DIGITAL TECHNOLOGIES FOR eLEARNING DURING 'LOCKDOWN': A COMPARATIVE STUDY OF STUDENT PERSPECTIVES

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Swansea University
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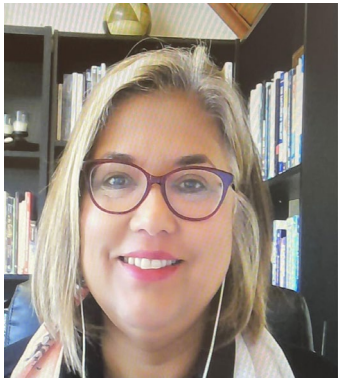
ÓBUDA UNIVERSITY
KELETI KÁROLY FACULTY OF BUSINESS AND MANAGEMENT

UNIVERSITY of the WESTERN CAPE

Presenters



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Professor Isabella Venter
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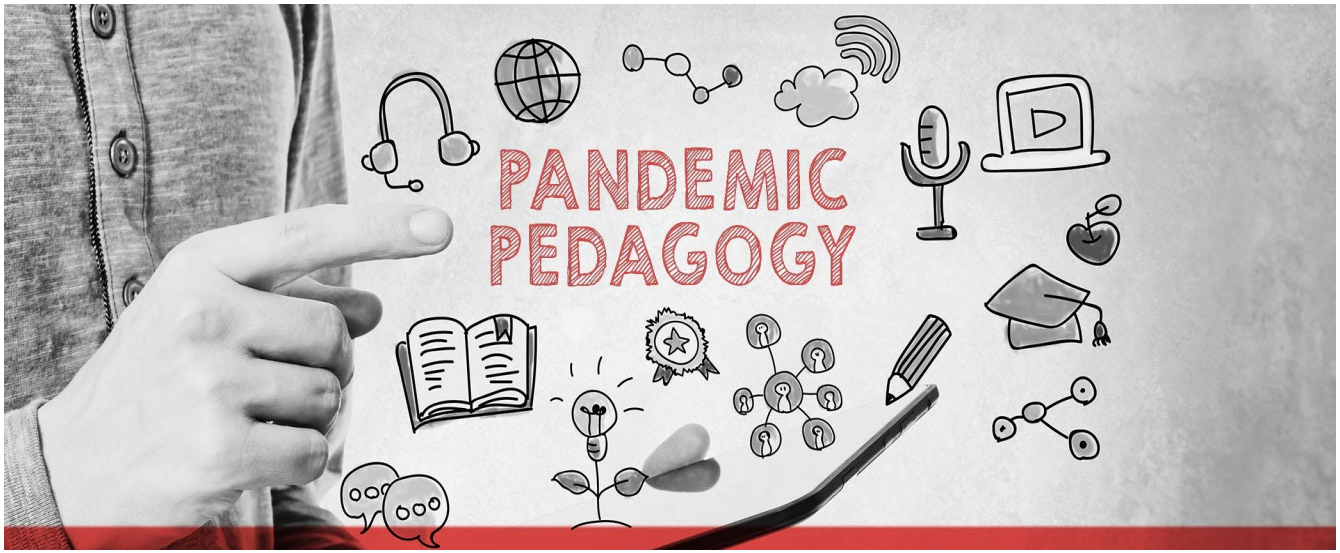
Universities

Swansea University, Wales

The University of the Western Cape, South Africa

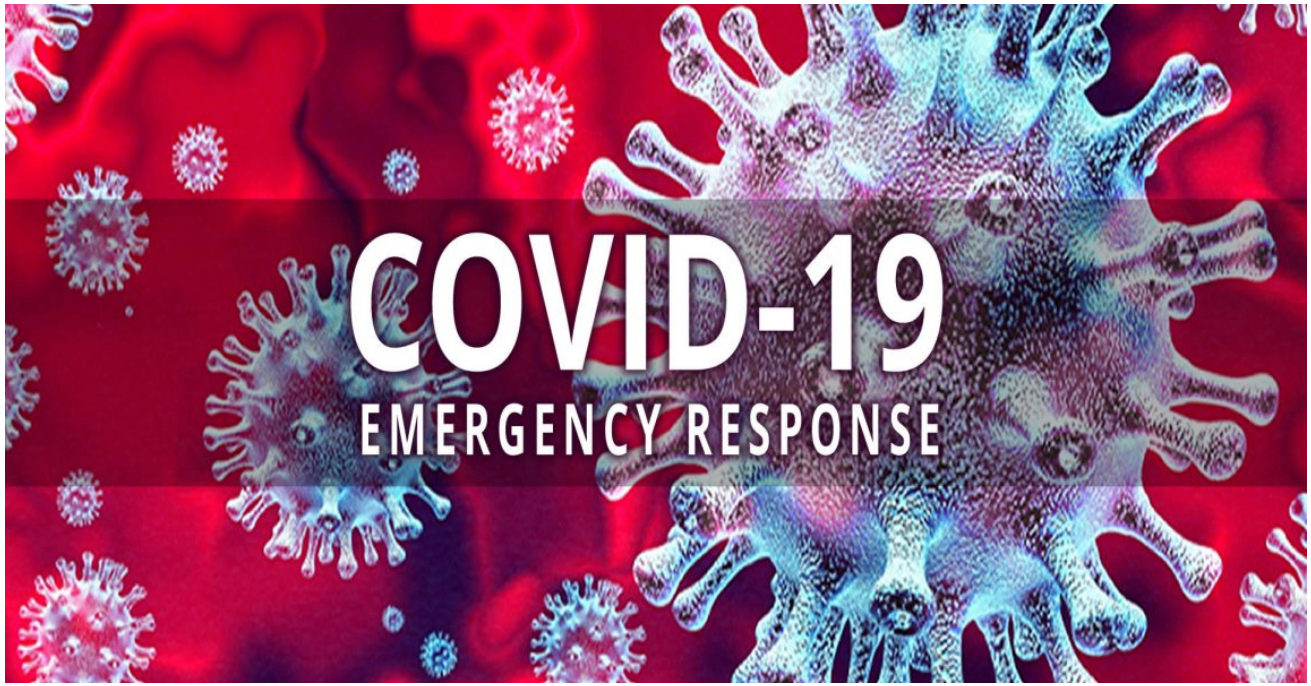
Óbuda University, Hungary

The COVID-19 pandemic brought disruption to the way we live, work, and socialise and has had a profound impact on traditional universities' ability to deliver on their teaching mandate.



Source [1]

The different countries' responses to the pandemic were quite unique, based on their specific circumstances at the time, influencing each country's approach to the continuation of education



Source [2]

Due to the COVID-19 pandemic, higher education institutions, globally, had to transform their approach to the delivery of their educational programmes.

Source [3] Dr Desireé Cranfield (Swansea University, UK)

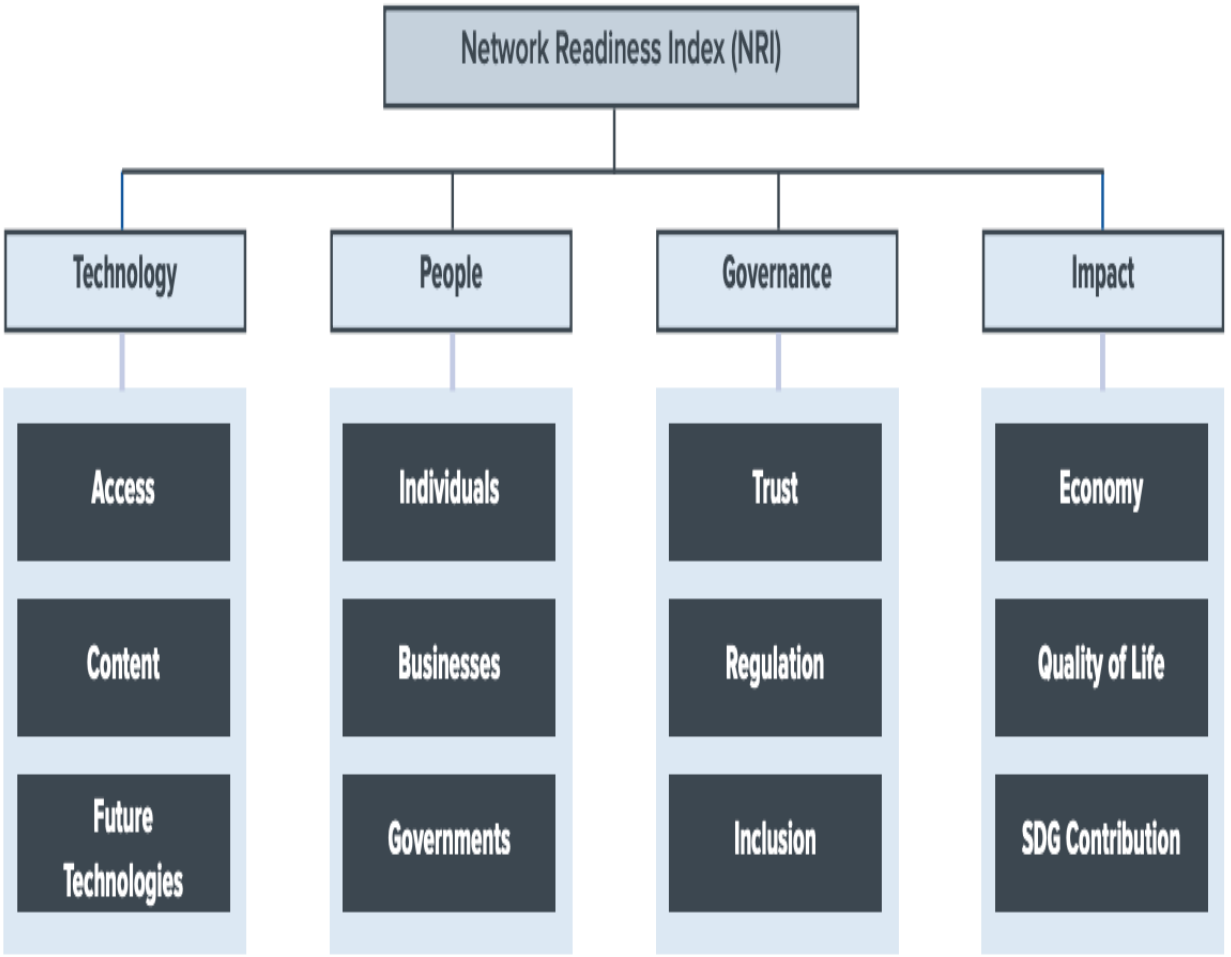
The changed circumstance had an:

- Impact on the student learning experience
- Satisfaction of the higher education experience

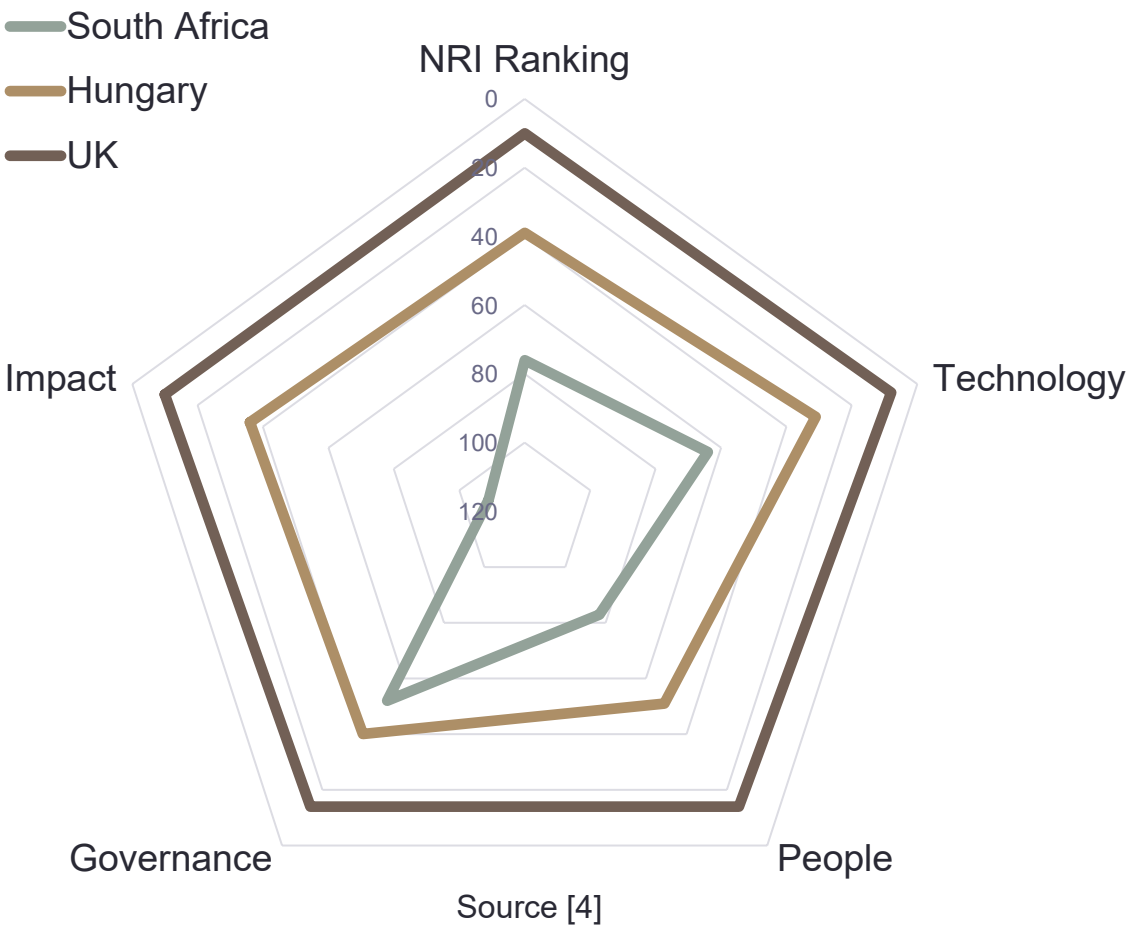
Traditional modes of teaching delivery were not possible, and virtual and online modalities were the only options available to continue the teaching and learning agenda

To measure country specific positions on information communications technology use, capacity, and readiness—organisations developed several frameworks or indices.

In the next section two of these will be considered in terms of the three countries that participated in this study.



Source [4]



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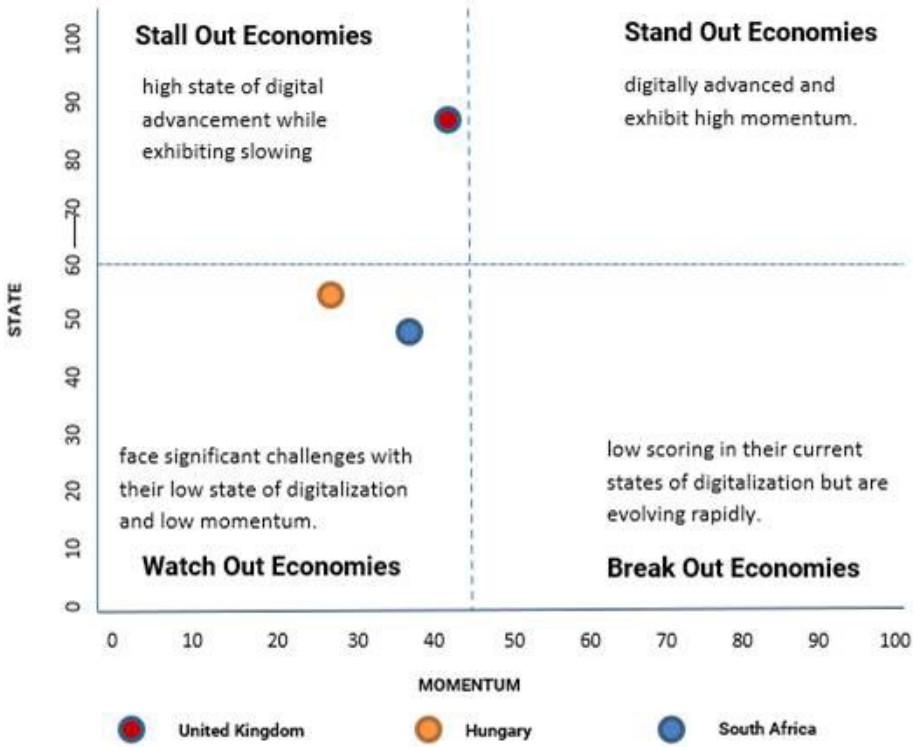
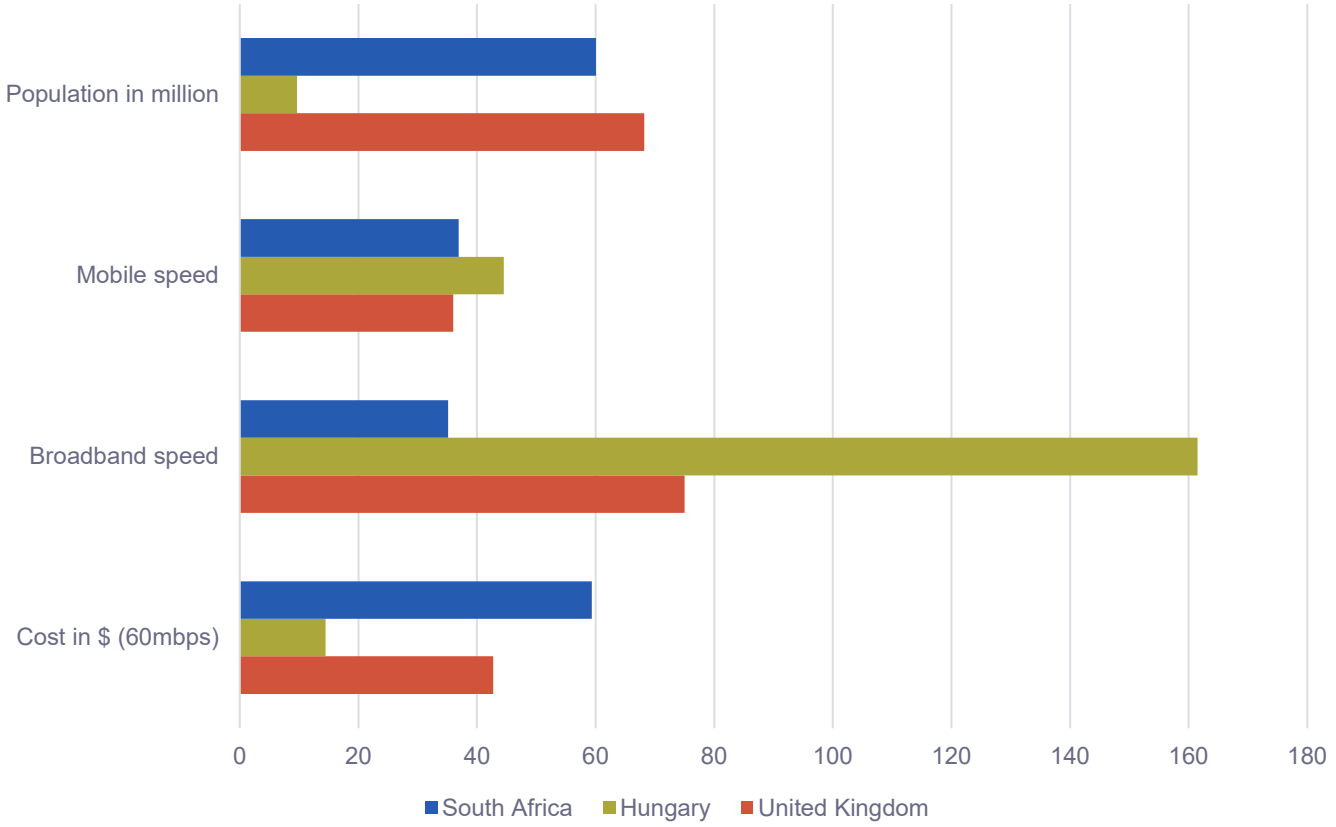
Digital Intelligence Index



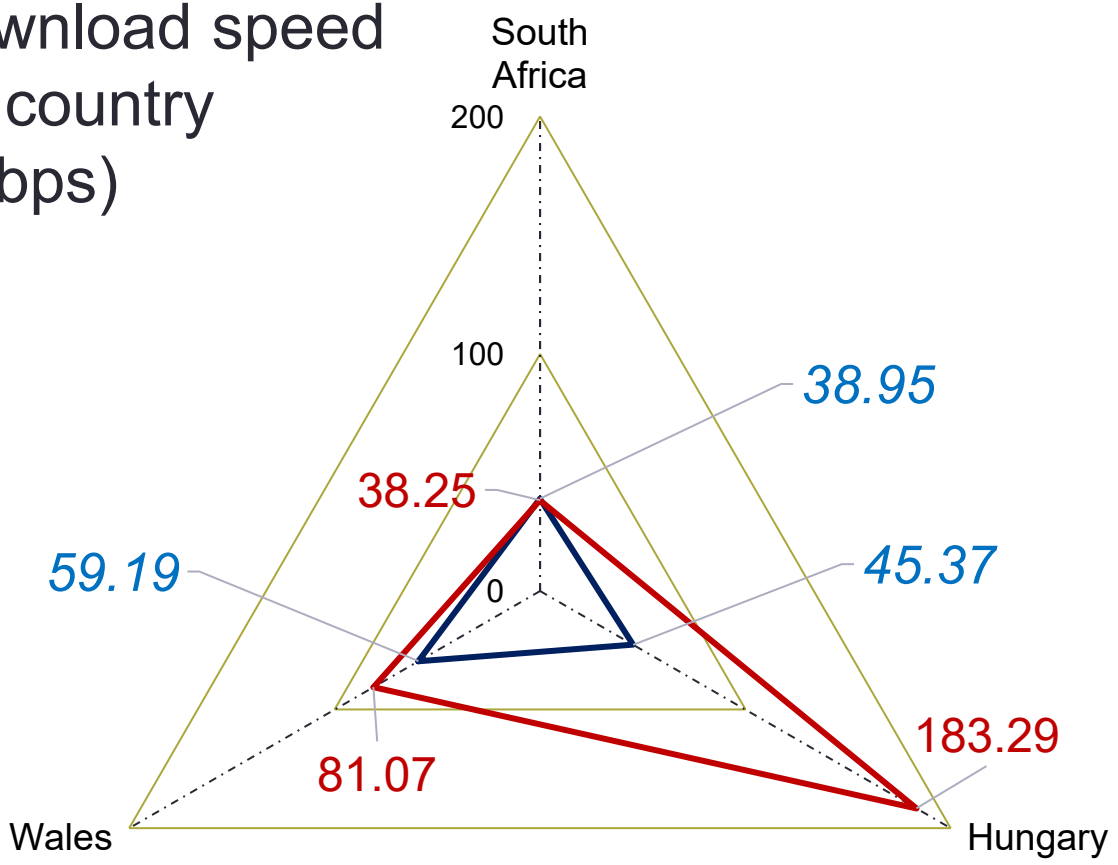
	State	Momentum
	score	score
United Kingdom (Stall out)	81.48	44.81
South Africa (Watch Out)	50.79	42.52
Hungary (Watch Out)	57.74	30.64

Source [5] Professor Isabella Venter (University of the Western Cape, SA)

Internet speed & cost by country 2021



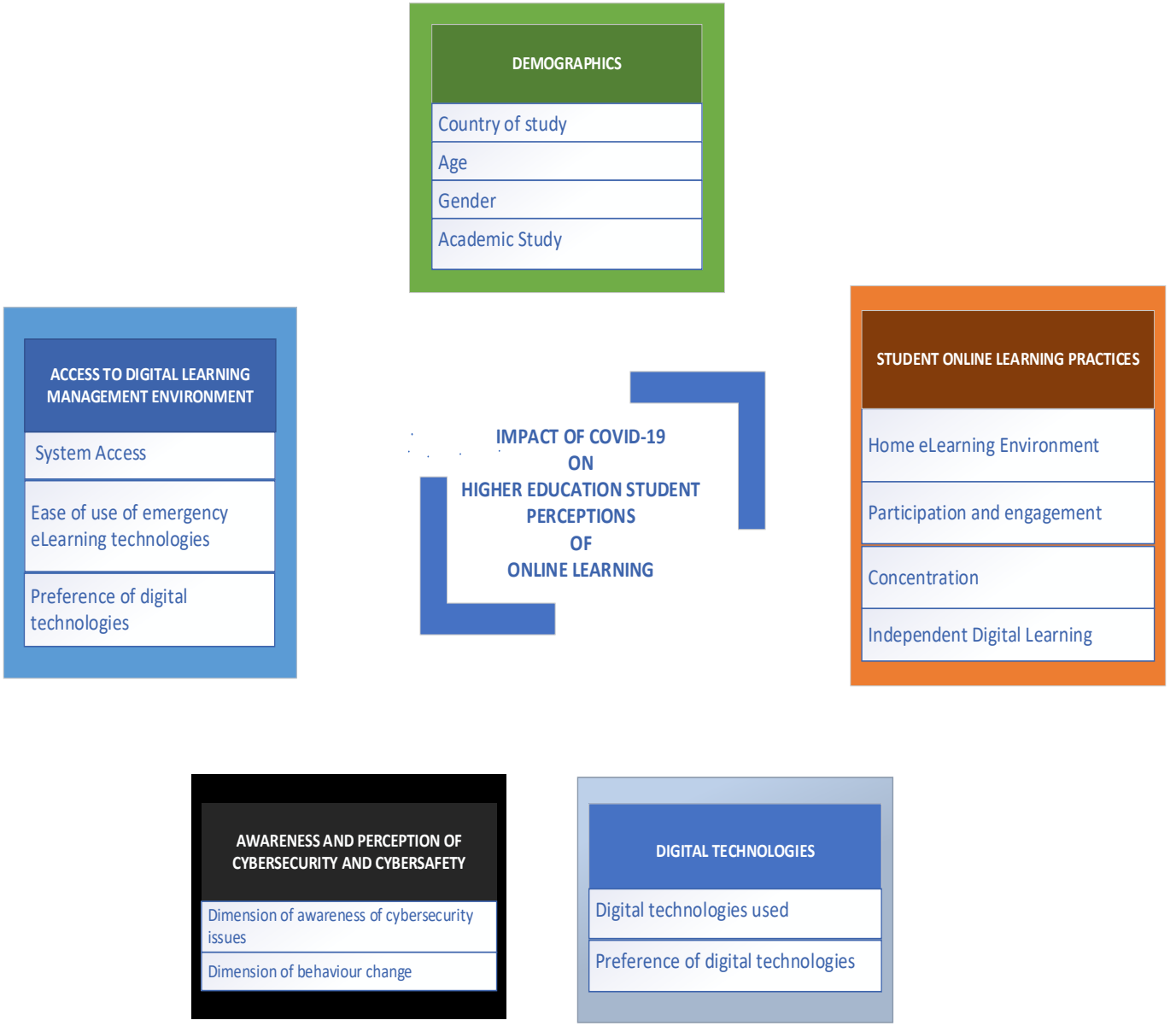
Average download speed by country (mbps)

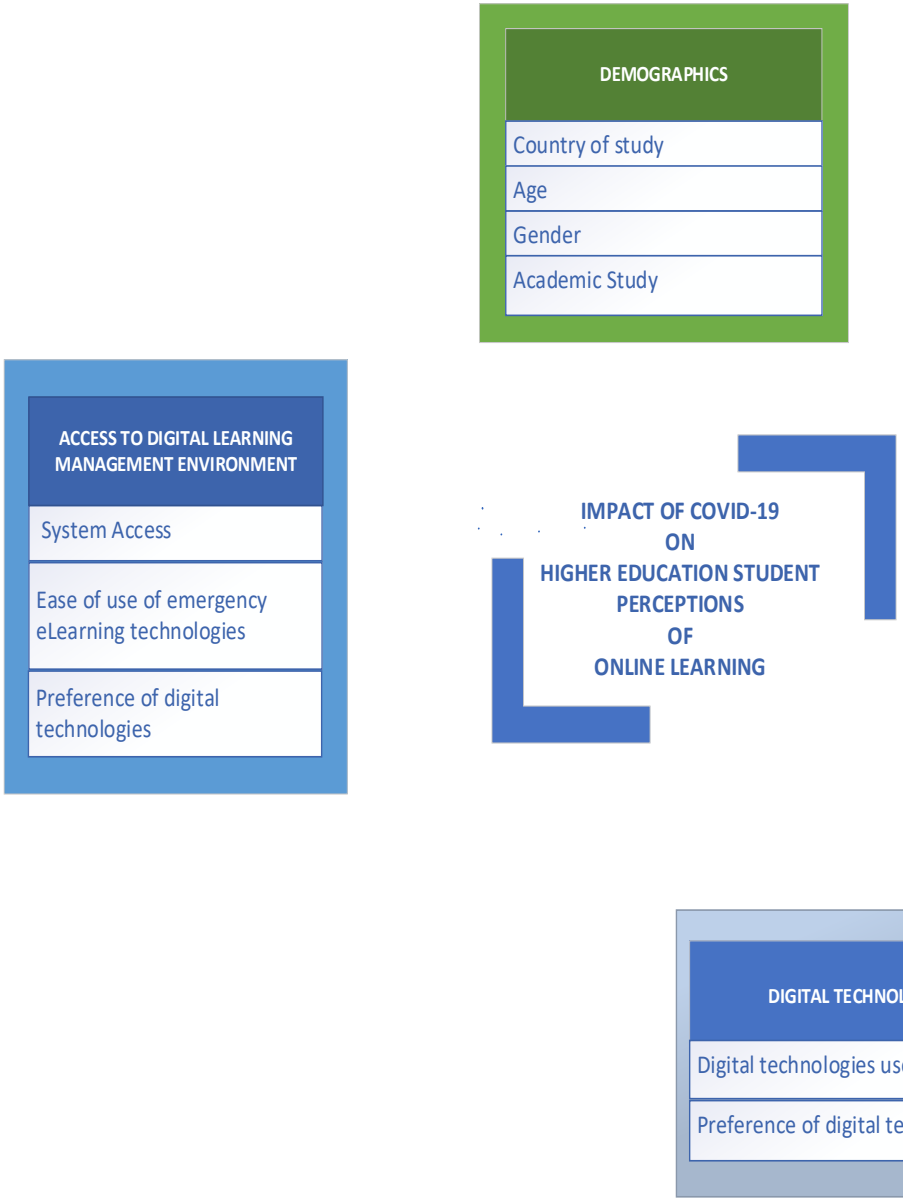


average download speed for mobile MBPS

average download speed for fixed internet connections

Source [5]





To determine

- the online challenges and experiences of higher education students during COVID-19
- how access to digital technologies impacts the student online learning experience.

The following questions were posed:

1. [**Digital Access**] What access did students have to their online digital learning environment?
2. [**Attitudes**] What was the attitude of students towards their digital learning environment and systems
3. [**Behaviours**] What digital technologies were mostly used, and which were preferred by students to engage with the emergency eLearning during the pandemic?

Data were collected from:

Source [6]

Óbuda University, Hungary

Source [7]

Swansea University, Wales

Source [8]

The University of the Western Cape, South Africa

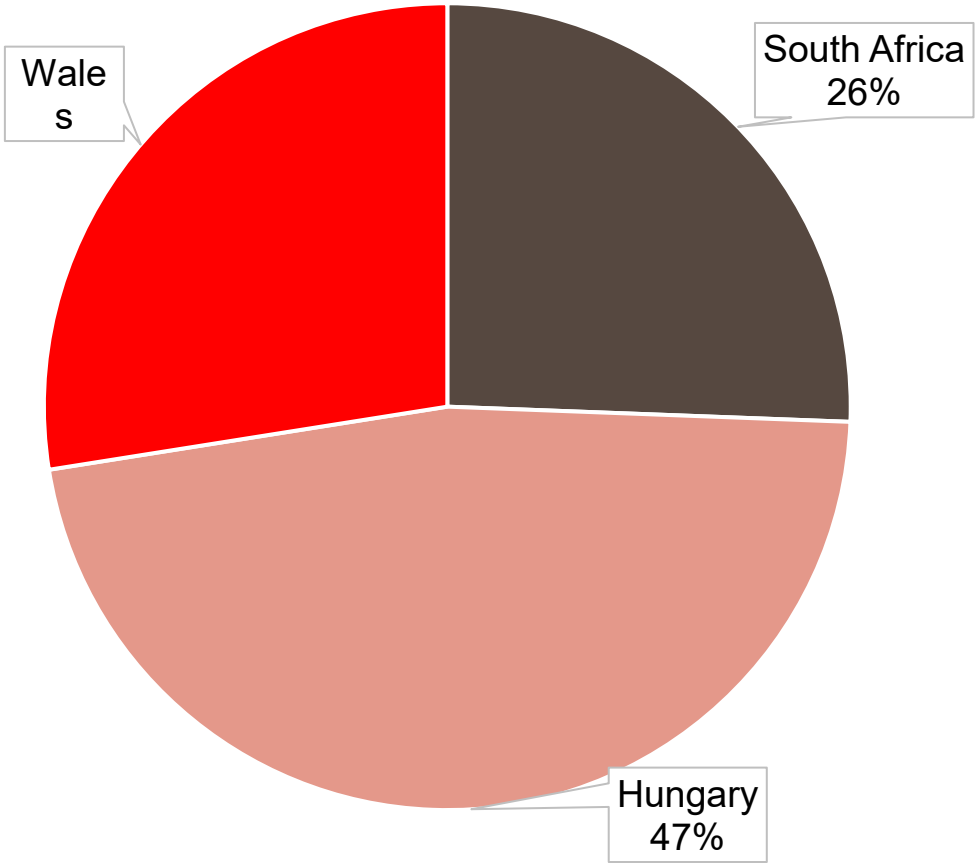
- Qualtrics was used to administer a pre-designed questionnaire of 65 open-ended and closed questions
- It addressed issues around access to the digital environment and students preference of features of digital technologies
- Ethical clearance was obtained for the study

Source [9]

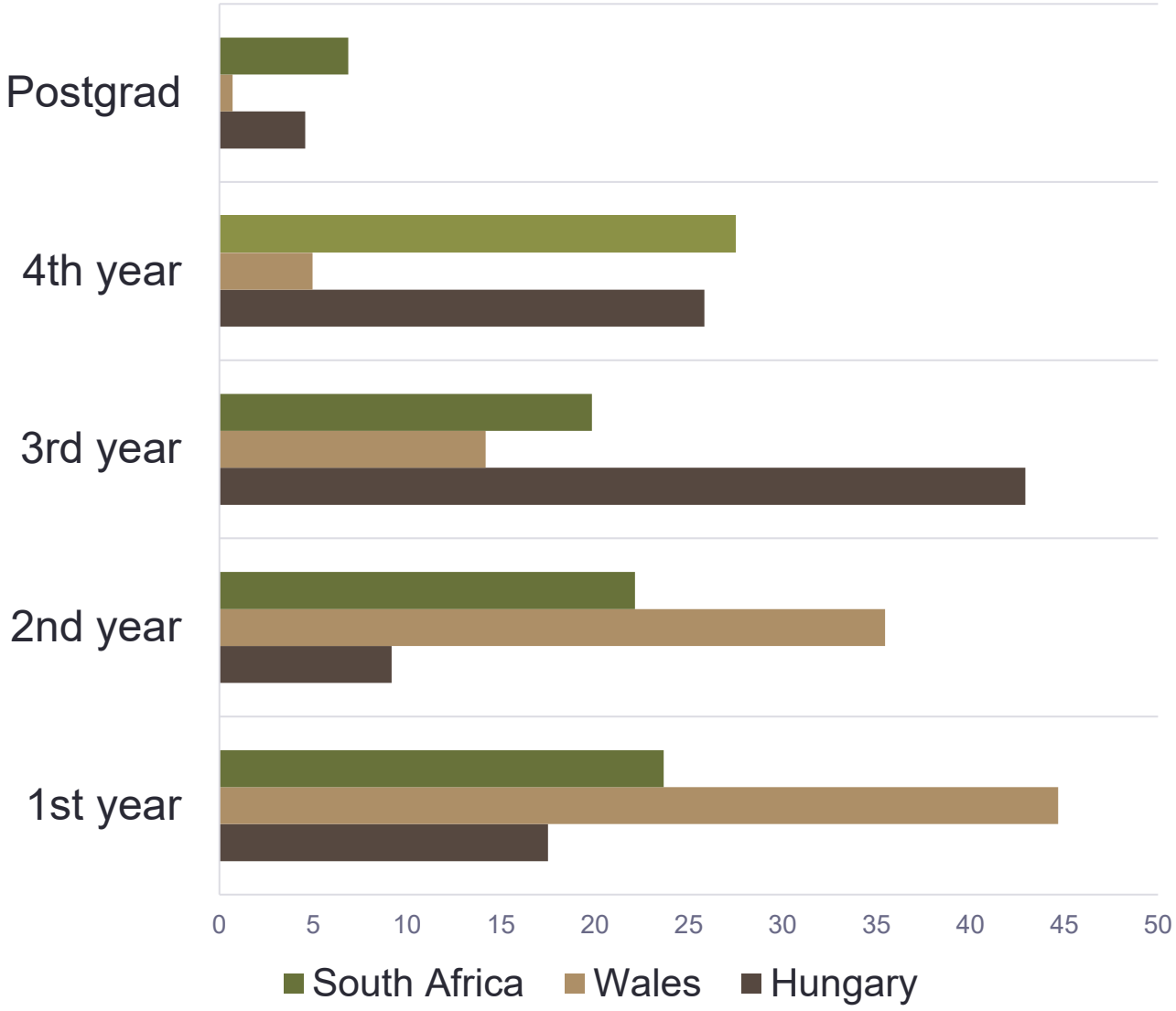
Professor Renette Blignaut(University of the Western Cape, SA)

- Data were collected in Oct and Nov 2020
- Analyses revealed the digital technologies used for eLearning by students during lockdown
- Both SAS and SPSS were used to support the analysis

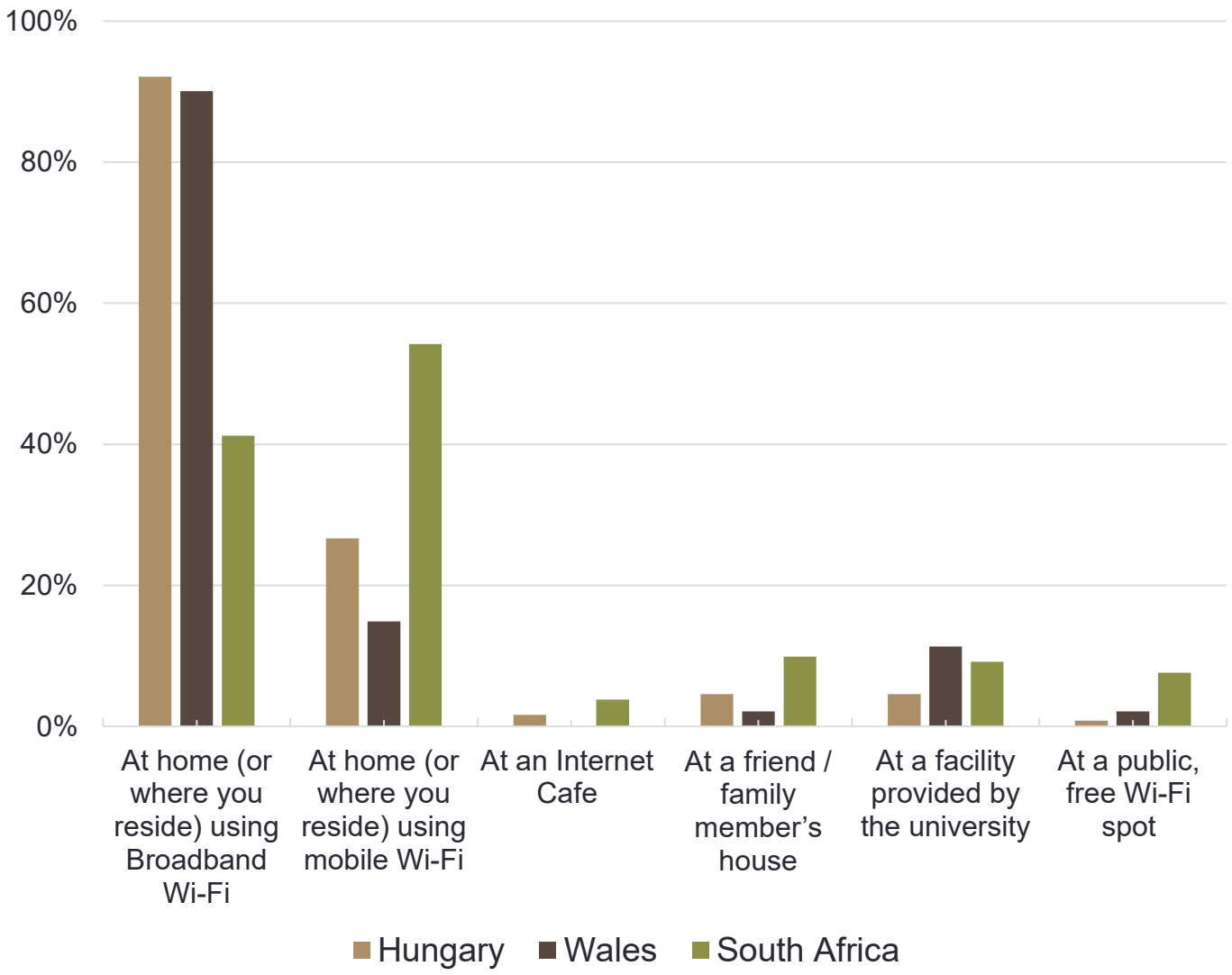
Student participants by country:



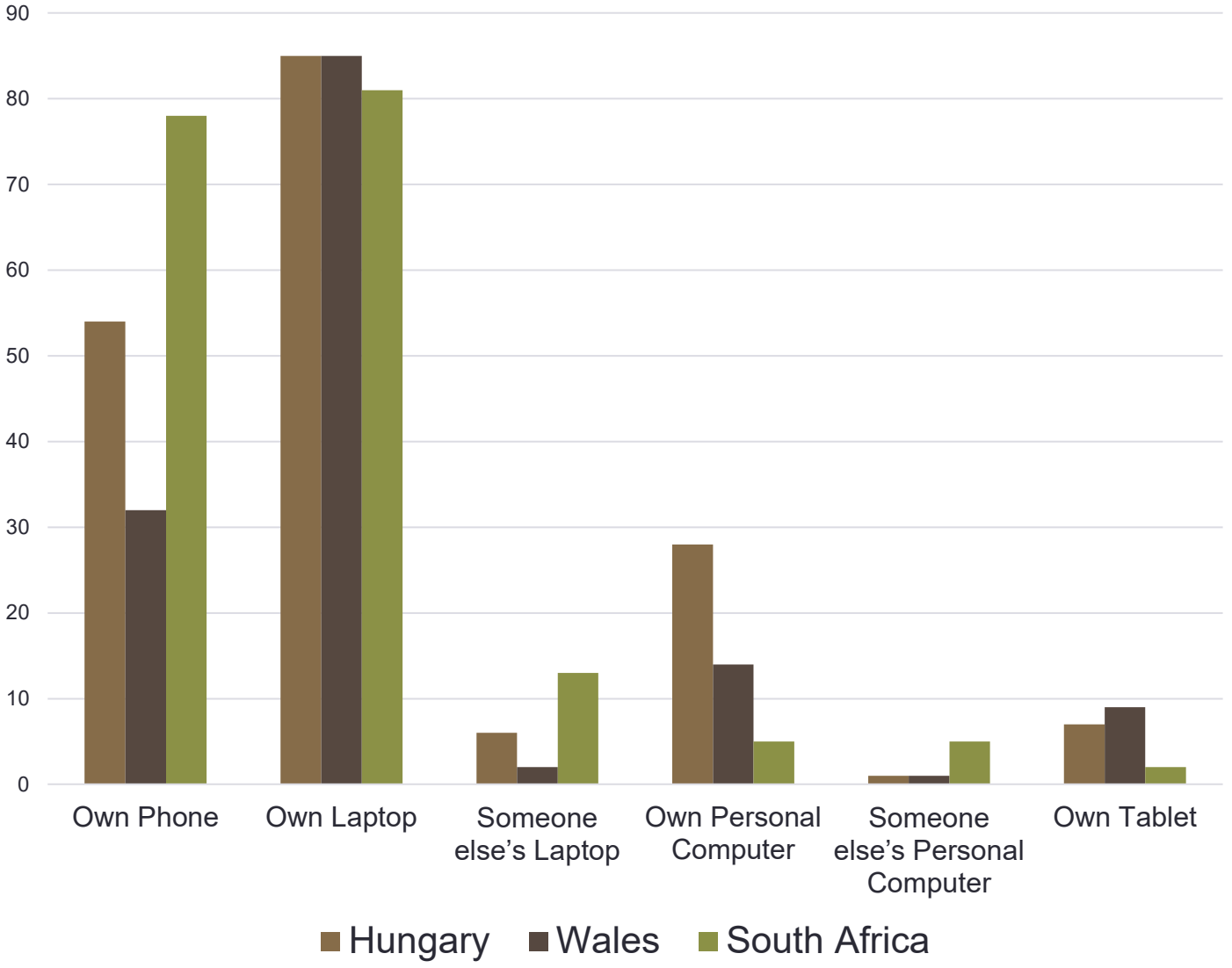
Student participants' year of study by country:



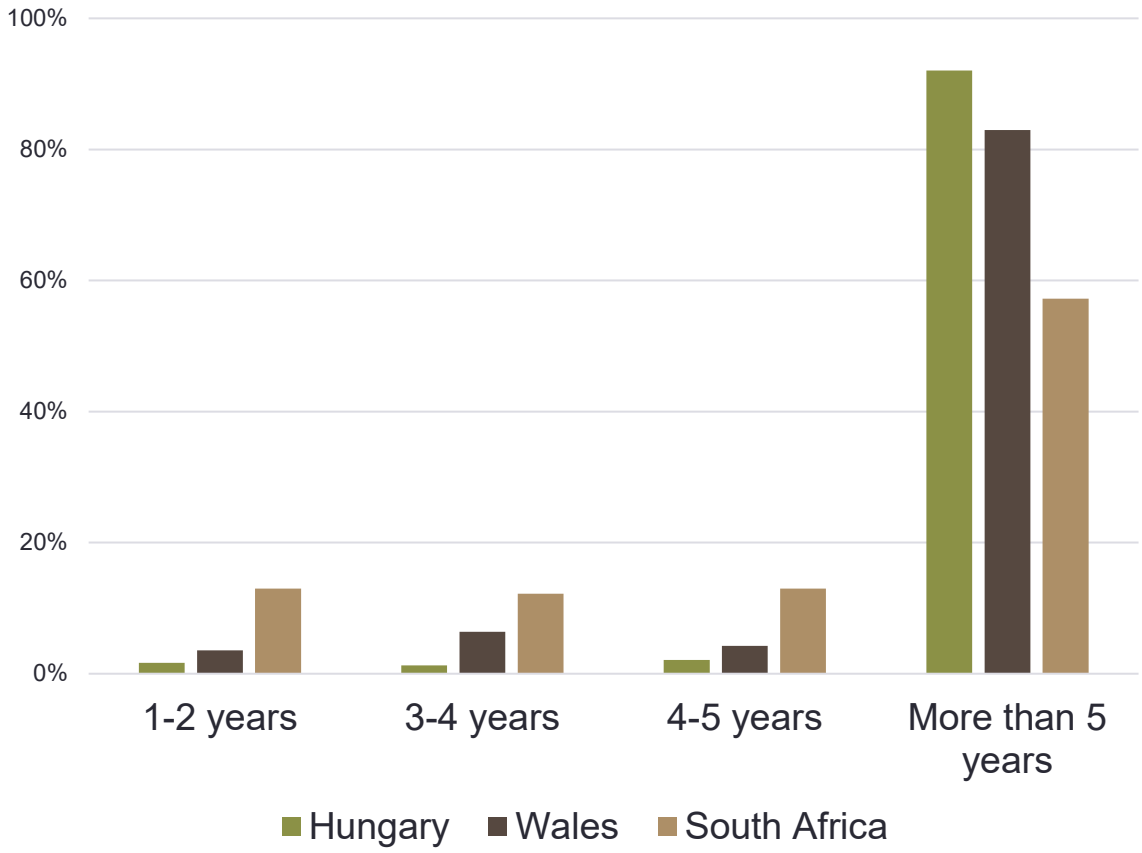
Digital access



Digital access



Digital access

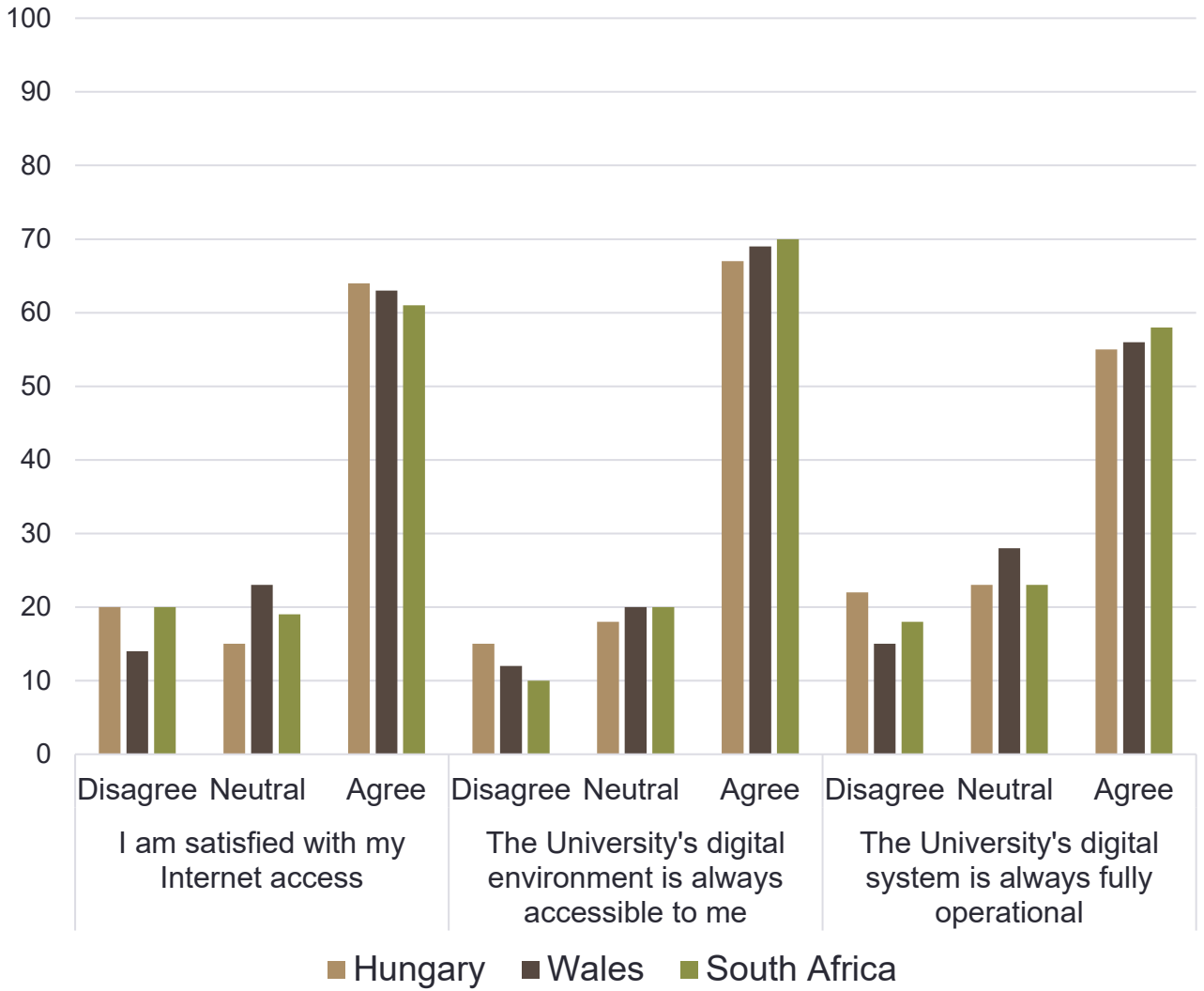


Digital access

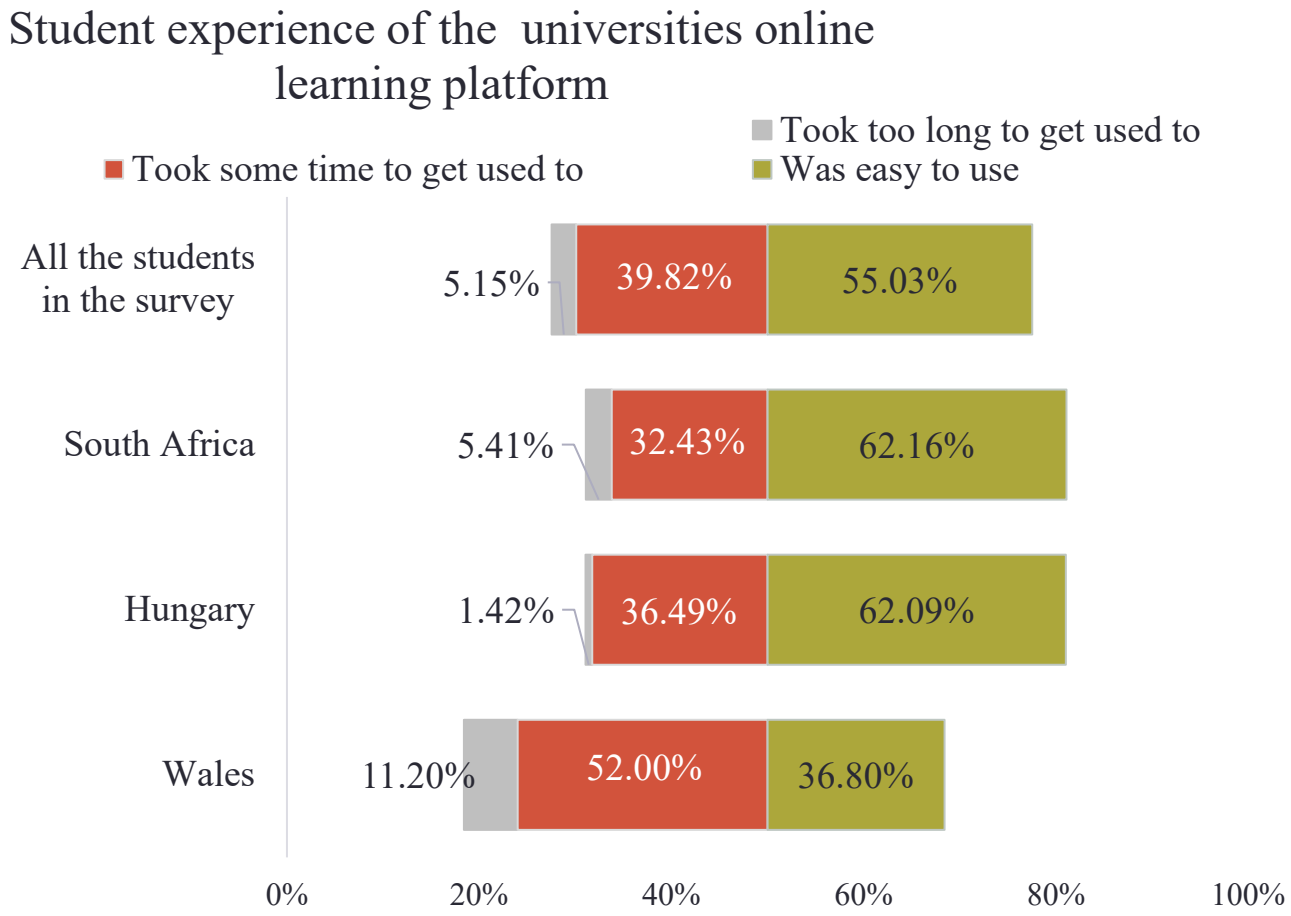
Costs increase (%)	Hungary n=240	Wales n=141	South Africa n=131	Chi-Sq and P value
Accommodation costs	10	10	40	Chi^2=55.49 and P<0.0001
Internet access costs	20	14	73	Chi^2=132.59 and P<0.0001
Digital equipment costs	30	40	53	Chi^2=20.4 and P=0.0004

Source [10]

Digital access

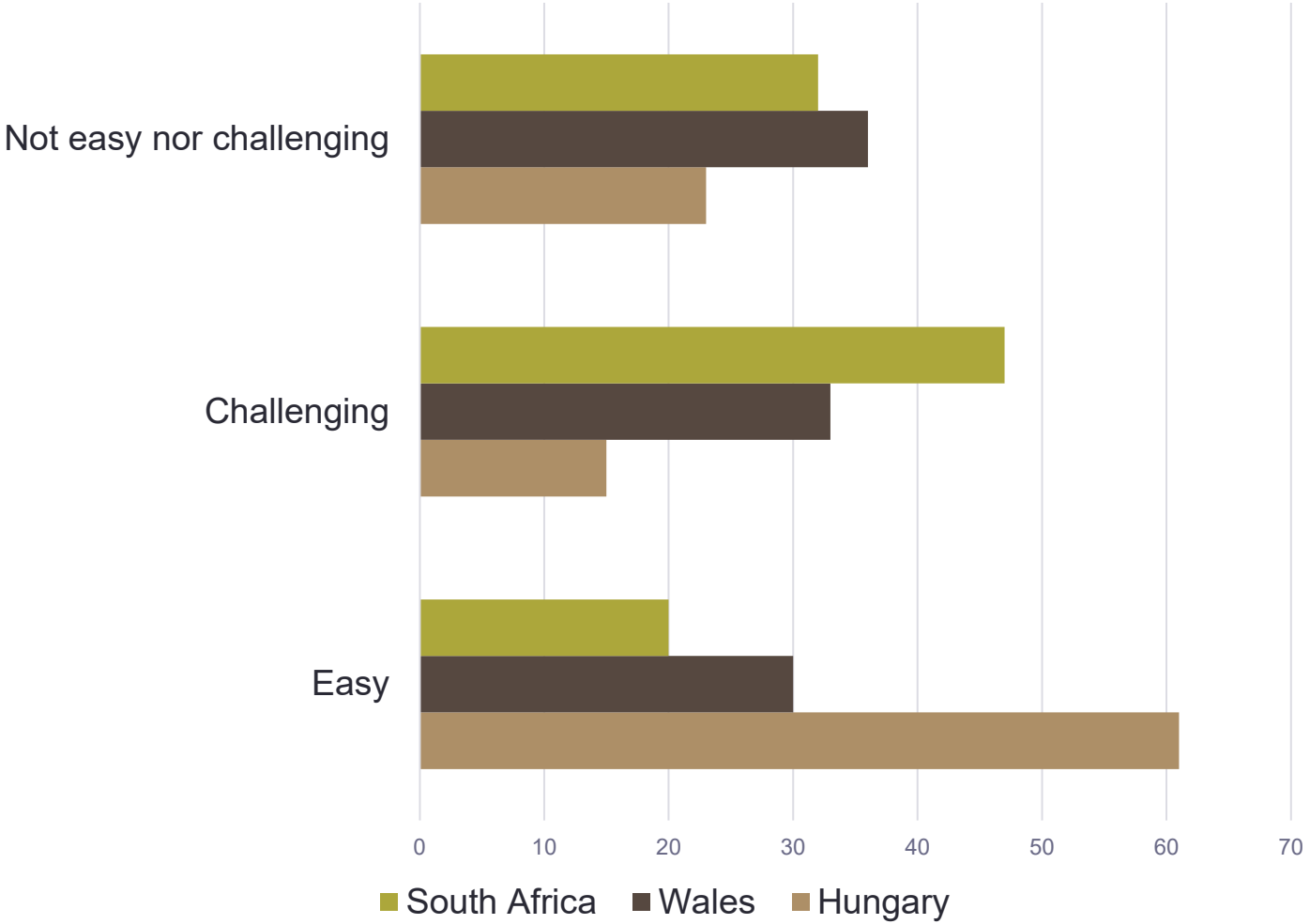


Attitude

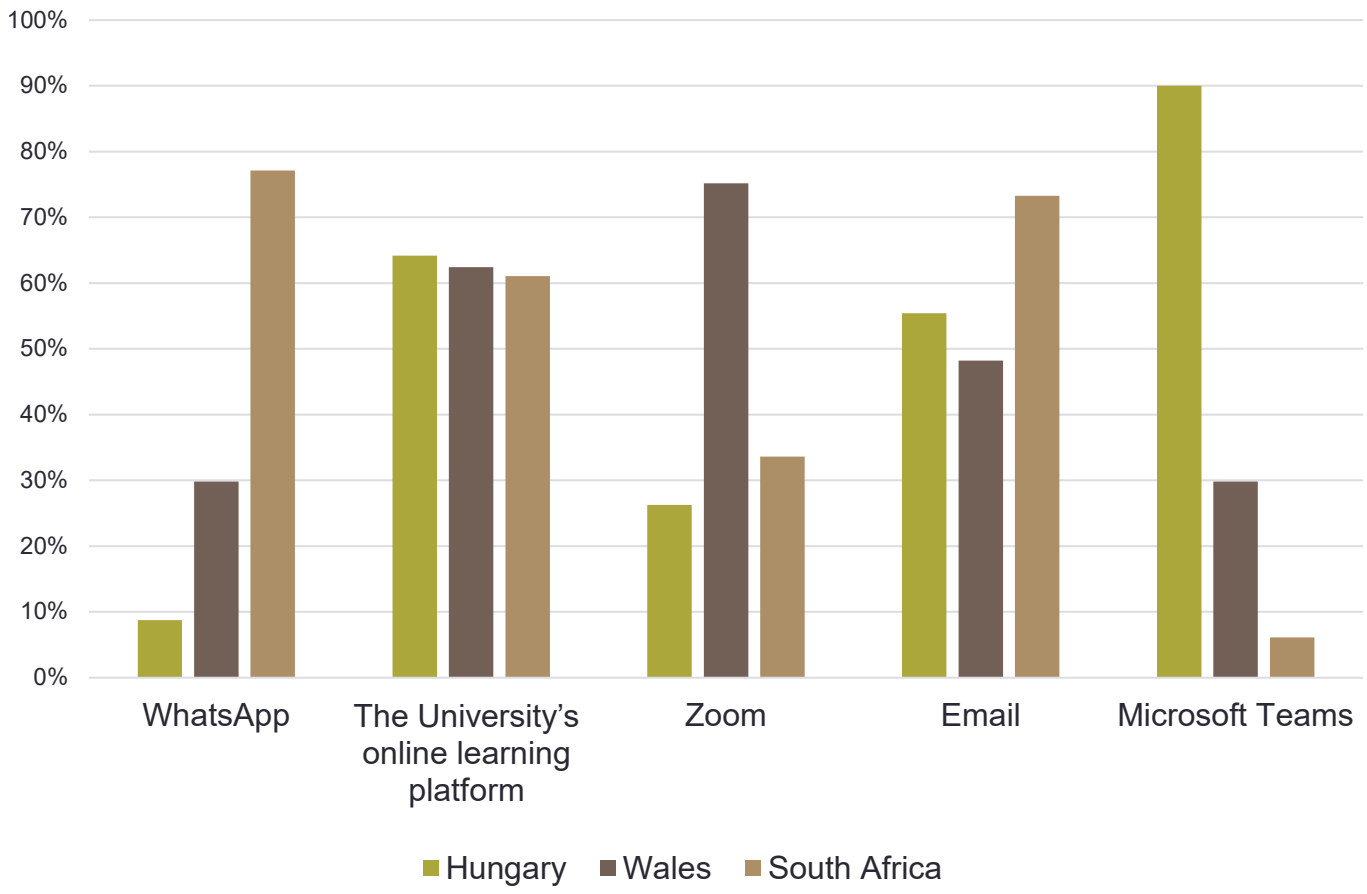


Attitude

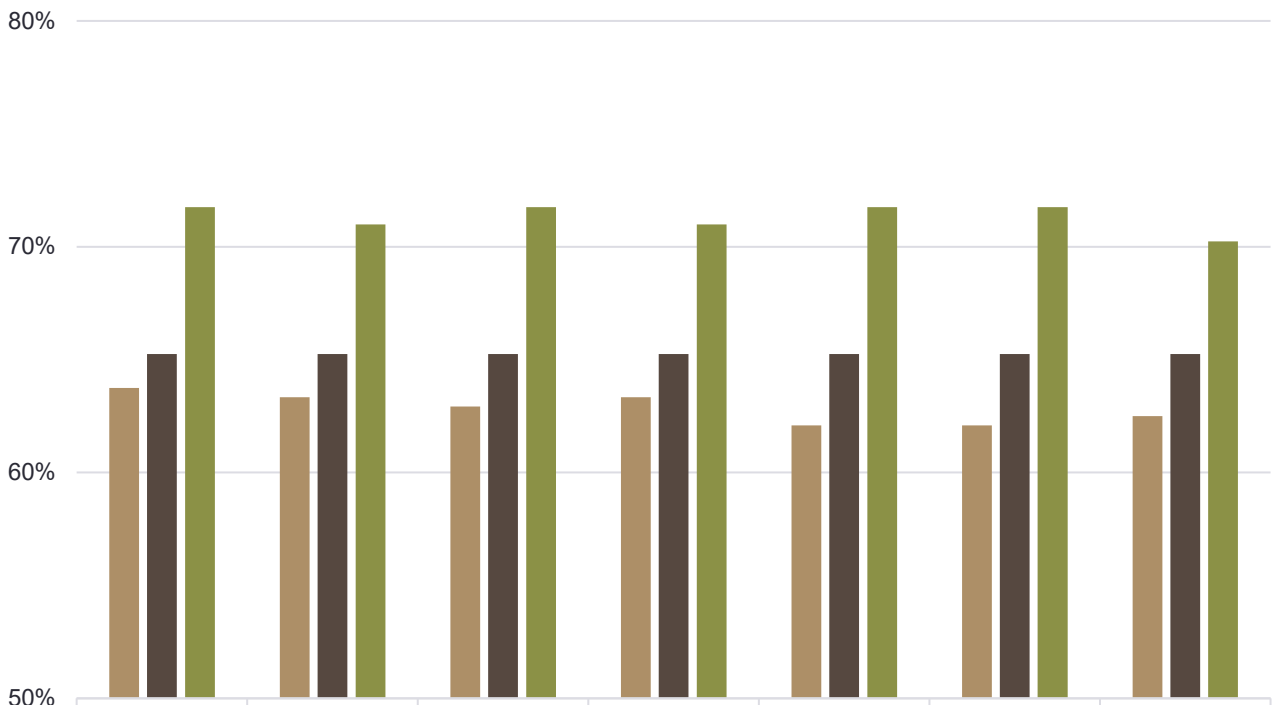
Transition to online learning experienced



Behaviour



Behaviour



	Content visible on a mobile device	Slides with voice over recording	Live interactive online lectures	Teamwork and working together with others online	Prescribed or recommended books available as an e-book	End-of-chapter / or assignment questions / quiz with feedback	Completing set online tasks, that forms part of the final grade
Hungary	64%	63%	63%	63%	62%	62%	63%
Wales	65%	65%	65%	65%	65%	65%	65%
South Africa	72%	71%	72%	71%	72%	72%	70%

The aim of the study was to determine:

- the online challenges and experiences of higher education students during COVID-19
- how access to digital technologies impacts the student online learning experier

Source [11]

In particular the following were considered:

Digital access

Attitudes, and

Behaviours

Source [11]

Digital access

- In general, the South African students used their mobile data for Internet access while the Hungarian and Welsh students used broad band and Wi-Fi
- Most students used their laptops to access the Internet, with mobile devices being the second most popular devices
- Hungarian students preferred using PC's

Source [12]

Digital access

Receptive:
This generation of students are familiar with using digital technologies

Increased costs:
More of the South African students experienced cost increases—both to access digital technologies and the equipment to do so.

Source [13]

Attitude

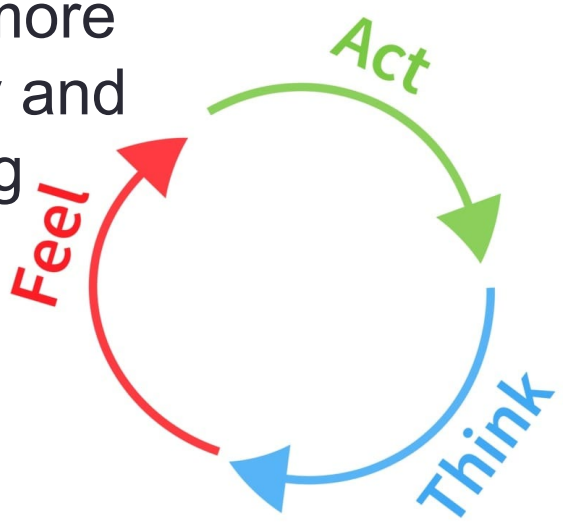
Quality of digital access:
All students were satisfied with their Internet access and online learning environment

Source [14]

Transition:
Unlike the Hungarian and the Welsh students, the South African students found the transition more challenging

Behaviour

- The preferences of digital technologies were more important for the participating South African students' learning experience
- South African students indicated that they prefer more digital support, interactivity and engagement in the learning process opposed to the Welsh and Hungarians.



Source [15]

To conclude

- Generation Z is receptive
- Environmental digital readiness and the capacity of staff, institution and country, can influence the student learning experience

Source [16]

Dr Desireé Cranfield (Swansea University, UK)

To conclude

There is a demand from students to include new modalities
New modalities and best practices should be embraced

Source [17]

Dr Desireé Cranfield (Swansea University, UK)

ACKNOWLEDGEMENTS

School of Management, Swansea University
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Prifysgol Abertawe

ÓBUDA UNIVERSITY
KELETI KÁROLY FACULTY OF
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