

Student wellbeing survey Interim results August 2021



<https://unsplash.com/photos/ute2XAFQU2I>

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INTRODUCTION

Background

Research from Jisc, the EU and House of Lords all point to the growing need for digital skills in staff and students. Covid-19 has intensified the focus on these skills as learning went mostly online from March 2020.

The particular focus of this research is on a) how students access learning materials and b) students' digital wellbeing.

Purpose

The purpose of this document is to set out the findings and analysis from the questionnaire responses that have been received to date. It is therefore an interim report.

Methodology

The questionnaire, which can be seen in Appendix 1 was created and approved for use by the BU Ethics Committee.

The questionnaire uses radio button, free-text fields and Likert-type questions.

The confidence levels use the following scale:

1. **Unaware.** You have not heard of the technology.
2. **Aware.** You are aware of the technology but have not used it.
3. **Practiced.** You have a working knowledge of the technology and can use it but usually need help.
4. **Competent.** You can use the technology and have detailed knowledge.
5. **Expert.** You are recognised as an expert by fellow students.

The other Likert-type questions use more standard options:

Frequency is expressed using the scale: Never/very rarely; rarely; occasionally; frequently; always/very frequently.

Difficulty is expressed using the scale: Very difficult; difficult; neither easy nor difficult; easy; very easy; N/A.

Agreement is expressed using the scale: Strongly disagree; disagree; neither agree nor disagree; agree; strongly agree.

Only the minimum data needed to identify the respondent's level of study and department was mandatory. All other questions were optional.

The data was analysed and presented using r.

Structure of this report

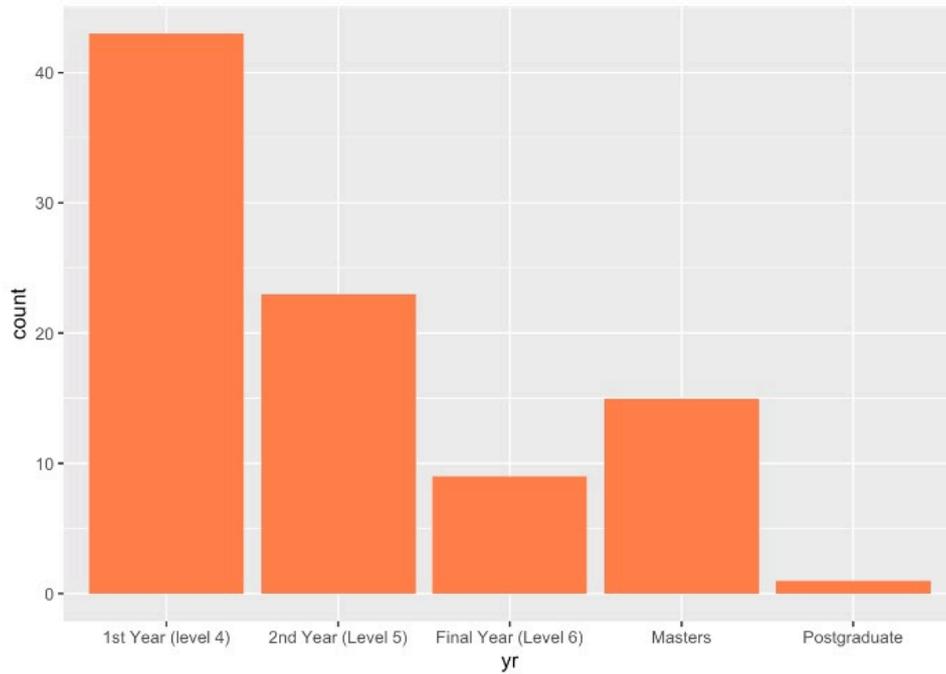
The document begins with descriptive statistics. The results from the different sections of the questionnaire are then plotted with columns coloured based on the level of study of the participant. The textual responses are no included in this interim report.

DESCRIPTIVE STATISTICS

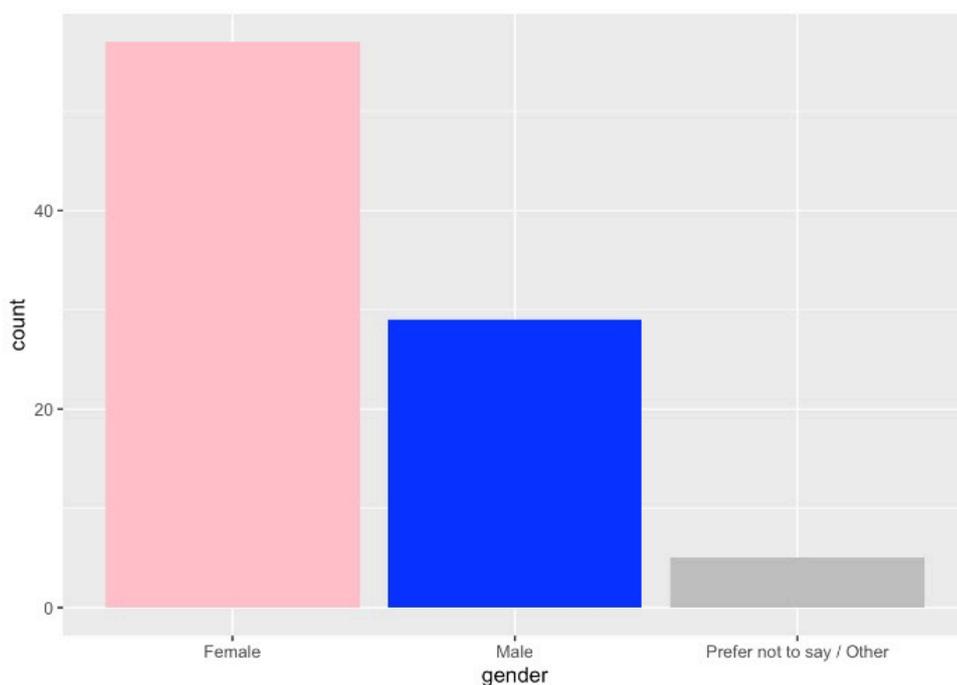
The questionnaire was conducted in June 2021 in 3 faculties. Undergraduate and post graduate students were invited to participate. 92 students completed the questionnaire.

Year of study

Year of study



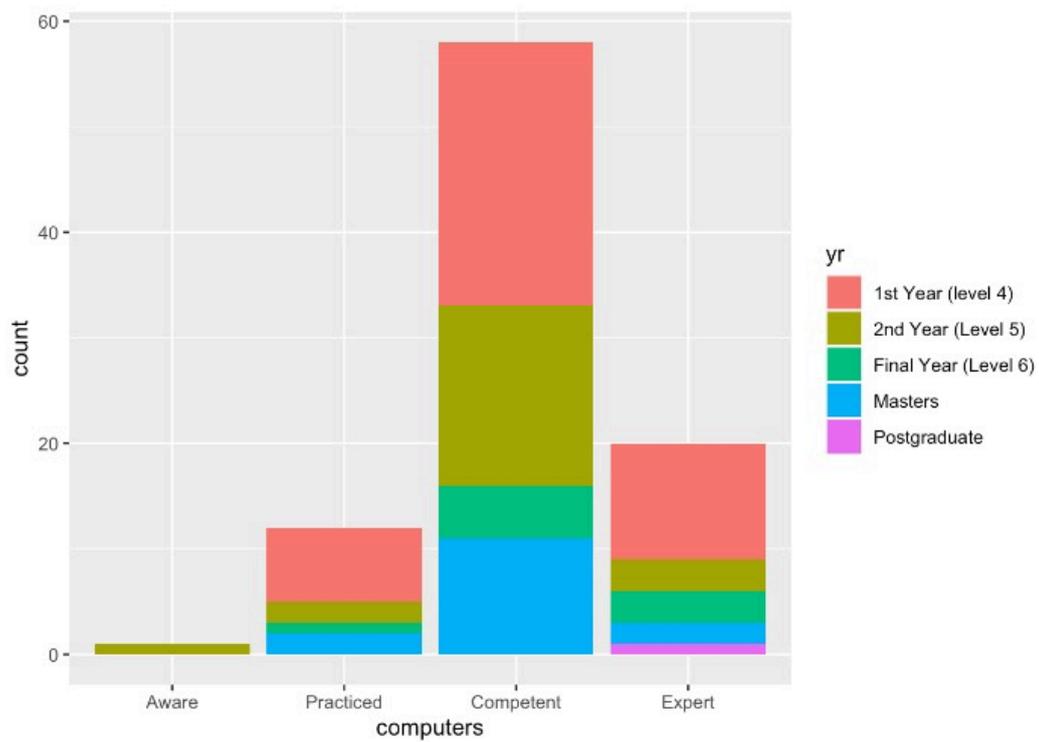
Gender



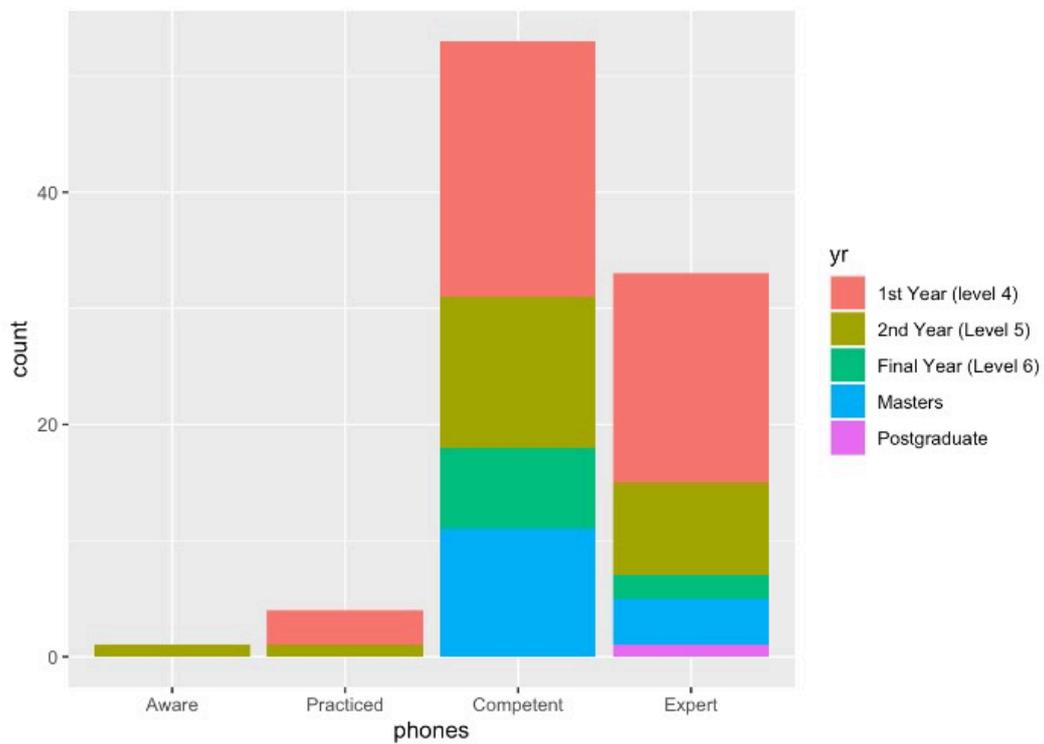
CONFIDENCE IN DIGITAL TECHNOLOGIES

This section asked students to identify how confident they felt about using different digital technologies. Each plot is filled using the level of study.

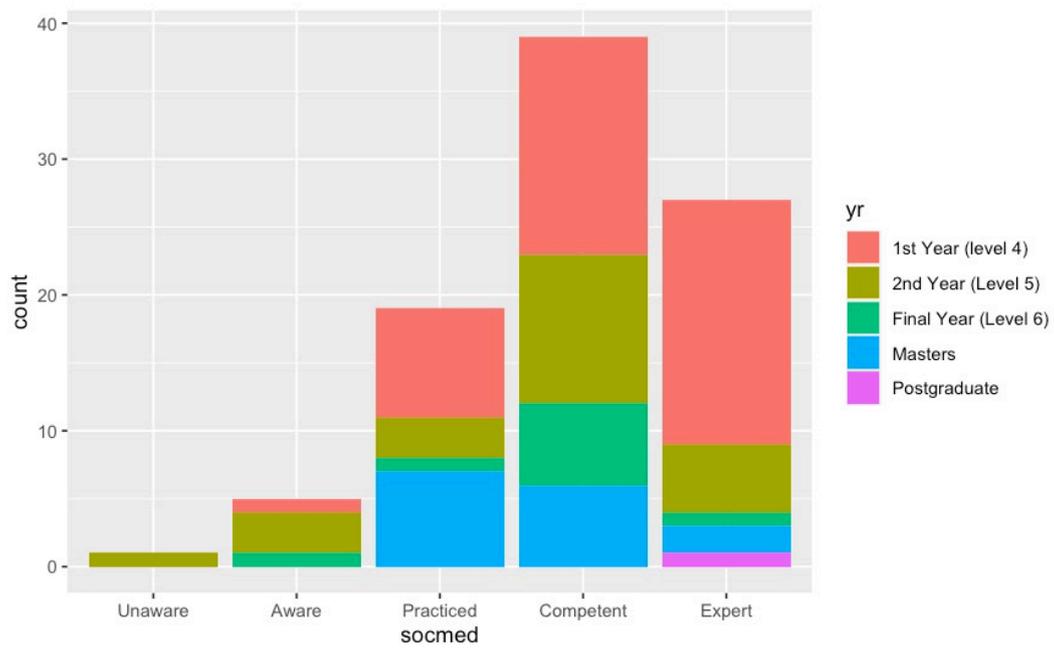
Computers



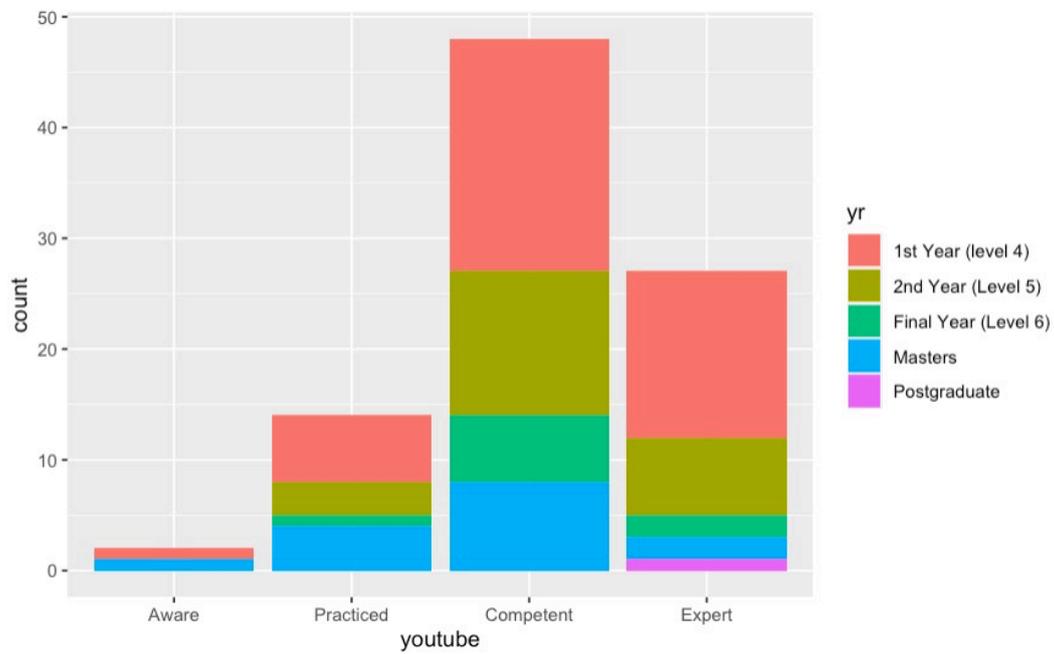
Phones

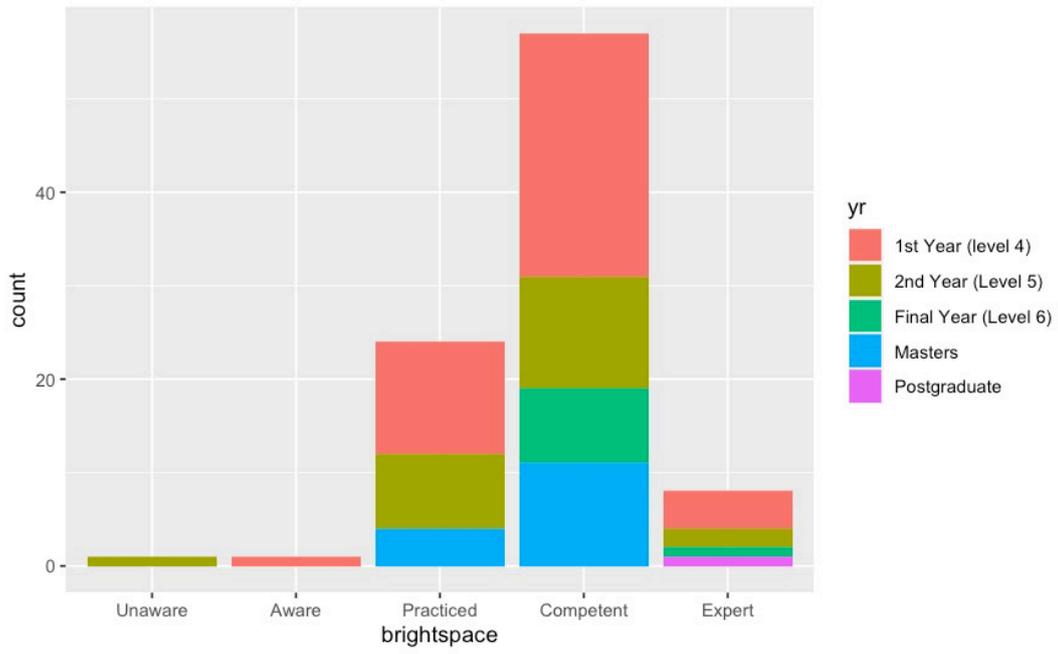


Social media



YouTube



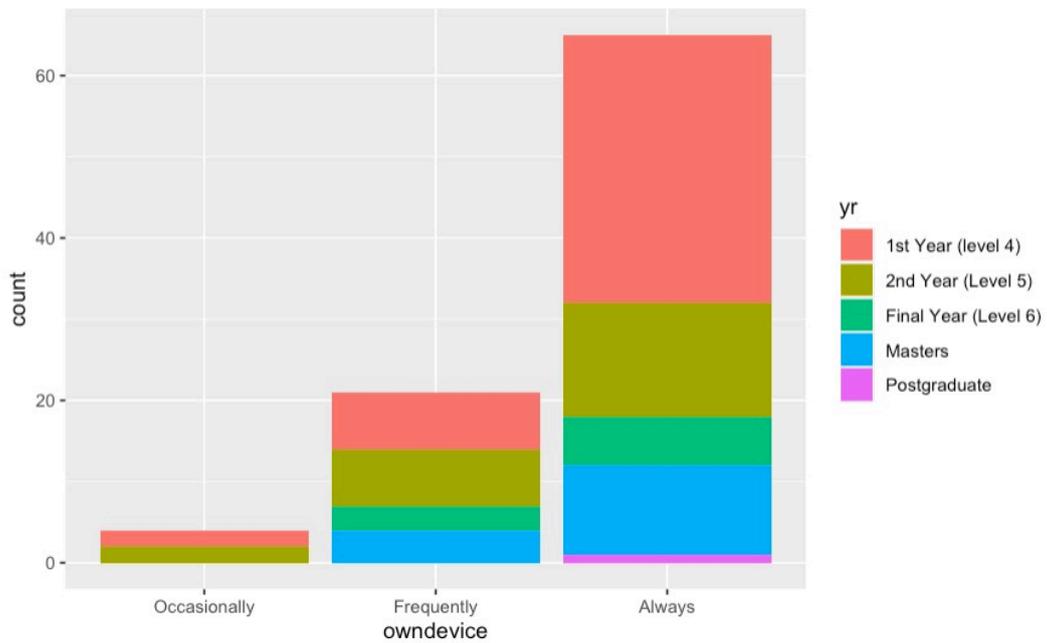


Analysis

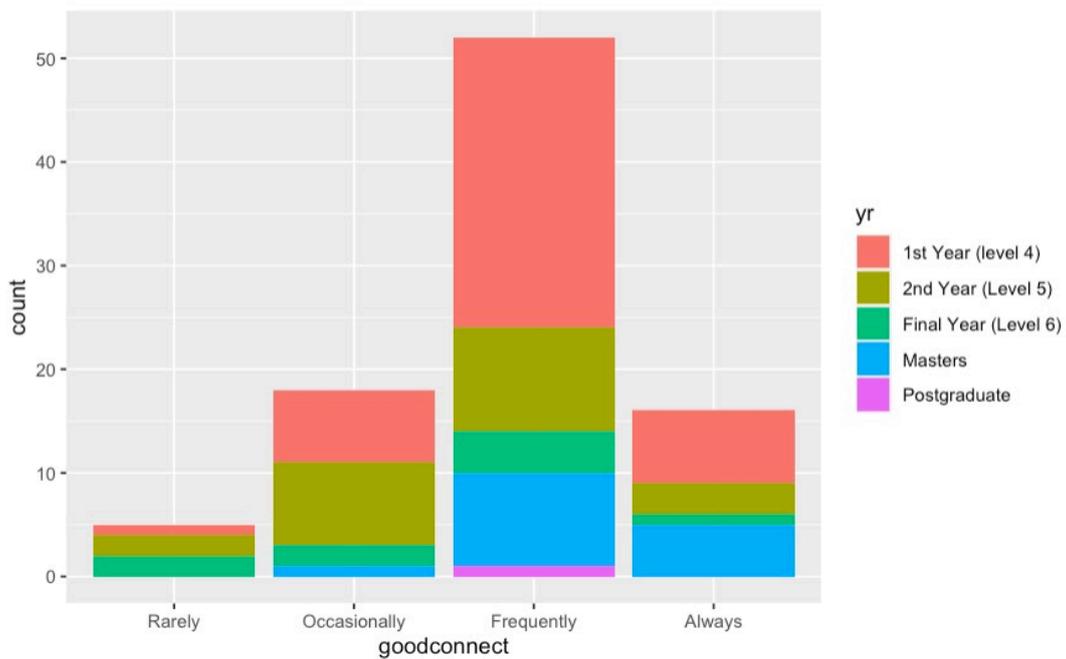
Gender is independent of proficiency level. Pearson's Chi-squared test (X-squared = 1.2189, df = 3, p-value = 0.7485).

ACCESSING THE INTERNET

Using own device

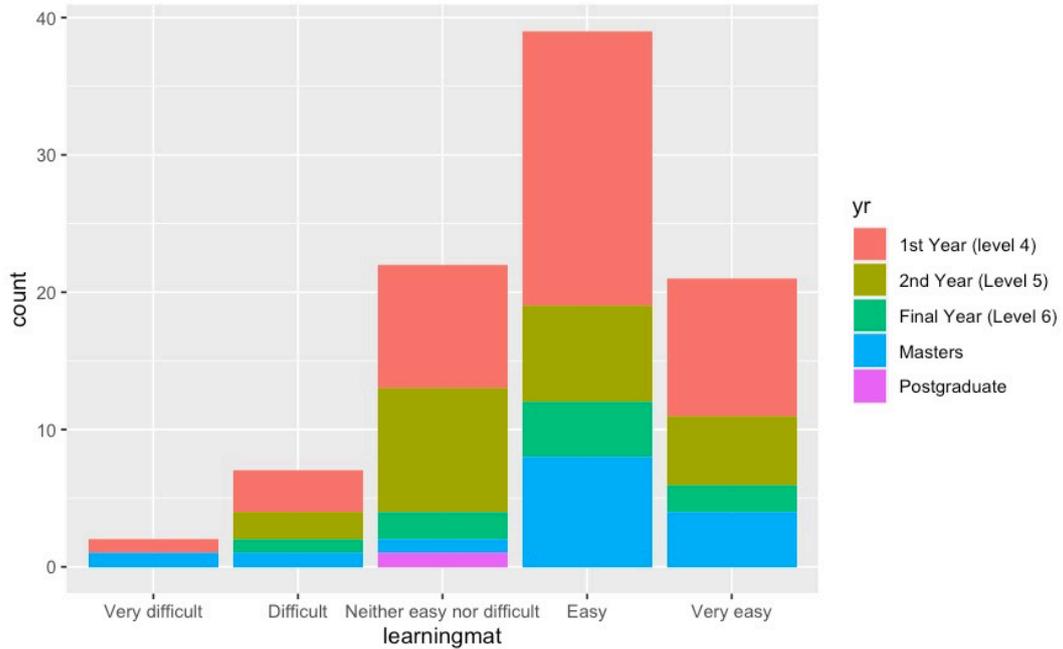


Have a good connection

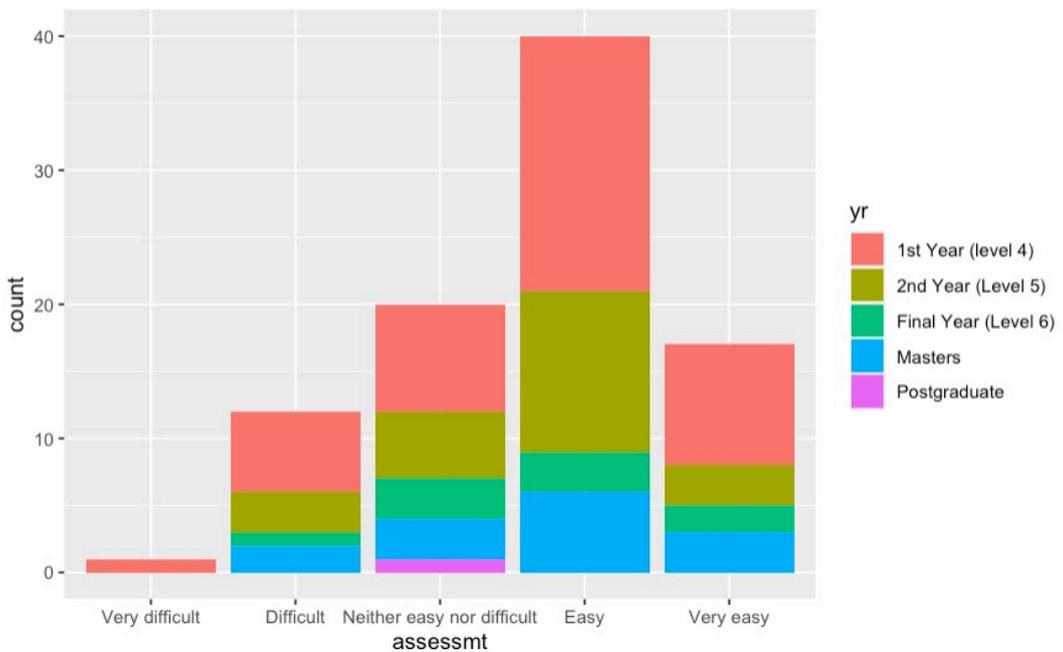


ACCESSING STUDY MATERIALS

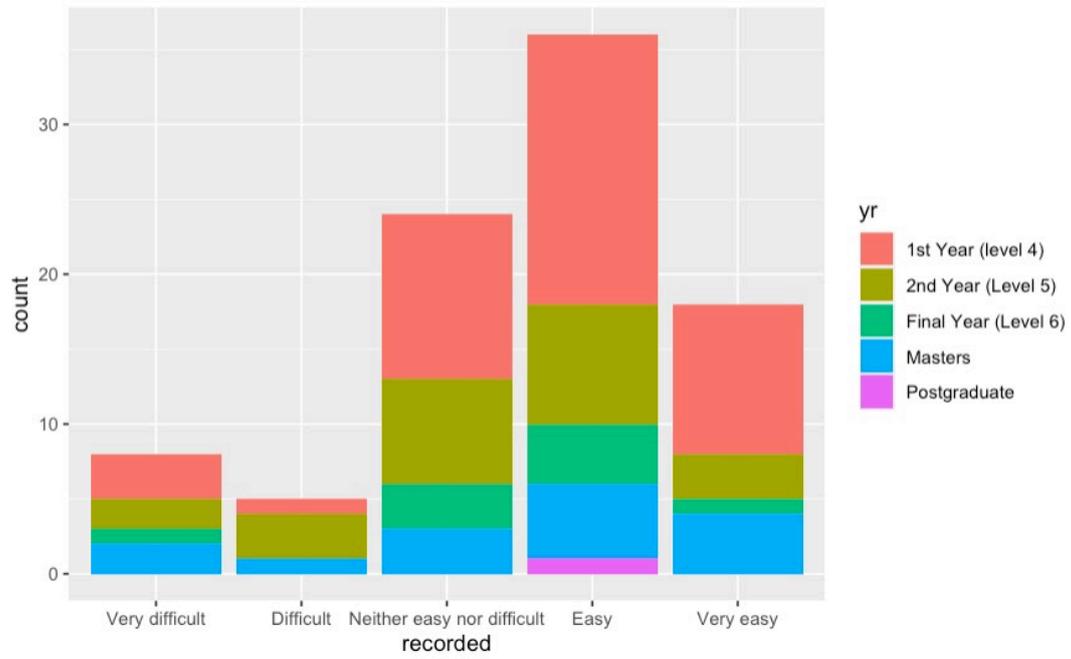
Learning materials



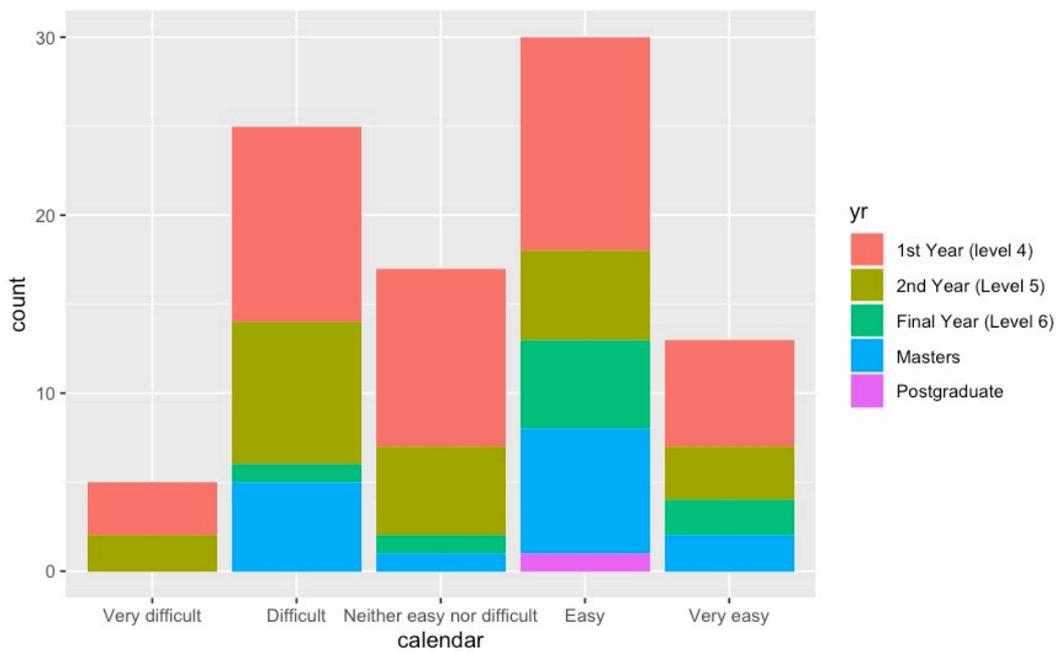
Assessment materials



Videos and recorded lectures

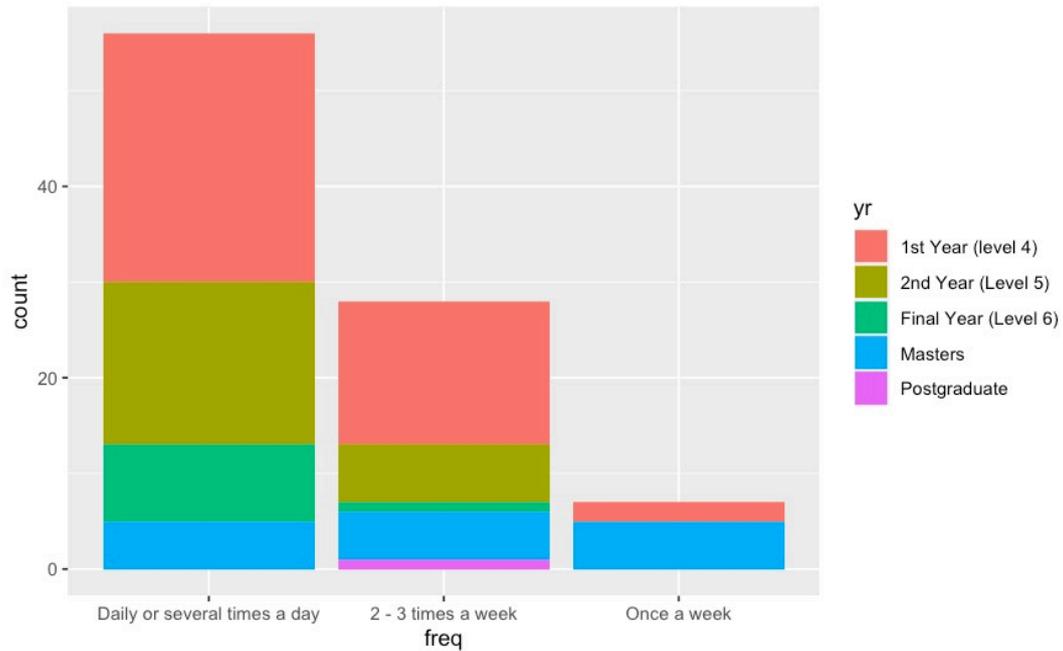


Calendar



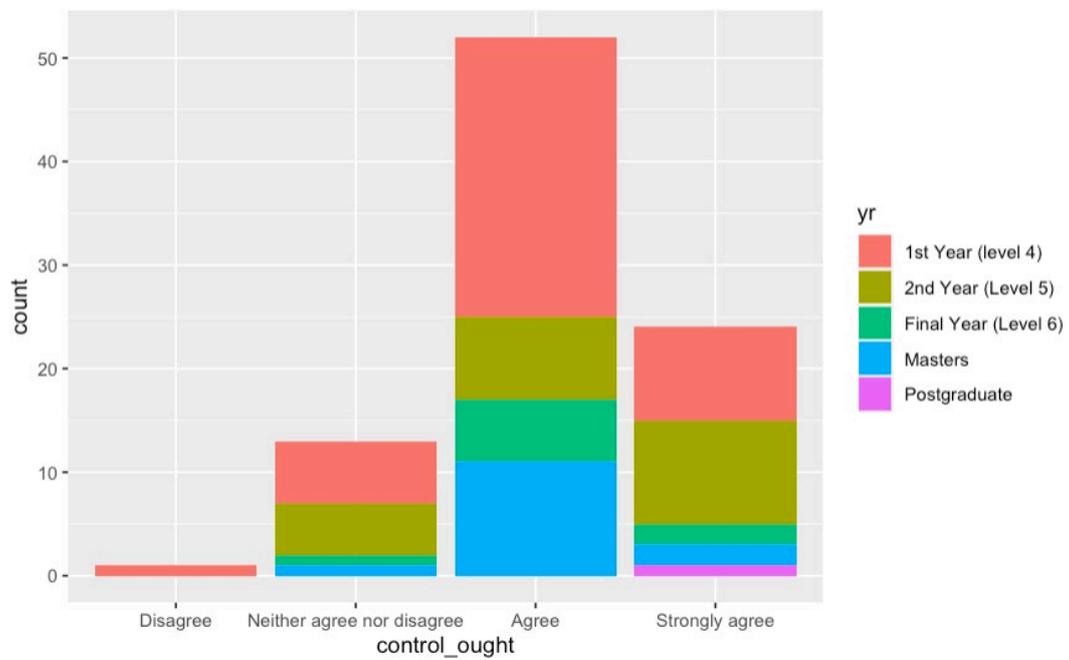
FREQUENCY OF ACCESS

How often do students access the VLE?



SHOULD STUDENTS HAVE CONTROL OVER THE TECHNOLOGY THEY USE?

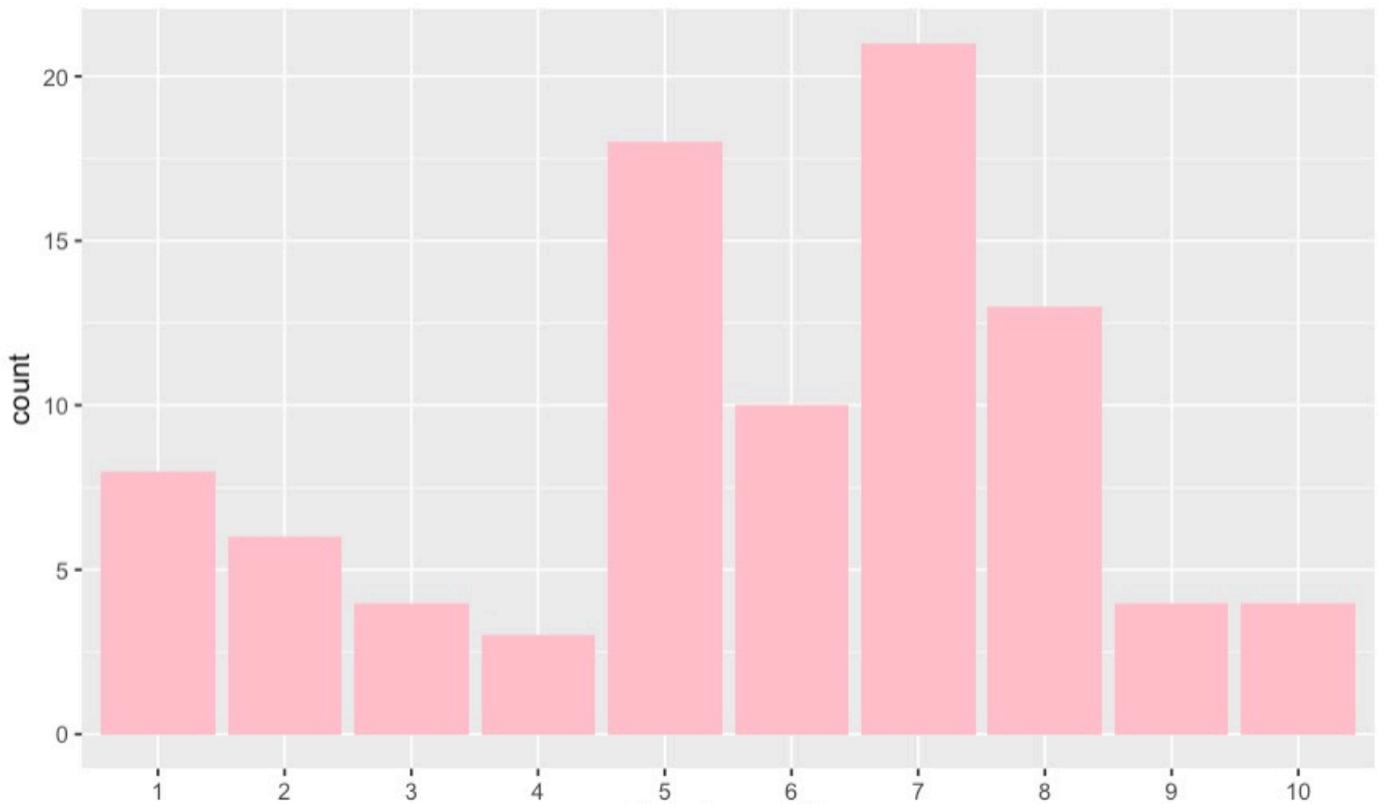
84% of students believe they should have control over the learning tools they use.



SUPPORT FOR DIGITAL WELLBEING

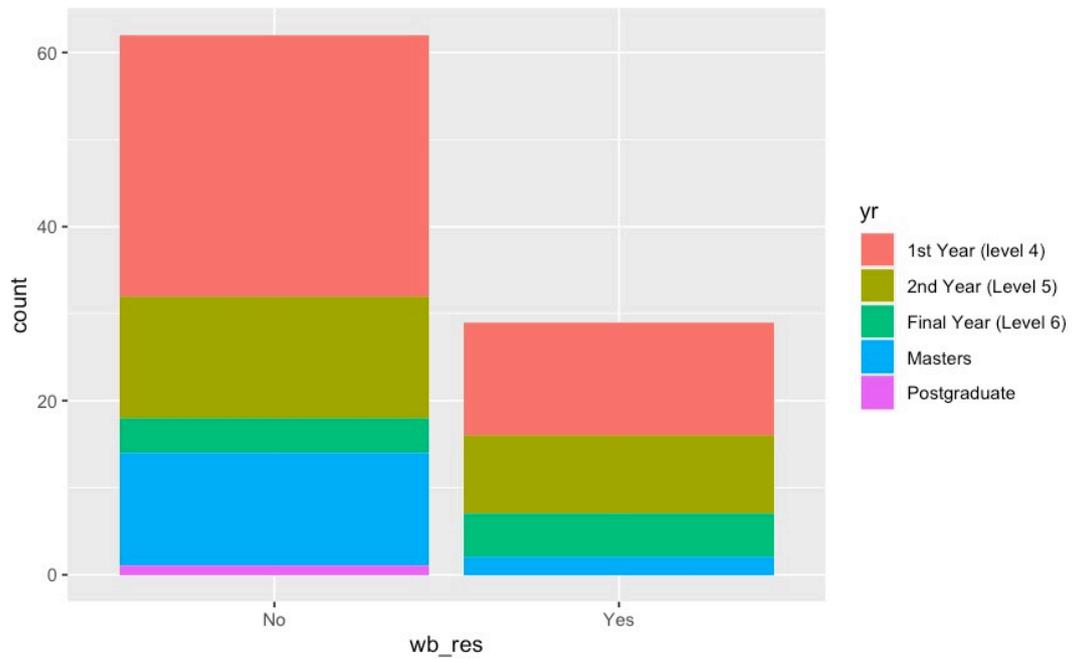
Is the organisation doing enough to support students' digital wellbeing?

Range: 1 = no, 10 = yes. Mean = 5.73



STUDENT ACCESS TO WELLBEING RESOURCES

Have you accessed any of the wellbeing resources available?



FINDINGS

This findings from this interim report are as follows:

- 92 students completed the questionnaire.
- For respondents, the modal year of study is first year and the modal gender is female.
- For all the confidence questions, the modal response is competent (can use the technology and have detailed knowledge; can supervise others). Students have higher levels of confidence on phones than computers. Social media has the highest number of students who rate themselves as expert. The VLE has the fewest students of any of the categories who rate themselves as expert.
- Confidence in using technology is not affected by gender.
- 72% of students always use their own device to access the internet.
- 16% of students always have a good internet connection. The modal response is frequently (57%). 6% rarely have a good connection.
- Most students find it easy to access study materials. 9.9% of students find it difficult or very difficult to access learning materials. 14.3% of students find it difficult or very difficult to access assessment materials. 8.8% of students find it very difficult to access recorded material. A third of students find it difficult or very difficult to access the unit calendar.
- 62% of students access their unit daily and 92% access their unit 2-3 a week
- 84% of students believe they should have control over the learning tools they use.
- The mean score for whether the organisation is doing enough to support students' digital wellbeing is 5/7 out of 10. 9% of students record the lowest possible mark of 1.
- 68% of students have not accessed any of the organisation's wellbeing resources.

APPENDIX 1 – FACSIMILE OF THE QUESTIONNAIRE

This appendix contains screenshots from the Jisc Online Surveys questionnaire.

You and your studies at BU

In which year of study are you? * *Required*

- 1st Year (level 4)
- 2nd Year (Level 5)
- Placement
- Final Year (Level 6)
- Masters
- Postgraduate
- I have graduated

In which Department do/did you study? * *Required*

[List of departments]

What is your gender?

- Female
- Male
- Prefer not to say / Other

Your skills and digital connectivity

This part of the survey uses a table of questions, [view as separate questions instead?](#)

How confident are you in these technologies? Please rate yourself on the 5 point scale.

Unaware. You have not heard of the technology.

Aware. You are aware of the technology but have not used it.

Practiced. You have a working knowledge of the technology and can use it but usually need help from another student.

Competent. You use the technology and have detailed knowledge. You can supervise others in using the technology.

Expert. You are recognised as an expert by fellow students. You have in-depth knowledge.

	Response				
	Unaware	Aware	Practiced	Competent	Expert
Using computers such as PCs, Macs and laptops etc	<input type="radio"/>				
Using smart phones	<input type="radio"/>				
Using social media such as Instagram, Whatsapp, TikTok etc	<input type="radio"/>				
Using YouTube	<input type="radio"/>				
Using Brightspace	<input type="radio"/>				

This part of the survey uses a table of questions, [view as separate questions instead?](#)

Thinking about how you access the internet

	Response				
	Never	Rarely	Occasionally	Frequently	Always
How often do you use your own device(s)?	<input type="radio"/>				
How often do you have a good connection?	<input type="radio"/>				
Are there times when the connection is poor because others are using it?	<input type="radio"/>				

Accessing learning and assessment materials

This part of the survey uses a table of questions, [view as separate questions instead?](#)

How easy is it to find these items in Brightspace?

	Response					
	Very difficult	Difficult	Neither easy nor difficult	Easy	Very easy	N/A
Announcements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The current week's learning materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment marks and feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Videos / recorded lectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unit overview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unit calendar/schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How frequently do you open Brightspace when you have active units?

This part of the survey uses a table of questions, [view as separate questions instead?](#)

From where and how often do you source these learning and assessment materials?

Core materials are essential to learning a topic, for example lecture slides, seminar material and reading lists. Supplementary materials provide additional information on a topic and are often optional.

	Response				
	Very rarely	Rarely	Sometimes	Frequently	Very frequently
From Brightspace, core learning materials eg lecture slides	<input type="radio"/>				
From Brightspace, supplementary learning materials eg links to videos	<input type="radio"/>				
From Brightspace, assessment materials eg assignment briefs	<input type="radio"/>				
From other students, core learning materials eg lecture slides	<input type="radio"/>				
From other students, Supplementary learning materials eg links to videos	<input type="radio"/>				
From other students, assessment materials eg assignment briefs	<input type="radio"/>				
From online sources eg YouTube / internet search	<input type="radio"/>				

Finally, what 3 things could staff do to better support your learning?

Learning during a pandemic

This section is about how the pandemic has affected your learning and asks questions about your digital wellbeing.

Digital wellbeing is defined as a state of personal wellbeing experienced through the healthy use of digital technology.

Please tell us about your learning experience during a pandemic. In which ways has the pandemic affected you positively and negatively?

How do you deal with 'techno-stress' and achieve a healthy online/offline balance?

Techno-stress is defined as an inability to cope with computer technologies in a healthy manner. Clear symptoms of Techno Stress include an inability to concentrate on a single issue, increased irritability and feeling of loss of control.

This part of the survey uses a table of questions, [view as separate questions instead?](#)

Thinking about the digital tools you use in your learning

	Response				
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
You have control over the digital tools you use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You should have control over the digital tools you use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On a scale of 1 (no) to 10 (yes), are Bournemouth University doing enough to support your digital wellbeing?

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
<input type="radio"/> 10		

Have you accessed any of Bournemouth University's wellbeing resources?

No

Yes