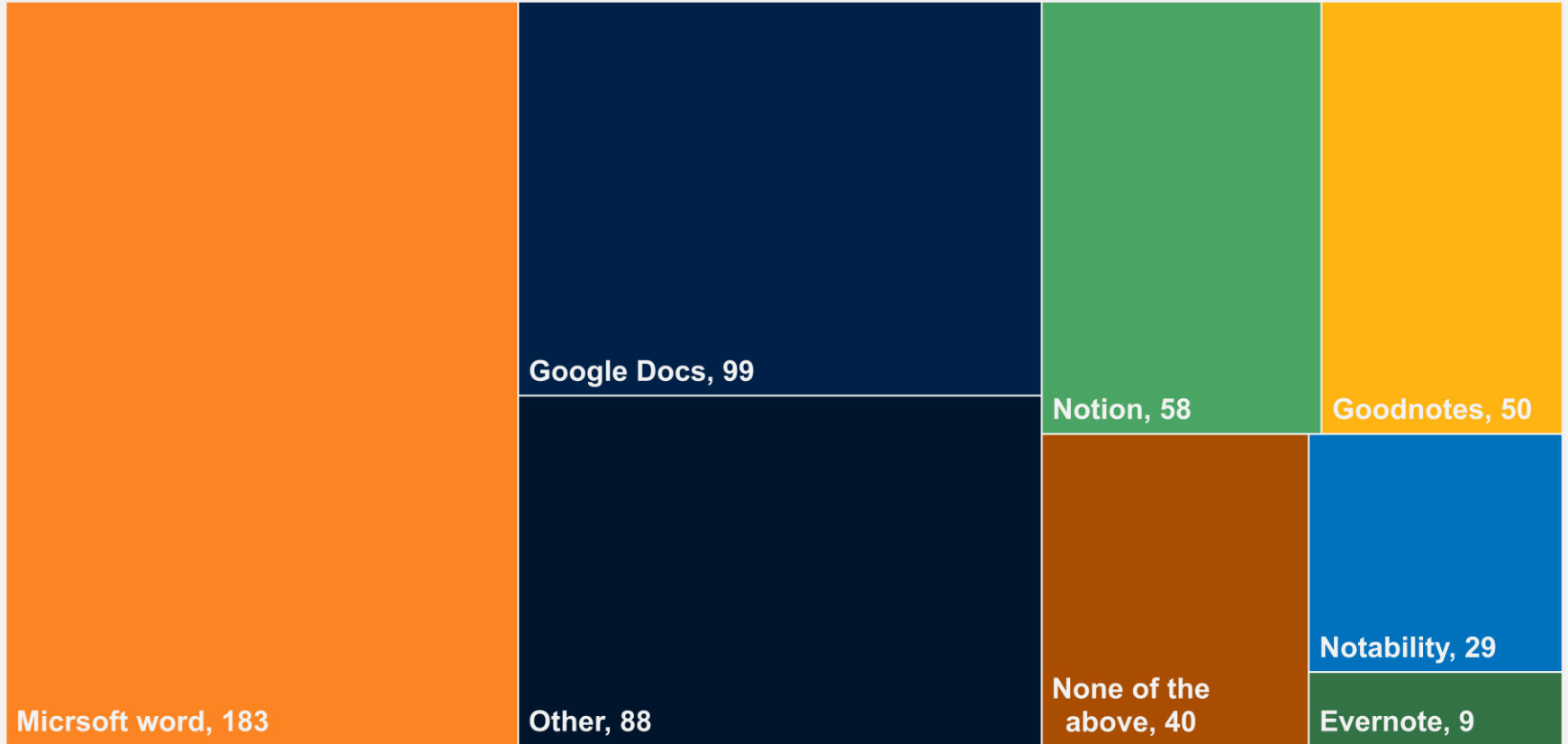
Core non-Oxford Digital Tools – Finding #7

24.8% of surveyed students pay for access to these tools

Core non-Oxford Digital Tools – Finding #1

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.

”

“

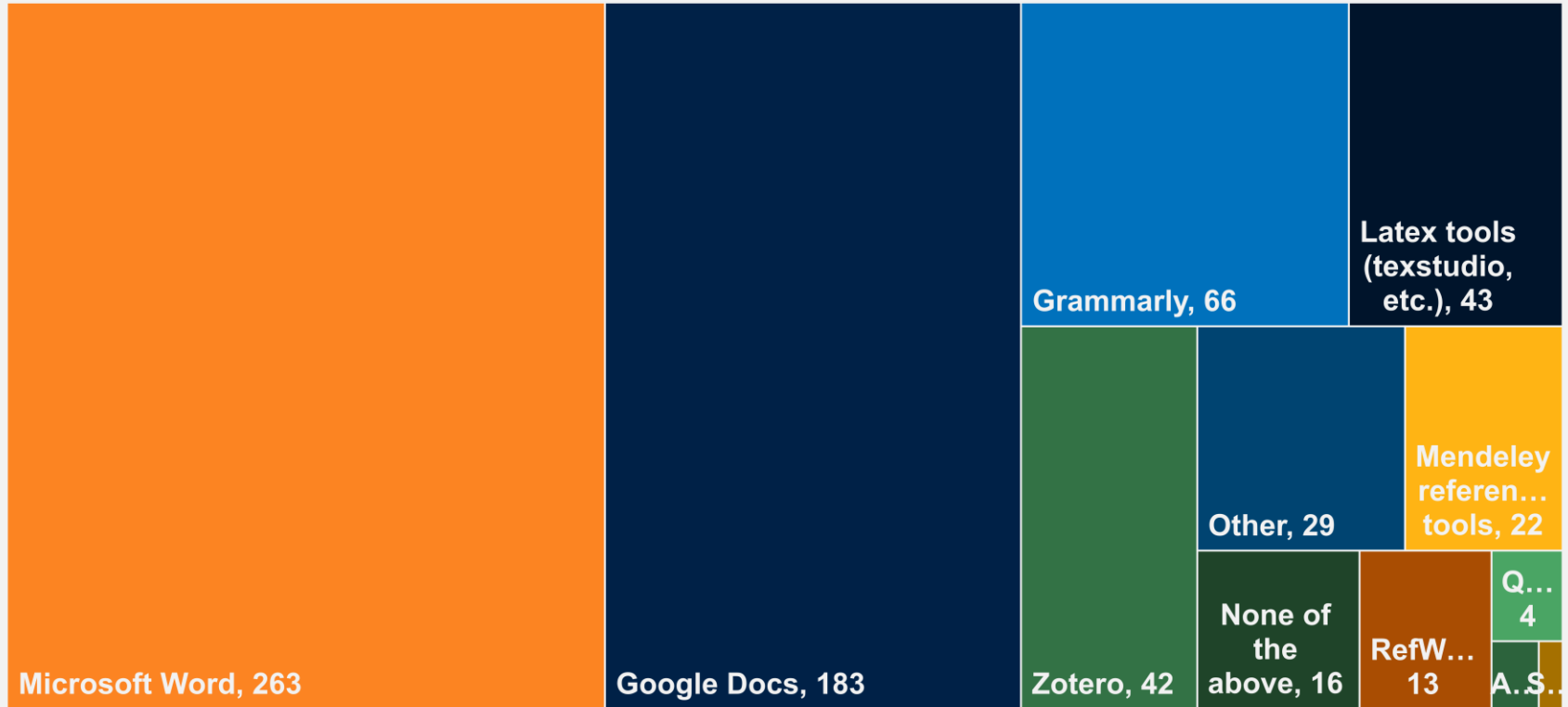
GoodNotes - really useful for annotating and organising lecture content.

”

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.

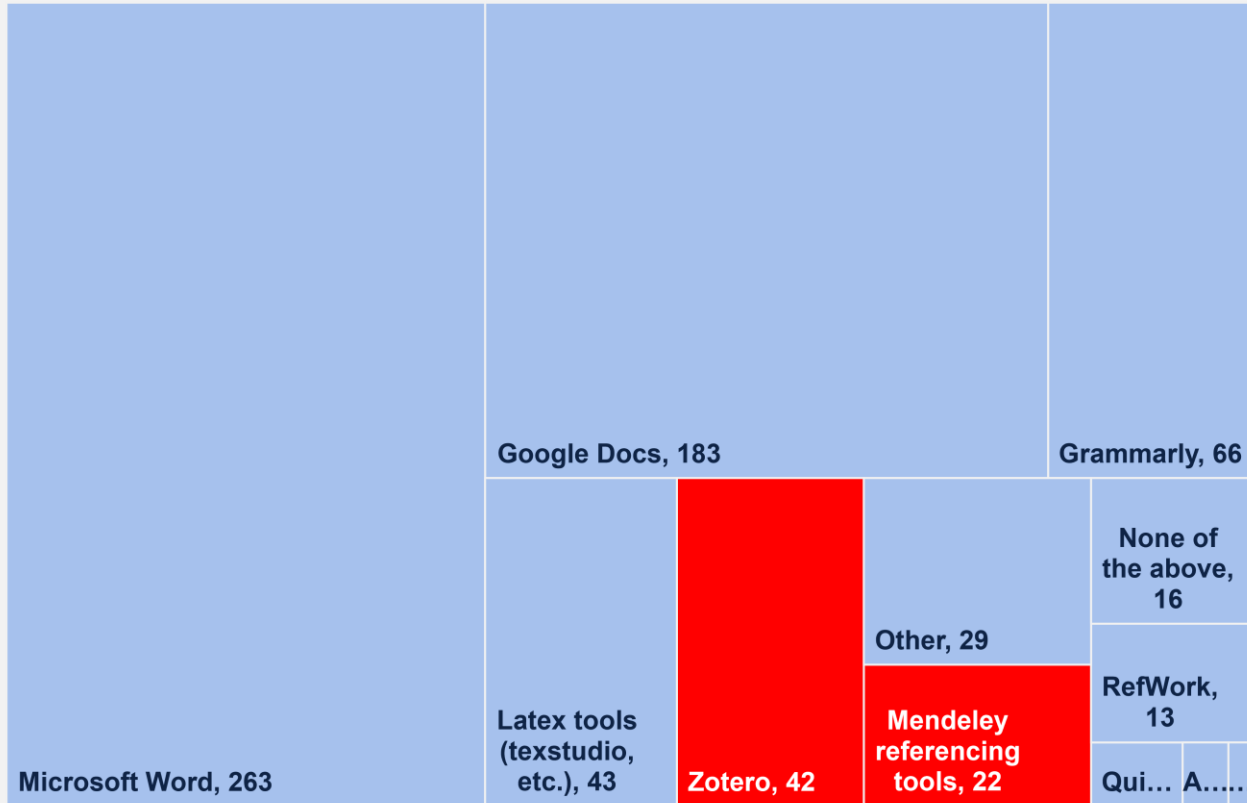


Grammarly I received in the disability student package thing, so I wasn't using it before. I didn't think I needed to use it, but I think it can be helpful.



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

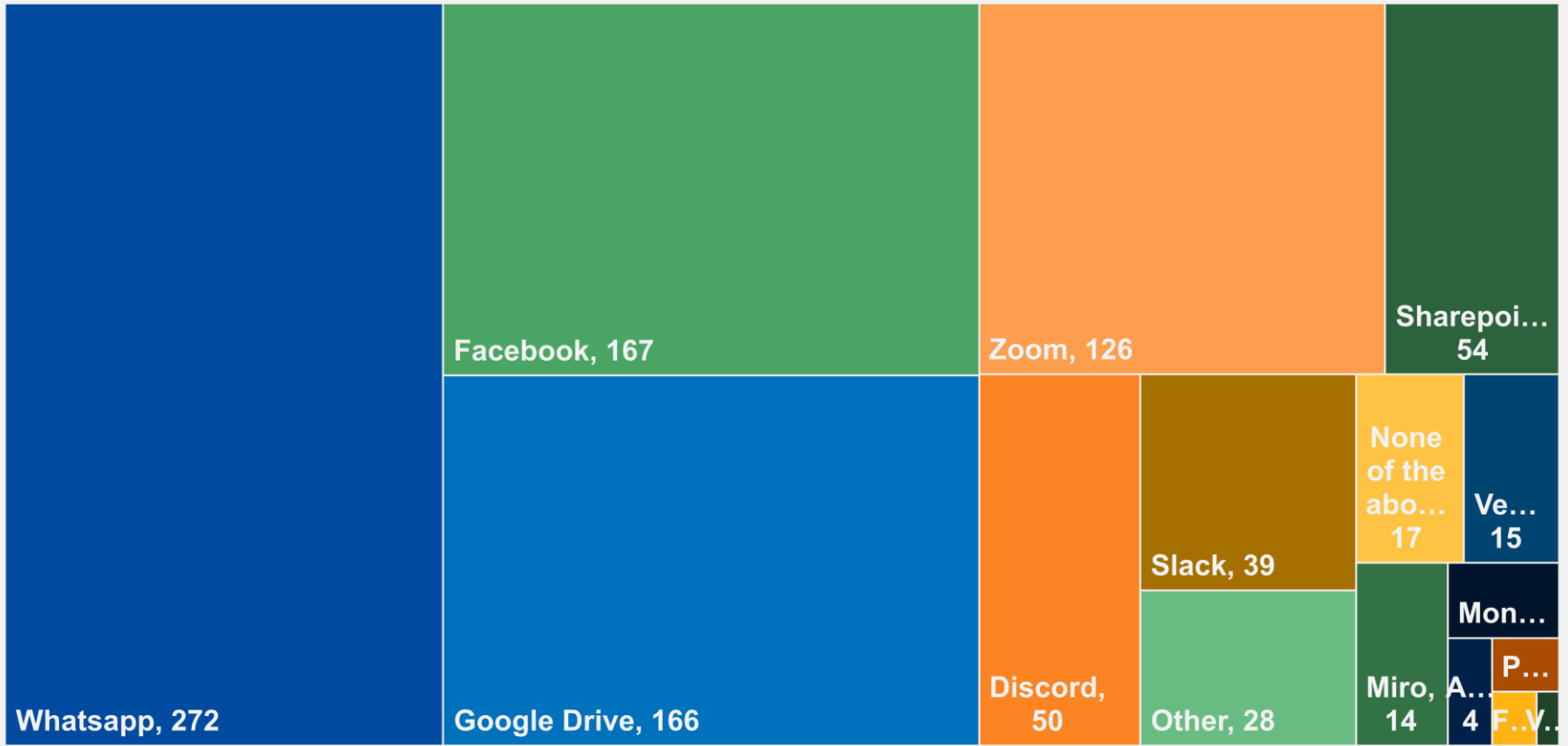
READING AND WRITING



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.

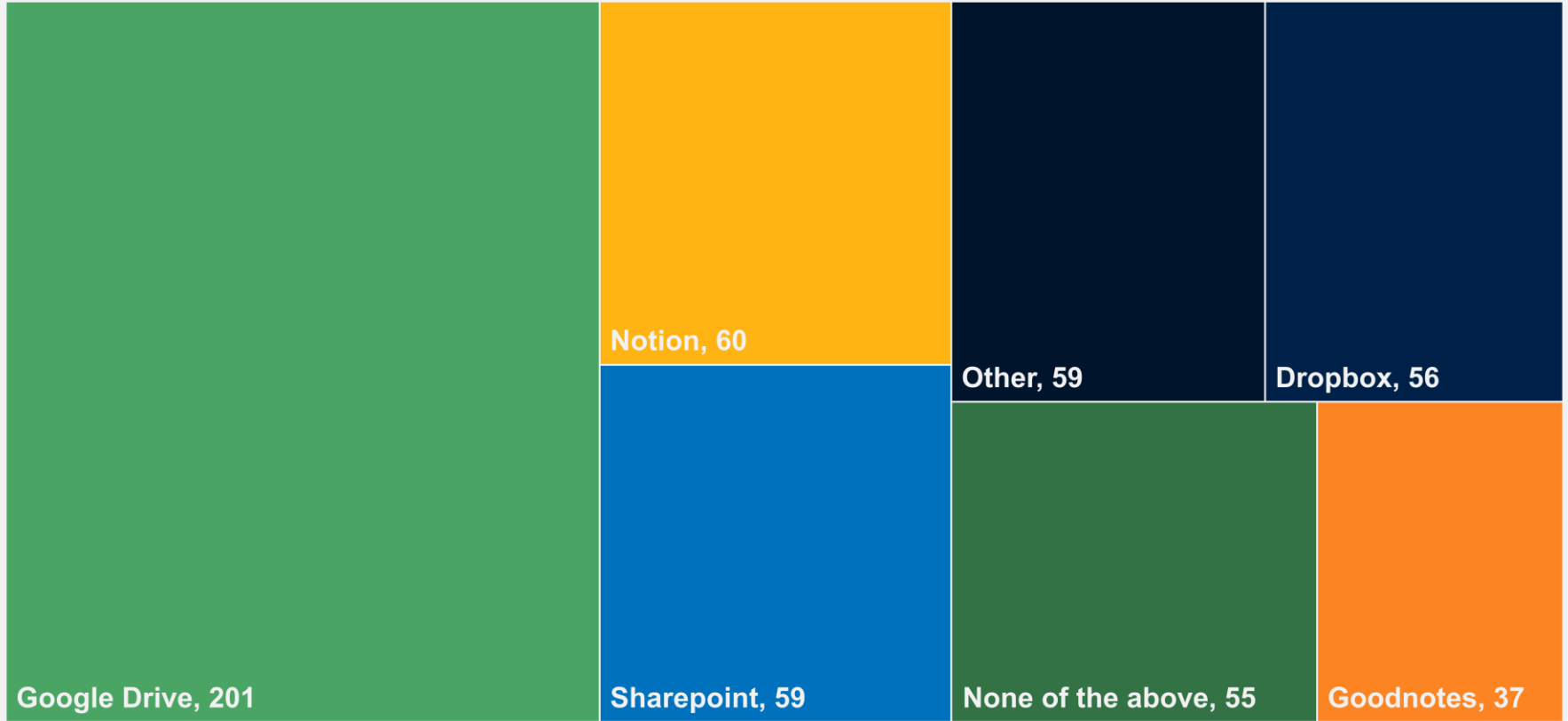


WhatsApp is sort of a supplementary tool, but it is useful just because it's so easy and everyone uses you can access someone directly from their phone.

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



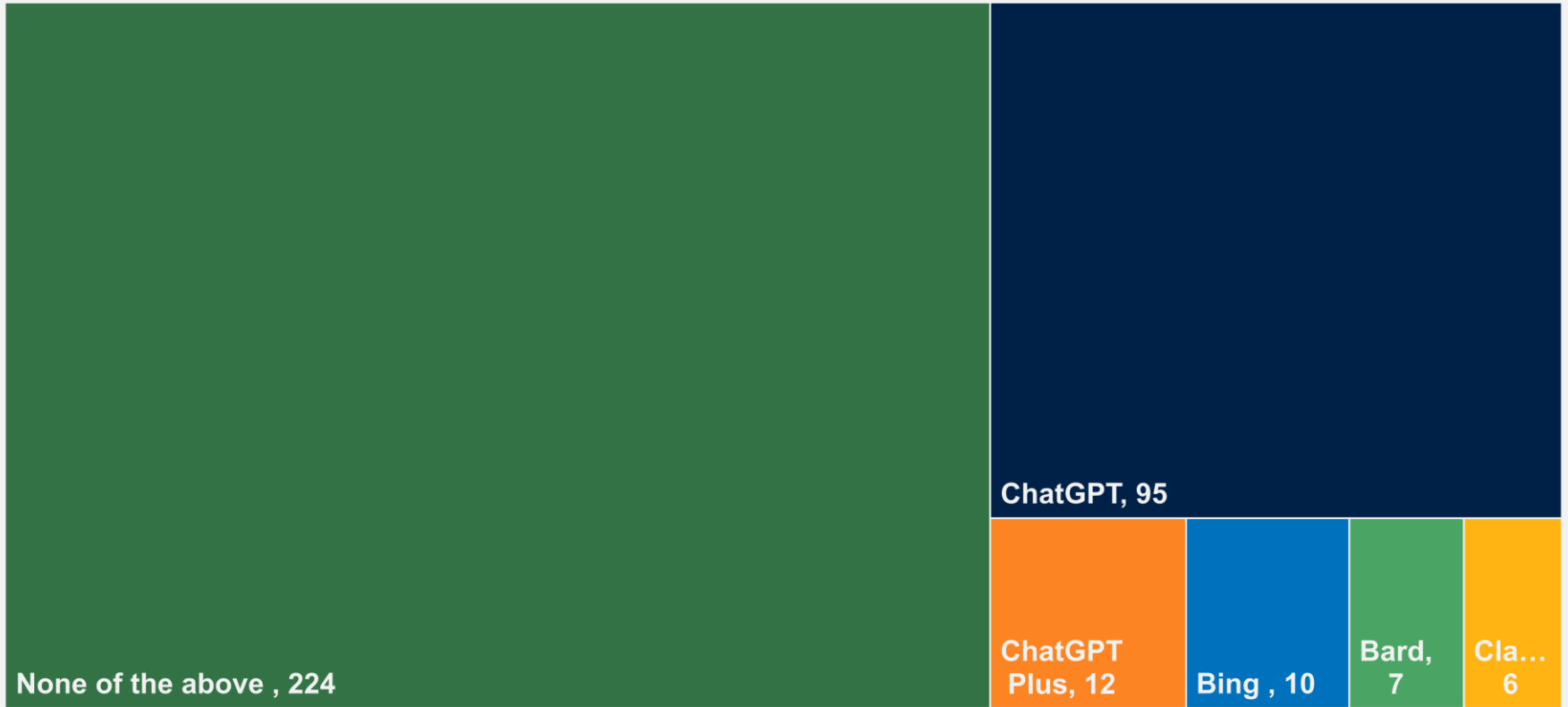


Google drive seems to be the tool of choice amongst students collaborating on a piece of work so maybe some introductory sessions for how to use it for those less familiar to the system

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

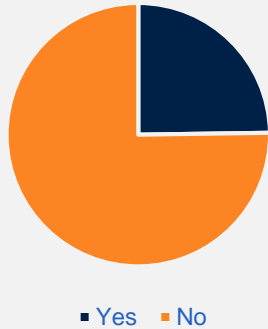
AI CHATBOTS



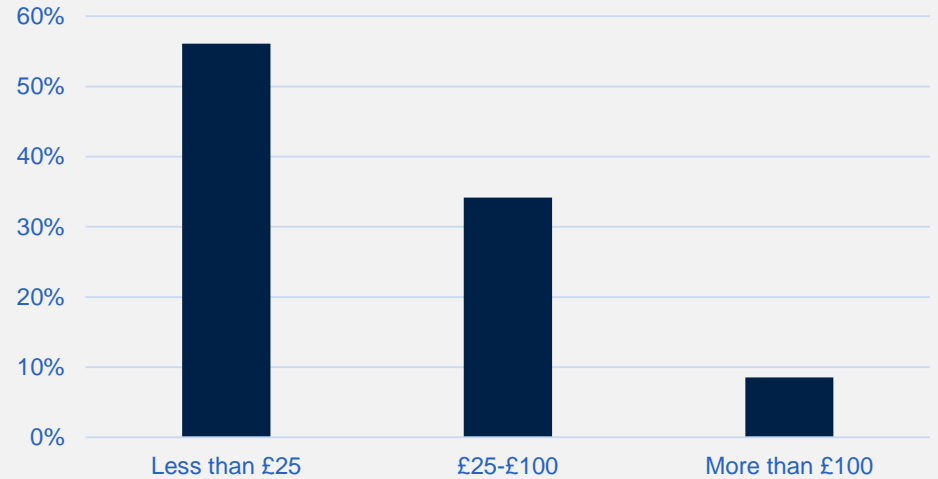
Core non-Oxford Digital Tools – Finding #7

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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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

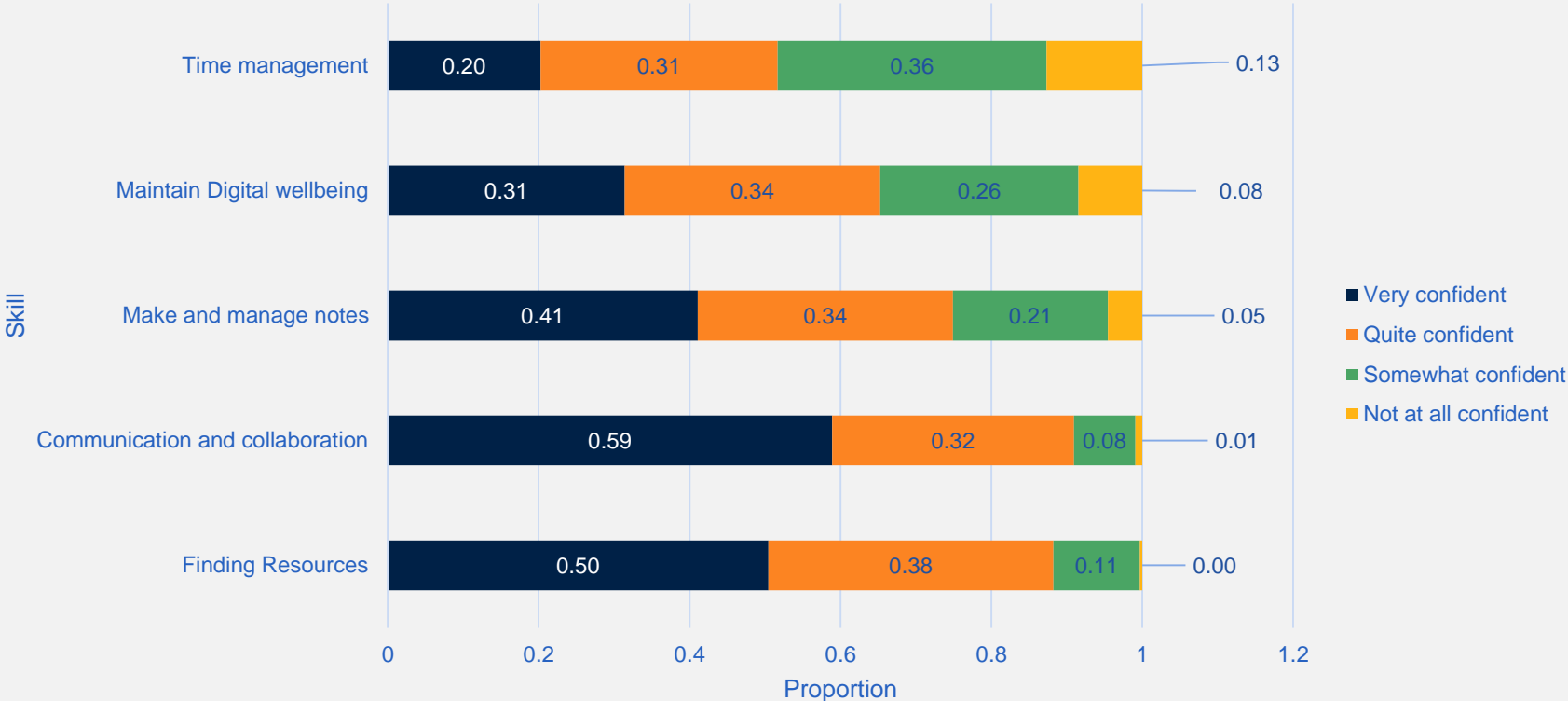
Finding #7

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?



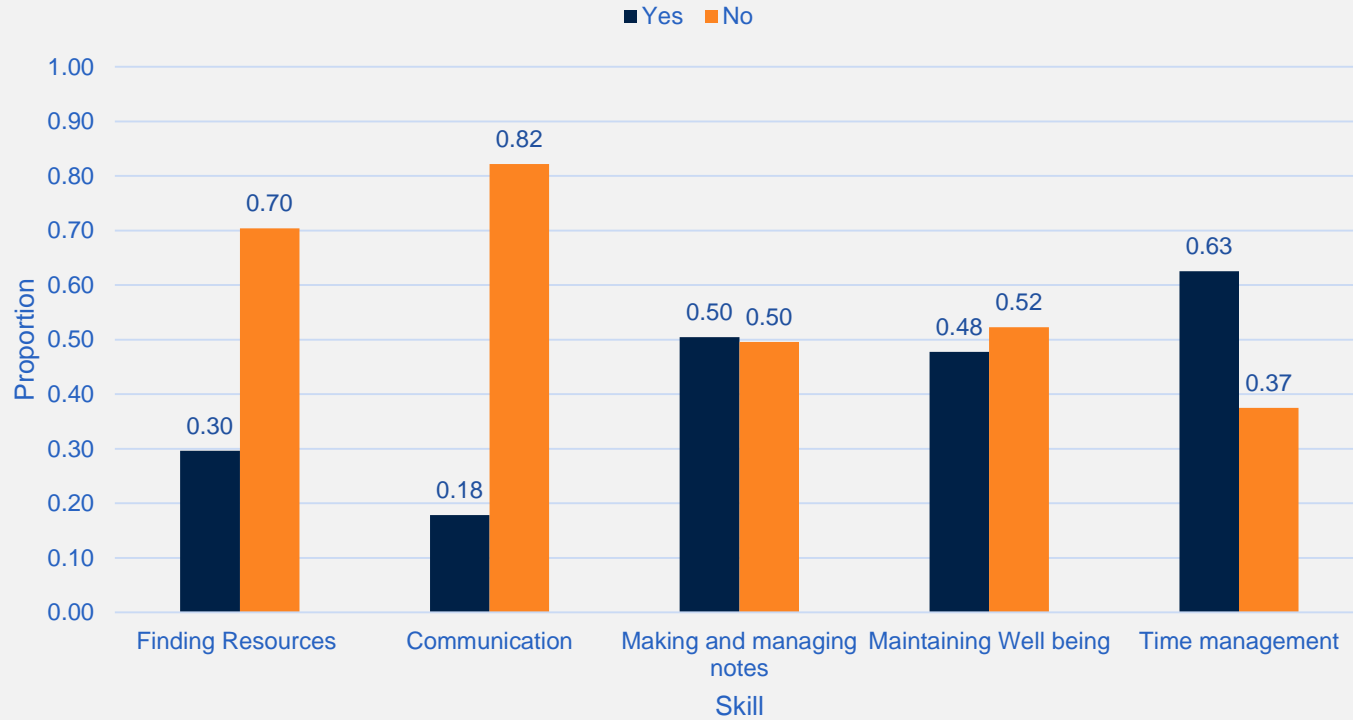


I think it is important to be taught and get support in disconnecting from digital spaces. As helpful as they are, it is often hard to be able to disconnect (for example, not being expected to answer emails outside of normal working hours within the minute).



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?

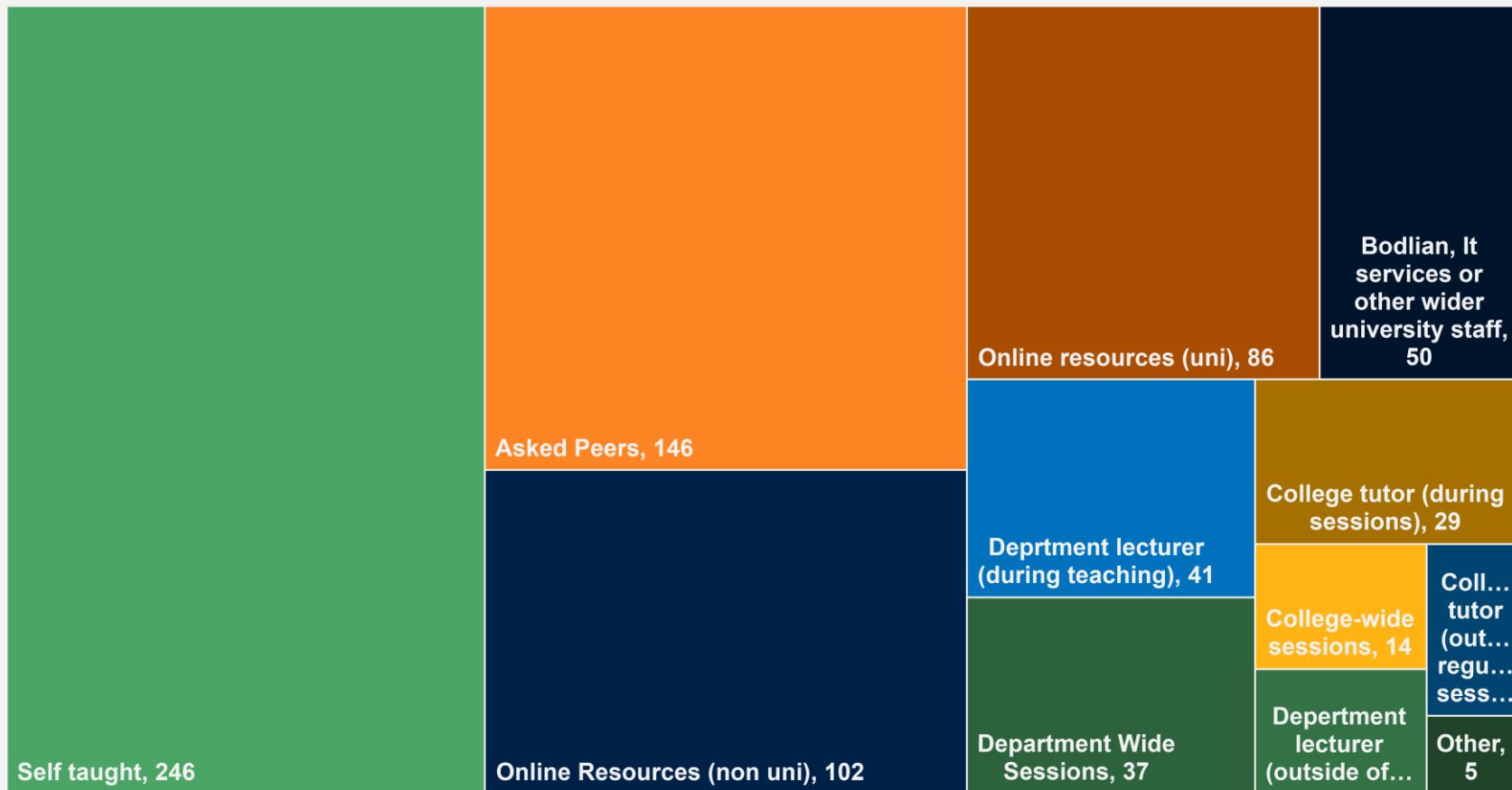


Need to develop digital skills

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.

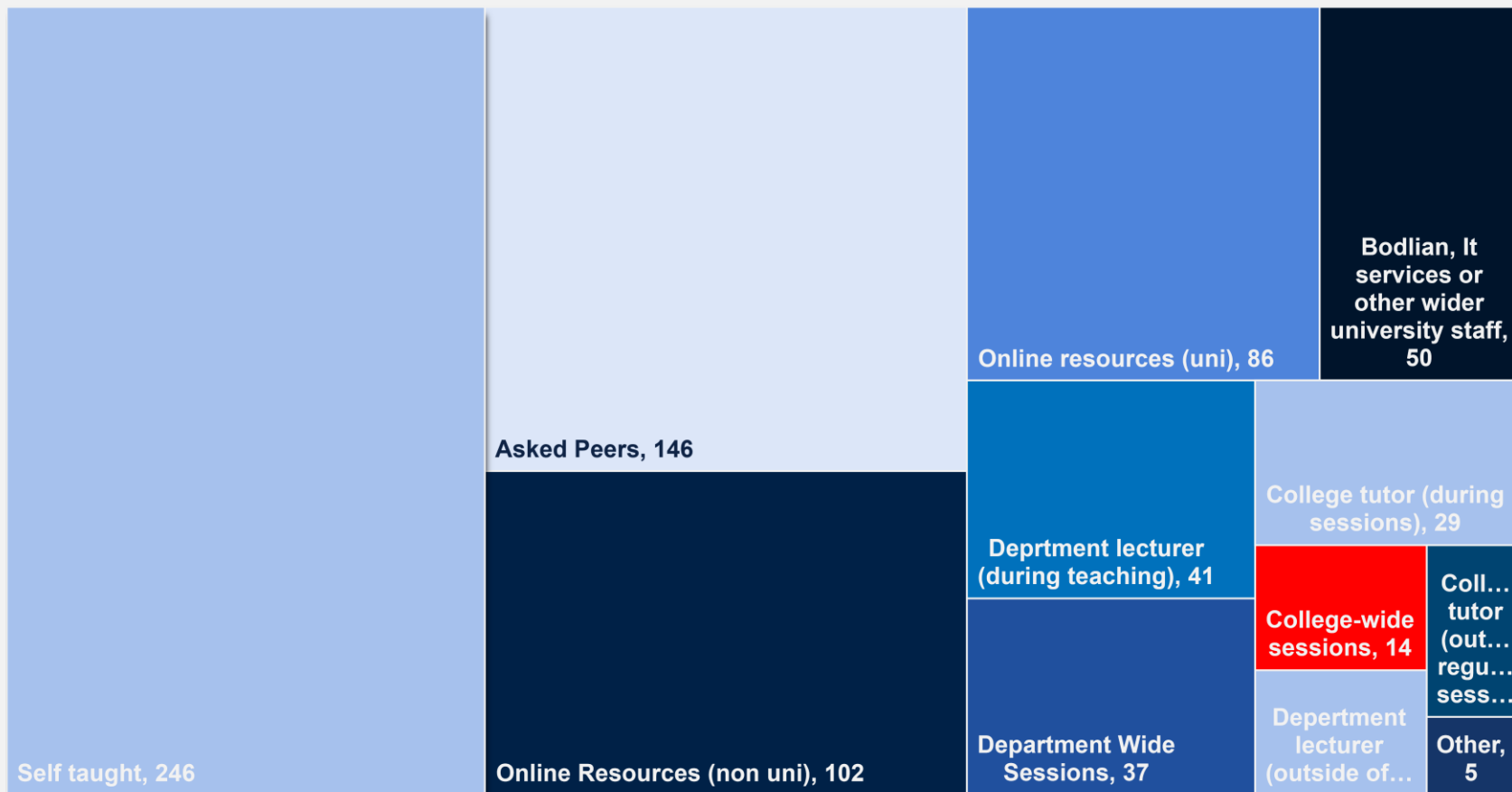


I don't really use word or Microsoft OneNote for note taking before, so I did a bit of research into the best note taking apps for what I needed it for.

Finding #3

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

WHERE DID YOU LEARN HOW TO USE THE TOOLS NEEDED



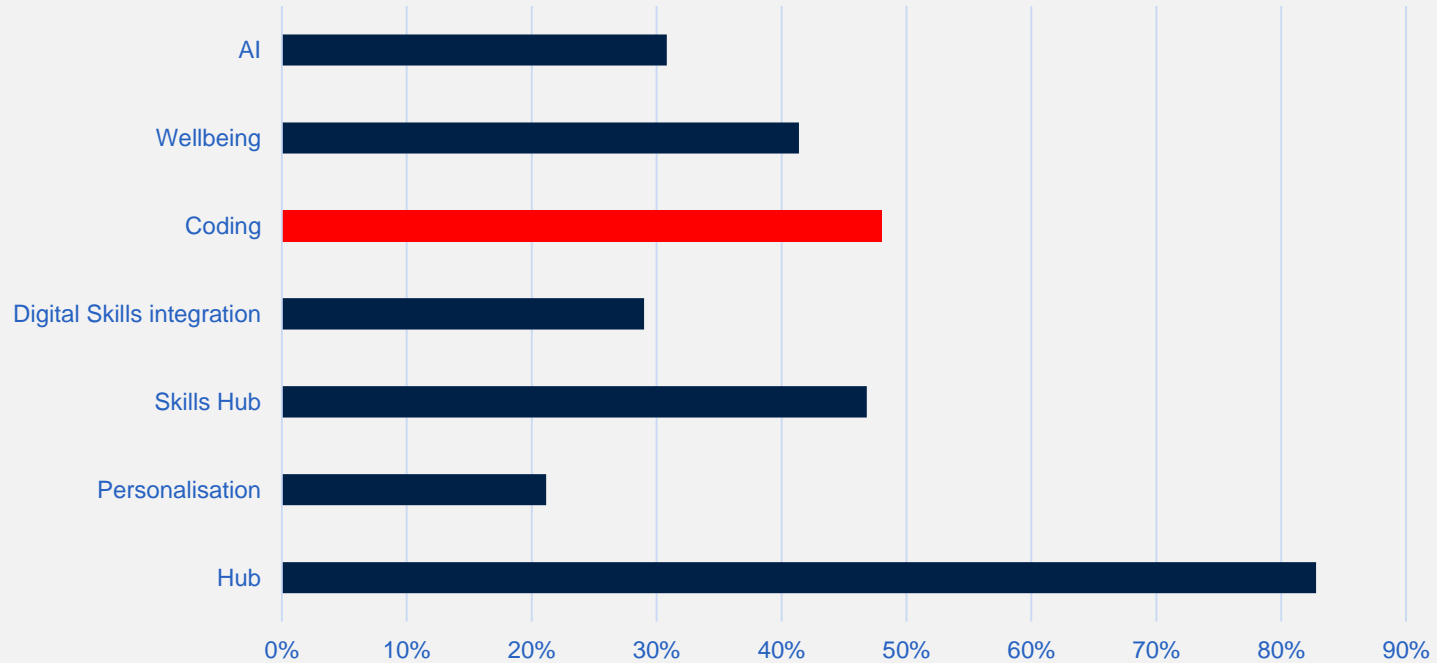


I think our college does offer study skills classes, which is just optional to go to. The never been (because of time constraints) to 1 so I can't comment on them.

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 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 Central 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 Central University, that is accessible to all students.
4. It is recommended that the Central University to create and circulate guidance on maintaining digital wellbeing.

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Digital Inequalities

Finding #7

Financial limitations were a barrier to students' learning due to their inability to access suitable devices for their studies



The main difficulty came with money holding back which devices would be ideal for the course, putting myself at slight disadvantage. Nearly all on my course had a suitable iPad + pen + good notes (I think?), but I needed to use the funding provided to buy a phone and laptop as neither worked properly with canvas, sso, matlab (mandatory requirements), so I ended up using pen and paper.



Further funding for when laptops break etc. I also think there is more specialised equipment like tablets which I cannot afford but would benefit my learning.



Just 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.

Recommendations

- It is recommended that departments and colleges establish digital inclusion scholarships specifically designed to provide eligible students with better access to suitable devices.

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Digital Transformations



Digital Transformation Findings

Finding #1

Students wished that their tutors would use digital tools in a more consistent and homogenous way

Digital Transformation - Finding #2

Over 80% of the survey participants want a central digital hub for a digitally transformed Oxford

Digital Transformation - Finding #3

Students do not want full digitisation of tutorials, lectures and the general Oxford University experience - they want a hybridised format

Digital Transformation - Finding #4

Students want to know how to ethically use ChatGPT and other AI tools to support their studies

Digital Transformation Findings cont.

Digital Transformation - Finding #5

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Postgraduate taught students want skills support integrated into their curricula more than undergraduate students

Digital Transformation - Finding #6

Humanities and Medical Sciences students want an online skills hub more than MPLS and Social Sciences students

Digital Transformation - Finding #7

Social Sciences students want digital skills support integrated into their curricula more than students from any other division

Digital Transformation - Finding #8

MPLS students want coding support more than students from any other division

Finding #1

**Students wished that
their tutors would
use digital tools in a
more consistent and
homogenous way**

“

I do think professors in departments need support and like sort of enacting their visions of how they want their course experience to be digitally.

”

PGT - Social Sciences

“

More standardisation between the way in which different tutors use online resources.

”

UG –Humanities



Rather than getting more digital programmes into Oxford, like getting lecturers skilled up, knowing how to use them.

**Over 80% of the
survey participants
want a central digital
hub for a digitally
transformed Oxford**

This was discussed in the focus groups

- Same or similar themes running through the two focus groups and the checklist of digital transformation
- New pointers rising from the Focused Group Discussion.

High confidence focus group	Low confidence focus group	Digital transformation programme
Chat bots on the university's website and on other applications like solo and canvas to help me searches more precise	Past papers – separated into subjects	A Student/ Personal Profile
Digital Bodcards - which is an online version of the student card for conveniences and access to libraries and buildings even if they forget their cards	AI to direct students to resources	Personal Dashboard (Information all in one place and seamless integration)
Key contacts (Uni and beyond)	Events, teaching schedule and activities (including those beyond the university)	List of key contacts
Easy SSO authentication	One uni-wide top-up system	Timetables
Assessments and certification	Student record	Notifications and reminders
Student profile	Wi-Fi signal indication	University maps and directions
Calendar/events	Documents sharing with permission options	Strong search functionality
Digital building maps	Student support services (eg. counselling) and uni subscriptions (eg. FT)	FAQs
Centralised communication of resources	Digital campus (far into the future)	Assessment results

Digital Transformation - Finding #3

**Students do not want full
digitisation of tutorials,
lectures and the general
Oxford University experience
- they want a hybridised
format**



I think especially for me, I'm an international student. I have pay like, so much money to come here. And then Mandy, like, I'm going to meet them online.



I think it's quite useful to have like the flexibility of both, like I am a big in person advocate about our work a lot better when I'm in person rather than working online like for lectures or tutorials or anything like that. But that said, like, you know, Oxford's quite like a stressful place. It's quite easy to fall behind on work and having the option of having the flexibility to do things virtually also helps.

**Students want to know
how to ethically use
ChatGPT and other AI
tools to support their
studies**



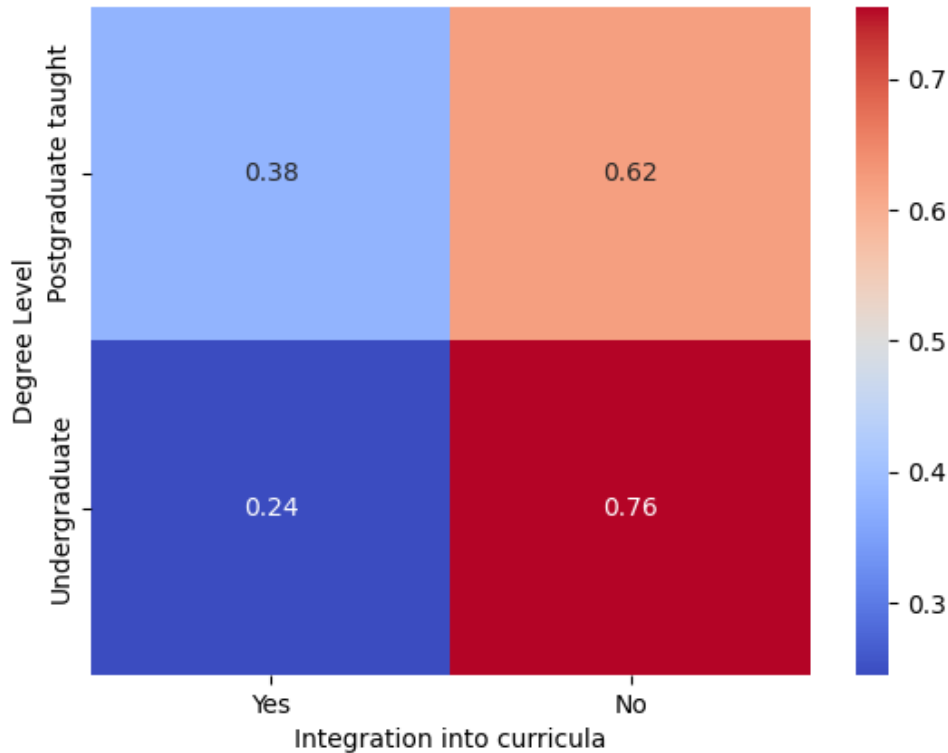
So, it'll be quite nice to have more like education and awareness of how you can effectively use it without plagiarising and like what's okay to use. So, you're not scared of using it.



I'm not quite sure what would be seen as appropriate, and I don't wanna press those boundaries with the university, you know. Yeah. So I think it could be useful if the university were to sort of talk to us a little bit about that and not.

**Postgraduate taught
students want skills
support integrated into
their curricula more than
undergraduate students**

Do you want digital skills integrated into your curriculum

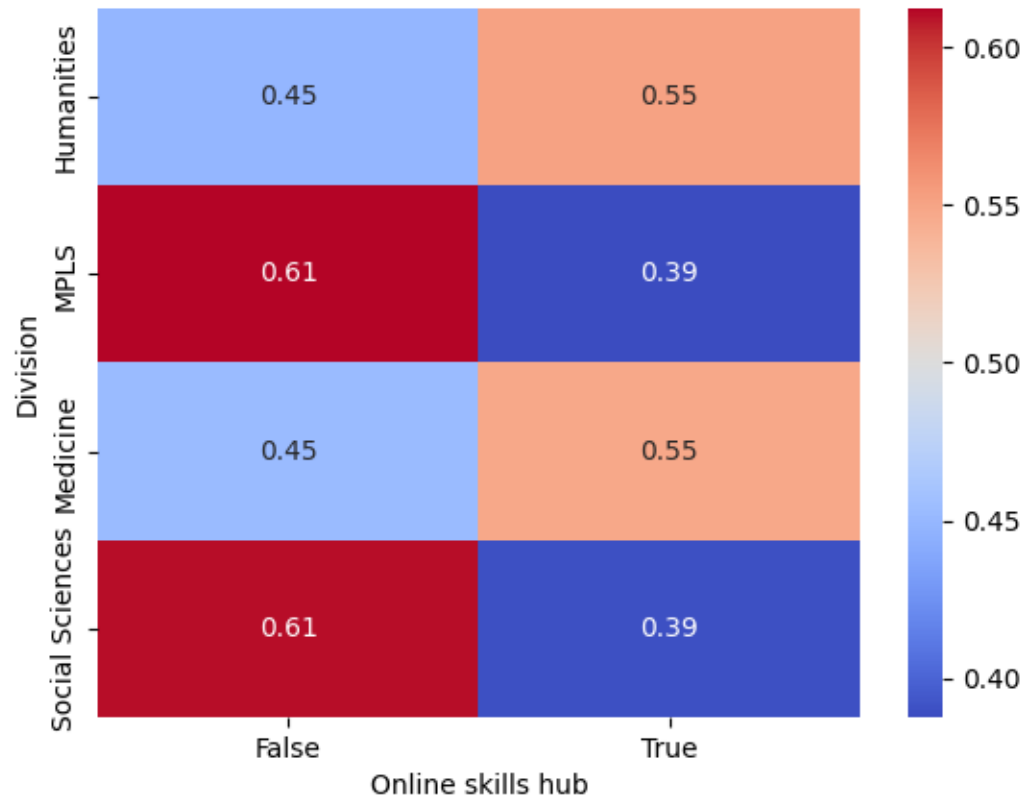


Our data suggests that **postgraduate taught** students want digital skills integrated into their curricula **more** than undergraduate students*

Integration into curricula vs degree level

Digital Transformation - Finding #6

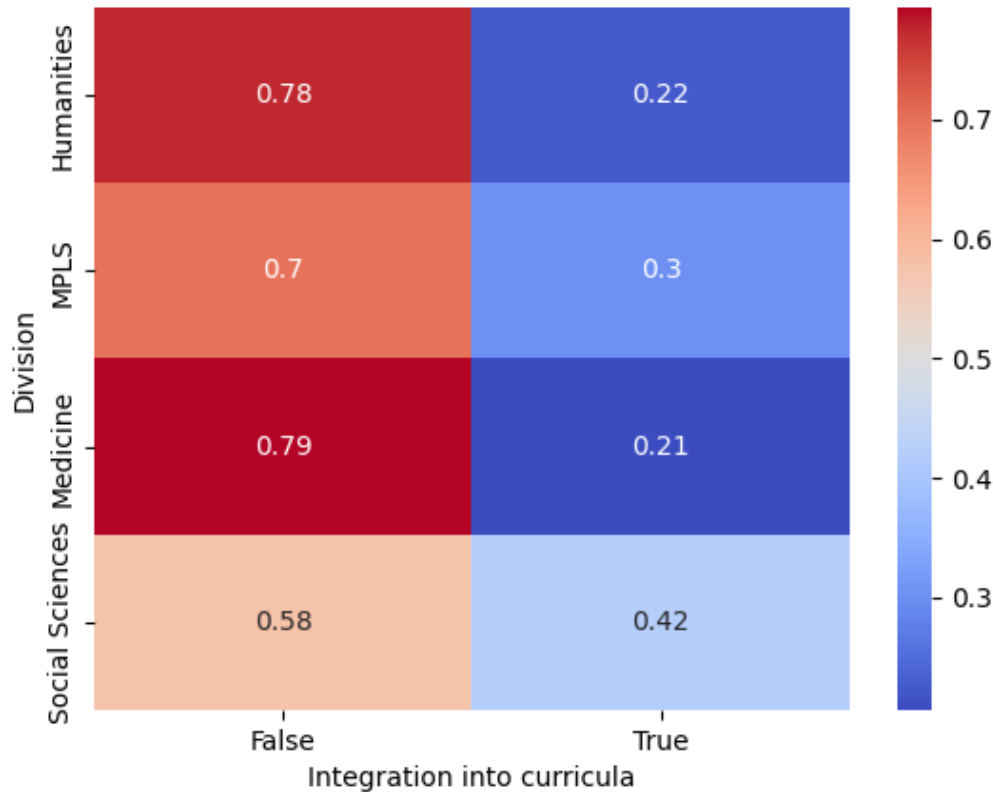
**Humanities and Medical
Sciences students want an
online skills hub more than
MPLS and Social Sciences
students**



Our data suggests that **Medicine** and **Humanities** students want an Online skills hub **more** than students from the other divisions

Digital Transformation - Finding #7

**Social Sciences students
want digital skills support
integrated into their
curricula more than
students from any other
division**



There is a relationship between whether students want digital skills integrated into their curricula and their division*

We can see that Social Sciences students want this more than students from any other division

Digital Transformation - Finding #8

**MPLS students want
coding support more than
students from any other
division**

Digital Transformation Recommendations

1. It is recommended that the University/Departments train both students and staff on how to use AI as an assistive tool and not a destructive tool.
2. It is recommended that the University consider providing access to online resources, tutorials, and video guides that tutors can reference at their own pace.
3. It is recommended that the University highlight students' digital needs and tailor the professional training program to match the specific needs of tutors based on their roles and subject areas.
4. It is recommended that all tutors are encouraged to use self-evaluation toolkits, which help assess the current digital skills and proficiency levels in certain digital tools identifying specific areas where additional training is needed.



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Our Recommendations

High impact Recommendations – Transition

■ Transition:

- It is recommended that **departments create and circulate course-specific guides** on how to use digital tools and develop digital skills for their course.

High Impact Recommendations – devices

- Devices:
 - It is highly recommended that colleges and/or departments should have a designated contact who can assist students' needs with upgrading digital devices.

High Impact Recommendations – Digital Tools

■ Digital Tools:

- It is recommended that departments use the university wide example (from particular courses) of how best Canvas can be laid out and used
- 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
- Recommendations are made for the planned student hub.

High Impact Recommendations – Digital Skills

■ Digital Skills:

- It is recommended that the University create and circulate guidance on maintaining digital wellbeing
- It is recommended that a coding section is included in an academic skills hub, created by the University, that is accessible to all students.

High Impact Recommendations- Digital Inequalities

- Digital Inequalities:
 - It is recommended that departments and colleges establish digital inclusion scholarships specifically designed to provide eligible students with better access to suitable devices.

High Impact Recommendations – Digital Transformation

- Digital Transformation:
 - It is recommended that both students and staff should be trained on how to use AI as an assistive tool and not a destructive tool
 - It is recommended that all tutors are encouraged to use self-evaluation toolkits, which help assess the current digital skills and proficiency levels in certain digital tools identifying specific areas where additional training is needed.

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A white icon consisting of a right-angle corner with an arrow pointing diagonally upwards and to the right.

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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How to Access Raw Data



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End of slide deck