Findings from 2023 Digital Needs Internship – Digital Inequalities

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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

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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?

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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

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.

Digital Inequalities

Finding #1

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

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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.

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Recommendation

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

Reflections

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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%)

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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.

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