

Thema Reflective Survey: Selected quotes from supplementary responses to various questions

	2 <i>In general terms, how has this year gone, in both your academic and social life? Has the experience lived up to your expectations?</i>
	To be reported separately, and only in relation to other survey questions or cross-case comparisons across cases.
	3 <i>Has the workload been more, or less, than you expected?</i>
IM06	I've tried to break larger assignments into smaller sections with running deadlines. I always create cue cards from which to study for exams. I find the process of creating my own cue cards helps me remember the information more, because it is an active study process rather than a passive one.
EL02	I tried to be organised and manage my time better using online calendars and weekly to-do lists. I also try to clarify my doubts if I am not sure about something as soon as possible. I have also started on a log book and a blog to document my thoughts and progress on my dissertation. Hopefully these will help me to work efficiently around the tight time frame.
RM02	My time management skills aren't too bad since like I said I had an insane amount of work to manage as an undergraduate. Basically I made myself a schedule that helped me stay on track - specifically I copy-and-pasted the week-by-week reading lists for each class so that I had a master list of what I had to read each week. The week-at-a-glance format really helped me see what I had to have done when and meant that I had no excuse for not knowing what I was supposed to have done for the next day. I find at least for me that the biggest obstacle to doing my work is having to search for the assignment...so not ever having to search meant almost never having to overcome that particular obstacle.
AR01	I write myself lists of things I need to do and check it constantly. I tick things off as I do them and frequently rewrite the list, re-prioritising items as necessary. Without my lists, I could not manage my time effectively.
	4 <i>Is the way in which you have been taught here similar to, or different from, your previous experience?</i>
IM03	The Oxford Master's education was an entirely different system to which I am accustomed. In comparison to my undergraduate, it was very fragmented and disorganised. The "lectures" didn't follow an over-arching structure that I could build a knowledge base from: some lectures were very introductory whereas others were exceptionally advanced, and there was no structure to tie them all together.
IM06	I found there was very little actual teaching. We were expected to teach ourselves the majority of the material, whilst the lectures served to supplement our outside reading (rather than the other way around, which was the case in previous experiences, ie: independent outside reading supplemented lecture material.)
IM10	Easier. We were required to know the content less in depth than I was required to know the content of similar courses in undergrad. I haven't studied as much.
IM12	Oxford requires the students to initiate in studying themselves. I have found my way to focus on what to study for the exams.
NE04	Instead of memorizing loads of information in exams just for an exams, I have the luxury of investigating certain topics (in which I am interested) in depth for essays. At first I felt like I wasn't really learning anything new because there were no immediate assesments, but then I adapted and spent my time really thinking through topics critically. Thus, I acquire investigative and critical analysis skills here but perhaps lack broad, concrete knowledge.
NE08	Courses have not been taught by one lecturer, but by a range of researchers, each at the forefront of their field. Lectures have thus not only given an introduction to an area, as well as an exploration of the knowledge we have about the topic, but also the presentation of key research questions which are still open. This has allowed for a greater focus on how to approach research questions and attempt answers, rather than just what is known.
NE09	The major difference has been not having exams, but producing essays and project reports instead. This leads to more work in terms of time spent, but I enjoy it more and feel it is less stressful than exams.
NE10	The whole academic and assessment system during my undergraduate course in India was much different. I have never written 3000 word essays for assessment before. And coming from a physical science background, it was difficult to adapt to writing essays.

AL02	Study here emphasized more on criticism which gave me a hard time at the beginning. In addition, the intensive studying, indeed gives me a lot of pressure. For the first problem, I tried to follow the instruction given by the teacher, and learn to how to make notes (how my teacher criticized and my classmate criticized other articles) and critical thinking (try to criticize the articles that I have read). For the second problem, I learned how to use my time and how to maximize my study time of one day. In particular, I finally found some ways of arranging my time scientifically and practical for myself.
AL05	The biggest difference, I feel, is that in China, classes are generally dominated by the teachers, and students are told what to do and play an inferior role in class activities, whereas in the UK, teachers serve more like a guide, and students have more say in expressing their thoughts and ideas, and exchange them with each other. By observing and learning from classmates from UK and other countries, I gradually adapted myself to the British way of teaching and learning.
AL14	My only other university-level experience was as an undergraduate student at an American university, where the system was significantly different. For example, where I studied the textbooks were assigned, whereas at Oxford there were no textbooks specific to the course, and the reading was often merely "suggested." Also, much more autonomy seems to be expected of the graduate student at Oxford, in contrast to the American system where there seems to be more "spoonfeeding."
CI01	Here, as opposed to my experience in the states, there's a lot more discussion where we're supposed to offer our opinions and debate about issues. However, there was more pressure in the States because we have quizzes and tests frequently; whereas, here we just had two essays and then two exams at the beginning of Trinity Term.
CI05	The courses were student- centred. I had to participate lots of discussions and group work. I gradually adapted by changing my previous learning style.
CI06	I had to get used to study alone all the time without supervision from supervisor.
CI07	There are mainly two differences. 1. In my previous educational system, we have many courses which were mostly teacher-centered and students were passive recipients. And the workload after class was not heavy. However, education here is quite intensive especially after class. I have to do many preparations before seminars and spend a lot of time in reading. 2. In my previous educational system, teachers preferred standard answers. Here teachers preferred critical thinking and critical arguments. I pushed myself to read more and try to be active in class. And I reminded myself to be critical rather than descriptive, and tried to adapt to the current educational
EL05	The way I have been taught here has been self-directed to a great extent. In the past, there were very specific and certain directions about the content and the material that had to be covered in order to pass the exams. During this year I had to take more control of my own learning and to choose the resources I would use, which is a preferable way for me. The adaptation was not really difficult though at the beginning I was feeling quite insecure on whether I was on the right way. At that point, my supervisor's feedback and guidelines proved really helpful.
EL06	Different. I used to study in a class of 27 students, and now we have 10 students in the session and being taught by different lecturers. Actually, the class format is rather flexible during the session. Further, I have a tutor this year to help me academically, which is different from my previous experience. I tried to adapt it through imitation. I followed the mainstream of being more active during sessions. I quite like the tutorial system, so it is not difficult for me to adapt it at all.
HE01	As an undergraduate in the United States, my experience was a lot different than my graduate program here in the UK. I was given more student support in the USA and more direction. In terms of actual course work, I have been given a lot more reading assignments in my graduate course than my undergraduate course. I adapted to this new reality by breaking up my work over the terms and through skimming over articles and books that did not seem as important to my course as some other articles and books.
HE03	We had a lot of discussions in the classroom, which is very different from my previous experience. Besides, we had to read many books and articles in order to actively join the discussions. As a non-native speaker, I spend more time reading the materials. But because I know the differences before I came to Oxford. I had already prepared for it.
RM02	Like I said before, in college we did not have the ability to choose from the reading list; instead we had to read everything. The style of my course has definitely made me adapt the way in which I study - since in college I had to read everything, it never occurred to me to start with what interested me the most...I guess because there was always an illusion that I was going to get to everything eventually (keyword being 'illusion'). Here, since I know I'm not going to get to everything - that reading it all isn't even the point - I start with the reading I most feel like doing, and as a result I get a lot more out of the time I spend reading.

RM05	Much more independent work and motivation are required. This has meant that I've needed to set goals and manage my time.
AR01	There was far more group discussion than in previous courses. This might have been partly due to the fact that most of the members of my class were quite vocal, and comfortable about speaking out in class, but it was also actively encouraged by [the] tutors. I felt that this was very beneficial as it presented other viewpoints and opinions.
	5 <i>If your course included collaborative tasks (i.e. where tutors asked students to work in pairs or groups), do you feel these tasks benefited your learning more, or less, than when you did tasks on your own?</i>
NE07	Very dependent on person(s) with which one is grouped.
AL04	It enabled me to think thoughtfully the questions that normally I probably will let go. It gave me the chance to complete something in a team, which helped me to cultivate my co-operative spirit.
CI02	I felt that working with my peers was extremely beneficial, especially since we all have different educational backgrounds and from different countries. By working together, I was able to understand ideas through a number of perspectives, which I may not have had the capacity to do in working on my own.
CI07	I could learn different perspectives from colleagues with diversified educational and cultural background.
EL01	All my classmates and myself had different ways of viewing at our topic and this make the fact of working together a little difficult.
EL02	I have always like to work with peers and other team players. I felt that collaborative tasks allow us to build and construct knowledge through thoughtful and effective discussions and debates. Very often, my course mates will give me a different perspective or come up with some ideas which I have not thought of. I find that I learnt a lot from group work.
	6 <i>Roughly how much of the course reading list did you attempt to read (be honest!)?</i>
IM10	I found better books/reviews and read them instead. We didn't have a "reading list" per say, just a few texts that were rumoured to be helpful.
NE08	The reading list only covers the lectures, which is a small part, and mostly there to inspire us to find interesting topics we want to write about in our essays, so I mostly read things I find myself rather than what is given to me.
AL14	I read about 40-60% of the recommended reading, but the vast majority of what I read on the course came from books and journal articles not on the lists.
AL19	We have too much readings to do during the teaching period of our course. I think it is good to be selective on the reading materials in general. During the experience of writing the assignments for the first term, a lot of us noticed the assignment questions are actually really focused issues, hence during the second term, I really did not do too much general readings; I just read the materials which was relevant to the assignment questions which we always had at the end of each term.
CI02	During the year, I did little of the readings (10% or less). However, I crammed in a lot of readings for the assignments and for the exams which then represented the majority of the course readings. Sadly, I discovered how interesting the suggested readings were and ought to have done it much earlier!
CI08	The literature list was vast and hence impossible to read all. Our academic course leader did point us to the essential 20% (this was most helpful) and I then chose other readings as I deemed appropriate.
EL02	I think I read between 60-70% of the course reading list. I was more diligent in my readings in the Michaelmas term but when began to lag a little behind in the Hilary term when there were more projects and presentations. However, I tend to read outside of the reading list, especially when I am working on my assignments and found it to be extremely useful.
HE01	I tried to read at least 50% to 60% of all readings given. I often found that some readings were very, very similar to other readings and somewhat redundant, hence me reading about 50% to 60% of the readings.
HL02	At the beginning I tried to read everything but was unable to cope with it. I started to scan all the texts but read carefully only the texts directly related to my essay and/or exam topic.
AR02	The reading lists were so very long that they were never meant to be 100% read, but occasionally consulted and dipped into.
AR06	difficulty in getting some of the books from library restricted some reading

	7 <i>How much has your tutors' feedback on your assignments given you a feeling for how well you are doing in your studies?</i>
NE09	We are not given our marks until we finish our whole degree, so the feedbacks could sound good or bad depending on the style of the person marking our work without giving us any feeling of the actual level reached.
NE10	I think feedback without a quantitative estimate is not very useful.
AL14	To be honest, the examiners' feedback could have just as well been a straight mark alone with no comments. My grades were quite good, but by no means did the feedback give me any sort of "feeling" for how well I was doing in my studies. Moreover, the feedback is so delayed that it hardly seems relevant when it finally comes.
EL04	I would have said "very much" until I received the formal results, which differed significantly from the prior feedback!
HE01	I felt that feedback was meager. I often had to setup individual meetings with my tutors in order to receive more specific feedback.
RM02	There were hardly any assignments where we received feedback, and there was never enough of it to make me feel confident that I had a sense of how I would do on the assessed work. Also it's totally absurd that we have to wait six months before we know how well we're doing - what if we aren't doing as well as we think? We have absolutely no way of reconciling that if we don't know how we did!
RM05	We had very few assignments that provided feedback, which made it challenging when completing summative assignments.
HL03	The feedback was very comprehensive and gave pointers for the next assignment.
	8 <i>How easy has it been to meet with your tutor to discuss academic or personal matters?</i>
NE09	I don't think I have a tutor, I have a mentor whom I have met with once.
NE11	It's very easy to contact my course organiser and she's been very helpful with all academic questions I have. My project supervisors have also been incredibly helpful and always willing to put time aside to meet with me. I haven't felt a need to discuss personal matters with my tutors.
CI02	I am an extremely independent worker, so did not need to consult with my tutor on a regular basis. However, when I did want to meet, it was in a timely fashion and I was pleased with the conversation.
HE01	My tutors always made themselves available for meetings and were very helpful in these meetings. I often felt that my tutors had too much work sometimes and that our meetings were a bit rushed.
	9 <i>Looking back over your course, can you tell us about one significant learning experience that has stayed in your mind, and what made it memorable? It doesn't matter whether it happened during classes or outside them (i.e. during private study or leisure activities).</i>
IM02	A moment that comes to mind is during revision when I was revising a certain topic that I had always found confusing and I had found a paper online that made the topic 'click' in my mind.
IM12	I had the chance to go to an International conference in Paris (sponsored by my college and my laboratory supervisor) which broadened my scope and inspired me about the significance of my research field (HIV vaccine) over the last 25 years. I also met numerous researchers that have contributed key findings for the field.
NE01	I studied with peers from my course before an exam at the end of Michaelmas term. Our 'study sessions' inevitably strayed far from the examinable course material, which we freely acknowledged but didn't really care about, as we all wanted to learn as much as possible about the topic area covered in lectures. Regardless of the specific material we were covering at the time (which I can't even remember!) I distinctly remember enjoying the novelty of this atmosphere - in the past my peers generally felt study was something to be avoided, but at this point it was highly enjoyable, and as a result much easier to do!
NE04	<i>See case study for abbreviated quotation</i>

NE08	I spent several days performing a particular analysis on a set of data. I was very pleased with a novel finding that popped out, so I approached my supervisor with it. He, too, thought it was interesting, and suggested that I repeat the same analysis using a different (though not exactly equivalent) method. His rationale was that analysis is just like experimentation, in that unexpected things can go wrong, and that you should always be able to replicate the same answer through different methods. So I attempted a second analytical method (which took me several days), but I didn't get the same results. I tried again and again, and spent a week tearing my hair out, but to no avail. In the end, I realised that the phenomenon I had seen was an artefact of the first analytical method. This has reinforced the need to look at data from several angles!
NE10	During my master's course in Neuroscience, we had a practical class where we were shown human brains and different dissected sections illustrating the brain anatomy. That experience for me was quite a memorable one as I couldn't help marveling at the complexity of the brain structure that helps us think, reason and coordinate all our activities.
NE11	Giving presentations in journal club was probably the most significant learning experience of my course. This is because I have never had to give assessed presentations at undergraduate level and therefore prior to giving the presentations felt that I did not know what giving a presentation required, both in terms of preparation and the actual delivery of the presentation. However, by attending journal club and seeing other peoples' presentations, giving my own presentation, and receiving feedback on it, I now feel a lot more confident about giving presentations in the future.
AL11	I did my first assignment poorly despite all my effort. I expected to have good grade, but it turned out that my supervisor marked it with so much in red. I met her and discussed with her, and it helped a lot.
AL15	Meeting with coursemates outside the classroom to discuss any issues related to the course. It was educational but at the same time it was socializing.
AL16	Just last week I discovered I'm short on my loan funds because my college Bursar failed to consider that I'm here for 12 months and didn't include vacation residence fees in my budget. Quite a huge mistake for someone in his position I'd say, and this is just the most recent of my troubles with college. I learned 'what you see isn't what you get' the tough way. Now I have to find work to cover my expenses.
AL17	rowing has been very good as you really learn what concentration means.
AL19	It was the time of coping with my first four piece of assignments. We had four assignments at one time which needed to be completed during the holiday period for the first and second term. I was extremely stressed and felt are too difficult to cope with it. It was my fist time of having that many workload to deal at the same period of time. I tried to be organized, but still unmanageable to balance my reading and actual writing time. I left too little time to write my ideas out. I have learnt from that, during the second term, I felt less stressed to cope with my essays; I adopted some strategies, such as while reading and writing rather than left them all till the last minute to write.
EL06	The tutor tried to deliver the session in second life, which is quite memorable to me because of the playfulness and freshness.
HE03	I still remeber the first time I did the presentation. Because it was my first time to use English to do a presentation, and my oral English was not very good at that time, I was very nervous. To prepare for the presentation, I read many articles. I learnt a lot during this period. And I would not be scared when doing presentation.
RM01	My most significant learning experience here was the Hilary Term internship that is part of our course. It was practical, allowed me to put meaning to the readings, put me in touch with people actually doing research, and led to feeling part of the department AND a short-term research assistant position.
RM02	<i>See case study for abbreviated quotation</i>
RM05	One of the experiences that sticks out in my mind was a group discussion in a seminar, in which all participants shared their thoughts and experiences. The facilitator made it a comfortable environment to engage in debate, and I found it quite mind expanding to really hear and engage with others veiwpoints.

10, 11	<i>At what times of the day do you work best? Why do these times suit you?</i>
NE04	I usually run around a lot to attend courses, conduct research in the lab, etc. By the end of the day, I am finally ready to settle down and focus. However, it is very rare that I have an opportunity to do work during these times when term is in session because there are always social events that I want to attend...I suppose my best work time is OUT of term time.
NE07	Good reading times = 9-6 since head not hurting and thoughts clear. Sunshine (actually more daylight) good for motivation in studying. Night (6-10) good for project work. Might be slightly monotonous/practical and thus less dependent on clear head as mentioned above.
NE08	I can concentrate most when there are fewest distractions. The night has always been my most creative time. Also, I find it very difficult to wake up in the mornings, and it often takes several hours before I am fully conscious. Night working is also best after a short nap!
AL04	I am lazy...I get up late and feel I don't want to start the work right now, so I keep doing something else till the evening when I feel so guilty since I haven't done anything meaningful today. Then I start to work...:)
AL14	Night tends to be the best, after my wife is asleep, since it is also the quietest time.
AL15	Personal reasons - these are the hours of work of my partner. Moreover the college accommodation is really quiet then, therefore it is easier to concentrate and there is not other distractions such as friends and making lunch.
AL16	I can't sleep in. I like to wake up and take in the morning. Plus, night time is for relaxing not for working!
AL17	evening is when I spend time with family and friends
AL19	I normally work till late evenings, but it is not that efficient. That is why I get up late in the morning. Around two I have already started my working mode.
CI02	I actually work best between 6 am - noon. I have always been a 'morning person' and have curtailed all my study habits for those times. When I was in secondary school, we did a number of 'tests' to determine which hours work best. I have stuck with those times since then and they have worked quite well for me.
EL01	I am not at all a morning person! I work in the night because nothing can disturb me or distract me at that time. Last year I could stay awake until 5 am to read or write but this year I am not able to work after 2 am as I am getting tired easily now.
HE01	The afternoons give me a chance to get some work done before dinner and give me a self-esteem boost. This self-esteem boost is significant, because at night I finish the work I was working on in the afternoons.
RM02	Throughout the year I generally had class or meetings in the morning, and in the afternoon I tend to take a nap. If I try to study in the afternoon I actually find it pretty difficult to avoid taking a nap. So the evening is what it comes down to. If something is due the next day sometimes my strategy will be to work until 1 or 2 AM, then get up at 7AM and finish. In that case working in the morning actually helps somewhat because I have no more time for distractions and I just sit there and do it until it's done.
RM05	I'm used to working a 'regular' job, so have become accustomed to working at these times.
12	<i>What are the drawbacks in working at these times? (e.g. libraries closed, crowded/noisy workspaces, friends unavailable)</i>
IM03	Yes - libraries are closed!!! Nearby study spaces are very difficult to find in the evenings and at night, which is shocking considering the academic nature of the city of Oxford! Even coffee shops close early, unless they turn into a bar at night (not conducive to study!) Furthermore, none of my friends want to buddy up to study at these times.
NE01	When I want to take breaks, there may not be anyone around, and it can be hard to find food at midnight when I want a snack! Libraries not an issue, as 95% of my work revolves around online-accessible journal articles
NE07	Library (especially Bodleian) should be open from 7am-11pm EVERY day including Sunday. Really annoying and unsatisfactory not being able to have the nice working environment the library can offer available at all times necessary. No other good place to study.
NE08	The major disadvantage of being a night owl is that classes are scheduled from 9am. Lectures take place during half of our terms during my course, which makes for very turbulent sleeping patterns during this time.

NE09	When work often continues from 9am to 10pm, I can never get to the supermarket in time. So, sometimes I would have to go for many days without breakfast. Bad planning perhaps, but living in [a suburb of the city] means I do not go home during the day.
AL03	I study almost exclusively from home, but during the evening hours my husband wants to talk, have dinner and spend time together so I often have to make a choice between getting things done and preserving my marriage. The marriage typically wins out in the end, as it should do.
HE01	The drawbacks to working in the afternoon are that sometimes I can be tired from a large lunch or unmotivated by good weather (which is rare in the UK so I have to take advantage of it when I can). The drawbacks to working at night is that the libraries are closed and sometimes I may wish to go to the pub or play some computer games. The libraries close too early here in Oxford. I am used to libraries in the USA that stay open to 2 AM or 24 hours.
RM02	Since I do usually work late at night, the library being closed is definitely a drawback. But if I need the library it's usually because I need to go somewhere where it's impossible for me to nap and my college library reading room is open all night and satisfies that requirement. Working at night can also be really lonely. My boyfriend always stays up with me - he usually works late at night too - but if we both need the internet we can't work in the same room because the study bedrooms stupidly only have one internet connection per room. So that can get lonely and then I get distracted talking online to friends from home who are still up because it's 5 hours earlier there.
RM05	It's often hard to balance these work times with things like running errands, as shops are often closed outside these times.
	13 <i>When you're doing private study - i.e. not in class - do you mostly study alone/in company?</i>
IM14	Preliminary study alone but prior to exams group studying to go through past papers.
AL03	I have two excellent study companions in the form of springer spaniels. They allow me to work uninterrupted for as long as I need to, but when I eventually need a break, they provide external motivation to go outside and take a walk to unwind.
CI01	I generally study alone but off late, I've been heading to the department library where my other classmates are working on their thesis. We don't work together but we're around each other and take breaks together. It's a good form of support.
CI02	If someone proposals to study together, unless it is a formalised review session, I know that I won't be able to get a large amount of work done.
EL02	I usually study alone most of the time, but would meet up with coursemates to discuss assignments or work occasionally. I think it is very important to keep constant communication with peers as we could learn from each other.
HE01	I wish to study alone so that I can better concentrate on my work without being distracted. When I work with friends, sometimes I can get off task by chit chatting and maybe going to the bar/pub for a 'break' that becomes an all night event.
RM02	I generally study with my boyfriend or with college friends - not really anyone on my same course. There's one girl whom I study with occasionally because her husband is in my college and they live right nearby, so she uses our college computer room and I run into her there.
	14 <i>What do you plan to do after your course? If you already had an idea in October, has it changed since then and what influenced the change?</i>
IM02	I plan to do a PhD which is in line with my original plan.
IM03	I want to continue on to a DPhil or to medical school. Medical school certainly figures itself in my future. I also hope to compete at the 2012 Olympics.
NE02	I ll be doing a DPhil in neuroradiology. I had a vague idea and time only made it more clearer.
NE10	Last October, I had though that I would apply for Ph.D after my Master's course. But I did make many doctoral applications during my course so that I can get a position to start from Oct. 2008. Unfortunately, I still don't have a Ph.D place. So I plan to stay on in Oxford and work in my current lab. as a research assistant and get more experience.
AL04	I planned to do a phd at first but it seems that all my applications failed or I couldn't get a scholarship. So I gave up this idea and decided to find a job first.

AL05	I would like to try to apply for some teaching or administrative jobs in the UK, if possible. Originally I planned to go back to China and find a teaching position there upon completing the course, later I had a second thought and felt that only one year of stay in the UK seems a little too short for me to get to know the country and improve my English proficiency, also I would like to accumulate some working experience here, which may be beneficial for my future development.
AL06	I plan to work here for one more year. I have changed my mind because I think living in the uk has been a great experience for me.
AL09	had plans to study more, but would like a break from studying from exhaustion. planning to work in the field.
AL11	Going back to my hometown, teaching as before. It has changed in a way that I want to change the workplace, probably in another school or govt department, but anyway, will stay in the education field.
CI02	I will do an internship at [an international agency] for four month and then hopefully find a job I am interested in, in a place where I want to live. This is more or less in line with the idea I had before starting the course although I thought that it would be easier to find a job straight away.
CI08	I would like to persue a PhD - although I have not got a confirmed place yet - funding has been an issue. I would also consider working overseas (still within the field of education). These are two areas that have developed over the academic year as a result of ideas I had back in October.
EL05	I will return to my job in the Bank. I do hope that I will be situated at a place where I will be able to apply what I learned within this year (e.g. educational center of the Bank). This plan has remained the same since October.
HE01	I was trying to decide this year if I wanted to stay in the UK and get a doctorate or go back to the USA and teach secondary school and spend a year getting a graduate teaching certificate (what they call a PGCE here in the UK). I have decided that I like teaching a lot, lot more than research. I have decided to get my graduate teaching certificate (PGCE equivalent in the UK) back in the USA and teach secondary school in the USA.
HE02	Before I came to Oxfrd, I was on a job and afterthe job I will goback to the same job. However, my experience at Oxford did provide me with new inspiratin and opened new aveneues of activity for me. I resumed painting after 15 years break.
RM01	I am applying for teaching jobs (I am certified primary school teacher), and also for consulting positions. Last October I thought I would be more interested in going into educational research after this course, but the fact that I have been disappointed really led me away from that. The consulting is new, probably influenced by the fact that I could make more money doing that than teaching, to replace the life savings that I've used to pay for this degree, and the huge debt I've incurred as well.
RM02	I am thinking about staying on for the DPhil. I was accepted and am waiting to hear about funding. In October I would have said there was no way I was doing the DPhil, but that has obviously changed. I really like what I'm working on and would be happy to stay and continue doing that, I guess. There are a lot of other things I'd like to do too, and things I would actually get paid to do...so I am quite conflicted about whether to stay or go. But, I don't feel like I'm going to regret having stayed for the DPhil, and that's probably what I'll end up doing regardless of the funding. But I really hope I get it because the next few years are going to be really stressful if I don't.
	15 <i>In general, how competent are your tutors in using computers and other digital technologies, compared with your own competence?</i>
NE11	Some of the digital technology I use is quite specialised laboratory equipment that I have never used before, and therefore my supervisor is much more experienced than me at using this equipment.
CI02	Some are more competent then others but they are all able to use the 'typical programs' i.e. powerpoint, word, excel, etc.
CI08	One lecturer was incapable of using technology. Another had limited abilities. Occasionally as a result one lecturer spent much time at the start of a class setting up, eventually one student took over responsibility of assiting the lecturer at the start of each class with the technology to be used.
RM01	It seems hypocritical at times when tutors talk about the importance of using new technologies when they themselves can't use them properly.

16	<i>How would you rate your tutors' use of technology on your course?</i>
NE01	We've had a wide range of lecturers, some of whom gave amazing presentations, whereas others gave poor quality ones (in terms of use of technology to make material interesting and comprehensible). I've also found competence with technology varies greatly in a research context, depending on the background of researchers. As I have a computer science major, I have often wished for more complex use of computers for data processing and analysis
NE04	they use weblearn and powerpoint, which is rather standard.
NE08	For the most part, use of technology was restricted to slide presentations. A web-based "learning" repository was used, but this was very clumsy, and its goals could have been much easier accomplished by simply emailing the relevant pdfs.
AL03	The use of powerpoint slides followed by notes was useful and helped to alleviate the need to take notes during each session, which allowed me to be more engaged with the lecture.
AL14	The tutors used only the minimum resources of the e-boards -- essentially for PowerPoint presentation alone, rather than taking advantage of their interactive capabilities.
CI01	I had a lecturer back in the States that was very into technology and so I've seen a lot of great use of technology there as compared to here
CI02	I sometimes feel that my tutors feel obliged to use powerpoint during the class. Although it is a good visual point, I feel it occasionally takes away from the lesson. Too often are we focused on fancy graphs and not from the actual lesson.
CI08	Technology mostly used in the form of powerpoint presentation on information to be gained in the class. As this is an education course I thought more would have been done to make more interactive - esp with discussions etc.
RM02	Some of our tutors gave good powerpoint presentations that helped clarify their lectures. In some cases I could really have done without the powerpoint because of the way it was used. I find it distracting when someone reads directly from their powerpoint - I can't help but read along with them and then I am neither fully reading or fully listening to the point they're making. But that didn't happen very often on the course.
AR01	Mostly, the use of computers was very inspiring. The Powerpoint presentations were thankfully pictorial, for the most part. (I find there is nothing more boring than tutors who put long lists of things on the screen, and then promptly read through the list!). We also had the interactive sessions with the [specialist software for archaeology], which I found really impressive and useful.
17	<i>If you can, please give one example where a tutor used technology in an exciting or creative way (if you can't, just type "None" in this box):</i>
IM02	One of our lecturers used powerpoint to create a very interactive presentation where he should immune cells moving through the body and attacking their targets as well as including little 'entertainment' bits such as comics and pictures.
NE11	One lecturer was particularly good at incorporating short animations into lectures, to summarise concepts (more effectively than could be done in words alone.).
AL03	I thought the use of the interactive white board function on the screen / data projector was pretty cool!
AL15	The interactive boards are a nice change from regular projectors, however I don't think I can classify that as exciting.
AL19	None. We all use PowerPoint for our lectures, but to me, I will not count it as a creative way.
CI01	One of my lecturers showed us a slideshow of pictures from a developing country he visited and through those pictures, told us about the living conditions, the history, the education system..I thought that was great!
EL04	We held a joint class with members of a similar programme at U. of Nottingham over videoconference. What was particularly exciting for me was that I was able to participate through a Skype connection (facilitated by one of my classmates) even though I was in Canada.
AR01	At the end of the survey week [on our archaeology course], one of our tutors put all of the data from the various tasks that were performed during the week into a GIS package and then manipulated the different layers to illustrate how they related one with another. This was very exciting as he was able to show us how, for example, the geophysics results related to the cropmarks captured on an aerial photograph, and how they, in turn, related to a drawing of earthworks produced by an antiquarian in the 19th century. All of this was done in a matter of seconds by overlaying the layers and flipping them backwards and forwards between layers.

18	<i>The phrase "death by PowerPoint" is often mentioned, yet some tutors manage to use it in an inspirational way. <p>If <u>your</u> tutors were to ask you how they could best use PowerPoint in your classes, how would you advise them?</i>
IM04	1. DO NOT READ OFF THE SLIDES 2. If you are putting information on the slides make sure its easily understood in and out of the lecture (i.e. don't put graphs and figures that mean nothing without surrounding text or at least give a full citation of the sources).
NE01	- ALWAYS give a copy of lecture slides to students, or they have to write instead of think during the lecture. - Keep slides relatively simple, always with images where possible (if appropriate). If technical material needs to be listed though, don't shy from including this in bullet points on the slide, - In general 1 slide per minute MAXIMUM. More than this and its almost impossible to keep track of what's going on. This is in terms of what can be communicated, and because the audience gets bored and disengages.
NE03	- I generally think, for explaining concepts, developing them on the blackboard is still the BEST and most memorable way to do it - so advice them against Powerpoint. - If PP, then I would say, use FEW words, explain EVERYTHING that is on the slide, i.e. don't include pictures that are not important or will not be explained, don't put text on the slide that noone will have the time to read, no animations where they don't help for the understanding...
NE10	I think its not a case of using MS Powerpoint more creatively. Even a simple presentation can be helpful as long as the tutor manages to lucidly convey the ideas and concepts.
CI02	I would argue that it is not necessary to always use powerpoint. As suggested in my answer above (16), I feel that we are too reliant on powerpoint when a discussion is all what is needed. There is no need for fancy graphs or colours, but just straight facts.
EL02	I think the best presentations are those that allow you to follow the though processes and flow of ideas of the presenter. I don't mind powerpoint which have several bullet points or are slightly wordy, as long as the presenter is able to express his/her ideas so clearly that the audience can almost immediately draw links between the points brought up in the slides. We are frequently reminded that when presenting our dissertation or essays, we have to make sure that the article is coherent. I think a powerpoint presentation should have be coherent as well. Also, if they are giving out print outs, it could perhaps be given out at the end of the session, so that we can focus on their presentation projected on the screen rather than reading the print-outs.
HE01	I would advise them to use it as a supplement to teaching and NOT as the primary method of teaching. Some tutors/professors will simply read off a PowerPoint or use a PowerPoint for 75% or more of their lectures. PowerPoints can be useful in demonstrating information, such as graphs, and should be used to enhance the learning experience...not to replace the tutorial/seminar learning experience.
RM06	PPT might be boring, but to be honest, I have realistic expectations, it just do the job as expected, present information. I think that especially for international students it is important to have text on screen. I think it was ok
AR02	Compared with lectures 50 years ago, I can see that matters were then 'primitive' although some Oxford lecturers (using chalk on blackboard) were excellent. The short answer is that, while ppt supplies pictures and prompts the lecturers helpfully, the substance of the lecture should (as then) always be practised and learnt by heart--as I do.
19	<i>Do you feel that your tutors gave you adequate information about the kinds of tools and software that would help you in your studies?</i>
IM06	We had a useful session regarding the use of EndNote.
IM14	More help in using endnote would have been helpful, although they did arrange an OUCS day i didn't feel it was enough. Also software training that would have been useful in our research project should have been offered by our labs with the money they were given for us.
NE08	I found most such tools/software myself.
AL03	I had no idea when I started this course how essential a good command of statistics and the appropriate use of SPSS was going to be for the dissertation. Now that I am using quantitative data for my analysis, I really wished that tutors either made a strong point to encourage us to learn more about SPSS on our own, or incorporate it into our research methods training since the use of this software goes hand-in-hand with quant data analysis.
AL16	[No] but the department librarian did
CI02	I'm sure there are some useful sources for educational research yet I have not been advised on them.

EL02	One of them told us about using word document to organise our references/bibliography if we are not used to using or would rather not have to learn a new software such as Endnote or Refworks. We were also told about using word and excel to code/calculate our data, rather than having to learn SPSS or NVivo, given that we only have about 3 months to work on our dissertation. We were introduced to Survey Monkey which some of us have used to pilot our questionnaires. I think they did share with us information about tools which are useful for our assignments and work.
EL04	Helpful hints on RefWorks, data transcription and analysis software.
RM01	I think we learned much more from our excellent departmental librarians.
RM02	I suspect I'm going to need qualitative analysis software and we weren't shown how to use that. RefWorks would really have helped me earlier in the year but the only training we were given in it was comprised of optional library and reference management sessions. If I had known how useful (and free) RefWorks was I might have wanted its use covered at least briefly in a lecture.
RM06	We had very useful session on Qualitative software. the only problem is that it is not available at the department, and purchase is very expensive
AR01	We were given a list at the beginning of the academic year about various pieces of software and websites that would be useful to us. More were given to us along the way. We were also warned about some of the websites that we should avoid (which was also useful information).
AR03	Some of the websites recommended were no longer accessible.
	20 <i>Do you feel that your course included adequate training on the different technologies that you were asked to use (e.g. SPSS)?</i>
IM03	We were given the opportunity (and sometimes required) to attend workshops on the technology that we were expected to use for the course. This was exceptionally helpful to me as I never had exposure to any of that technology!!!
NE03	- We had really stupid SPSS classes that didn't help anyone. - No classes on Matlab or something like that.
NE07	Statistics is very central to my field, but we only had a very brief introduction (NOT based on biology or neuroscience, which would have made SPSS easier to relate to).
NE08	I did not learn anything from such training that would not have taken a few minutes to figure out myself.
AL05	There was a session on the use of SPSS, but I missed it because I had a classroom observation task at the same time on that day.
AL15	I knew SPSS before and I am not sure that if I didn't, I would be able to use it just after the few sessions that were included in the course.
AL19	We only had one session about a hour time to learn the most basic technique of SPSS. They are expected us to learn it by ourselves, I guess.
CI01	It was optional and so I didn't go if I felt it was not needed for my research
CI02	We had to ask our tutor to set up an additional course on quantitative [research methods]. It is a shame that our course concentrated on qualitative methods (for the most part) when they are both equally important. I believe there is an assumption that if we are interested in using SPSS, it is up to us to seek advice from the [central IT training department]; that is a huge assumption. I believe that it is the Department's responsibility to ensure that we are receiving adequate training on all technologies.
EL04	I attended several of the [IT training department's] short courses and found them helpful. Also, the departmental library staff are excellent.
HE01	My tutors and department were great at helping me to FIND software, but I was never taught how to use it, such as SPSS. Often times students in my program would be simply told about great software, but that is where the instruction ended.
AR06	felt these sessions were a bit rushed - have a basic knowledge of how to use the technology but not sure I could do a whole project on it now

22	<i>Roughly speaking, what proportion of reading materials do you obtain online?</i>
AL15	It's easier, less time and walking is involved when using online.
RM02	I want all my sources to be available electronically. I get extremely frustrated when I can't access an article online. But if it's a book I can easily get a hold of I would rather read the hard copy than print out extra paper that would eventually end up being wasted. I especially don't print on the department printer because we can't print double sided - an even bigger waste of paper!
AL05	Online sources are up to date and easy to access.
CI02	This year, I discovered Google Books Online which has been a phenomenal help for my dissertation. Although I would much rather have a hardcopy of anything I read (I find it hurts my eyes), for the sake of convenience, most of the items I find are from the internet."
25	<i>Given the choice between Windows and Mac, which would you prefer, and why?</i>
EL06	Windows. I do not really care about which system to adopt, but I am more familiar with Windows and therefore I would choose Windows.
AR03	I have no experience of MAC so given my present state of knowledge I would choose Windows.
HL08	Mac - It's more user friendly
CI06	Mac because less virus.
26	<i>If you have had a laptop for your personal use this year, can you tell us where you most often use it?</i>
CI02	I bought a new laptop mid-year and find it too heavy to carry around so now resort to using the university computers during the day.
AL03	Wherever I go, it goes.
RM02	I like to take notes by hand because I will play on my laptop if I have it in a boring lecture - so I don't take it to class. But I do carry it around with me on days when I'm not in lectures, for using in coffee shops, in friends' rooms, in the college bar (where we have wireless), in the library etc. My whole life is on my laptop: pictures, music, every Word document I've created since high school is on here. And I travel with it because I need internet access wherever I go. I bought this model before I was going away on research for a summer, and I chose it because it's small (<12 inches wide) and light, and has wireless capacity and good battery life.
27	<i>Please indicate in general terms how you use the email addresses that you have. You can tick more than one box on each row.</i>
IM03	If I need to sign up for something that may less-than-important peripheral emails (such as online booking of flights, etc.), I use a personal email address. I check that address very rarely, however (only when leading up to air travel, etc.)
IM14	Although i feel i may use my professional e-mail address in the future as my inbox is getting very full very quickly.
NE11	I use gmail to back up all my work as it has unlimited storage space
AL17	personal email (job applications)
CI02	Professional emails that I must send are always sent from my Oxford email addresses (either Departmental or College).
CI06	Oxford email address is inconvenient because it cannot read/write Japanese fonts.
EL02	I have several personal email addresses. One for more serious use and I would usually pass this one to friends or family; another for miscellaneous subscriptions to journals such as the Economist; there is also one for junk mails which I usually use to sign up for competitions.
EL04	Although I am able to receive mail to both my departmental and college addresses, I most often use my personal address, unless there is a specific reason not to, such as the programme listserv.
HE01	I hate to check multiple email addresses. I have my current Oxford University email accounts and my old undergraduate university email account forward emails to my private Gmail account. I feel Gmail is a lot better service than Oxford, or my old university's, email services. I also find it a lot more time efficient to check one email address rather than four.

RM02	My old university account receives mostly mailing lists that I don't use very much anymore, my bank and credit card statements, a lot of Spam, and all the emails I get from Facebook and Livejournal. My personal email account is all my friends and family email as well as the master email for accounts I currently use such as studentuniverse.com and snapfish.com.
HL02	I also use the oxford adress to send job applications since it looks good :-)
	<i>28 If you joined the Oxford Facebook network this year, can you describe briefly how you used it:</i>
CI02	I do love facebook! I have joined a number of groups connected to Oxford. I am apart of a group associated with my College and a group for my Masters Course. During the year, all my coursemates used our facebook group a lot. We set up a seperate section for book sharing and speakers to attend. It was an invaluable way of communicating this year, moreso than simple email or departmental printouts. Of course, facebook is useful for my social life. However, more so than before, it was convinient to communicate between my course mates.
EL04	I participated in postings (mostly photos) made by my programme classmates. It served a totally social (as opposed to academic) function. I was a bit disappointed that we didn't communicate more - or perhaps more meaningfully - using it.
IM06	I used it as a purely social resource. However, I did use it to organise a study session or two with friends from the course. It's easier to get in touch with people and send a blanket message than it is to even send a mass email (because you don't have to remember anyone's email address.)
NE08	It has been essential to join facebook, a move I resisted for several months prior to coming to Oxford. Almost every group social event has been organised around it, and it is a way to consolidate the social network at my college. However, I have also felt at times that it is a great drain on my productivity, and it can often make it difficult to use study effectively while at my computer. On several occasions, I have had to forcibly ration my use, and even stay away from the site.
AL04	I joined facebook but I don't like it. I am thinking about quitting it. There is no privacy there which i hate. People waste so much time on it and I don't see how it improves my social life.
	<i>29 These are some of the things that our case-study students have said about Facebook. Please indicate the extent to which you agree with them:</i>
IM03	I strongly disagree that tutors and students should ever be REQUIRED to be on Facebook. It is purely a social network - and should be entirely optional.
NE11	I think that the nature of the infomation that is present on a Facebook profile, and comments on walls etc makes it inappropriate for tutors to be friends with their own students on Facebook.
CI01	I strongly believe that your personal and professional life should be kept separate. I don't mind being in a group with my other classmates because they are my classmates. However, I wouldn't want to befriend people I work with or my supervisors because there are certain things about my life I'd like to keep separate.
CI02	It happens (sotimes!) that innapropriate things are said on facebook - perhaps some groups would prefer not to have tutors on their group. Regarding facebook and the work place, I fully support any organisation banning the site from their employees. It is a social utility, not work related. Far too easily could someone be completely distracted.
EL02	I think that as long as students have control over their uses of FB, it won't be a distraction. Also, I think that it is alright for tutors and students to be in the same FB group as long as we do not misuse the personal information.
EL04	I find the Facebook interface cluttered and distracting and I don't use Facebook on a routine basis.
HE01	I feel Facebook is like an online mail service. It allows me to keep in contact and I use it for this purpose. I also think Facebook is mainly for fun purposes and should not be consulted when judging a student for work or studies purposes.
RM02	Facebook is great - and a huge distraction. Both are true. You have to be disciplined and not spend hours doing anything with Facebook that isn't worth the time - just like anything else on the internet or on television. It can be a really great powerful tool and it can also be a huge time-suck, depending on how well you do limiting the amount of pointless time you spend messing around with it.
CI08	Facebook is not an academic site and hence should not be utilised in such a formal manner. It could also be open to abuse given the vast persoanl information and photos on it. Academic communications should be kept to formal university and college structures.

NE04	Facebook is a social utility. it's not meant for work. that is what email/mail is for and it would be quite redundant to do work on both media. besides, facebook sends emails when communication occurs so the primary source of communication begins on email and then progresses to facebook.
	32 <i>What steps do you take to protect your personal information in an online environment (be</i>
NE07	Degree of personal info: only give away what I feel is safe to give away (also regarding photos on e.g. facebook).
CI02	I only post what I am comfortable with the public seeing.
CI03	facebook and airlines or train companies are the only exceptions to my personal policy
EL01	i used to be very protective with my personal details on the internet in the past. Since two years i have noticed this is hard to do if you want to keep up with having a social life on the internet.
EL02	It is tough not to give any personal details to ALL websites, especially when I rely on the internet alot. However, I always make certain that I know as much as possible about the company and the website, and protect my PC before I reveal any detail on any website.
EL04	Although my responses above are most typical of my behaviour, I have to say that I'm not completely consistent!
HE01	I try to separate my professional and personal life online. The amount of information I share online depends on its nature as personal or professional.
HL05	Don't use anti-virus so much because I feel Mac is fairly secure.
33-41	<i>Recommended tool/websites: why do you like it?</i>
RM02	Amos. This is a drawing program within SPSS that lets you represent your results graphically. I like it because the output and layout makes a lot, a LOT more sense than regular SPSS output windows and will be so useful for my dissertation. I think if I have any readers a good majority of them won't understand SPSS outputs (let's face it...I hardly do half the time) and AMOS charts will be so much easier to read.
IM04	UpToDate. [...] a more reliable version of wikipedia.
HL08	Google Books. Love that I can preview many books, and often don't have to make the physical trip to the library
AR06	Google Earth. useful resource to 'see' sites we're learning about
NE11	Scholarpedia. For some subjects this website contains up to date information written by experts on a particular subject. Although I think it's quite a new website and there are quite large holes in the material it covers.
NE10	Scholarpedia. It's a wonderful online encyclopedia and contains articles in the field of computational neuroscience, astrophysics by the original proponents or discoverers themselves. For example, the article on fMRI is written by S. Ogawa who invented the technique.
IM10	Wikipedia. A good reference point to starting learning about something you know very little about.
RM02	Snapfish. When I got to Oxford I wanted to make a couple of bulletin board collages of my favorite pictures of people from home. With Snapfish I can order exactly the pictures I want and none of the ones I don't, saving me money and saving the environment and my room from having all that extra paper and wasted photo chemicals sitting around. And the prints are super cheap and high quality.
HL05	Vimeo. I prefer this to YouTube because it is higher in quality for videos. You don;t lose quality and I use it with my human rights communication projects, embedding the videos from there onto my blog.
HL01	YouTube. to show movies to my child
AL10	YouTube. Free entertainment- for catching up with programs at home country
HL05	YouTube. I use it to upload videos that I make, to disseminate to wider audience, and good to see what else is out there in content related to human rights communications.
HL08	YouTube. I don't have cable, so I can catch up on news and other shows that people are talking about - like the presidential debates.
NE08	Autohotkey. i found this software, and wrote several short scripts to allow me to search google scholar or other reference sites with a single keyboard shortcut. this has dramatically sped up my research.
NE08	Unison. This is the tool used by my lab to sync files across multiple computers. I can easily backup my work to the lab server, and also access the changes made by others.
IM04	Online version of textbook. Easy to key word search an otherwise poorly organised text. You can't do this easily when reading a physical copy of the book.

NE01	Papers. Its like iTunes, but for academic papers. Its extremely easy to keep track of large collections of journal articles, including pdf's, with this program
NE03	Papers. It allows me to keep all of my academic journals in a readable, organised format! The only problem is the articles take up a lot of my hard drive, causing problems.
RM02	Refworks. I don't have to look up the correct way to use Harvard referencing - I just put in the referencing system I want it to use and it does it for me. Soooo the greatest thing ever.
NE08	Zotero. brilliant referencing software. allows me to simply aggregate all the articles i am reading, to tag and categorise them. given that it is firefox based, it is very easy to add references as i first access them, on the fly. it integrates very well into ms word (although there are still some bugs in this early stage). I am also a tad envious of papers, an analogue tool exclusively available on the mac
HL04	easysearch. search engine that donates to charity through my use
IM10	Google Scholar. easy to search for articles. less constrained than pubmed searches.
NE01	Google Scholar. I'd never used Google Scholar much before. It is now often the quickest way to access online articles, as for 95% of journal articles it recognises Oxford's institutional subscriptions to journals, thus making the full text available with a click.
CI01	Facebook. I like that I can keep in touch with my friends easily. I've lived in three different countries and have friends all over the world...facebook definitely helps with that.
EL05	Facebook. That I can keep in touch with people who leave far away from me (e.g. international friends I had in Oxford). Moreover I like the fact that I can easily be notified of my friends' news through their status and their photos- I do not lose track of their daily lives.
AL11	Facebook. Sometimes it's annoying to have so many applications, but generally it helps to disperse ideas.
55	<i>Please feel free to comment further on your use of, or opinions on, social software:</i>
NE10	Social software is useful to the extent that it helps you keep in touch with friends or read blogs or news articles. Sometimes software like facebook/orkut become addictive and we end up wasting too much time. But given the technological advance, we use such software more and more to organize our social lives. However, when such software becomes addictive, then it becomes an issue of concern.
EL02	I enjoy meeting people online and having constructive conversations with them. I used to log on the ICQ when I was younger and spent much time chatting with people (usually very casual or nonsensical conversations) from other parts of the world. I guess I was curious then. I don't think I would do it now, unless I feel that it is necessary.
EL04	I feel that many of the evolution in my use of these tools is a result of their greater proliferation and maturity rather than participation in my course. I continue to find Skype an exceptional tool, especially across continents.
HE01	I feel that my computing habits have remained, more or less, the same now as before I attended the University of Oxford.
AR01	I really do not use any social software (unless you include emails). Email has completely transformed my life as it makes communication much easier and cheaper, but I prefer to telephone or meet friends and family face-to-face when "chatting"
AR02	I do not have the time to get involved. Original study is my life.