

DIGITAL SKILLS AND RESEARCH METHODS / GROUP PRESENTATION

FULL NAMES: STEFANA MUNTEANU (STUDENT ID NUMBER 2111454)

ALINA DORA TEODOR (STUDENT ID NUMBER 2217381)

SADAF BAND (STUDENT ID NUMBER 1813044)





How Do Students Use Technology to Collaborate at UWTSD

STUDENT 1

STUDENT 2

STUDENT 3

Introduction

- The collaboration of students is essential to their learning as it provides quick access to information, enhanced information sharing and better teamwork.
- The busy study and work schedules of the college and university are also one the key factor for driven demand for using the digital tools (Jain et al., 2022).
- Digital tools are used in different ways as some are more effective than others and it also depends on the user's preferences.
- Previous research on the use of digital tools for academic collaboration found that digital tools play an important role in student learning by creating an easily comprehensible space (Androutsos and Brinia, 2019; Weicht and Jónsdóttir, 2021).
- There are some issues with these tools, such as security; some of these systems are not secure, posing a significant risk to student information.
- This mini research project examines the perception of UWTSD students and their choice of digital tools to determine which tools are commonly used for collaboration, the security of these tools and the need to invest in them.

Research Question

Which digital tool is most used by students at UWTSD to collaborate together?

Student 1





Rationale

- Student collaboration in higher education is essential and implement digital tools to facilitate collaboration. There are many digital collaboration tools, but few are effective.
- Sobko et al. (2020) point to dramatic changes in digital collaboration tools for universities. In the early 2000s, students used university social media accounts to communicate and collaborate however, these accounts were very busy and without privacy.
- The digitalisation then moved to the Blackboard or student portal, which is considered effective because it protects student information and encourages team communication (Jain et al., 2022).
- These tools are considered the best because they are directly linked to a particular student's account, making it easy to integrate academic data.
- Education experts question the benefits of these digital learning tools as they increase students' overconfidence in them, which affects the learning process, however, the devices also reduce the physical interaction of students which is not taken into account (Dabbagh and Fake, 2017).
- Weicht and Jónsdóttir (2021) recognize that digital tools can help students share important learning material and ensure all students are up to date. Students who cannot attend classes can also use this platform to keep in touch with other people at work.

Proposed Method

- The study will be conducted among UWTSD students.
- To avoid bias, three departments will be included (engineering, commerce and nursing and health management), each with a minimum of 12 students.
- Twelve students are selected for three different programs (bachelor's, diploma's and master's), four in each.
- Participants will be selected using simple random sampling to randomly select participants from three schools.
- The questionnaire will be distributed to the participants, 36 students who will return their answers after seven days.
- The questionnaire contains ten questions, each with analysis and simplification options for participants. The questions chosen are easy to comprehend and take about 1-2 minutes to answer.
- Data will be collected through questionnaires (Primary data) and interviews (Secondary data). Interviews are conducted with members of the group and the information gathered is used to draw conclusions about the study.
- To increase efficiency, the questionnaire will include an FAQ section where participants can learn more about the study and the questions asked.
- Analysed data will be presented in the form of graphs (Pie Charts and Bar Charts).





Ethical Considerations

- The ethical considerations adhering to this study include, confidentiality, anonymity, voluntary participation and informed consent.
- All participants will learn about the content of the program and the main objectives of the program before attempting to fill the questionnaire.
- Participant data will be protected in such a way that the personal data of students cannot be passed on to third party data users.
- Participants will not be forced to fill out a questionnaire; Participants will be allowed to participate in the study voluntarily.
- Students who are not willing to be the part of research will be excluded and those who are willing will be included in the research to ensure that participation is voluntary.

Research Timeline

Task	Week 1	Week 2
Topic Selection		
Literature Review		
Methodology		
Hypothesis Development		

Student 2

Hypothesis

It is clear that digital tools are a key part of learning in higher education. To investigate the use of digital tools, this research project conducts a survey in UWTSD students to identify the most used digital collaboration tools by analysing the patterns of use of the four digital tools by UWTSD students; Microsoft Teams, Blackboard, campus social networks and student mail.

H1= Microsoft team is the mostly used digital collaboration tool by the students of UWTSD.



References

- Weicht, R. and Jónsdóttir, S.R., 2021. Education for social change: The case of teacher education in Wales. *Sustainability*, 13(15), p.8574.
- Androutsos, A. and Brinia, V., 2019. Developing and piloting a pedagogy for teaching innovation, collaboration, and co-creation in secondary education based on design thinking, digital transformation, and entrepreneurship. *Education Sciences*, 9(2), p.113.
- Jain, N., Thomas, A., Gupta, V., Ossorio, M. and Porcheddu, D., 2022. Stimulating CSR learning collaboration by the mentor universities with digital tools and technologies—an empirical study during the COVID-19 pandemic. *Management Decision*, (ahead-of-print).
- Dabbagh, N. and Fake, H., 2017. College students' perceptions of personal learning environments through the lens of digital tools, processes and spaces. *Journal of New Approaches in Educational Research (NAER Journal)*, 6(1), pp.28-36.
- Sobko, S., Unadkat, D., Adams, J. and Hull, G., 2020. Learning through collaboration: A networked approach to online pedagogy. *E-Learning and Digital Media*, 17(1), pp.36-55.

The image features a central white rectangular area where the text is located. This area is framed by a black border on the left and right sides. Above and below the white area are horizontal bands with a complex, low-poly geometric pattern in shades of gray and beige, resembling a stylized landscape or abstract art.

Thank You