About this survey

This survey is being carried out to help understand your current and future use of digital education tools in learning and teaching, as part of the Digital Education Strategy**. We would like to know what technologies you are currently using in various areas of teaching; also, we would like to know about your future plans and aspirations (section 7 of the survey). This information will be used to help the Education IT Board determine the priorities for funding. Some of the data gathered will additionally inform the requirements-gathering phase of the** VLE Review**.**

The term digital education tools denotes:
- **hardware: devices such as desktop PCs, laptops, tablets, smartphones and smartboards;**
- **software: websites, desktop apps and mobile apps that directly support learning and teaching. Examples are WebLearn (the University's primary VLE), Replay lecture capture, e-assessment tools, e-portfolios, simulations and statistical analysis tools. They may have been developed in house, or they may be third-party commercial or open-source tools.**

The survey has been designed so that it can be completed either by a representative of a teaching and learning committee (on behalf of that committee) or by an individual member of teaching staff (on their own behalf). It should take between 10 and 30 minutes to complete, depending on how detailed your responses are. A PDF copy of the survey **can be downloaded to aid discussion and reflection before you complete it online.**

If you complete the survey as an individual, your responses will be anonymised before being included in the analysis.

The survey will remain open until Friday 2nd December. If you have any queries, please contact des@it.ox.ac.uk**.**

Thank you for your contribution.
Dr Peggy McCready
Chair, Digital Education Strategy Implementation Group

Note: If you exit part-way through the survey, your responses will be saved up to the page before you exited. To complete the rest of the survey, simply start again from the beginning, add a note after your name in the 'Name' box to indicate that this is a 'continuation sheet', and then click through to the page at which you want to continue your responses.

Name of person responding to this survey   (required)

Are you responding...   (required)

○ ...on behalf of a committee, department or faculty?

○ ...as an individual, in relation to your own teaching practice?

For committees, departments or faculties

Name of committee (if applicable)

[   ]

Please select your department or faculty from one of the lists below

Humanities

[▲▼]

Mathematical, Physical & Life Sciences

[▲▼]

Medical Sciences

[▲▼]

Social Sciences

[▲▼]

Department for Continuing Education

[▲▼]

University Administration & Services

[▲▼]

Gardens, Libraries & Museums

[▲▼]

Digital Education Strategy: survey of current and future use of technology

For individuals

Please select the division in which you work (or mainly work)

If you are affiliated to a college only, please select the division into which your discipline falls.

- ( ) Humanities
- ( ) Mathematical, Physical & Life Sciences
- ( ) Medical Sciences
- ( ) Social Sciences
- ( ) Department for Continuing Education
- ( ) University Administration & Services
- ( ) Gardens, Libraries & Museums

Digital Education Strategy: survey of current and future use of technology

1. Face-to-face teaching

Please tell us about your use of digital education tools for teaching students in person. If you (or the body on whose behalf you are responding) are not involved in any face-to-face teaching, click the 'Next page' button.

You can tick both the 'WebLearn…' and 'Other…' boxes if you use tools in both categories. If a particular type of teaching is not relevant to your situation, leave the answer choices for that type blank.

Note: In the case of blended courses, where students come to Oxford for short periods, please answer these questions in relation to the periods when they are taught in person. Questions later in the survey will ask you about their distance learning.

Tutorials, seminars and other classes
Use of devices and apps during the session; supporting and communicating with students outside the session

☐ WebLearn tool or tools *e.g. Forums, Chat, Announcements*

☐ Other devices, apps and/or websites *e.g. smartboard and associated software, Facebook, Twitter*

Lectures
Use of devices and apps during the lecture

☐ WebLearn tool or tools *e.g. Polling, Replay lecture capture*

☐ Other devices, apps and/or websites *e.g. smartboard and associated software, polling/voting tools*

Practical work
Opportunities for students to practise or apply their knowledge and skills during the class and/or in their own time. (Note: work submitted for review or assessment is addressed later in this survey.)

☐ WebLearn tool or tools *e.g. Survey, Wiki*

☐ Other devices, apps and/or websites *e.g. tablets, virtual experiments, interactive simulations of complex processes, decision-making scenarios, modelling, industry-standard specialist software (e.g. Matlab, CAD, GIS, statistical), language exercises, mind maps*

Access to readings and other learning materials

e.g. reading lists, texts, journal articles, published reports, audio and/or video clips, links to websites, lecture hand-outs

☐ WebLearn tool or tools *Resources, Web Content, Reading List*

☐ Other devices, apps and/or websites *e.g. reference management tools (e.g. Mendeley), reading list software, content curation tools (e.g. social bookmarking), content management systems, faculty or departmental intranets, tutors' personal websites*

If you have indicated that you use digital education tools in face-to-face teaching, please tell us more about them:

- If you use WebLearn, how closely does it meet your needs?
- What other tools do you use, and what are their advantages?

2. Fieldwork, placement etc.

Both undergraduate and graduate students in the collegiate University may spend time away from Oxford as part of their degree: e.g. undertaking fieldwork, studying or working abroad as part of a language degree, or working on clinical rotations in district hospitals.

If you have students in such situations at any time of the year, and they are required to keep up with their studies in some way, please answer the questions on this page. Otherwise, click the 'Next page' button.

Supporting students' learning while they are temporarily absent from the University

☐ WebLearn tool or tools *e.g. Lessons, Resources, Forums*

☐ Other devices, apps and/or websites *e.g. Replay lecture capture, content management systems, faculty or departmental intranets, tutors' personal websites, videoconferencing (e.g. Webex), Skype, Facebook, Twitter*

If you have indicated that you use digital education tools to support absent students, please tell us more about them:

- If you use WebLearn, how closely does it meet your needs?
- What other tools do you use, and what are their advantages?

3. Distance learning

The questions on this page ask about <u>award-bearing courses</u> **run by the University of Oxford that are conducted wholly or primarily online. If they are not relevant to you, click the 'Next page' button.**

Note: In the case of blended courses, where students come to Oxford for short periods, please answer these questions in relation to the periods when they are studying away from Oxford. Questions earlier in the survey asked you about the face-to-face element of their courses.

Supporting distance learning

- [ ] WebLearn
- [ ] Moodle
- [ ] Other VLE
- [ ] Other devices, apps and/or websites *e.g. 3rd-party discussion and chat tools, videoconferencing, Google Hangouts, virtual experiments, simulations, mind-mapping tools, Skype, Google Drive, Facebook, Twitter*

If you have indicated that you use digital education tools to support distance learning, please tell us more about them:

- If you use WebLearn, how closely does it meet your needs?
- If you use Moodle or another VLE, how closely does it meet your needs?
- What other tools do you use, and what are their advantages?

4. Submitted work and formative assessment

The questions on this page relate to formative assignments and formative assessment only. The next page addresses summative assessment.

Written work

e.g. essays, problem sheets
Submission of work by students, plagiarism detection, marking, giving feedback

☐ WebLearn tool or tools *e.g. Assignments, Gradebook, Turnitin*

☐ Other devices, apps and/or websites *e.g. Moodle or other VLE, faculty or departmental intranets*

Work prepared in other media

e.g. presentations, posters, videos, performance
Submission of work by students, marking, giving feedback

☐ WebLearn tool or tools *e.g. Assignments, Gradebook*

☐ Other devices, apps and/or websites *e.g. Moodle or other VLE; faculty or departmental intranets*

Computer-based assessments

☐ WebLearn tool or tools *e.g. Test*

☐ Other devices, apps and/or websites *e.g. Moodle or other VLE, Question Mark Perception*

If you have indicated that you use digital education tools in the submission and marking process, please tell us more about them:

- If you use WebLearn, how closely does it meet your needs?
- What other tools do you use, and what are their advantages?

5. Summative assessment

Summative assessment embraces any assessment that:
- **determines progression, such as the First Public Examination;**
- **counts towards students' final degree classification, such as Final Honours Schools; or**
- **comprises any part of the formal examination of taught postgraduates.**

Written work
e.g. extended essays, project reports, portfolios, dissertations
Submission of work by students, plagiarism detection, marking, giving feedback

☐ WebLearn Assignments tool (with anonymisation)

☐ An approved departmental submission system

Work prepared in other media
e.g. presentations, posters, videos, performance
Submission of work by students, marking, giving feedback

☐ WebLearn Assignments tool (with anonymisation)

☐ An approved departmental submission system

Computer-based assessments

☐ WebLearn tool or tools *e.g. Test*

☐ Other devices, apps and/or websites *e.g. Moodle or other VLE, Question Mark Perception*

If you have indicated that you use digital education tools in summative assessment, please tell us more about them:

- How far does the Weblearn Assignments tool (with anonymisation) meet your needs?
- What other tools do you use, and what are their advantages?

6. Outreach and widening access

The questions on this page are related to outreach and widening access and participation **activities that are offered either wholly online or in blended format (i.e. a combination of face-to-face classes and independent study in students' own time). If you (or the body on whose behalf you are responding) are not involved in any such initiatives, click the 'Next page' button.**

Online or blended initiatives with school students

e.g. to raise aspirations, provide tuition in subjects that might not be taught in school (OXLAT Latin teaching scheme) or make learning resources available on the Web

☐ WebLearn

☐ Moodle

☐ Other VLE

☐ Other devices, apps and/or websites *e.g. chat and discussion tools, quizzes, content management systems, social media, Oxford Sparks, YouTube, TES Connect repository*

Online or blended bridging (transition) programmes

These are typically offered between acceptance (following publication of A Level results) and arrival at Oxford, but some may be offered before the A Level exams. Examples include the MPLS Bridging Programme. Transition programmes may also be aimed at incoming postgraduate students.

☐ WebLearn

☐ Moodle

☐ Other VLE

☐ Other devices, apps and/or websites *e.g. chat and discussion tools, quizzes, content management systems, social media, YouTube*

Please tell us more about your use of digital education tools in these online and blended initiatives:

- If you use WebLearn, how closely does it meet your needs?
- What other tools do you use, and what are their advantages?

7. Priorities for digital education and requirements for practical support

Your responses on this page will help to shape the support that we offer to divisions as they implement the Digital Education Strategy.

If you already have ideas or proposals for expanding the use of digital education tools in teaching, assessment, outreach or widening participation, please tell us your top three priorities:

Priority 1:

Priority 2:

Priority 3:

Research suggests that the factors below can play a key role in supporting academics to engage with digital education. Please tick the <u>four factors</u> that would help you the most in implementing the Digital Education Strategy in your departmental or personal practice:

☐ Specific ideas about how digital tools can help to address specific educational problems

☐ Evidence of what colleagues have found useful

☐ More time to explore the use of technology in my teaching

☐ Systems, apps and devices that are easy to use

☐ Initial training in how to use different systems, apps and devices

☐ The availability of dedicated staff to provide ongoing advice and support in the educational use of digital tools

☐ Support from departmental/divisional management

☐ Funding for small projects to explore the educational possibilities offered by digital tools

☐ Greater recognition of, and reward for, innovative teaching

☐ Other (please tell us)

Please use this box to tell us anything else about digital education at Oxford:

Would you be interested in contributing to the VLE Review (e.g. in an interview or workshop)? It doesn't matter whether or not you currently use WebLearn: we are interested in all perspectives.

○ Yes

○ No

If you answered 'Yes', please give your email address (note: this does not commit you to participating)