Student digital experience tracker

Guide: Customising your tracker

What you need to know

This guide helps you to customise your tracker through the following steps:

» Add the name of your Virtual Learning Environment on page 6 so that students recognize it.

» Customise question 23 (page 9) to allow you to group your student respondents in a way that makes sense to you (e.g. by broad subject area of study, by campus etc).

» Customise or delete question 24 (page 9) which offers further questions or prompts on an 'agree, neutral, disagree' scale.

» Add an alternative or additional question on page 9 if you feel confident to do so.

» Customise text about any prize draw and 'thank you' message.

If you are running more than one version of the tracker (e.g. FE and online) you will need to customise each version separately. However, we strongly advise you to make **the same or equivalent customisations** in each version so that you can compare your findings across the different student groups.

Before you start

Before you start customising your tracker we assume that you have accessed the relevant master tracker in BOS, copied it and saved it as a new survey. Consult the guide *How to use the tracker in BOS* if you are in any doubt about any of these steps. Open this survey in 'design' view and scroll through to p.6, noticing that you are not able to make any edits up to and including question 14.

Important!

Questions can be edited using two controls in the right hand corner: a **pencil** control to edit, and a **cog wheel** to copy or delete the question. Always save your changes. No changes can be made once you have launched the survey so please save, preview, and test it after customising. You can always return to the 'design' view and make further edits. If you need more help with editing questions, please consult the BOS online guide: **https://www.onlinesurveys.ac.uk/help-support**
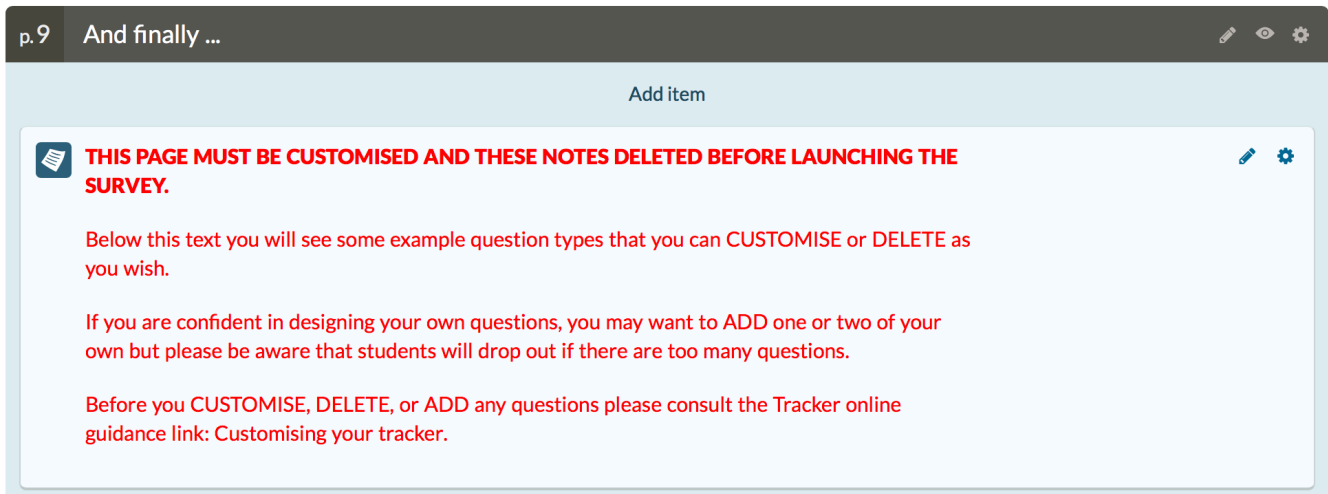
Adding the name of your VLE

On page 6, just before question 15, there is an editable section title that reads '***The questions below are about the VLE (Virtual Learning Environment)'***. We recommend you **edit** this to read 'The questions below are about [*insert name of your VLE*], our virtual learning environment' or simply 'The questions below are about [*insert name of your VLE*]'.

> 🔒 NO DELETE
>
> ▢ The questions below are about the VLE (Virtual Learning Environment) ✏ ⚙
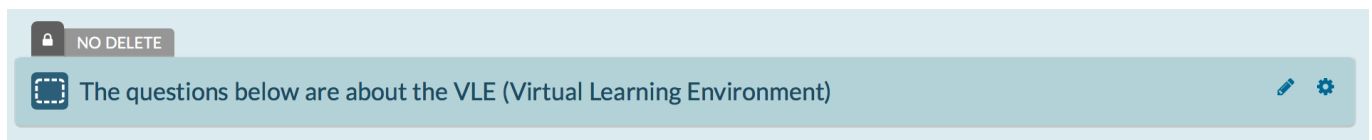
Use whatever name is most familiar to students, whether this is the platform itself (e.g. 'Blackboard') or an institution-specific name. This title is used to put all the prompts in the following question into a context that students will clearly recognise.

Customising page 9

Page 9 is a fully editable page. When you have finished editing you must remember to **delete** the text in red using the cog wheel symbol.

p.9	And finally ...	✏ 👁 ⚙

Add item

THIS PAGE MUST BE CUSTOMISED AND THESE NOTES DELETED BEFORE LAUNCHING THE SURVEY.

Below this text you will see some example question types that you can CUSTOMISE or DELETE as you wish.

If you are confident in designing your own questions, you may want to ADD one or two of your own but please be aware that students will drop out if there are too many questions.

Before you CUSTOMISE, DELETE, or ADD any questions please consult the Tracker online guidance link: Customising your tracker.

Using question 23 to partition (group) your responses

Question 23 gives you an additional way of grouping your learners besides age, gender, and stage of study, which we have provided for you. Grouping allows you to analyse whether specific factors influence the responses that students tend to give. By default we have suggested that you group your learners by curriculum area as this is a very common factor institutions want to investigate. However, you can use this question as you wish.

You can **delete** it altogether.

You can **edit** both the stem of the question and the answer options to suit the way curriculum areas are grouped and described in your organisation - or to investigate alternative groupings. If you are surveying a sub-population in a larger institution, you can use this question to create more precise sub-groups.

You can also **copy** this question to introduce a second grouping factor (e.g. campus location) if you feel that both factors are likely to be important. Alternative/additional question stems could be:

» What faculty are you based in?

» On which campus are you mainly based?

» What is your main mode of study? (e.g. campus-based, work-based...)

» What qualification are you mainly studying for?

Once you have your question stem you need to edit the options within the question to specify the different groups.

Considerations for using question 23

1. Choose groups that are meaningful in your context. For example, you might want to reproduce groupings that are used in other surveys that you run or that reflect faculty or college structures.

2. Offer a maximum of four to five options in each grouping question unless you are confident of a very high response rate. The smaller the groups you divide learners into, the more likely it is that any differences between the groups are the result of chance rather than a real world difference in their digital experience – and the less likely you will find any significant differences to report. You may have to group e.g. departments or faculties together to arrive at a manageable set of options. Do this to fit your organisational structures and to make sense to learners.

3. Define the answer options carefully and cover all the alternatives clearly. Avoid using an 'other' option if at all possible.

4. Don't use grouping questions for the sake of it. Only group learners if (a) you have good reason to think that there will be a difference in these different groups' experiences, and (b) you can do something meaningful about it, e.g. offer different recommendations to different subject area leads, or provide targeted support to particular groups of learners.

Using question 24 to investigate further issues

Question 24 is set out as a grid question in a similar style to many other questions in the tracker. It can be **edited, deleted** or **copied** to create another grid question. You also have the facility to **add** alternative or additional questions on this page if you are familiar enough with BOS and with question design to do so with confidence.

Considerations for using question 24 and writing any alternative questions

- Use clear, **learner-facing language**. Avoid jargon.

- **Keep sub-questions or prompts short** and limited to one idea, otherwise you will slow respondents down as they think about what you mean, and it will be harder to interpret your findings.

- Clarify in the question stem how learners should answer the question (e.g. 'how would you rate…?' 'how much do you agree…?'.

- **Word statements positively** so it is clear what it means to 'agree' or 'disagree'. This does not mean your statements have to be positive about digital issues. Our question 21 asks respondents to agree with statements that have negative connotations, such as 'When digital technology is used on my course… I am more easily distracted'. But it is clear that 'agree' means 'yes, I *am* more easily distracted'. Note that if the statement had been worded negatively e.g. 'I don't concentrate as well', there would have been more room for confusion.

- **Avoid leading statements** and loaded language that point respondents towards a preferred answer.

- **Test each statement** to ensure that learners understand it in the way you intended. Ask a few learners to work through the whole question, thinking aloud as they do so. Eliminate or rephrase any statements that cause confusion. You could also talk to these learners more generally about the value of the questions you are asking. For example, are these issues important to them, and do they believe that any feedback they give will make a difference?

- If you are adding your own question(s), make sure you are confident about **creating and editing different question types in BOS**. The user view of questions is very different to the design view – use the 'preview' button to review and always aim to test new questions with student users before launching. For question authoring and editing consult the BOS online guide: **https://www.onlinesurveys.ac.uk/help-support**.

- Remember that asking open-ended (free text) questions will add considerably to the task of analysis.

- If you want to compare learners' feedback over several iterations of the tracker you will need to ask about issues that will continue to be important. On the other hand, you may use this page to ask about issues that are very current, helping the tracker to seem more relevant to students' immediate concerns. Bear in mind that if you do, learners will expect a rapid response to their feedback.

- Remember that questions on this page **can't be benchmarked**.

- For reasons of length, balance and participant commitment, there should be **no more than three questions** on this page (not including the final 'thank you' statement) and we strongly recommend that you use **no more than five sub-question statements** or prompts in any grid question.

- For reasons of length and balance we ask you to use **no more than five question statements** in a grid question, and if they refer to very different issues, please consider using fewer.
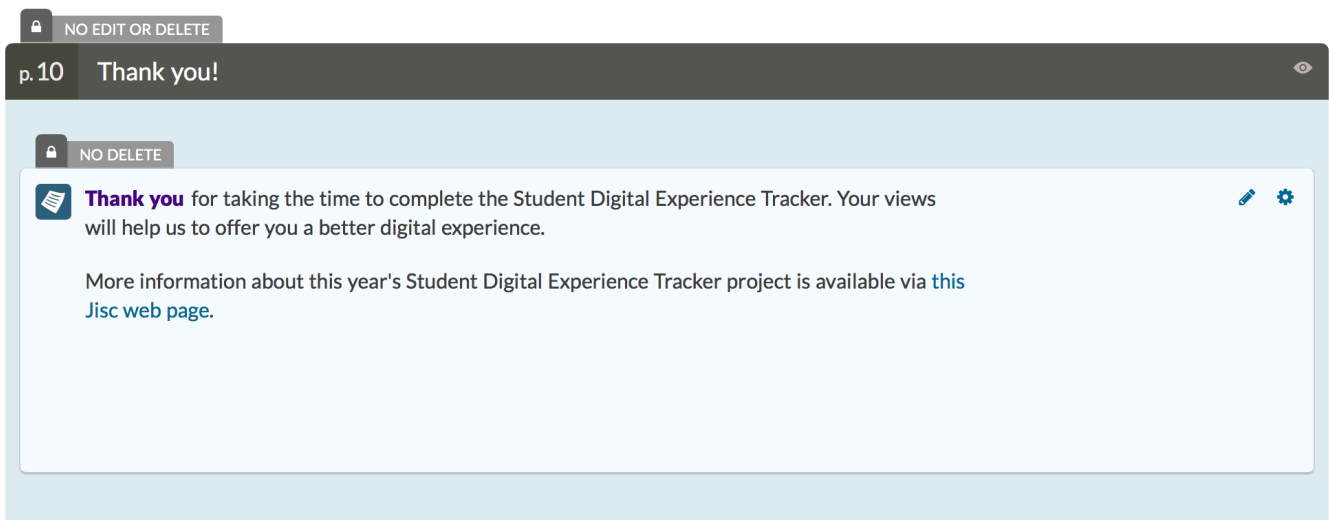
Using question 25: prize draw emails

You can **delete** this question if you don't need it, keep it, or **edit** it to provide more details if you prefer. Remember that once you have (randomly!) allocated prizes you should delete this column of data to avoid sharing student email addresses.

If you are using survey access control in BOS to distribute the survey individually by student email, you can delete this question and **add an invisible question** corresponding to 'email address' with data pulled in from the .csv file you uploaded to generate the original email invitations. Please consult the BOS online guide: **https://www.onlinesurveys.ac.uk/help-support** for help with using survey access control.

Customising page 10

You may want to **edit** the note on page 10 to thank learners for taking part. You could provide a more detailed explanation of how you will respond to their feedback and what value this will have to students. You might also add in a link of your own e.g. to the tracker project at your institution, or a hub for digital support. Please don't add multiple links as students will not follow them: collate any useful links under a single URL.

🔒 NO EDIT OR DELETE

p.10 Thank you!   👁

🔒 NO DELETE

Thank you for taking the time to complete the Student Digital Experience Tracker. Your views will help us to offer you a better digital experience.

More information about this year's Student Digital Experience Tracker project is available via this Jisc web page.

Your decisions

Use this table to note down your decisions before customising your survey(s) on BOS

VLE name on page 6:
Grouping question(s) on page 9 (stem and options)**:**
Grid question on page 9 (if used – stem and options):
Any additional question(s) on page 9
Thank you text on page 10 with any links: