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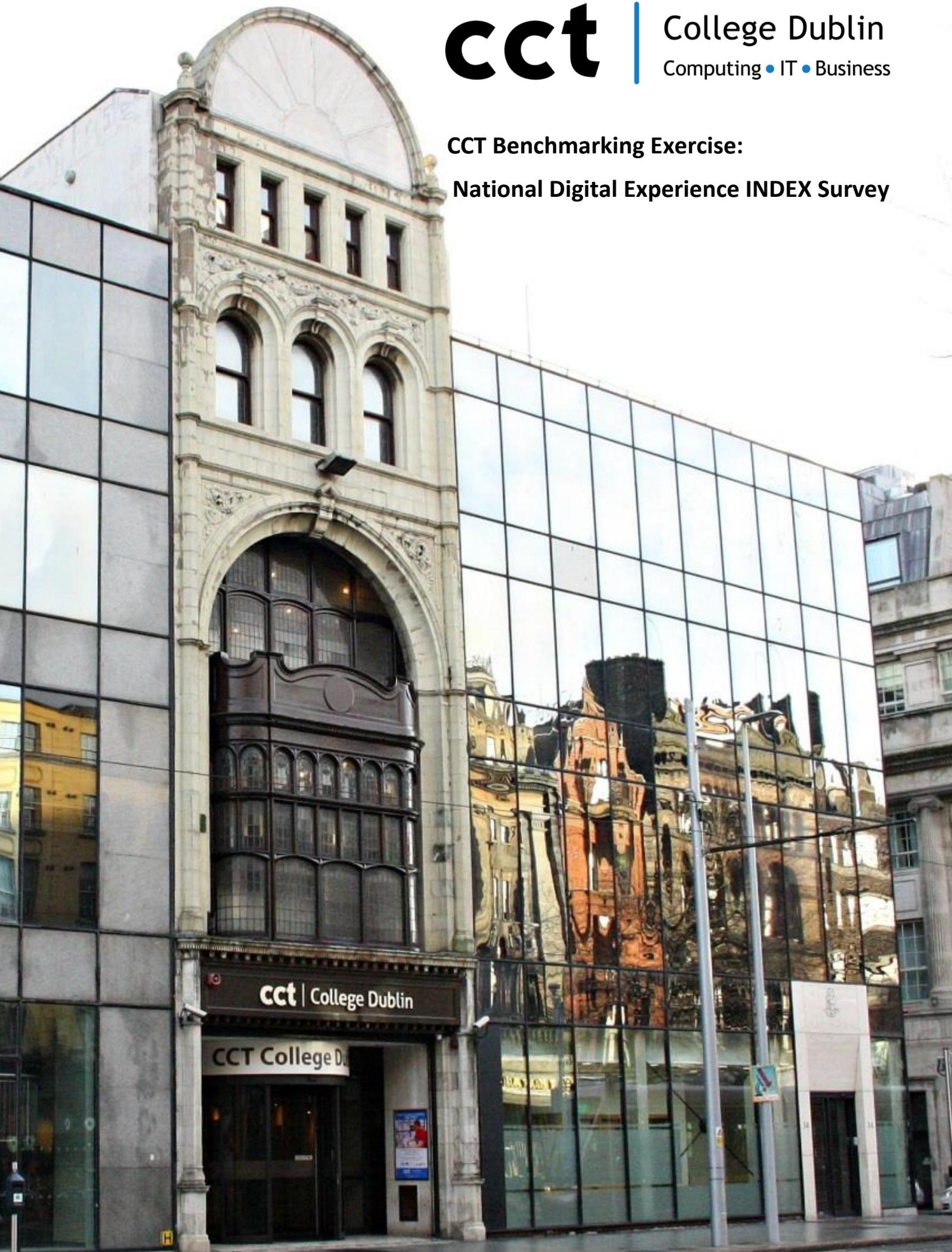
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College Dublin

Computing • IT • Business

CCT Benchmarking Exercise:

National Digital Experience INDEX Survey



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Introduction

The National Digital Experience (Index Survey) was conducted in 2019 by the National Forum for the Enhancement of Teaching and Learning. The Survey was distributed to students and staff in higher education nationwide. The findings of the Survey were published in 2020 and are summarised under five themes (see Fig 1). This report benchmarks CCT's survey results to build on successes and to identify areas for improvement. Statistics highlighted in yellow indicate where CCT has exceeded the national average.

Fig 1. Five Themes of Index Survey Findings (National Forum, 2020, p.26)

Theme	Findings within theme	Digital capabilities
Theme One: Digital Teaching and Learning Practices	Digital teaching and learning activities; Use of digital tools; Online assessment and feedback; Creation of digital media; Use of the VLE	Findings within Theme One are indicators of the <i>individual digital capabilities</i> of students and staff who teach, i.e., those capabilities which prepare individuals for living, learning and working in a continually evolving digital society ²⁴
Theme Two: Digital Infrastructure	Institutional digital infrastructure; Access to digital resources; Use of personal devices; Use of assistive technologies	Findings within Themes Two through Four are indicators of the <i>organisational digital capabilities</i> of higher education institutions, i.e., the extent to which the infrastructure and culture of an institution enable, motivate and support the digital practices of students and staff ²⁵
Theme Three: Digital Skills Development and Support	Guidance regarding digital skills provided; Digital skills development; Digital workplace readiness; Support	
Theme Four: Digital Environment and Culture	Student and staff wellbeing; Student data protection; Information for staff regarding digital responsibilities; Student/staff roles in digital decision-making	
Theme Five: Attitudes to Digital	Attitudes to use of digital for teaching and learning; Student preferences for learning; Student and staff assessment of digital at institution	Findings within Theme Five are broad and include indicators of <i>individual and organisational digital capabilities</i>

Fig 2. Overall Response Rate (National Forum, 2020, p.22)

Table 3. Response rate for staff who teach

Institution type	Total staff who teach population ¹⁵	No. of staff who teach responses	Staff who teach response rate
University	8,025	1,653	21%
Technological higher education institution	6,824	2,022	30%
Other institution	1,302	272	21%
Private college	1,370	498	36%
Total	17,521	4,445	25%

CCT Student responses: 299 students

CCT Staff Responses: 35

Theme 1: Digital Teaching and Learning

1. Digital Learning Activities and Tools

Student

Index Score	CCT Score
Most students used digital tools weekly or more to access lecture notes (89%)	83.1% of students used digital tools to access lecture notes
Two-thirds of students used digital tools weekly or more to look for additional resources (67%), and two-thirds to make notes or recordings (66%)	73.7% of students used digital tools to look for other resources and 75.9% to make notes or recordings
In terms of managing their learning, 63% of students used digital tools weekly or more to manage links or references, and 48% to organise their study time	73.9% of students used digital tools weekly or more and 64.7% to organise their study time
Over one-quarter of students never used digital tools to organise their study time (27%)	15.1% of students never used digital tools to organise their study time

Staff

Index Score	CCT Score
Approximately half of all staff who teach searched online weekly or more for digital teaching resources to support their teaching. (49%)	60.6% of staff searched online weekly or more for digital teaching resources to support their teaching
9% never searched online for digital teaching resources	3% of staff had never searched for digital resources online to support their teaching
85% of staff who teach said that they developed their digital teaching skills (formally or informally) to support their teaching	87.7% of staff said that they developed their digital teaching skills formally or informally to support their teaching
15% of staff who teach said that they never developed their digital teaching skills formally or informally	12.1% of staff said that they never developed their digital skills formally or informally
Reading up on developments relating to digital education was an occasional activity for most staff who teach: 55% did this monthly or less, while 18% did this weekly or more. 27% of staff who teach never read up on developments in digital education	21% of staff read up on developments relating to digital education weekly 60.7% of staff read up on developments relating to digital education on a monthly basis 18.2% never read up on developments on a weekly basis

Section 1.2

Online Interaction and Online Teaching

Student

Index Score	CCT Score
Regarding online interaction, 78% of students worked online with others as part of their course, at least occasionally: 38% did so weekly or more, 40% did so monthly or less	49.5% of students worked online with others weekly 38.8% monthly or less
Almost one-quarter of students had never worked online with others as part of their course (22%)	11.8% of students never worked online with anyone
61% of students used polling devices or online quizzes to give answers in class at least occasionally; 21% did this weekly or more; another 40% did so monthly or less	30.4% of students used polling devices or online quizzes weekly 44.4% monthly or less
39% of students had never used polling devices or online quizzes to give answers in class	25.5% of students had never used polling software
52% of students had never used an educational game or simulation for learning; 31% did so occasionally (monthly or less) and 17% did so weekly or more).	30.8% of students never used an educational game 30.4% did weekly 44.2% monthly or less

Staff

Index Score	CCT Score
Half of staff who teach said they never carried out live polls or quizzes in class; 40% conducted online polls or quizzes occasionally (monthly or less) and 10% weekly or more	12.1% of staff carried out polls weekly 51.5% monthly or less 36.7% never
Over half of staff said they never discussed teaching with peers in an online network or forum (57%); 33% engaged in these networked discussions occasionally (monthly or less) and 10% weekly or more	9% of staff discussed teaching with peers weekly or less (index score=10%) 57.6% did with peers monthly or less 33.3% never discussed with peers
70% of staff who teach said they never taught in a live online environment such as a webinar; 20% taught live online occasionally (monthly or less) and 9% frequently (weekly or more)	78.8% of staff had never taught online (70% Index score) 18.8% taught online monthly or less (Index score 20%) 3.1% taught online weekly (Index score 9%)

Section 1.3

Online Assessment and Feedback

Student

Index Score	CCT Score
Just over half of all students agreed that online assessments were delivered and managed well (56%); 8% disagreed; 36% were neutral	74.6% of students agreed that online assessments were delivered and managed well 19.9% neutral 3.8% disagreed

Staff

Index Score	CCT Score
Approximately one-third of staff who teach agreed that the online system for marking and giving feedback was easy to use (36%), another 22% of staff disagreed, and the most common response was neutral (42%)	48.8% of staff agreed that the online system for marking and giving feedback was easy to use 0% disagreed 51.4% disagreed
When asked about using a digital system to give personalised feedback, 46% of staff who teach said that they did this occasionally (monthly or less); 18% did this regularly (weekly or more)	30.3% of staff used a digital system to give personalised feedback on a weekly basis 48.5% did monthly or less
36% of staff who teach never gave personalised feedback online.	21.2% of staff who teach never gave personalised feedback

1.4 Creating Digital Media Student

Student

Index Score	CCT Score
As part of their course experience, 40% of students produced work in digital formats other than Word and PowerPoint regularly (weekly or more); another 31% did this occasionally (monthly or less)	53.8% of students produced work in digital formats other than Word or PowerPoint weekly or more. 33% monthly or less.
29% of students never produced work in digital formats other than Word or PowerPoint as part of their course	13.2% of students never produced work in digital formats other than Word or PowerPoint.
One-quarter of students regularly created a digital record or portfolio of their learning (weekly or more); a further one-third did this occasionally (monthly or less)	36.1% of students created a digital record or portfolio of their learning (weekly or more); 35.1% did monthly or less
Four out of ten students had never created a digital record or portfolio of their learning (41%)	28.8% of students had never created a digital record or portfolio of their learning

Staff

Index Score	CCT Score
As part of their teaching practice, 26% of staff who teach regularly (weekly or more) created learning materials in digital formats other than text or PowerPoint; a further 41% did this occasionally (monthly or less)	33.3% of staff created learning materials in digital formats other than text or PowerPoint. 42.4% did this monthly or less
One-third of staff who teach never created learning materials in digital formats other than text or PowerPoint	24.2% of staff never created learning materials in a digital format other than Word or PowerPoint

1.5 VLE Student

Index	CCT Score
Nearly three-quarters of students relied on the VLE to do their coursework (71%)	71.5% of students relied on the VLE to do their coursework
Nearly two-thirds of students regularly accessed their VLE on a mobile device (64%)	54.3% of students accessed the VLE via their mobile devices (Index score 64%)
Over half of students agreed that they could easily find things on the VLE (58%)	66.1% of students agreed that they could find things easily on the VLE
Just under half of students would like the VLE to be used more by their tutors and instructors (48%)	44.7% of students would like the VLE to be used more as part of their studies rather than less

Staff

Index	CCT Score
69% of staff who teach relied on the VLE for their teaching	85.7% of staff rely on the VLE for their teaching
Over half of staff who teach found it easy to design and organise course materials on the VLE (58%)	68.6% of staff found it easy to design and organise course materials on the VLE
37% of staff who teach agreed that they regularly used the VLE for student collaboration; 28% disagreed	51.4% of staff regularly use the VLE for student collaboration. 5.7% disagreed
36% of staff who teach agreed that the VLE encouraged them to try different activities; 24% disagreed	49.2% of staff agreed that the VLE encouraged them to try different things. 8.6% disagreed
One-quarter of staff regularly accessed the VLE on a mobile device	37.1% of staff regularly accessed the VLE by mobile photo

Theme 1: Analysis

CCT College consistently scores above the national Index results in relation to digital teaching and learning. The College's positive scorings across all areas within Theme One is indicative of a strong institutional focus on enhancement to digital teaching and learning since the College's inception. Apps and tools taught on the [CCT Certificate and Teaching and Learning](#) which was established in October 2019 also featured in survey findings indicating that the College's on-going investment in professional development has also had a positive impact.

Survey results for Theme One reveal that the College was in a strong position as it undertook the emergency pivot to online teaching and learning. A marginally lower percentage of students compared to the national average had never created an e-portfolio or used the mobile version of Moodle. Enhancements to digital teaching and learning remain on-going with an [Excellence in Teaching and Learning series](#) (which incorporated instruction on e-portfolio to encourage faculty to use e-portfolios in their teaching and assessment strategies); the establishment of the [CCT Learning Space](#) containing an [online teaching toolkit](#) and the dissemination of monthly [professional development bulletins](#). A number of guides on the Learning Space also focus on alternative/online assessment.

Theme 2: Digital Infrastructure

2.1 Basics of Digital Infrastructure

Student (Index Report)	Staff (Index Report)	CCT Score
77% of students said they had access to reliable wifi	Reliable wifi was accessible to 79% of staff who teach	Student (85.4%) Staff (100%)
49% of students agreed that teaching spaces were well designed for the technologies they used	35% of staff who teach disagreed that teaching spaces were well designed for digital technologies; 29% agreed	Student (61.4%) Staff (71.4 agreed that teaching spaces were designed for digital technologies, 2.9% disagreed)
	Half of staff who teach agreed that audio visual equipment was reliable and easy to use (51%); 17% disagreed	Staff (65.7%)
	39% of staff who teach agreed that digital media production facilities were available if they needed them; 23% disagreed	Staff (22.9%)

2.2 Access to Digital Resources

Student

Student (Index Report)	CCT Score
Most students said that they had access to online course materials whenever they needed them (84%)	Student (75.1%)
Two-thirds of students said that they had access to e-books and e-journals whenever they needed them (65%)	Student (49.2%)
Fewer than half of all students said that they had access to file storage and back-up whenever they needed them (44%)	Student (23.6%)
One-quarter of students said that they had access to recorded lectures whenever they needed them (25%)	Student (83.1%)

Staff

A majority of staff who teach had access to e-books and e-journals (78%), file storage and back-up (77%), whenever they needed them	CCT Staff (48,6% file storage) (74.3% ebooks and journals)
Half of staff who teach said they had access to their own social media at their institution whenever they needed it	CCT Staff (49.2%)
29% of staff who teach said they had access to lecture capture whenever they needed it	CCT Staff (11.4%)

2.3

Students Own Devices

Student (Index Report)	CCT Score
Nine out of ten students owned and used a laptop computer to support their learning (92%)	(Student 93.7%)
Eight out of ten students owned and used a smartphone (82%)	(Student 77.2%)
Smaller proportions of students reported owning and using a desktop computer (26%) and tablet/iPad (22%)	(Student 18.8%)

2.4 Assistive Technology

Student (Index Report)	Staff (Index Report)	CCT Score
18% of students reported that they used assistive technologies	14% of staff who teach reported that they used assistive technologies: 5% reported that assistive technologies were vital to their work and a further 9% used assistive technologies as an optional choice	Students (31.4%) CCT Staff (8.6% vital to their work, 17.1% used it as an optional choice)
Of all students who reported that they used assistive technologies, 70% said that their institution provided them with support	64% said their institution provided them with support	Students 84.2% Staff (88%)

Theme 2: Analysis

In Theme Two (digital infrastructure), students and staff rated the College more highly than the national average for Wi-Fi, for digitised teaching and learning spaces and for assistive technology. The College scored less highly on file storage, lecture capture and ebook provision. Enhancements underway include the provision of CCT student email and expansion of content on the [CCT Learning Space](#). The College's extensive online library which includes e-books has been promoted extensively during the pivot to online teaching and learning. All lectures are now recorded.

Theme 3: Digital Skills Development and Support

3.1 Guidance regarding digital skills needed

Student

Index	CCT results
One-quarter of all students agreed that they were advised about what digital skills they would need before they started their course.	44.3% agreed
42% of students disagreed, i.e., said they did not receive guidance about what digital skills they would need on their course Staff who teach	19.6% disagreed

Staff

Index	CCT results
One-third of staff who teach agreed that they received guidance about the digital skills they needed as teachers (34%)	48.8% agree
One-quarter of staff who teach disagreed, i.e., said they did not receive guidance about what digital skills they needed as a teacher	5.7% disagreed

3.2 Digital Skills Development

Student

38% of students agreed that they had regular opportunities to review and update their digital skills; 23% disagreed	56.6% agreed (5.4%) disagreed
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Staff

41% of staff who teach agreed that their institution provided them with regular opportunities to develop their digital skills; 22% disagreed	48.6% agreed 5.7% disagreed
50% of staff who teach disagreed that their institution provided them with reward/recognition when they developed digital aspects of their role; 10% agreed	29.4% agreed 8.8% disagreed
48% of staff who teach disagreed that their institution provided them with time and support to innovate; 16% agreed	31.4% agree 2.9% disagreed
47% of staff who teach said they had access to internet-based skills training at their institution whenever they needed it	37.1% agreed

3.3. Digital Workplace Readiness

Student

Three-quarters of students agreed that digital skills were important in their chosen career (74%); only 5% disagreed	81.7% agreed 0.7% disagreed
59% of students agreed that the software on their course was industry standard and up-to date; 9% disagreed	64% agreed 5.1% disagreed
46% of students agreed that their course prepared them for the digital workplace; 18% disagreed	62.8% agreed 5.4% disagreed

Staff

40% of staff who teach agreed that the software available to teach with was industry standard and up-to-date; 19% disagreed; 41% were neutral	62.9% agreed, 0 disagreed
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3.4 Sources of Support

Student

Students' most likely source of digital support for learning by far was lecturers on their courses; 42% said lecturers supported them most to use digital technology in their learning	62.8% agreed lecturers were a source of digital support
The next most likely source of digital support was 'other students', selected by 26% of student	15.9% agreed that students were the next mostly likely source of digital support
After lecturers and fellow students, 20% of students selected 'online videos/resources' and 9% 'friends and family' as their main sources of digital support for learning	25.8% agreed that online videos/resources and 4.7% that friends and family were the main sources of digital support
The least likely support option was 'other support staff', cited by only 3% of students as their most relied-upon source of support regarding digital technology for learning	.3 % agreed that 'other support staff' was their most relied-upon source of support regarding digital technology for learning.

Staff

For staff who teach, the most likely source of digital support for teaching was 'online videos and resources'; over one-third of staff selected this option (37%)	50% of staff stated online videos and resources
The next most likely sources of digital support for teaching were 'teaching colleagues', selected by 31% of staff who teach, and 'support staff', selected by 28%	38.2% of staff stated teaching colleagues were the next source of support And 8.8% support staff
Finally, 4% of staff who teach selected 'friends and family' as their most likely source of digital support for teaching	Friends and family, 2.9%

Theme 3: Analysis

CCT College performs above the national average in Theme Three across all areas: institutional guidance on digital skills; the development of digital skills; up to date software and digital work readiness. As with national scores, CCT students indicated that they obtain high levels of support in relation to their digital skills from faculty. A lower percentage of staff at CCT sought help from support staff (8.8% compared to 28% of staff nationally). Additionally, CCT staff scored lower for internet-based training (37.1% versus 47% nationally). CCT has since appointed an additional member of staff for IT support; offered online internal workshops; an [Excellence in Teaching Series](#), a [Certificate in Teaching and Learning](#) and expanded content for faculty via the CCT Learning Space with toolkits and guides on [online teaching](#), [online learning](#), [universal design](#) and [online communities](#) as examples.

Theme 4: Digital Environment and Culture

4.1. Student wellbeing and student data protection

Students

Just over one-half of students (52%) agreed that their institution protected their data privacy; 4% disagreed; 44% were neutral	60.4% agreed 37.9% neutral 1.7% disagreed
'I am told how my personal data is stored and used': 30% agreed, 32% disagreed and 38% were neutral	39.7% agreed 40.3% neutral 5.1% disagreed
Almost one-half of students (47%) agreed that they could access institution health and wellbeing services online; 11% disagreed; 42% were neutral	39.8% agreed 48.1% neutral 12.1% disagreed
40% of students agreed that their institution helped them to stay safe online, 11% disagreed, and the most common response was neutral (49%)	60.1% agreed 35.8% neutral 4.1% disagreed
37% of students agreed they could participate in student union/club/society activities online; one-fifth of students disagreed (21%); 43% were neutral	50.7% agreed 39% neutral 10.3% disagreed

4.2 Staff information regarding digital responsibilities

Approximately half of all staff who teach agreed that they were informed about their responsibilities with regard to managing learner data securely (52%) (25% disagreed)	66.4% agree 8.6% disagreed
37% of staff who teach agreed that they were informed about their responsibilities regarding digital copyright and licensing; one-quarter disagreed	54.3% agreed 11.4% disagreed
Regarding health and wellbeing, nearly half of staff who teach disagreed that they were informed about their responsibilities with respect to their own health and wellbeing in the digital workplace (46%); 15% agreed that they were informed	25.5% agreed 14.3% disagreed
Regarding students' online safety, nearly half of staff who teach disagreed that they were informed about their responsibilities regarding ensuring students behave safely online (45%); 15% agreed that they were informed	22.9% agreed 11.4% disagreed

4.3 Student and staff roles in digital decision-making

Student

30% of students disagreed, and 27% agreed, that learners were given the chance to be involved in decisions about digital services; 43% were neutral	45% agreed 40.5% neutral 14.3% disagree
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Staff

40% of staff who teach agreed that the software available to teach with was industry standard and up-to-date; 19% disagreed; 41% were neutral	62.9% agreed
44% of staff who teach disagreed, and 14% agreed, that their institution provided them with the opportunity to be involved in decisions about digital services; 42% were neutral	45.7 agree 8.6% disagree agree 45.7% neutral

Theme 4: Analysis

In Theme Four, CCT scores above average in relation to data protection for students and the provision of information to staff in relation to digital responsibilities. Although CCT scored above the national average in relation to the question, "I am told how my personal data is stored and used," a score of 39.9% *agreed* suggests there is scope for additional improvement in respect of communication with students on their data. CCT Students are already informed at induction in relation to how their data is stored. Since the publication of the Index Survey findings, an [online learning toolkit](#) has been created which includes a section on privacy and security. Plans to include the CCT Quality Assurance Manual in the College's institutional repository ARC ([arc.cct.ie](#)) will assist further with this.

CCT scored marginally lower for access to well-being services online. This was addressed during the emergency pivot to online teaching where counselling and other mental health services/activities were made available online. A lower than desired percentage of faculty; understood digital copyright and open licensing (53.4%). Only 22% of faculty understood student safety online. During the emergency pivot to online teaching, a number of guides were made via the [Learningspace.cct.ie](#) to address this such as [online teaching](#) and [learning toolkits](#) and a guide to [intellectual property, copyright and OERS](#) to address this.

Theme 5: Attitudes to Digital

5.1 Attitudes to use of digital technologies

Students and Staff

Students were largely positive about the use of digital technologies on their course; very few (under 4%) disagreed with any of the four statements	Students at CCT rated digital teaching and learning at CCT as best imaginable (3.4%), excellent. 31/9%, 43.4% as good
77% agreed that they were more independent in their learning and 75% agreed that they could fit learning into their lives more easily when digital technologies were used on their course	77.3% agreed that they were more independent in their learning, 2.5% disagreed; 80% agreed that they could fit learning into their lives more easily when digital technologies were on their course, 1.8% disagreed

Staff

3% of staff who teach considered themselves 'usually among the first' to adopt new technologies for teaching, while a further 47% considered themselves to be early adopters where they saw clear benefits. A further 31% of staff who teach said they tended to adopt new technologies at the pace of their peers.	48% of staff considered themselves early adopters of technology where they saw clear benefits 11.4% rated as being among the first to be early adopters of technology 28.3% adopted new technologies at the rate of their peers
When asked how much they would like digital technologies to be used in their teaching practice, 68% of staff who teach said 'more than they are now', 29% 'the same as they are now', and 3% 'less than they are now'	74.3% said that they would like to use more technologies than they do now 22.9% said the same as now And 2.9% less than they do now

5.2 Student preferences regarding digital resources and learning

(Answers to section 5.2 are not compared as this section is subjective)

<p>70% agreed that they understood things better and 69% agreed that they enjoyed learning more when digital technologies were used on their course</p>	<p>84.5% agreed and .3% disagreed that they understood things better when digital technologies were used on their course. 83.9% agreed that learning was more enjoyable as a result of digital technologies used as part of their course. 1% disagreed.</p>
<p>When asked how much they would like digital technologies to be used on their course, students were nearly equally divided between 'more than they are now' (48%) and 'the same as they are now' (49%); 3% responded 'less than they are now'</p>	<p>50.9% more than they are now 48.8% same as they are now .7% less than they are now</p>
<p>Students were asked to identify, from a list of digital resources, which would be most useful to them as a learner: the top choice by far was 'practice questions available online', selected by 41% of students</p>	<p>Course related videos were the most popular useful digital resources (selected by 31.9% of students)</p>
<p>The second choice as a useful digital resource was 'course-related videos' (selected by 20% of students), followed by 'interactive polls/quizzes in class' (selected by 18%), 'references and readings' (selected by 12%) and 'working online with other students' (selected by 9%)</p>	<p>The second most useful digital resource was practice questions available online (selected by 28.8% of students), followed by interactive polls and quizzes in class (21%); working online with other students (11.9%) and references and reading (6.4%)</p>
<p>When asked their preferences regarding students' mobile device use in class, students were asked to select from three options: 47% thought mobile device use should be allowed at any time and 48% preferred that mobile device use be limited to class activities; 6% of students preferred no mobile device use in class at all</p>	<p>54.1% thought mobile device use should be allowed anytime in class 40.7% said for limited to class activities 5.2% preferred no mobile use at all</p>
<p>Finally, students were asked their preferred mode of learning in general, i.e., learning on their own, learning in groups or a combination of the two: 44% of students preferred working on their own, 4% preferred working in groups, and the majority (52%) preferred a combination of individual and group work</p>	<p>30.6% prefer to work on their own 61.2% a combination of group and individual work I prefer to learn in group work (8.2%)</p>

5.3 Student and staff assessment of digital provision at institution

Students

Students were largely positive about their institution's digital provision: 80% gave an above average rating, 15% gave an average rating, and 5% gave a below average rating	79.6% gave an above average rating, 15% gave an average rating and 5.1% a below average rating
Students also were largely positive about the quality of digital teaching and learning on their course: 71% gave an above average rating, 21% gave an average rating, and 7% gave a below average rating	78.7% gave an above average rating, 17.6% gave an average rating and 3.6% gave a below average rating

Staff

Staff who teach were somewhat positive about the quality of their institution's digital provision: 64% gave an above average rating, 25% gave an average rating, and 12% gave a below average rating	88.6% gave an above average rating 11.4% gave an average rating 0% gave a below average rating
Staff who teach gave mixed responses when rating the support they received from their institution to develop the digital aspects of their role: 46% gave an above average rating, 33% gave an average rating, and 22% gave a below average rating	74.2% gave an above average rating 33% gave an average rating 25.7% gave a below average rating

Theme 5: Analysis

Staff and students rated the quality of digital teaching and learning at CCT higher than the national average. CCT staff also scored more highly for being adopters of new technologies than the national average. A marginally higher percentage of staff requested more technologies for their teaching compared to the national average. This has been addressed with additional investment in software (see CCT's [approved software and apps](#)) along with educational initiatives on how to successfully integrate these technologies into teaching practice such as the [Excellence in Teaching Series](#), the [CCT Certificate in Teaching and Learning](#) and an [Online Teaching Toolkit](#). CCT scored extremely well in this section overall with an 88.6% above average rating from staff and a 79.6% from students for the College's overall digital provision (hardware, software and digital teaching and learning).

References

National Forum for the Enhancement of Teaching and Learning in Higher Education, "Irish National Digital Experience (INDEX) Survey: Findings from students and staff who teach in higher education," in *teachingandlearning.ie*, Published May 7, 2020, Last Accessed May 21, 2020

<https://www.teachingandlearning.ie/publication/irish-national-digital-experience-index-survey-findings-from-students-and-staff-who-teach-in-higher-education/>