

BMSW4003

Digital
Skills and
Research
Methods

Rubina Akbur -
211830

Tati Bangoura -
2120469
Noraylya
Monteiro-
2120213

Dr Ngozi Ibeji



HOW DO WE USE
TECHNOLOGY TO
COLLABORATE AT UWTSD?



INTRODUCTION

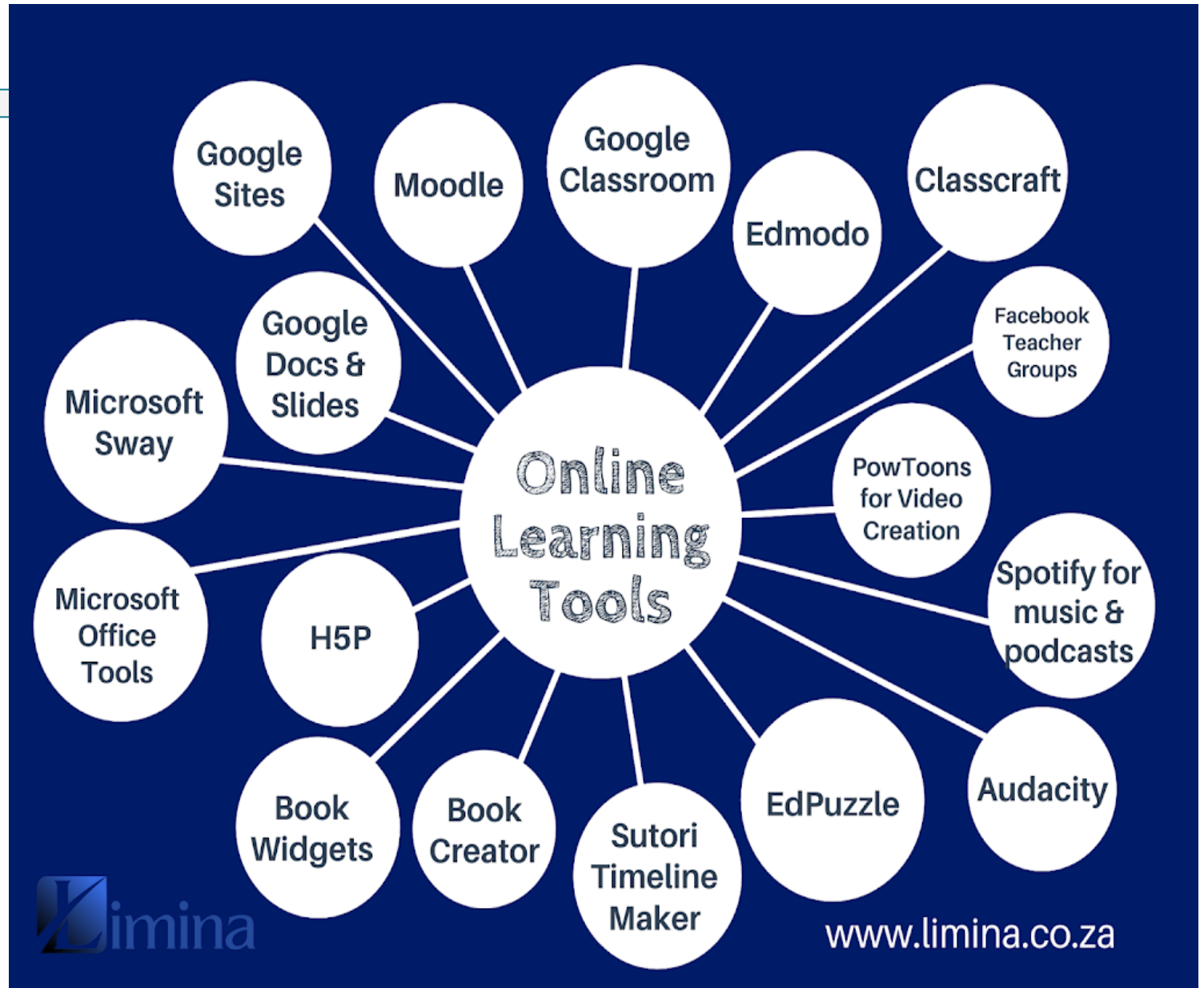
Main Research
Focus

WHICH DIGITAL
TOOL IS
MOST COMMONLY
USED FOR
COLLABORATION AT
UWTSD?

RUBINA AKBUR
Tati BANGOURA
Noraylya MONTEIRO

First things first

- What are digital tools?
- Where can they be accessed?

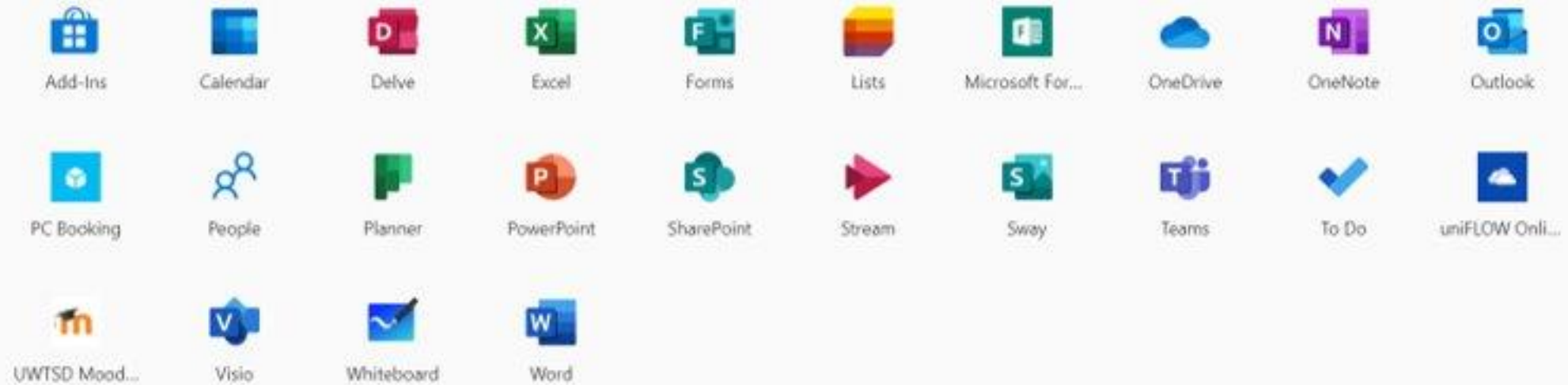


SOME DIGITAL TOOLS UWTSD USE!



PowerPoint

All apps



- ALL AVAILABLE DIGITAL TOOLS AT UWTSO!

Rationale: Why are the digital tools used valuable?

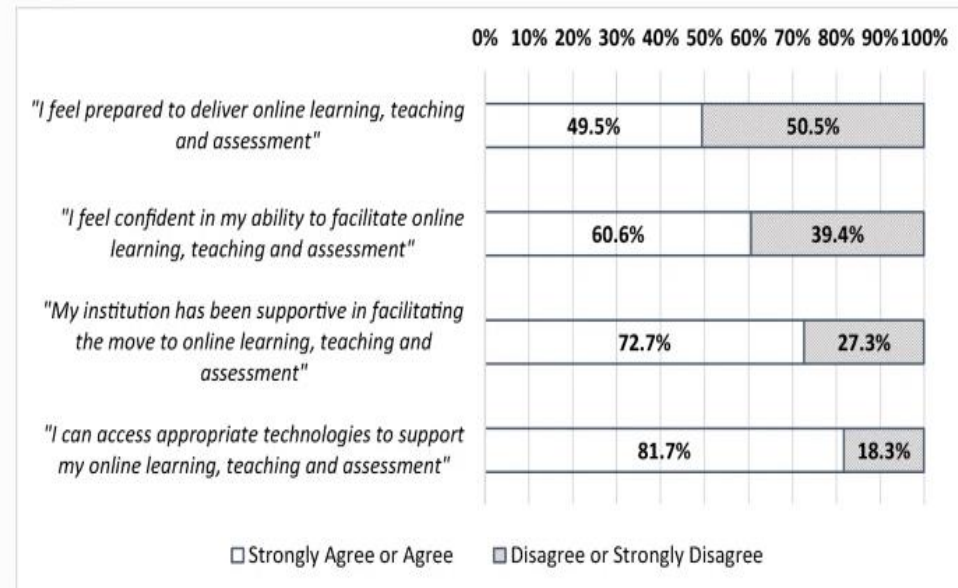
Digital technologies of this nature are clearly integral to the future of university education around the world.
Handerson et al (2017)

I use it almost everyday. It organizes my university life and allays my concerns of when and where I have to be.
Henderson, M., Selwyn, N. and Aston, R. (2017)

Preparedness

Respondents were asked how much they agreed with the statement 'I feel prepared to deliver online learning, teaching and assessment'. Out of all of the HE respondents, 49.5% either strongly agreed or agreed with this statement (Fig. 1).

Fig. 1



Watermeyer, R. et al. (2020)



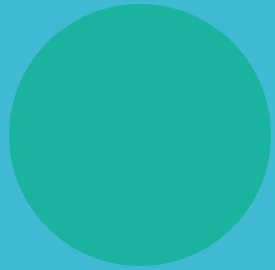
Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Our research will show.....



RUBINA
AKBUR
Noraylya
MONTEIRO
Tati
BANGOURA

PROPOSAL METHOD



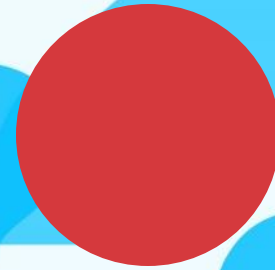
**WHEN: WHEN WILL WE
CARRY OUT THIS
METHOD.**



**HOW: WE WILL BE
COLLECTING DATA
USING ONLINE FORMS.**



**WHO:- UWTSD
STUDENTS**



**WHAT: WHICH DIGITAL
TOOL GETS USED THE
MOST AT THE
UNIVERSITY?**

RESEARCH QUESTIONS

- 1. Would you like to take part in this research?
- 2. Rank these applications in order according to how frequently you use them to collaborate with others. (Most frequent at the top)
 - MS Teams
 - OneDrive
 - MS Word
 - WhatsApp
 - Moodle
- 3. I use MS Teams most frequently to collaborate with others.
Strongly Agree Agree Neutral Disagree Strongly Disagree.
(Circle one response)

4. I do not use any digital tools to collaborate with peers.

Strongly Agree Agree Neutral Disagree Strongly Disagree.

(Circle one response)

5. Do you use WhatsApp more than other digital tools to collaborate with your peers or colleagues? Yes or No



Questions Responses 1

BMSW4003 Tuesday 2-5:45pm Grp B

1. Would you like to take part in the questionnaire?

☐ Yes

☐ No

2. Rank these applications in order according to how frequently you use them to collaborate with others. (Most frequent at the top)

MS Teams
One Drive
MS Word
WhatsApp
Moodle

Questions Responses 1

3. I use MS Teams most frequently to collaborate with others.

	strongly agree	Agree	Neutral	Disagree	Strongly disagree
Statement 1	☐	☐	☐	☐	☐
Statement 2	☐	☐	☐	☐	☐

4. I do not use any digital tools to collaborate with peers.

	strongly agree	Agree	Neutral	Disagree	Strongly disagree
Statement 1	☐	☐	☐	☐	☐
Statement 2	☐	☐	☐	☐	☐

5. Do you use WhatsApp more than other digital tools to collaborate with your peers or colleges ?

☐ Yes

☐ No

Noraylya Iguelcina MONTEIRO SEMEDO

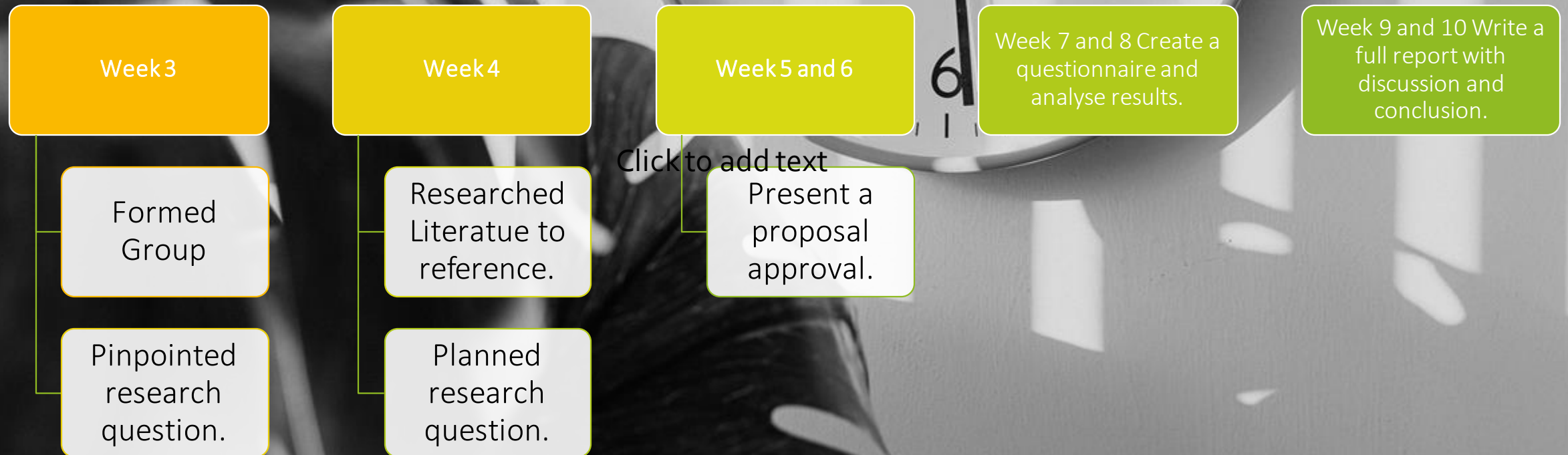
ETHICAL CONSIDERATION

Respect Confidentiality

- Stay open minded
 - Respect others
 - Privacy
 - Integrity

Voluntary nature of participant and right to withdraw.

Timeline



HYPOTHESIS: - WHAT DO YOU THINK YOU WILL FIND OUT?

- What is the most frequently used digital tool at UWTSD?
- Do student's student enjoy online learning ?

Tati Bangoura

Click to add text
Click to add text



E-LEARNING

REFERENCES

Henderson, M., Selwyn, N. and Aston, R. (2017) 'What works and why? Student perceptions of "useful" digital technology in university teaching and learning', *Studies in higher education (Dorchester-on-Thames)*, 42(8), pp. 1567–1579.

Watermeyer, R. *et al.* (2020) 'COVID-19 and digital disruption in UK universities: afflictions and affordances of emergency online migration', *Higher education*, 81(3), pp. 623–641.

Henderson, M., Selwyn, N. and Aston, R. (2017) 'What works and why? Student perceptions of "useful" digital technology in university teaching and learning', *Studies in higher education (Dorchester-on-Thames)*, 42(8), pp. 1567–1579.