

# Getting started with your 2020-21 digital experience insights surveys webinar

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## Transcript

### Sarah Knight

Warm welcome to those of you that are joining us today for our webinar around our new digital experience insight surveys for 2021. I'm Sarah Knight. I'm head of data and digital capability at Jisc. I'm joined today by my colleague Ruth Drysdale, senior consultant for the digital experience insights service, Helen Beetham and Tabettha Newman, our expert consultants who have worked with us on our digital experience insights surveys for many years. And we're delighted to have them with us today to share some of the work that they have been doing to inform our work going forward on the new surveys that we're going to be launching next week. While I give the short introduction, we are interested for you to add into the chat window for those who have been involved in running our surveys or if you haven't, that would just give us an idea on the audience that we have with us today.

Just to give you a brief overview of what we're going to be covering today; firstly a very brief context to the insight service for those of you who are not familiar with our work, but then I'm going to hand over to Helen to talk through the rationale and an overview of where we are currently with our surveys that we're planning for this year's rollout. Tabettha is going to give more detailed information about the idea of running our *'pulse surveys'* this year, we're going to have opportunities to gather your feedback and discussion in the chats. Both Ruth and I will be keeping an eye on that as we move through the presentation.

If you have got a question, can I just remind you to use the q&a icon which is on the toolbar. We will obviously be monitoring the chat as well. So, we will pick up reflections in there. But at a quick glance, it's easier for us to see the questions coming through in the q&a panel. We will be moving on to a short discussion around some of the detail that we've included in relation to some of the aspects that we're including around demographics and participation, which topics that we'll be leading on, and then more detail around the questions that we have been rephrasing and formatting to take into account the move towards online learning, teaching and working that we're now involved with. Then we'll be moving on to next steps and how to take this work forward.

A little bit of background around the context of the service. We've been working on this since 2016 as a way of helping colleges and universities to better gather and involve students around decisions that relate to their experiences and expectations of using technology. We have broadened the surveys out to include teaching staff, professional services staff, and new this year researchers. This is so we have a holistic view on how our users are making the most of the digital environment, what the issues are, and where there is need for more support. For every member of staff and students have fully realised the benefits of using technology. It's very much designed to

help improve the digital experience and empower students and staff in feeling that they can provide feedback on their experiences. We know that technology is no longer optional, it is seamless in all that we do. And we need ways in which we can gather that feedback more effectively in order to be able to shape and enhance and move forward our digital strategy within our organisations. It's also critical for us even more so now in the current context to ensure we are baselining and benchmarking our practice and to be able to use this as evidence for the investment that's being made into digital for the support that may we may need in supporting our staff and students to make better use of the technology we are providing. We have just produced a summative report on the student survey for each sector; HE and FE. These provide what we hope is vision leadership, not only for us informing us on our work in Jisc, but for the wider sector, and also for important stakeholders like our funding councils, and helping to move and shape the strategy in the direction of policy. So, this webinar is very much focusing on the new questions there, which are running from October, and have very much been redesigned, in order to meet the requirements that we have for the current COVID-19 context. I'm going to now hand over to Helen to talk in a little bit more detail about the revisions to the question sets in more detail and the underpinning rationale for that, for Helen, over to you.

## Helen Beetham

Thank you, Sarah. It's hard to remember there was a time pre COVID. But we had plans even before the pandemic hit. Every year we have some new elements to this service and the surveys and this year, as in any other year, we'd have been really talking about the new researcher question set. Because it was it was such a great one to add in. We always planned it, it's allowed us to really extend the range of the questions you can ask to look at, in detail at scholarly and research practice. And, it filled a bit of a gap we used to have around research students and where they would fit in the in the service and the service. I think having that pilot and particularly the two very expert panels who were just awesome in the way they took on what we were trying to do that allowed us to really try out and a few new questions and to analyse the existing questions as well. So, before the 2020 pandemic hit, we already had some exciting ideas for the surveys. But bearing in mind the need for continuity for those people who were using the surveys year on year, we felt that we really learned quite a lot through the piloting process, the researcher survey, the professional services survey, we've been able to update and refine all the question sets, taking out a few that were perhaps doing less work, making sure we had in questions that were really actionable, and that that really seemed to be significant year on year. And of course, having the four surveys, we know that that's an issue when it comes to survey analysis. So, we were making sure that there were lots of equivalence, and that the four question sets, well, there are more than four because we have slight adaptations for the two sectors, but essentially, the four survey user groups mapped closely across. So in line with our commitment to 360 degree perspective, if there is an issue that potentially affected all those groups of users, we were asking all of them about it so that as an organisation, you could see that 360 degree perspective, from all the way around. So, you know, in any other year, this slide would probably be this whole webinar. And we'd be talking through some of those exciting changes and continuities and how that the experts, some of whom are here had helped us to do that. But it's not a normal year. So, Sarah, if you could move on, into the middle of this process of yearly enhancement and refinement of the surveys. We know that this is what's happening. And I don't want to dwell too much on what's on the impact of covid 19. You're living it now; we're living it in the headlines now. We are reviewing them as they change almost daily, the many surveys and pieces of research that are ongoing around this. And I think what that's really made us all incredibly determined to do is to make sure that if there is another survey, in other words, these surveys coming into this space, they are truly adding value. We know there's lots of new issues, there's lots of student and staff panels, looking at how the online pivot is impacting. We know there's lots of other surveys taking place, we don't want to just do the same thing. So hopefully, you'll be able to give us some feedback. But hopefully what we've done is to try to really focus the DIE surveys on where they can add value in this extraordinary time of change. And so, I'm going to talk you through some of the ways the survey has been slightly changed and the way that you might run it has been changed to accommodate this extraordinary time that we're in.

So, Sarah, if you could move us on from thinking about the specific impacts of COVID-19 which we have done our best to accommodate in the new survey questions to think a little bit more about the bigger picture. So we're really aware in terms of adding value, that the experience, the digital experience, the online experience, is likely to be something that people are aware of in a much shorter timeframe, we may not have the luxury of saying, well over the whole of this year, how were things for you, we know things are going to be changing. And the way in which people participate, students, teachers, but also researchers and professional staff might change quite rapidly through the year, certainly, it is unlikely to stay the same from the beginning to the end of the year. So we need some kind of process that can capture how people are participating, whether that's online, or on site, or a blend of the two, and what impact that's having on their experience, it was really important, we could we could capture that.

And also that we could capture that the process is likely to be a changing one rather than a relatively stable one, from the start to the finish of the survey window, which has typically been from around about October to around about March or April for the students. So, we need to capture change within that window. And think about maybe a slightly more iterative collection of data. We also know that the sectors are hungry for everything, just tell them everything that they can learn from each other, as people are trying new things as new situations are arising. So, we felt that a kind of the summative reports at the end of the year useful, though they have always been, we're going to be coming too late for some of the issues that people are facing. And therefore, we want to provide things that will allow for regular reporting, both within organisations, but also sharing between organisations. As far as that is a useful thing to do. And we talked, as I mentioned with the last slide about maybe adapting the questions and looking particularly at those key online pivot and post COVID issues. So, making sure, luckily, because we've had this great strength of focusing on the digital for four or five years now, luckily, our questions are well tuned to the situation we find ourselves in. But we needed to change them better, as I say, to make sure we're really adding value. And we also wanted to make sure over the years, I think the issue of digital wellbeing has come more and more to the fore as we've done our surveys and as they've been reported on including in the press. And we really wanted to make sure this year of all, above all that there was space in the survey for people's feelings, reactions, wellbeing issues, mental health issues, as they relate to digital, we're not trying to cover everything to be heard. So, we had quite a lot to think about in terms of what the surveys might do and how they might do it. And so, if you just move on to the next slide, and how we've split up, the rest of what Tabetha and I are going to say really is in these kinds of two pieces. Tabitha is going to talk for a bit now about how I've adapted the actual process, Then I'm going to talk a little bit about how we've adapted the actual content and questions. And of course, those two are not separate, but you have two people. And we have two colours we can use. On this occasion. We're not colour matching t shirts, which we have done in the past, but we will speak to our colours. And with that in mind, unless there's any pressing questions, I'm going to hand over to Tabetha to speak about the how we've tried to adapt the survey for the situation you find yourself in.

## Tabetha Newman

Thank you, Helen. And welcome, everybody. Thanks so much for joining us today. So, you've had a good introduction there and to where we sit at present and the kinds of things that we were thinking when we came to the question set. And looking at what we could do for the for the forthcoming year. Can you move me on a couple of slides, please? So, we were thinking how to adapt the DIE question sets in this post covid normality. And, as Helens already alluded to, what we were thinking was that there would be significant changes in terms of how people participate with their learning and teaching and their work. And the context, the expectation and the timeframes that would be involved. Let's have a look at those things in a little more detail here on that slide. So first of all, how people are participating, whether it's learning teaching or working, is going to differ not only between organisations but also through time this academic year, people may well be learning external, exclusively online or on site or a blend of both. And that experience and the change in that experience is going to most certainly affect their digital experience and therefore the context in which they answer the questions. So we realised very quickly, both when looking at some of the data that was being published about post COVID learning and in terms of looking at the Question set and seeing how we could adapt the questions usefully for organisations to use this year that we needed to allow organisations to partition and filter the data through these kinds of factors of how people were participating. Similarly, contexts were going to change. We knew that, both in terms of people's personal circumstances, whether or not they were, for example, shielding or whether they're in quarantine, also, in terms of shifting policies and priorities be there to course level, should certain year groups go into isolation, maybe they'd be organisational, or maybe they'd be national restrictions, and that those things were subject to change that we could not know, or have any forethought as to how that change would happen. But we needed to provide a framework in which we could usefully adapt both the questions, and that your use of the data in meaningful ways, according to those likely changes. Similarly, the online mode of learning or teaching may be very different. It might be that an individual is experiencing a whole variety of different online learning modes, be they anything from one to ones, tutorial groups that might be small, to large live lectures. So, we knew that that context was also important. We also knew both from this research and from other research in different sectors, that the expectation of any individual would drive their attitudes. So for example, for a learner, what their initial expectation was, in terms of signing up to a course, versus the experience that they were being provided at any one time in the forthcoming year, was most certainly going to affect the answers that they give to the survey questions. And so, we really wanted to include this year, some form of question that identified and allowed you to factor in those expectations, particularly for learners. And certainly, because of a likely change throughout the year, we realised that whilst our questions and the context of our questions, were definitely on point, and we've revised, refine them over a number of years, as you know, that

we needed to be more explicit and time bound about those. So, we really needed to think about something meaningful that asked learners, researchers, teaching staff, professional services staff about their experience in each recent timeframe, under the expectation that things are going to change. And so, we have chosen a framework of the last few weeks. Okay, can you move me on Sarah, please?

This quickly is a slide that just shows you a couple of the questions. I'm not going to dwell on this, because we've got a lot to get through today. But just to give you an example, and you can come back to this in the recording of three of the questions that are new, and they're right up there in quadrant one at the beginning. In the last few weeks, have you mainly been learning in the last two weeks? Where have you physically been when you've been learning online? And when you signed up to your course? How did you expect it to be? So, I'm not going to dwell on this. We don't have time. But please do come back. And please do have a look at the question sets that will be released after this webinar, or the next week or next few weeks. Ruth will inform us exactly when that's going public. Okay. So, what's a pulse survey? We think these the DEI surveys this year could run as a pulse survey or that you as organisations could run them as a pulse survey, if you wish. Let me explain what that is. A pulse survey is one survey that's run for short time periods repeatedly throughout a period. So, for example, this academic year, the surveys are repeated in order to identify and resolve issues. And that's going to be useful this year, because the learning the teaching and working experience is likely to be very changeable. And we can't predict how it will be changing. So, as we've seen, a lot of the questions now refer to a shorter timeframe in the last two weeks. And you could use these DEI surveys, as poll surveys repeated throughout the year either with the same set of people for different cohorts. So, for example, you could run the survey in discrete windows, maybe at the start of the year, then again just before Christmas, or just after Easter, or you could run them repeatedly in little bursts throughout the year. Let me illustrate that because I created a slide last night. I hope this illustrates What you could do at Jisc will be opening all the DEI surveys early October 2020. And they'll be closing certainly for the learner version that will close the 30th of April, and slightly different for the different user groups. But certainly, April May time. Now, individual organisations may wish to run the survey repeatedly through a set of promotional activities with the group used it for user groups. So, for example, with their learners, and I've given an example here of college who may run the survey, in term one, again, in term two, and again, in term three, or a university who might run the survey with a small group of either the same people or with different people every two weeks, throughout the year. And that that would allow them then to look at the data and see very quickly what the digital experiences like, how they're teaching staff, their learners in particular, we estimate that those two groups are going to require a careful monitoring throughout the year, and how they're experiencing their teaching and learning and whether anything needs to adapt in the system to better support them. Okay, could you move me on please? Okay, so what are the practicalities to using the DEI survey as a poll survey, the usual steps apply, you will if you sign up, log into online surveys, locate your survey on the dashboard, you will be able to design and customise it as you like. And then all surveys will be opened in October. And this is as standard as it is has always happened. And there's suitable guidance, and it's genuinely and I hope users will back me up on this it is an easy process to follow. Once the survey is launch, you then will be able to promote and engage different user groups to use the survey. So, for example, you might email a set of students with the link to the survey and ask them to complete that. Okay, can you make me on another slide, please.

So, this year, we're anticipating the need to focus on a few more steps, just to remind you that these things are possible and that they are probably going to be more important this year. First, a reminder there are seven that at any point in time, you'll be able to visualise your data, using online surveys via the live analyse window. This is a super useful feature; it's always been there. But this year, we feel like this is the time when you are going to probably want to do this more frequently. In the past, people have been very happy to collect their data, and then harvest it at the end of the academic year and analyse it, then what we want to remind you is that online survey is really good at giving you this live window into your data set. So, at any point in time, you'll be able to log in, look at the data, filter it if you need to by date and time and that's point eight two there. And then if you want to run the survey again as another pulse point nine there and engage again to collect further data. And then you can download and filter your data at any point in time. So, whilst at the end of the year you will be able to analyse and download all the data, you'll be wanting to filter it by different time periods. And I'm we think you'll be wanting to look at it throughout the academic year as well and download data whilst the service is still live. And just a visual reminder of how easy this is, if you could just move me on please. In the analyse area of online surveys, when you log on, you can click on to the analyse area. So, it's there the third tab along at the top layer, and then immediately top left, it will say as is in the big yellow, big orange box there, filter by response date. And you can filter either by today but yesterday last seven days or by a custom range. So, I've clicked custom range there. That's why it's a darker blue, and you'd be able to type in exactly the range that is relevant to you. Okay, so just a few things to consider if you decide to run this as a pulse survey. First, we think but please validate this assumption through the chat window with any comments you have. We think that this year, it's going to be super important for organisations to look at their data at various points throughout the academic year, and to track any changes through time, rather

than just harvest the data at the end of the academic year. And that does mean that if you decide to run the DEI surveys as a poll survey, that there are some important things for you to consider. The first is, and it's this second bullet point here, that if you're surveying the same people at different times, that it's important to analyse only within each of those timeframes, it's not going to be valid to group and some of the data across the year because you will have asked the same people at different timeframes. Now as you've seen, it's easy to filter the data, both inside online surveys and then outside it in Excel by that column of data that's got the date and timestamp. So super easy to do that. But it's important for the validity of your analysis. If you are surveying different people in each date range, make sure your sample is big enough to minimise any random effect. And again, this is the same as previous years. And there's effective guidance about this on the Jisc website. But what you need to bear in mind is that you make sure you have a representative sample. And that is large enough to capture the differences in opinion amongst that cohort of people. Whether you run the DEI surveys once across the whole year as the traditional way or whether you run them in these pulses, just make sure you collect enough data in each of those timeframes.

A reminder again that we expect there to be so much change over the next year with a summative view. So, collecting all the data across the year is unlikely we feel to be meaningful, because there will have been so much change and adaptation throughout the year. That is our hypothesis at this stage at the beginning of the academic year. That's our assumption. And that's why we've designed them to be a lot more flexible this year. What that does mean is that benchmarking groups, and the annual benchmarking in the traditional way that we have offered this may now be of limited value. And that's certainly something that we do need to discuss with you, our users. And continue to discuss internally as well. But there are a number of ways that we could look towards doing this, for example, we could offer a snapshot of a national aggregate of findings at Christmas time for you to compare your data to and again, at Easter, and, and so on. So there are a number of different opportunities for benchmarking that offer more validity and more meaning it may be that it becomes more appropriate to benchmark yourself against other organisations that are using a certain mode of learning, for example, rather than just comparing with others in your sector, because there's just we feel going to be so much change. Okay. So very, very quickly, a reminder here, this is just reminding me that there's a full getting started guide, if you sign up that will be made available to you. And there's full support. Darren is sitting at a computer as we speak and is available for support for any of those people and organisations that sign up. Okay, so I'd like to move on one more slide, please, to any questions and comments, and hand over to the rest of the team who hopefully have been monitoring the chat window in the questions to see what you guys think about these new adoptions and changes.

## Sarah Knight

Thank you, Tabetha. And I think we have got some questions coming in the chat window in the q&a. So, I'm going to hand it over to Helen, just to pick up the first question there.

## Helen Beetham

Thanks, So, is asking about whether universities and colleges can take charge of the information that they that they issue around the survey? And the answer is yes, you can. And in fact, we produced as a team, all kinds of posters and details that you can adapt to make to make your own promotion and publicity around it. And yes, we do encourage you to make your own statement about how the information is going to be used and how it's going to make things better. So, people on the team who are currently delivering the service might have more to say about that. But yes. That is something that that is you know, if you're supported to do that the way you want to do it. I don't see the q&a window, but she's asking whether there's any way of choosing which questions you use at which points in time. I know the answer to that, but I'm going to put you in the spotlight.

## Tabetha Newman

She got my archery targets and just behind my head. So, No, there isn't the DEI question set, I can reassure you that it's shorter this year shorter than it's been before. With that intention in mind, the expectation that it might need

to need to be run repeatedly throughout the year has certainly galvanised us to reduce where possibly could one thing that you might want to consider, but this would be something that I would need to get the nod or a yes from Ruth. I believe that those who sign up to online surveys and the service, also therefore get offering access to use online surveys Do people still get access to us online surveys in their own way?

## Sarah Knight

Ruth would you like to answer, that one? I mean, as far as I'm aware, FE can access online surveys with a discounted one-year licence, I think most of the universities have access to online service anyway, because their institution tends to be subscribed.

## Tabetha Newman

It's really important to, at some point in time, use the full data set that is going to be giving you the breadth of information, should you feel that you do not think that there is going to be and this kind of addresses one of the questions as well, the idea of the concerns around survey fatigue, then there is the possibility, should you feel equipped to do it, to lift some of the questions, three of the questions and put them into your own online surveys survey and repeat those. And you can then download from online surveys and merge those data sets. Jisc can only harvest the data that comes from the DEI surveys. And we have really reduced those. But the great thing about online surveys is it's a fantastic platform to use. And it does allow that benchmarking at the end only for if you use the full set. But nonetheless, you have flexibility there too. I feel to use both online surveys in an adaptive way. And the DEI question set, but please be reassured is far shorter this year.

Helen. Any other questions?

## Helen Beetham

Well, just to come back. On your point about it being I would take somewhat shorter this year. We are going to move on to look at the some of the specifics of the actual questions. So hopefully that if you've got any questions about those, we could deal with them in the next stage. But I'll have to ask because I just want to be clear that Tabetha and I are consultants on the surveys and Sarah runs the service. So, they will be the ones who can tell you about the sort of service-oriented questions, but they will tell you when you're going to be on to see the actual full question.

## Tabetha Newman

Can I just very quickly answer very useful question. We are trying to minimise the amount of admin time that is involved in running these surveys as much as possible. So you just launch one survey, and then you filter by date, you do not need to keep creating new surveys, you do not need to keep creating different links, you have access to one survey launches in October, it will close in May, and you or at end of April for students. And you can choose to promote it at any time and repeatedly if you so wish, in a pulse survey manner. And if you do that, then that allows you to filter by date and compare. Helen.

## Helen Beetham

I just wanted to make the point that benchmarking happens when surveys are closed, and the data is there to benchmark. And we have taken the view which is what we're asking you to confirm or deny that this year you will be particularly interested in looking at change over time within your own organisation. We thought about what it

would look like at the end of the year to summarise everything that that the digital experience had been. And to then take that summary, which will include you know, we hope not but could include quite dramatic changes to what's possible to deliver to ways people are working. We thought that summative you might be less useful than it is most years. But we thought what will be more useful to you would be to see how the experience changes, perhaps as policy changes or as individuals go into and out of forms of participation. So, we have kind of traded a little bit, or we suggest rather that you might want to trade, although both are available, you might want to trade that end of year summative. This is what the whole experience looks like, let's benchmark it with someone else. With the capacity to look through time you have both with online surveys. We saw that, this year, the change who time might be slightly more important, but you can tell us that that's not so. And we can have a rethink.

## Sarah Knight

And that's just something to add to that discussion. Helen, we have been in discussion with the Office of students, as some of you may be aware, they've launched a review, and a call for evidence into students' experiences of using online learning. So, they are very keen to look at the data that we collect anonymous me from the surveys to inform the review that is taking place there to feed into their report, which be published in the spring. So again, we have an opportunity of the data that we can that we do gather, or sharing that with our Fs, and that being acknowledged in parts of the evidence that they are considering. So, we have again, you know, ensuring that we have got the ability to try and influence and have an impact policy wide in relation to online learning. The guidance that we have as Helen and Tabetha anything referencing but we will be putting together a comprehensive set of guidance as well. And talking through these issues in a bit more detail. If you are considering running as pulse surveys, please be assured that we support that.

So, Helen shall we move on?

## Helen Beetham

I'm hoping we can sweep up other questions at the end. But do please keep putting questions into the chat window and the q&a because it's really, helpful for us seeing how this is arriving with you. And particularly what both new and previous participants have to say. So, this is where I'm going to talk a bit about the questions. But of course, as already highlighted it's good to have a look at the questions and in previous years just because always made the questions available, so you can have a look at them. And the team that are running the service will be able to tell you when they think that will be.

All I'm going to do now is give you a glimpse of a couple of key questions that that really helped to meet that, that challenge we set ourselves of trying to trying to surface some of the issues that we know are going to be critical. Now, you know, we're all in an emergent and very changeable time. So, despite the work we've done over the summer to try to talk to a lot of people and understand the research coming out of other surveys. We can't get it completely right. And we know that, so we've had to make some good guesses. But hopefully, they are well informed ones. So, for example, those of you from the surveys before knowing that we have these four kinds of themes or quadrants that we look at. And the first one is the one that we find the easiest for people to step into, to think about themselves and their personal use technology as a kind of less threatening place to start. And in this space, we are really concerned to focus on those issues that we know both from our own research with the dei surveys, but also from other research that's been ongoing across the sectors, that inequality risks being widened by many issues that have emerged during lockdown. So, we've been very clear that we want right up front near the start of the survey, to be quite explicit in asking about some of the things that make it difficult for people to participate online. And we use those as a kind of key demographic questions so that the powerful thing about these questions that are up front that are about how people are participating. Just remind you again that this is from the student's survey and the wording is slightly different for the other surveys.

So this is just to give you an example of it in practice, that we want to surface these issues directly. And in the past, we've asked issues like do you have access to a laptop? Does your organisation provide you with enough printers? Whatever it might be this time, we just decided to really go to what it is we need to know, which is what is the problem? Or are there problems and to help us to know what they are? So, there's a slight change here. From the

ways we've asked these problems in the past, but a certain amount of compatibility for those of you who've been asking these questions year on year and want to see trends going through time.

And so, one of the things we know is that the lockdown, yes that's fine to move on. So, one is the lockdown situation has exposed issues that perhaps individuals and organisations weren't aware of. So very often, in the early days of the DEI surveys, we were quoting very high rates of laptop or tablet ownership, for example. And we always quoted those with a bit of a caveat that just because people have these things doesn't mean that they're stupid. People that that are up to date, that they're fit for purpose that they can use them for accessing the materials and the systems they need to. And so, it has proved during lockdown. And so, therefore we want to ask this question very much around the barriers rather than just assuming because people have things that that means everything's fine, and we don't have to worry about it. So, the second, this is just an example, I've tried to kind of move through the different themes. The second theme is about the organisation. And in previous years, we've asked a lot about things like hardware in teaching rooms or in in research spaces, whether it's fit for purpose, we've asked about Wi Fi on different sites. This year, we know that physical infrastructure, while it might still matter, it's going to matter a lot less than the online learning environment or teaching environment research environment. But there are a few problems in asking about that, that we already know, particularly from qualitative analysis. Over the last couple of years, we had a series of questions about the learning environment, which in recent years has become a very complex issue for many students and for teachers. And they're using a whole range of platforms, the rise of kind of integrated apps and portals means they don't necessarily know when they're using something that we might characterise as an LMS, or a library catalogue, they don't really know that they're moving between those they just see, they just cite the name of the of the app as being their learning environment. So, users don't necessarily see the different platforms and functions very clearly. And, they're mixing and matching with their own platforms and functions and apps in ways that are very individual and quite difficult to tease out. So, there's a lot of confusion when you try to ask about separate platforms, and which we didn't, which we felt was less productive than asking about the qualities that users want in the learning environment. And we did a pause on those from last year. And the ones that are most important to people are that the environment they're using is reliable, that it's well designed, easy to navigate, and of course, safe and secure. So rather than going into a great deal of detail about exactly what students, teachers and researchers and professionals are using, we asked them a very broad question about the quality of the environment that they must use available to them. And we hope that this is kind of going to be a useful approach.

The third theme, and always the most difficult one to design for, I think Tabetha would agree is the one where we think about technology in the work that you do, whether that's studying, or teaching, or researching or providing a professional service, because there's so many different things people do with technology that we have to cover. So, you'll see that, for example, the question we've had here on your about learning activities, remains and it's remains consistent. So, you can map if you wanted to, you can see how much more or less of these things your learners are doing in 2020-21. But we've also added a few additional points to this because we know that this is going to be critical, particularly when it comes to the learning teaching experience, it's going to be critical to know actually what learners and teachers are doing online and how the different things they do generates different kinds of experience. So, we've created a more detailed set of questions here. And the other thing we did looking again at the emerging research is to ask a specific question about learning materials, because we know that teaching staff are struggling with the time and workload of creating materials that that are suitable. And we know that learners' experiences heavily dependent on what they perceive as the quality of their learning materials, we could unpick that. And we could perhaps some of us argue about whether it's really the quality of the materials that's decisive. But that's what learners are saying. And so, we felt we needed to include that in this space for the first time. So, I'm not trying to show you the whole thing. I'm trying to show you how our thought process has arrived at some forms of continuity, and then some forms of creating new slightly new questions that we think will meet the emerging needs of staff and students. And I'm hoping to have more questions.

But if we move to the last of my, of my slides here. And, Sarah, again, this is just to illustrate that, as I said a little earlier, and I think the rest of the team have reinforced, we knew that we needed to ask about wellbeing we've always asked about wellbeing we've always had questions in there. And I think this survey has been quite pioneering in that respect. But this year, we wanted to surface that in detail. And one of the ways we felt it was appropriate for us to do that given this is a survey. We are not there to support people. We don't want to ask about very deep and personal questions. So, we made some statements to see and assess the level of agreement with them. And these are statements that have emerged from research and I hope kind of strike a chord with those of you who are deeply embedded in what's going on in our universities and colleges right now about whether expectations are reasonable, where the services are available online, whether people feel that their concerns being listened to, and whether they feel safe, where they feel safe, online as well as on site. And then of course we struggled with thinking about the positives and negatives of this incredible, incredible transformation in the

experience of being a student or a member of staff. And in the end, we decided that a pair of free text questions was the best way to go. Because it just allowed people to feel their voices were being heard. So, we've asked what aspect of learning or teaching or researching or working online, what aspects has been most positive for you, and what aspect has been most negative for you. And of course, people are free to leave either of those boxes empty. But we think that there's going to be some rich data there. And we also feel if we've asked for people's time to answer these questions, we need to respect that they have things to say and give them spaces to say them. And it's important to close out the survey, and with giving people that space to speak. So, I'm going to pass over to questions and include the rest of the team, as well as including tabs are, of course, my partner in crime in all design issues. And see what people have to say about the questions themselves.

## Tabetha Newman

Thank you, Helen. That was great. And one thing to just underline them that I hope that you can see from the hard work that's gone into this. And is that throughout this process of adapting the questions at the forefront of our mind, is the importance of collecting data at a level and oertype that is practically useful and actionable for an organisation. And whilst Jisc and us are very interested in the voice of students, and teaching staff and professional services, staff and researchers, and in summarising that, and sharing that with the sector. Predominantly, these surveys exist as tools for you to adapt practice. And it's super important we feel this year to support particularly learners, and teaching staff in what is such a changeable environment, and to find ways for you to be able to, to act in ways that can that can help them to do that. So, all these questions and any questions, revisions have been designed very much to think, how is this question useful for an organisation? How can they act on this? And if it's not useful if it's an esoteric question that we as researchers are interested in but which doesn't have immediate and practical value, then it hasn't gone in this year?

You've asked a question there. I'd love you to explain that in a little more detail if that's okay. And that would be really, handy. I'm unsure whether we can hand over the mic. Or Helen, would you like to step forward with that?

## Sarah Knight

I was going to pick that one up, because I think what is being asked, please say if this is not correct, but it is about engaging different stakeholders around the institution that you're going to be working with in running the surveys as what I was I was thinking of, because we normally say yes, you would be involving a representative group for both staff and students who would be been championing the surveys working with you in terms of looking at the analysis and the results that were coming back in. And then acting on. So you know, the areas that we would normally recommend include, obviously, your IT department Library Learning Support careers, looking at student engagement, aspects, setting, incorporating a student union, that that was sort of the way that I was answering it. But if that is incorrect loop, please do correct it.

Helen, there was an interesting question, also in relation to learning coming in resources. And just making the points around are these learning was so accessible? That was something I thought was quite interesting. We may want to pick up on.

## Helen Beetham

Yeah, that is a useful point, thank you for bringing that. We asked questions right up front in the survey about assistive and accessible use, but I think it may be that we can include accessible in that question. Got a feeling actually that it might even have disappeared off the books with a slide because of the way I've arranged things rather than expertly on the slides First, we'll go back and double check that that issue is in there because I agree that's a really important point.

Just think there any other questions that are coming through? Ruth if you pick up any from your side?

## Ruth Drysdale

I think they all seem to be answered but please Do cut and paste again, if you feel your question hasn't been answered, and we can either pick it up from the q&a panel.

So, there's one, they're about, have you checked that the language of the surveys is suitable and accessible?

## Helen Beetham

Tabetha, is the expert on this, and gives it a great deal of attention to it, because I know, Tabetha, you design surveys for all kinds of stakeholders that require very accessible language.

## Tabetha Newman

Yes. So. simply put, over the last, what, five, six years of developing and adapting these questions that they have been subject to user research, I've sat through cognitive interviews with Representative user groups, we have also developed question sets for learners working in web based learning and in our community learning in the past. So, ensuring that they have meaning and are appropriate in the right language and flow as well as that the technology is suitable for screen readers is something that we have checked. And the platform is accessible at the highest level, in fact, so yes, I can reassure you of that

## Sarah Knight

I know that I have just put the link to the site in the chat window <https://digitalinsights.jisc.ac.uk/subscribe/find-out-more/> if you click on that link, there is an expression of interest form where you can get in touch with us for more information. So hopefully that answers your question. Thank you, That's great. So, Ruth, do we want to hand over to you just to talk about next steps.

## Ruth Drysdale

Yep. So, if you want to go to the next slide. So as Helen and Tabetha have mentioned, the way to proceed with getting access to the surveys as you want is to first of all, fill in that expression of interest on that last link that I've put in, we then contact you and arrange access. So, as it's been mentioned, it's fully discounted for FE this year. And the price for university depends on their banding. So, if you fill in form, then we can give you back the detail. Then once you're all signed up and subscribed, we also send you a getting started form. And this is a very short, quick form that just asks you a few questions about your institution. And which surveys you want to run, and approximately when you're planning to run them. And then that helps us support you through the process. You decide when you want to run your surveys, we've got the full survey window in our in the normal period so that the surveys will close in about April May time.

You decide when you want to run them, you decide if you want to run them more than once. So, you could only run it once as you've done in previous years. Or you could run it many times. Because the questions asked about the respondent's experience in the last two weeks. So, it's very explicit about which time period you're asking the respondents to give you feedback on.

And we can create benchmarking groups either at the end of our survey period, for if significant amount of institutions does want to run it in shorter periods, there are technical ways to create benchmarking groups sooner. So please do get in touch with us either by emailing [HELP@jisc.ac.uk](mailto:HELP@jisc.ac.uk), putting insights in the subject line or by filling in the Getting Started form and putting in there when you want to run the surveys so that we can plan our support around what it is that you want to do. Because we do recognise the notion of survey fatigue. So, it really helps us support you better if we can understand when you want to run the surveys. And I'm sure you're all aware that the Office of students is reviewing the NSS. So, I think that could have interesting outcomes. So please do engage in that review as well if that's important to you in your role in your institution. So, there we have the link to the getting started getting up and running and subscribing and a link to the online guidance. And in addition, we've also got an open Community of Practice around this subject. So please do sign up for that, whether you're subscribing to the service or not. Our next Community of Practice event is going to be online on the 17th of November, and we're co-hosting it with the University of Derby. They've done a lot of great work over the years and we're looking forward to an inspirational keynote, and from their senior manager at the University of Derby. So please look out for the registration for that event on the Jisc website soon. So, Sarah, is there anything else you'd like to add to that?

## Sarah Knight

Thank you, Ruth Some questions that have been coming in about closure dates and timelines for professional services, researchers, and teaching staff surveys. So, all the surveys will be in the process of being launched next week. As Ruth has said, we have got the dates for the closure dates for those surveys on our website, but just to run through those very briefly. And our students survey will close on 30th of April, our UK professional services staff survey will close on the 25th of June, our teaching staff will close on the second of July. And likewise, that will also cover our researches. So those dates on our website. And again, we can share the links to that in the chat window. I just think there any further queries coming in. Thank you, Ruth, you you've got all that in there. Thank you. Any further questions there? I think we have probably covered that, or I mean, please do get in touch with us.

I know we've had a request there for the creative practice link, we are in the process of putting the event registration form together, we must keep an eye on our additional experience's sites page, we will be promoting that. But if you join our community of practice with the link on the screen there or in the chat window for it can pop that one in. And you'll be kept informed of those details.

But I would just like to thank Helen and Tabetha, for all their work this has been going on over the past few months. The thinking has gone into this approach. I think we have a really robust set of questions there that have evolved over each year, but are now really tailored to the current context that we're working in, and really feel that they're going to give you really valuable insights into your students and staff use over the next few months. Please do get in touch with us if you have any further queries, any questions you'd like to raise. And we will obviously be following up with those institutions that have already signed up to run the questions and surveys this coming year. We will as we said not only do, we have the community practice fair, we also have regular webinars for our subscribers. So, they go into a lot more detail and specifics around key areas where further guidance might be needed in a timely, time-based manner. So, thank you, Helen, Tabetha, Ruth. Tabetha, you've got the last word.

## Tabetha Newman

Very, very quickly. Just asked a quick question there. When the summary comes through to the benchmarking at the end, will it show data in different times of year? Will it be a single summary? One of the great things about online surveys, however, is that whilst a whole bunch of benchmarking data is there, you can filter it alongside your data. So, I need to have a play technically with this to triple check. But essentially, say if you've run the survey, and the first two weeks of the year, you should be able to filter the benchmarking data by the first two weeks of the year compared to that as well. I need to go in and take a test that the back ends but I'm 99.9% sure that's what you can do. And the most important thing for you to consider is your timeframes. If you do repeat it make sure you analyse only within those. Sorry, Sarah.