Towards a Digital Village

The Use of Online Social Learning within Higher Education

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Introduction

Towards a Digital Village: The Use of Online Social Learning within Higher Education

Introduction

The Campus Life Project seeks to address finding made by Campus Operational Groups (COGs) concerning a lack of social experiences on campus as one of the key challenges facing their communities, specifically concerning an absence of co-ordination of social activities and clarity regarding connected activities. The three branches of investigation the Campus Life Project is exploring relate to: campus programmers, social spaces and service provision and, communication and promotion (including digital media). Under the umbrella of the Campus Life Project, the intentions behind this body of research is to identify what existing facilities for online social learning (OSLS) and networking spaces are currently offered by UCA and utilized by students across a range of course subjects across multiple campuses and, the degree to which engagement with (OSLS) by staff and students vary across subjects. Within the context of this research, I will also include social networking sites (SNS) such as Facebook, Instagram, Twitter, etc., as online platforms for social learning. Although these commercial sites are not designed to meet the specific needs of an educational context, they are widely used within education and therefor offer a necessary comparison to institutional models.

Main Objectives of Research

1. To Identify how other bodies of research have defined Online Social Learning Spaces (OSLS) in other contexts in order to develop a working definition of an (OSLS) for UCA in the context of arts education, in support of future research in this area.

2. To identify what (OSLS) are commonly used by UCA students and to what degree are they used differently across courses?

3. To present a report of the current (OSLS) landscape at UCA in terms of popular platforms used across different courses and propose potential improvements to enhance student learning and student experience in this area.

Methodology

The study includes both quantitative and qualitative approaches to identify emerging patterns related to the use of (OSLS) within the different campuses and course subjects at UCA. The method used to explore the research questions and to collect data was through questionnaire. To increase accessibility both online and paper questionnaire where offered to participants.

Student questionnaires: Questions will be drawn from the findings of the literature review and from existing research on student engagement with OSLO's extracted from data sets accessed through the Digital Pedagogies & Learning Technologist department at UCA. Questionnaires will be directed to students across a range of courses and across campuses to get a broad perspective across various disciplines. The selection of courses aims to determine possible different approaches to the use of OSLO determined by course subjects. The disciplines will be selected based on assumptions about the learning and teaching styles of each subject area and informed by analysis of data sets extracted from the Digital Pedagogies & Learning Technologist department at UCA. The selection will also be contingent on support from department academic staff who distributed the questionnaire within their departments and in dialogue with the Student Union. The questions will be a mixture of multiple choice, Likert-scale questions out of 5 and various open-ended questions. (Silverman 2013) Participants will be given a brief overview of the research aims and assured of anonymity. Rather than to make conclusive statements about OSLO's the goal of the questionnaire will be to fund emerging patterns/themes that could inform further research into a wider case study and potential test models for future implementation.

Additional methodologies that could be applied to future developments in this field of research include:

Focus Groups : (Briden 2007) The intention of the focus group would be to gather data from across the regions of UCA campus location. Two focus groups could be held, in the two regions Surrey (Epsom campus) and Kent (Rochester campus), involving between 8-10 participants and conducted using predetermined questions. The focus groups would seek to facilitate a convener utilizing a semi-structured interview schedule, and a recorder to take notes. The focus groups would also be audio recorded. Focus groups will be used to find common or shared views within a selected sample that will suggest views shared by the student population within UCA from which the sample is selected.

One-to-one follow up interviews: As a follow-up to the anonymous questionnaires, there will be an opportunity for students to volunteer to engage in a one-to-one interview, examining in more detail, the specifics of how OSLO's contribute to the students social and intellectual development. Amazon vouchers will be offered as an incentive to participate in one-to-one interviews.

Cognitive mapping: Refer to the work of ERIAL project (Asher and Miller, 2011) Cognitive mapping can be used to determine how spaces (physical/virtial) are used for the learning journey. Students are given a blank sheet of paper and four different colour pens. The first part (colour pen) requires students to list all the online spaces they use for study/network. The second colour determines what kind of study/networking they engage with in these vertical sites. The third colour determines how this form of study/networking informs/enhances their studio work/ student experience. Students are then asked to discuss their maps in groups to determine the importance and effectiveness of particular online spaces relating to specific types of interaction relating to the student experience.

The evaluation of this research enquiry will be drawn from qualitative and quantitative data collected from surveys. The data collected will be categorized by course subject, year group, and campus.

Research Methods

Sampling method: This research will focus on purposeful sampling, identifying and selecting groups of individuals that have experience within the area of interest. A purposeful sampling method will also maximize the potential availability and willingness to participate and the ability to communicate experiences and opinions in an articulate and expressive manner.

Data collection: Data will be collected through questionnaires. The questionnaire will be targeted at UCA student across all three years of BA as well as FE Foundation students. Questionnaires will be targeted at a range of course subjects and across UCA campuses. This is to determine if opinions/ usage of OLSO changes dependent of year of study and/or course subject.

Ethics: Informed consent forms will be issued to students prior to all data collection activities, detailing the specific intentions of the research project and what it will involve. Participants will be asked to carefully read the consent form before signing and dating the form to affirm their consent.

Data analysis: Views from the questionnaire will be mainly focused on collecting and quantifying data using Likert scale which will be presented through chart analysis. The questionnaire will also seek to gain qualitative views concerning future recommendations informed by personal experiences.

Aims of Research

Identify how other bodies of research have defined Online Social Learning Spaces (OSLS) in other contexts and how I intend to define OSLS for the purposes of this research.

Outline a working definition for an OSLS for the benefit of future research strategies.

What forms of OSLS are already provided at UCA and are they catering to the needs of students? If not, why not?

Where have OSLS worked well and why? Can this be applied to UCA context?

What do students want from an OSLS and what is currently missing within UCA context?

What social tools do UCA currently use and to what degree are they used differently across different courses?

Present a report of the current OSLS landscape at UCA in terms of popular platforms used across different courses and propose potential improvements to enhance student learning and student experience.

Consider future research into the facilitation of spaces on UCA campus's (studio, library, workshops, refectory) as 'informal learning hubs'. Places to de-compress dialectic online communication through active dialogic critical engagement, to activate the campus as a trans-disciplinary tool for informal self-actualized learning.

2
Literature Review

Literature Review

Criteria for Literature Review

This review will source research from the last twenty years focusing on studies from Europe and North America within Further and Higher education. Studies concerning primary and secondary education (students under 16-year-old) will not be considered as comparisons with UCA students would not be relevant. Although the American educational system is significantly different from the UK/EU educational system, I have decided to include research from North America, as the majority of online platforms that will be explored within this research (Facebook, twitter, Instagram etc.) have a common user interface, irrespective of geographical boundaries and educational structures. The literature review will focus mainly on qualitative research, as a key aim of the review is to gain an understanding of different opinions concerning definitions of online social learning sites (OSLS), as well as to gain insight into common trends in thought concerning the developing use of (OSLS) within pedagogic models. Qualitative insight gathered from the literature review will assist in later stages of the research relating to the design of the questionnaire that will be predominantly focused on quantitate data collection.

Key Research Documents

Richard Sennett, Together: The Ritual, Pleasures and Politics of Co-operation (2012) Sennett 's ideas on the distinction between the dialectic and dialogic. Dialectic is perhaps more typical of online platforms like my UCA which encourage a linear scrolling down the page; According to Sennett, dialogic is the kind of dialogue we might hope for online in that it is less about eliciting a response, but bringing about encounters that are an 'earned experience, rather than just thoughtless sharing'.

Fred Deakin and Charlotte Webb: Discovering the Post Digital Art School (2016) This report describes a series of workshops delivered during Fred Deakin's Professorship of Interactive Digital Arts at University of the Arts London from 2014 to 2016. These workshops explored new ways of teaching professional creative practice in a post-digital world where the internet and its accompanying technological devices have been fully assimilated and are ever present in all of our lives. The intention is that this report will help arts educators and others interested in the creative process consider how to deliver their work in more agile ways.

Sarah-Jane Crowson: Creating 'Scholarly Spaces': Scholarship and the Curriculum (2017) Crowson at Hereford College of the Arts – delivered a workshop on Teaching and Learning in less formal digital spaces. She showcased a number of digital case studies which explored the use of Basecamp, Padlet, and Wordpress. This research is particularly pertinent to my line of enquiry in determining how and to what degree existing online platforms, specific to UCA (Blackboard) are used by students as a tool for learning within their course structure. Crowson's research, (which has extended into informal learning spaces within the institution), will offer valuable comparable data and insight when analyzing the results of the questionnaires and focus groups I intend to undertake for this this research project.

Identifying Existing Definitions of Online Social Learning Spaces

In the first instance, it is important to determine the broader parameter of what 'online social learning spaces' (OSLS) are considered to be, in support of reaching a workable model that can be utilized for the proposes of this research.

Curuso's definition of online social learning spaces refers to 'websites that enable collaborative learning through use of participatory tools, multimodal features, and common resources' (Curuso 2001). Davidson & Goldberg also highlight 'participatory learning' as a key factor of engagement with 'virtual communities' where ideas, plans, projects and designs are shared and commented on as a group (Davidson & Goldberg 2010). Jenkins highlights the use of (OSLS) as a tool not only for sharing ideas within a defined group but also for engaging with specific broadcasters outside of their peer group. They do this by interacting– sharing a link, giving feedback, or joining a discussion group, participating "on their own terms, when and where they wish" (Jenkins 2006). This idea of participation 'on one's own terms, when and where one wishes, although is key to understanding social media as "an attitude, not a technology" (O'Reilly 2005), it also presents challenges to academic teaching models structured around geographically dependent time specific engagement. Much like 'on-demand' television/film streaming services such as Netflix and Amazon, which offers users the freedom to curate their own viewing timetable selected from a set of options, the university might consider how (OSLS) could offer a more flexible formulation of curricula, that while still theoretically underpinned, delivers a more geographically expansive approach to critical engagement, akin to Massive Open Online Courses (MOOCs: free online courses available for anyone to enroll regardless of the geographic location). This multi-modal approach to academic engagement picks up on Barnett's notion of 'supercomplexity', (Barnett 2010), where knowledge no longer exists in disciplinary silos to be transmitted (verbally) to students but is constructed 'in action' requiring students to be 'flexible', adaptable' and self-reliant' and teachers to be facilitators who participate in inquiry through a 'blended learning' approach rather than operate as the authoritative expert (Wilson-Medhurst 2010).

Adaptation of critical forms of engagement through multimodal participatory platforms aligns with a perceived preference by todays 'digital natives' (Tapscott, 2009), for accessing information quickly and processing it through a non-linear engagement. Oblinger suggest students have a low tolerance for lectures and instead prefer active rather than passive learning, and rely heavily on communication technologies to access information and to carry our social and professional interactions (Oblinger 2003). With this in mind our curricula must evolve beyond the modular, just as online teaching and learning has developed beyond the blocks of modules. As Ritchie states; our curricular must be infinitely flexible, infinitely resourceful and have the capacity to enable individual learner pathways that co-create new and exciting learning opportunities as well as present traditional summative outcomes (Ritchie 2016).

When looking at learners' behaviors and attitudes to online learning spaces, Turpin suggests it can be helpful to establish the answers to "who, what, where and when" (Turpin, el al 2016). This is of particular

interest in regards to this research in determining whether engagement with (OSLS) differs significantly in terms of 'who, what, where and when', depending on the course of study, year group and culture of practice. Might it be the case that (OSLS) are more suited to specific creative subjects than other and if so, how helpful or fit-for-purpose would an institutional wide strategy be in promoting engagement with (OSLS)? Indeed, something more akin to a customizable template might be more suitable, where departments tailor their engagement with (OSLS) through an online portal via My UCA to fit the particular working practices and sensibilities of their students. As Richie suggests, (OSLS) cannot afford to be rigid and not consider all elements that inform the institution; learners, tutors, community, employers, learning environments (digital and physical) (Ritchie 2016).

A key question to consider when determining the effectiveness of integrating (OSLS) into the wider teaching modal is the degree to which communication through (OSLS) directly impacts peer-to-peer cooperation off-line. In Together: The Rituals, Pleasures and Politics of Cooperation, Richard Sennett proffers two models of conversation; the dialectic and the dialogic. Dialectic discourse seeks to establish the truth or common ground through reasoned argument between two or more people holding different points of view about a subject. Dialogic discourse on the other hand does not seek to resolves itself through finding common ground. Instead shared agreement may be reached through the process of exchange where by Individuals may become more aware of their own views and in turn, expand their understanding of one another.

Sennett argues that modern society is much better at organizing dialectic exchange; that is communicating through dialectic argument than through dialogic discussion and that this contrast appears strikingly in the technological frontier for cooperation. (OSLS) are very effective at sharing information, not to be confused with communication which is more concerned with suggestion and connotation (what is both said and left unsaid). Through the economization of language (implicitly or explicitly determined dependent on platforms), online exchanges tend to subtract expression. This shedding of context, Sennett argues often results in a shedding of sense; understanding between people shrinks and interactions about concrete problems slows. The key, Sennett argues, is to use dialectic interactions online as a catalyst to stimulate dialogic cooperative action off-line, rather than containing them to experiences on screen. This way compressed communication (tweets, posts, blogs, comments, likes) are released physically into the studio, library or other sites on campus, by massing the presence of people (Sennett 2008).

Understanding how we facilitate the use of spaces on campus (studio, library, workshops, refectory) as places to de-compress dialectic online communication through active and more expressive dialogic critical engagement, could activate the campus as a trans-disciplinary tool for informal, self-actualized learning. Through mirroring the fluidity and mobility of online communication, configured to the architectonic parameters of the site, the campus could support the construction of a more 'fluid curriculum', "that isn't limited or constrained to one 'discipline' or formal pathway but which can enable different knowledge from various disciplines to be mobilized" (Crowson 2017), creating more

open and aspirational learning spaces (Lea 2015). Of course, as Crowson recognizes, there are pragmatic aspects to consider when contemplating 'open learning spaces', such as the Teaching Excellence Framework, processes of validation as well as the perspectives of academic staff in terms of the facilitation of a more 'fluid curriculum'. This being said, through consultation with staff, Crowson has outlined a number of interesting proposal, including 20 credit 'optional' modules that would enable students to move within curriculum areas, studying with other students, offering a self 'customizing route through the institution and opening up the prospect of co-creating the module's delivery and content' (Crowson 2017).

Although the degree of exploration required to further explore these ideas fully within the context of UCA's distinct campuses goes beyond the parameter of this specific research enquiry, Crowson's research into 'informal learning spaces' encourages us to consider the benefit of an opening out of the institution through the creation of shared collaborative spaces, co-created by students that move 'beyond the usual physical learning environment into collaborative open spaces' that are both digital and physical, (Barnett and Coates 2005).

A Working Definition of a Successful (OSLS) Suitable for UCA

In summary, taking into account existing definitions of how (OSLS) function within academic institutions, it would be useful to conclude the literature review with a working definition suitable for UCA, for the purposes of both this research enquiry and future research.

Online space that offers a flexible multi-modal engagement with participatory tools and resources that supports non-hierarchical, active meaning making within a blended learning model.

3
Findings

Findings

Table 1 Responses Per Method of Data Collection:

There were 183 responses from the paper and online questionnaire from FE students and HE students across both BA and MA. Table 1 presents the number of responses per method of data collection. Below are details of the findings from the paper and online questionnaires.

Method of data collection	Details	Number of participants	Time of data collection
Paper Questionnaire	Capture student's engagement with social networking site relating to their student's experience	175	8-12 weeks
Online Questionnaire	Capture student's engagement with social networking site relating to their student's experience	8	8-12 weeks

Findings from Questionnaire

When asked:

what site was most effective in connecting with new people when students joined UCA?

The overwhelming majority response to this question, documented in table 2, was Facebook. This data then suggests that after initially utilizing Facebook when joining the institution to develop social networks, in all cases, across courses and year groups, students moved over to Instagram as the preferred platform for staying connected with people.

Table 2

What site was most effective in connecting with new people when students joined UCA?)			
Course and Year Group	**Total Number of students in survey**	**Instagram**	**Facebook**
Foundation Diploma UCA Epsom: FE	62	22.8%	**38.7%**
Fashion Management and Marketing UCA Epsom: BA Year 1	39	25.6%	**79.4%**
Fashion UCA Epsom: BA Year 2	29	27.5%	**58.6%**
Fashion, Promotion Imaging UCA Epsom: BA Year 1	5		
Illustration UCA Farnham: BA Year 1	30	10%	**80%**
Graphic Design UCA Epsom: MA Year 1	15	20%	
Graphic Communication UCA Farnham: MA Year 1	3		**100%**

Table 2 asked:

Since starting UCA, what are the three main social networking sites you use, in order of preference?

This question elicited a range of responses including Snapchat and Twitter but the overwhelming response in terms of most popular sites for connecting with people since starting UCA was Instagram, with Facebook (in most cases) being the preferred second choice. This trend is fairly consistent from FE right through to MA.

Table 3

Since starting UCA, what are the three main social networking sites you use, in order of preference?			
Course and Year Group	**Total Number of students in survey**	**Instagram**	**Facebook**
Foundation Diploma UCA Epsom: F	62	**64% (1st)**	
Fashion Management and Marketing UCA Epsom: BA Year 1	39	**61.5% (1st)**	25.6% (2nd)
Fashion UCA Epsom: BA Year 2	29	**58.6% (1st)**	20.6% (2nd)
Fashion, Promotion Imaging UCA Epsom: BA Year 1 Illustration	5	**60% (1st)**	60% (2nd)
UCA Farnham: BA Year 1 Graphic Design	30	**50% (1st)**	20% (2nd)
UCA Epsom: MA Year 1 Graphic Communication	15		**40% (1st)**
UCA Farnham: MA Year 1	3	**66.6% (2nd)**	**66.6% (1st)**

Table 3 asked:

Since starting UCA, what are the three main social networking sites you use, in order of preference?

This question elicited a range of responses including Snapchat and Twitter but the overwhelming response in terms of most popular sites for connecting with people since starting UCA was Instagram, with Facebook (in most cases) being the preferred second choice. This trend is fairly consistent from FE right through to MA.

A key area of interest for this research is to identify what (OSLS) are commonly used by UCA students and to what degree of regularity. The data relating to this area may then be used to reconsider current models of communication in terms of the effectiveness of the platforms features.

UCA's mobile app was set-up to combine a variety of tools (email, timetable, news/events, access to videos through E-Stream, announcements, as well as a pocket guide to the universities support facilities), that would allow students to stay connected with all aspects of their course and campus life.

Within the questionnaire we asked:

How often do you use the UCA App for: email, UCA announcements and to keep up to date with news and events happening on campus?

The results below demonstrate a relatively low engagement with the app across all three areas with particular focus on a very low engagement with the UCA news/events

function, where the majority consensus across FE and HE was that the UCA app was not regularly used by students to stay connected with news, events and announcements relating to either course work or university life.

* Table 4 details the highest percentage for each question where responses were measured using a Likert scale from: (never/occasionally/regularly/always). A full percentage breakdown is included in the appendix.

Table 4

How often do you use UCA's mobile app for the following:				
Course and Year Group	**Number of students in survey**	**Email**	**My UCA Announcements**	**UCA News/ Events**
Foundation Diploma UCA Epsom: FE	62	32.2% (never)	41.9% (never)	62.9% (never)
Fashion Management and Marketing UCA Epsom: BA Year 1	39	30.7% (never)	46.1% (never)	53.8% (never)
Fashion UCA Epsom: BA Year 2	29	34.4% (occasionally)	37.9% (regularly)	37.9% (never)
Fashion, Promotion Imaging UCA Epsom: BA Year 1 Illustration	5	40% (occasionally)	40% (regularly)	80% (never)
UCA Farnham: BA Year 1	30	43.3% (regularly)	43.3% (regularly)	40% (never) 40% (occasionally)
Graphic Design UCA Epsom: MA Year 1	15	40% (regularly)	26.6% (occasionally) 26.6% (regularly)	46.9% (occasionally
Graphic Communication UCA Farnham: MA Year 1	3	100% (never)	33.3% (never)	100% (never)

Table 4 suggest that engagement with the UCA app as a mobile tool for both learning and staying connected with campus life, is not widely utilized across courses and year groups as an effective means of communication and information sharing. FE courses report a very low engagement across all areas of communication whereas the majority of the HE courses questioned report occasional to regular engagement with both the UCA email and UCA announcements features, but very low engagement with UCA news/events. Although the app does not seem to be widely used as a tool for social engagement relating to extra-curricular activities and campus life, the data suggests that it is being used within HE as a tool for to support study.

Approaches to Blended Learning

With an increasing move towards a blended approach to learning through the integration of online with traditional face-to-face class activities, using online technology to not just supplement, but transform and improve the learning process, it was important to determine what other online social learning sites are currently being used by courses at UCA and to what degree they are being integrated into course material and studio practice as a tool for learning. The table below details student's responses to the question:

To what degree are SNS used on your course to present coursework and receive feedback?

Table 5 illustrates that aside from Graphic Design: year 1 reporting a high percentage of occasional use of Facebook and WordPress and Illustration year 1 reporting a high

percentage of regular use of Instagram, all other course in both FE and HE, report a very low percentage of use across all SNS platforms. Considering the ubiquity of these platforms and the degree to which the majority of students utilize the service's SNS offer, it was unexpected to see how little (based on the data collected from this questionnaire), SNS are integrated into course programming as a blended learning tool. This data may suggest more about the academic staff, in terms of their engagement with SNS than it does about the student's ability and willingness to utilize these tools within a blended learning model. The fact that within this sample of students/courses, online platforms are not widely utilized as a means of presentation, dissemination and discourse, suggests a general disengagement with SNS as a tool to support blended learning strategies. Although within the creative industries, studio practice as a face-to-face exchange is vital to developing an understanding of process through material engagement and thinking through making, dialectic interaction online can act as a further catalyst to stimulate dialogic cooperative action off-line when compressed communication is released physically in the studio or other sites on campus, by massing the presence of people (Sennett 2008). The lack of provision afforded to the use/integration of on-line platforms could be discounting opportunities for discourse and co-creation within the studio, as well as overlooking the benefits of on-line discourse in terms of students being able to participate 'on their own terms, when and where they wish (Jenkins 2006).

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Table 5

To what degree are the following SNS used on your course to present coursework and receive feedback?							
Course and Year Group	**No of students in survey**	**Face-book**	**Insta-gram**	**Twitter**	**Whats App**	**Skype**	**Word-Press**
Foundation Diploma UCA Epsom: FE	62	75.8% (never)	54.4% (never)	80.6% (never)	66.1% (never)	91.9% (never)	98.3% (never)
Fashion Management and Marketing UCA Epsom: BA Year 1	39	33.3% (never)	35.8% (never)	51.2% (never)	66.6% (never)	84.6% (never)	94.8% (never)
Fashion UCA Epsom: BA Year 2	29	75.8% (never)	55.1% (never)	79.3% (never)	72.4% (never)	82.7% (never)	82.7% (never)
Fashion, Promotion Imaging UCA Epsom: BA Year 1	5	80% (never)	60% (never)	80% (never)	80% (never)	80% (never)	80% (never)
Illustration UCA Farnham: BA Year 1	30	63.3% (never)	40% (regular-ly)	66.6% (never)	96.6% (never)	90% (never)	93.3% (never)
Graphic Design UCA Epsom: MA Year 1	15	53.3% (occa-sion-ally)	46.6% (never)	53.3% (never)	66.6% (never)	80% (never)	46.6% (occa-sion-ally)
Graphic Communication UCA Farnham: MA Year 1	3	100% (never)	100% (never)	100% (never)	100% (never)	100% (never)	100% (never)

The lack of overall engagement of (SNS) as a tool for learning and exchange relating to course information is born out in data presented in table 6 where students where asked:

How often do you use the following services to communicate with students/ academic staff regrinding course information?

Table 6

How often do you use the following services to communicate with students/academic staff regrinding course information?							
Course and Year Group	**No of students in survey**	**UCA Email**	**Face-book**	**Insta-gram**	**Twitter**	**Whats App**	**Skype**
Foundation Diploma UCA Epsom: FE	62	48.3% (occa-sionally	69.3% (never)	93.5% (never)	93.3% (never)	82.2% (never)	98.3% (never)
Fashion Manage-ment and Marketing UCA Epsom: BA Year 1	39	51.2% (always)	38.4 (never)	58.9% (never)	53.8% (never)	56.4% (never)	76.9% (never)
Fashion UCA Epsom: BA Year 2	29	34.4% (occa-sionally)	55.1% (never)	58.6% (never)	75.8% (never)	44.8% (never)	93.1% (never)
Fashion, Promotion Imaging UCA Epsom: BA Year 1	5	40% (always)	60% (never)	60% (never)	80% (never)	80% (never)	80% (never)
Illustration UCA Farnham: BA Year 1	30	60% (regular-ly)	36.6% (never)	66.6% (never)	100% (never)	83.3% (never)	100% (never)
Graphic Design UCA Epsom: MA Year 1	15	53.3% (regu-larly	53.3% (regu-larly	40% (occa-sionally)	66.6% (never)	53.3% (occasio-naally)	80% (never)
Graphic Communi-cation UCA Farnham: MA Year 1	3	100% (never)	66.6% (never)	100% (never)	100% (never)	100% (never)	100% (never)

Other than Graphic Design year 1, who recorded a regular engagement with Facebook and occasional engagement with Instagram and WhatApp relating to course communication between academic staff and students, all other courses recorded a very low engagement with (SNS) as a means of communication specifically related to coursework. The predominant platform of communication and information dissemination across all courses is UCA Email. *(The exception is Graphic Communication MA year 1 that recorded no engagement with UCA Email. However, due to the very low student engagement with the questionnaire, the level of engagement may be higher than this collected data suggests). Although all other courses who completed the questionnaire recorded using UCA Email always or regularly, the level of engagement in most cases is less than 60%, suggesting that there is a significant number of students not engaging on a regular basis with any form online communication relating to their course of study. When reviewing the data from table 5 and table 6 together, the information collected suggests a significant lack of engagement with (SNS) within a blended learning model. With the increasing necessity within professional practice to operate, create and communicate both on-line and off-line across multiple locations, platforms and spaces, the perceived lack of integration of online social learning within course modules to communicate and disseminate coursework, suggest a worrying disconnect with professional practice and a lack of provision in providing students with the appropriate skills to operate within industry.

Student Engagement with My UCA

The last two Likert scale questions students were asked to respond specifically to 'my UCA' in terms of its effectiveness as an online tool for accessing course information, staying connected with campus life and the regularity with which this tool is used by students as a key component of their study and university experience. My UCA is described as…

The online learning environment that supports teaching and learning at UCA. Course documentation, self-directed learning materials and resources are provided for students in their dedicated online course area. In addition, each unit of study has a separate area in which tutors and support staff provide teaching materials, reading lists, references and discipline-specific links to Library journals and databases.

Tutors are able create opportunities for students to check the academic integrity of their work using Turnitin and submit written or practice based work via online submission. These interactive tools also enable tutors to provide formative and summative feedback electronically to students. The collaborative blog and wiki tools in myUCA support peer learning activities, providing a mechanism by which peer feedback can occur and enable staff to assess each student's individual contribution in group tasks. (my UCA 2018)

Overall students across all sampled courses agreed or strongly agreed that My UCA was an effective tool for finding out about course content with a mean average of 59% agreeing to its effectiveness. Students also reported a mean average of 74% agreeing with the statement that:

The way Information and instructions are worded on My UCA are easy to understand.

When asked:

how effective a tool it was for finding out about social events and activities,

the result where less positive. Students on Foundation Diploma, Fashion Promotion BA year 2 and Graphic Communication MA year 1, predominantly disagreed/strongly disagreed with this statement, with all other courses measuring a lower percentage of agreement than the question on course content. This is significant as the trend is mirrored across all levels of study from FE through BA to MA. These finding are supported by data presented in table 4 measuring low levels of engagement across all sampled courses with the UCA News/Events function on the UCA app. Given the low levels of engagement recorded with other (SNS) relating to the promotion of university extra curricula activities, in addition to low levels of student engagement with My UCA and My UCA app, relating to accessing

Table 7

To what degree do you agree with the following statements?				
Course and Year Group	**No of students in survey**	**My UCA is an effective tool for finding out about course content**	**My UCA is an effective tool for finding out about social events and activities**	**I find the way info and instructions are worded on My UCA easy to understand**
Foundation Diploma UCA Epsom: FE	62	82% (agree)	61.2% (disagree)	70.9% (agree)
Fashion Management and Marketing UCA Epsom: BA Year 1	39	51.2% (agree)	46.1% (agree)	66.6% (agree)
Fashion UCA Epsom: BA Year 2	29	55.1% (agree)	41.3% (agree)	52.4% (agree)
Fashion, Promotion Imaging UCA Epsom: BA Year 1	5	40% (agree)	60% (strongly disagree)	80% (agree)
Illustration UCA Farnham: BA Year 1	30	56.6% (agree)	46.4% (agree)	73.3% (agree)
Graphic Design UCA Epsom: MA Year 1	15	66.6% (agree)	53.3% (agree)	80% (agree)
Graphic Communication UCA Farnham: MA Year 1	3	66.6% (strongly agree)	66.6% (disagree)	100% (agree)

information on social events and activities, the data would suggest the campus life experience in terms of its extra curricula offerings, is not connecting online with students as effectively as it is in other areas.

* Table 7 details the highest percentage for each question where responses were measured using a Likert scale from: (strongly agree/agree/disagree/strongly disagree). A full percentage breakdown is included in the appendix

When asked:

How often students log-in to My UCA

table 8 details that the predominant percentage across all courses (with the exception of Graphic Communication MA year 1), was either, every day or every few days. This data clearly illustrates that My UCA is a valued and widely used tool for specific activates relating to course content but not widely used for activities relating to campus life.

* Table 8 details percentages for each question where responses were measured using a Likert scale from: (every day/every few days/once a week/less than once a week/ never).

Table 8

How often do you log into My UCA?						
Course and Year Group	**No of students in survey**	**Every day**	**Every few days**	**Once a week**	**Less than once a week**	**Never**
Foundation Diploma UCA Epsom: FE	62	9.6%	59.6%	24.1%	9.6%	0%
Fashion Management and Marketing UCA Epsom: BA Year 1	39	48.7%	48.7%	7.6%	7.6%	0%
Fashion UCA Epsom: BA Year 2	29	44.8%	51.7%	3.4%	0%	0%
Fashion, Promotion Imaging UCA Epsom: BA Year 1	5	40%	40%	0%	0%	0%
Illustration UCA Farnham: BA Year 1	30	50%	46.6%	3.3%	0%	0%
Graphic Design UCA Epsom: MA Year 1	15	13.3%	46.6%	40%	0%	0%
Graphic Communication UCA Farnham: MA Year 1	3	0%	0%	33.3%	66.6%	0%

Comments

The final question of the questionnaire was open-ended (Silverman 2013), seeking student opinion on how their online social experience at UCA could be improved. This question was purposely broad in scope as I was interested in what particular issues students might pick up on, whether relating to specific issues around accessibility, My UCA, or more generally around considerations of how (SNS) could improve the student experience and create greater cohesion on and across campuses. A full list of comments can be found in the appendix. Generally speaking, all the student comments could be sub-categorised under four key issues:

Email: Temperamental and difficult to access UCA Email service

My UCA/UCA App: Issues concerning the intuitive usability of My UCA and UCA App

(SNS): A desire to Increase integration of social media platforms into course work.

Networking: A desire for more opportunities for student networking and greater opportunity for strengthening connections with industry.

Email
The predominant issue with UCA email was ease of access. Due to the way My UCA and the UCA App is designed, users have to log-in twice before they can access their UCA email and are logged out automatically (as a security feature) within a relatively short space of time, requiring them to go through the log-in process again before being able to re-access their UCA email. This may seem like a minor inconvenience, only taking a few extra seconds, but if students are used to instant access to their private email (G-Mail, AOL), through automatically remembered passwords, fingerprint recognition or quick online login functions, the added inconvenience of a more convoluted route forced upon them by the UCA operating system, could be effecting how regularly students choose to check their UCA email. Based on the data gathered from this sample group, the mean percentage of students checking their email regularly (through the UCA app) is only 42%, with a mean average of 35% of students never checking their email via the UCA app. For today's students, the most commonly used means of accessing information and communicating (besides face-to-face), is via their smart phones. As this data-set suggests, the fact that a large percentage of students are never checking their email via the UCA App, suggest significant problems with the UCA operating system that could be having a detrimental effect on student development in terms of inclusivity, educational development and accessibility.

My UCA/UCA App
Issues around accessibility and intuitive navigational functions concerning My UCA and the general use of the UCA App, was also a common concern for students. Comments where based around the difficulty of finding information relating to one's specific course, caused by a poor and visually unappealing layout design. Students commented that the difficulties initiated by navigational issues had restricted their desire to access facilities (renting equipment, booking studios, library resources), as well as keeping up-to-date with or made aware of campus activities and opportunities. This again is a significant issue when considering student development. With an ever-increasing move towards a blended learning approach to education (Wilson-Medhurst 2010), My UCA is both a key pedagogic tool in a student's successful academic progression as well as a direct bridge into professional practice.

Working practices on and offline are distinct in their methodologies but should also be complimentary as a holistic practice. Issues raised by students around online accessibility and engagement, from an induvial course level (uploading briefs/course material, room bookings, announcements, student tutor communication), to a campus/institutional wide level (campus events, accessing campus facilities, professional development opportunities), should be cause for concern for the institution as an area for improvement, directly effecting attainment and student experience.

(SNS)
The ubiquity of (SNS) as a commonly integrated means of communication in students' lives is without question. Although not all students used (SNS) services, it is the predominate means by which students share information and stay connected. With this in mind, the data collected from the questionnaire recorded an unexpectedly low utilization of (SNS) within course structures, as an integrated pedagogic tool for communication between staff and students, as well as in developing/presenting and receiving feedback on course work. (see table 5 & 6). The 'mean average' of students who never engage with (SNS) in relation to their course in terms of '*communicating with students and staff regarding course information' and '*to present coursework and receive feedback', was 74.6% and 61.4% respectively. Drawing from the comments students left at the end of the questionnaire, it would suggest (based on this data-set) that students are desiring a greater integration and utilization of (SNS) into their coursework. Comments predominantly focused around using platforms such as Instagram, Facebook and Snapchat to share coursework and research material (Davidson & Goldberg 2010), as well as using online platforms for developing/continuing discussion groups

between staff and students beyond the studio (Jenkins 2006). These comments, supported by the data collected from question 5 and 6 of the questionnaire suggests a cultural/generational disconnect between students and academic staff in terms of how information is shared/accessed and, the common channels by which students communicate. Given the speed at which (SNS) have developed, it is not surprising that students or 'digital natives' who have grown up with this technology (Tapscott, 2009), have a greater innate grasp of multimodal participatory functionality of online platforms. The issue arises when this skill-set is not recognized by academic staff 'as an attitude, not a technology' (O'Reilly 2005), and integrated into the curricula as a key component of contemporary professional practice,

Networking
The lack of professional networking opportunities within courses, across campus and within industry, was also highlighted as a significant issue for students across all courses questioned. This issue directly links to concerns raised about the accessibility/usability of My UCA as an effective tool to stay connected with campus life, as well as questions raised about the lack of integration of (SNS) into coursework/campus life as a means of creating links between student groups and connecting with contemporary practice. This again suggest a disconnect between common modes of practice differing between university staff and students. Whereas students in most cases are highly adept at utilizing (SNS) both as a research tool and to stay connected with a wide trans-disciplinary network, academic staff (based on this data-set) do not appear to be utilizing and developing this skill-set in the design of unit models or as a creative tool to link into industry.

4
Conclusion

Conclusion

This research set out to identify a working definition of what an online social learning space (OSLS) is, and to determine based on qualitative and quantitative data, what current forms of (OSLS) are commonly used by UCA students and staff in the context of arts education and to what degree (OSLS) might be used differently depending on course subject and year of study. Finally, this research aimed to highlight points for consideration, based on student feedback, in relation to how (OSLS) are currently used within an educational context.

Key to considering the effectiveness of (OSLS) as a tool/component of creative learning, is the ease of accessibility to a flexible multi-modal working environment that supports a blended learning approach to education. (OSLS) can offer students participatory learning opportunities (Curuso 2001), that both enhances and expands studio practice beyond the geographical constraints of the university campus, through a trans-disciplinary engagement with virtual communities both within education and bridging into industry (Davidson & Goldberg 2010). When effectively utilized within a blended learning model, (OSLS) promote practice as a process of meaning making, constructed 'in action' rather than transmitted from tutor to student verbally (Barnett 2010). A blended learning approach places the tutor in the role of facilitator to enquiry, requiring students to take ownership of their learning and participate 'on their own terms' (Jenkins 2006) through the development of their working practice. Tapscott posits that a multi-modal approach to critical engagement, linking studio practice with online participatory platforms is more closely aligned to the preference of todays 'digital natives', who are in favors of, and skilled at accessing information quickly and processing it through non-linear forms of engagement. (Tapscott, 2009). Oblinger reinforces this point, stating that students prefer active rather than passive learning, relying on communication technologies to access information quickly and develop professional connections. (Oblinger 2003)

When considering existing research in relation to the finding drawn from the questionnaire, the evidence suggests that there is an appetite from students for a blended learning approach to study that is not being fully recognized by the institution or wholly reflected in course programming. Across all courses and year groups questioned, the level of engagement with (OSLS) in terms of developing coursework and utilizing (SNS) for communication and networking was very low. Based on written feedback from students (see appendix), this is at odds with a desired working practice. Students would like to see a greater integration of commonly used (SNS) into unit modules for a range of purposes including: developing professional networks, receiving feedback on coursework, more direct and accessible interaction with staff and course peer-groups, and accessing course information/opportunities from a range of platforms. At present (based on the data collected), working practices within UCA are weighted towards direct studio contact where information is transmitted verbally to the group and followed up after a period of self-directed study with one-to-one/group feedback tutorials in the studio. This model discounts developments in mobile working practices where the studio as a working environment exists simultaneously in multiple locations, online and offline and as such, is infinitely more accessible as a space for creative interaction. Although a multi-platform approach to studio practice

carries with it operational hurdles in terms of staff contractual working hours, it also offers opportunities for flexible working arrangements that could be more appealing to academics that are also active practitioners in their subject.

One could argue that My UCA and the UCA mobile app as an (OSLS) is already in place to offer services in support of a blended learning approach. In practice (based on this data-set), students across all year groups and courses recorded that the mobile app was not widely used as an effective means of communication and information sharing (see table 4). Students remarked that this was predominantly a result of the sites unintuitive user interface and temperamental functionality. Students found accessing information on the app difficult, time consuming and limited in terms of what information was available and how regularly it was updated. Although students across courses did record using the mobile app on an occasional/regular basis as a tool to support study, its use as an online social space, developing communities of practice and building bridges into industry, was found to be limited.

Asides from questions around usability/functionality of UCA (OSLS) services, a key issue for students across all courses was the limited integration/use of other more familiar online social networks (Facebook, Instagram, WhatApp, Twitter) into course programming and professional practice. The most utilized sites by UCA students for connecting with new people and maintaining newly developed social networks while studying at UCA are Facebook and Instagram (see table 2 & 3). When asked how often these and other similar sites (Twitter, WhatsApp, Snap Chat) are used/promoted within their course by course tutors as a tool for communication

between students and staff relating to coursework, feedback and networking, students recorded a limited provision for engagement. Aside from Graphic Design: year 1 reporting a high percentage of occasional use of Facebook and WordPress and Illustration year 1 reporting a high percentage of regular use of Instagram, all other course in both FE and HE, reported a very low percentage of use across all social networking platforms. The lack of provision afforded to the use/integration of on-line platforms other than My UCA and UCA app, is discounting students preference for and experience with other more accessible on-line platforms. This could be discounting opportunities for discourse and co-creation within the studio, as well as overlooking the benefits of on-line discourse in terms of students being able to participate 'on their own terms, when and where they wish (Jenkins 2006). With the increasing necessity within professional practice to operate, create and communicate both on-line and off-line across multiple locations, platforms and spaces, the perceived lack of integration of online social learning within course modules to communicate and disseminate coursework, suggests a worrying disconnect with professional practice and a lack of provision in providing students with a full range of appropriate skills to successfully operate within industry.

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Points for Consideration

Greater ease of accessibility to UCA email via the My UCA app. Consider consolidating security checks and extending 'session time out' functions so students don't have to repeatedly input their password to access their account. Increased use of UCA email, encouraged by a more accessible service, could improve connectivity between staff and students in terms of information sharing and time management. Greater awareness of course events and activities, supported by an increased engagement with UCA email could also enhance engagement within the studio by the fact that students are more informed and alert to opportunities.

Streamline information. Consider implementing subject filters to UCA email to make the service more personal to student's course subjects and related interests. By overloading inboxes with excessive campus-wide emails students are liable to disengage with this necessary and direct means of communication.

Increased integration of commonly used (SNS) into course structure. Utilizing (SNS) within a blended learning model increases accessibility to information sharing, opportunities for off-campus feedback and greater connectivity to communities of practice across campuses and within industry supporting professional networking opportunities. Studio practice and course material should be responsive to development within industry and cultural practice. By omitting the integrated use of (SNS) within a model of professional practice, courses are offering a reduced experience of professional practice.

Improvements to the navigational interface of My UCA. MY UCA as an online platform is competing with all other (SNS) for the attention of its users (students). Because of this, Intuitive design needs to be the foundation of My UCA's structure. If necessary functions such as: uploading coursework, checking timetables, receiving announcements or campus events are difficult to access or if the sites graphic layout is visually unappealing and challenging to navigate, students will resist integrating its use into their practice. Students today are, by nature of the ubiquity of (SNS), connoisseurs of online usership and as such, have little time for ineffective, poorly designed sites. Usership must be at the heart of My UCA if it is to be an effective tool for learning.

Recommendation for Future Projects

Understanding how we facilitate the use of spaces on campus (studio, library, workshops, refectory) as places to de-compress dialectic online communication through active and more expressive dialogic critical engagement, could activate the campus as a trans-disciplinary tool for informal, self-actualized learning. Crowson's research into 'informal learning spaces' (Crowson 2017) encourages us to consider the benefit of an opening out of the institution through the creation of shared collaborative spaces, co-created by students that move 'beyond the usual physical learning environment into collaborative open spaces' that are both digital and physical.

5
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6
Appendix

Questionnaire Comments:

How Could your Online Social Experience at UCA be Improved?

Foundation Diploma (FE): Epsom

Lots of email are irrelevant. Maybe make it more linked in like Facebook group chats.

Have a place on the UCA website to find out who is on your course before you start.

More sharing of coursework via platforms such as Snapchat or Instagram.

Make the My UCA app more clear to use. When selecting the email from the app you are directed to a different site which makes it messy to use.

I feel UCA should use more social media to share events, deadlines, helpful interests and arts events.

Make the app clearer and simpler to use in terms of how to access facilities on campus.

Make it more of a community and exclusive.

Work more on social platforms like Instagram and Facebook to make accessibility more immediate.

We should be more encouraged to use (SNS) to communicate in groups to discuss our work. Create specific pages for each course so work can be uploaded and feedback can be given outside of studio hours.

Greater promotion of events on noticeboards around campus as well as through (SNS) like Twitter.

There is not really much of a social online experience.
Having an online group chat where you can easily communicate with Tutors while on the go.
Integrate our social media into the course briefs.

Fashion Marketing Management (BA): year 1 Epsom

More social activities posted on Facebook page as well as job advertisements

More info about events posted on My UCA

Create a networking tool for current students across all campuses

Make it easier to upload files to My UCA

Update the app more regularly with info relating to timetables and upcoming events

It is hard to navigate My UCA in terms of understanding what sections are for what purpose. For example, people don't understand how to use the 'announcements' section.

How can My UCA help you navigate yourself around the local area in terms of what facilities are available within town and on campus.

Graphic Design (MA): year 2 Epsom

The way My UCA presents course material is too messy. I think to classify by date with attachments would be better.

Could be more fun in the way info is presented

More connection with social networks like Facebook and Instagram, to be in contact with other students and to see their work.

Less log-in steps – keeping your log-in status going for longer
I would suggest a group chat and ask students what days they would prefer to come in for studies or group projects – voting system.

More use of the UCA app to promote events on campus

If My UCA could be simpler to use, that would be good.

Illustration (BA) year 1

More ways of communicating with tutors

More effective mobile app. Its takes a while to get into the app and log out easily. Also, the website could use a more approachable deign style.

Perhaps tutors could be added to a Facebook group for fast notifications as often it takes less effort to open the messenger app than to log into email.

The My UCA website could be more visually pleasing – sometimes it's a bit chaotic. I would also love it if my course would have a blog where we would show weekly progress as a class, also for events and such. Perhaps the course Instagram account could be a bit more organized if that make sense, like more visually pleasing as well – sometimes phots on My UCA appear a bit blurry.

The My UCA email is very temperamental. Often I have to log in multiple times before I get to my email which I image could deter people for checking it regularly.

Maybe a Facebook page dedicated to posting updates and events for the course.

If there was more of an incentive and ease to engagement with the online process in terms of course briefs, that would be good.
People check Facebook more that the UCA website so maybe there could be more posting about events on Facebook as well as the UCA site.

Course and year specific Facebook pages would be good.

Easier access to the email. Two login is a bit excessive.

Forums for specific subjects on Facebook.

More social network development. I think social networks could be applied/used a lot more to make a better community feeling.

When logging into the UCA email via the app, you are asked to login twice which is really annoying.

Not having to log into the email when you are already logged into My UCA

If there was some kind of forum that does not need to be logged into because there are no notifications for email and logging in is a lot of effort especially on the app.

It could be improved by being more connected using a site like WhatsApp to share ideas and to catch up on work that may have been missed.

Less campus wide emails in my in-box that are not relevant to me.

The app needs to be updated to work with the email site and My UCA is difficult to use from mobiles.

Access to UCA email is very tedious as you have to log-in twice and it continually logs you out.
Improve access to email on mobiles. Logging in twice deters people for using it.

Fashion (BA) year 2

More user-friendly interface on UCA app.

More information about clubs and socials should be posted on My UCA.

I would like to see a UCA account which is more actively posting/promoting studnets work and connecting to the industry.

Getting online timetables update in time.

Not having to sign-in multiple times to access your UCA email.

If UCA email was quicker to access then more people would use it.

More active Instagram account related to students work and fashion updates.

More active Instagram fashion account.

It would be better if I did not have to log into my email multiples times to access it.

More information about exhibitions, courses, shows, events in London.

More course info on My UCA and more networking opportunities advertised.

Questionnaire Statistics:

We are gathering information to try to enhance our facilitatuion of social networking sites at UCA and would welcome your feeback on this.	Number of participants: 62 (paper questionnaire)	Number of participants: 39 (paper questionnaire)	Number of participants: 29 (paper questionnaire)	Number of participants: 05 (online questionnaire)	Number of participants: 30 (paper questionnaire)	Number of participants: 15 (paper questionnaire)	Number of participants: 03 (online questionnaire)
Question 1: What course are you on at UCA? (please also specify year)	**Foundation Diploma Epsom Campus**	**Fashion Management, Marketing (BA) Epsom Campus (year 1)**	**Fashion (BA) Epsom Campus (year 2)**	**Fashion Promotion Imaging (BA) Epsom Campus (year 1)**	**Illustration (BA) Farnham Campus (year 1)**	**Graphic Design (MA) Farnham Campus (year 1)**	**Graphic Communication (MA) Farnham Campus (year 3)**
Question2: Since starting UCA, what are the three main social networking sites you use, in order of preference?	1. Instagram 64% 2. Snapchat 3. Facebook	1. Instagram 61.5% 2. Facebook 25.6% 3. Twitter 15.3%	1. Instagram 58.6% 2. Facebook 20.6% 3. Snap Chat 13.7%	1. Twitter 60% 2. Instagram 60% 3. Snap Chat 80%	1. Instagram 50% 2. Facebook 20% 3. Twitter 16.7%	1. Facebook 40% 2. Facebook 33.33% 3. Pintrest 6.6%	1. Facebook 66.6% 2. Instagram 66.6% 3. Twiter 66.6%
Question 3: What site was the most effective in connecting with new people when you joined UCA?	1. Facebook (24) 38.7% 2. Instagram (21) 22.8%	1. Facebook (31) 79.4% 2. other sites (5) 12.8%	1. Facebook (17) 58.6% 2. Instagram (8) 27.5% 3. Others (4) 13.7%	1. Facebook (5) 100%	1. Facebook (24) 80% 2. Instagram (3) 10% 3. Other sites (3) 10%	1. Facebook (10) 66.6% 2. Instagram (3) 20% 3. Other sites (0) 0%	1. Facebook (3) 100% 2. Instagram (0) 0% 3. Other sites (0) 0%
Question 4: Is it still the preferred site for connecting with people at UCA??	Yes (45) 72.5% No (5) 8% No answer (12) 19.3%	Yes (15) 38.4% No (5) 5.1%% No answer (22) 56.4%	Yes (28) 96.5% No (1) 3.4%%	Yes (1) 20% No (2) 40% (prefer Instagram) No answer (2) 40%	Yes (25) 83% No (4) 13% (prefer Instagram) No answer (1) 3%	Yes (2) 13.3% No (0) 0% No answer (13) 0%	Yes (3) 100% No (0) 0% No answer (0) 0%
Question 5: How often do you use UCA's mobile app for the following:							
Email	Never (20) 32.2% Occasionally (18) 29% Regularly (12) 19.3% Always (2) 3.2%	Never (12) 30.7% Occasionally (8) 20.5% Regularly (9) 23% Always (9) 23%	Never (7) 24.1% Occasionally (10) 34.4% Regularly (7) 24.1% Always (5) 23%	Never (1) 20% Occasionally (2) 40% Regularly (0) 0% Always (0) 0%	Never (7) 23.3% Occasionally (6) 20% Regularly (13) 43.30% Always (4) 13.3%	Never (3) 20% Occasionally (3) 20% Regularly (6) 40% Always (2) 13.3%	Never (3) 100% Occasionally (0) 0% Regularly (0) 0% Always (0) 0%
My UCA announcments	Never (26) 41.9% Occasionally (15) 24.1% Regularly (18) 29% Always (3) 4.8%	Never (18) 46.1% Occasionally (8) 20.5% Regularly (10) 25.6% Always (3) 7.6%	Never (6) 20.6% Occasionally (2) 6.8% Regularly (11) 37.9% Always (9) 31%	Never (1) 20% Occasionally (0) 0% Regularly (2) 40% Always (1) 20%	Never (8) 26.6% Occasionally (8) 26.6% Regularly (13) 43.3% Always (2) 6.6%	Never (2) 13.3% Occasionally (4) 26.6% Regularly (4) 26.6% Always (4) 26.6%	Never (1) 33.3% Occasionally (2) 66.6% Regularly (0) 0% Always (0) 0%
Other UCA News/Events	Never (39) 62.9% Occasionally (24) 38.7% Regularly (4) 6.4% Always (0) 0%	Never (21) 53.8% Occasionally (12) 30.7% Regularly (5) 12.8% Always (1) 2.5%	Never (11) 37.9% Occasionally (8) 27.5% Regularly (8) 27.5% Always (1) 3.4%	Never (4) 80% Occasionally (0) 0% Regularly (0) 0% Always (0) 0%	Never (12) 40% Occasionally (12) 40% Regularly (6) 20% Always (0) 0%	Never (4) 26.6% Occasionally (7) 46.6% Regularly (3) 20% Always (0) 0%	Never (3) 100% Occasionally (0) 0% Regularly (0) 0% Always (0) 0%
Question 6: To what degree are SNS used on your course to present coursework and receiev feedback?							
Facebook	Never (47) 75.8% Occasionally (6) 9.6% Regularly (3) 4.8% Always (0). 0%	Never (13) 33.3% Occasionally (10) 25.6% Regularly (9) 23% Always (5) 12.8%	Never (22) 75.8% Occasionally (4) 13.7% Regularly (1) 3.4% Always (1) 3.4%	Never (4) 80% Occasionally (0) 0% Regularly (0) 0% Always (0) 0%	Never (19) 63.3% Occasionally (9) 30% Regularly (1) 3.3% Always (1) 3.3%	Never (0) 0% Occasionally (8) 53.3% Regularly (4) 26.6% Always (3) 20%	Never (3) 100% Occasionally (0) 0% Regularly (0) 0% Always (0) 0%
Instagram	Never (35) 54.4% Occasionally (16) 25.8% Regularly (1) 1.6% Always (1) 1.6%	Never (14) 35.8% Occasionally (10) 25.6% Regularly (10) 25.6% Always (3) 7.6%	Never (16) 55.1% Occasionally (8) 27.5% Regularly (1) 3.4% Always (2) 6.8%	Never (3) 60% Occasionally (1) 20% Regularly (0) 0% Always (0) 0%	Never (6) 20% Occasionally (11) 36.6% Regularly (12) 40% Always (1) 3.3%	Never (7) 46.6% Occasionally (3) 20% Regularly (5) 33.3% Always (0) 0%	Never (0) 0% Occasionally (3) 100% Regularly (0) 0% Always (0) 0%
Twitter	Never (50) 80.6% Occasionally (1) 1.6% Regularly (0) 0% Always (0) 0%	Never (20) 51.2% Occasionally (12) 30.7% Regularly (5) 12.8% Always (1) 2.5%	Never (23) 79.3% Occasionally (0) 0% Regularly (3) 10.3% Always (0) 0%	Never (4) 80% Occasionally (0) 0% Regularly (0) 0% Always (0) 0%	Never (20) 66.6% Occasionally (7) 23.3% Regularly (2) 6.6% Always (1) 3.3%	Never (8) 53.3% Occasionally (6) 40% Regularly (1) 6.6% Always (0) 0%	Never (3) 100% Occasionally (0) 0% Regularly (0) 0% Always (0) 0%
WhatsApp	Never (41) 66.1% Occasionally (17) 27.4% Regularly (0) 0% Always (1) 1.6%	Never (26) 66.6% Occasionally (6) 15.4% Regularly (2) 5.1% Always (3) 7.6%	Never (21) 72.4% Occasionally (3) 10.3% Regularly (2) 6.8% Always (1) 3.4%	Never (4) 80% Occasionally (0) 0% Regularly (0) 0% Always (0) 0%	Never (29) 96.6% Occasionally (0) 0% Regularly (1) 3.3% Always (0) 0%	Never (10) 66.6% Occasionally (4) 26.6% Regularly (0) 0% Always (1) 6.6%	Never (3) 100% Occasionally (0) 0% Regularly (0) 0% Always (0) 0%
Skype	Never (57) 91.9% Occasionally (0) Regularly (0) Always (0)	Never (33) 84.6% Occasionally (4) 10.2% Regularly (0) 0% Always (0) 0%	Never (24) 82.7% Occasionally (0) 0% Regularly (3) 10.3% Always (0) 0%	Never (4) 80% Occasionally (0) 0% Regularly (0) 0% Always (0) 0%	Never (27) 90% Occasionally (2) 6.6% Regularly (1) 3.3% Always (0) 0%	Never (12) 80% Occasionally (2) 13.3% Regularly (1) 6.6% Always (0) 0%	Never (3) 100% Occasionally (0) 0% Regularly (0) 0% Always (0) 0%
WordPress	Never (61) 98.3% Occasionally (0) Regularly (0) Always (0)	Never (37) 94.8% Occasionally (0) 0% Regularly (0) 2.5% Always (0) 0%	Never (24) 82.7% Occasionally (0) 0% Regularly (3) 10.3% Always (0) 0%	Never (4) 80% Occasionally (0) 0% Regularly (0) 0% Always (0) 0%	Never (28) 93.3% Occasionally (0) 0% Regularly (2) 6.6% Always (0) 0%	Never (5) 33.3% Occasionally (7) 46.6% Regularly (1) 6.6% Always (2) 13.3%	Never (3) 100% Occasionally (0) 0% Regularly (0) 0% Always (0) 0%
Question 7: How often do you use the following services to communicate with students/academic staff regarding course information							
UCA Email	Never (12) 19.3% Occasionally (30) 48.3% Regularly (14) 22.5% Always (4) 6.4%	Never (1) 2.5% Occasionally (8) 20.5% Regularly (9) 23% Always (20) 51.2%	Never (1) 3.4% Occasionally (10) 34.4% Regularly (9) 31% Always (9) 31%	Never (0) 0% Occasionally (1) 20% Regularly (1) 20% Always (2) 40%	Never (0) 0% Occasionally (6) 20% Regularly (18) 60% Always (6) 20%	Never (0) 0% Occasionally (2) 13.3% Regularly (8) 53.3% Always (5) 33.3%	Never (3) 100% Occasionally (0) 0% Regularly (0) 0% Always (0) 0%
Facebook	Never (43) 69.3% Occasionally (11) 17.7% Regularly (3) 4.8% Always (0)	Never (15) 38.4% Occasionally (12) 30.7% Regularly (7) 17.9% Always (5) 12.8%	Never (16) 55.1% Occasionally (7) 24.1% Regularly (5) 17.2% Always (2) 6.8%	Never (3) 60% Occasionally (0) 0% Regularly (1) 20% Always (0) 0%	Never (11) 36.6% Occasionally (7) 23.3% Regularly (9) 30% Always (3) 10%	Never (0) 0% Occasionally (4)26.6 % Regularly (8) 53.3% Always (5) 33.3%	Never (2) 66.6% Occasionally (1) 33.3% Regularly (0) 0% Always (0) 0%
Instagram	Never (58) 93.5% Occasionally (10) 16.1% Regularly (6) 9.6% Always (1) 1.6%	Never (23) 58.9% Occasionally (11) 28.2% Regularly (1) 2.5% Always (3) 7.6%	Never (17) 58.6% Occasionally (10) 34.4% Regularly (1) 3.4% Always (0) 0%	Never (3) 60% Occasionally (1) 20% Regularly (0) 0% Always (0) 0%	Never (20) 66.6% Occasionally (6) 20% Regularly (3) 10% Always (1) 3.3%	Never (0) 0% Occasionally (6)40 % Regularly (3) 20% Always (1) 6.6%	Never (3) 100% Occasionally (0) 0% Regularly (0) 0% Always (0) 0%
Twitter	Never (58) 93.5% Occasionally (1) 1.6% Regularly (0) Always (0)	Never (21) 53.8% Occasionally (15) 38.4% Regularly (0) 0% Always (1) 2.5%	Never (22) 75.8% Occasionally (5) 17.2% Regularly (0) 0% Always (0) 0%	Never (4) 80% Occasionally (0) 0% Regularly (0) 0% Always (0) 0%	Never (30) 100% Occasionally (0) 0% Regularly (0) 0% Always (0) 0%	Never (10) 66.6% Occasionally (4) 26.6% Regularly (0) 0% Always (0) 0%	Never (3) 100% Occasionally (0) 0% Regularly (0) 0% Always (0) 0%
WhatsApp	Never (51) 82.2% Occasionally (9) 14.5% Regularly (2) 3.2% Always (1) 1.6%	Never (22) 56.4% Occasionally (3) 7.6% Regularly (5) 12.8% Always (7) 17.9%	Never (13) 44.8% Occasionally (8) 27.8% Regularly (4) 13.7% Always (4) 13.7%	Never (4) 80% Occasionally (0) 0% Regularly (0) 0% Always (0) 0%	Never (25) 83.3% Occasionally (4) 13.3% Regularly (1) 3.3% Always (0) 0%	Never (7) 46.6% Occasionally (8) 53.3% Regularly (0) 0% Always (0) 0%	Never (3) 100% Occasionally (0) 0% Regularly (0) 0% Always (0) 0%
Skype	Never (61) 98.3% Occasionally (1) 1.6% Regularly (0) Always (0)	Never (30) 76.9% Occasionally (20) 51.2% Regularly (0) 0% Always (1) 2.5%	Never (27) 93.1% Occasionally (2) 6.8% Regularly (0) 0% Always (0) 0%	Never (4) 80% Occasionally (0) 0% Regularly (0) 0% Always (0) 0%	Never (30) 100% Occasionally (0) 0% Regularly (0) 0% Always (0) 0%	Never (12) 80% Occasionally (2) 13.3% Regularly (1) 6.6% Always (0) 0%	Never (3) 100% Occasionally (0) 0% Regularly (0) 0% Always (0) 0%

Question 8: To what degree do you agree with the following statements?								
I find My UCA an effective tool for finding out about corse content	Strongly agree (9) 14.5% Agree (51) 82.2% Disagree (2) 3.2% Stongly disagree (0)	Strongly agree (18) 48.7% Agree (20) 51.2% Disagree (1) 2.5% Stongly disagree (0)	Strongly agree (13) 44.8% Agree (16) 55.1% Disagree (0) 0% Stongly disagree (0) 0%	Strongly agree (1) 20% Agree (2) 40% Disagree (1) 20% Stongly disagree (0) 0%	Strongly agree (12) 40% Agree (17) 56.6% Disagree (1) 3.3% Stongly disagree (0) 0%	Strongly agree (4) 26.6% Agree (10) 66.6% Disagree (1) 6.6% Stongly disagree (0) 0%	Strongly agree (2) 66.6% Agree (1) 33.3% Disagree (0) 0% Stongly disagree (0) 0%	
I find MY UCA an effective tool for finding out about social events/activities	Strongly agree (0) Agree (20) 32.2% Disagree (38) 61.2% Stongly disagree (3) 4.8%	Strongly agree (1) 2.5% Agree (18) 46.1% Disagree (15) 38.4% Stongly disagree (4) 10.2%	Strongly agree (4) 13.7% Agree (12) 41.3% Disagree (11) 37.9% Stongly disagree (2) 6.8%	Strongly agree (0) 0% Agree (1) 20% Disagree (0) 0% Stongly disagree (3) 60%	Strongly agree (1) 3.3% Agree (14) 46.6% Disagree (13) 43.4% Stongly disagree (2) 6.6%	Strongly agree (2) 13.3% Agree (8) 53.3% Disagree (5) 33.3% Stongly disagree (0) 0%	Strongly agree (0) 0% Agree (0) 0% Disagree (2) 66.6% Stongly disagree (1) 33.3%	
I find the way information and instructions are worded on My UCA easy to understand	Strongly agree (2) 3.2% Agree (44) 70.9% Disagree (11) 17.7% Stongly disagree (1) 1.6%	Strongly agree (9) 23% Agree (26) 66.6% Disagree (4) 10.2% Stongly disagree (0)	Strongly agree (5) 17.2% Agree (21) 52.4% Disagree (3) 10.3% Stongly disagree (0) 0%	Strongly agree (0) 0% Agree (4) 80% Disagree (0) 00% Stongly disagree (0) 0%	Strongly agree (4) 13.3% Agree (22) 73.3% Disagree (3) 10% Stongly disagree (1) 3.3%	Strongly agree (0) 0% Agree (12) 80% Disagree (3) 20% Stongly disagree (0) 0%	Strongly agree (0) 0% Agree (3) 100% Disagree (0) 0% Stongly disagree (0) 0%	
Question 9: How often do you log-in to My UCA?	Every Day (6) 9.6% Every few days (37) 59.6% Once a week (15) 24.1% Less than once a week (6) 9.6% Never (0)	Every Day (19) 48.7% Every few days (19) 48.7% Once a week (3) 7.6% Less than once a week (3) 7.6% Never (0)	Every Day (13) 44.8% Every few days (15) 51.7% Once a week (1) 3.4% Less than once a week (0) 0% Never (0) 0%	Every Day (2) 40% Every few days (2) 40% Once a week (0) 0% Less than once a week (0) 0% Never (0) 0%	Every Day (15) 50% Every few days (14) 46.6% Once a week (1) 3.3% Less than once a week (0) 0% Never (0) 0%	Every Day (2) 13.3% Every few days (7) 46.6% Once a week (6) 40% Less than once a week (0) 0% Never (0) 0%	Every Day (0) 0% Every few days (0) 0% Once a week (1) 33.3% Less than once a week (2) 66.6% Never (0) 0%	

University
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George Charman