

Initial Survey Data: All students

Respondent numbers

<i>IM</i>	<i>NE</i>	<i>RM</i>	<i>CIE</i>	<i>HE</i>	<i>EL</i>	<i>AL</i>	<i>AR</i>	<i>HL</i>	<i>Total</i>
10	10	6*	8	3	5	19	6	10	77

* One student responded to questions 1-27 only.

IM = Integrated Immunology

NE = Neuroscience

RM = Educational Research Methodology

CI = Comparative & International Education

HE = Higher Education

EL = E-learning

AL = Applied Linguistics & Second Language Acquisition

AR = Applied Landscape Archaeology (part-time)

HL = International Human Rights Law (part-time; blended)

Section A: Personal Details

Q3: Age

Age	Total	Percentage
18-21	2	2.60%
22-24	25	32.47%
25-34	34	44.16%
35-54	13	16.88%
55 or over	3	3.90%
Total	77	100.00%

Q4: Gender

Gender	Total	Percentage
Male	24	31.17%
Female	53	68.83%
Total	77	100%

Q5: If you have done a degree before, where did you study?

<i>Previous place of study</i>	<i>Total</i>	<i>Percentage</i>
Oxford	5	6.49%
Other	69	89.61%
<i>Europe (UK)</i>	20	25.97% (16.88%)
<i>North America</i>	25	32.47%
<i>Asia</i>	19	24.68%
<i>Australasia</i>	5	6.49%
No previous degree	2	2.60%
Not stated	1	1.30%
Total	77	100.00%

Some students had actually studied in more than one country beforehand: e.g. AL01 had done her first degree in China, and her second in the UK. IM02 was from another European country but had done her first degree in the UK. Others had also spent periods at universities in other countries during their previous degrees: e.g. NE03(?), HE01 (had been in Oxford for a while).

Q7: Did you have a gap in your studies before you started this course at Oxford?

<i>Length of gap</i>	<i>Total</i>	<i>Percentage</i>
No gap	36	46.75%
1 to 2 years	13	16.88%
3 to 5 years	13	16.88%
6 to 10 years	8	10.39%
More than 10 years	7	9.09%
Total	77	100.00%

Categorisation by project team of Q7: Major activities during students' gap years

<i>Category: Activity</i>	<i>Frequency</i>	<i>Percentage (N=41)*</i>
Working	40	97.56%
Travelling	5	12.20%
Studying	5	12.20%
Personal/Family issues	3	7.32%

* i.e. %age of the 41 students who said that they had taken a gap. Some students had done more than one thing during that period.

Categorisation by project team of Q7: Relevance of employment to student's education (present and previous)

Category: Nature of employment	Frequency	Percentage (N=40)*
1. Only relevant to previous major	6	15.00%
2. Only relevant to present major	4	10.00%
3. Relevant to BOTH previous and present major	19	47.50%
4. Relevant to NEITHER previous nor present major	2	5.00%
5. Not known	1	2.50%

* i.e. %age of the 40 students who were, or had been, working.

Description of categories:

1. Only relevant to previous major: jobs in which students can apply the subject knowledge they have acquired from their previous degree
2. Only relevant to present major: jobs which may need the knowledge they are going to acquire in their master course at Oxford
3. Relevant to previous and present major: work that is in a different field from their studies
4. Relevant to neither previous nor present major: work that is in a different field from their studies
5. Not known: Cannot identify whether work is relevant or not. To follow up at interview stage.

Q8: Do you have work or other responsibilities as well as your studies?

Paid work / responsibility	Frequency	Percentage of all students (N=77)
I have a paid job and work 10 hours or less per week	9	11.69%
I have a paid job & work between 10 & 30 hours per week	6	7.79%
I have a paid job and work more than 30 hours per week	9	11.69%
I have children and/or other dependants to look after	9	11.69%
Other	14	18.18%
I have no other responsibilities	40	51.95%

4 people have > 1 other responsibility; 1 case extra-curricular, 3 cases caring for dependents.

Categorisation of "Other:"

- Extra-curricular activities: 2
- Studying (apart from their Master programme): 2
- Part-time work: 6

Q9: Is English your native language?

	Total	Percentage
Yes	38	49.35%
No	39	50.65%
Totals	77	100.00%

Q10: Where are you living while you are studying on this course?

Location	Total	Percentage
In or near Oxford (within 25 miles)	62	80.52%
Elsewhere in the UK	5	6.49%
Outside the UK	9	11.69%
Other	1	1.30%
Totals	77	100.00%

One person studying full-time on the AL course stated they were living in the PRC (an impossibility!), so has been counted in the “in or near Oxford” category.

One “elsewhere in the UK” spent the first four months of his course (HL) on board a naval vessel in the Indian Ocean. The other 4 were on the AR course.

All “outside the UK” were on the HL course.

The person who stated “other” noted that he divided his time between homes in Oxford and Wiltshire.

Section B: About your studies

Categorisation by project team of Q12: What motivated you to study this subject?

Categories: Motivational factor	Frequency	Percentage of all students (N=77)
1. Interest in the field	40	51.95%
5. Conducive to career	31	40.26%
4. Past experience	29	37.66%
6. Enhance knowledge in the field	29	37.66%
2. For further studies/research	19	24.68%
7. Desire to contribute to the field/community	6	7.79%
8. Integration of different aspects of knowledge	6	7.79%
3. Desire to try something new	5	6.49%
9. As a gap year from work	4	5.19%

Some students cited more than one factor.

Description of categories:

1. Interest in the field: Students have a genuine interest in the area
2. For further study/research: the course serves as a stepping-stone for furthering their academic studies (e.g. for another degree/doctorate) or for carrying out research in the field.
3. Desire to try something new: students would like to read for something they have not studied before
4. Past experience: students have been directly motivated/inspired by their previous experiences in studying, working, etc and desire to continue
5. Conducive to career: students believe the master course will progress their present/future career.
6. Enhance knowledge in the field: Students would like to learn more about the field
7. Desire to contribute to the field/community: students would like to make use of the knowledge they acquire to contribute to the field or society as a whole.
8. Integration of different aspects of knowledge: students regard their course as an effective way to integrate the different aspects of knowledge they have acquired/will acquire.
9. As a gap year from work: Students would like to take a break after years of work, so as to reflect on their work, learn more, etc.

LM comment 30/01/09: I have re-ordered the data in descending order. Ideally, we should combine some categories (e.g. 6 + 8, 2 + 7?); however, this would require us to re-code the raw data. However, Kate has reported on them in a common-sense way in the IS report, so use her text if needed, but check the HL students' data for additional data and quotations.

Categorisation by project team of Q13: What were your reasons for choosing to study at Oxford University?

Category	Frequency	Percentage of all students (N=77)
15. Top ranking/fame of Oxford University	40	51.95%
6. Course meeting one's interests/needs	30	38.96%
1. Merits of the course/ programme	22	28.57%
2. Presence of famous researchers/course tutors in the field	12	15.58%
8. The best/unique course	12	15.58%
21. Closeness to current living place	9	11.69%
5. Quality of peers	8	10.39%
12. Resources/support offered by university	8	10.39%
24. Ability to combine studies with work	8	10.39%
14. Scholarship/Funding available	7	9.09%
7. Possibility of future research/studies	6	7.79%
13. The learning environment	6	7.79%
17. Try studying in a new place	6	7.79%
3. High ranking of the course	5	6.49%
9. Recommendations	5	6.49%
11. Good prospects/ Conducive to career	5	6.49%
20. Preference for Oxford city/UK	5	6.49%
18. Past experience at Oxford	4	5.19%
4. Quality of teaching	3	3.90%
19. English-speaking university/ country	3	3.90%
10. Intensive nature of the course	2	2.60%
16. Attraction of social or extra-curricular activities	2	2.60%
22. Staying with partners	2	2.60%
23. Dream	2	2.60%
25. Other	4	5.19%

Some students cited more than one factor.

Description of categories

1. Merits of course/ programme: students mention some of the advantages of the course that draw them to Oxford. This includes the structure, content, setting, ways of teaching or learning, etc.
2. Presence of famous researchers/ course tutors in the field: students have been attracted by some renowned researchers in their field that are currently teaching at Oxford.
3. High ranking of the course: students are attracted by the high ranking/top rating of their course in their field.
4. Quality of teaching: students are attracted by the high quality of teaching in the course.

5. Quality of peers: students comment that they would like to work with other brilliant peers in the course.
6. Course meeting one's interests/needs: students mention that the course content is relevant to their own needs or interests.
7. Possibility of future research/studies: the course will provide opportunities for students to conduct their own research or it pave the way for further studies (e.g. doctorate).
8. The best/unique course: students have compared the course at Oxford and other universities and found the Oxford one is the best. OR students found that similar course is not offered by other universities.
9. Recommendations: Students chose Oxford because they have friends or family members who recommended the course/university.
10. Intensive nature of the course: the one-year course is intensive and students can get the degree within a shorter period of time, when compared in other universities.
11. Good prospects/Conducive to career: studying the course at Oxford will provide good prospects or will benefit their career development.
12. Resources/support offered by university: students believe that Oxford University provides plenty of facilities, resources and support for students.
13. The learning environment: students enjoy the learning environment at Oxford. This may be due to different reasons e.g. beautiful campus, rich intellectual atmosphere, etc.
14. Scholarship/Funding available: students chose Oxford because they have got/expect to get scholarships to cover their fees and living costs.
15. Top ranking/fame of Oxford University: students are attracted by the reputation and top ranking of Oxford University in the world.
16. Attraction of social or extra-curricular activities: students would like to participate in the social activities (e.g. collegiate system, clubs and societies) and sports (e.g. rowing) at Oxford University.
17. Try to study in a new place: students hope to try studying in a new place or country.
18. Past experience at Oxford: students have studied at Oxford and enjoyed the experience a lot.
19. English-speaking university/country: students would like to study in an English-speaking university or country, either because it is their native language or they want to improve their second language (English) proficiency.
20. Preference for Oxford city/UK: students chose Oxford because they love the city (e.g. the historic buildings) or the country i.e. UK as a whole.
21. Closeness to current living place: students are already living near or in Oxford and they would like to save time to commute.
22. Staying with partners: students' partners (e.g. husband or wife) are studying at Oxford and so they chose Oxford to accompany their partners.
23. Dream: students mention that it has been their dream to study at Oxford.
24. Ability to combine studies with work: part-time students who need to carry on working while they study. (*All of these were HL*)
25. Other: students like Oxford for other personal reasons

LM comment 30/01/09: I have re-ordered the data in descending order. Ideally, we should combine some categories; however, this would require us to re-code the raw data. However, Kate has reported on them in a common-sense way in the IS report, so use her text if needed, but check the HL students' data for additional data and quotations.

Categorisation by project team of Q14: Do you have any idea yet what you want to do after the course?

Categories	Frequency	Percentage
1. Work	48	62.34%
2. Further studies	42	54.55%
3. Travel	1	1.30%
Not sure/undecided	4	5.19%
No response	5	6.49%

Some students cited more than one course of action.

Description of categories

1. Work: Pursue a career/job in the (related) field: Students hope to find a job that is related to what they are now studying, or return to enhance their previous job with knowledge gained on the course.
2. Further studies: Students would like to continue their studies
3. Travel: Students would travel for some time before taking the next step.

Q15: Roughly how many hours a week do you expect to spend studying during term-time? Include time spent in lectures, seminars, practicals etc. (full-time students only)

Hours	Total	Percentage N = 61
10 or fewer	1	1.67%
11-20	9	14.75%
21-30	16	26.16%
31-40	20	33.40%
41-50	12	20.04%
More than 50	3	5.01%
Totals	61	100.00%

LM comment 18/01/09: These figures are slightly problematic, as I suspect that some students may not have included time in class. In any case, we don't know how many hours of classes each course had. This question was, I think, originally intended as a baseline for comparison with an equivalent question in the reflective survey. However, in view of the doubts surrounding these figures we changed the question in the RS to a quasi-qualitative one: "was the workload more, or less than you expected?"

That said, Kate has reported on them in a common-sense way in the IS report, so use her text if needed.

Q15: Roughly how many hours a week do you expect to spend studying during term-time? (AR) / Roughly how many hours a week do you expect to spend studying the distance-taught parts of the course? (HL)

Hours	Total	Percentage N = 16
10 or fewer	2	12.5%
11-20	12	75.0%
21-30	2	12.5%
31-40	0	0%
41-50	0	0%
More than 50	0	0%
Totals	16	100%

Q17: Where do you like to do your private studying? (Full-time and AR students only)

Location	Frequency	Percentage of students asked (N = 67)
Home/college room/student residence	59	88.06%
Library	48	71.64%
Postgraduate study room in my department	15	22.39%
Cafe, pub or other "public" place	14	20.89%
Learning centre or other study facilities within the university	6	8.95%
While travelling (e.g. bus, train, aeroplane)	4	5.97%
In my place of work (if in employment/self-employed)	2	2.99%

Q16: If you are a PART-TIME student, how do you plan to fit your studies around your work and/or home life?

Category:	Frequency	Percentage of PT students (N=16)
Study early morning, late night, and lunch breaks, holidays, or weekends	10	62.5%
Study certain hours everyday while not working	2	12.5%
Reading while commuting	1	6.25%
Retired	1	6.25%
Non-specific, but student envisaged no problem	3	18.75%

LM comment 18/01/09: The first category is too broad, as it covers a range of times. Start/end of day, weekends and lunchtimes all tell us different things: e.g. lunchtime implies they're doing some studying at work. However, the numbers are very small, and qualitative data captured in the email correspondence, interviews & "Day in the Life" narratives may be more illuminating.

Categorisation by project team of Q18: Looking back over your previous studies, can you tell us about one significant learning experience that has stayed in your mind?

Category: Attribute that made the learning experience memorable	Frequency	Percentage (N=77)
Access to cutting edge research	2	2.60%
Being challenged	6	7.79%
Course format - Importance of participation and discussion	5	6.49%
Critical moment	5	6.49%
Critical moment - motivation	2	2.60%
Feeling of achievement	20	25.97%
Feeling of control over own learning	9	11.69%
Feeling of usefulness/applicability of learning	4	5.19%
Fun task	2	2.60%
Good tutor	8	10.39%
Good tutor - explaining concepts, making students grasp material	3	3.90%
Good tutor - inspiring personality	5	6.49%
Good tutor - successful methods	9	11.69%
Hands-on experience	10	12.99%
Hands-on experience - Immersion in culture	1	1.30%
Hands-on experience - Immersion in work environment	3	3.90%
Informal learning	6	7.79%
Interest in subject matter	11	14.29%
Learning by teaching	4	5.19%
Learning environment	4	5.19%
Personal development	7	9.09%
Project work - employing wide range of skills	2	2.60%
Social experience	4	5.19%
Use of technology	2	2.60%
Reading good text book	1	1.30%
No response	7	9.09%

LM comment 30/01/09: Ideally, we should combine some categories, but this would require us to re-code the raw data. However, Kate has reported on them in a common-sense way in the IS report, so use her text if needed, but check the HL students' data for additional data and quotations.

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Section C. Use of Technology

Q. 19. How many of the digital technologies listed below do you own at the moment?

	<i>Frequency</i>	<i>Percentage</i>
Mobile phone	74	96.10%
Laptop or tablet computer	72	93.51%
Digital camera and/or digital video-camera	66	85.71%
iPod or MP3/MP4 player (also mobile phone with one)	61	79.22%
Webcam	36	46.75%
Desktop computer	21	27.27%
Personal digital assistant (PDA) or handheld computer e.g. iPAQ (also mobile phone with PDA-like functions)	10	12.99%
Other	9	11.69%

Technologies named in the “Other” category:

- Voice Recorder: 1 (to aid learning disability)
- External Device plugged into laptop: 1
- X-box: 1
- Digital diary: 1
- Portable Dictionary: 1
- GPS/Satellite Navigation System: 3

Note from Kate’s report: “An overwhelming majority of students (92%) owned a laptop computer, those students who did not have a laptop owned a desktop computer, thus 100% possessed their own computer.”

Q. 20: How easy is it for you to get access to a computer and the Internet for studying in your own time (i.e. when you aren’t in lectures, tutorials or other classes)?.

This question was intended mainly for a) students who might not have their own computer and b) students - e.g. parents - who might have to share the computer with other members of the household.

No-one had any real issues, but here are some quotes re access, which relate to institutional provision:

“I have my own personal laptop that I can bring with me anywhere.” (IM06)

“There is high-speed internet in my College room, so I can use it really easily and as much as I want. I have access all the time. Even in breaks, we can go and use the machines at the MSc Centre in the Dep of Experimental Psychology.” (NE03)

“Have the OWL VPN system installed on laptop, so anywhere, anytime in university buildings. Also live in University owned housing complete with internet.” (NE07)

See also AL01: living 20 miles from Oxford in digs; doesn’t have ready access to internet there so does all her Web-based work in Oxford. See case summary.

* “No problem - I have my own MAC laptop with wireless access so I use this anywhere in my own home and when I'm on campus.” (AL03 - living at home outside Oxford)

“I have my own laptop at my flat, and I am able to access the Internet by it. There is also a common computer room at the college, just next to my flat.” (AL11)

“College library or department computers, however it does take more time to get things done and it is so much better to be able to do things at any time when you have constant access to a computer and internet at home.” (AL15)

* “This is very easy as I have my own Home desktop PC. However, I would seek to invest in a personal laptop as I will feel more able to use it in different situations to extend my study hours at university or elsewhere.” (CI08)

“I have arranged for wireless broadband service in my flat.” (EL04 - having to make own arrangements)

* “It is easy, although I have to coordinate with my husband who is also a student using the same laptop and my children who like to watch American shows off iTunes on the laptop.” (RM03 - full-time student from the USA with husband and family)

“very easy - I have my laptop with wireless access with me at all times” (RM05)

“We do not have enough computers in the department and library - so it is difficult I normally use computer and internet at home” (RM06 - contrast Ed Dept provision with NE and IM)

“I can use a computer with internet access at any time at home and during lunch breaks at work. I do not share my computers with anyone else so have no problem with waiting for them to be free.” (AR01)

Q21: Do you use any special hardware or software (“assistive technology”) because of problems with your sight, hearing, mobility, ability to use a keyboard and/or mouse, or because of any other issues (e.g. dyslexia)?

Not analysed in detail. One person admitted to using a voice-recording device for a learning disability, and another reported that she was slightly dyslexic but at the interview said it wasn't really a problem for her.

Q22: How well can you use the following software?

Software	By myself		Need help		Never used	
Search engine	77	100.00%	0	0.00%	0	0.00%
Word processor	76	98.70%	1	1.30%	0	0.00%
Presentation tool	70	90.91%	6	7.79%	1	1.30%
Chat program	65	84.42%	3	3.90%	9	11.69%
Spreadsheet	58	75.32%	14	18.18%	5	6.49%
Graphics program	57	74.03%	12	15.58%	8	10.39%
Database	28	36.36%	24	31.17%	25	32.47%
Web authoring tool	18	23.38%	20	25.97%	39	50.65%

Q23: How confident do you feel about using the tools and technologies that are required in your course? (Exclude any specialist items for which you know you will receive training e.g. equipment for use in experiments or field work.)

	Frequency	Percentage
Very confident	26	33.77%
Fairly confident	43	55.84%
Not very confident	6	7.79%
Not at all confident	2	2.60%
It's difficult to say	0	0%
	77	100%

Comments:

“I don't think I have the flair for these high-tech gadgets. But I am quite willing to learn. I have just attended a course provided by the Oxford Computer Service on using a citation program 'RefWorks' and I find that it's really useful.” (AL11)

“Well my course does not include more than accessing the following: e-mail, weblearn, word, SPSS therefore it does not cause me much problems, since I have been familiar with all of these since my previous degree.” (AL15)

“I am lagging behind other students for lack of familiarity with the IT equipment ,while I also am pretty sure that I would do the best had I the knowledge of technology.” (AL20) + response to Q20: “I don't have enough knowledge of computers and it is frustrating me it is the most important concern in my life presently”

“Actually, being able to tick so many boxes in the last question made me feel a lot better about my tech-savvy-ness! I generally do not have much confidence in my technology abilities, and in fact might not have an IPod, webcam or even a mobile if they hadn't been given to me as gifts. I am one of very few people around who doesn't own a digital camera. I am very concerned about

using new software (like SPSS) for my course, and also about using University/library search engines properly.” (RM01)

Q24: Suppose that you need to use an online tool or a computer program in your course that you haven’t used before. Here are three ways in which you might learn how to use it. Please indicate on the scale how likely you are to try each one: (full-time and AR students only).

Method	Totals by statement (N=67)									
	Very likely		Quite likely		Not sure		Not very likely		Very unlikely	
Try to learn by myself	40	59.70%	15	22.39%	8	11.94%	3	4.48%	1	1.49%
Get together with a friend	20	29.85%	28	41.79%	9	13.43%	7	10.45%	3	4.48%
Rely on the department	13	19.4%	23	34.33%	13	19.4%	15	22.39%	3	4.48%
Find out whether Computing Services provides a course	8	11.94%	28	41.79%	14	20.9%	11	16.42%	6	8.96%

Comments:

“If the department requires usage of a specific software platform that is outside of the commonly available application tools (MS Word, Excel, etc) it has the responsibility to train the student in using it.” (IM04)

“If the help manual is good then I will use that. If the package is complicated then I may seek a course. If I know that a friend can help me quickly then I will probably just ask them to help me. I would not want to waste too much of their time.” (NE06)

“I would like to learn it with the help of professionals.” (AL06 - see their responses: favours dept and OUCS)

“I don't want to waste my time on reading a manual. My experience tells me that it usually doesn't work. However, if nobody can help, this will be my last resort. The course provided by computing service is practical and accessible. Why not try it?” (AL13)

“Yes, I think if I am taught individually by a friend it will be best” (AL20 - NB general lack of confidence)

“Unfortunately, I find it difficult to schedule in extra help that departments or services provide to help therefore I usually attempt to understand things on my own.” (CI02)

“I like new technologies, but I need a human to explain things to me. I do not like programmes/instructions for self-study” (RM06)

Q24: Suppose that you need to use an online tool or a computer program in your job that you haven't used before. Here are three ways in which you might learn how to use it. Please indicate on the scale how likely you are to try each one: (HL students only).

Method	Totals by statement (N=10)											
	Very likely		Quite likely		Not sure		Not very likely		Very unlikely		Not applicable	
Try to learn by myself	8	80.00%	2	20.00%	0	0.00%	0	0%	0	0.00%	0	0.00%
Get together with a friend	3	30.00%	4	40.00%	2	20.00%	1	10.00%	0	0.00%	0	0.00%
Contact my organisation's IT support department for help	1	10.00%	6	60.00%	1	10.00%	1	10.00%	0	0.00%	1	10.00%
Rely on my employer to arrange a training course for me	0	0.00%	0	0.00%	1	10.00%	4	40.00%	4	40.00%	1	10.00%

LM comment 18/01/09: We had to rephrase this question for the HL students as they were studying online, and so the 3rd and 4th choices put to the F-T and AR students would not have been relevant to them.

Q25. Here are some statements about what students expect universities to provide in terms of support for their use of technology. For each statement. Please tick the response that is closest to your own opinion. (full-time and AR students only.)

Statement	Totals by statement (N=67)									
	Strongly agree		Agree		No opinion		Disagree		Strongly disagree	
Should provide technologies required for course	21	31.34%	20	29.85%	10	14.93%	14	20.90%	2	2.99%
Single wireless network	42	62.69%	20	29.85%	4	5.97%	1	1.49%	0	0.00%
Tutors should use SMS as well as email with students	8	11.94%	14	20.90%	14	20.90%	27	40.30%	4	5.97%
Allow students to use personal email addr instead of univ email	10	14.93%	14	20.90%	21	31.34%	20	29.85%	2	2.99%
Lectures should be recorded for downloading	19	28.36%	25	37.31%	9	13.43%	10	14.93%	4	5.97%
Should not block "harmful"/"offensive" Websites	11	16.42%	21	31.34%	16	23.88%	14	20.90%	5	7.46%

Comments:

“Email is a far more suitable (and reliable) medium than SMS to communicate course based information.” (NE08)

“I think allowing tutors and students to communicate via text messaging would represent an invasion of privacy for both parties and could place unnecessary pressure on tutors to deal with students' questions straight away. The use of email for tutor-student communication works perfectly well and the addition of text messaging would not solve any problems that exist in the current system (e.g. either tutors or students failing to respond).” (NE11)

“Studying at Oxford University is very expensive. If a course requires students have cutting edge technology. It should offer it to students.” (AL06)

“About the use of personal email address, I feel it's better to divide your personal correspondents to the ones from university. and I think it's unfair for tutors to deal with many different email addresses.” (AL09)

“I think that e-mail is a very good a legitimate option but I would not find the SMS serious or even legitimate because I find it overlaps with the privacy of both tutors and students.” (AL13)

“I think that the university has to protect its own systems so it cannot let its students look at offensive sites. For legitimate purposes, the university to let the student look exceptionally at these websites (but it should remain an exception).” (EL01)

LM comment 18/01/09: We did not put this question to the HL students as it relates primarily to institutional provision of technology where students are on on-site (full time or part time).

Categorisation by project team of comments given in Q25

21 students gave additional comments to question 25, giving 33 pieces of comments in total. These are distributed as follows:

<i>Category</i>	<i>Frequency</i>
Should provide technology	6
Single wireless network	0
Tutors should use SMS	7
Use personal email addr	5
Lectures should be recorded	10
Should not block Websites	4
Other suggestion	1

LM comment 18/01/09: I have greyed out these figures as they don't tell us anything at all! Instead, we should look in the actual comments for “typical” or illuminating contributions in addition to the actual pen-pal data.

Categorisation by project team of Q26: In what ways do you expect digital technologies to benefit your learning over the coming year? (full-time and AR students only)

Category: Perceived benefit	Frequency	Percentage (N=67)
1. Access to cutting edge research	1	1.49%
2. Access to online resources (e.g. journals, library catalogues)	31	46.27%
3. Backup	2	2.98%
4. Bibliography software	4	5.97%
5. Collaboration with peers	2	2.98%
6. Communication with tutors/ peers/research participants	9	13.43%
7. Convenience	2	2.98%
8. Data analysis (e.g. SPSS)	6	8.99%
9. Data capture for research	2	16.42%
10. Distributing/accessing course material	11	16.42%
11. Efficiency	4	5.97%
12. Effectiveness of work	5	7.46%
13. Improving the quality of work	1	1.49%
14. Language aids	2	2.98%
15. Maps	3	4.48%
16. Mobile technologies	1	1.49%
17. Online conferences	1	1.49%
18. Organising notes and literature	4	5.97%
19. Other benefits	3	4.48%
20. Pen scanner	1	1.49%
21. Presentation tools	11	16.42%
22. Recording of lecture material - audio/video	5	7.46%
23. Searching/accessing information online	17	25.37%
24. Sharing resources	1	1.49%
25. Social communication (e.g. Facebook)	4	5.97%
26. Technologies in teaching (including social software)	3	4.48%
27. Time saving	8	11.94%
28. Transfer of data between home and work	1	1.49%
29. Weblearn	6	8.99%
30. Word processing/ spreadsheets	11	16.42%
No negative impact perceived	10	14.92%
Response unclear	1	1.49%

Description of categories

1. Access to cutting edge research: Gaining access to the newest and ongoing research through searches and communication with researchers.
2. Access to online resources (e.g. journals, library catalogues): Gaining access to reading material through university online library facilities.
3. Backup: Backing up work for protection from technology breakdown
4. Bibliography software: Keeping track of readings and making referencing more effective with referencing software.
5. Collaboration with peers: Using technology for academic collaboration with peers.
6. Communication with tutors/ peers/research participants: Academic communication with peers, tutors or researcher in the same field.
7. Convenience: Technology being more convenient to use than alternative methods.
8. Data analysis (e.g. SPSS): Using different types of software for data analysis (e.g. SPSS or NVivo).
9. Data capture for research: Using technological means for data gathering (e.g. voice recorders, transcription software etc.).
10. Distributing/accessing course material: Accessing course material, such as readings and PowerPoint presentations online.
11. Efficiency: Viewing technology as making learning or work more efficient (this is a broad category created to capture students' answers that directly refer to efficiency).
12. Effectiveness of work: Technology aiding effective study practices.
13. Improving the quality of work
14. Language aids: Software aids for ESL students (e.g. electronic dictionaries or online dictionaries).
15. Maps: Map software (such as MapInfo).
16. Mobile technologies: Using mobile phones and PDAs for example to access course information online.
17. Online conferences: Gaining access to online conferences.
18. Organising notes and literature: Using different types of software to organise reading material, notes, data etc.
19. Other benefits
20. Pen scanner: Hardware support for ESL students (such as 'dictionary pens')
21. Presentation tools: Presentation tools – (such as powerpoint) both used by tutors to convey information more clearly and by the students to structure their own presentations.
22. Recording of lecture material - audio/video Recording lectures for later playback and revision.
23. Searching/ accessing information online: Access to information online – both through academic journal searching, and more generic searches (through Google etc.).
24. Sharing resources: Sharing information online (between students, academic and support staff).
25. Social communication (e.g. facebook): Using the internet for social communication over chat and social networking sites.
26. Technologies in teaching (including social software).
27. Time saving; Viewing technology as time saving through quick access to resources, for planning, library time etc.
28. Transfer of data between home and work: Enabling the student to work in more than one place (e.g. home/work).
29. WebLearn: Using WebLearn's features.
30. Word processing/spreadsheets: Use of technology for word processing.

LM comment 30/01/09: I have re-ordered the data in descending order. Ideally, we should combine some categories; however, this would require us to re-code the raw data. However, Kate has reported on them in a common-sense way in the IS report, so use her text if needed, but check the HL students' data for additional data and quotations.

Categorisation by project team of Q27: In what ways do you think that digital technologies might have a negative impact on your learning?

Category: Perceived negative impact	Frequency	Percentage
1. Danger of insufficient skills	3	4.48
2. Dependence on technology & de-skilling	7	10.45
3. Digital divide	1	1.49
4. email as distraction	6	8.99
5. Frustration and loss of data	2	2.98
6. Getting lazy	3	4.48
7. Imposing specific approaches to studying	2	2.98
8. Internet as distraction	20	29.85
9. Offline computer activities as a distraction	1	1.49
10. Online instead of experiential learning	1	1.49
11. Other negative effects	12	17.91
12. Over-reliance on information from web	3	4.48
13. Physical effects (e.g. RSI ¹)	5	7.46
14. Reading from the screen	2	2.98
15. Reducing f2f contact	9	13.43
16. Resistance or incompetent use by educators	2	2.98
17. Social software as distraction	13	19.4
18. Weblearn	1	1.49
19. WILF	2	2.98

Description of categories

1. Danger of insufficient skills: Insufficient technical skills causing the student to fall behind or not be able to orient themselves in a technology rich world.
2. Dependence on technology & de-skilling: Dependence on technology leading to loss of other skills.
3. Digital divide: Some students may be disadvantaged because they arrive from less technological environments.
4. Email as distraction: Using email as a distraction from work.
5. Frustration and loss of data: Danger of losing work because of technology breakdown and frustration with faulty technology.
6. Getting lazy: Using technology as a 'crutch' and doing work in a 'lazy' way .
7. Imposing specific approaches to studying: The technology imposing specific work patterns on the student which may not be conducive to learning.

¹ repetitive strain injury

8. Internet as distraction: Spending too much time on the Internet instead of working.
9. Offline computer activities as a distraction: Distracting offline activities (movies, games etc.).
10. Online instead of experiential learning: Using simulations instead of hands-on learning, using email for contact instead of meetings etc.
11. Other negative effects
12. Over-reliance on information from web: Relying on websites leading devolution in the quality of thinking (e.g. not using authoritative books, not being able to discern between good and bad quality information).
13. Physical effects (e.g. RSI): Physical effects of working with a computer (repetitive strain injury, back strain, eye strain).
14. Reading from the screen: Reading from screen being more difficult/unpleasant than reading from paper.
15. Reducing f2f contact: Reliance on technological means (email etc.) instead of face to face contact.
16. Resistance or incompetent use by educators: Danger of tutors using technology in inefficient ways due to incompetence or 'using technology for technology's sake'.
17. Social software as distraction: Spending too much time on social networking sites (such as Facebook) instead of working.
18. Weblearn: Substituting WebLearn for face to face contact.
19. WILF: Surfing the web aimlessly, 'what was I looking for', going off on tangents is easy on the web.

LM comment 30/01/09: I have re-ordered the data in descending order. Ideally, we should combine some categories; however, this would require us to re-code the raw data. However, Kate has reported on them in a common-sense way in the IS report, so use her text if needed, but check the HL students' data for additional data and quotations.

Q41: Additional general comments about course, role of digital technologies in learning...

(This question has been moved to this section of the reporting as the remainder are solely about social software/Web 2.0)

Technology & learning - course:

"I think that my course incorporates digital technologies in a well-balanced manner, striking a good balance between more old fashioned lectures and paper handouts and the use of technology to access materials online and for the distribution of material amongst students." (NE11)

"Technologies are important. For example, WebLearn is useful to graduate students. But the files posted there are not always nicely arranged. We cannot know which files we need unless we download them. This is a simple organization matter. No matter how advanced technologies become, there are still low-tech problems there. If we think about user-friendly convenience, we should also think more about how to use these technologies." (AL07)

"I feel really strongly that all course readings should be available online, even if that means the department has to pay someone to scan them all in as pdfs. Almost everything was online at my undergraduate uni and it was unbelievably helpful - and there the library was open 24 hours. Here the Bodleian has very restrictive hours (think of coming from a 24 hour/day library and maybe it makes more sense that I'm calling the Bod hours restrictive) and the Education Library hours are even shorter. As a result the readings are not very accessible and I'm a LOT less likely

to do them. You can pretty much predict what readings I will have done for each class by looking at the list and seeing which are online and which are not.” (RM02)

Technology & learning - general:

“i think technology really is very important in terms of research and learning and every student should have access to it, otherwise they may suffer like me.” (AL20) *NB this student has expressed a lack of confidence throughout the survey - should perhaps be followed in an individual cross-question analysis.*

“I find digital technologies to be literally a survival tool during my course, and in my learning.” (CI04)

Disposition towards technology:

“I feel quite able to learn about and make use of the most appropriate digital tools available to suit my needs. I would say my pattern of usage reflects my needs much more so than my abilities.” (NE01)

“Having e-resources available have made my life easier to access the journals I need to read. However I still prefer my notebook when it comes to actual studying. I do not possess intrinsic motivation for digital technology. As far as studying concerned, I learn how to use something on a need to know basis. Otherwise this (keeping up with digital technology) would become another thing I have to worry in my life.” (AL17)

“i think that I tend to use a tool a lot when I have to (for classes for example or because I am really interested by it).” (EL01)

“I don’t feel secure about the technology. It impacts our daily life greatly which it is not what I expect to see.” (AL19)

“I embrace new digital technologies in my learning but only in the areas that I feel directly benefits my learning i.e. technology that makes producing a good essay easier and less time-consuming. However, I tend to shy away from technology in my leisure time and would not spend my time creating a face book or playing online games etc.” (AR01)

“I believe that inane gossip/chat/celeb obsession/computer games and soaps/reality programmes are not learning. they switch the brain off - am I a dinosaur? - I hope so” (AR05)

Extended comment re IHRL course which is worth highlighting:

“Am loving the course. It is a daunting gauntlet to run these next 22-24 months, but I am very much engaged, and am so appreciative of the online format that, while not ideal, certainly allows me to incorporate this critical learning into my life in a way that would otherwise not be possible. The pesky challenges of online hiccups and glitches are well worth enduring for the ability to stream a Master’s program into my life. I would add that without the 5 week residential, the program would be far less attractive to me. I think this “grounds” the course in reality, lends it some gravitas or credibility that a strictly online course does not, at least at present, enjoy. It also gives me confidence in the legitimacy of the degree and allows for the development of the interpersonal relationships in the real world that are irreplaceable. I am incredibly grateful for this course. I searched through many options, and this one was one of only two (along with a Master of Studies in International Relations at Cambridge - with 8 x 1 week residentials over two years (more cumbersome)), of relevance to me that allow for a full time job to be maintained in another country. Also, I must add that, so far, the level of the course has been

challenging and stimulating, including the thoughtful leadership of the professors/tutors and contributions of my fellow students. This has been encouraging and has enhanced my confidence in the value of the programme.” (HL10)

Additional questions put to the HL students about online learning:

Have you taken a distance-learning course before? If so, could you tell us something about your experiences?

2 people had taken a course before. Comments:

“I took a distance learning course in 2006 on human rights and peace-building [...] We communicated through email and ‘chat’ and we submitted essays. I found the course very challenging because unlike the current course, they did not have a website devoted to online communications. The discussion forums were held live and there was little direction given by those teaching the course. Plus owing to turmoil in Nepal the residential aspect of the course did not take place and so the expected ‘coming together’ of the knowledge did not take place.” (HL05)

“I have taken a 15 month executive development course with 3x 1 week residentials. The balance of the study was personal, and correspondence with our instructors/mentors was mostly via weekly telephone and email contact. Some of the students in my learning cluster would gather from time to time in different cities across the country (most of us travel), which was a meaningful connection point, which continues either as clusters or individual meetings occasionally to this day, a couple of years on.” (HL10)

What have you found to be the strengths of distance-learning in general, and of online learning in particular?

These proved difficult to categorise as there are very few responses. Some of the answers are quite predictable, e.g. flexibility, so here are some rather interesting responses:

“I feel that I can learn more and get more done in a shorter time. Generally I am comfortable learning independently but it is nice to have experts in the field to dialogue with when needed.” (HL06)

“Great stretches of independent thought and study. Periods of contemplation and thoughtful elaboration. Accessibility from a distance. Diversity of participants cross-culturally and internationally, which enriches and enlivens discussions.” (HL10)

And what have you found to be the shortcomings of studying this way?

These proved difficult to categorise as there are very few responses. Some of the answers are quite predictable, e.g. flexibility, so here are some rather interesting responses:

“It is hard to get used to studying without knowing your colleagues. The few exchanges in fora does not substitute a personal relationship.” (HL02)

“Lack of face-to-face interpersonal context and interaction. Lack of lively verbal (oral) interchange. Written communication is more formal, so that one is inhibited from venturing “test” opinions or thoughts, and working them through. I like to process information through

verbal exploration with others. Typing/writing is a more labourious, cumbersome and hazardous process (especially stripped of visual and auditory cues of tone, which help convey one's attitude and interpret another's)." (HL10)

Section D: Social Software/Web 2.0

The following questions asked students the extent to which they used specific pieces of social software (Web 2.0 tools), asking them to agree with the statement that most accurately matched their experience.

Liz comment 18/01/09: It might be useful to map people's use of these tools to their demographic characteristics - age, provenance, native language - if not re the quant data, then at least re the comments.

Liz comment 18/01/09: These questions were originally intended to provide the start point for ascertaining students' changing use of Web 2.0 tools. However, in May we decided to simplify the data analysis by asking students in the reflective survey (RS) about their use of these tools before and after Oct 2007 (HL: Jan 2008). Subsequently, we recalculated the change in use using the data below (combining categories 1 & 2 where appropriate); the figures are with the RS data. There are, of course, discrepancies due to memory (and maybe to some ambiguity in the questions here), and we need to decide how to treat them. BUT we now consider the chief value of the responses to Qs 28-40 to be the extent to which students were aware of Web 2.0 at the start of their courses, and their attitudes towards those tools. Although the RS has more detailed data on Facebook, the data on it here is worth reporting.

Q28: Websites for storing photographs, images and/or videos and sharing them with other people, e.g. Flickr, YouTube

	<i>Total</i>	<i>Percentage</i>
I have put my own materials on such sites	29	37.66%
I have looked at other people's material but haven't added any of my own	32	41.56%
I have heard of such sites but have never used one	14	18.18%
I do not know what these sites are	1	1.30%
No response	1	1.30%
Totals	77	100.00%

Additional comments (selected for representativeness, interest*):

*"I have a blog but I never post videos. I sometimes post photographs of landscapes but never of people. The reason for it is that I want words to prevail over images, because I find that today's world relies too much on images and disregards the written word." (AL13)

"I feel that there are issues of both intellectual property rights and the "free-for-all" nature of these sites. I tend to use sites for which the content is managed, at least slightly; e.g. Wikipedia, respected news media, trusted blogs, etc." (EL04)

"great places to share things with people even if they are far apart geographically." (EL06)

"YouTube is great if you have an interest in the arts--can watch dances and other performances, listen to music and songs. I like Flickr because I can see pictures of my friends who live far away." (RM01)

*"I like privacy, therefore YouTube is not for me." (RM06)

*"I prefer not to be involved in this sort of universal display of photos and videos. I would rather share photos in the old fashioned way with a few friends or family over a cup of tea or a glass of wine." (AR01)

Q29: Podcasts (incl. video podcasts):

	Total	Percentage
I have listened to podcasts (e.g. for studies, work or general interest)	37	48.05%
I have heard of podcasts but have never listened to one	26	33.77%
I do not know what podcasts are	13	16.88%
No response	1	1.30%
Totals	77	100.00%

Additional comments (selected for representativeness, interest*):

"On BBC radio and RNE (Spanish radio), mainly to keep updated with the world news, since I do not watch TV and usually do not have time to read the newspaper." (AL13)

"I listen to podcasts, on occasion, from journalists who work for my hometown newspaper, the San Francisco Chronicle." (AL14)

"I listen to podcasts especially to aid my learning of French Language. It is useful as I learn to pronounce the words or phrases more accurately." (EL02)

"I enjoy downloading Radio 4 pod casts for pleasure I would object to podcasts replacing proper 'lectures' to save money under the guise of progress" (AR05)

Q30: Wikipedia and other online encyclopaedias to which anyone can contribute information:

	Total	Percentage
I have looked up information in Wikipedia or other online encyclopaedias	71	92.21%
I have heard of Wikipedia but have not used it	5	6.49%
I do not know what Wikipedia is	0	0.00%
No response	1	1.30%
Totals	77	100.00%

Additional comments (selected for representativeness, interest*):

"Often used as a quick, first-stop source. For serious research, I hardly ever use it except to help me get started onto more "serious" research sources." (AL14)

"I have a personal rule about never EVER using Wikipedia as a source for a paper or school assignment. I think it's so unprofessional. Mostly I use Wikipedia to get a general overview of

what I'm looking for, then I go try to find that information from an actually valid legitimate source." (RM02)

"It's more helpful than most people might publicly acknowledge, but "proceed with caution". I generally turn to it for an initial glimpse, and look for original sources when the issue is important enough." (HL10)

31: Wikis (excluding Wikipedia and similar online encyclopedias):

	<i>Total</i>	<i>Percentage</i>
I have contributed to a wiki (e.g. for studies, work or other purposes)	11	14.285%
I have heard of wikis but have not used one	41	53.247%
I do not know what a wiki is	24	31.169%
No response	1	1.299%
Totals	77	100.00%

Additional comments (selected for representativeness, interest*):

* "I frequent "wikitravel"." (NE04)

* "I write a wiki myself for note-taking, as it is easy to edit my note, and I can put my own materials in different folders. One aspect that concerns me is, whether there is any safe backup for my study materials?" (AL11)

32: Blogs (online journals) written by other people:

	<i>Total</i>	<i>Percentage</i>
I read other people's blogs and add comments	34	44.16%
I read other people's blogs but don't add any comments	30	38.96%
I have heard of blogs but have never read one	12	15.58%
I do not know what blogs are	0	0.00%
No response	1	1.30%
Totals	77	100.00%

Additional comments (selected for representativeness, interest*):

"It's normally the case that I chat with my friends online." (AL01)

* "One of my best friends has one and, since we live in different countries, it is a good way of keeping updated with each other's lives. Actually, after having read his blog several times, I decided to create my own." (AL13)

"It is a great thing to find out with is going on with people you care and leave a message to show your care." (EL06)

* "I don't comment that frequently, but I have all my friends' blogs on RSS feeds and I faithfully read new entries as they come in." (RM02)

* “I am not sure about blogs. it is too private for me. a friend showed ma a blog of her sister where she is writting about her baby and putting pictures etc. i really would not want anyone to see info about me or my family. I am not sure about blogs” (RM06)

* “This is a useful way of reaching a lot of people very quickly with the latest information. I regularly read the Explorator blog containing news of current archaeological work and discoveries.” (AR01)

“I don’t have time to read about other people, who I don’t know, I’ve got enough friends and family to care about” (AR05)

Q33: Do you have your own blog?

	Total	Percentage
Yes, I write in it regularly and respond to the comments that people make	16	20.78%
I have started a blog but I don’t write in it very much	8	10.39%
I did have my own blog but have stopped writing in it	5	6.49%
I have never had my own blog	47	61.04%
No response	1	1.30%
Totals	77	100.00%

Additional comments (selected for representativeness, interest*):

“I have a couple of blogs, and basically document anything interesting or random trivia I happen to come across, or post pics from trips I’ve been to, or link to interesting articles on the web. The URLs are - simplyteki.blogspot.com offwithyourheads.blogspot.com” (NE10)

“I have several blogs, one private (may not be that ‘politically correct’ of my own views on the world and others), one public (writing about my study life, default to allow my friends to visit) and one about financial news (private, as I don’t want to alter others’ views on a particular stock)” (AL11)

“I like writing, so in the summer of 2006 I decided that a blog would be a good way of getting other people to read what I write. It deals mainly with films, books, travels and to a lesser extent with daily life experiences. Unfortunately, I do not have much time to write as much as I would like to and that is why I have not updated it recently.” (AL13)

“I started a blog after I came to Oxford for the purpose of recording this one-year overseas life. I uploaded pictures and videos on it and my blog was mainly about my life in Oxford. I shared my ups and downs of life with my family, my friends, and my students. My blog is <http://www.wretch.cc/blog/miltonsky>” (AL18)

See also EL02

* “I think my blog is somewhat unusual because my parents, family, and friends all have the URL but I try to be as open and candid as possible. [...] This is a public journal that I have had

for 4 years this October. I usually write in it about once a week, sometimes slightly more often than that depending on how eventful my week is. I think of it as a tool to practice my writing (creative non-fiction) while keeping track of all the goings-on in my life. Also, while this is a public journal, I do not have a link to it posted on my facebook profile. While I am happy for friends to read it, I don't like the idea of people I vaguely know finding it and reading it and not telling me they are reading it, if that makes sense. It's sort of hypocritical since I read journals of people I don't know very well without telling them...but I like to know who my readers are, and to feel like they are friends that support me, not acquaintances that might read and judge/gossip.” (RM02)

“I currently blog on MSN as a way of keeping in touch with family and friends back home.” (RM05)

* “I developed (with a designer) a blog site (which has ‘wiki’ elements) which aims to collect the perspectives of people impacted by the conflict in Sri Lanka using the concept of a conflict timeline, the Peace and Conflict Timeline (PACT). The concept was recognised by the Society for New Communications.” (HL05)

Q34: Social networking sites e.g. MySpace, Facebook:

	<i>Total</i>	<i>Percentage</i>
I have an account (profile) and use it regularly	48	62.34%
I have an account (profile) but don't use it very much	14	18.18%
I have heard about this sort of site but have never used one	13	16.88%
I do not know what social networking sites are	1	1.30%
No response	1	1.30%
Totals	77	100.00%

Additional comments (selected for representativeness, interest*):

* “Only use MySpace, but not much different from a blog.” (AL11)

* “Use highly! It has also served as an initial social tool for students on my course! It has proved valuable in terms of sharing questions and thoughts immediately; helps to alleviate fears.” (CI08)
 “I have found some long lost friends on Facebook and very grateful to it!” (EL02)

* “I have registered Facebook without knowing what it is exactly. This happened before about half month (when an Oxford friend invited me) and I still don't get its purpose. I mean, is that communication? I regard it mostly as a game, and to me, not a very interesting game. What is its purpose? Gossip and sending virtual things to others? Maybe I have to explore it more carefully.” (EL05)

“Facebook is a good way to keep in contact with friends from different schools. Facebook also allows one to keep in contact with people who have come and go in various time periods in my life.” (HE01)

“I contact friends and family by either e-mail, phone or visiting them and I have no wish to broadcast myself to people I have no connection with” (AR05)

Q35: Social bookmarking tools e.g. del.icio.us, Furl:

	<i>Total</i>	<i>Percentage</i>
I currently use one <u>or</u> have used one in the past	6	7.79%
I have heard of social bookmarking tools but have never used one	19	24.68%
I do not know what social bookmarking tools are	51	66.23%
No response	1	1.30%
Totals	77	100.00%

Additional comments (selected for representativeness, interest*):

This was the only comment: “I don’t see much point in them except in finding obscure and esoteric sites (but only people in cubicles have time for those).” (IM04).

Q36: Online calendar e.g. Google Calendar, iCal, Yahoo Calendar:

	<i>Total</i>	<i>Percentage</i>
I currently use one <u>or</u> have used one in the past	16	20.78%
I have heard of online calendars but have never used one	46	59.74%
I do not know what online calendars are	14	18.18%
No response	1	1.30%
Totals	77	100.00

Additional comments (selected for representativeness, interest*):

“I think these are good in theory, but require a computer and are slow to access. A written diary (or perhaps a diary recorded on a PDA) is much more efficient!” (NE01)

“For a rather ‘messy’ person like me, I find online calendars extremely useful. It is almost like a ‘personal assistant’ to me!” (EL02)

“I have an online calendar at work, but not socially” (AR05)

Q37: Newsfeeds (RSS) which can be read on Websites, through a browser and/or through an aggregator (e.g. Bloglines, Google Reader):

	<i>Total</i>	<i>Percentage</i>
I currently read newsfeeds <u>or</u> have read them in the past	20	25.97%
I have heard of newsfeeds but I don’t read them	37	48.05%
I do not know what newsfeeds are	19	24.68%
No response	1	1.30%
Totals	77	100.00%

Additional comments (selected for representativeness, interest*):

Nothing of great interest - though maybe worth looking through the raw data again.

Q38: Communication Tools

Tool Type	Level of use							
	<i>Regularly</i>		<i>Not very often</i>		<i>Never use it</i>		<i>Do not know it</i>	
Internet telephony	33	43.42%	21	27.63%	19	25%	3	3.90%
Chat	35	40.05%	28	36.84%	13	17.11%	0	0.00%
Discussion forum	10	13.16%	39	51.32%	22	28.95%	5	6.58%
Newsgroup	3	3.95%	19	25%	33	43.42%	21	27.63%

1 person did not respond to this question.

Additional comments (selected for representativeness, interest*):

“Skype is AMAZING, especially for abroad students like myself. To be able to conference call with members of my family all over the world is unreal.” (NE04)

“MSN is vital for international students, as it is free. We can then contact our friends and family daily, which in the past, seems impossible.” (AL11)

“I only use instant message with my friends in Spain and not even often. As for the chat, I prefer live conversation with people I know.” (AL13)

* “I don’t chat on the internet. I consider it as wasting time. I use phone a lot if I want to contact people” (AL19)

* “I have used Skype for over a year from several parts of the world, including to chair 10-20 person teleconferences. Although not error-free, it is quite amazing.” (EL04)

* “Skype/VOIP still too hokey and insecure for my needs. The cost/benefit analysis for me is to use my landline, or most often, cell phone or email. I use Blackberry messenger exclusively with my wife. I beyond this I find IM’ing a somewhat distracting, disruptive form of constant communication. (Boy, I’m sounding old! I’m only 35!)” (HL10)

39: Virtual worlds e.g. Second Life, There

	Total	Percentage
I regularly spend time in a virtual world	4	5.19%
I have created my own avatar but don't spend much time in the virtual world	4	5.19%
I did have an avatar but have stopped using the virtual world	3	3.90%
I have heard of virtual worlds but have never been in one	38	49.35%
I do not know what a virtual world is	27	35.06%
No response	1	1.30%
Totals	77	100.00%

Additional comments (selected for representativeness, interest*):

“Found it a little dull. Real life is better.” (NE06)

“I do think that people who are five or six years younger than me are much more familiar with these devices. I am quite old fashioned, I suppose (I was born in 1979!).” (AL13)

“I don't have enough time to fit in this world” (AR05)

“Waste of time--the real world is much better” (HL06)

Q40: Multiplayer online games that played over the Internet with other people: e.g. EverQuest, Eve, chess

	Total	Percentage
I regularly play at least one such game	2	2.60%
I have tried playing them but I don't play regularly	6	7.79%
I did play such games but have stopped	8	10.39%
I have heard of them but have never played one	53	68.83%
I do not know what multiplayer online games are	7	9.09%
No response	1	1.30%
Totals	77	100.00%

Additional comments (selected for representativeness, interest*):

* “I don't ever play pc games, again I consider them as wasting time and in some sense it influences your work and study in a negative way” (AL19)

* “I love playing online games, but I find sore losers a real pain. They would sometimes quit or ‘disappear’ when they think they might lose the game.” (EL02)

“Guild Wars and other online games are great ways to relieve stress or relax after working.” (HE01)