Digital university: student perspective

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The survey on digital experiences of students

- what exactly makes a difference to them?
- what digital improvements (including academic staff trainings and e-services) should be applied?
- which areas of the digital education at the university should be developed as priority ones?
A pilot survey was carried out during summer semester 2018.

The paper questionnaire has been distributed among 61 students (12 males, 49 females) of the first and the second year (Bachelor degree) aged 18-27.

The questions focused on the usefulness and frequency of use of the digital tools. Potential areas of improvement were asked and comments (open questions) were welcome within the survey.
Main topics

The survey contained both closed (multiple choice) and open questions focused on:

• individual digital learning habits,

• Technology Enhanced Learning in the courses they have taken,

• digital services & tools provided by the university,

Digital infrastructure at the University of Warsaw

available for every student of the U. of Warsaw:

• Student management system (plans, marks) integrated with VLE university educational platform;

• University VLE ie. Moodle platform with e-courses for over 40 000 active users;

• Student e-mail accounts within university domain under Gmail.

Source: https://pl.freepik.com
Student digital habits

How students use the digital technologies in own study time and with what frequency (once a week or more, once a month or less, never).

- Watching/listening the recording from the lecture
- Informal discussing of the topic with your peers via social media
- Accessing the notes from the lecture
- Making notes or recordings
- Learning time management

[Bar chart showing the frequency of each activity]
Findings

Use of digital devices at own learning time (weekly or more) for:

- taking notes or recordings from the lectures: 50%
- discuss informally their learning with other students via social media: 10-23%
- study time management: NEVER
Student digital skills

How students assess their own ICT skills and experiences with digital technologies (from very poor to excellent).

- Experience in using mobile applications
- Participation in videoconferences or webinars
- Taking part in on-line courses (university ones or any other)
- Skilled in Google tools (drive, forms, hangouts)
- Skilled in the use of MS Office (Word, Excel, Power Point)
- Active in social media

Categories: very poor, poor, fair, good, very good, excellent
Digital strengths

Good to excellent

- Mobile applications
- Social media communication
- Use of MS Office (Word, Excell, PowerPoint)

Source: https://economictimes.indiatimes.com
Digital weaknesses

Very poor to fair

- Webinars/videoconferences: 80%
- Google collaborative tools: 50%
- Online courses: 40%

Source: https://redbooth.com/
Build on strengths & improve weaknesses

How?

Go mobile!

Team work with the use of social media.

Encourage more teachers to make the teaching materials available at VLE.

Academic staff trainings on how to apply those technologies into their teaching.

Dedicated courses for students that particularly base on collaborative technologies.

Improvements in LMS.

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Technology Enhanced Learning at a course

How often the following digital activities are undertaken during in-class courses (weekly or more, once a month or less, never)

- taking notes in a digital form
- on-line applications for the in-class voting
- use of educational games or simulations
- on-line collaboration within the group
- searching information on-line
Findings

in-class courses

• accessing on-line resources
• using educational games, quizzes and simulations
• taking notes in a digital form
• on-line collaboration within the group
• on-line applications for the in-class voting

weekly or more

20-35%

never

15-35%
What do they appreciate?

comments from students

VLE is highly appreciated together with the on-line access to learning materials.

On-line courses!

Student management system on-line (plans, marks, etc.).
Recommendations from students on courses

More simulations to let us understand the processes.

Use apps & games.

Short video tutorials are better than long recordings.

Make the course materials available on-line.
Appropriate use of digital technologies

Balance between digital resources used and face to face contact

Q: What activities do you perceive as useful ones at your courses?

A: „Just the board and a felt pen could be used more. There are too many low quality and boring Power Point presentations.”

Source: freepik.com
Digital services & tools welcome within university provision

comments from students

reliable wi-fi at the campus (anytime, anywhere)
access to e-books and on-line literature is very useful

MS Office package for free!

student management system (plans, marks, etc.) not only on-line but mobile in a user-friendly app

Source: https://actiwate.in/trainings
Want digital technologies to be used more at a course and at a university?

University of Warsaw 2018

Jisc: Student Digital Experience Tracker 2018

Figure 39: The percentage of FE and HE students who said that they want digital technologies to be used more often, about the same or less often than they are now.

- More than they are now
- Same as they are now
- Less than they are now
Findings from A&NZ university students, Jisc survey

1. Blended is best

"Keep giving written essays as a core assessment. Digital should allow flexibility in assessment."

"You need both digital and face-to-face for the best university experience."

2. Human presence

"I find lectures in person much more engaging/easy to follow"

"Some students like me learn better with face-to-face interaction."

3. Teaching quality

"More face-to-face classes and less dumping information on the LMS."

Digital experience insights survey 2018: findings from Australian and New Zealand students, January 2019
Digital: to what extent?
Thank you for your attention!

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