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Digital Literacy Knowledge and Needs for Lecturers and Students at UNIKO – Analysis of the Survey

“FAN S. NOLI” UNIVERSITY

April 04-05, 2023



Methodology



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The participants of the study

1. 29 Lecturers: The Faculty of Education and Philology/ The Faculty of Natural and Human Sciences/ The Faculty of Agriculture/ The Faculty of Economy
2. 168 students: The Faculty of Education and Philology/ The Faculty of Natural and Human Sciences/ The Faculty of Agriculture/ The Faculty of Economy

The aim of the surveys

The aim of the surveys was to better understand the level of digital literacies and specific needs of academic staff at four faculties of “Fan S. Noli” University, Korça.

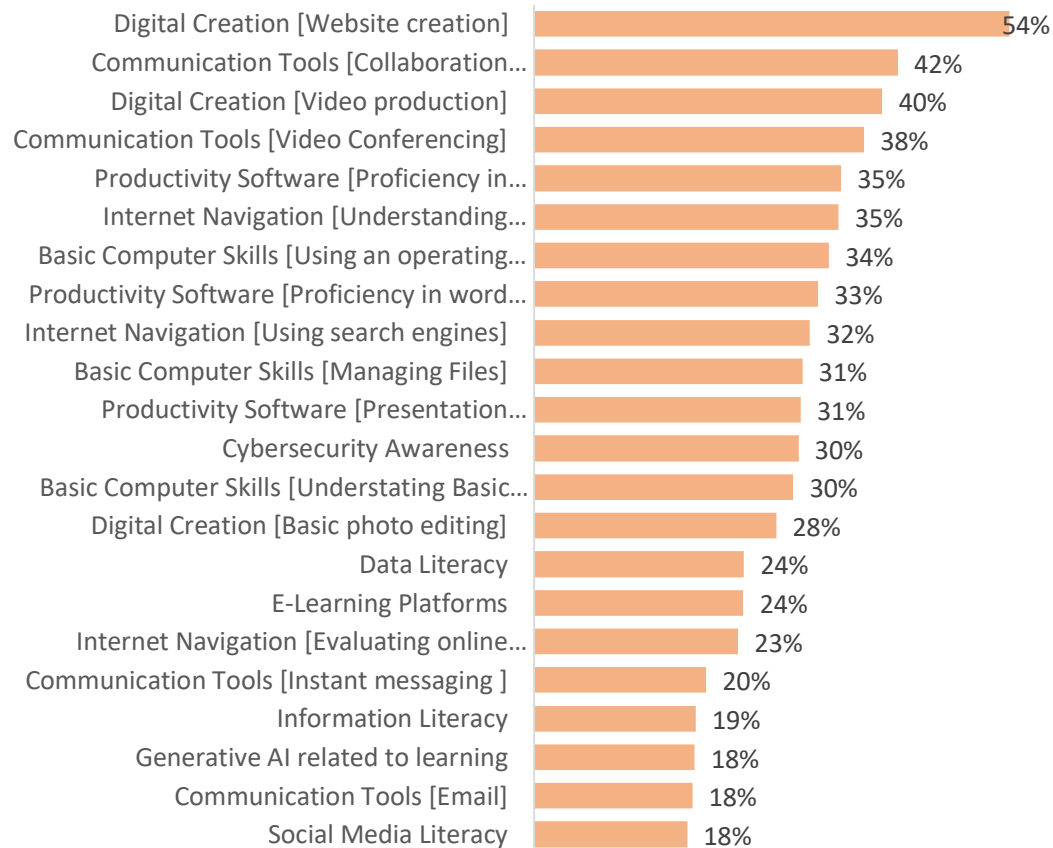
The instrument of the study

- Data Analyses is conducted using IBM SPSS. Data for students are weighted in order to be representative of the total students of the university. This was done so the contribution of male and female respondents was proportional to the real population of the total students of the university.
- Furthermore, a qualitative approach was used as well. In total 3 Focus Groups were conducted, including one focus group with students, one with lecturers and one with stakeholders. Their findings are used to confirm or not and to give reasons to the results of the quantitative research.



The results of the students' survey

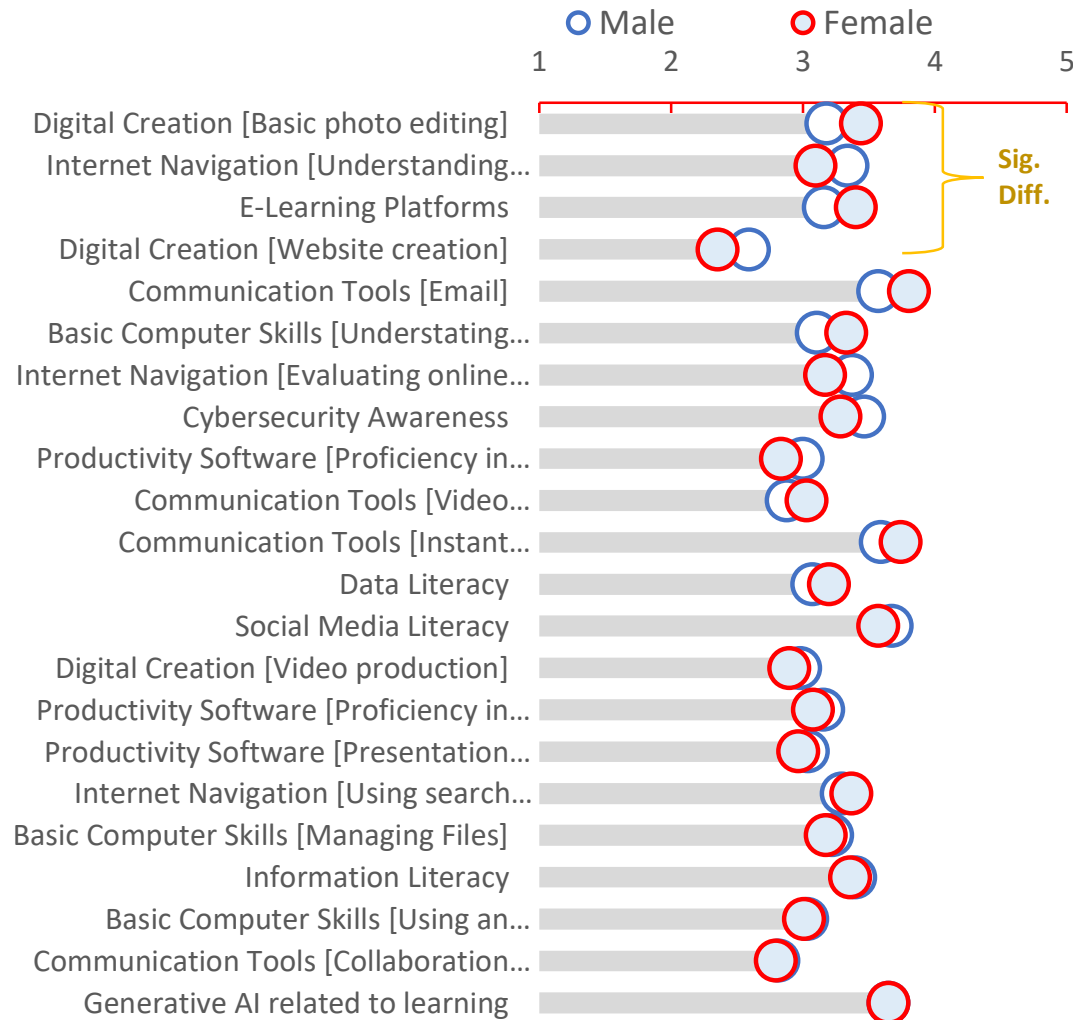
Share of students who have “no proficiency” or “limited proficiency” in Digital Literacy



- About 54% of the students declare to have “no proficiency” or “limited proficiency” in the Website Creation.
- Almost 42% of Students do not have basic Communication Skills like Collaboration Platforms.
- Also, about 40% of the respondents say that they have “no proficiency” or “limited proficiency” in Digital Creation (Video production).
- On the other hand, fewer students declare to have “no proficiency” or “limited proficiency” in Social Media Literacy (only 18%), in Communication Tools like Email (18%), in Generative AI related to learning (18%), and on Information Literacy (19%).
- Findings from the qualitative approach show that students use technological tools for their studies. The most mentioned digital tools they use are Microsoft Office, PowerPoint Presentations, Photoshop, Canva, media networking platforms, Viber, Voice Recording, Instagram, Google search engines, ChatGPT, Zoom, Google Meeting, Microsoft Teams, online dictionaries, online translations, word spelling, and some specific tools related only to their field of studies (for instance: the Nursing order Platform used by nursing students).
- As far as the educational platforms are concerned the most mentioned platforms are Microsoft Teams, Zoom, Edmodo, Google Classroom, etc.

The results of the students' survey

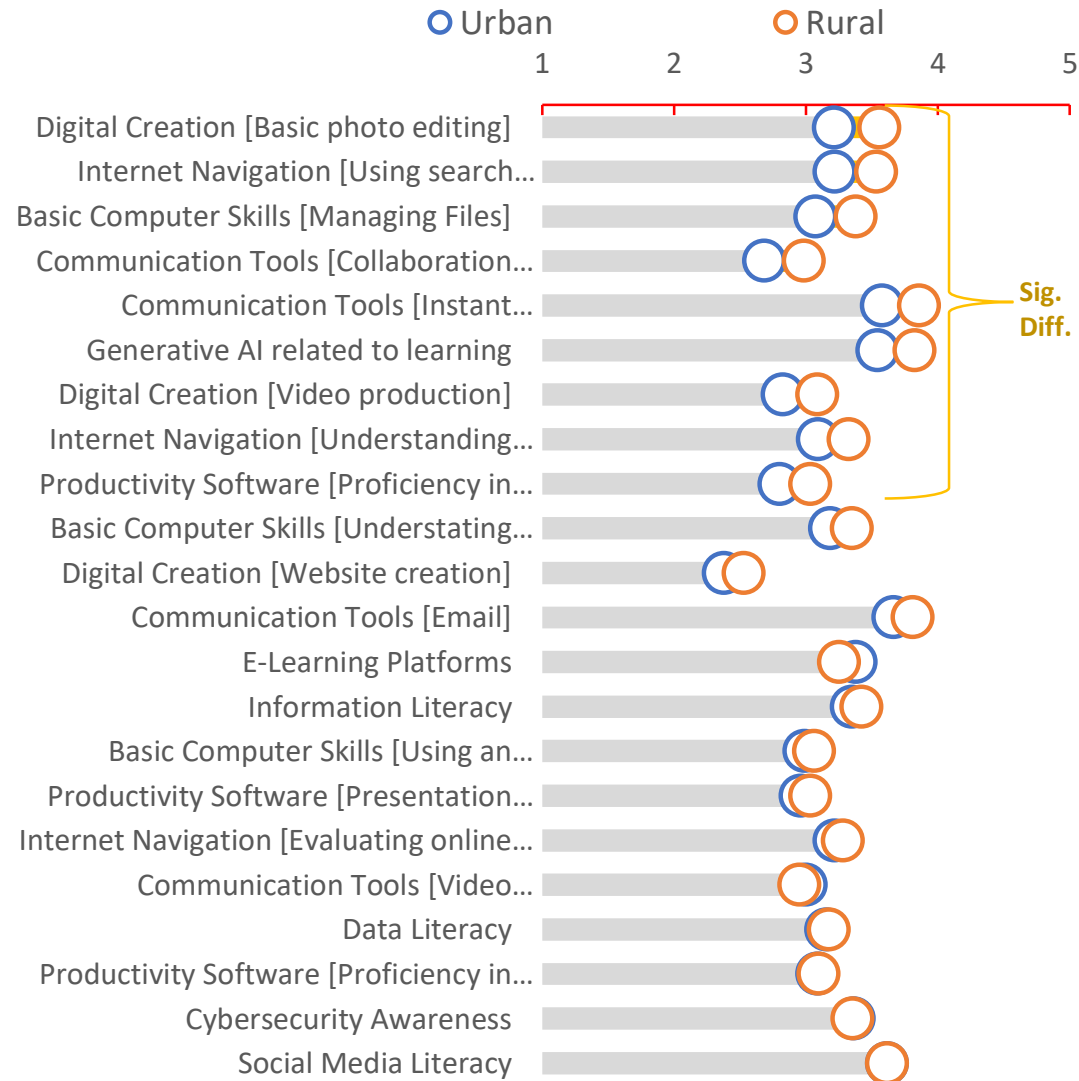
Level of knowledge on Digital Literacy by gender



- Females tend to have more knowledge of the Digital Creation like Basic Photo Editing and on E-learning platforms. On the other hand, males tend to have more knowledge of Internet Navigation (Understanding Internet safety) and Website Creation. On the other indicators, there is no significant difference between males and females.

The results of the students' survey

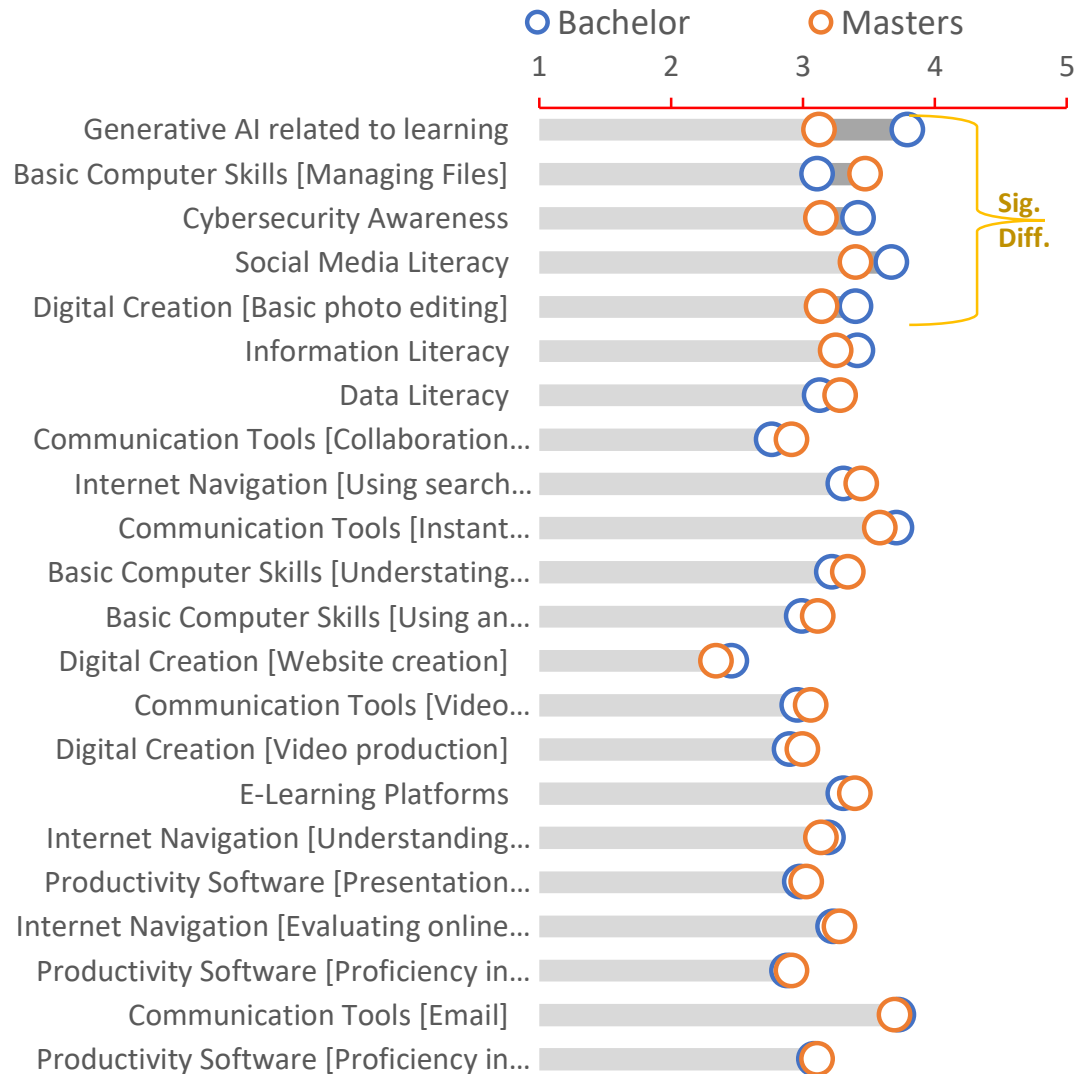
Level of knowledge on Digital Literacy by Urbanity



- Results by Urbanity show that respondents from rural areas tend to have a higher level of knowledge on almost all the indicators used to measure Digital Literacy compared to respondents from urban areas. The largest difference is shown in Digital Creation (Basic Photo Editing), where students from rural areas declare to have a higher knowledge level.

The results of the students' survey

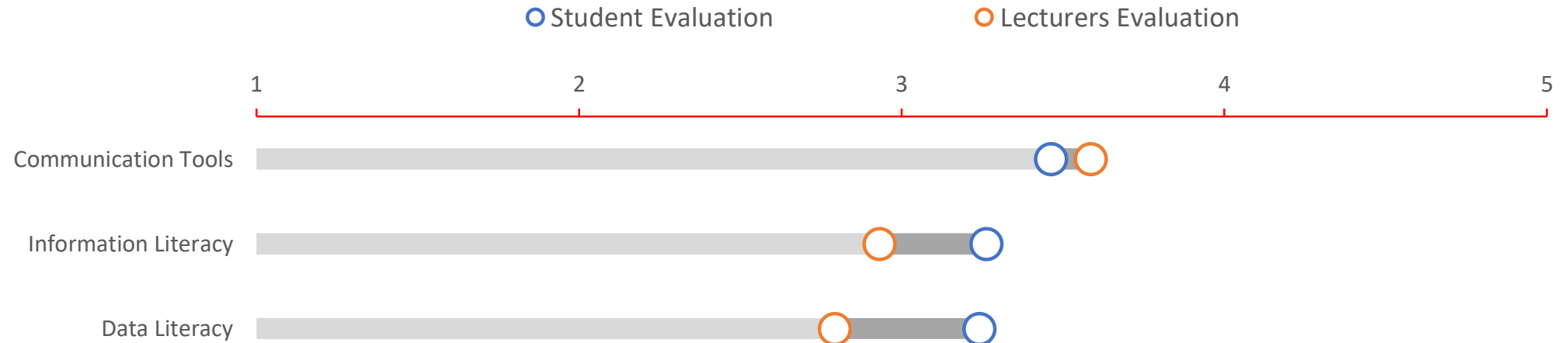
Level of knowledge on Digital Literacy by degree



- Bachelor Students declare to have a higher level of knowledge in Generative AI related to learning, Cyber Security, Social Media Literacy, and Basic Photo Editing. On the other hand, master students show a higher level of knowledge on Managing files.

The results of the students' survey

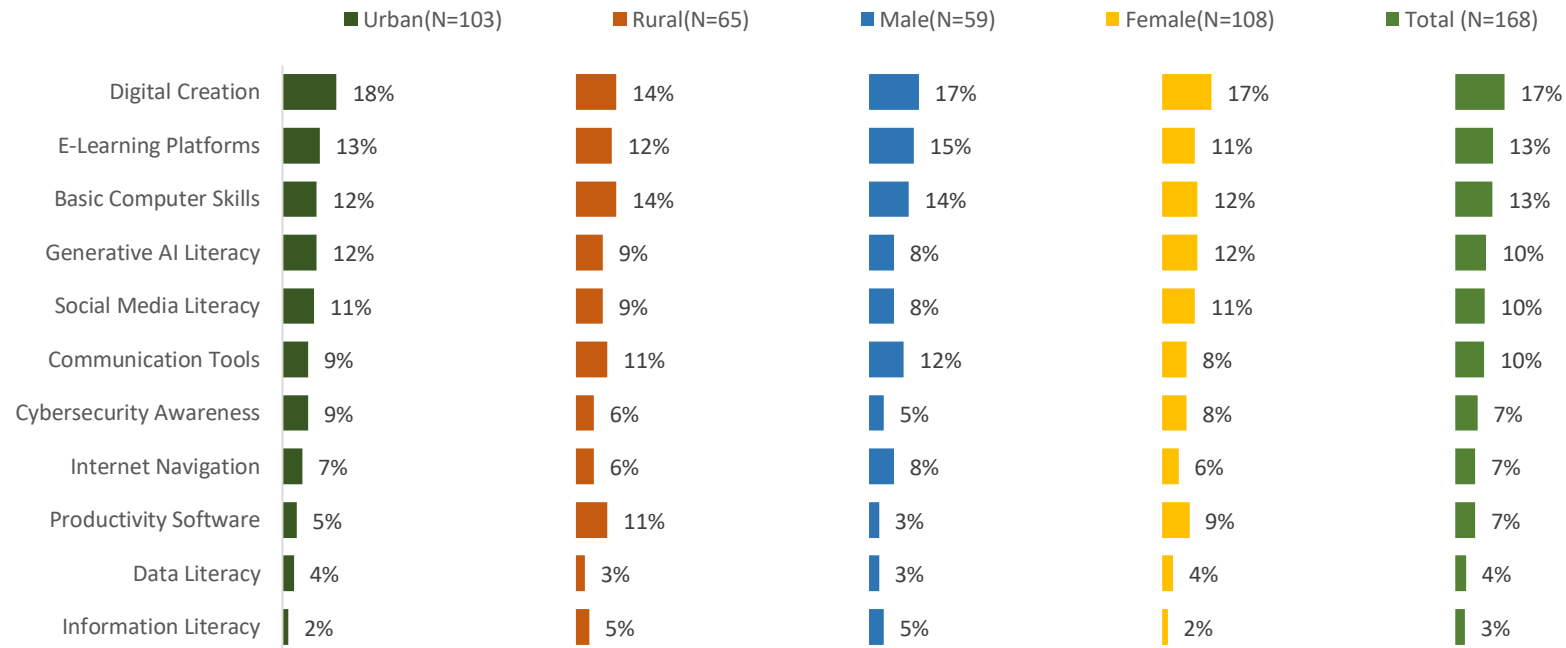
Comparison of evaluation for Student Knowledge, Students and Lecturers evaluation



- To capture different perspectives on the evaluation of knowledge in Digital Literacy, in this study we have asked 3 similar questions to lecturers for students and the opposite.
- As can be seen in the graph below, students think that lecturers have a higher level of knowledge of Information Literacy and in Data Literacy.

The results of the students' survey

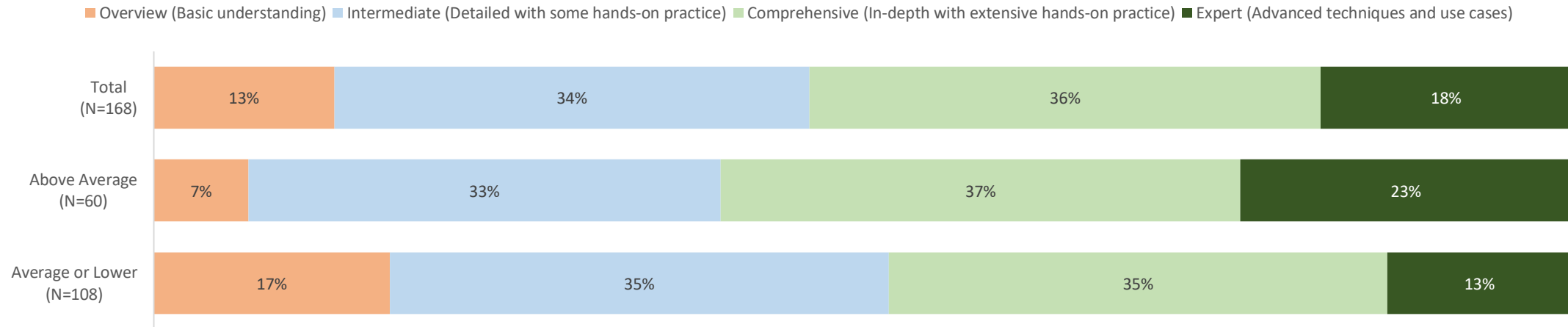
Students: Skills that students are interested in improving, by urbanity and gender



- When students were asked what specific Digital literacy they were interested in improving, 17% chose Digital Creation, 13% E-Learning platforms, and Basic Computer Skills.
- There are no significant differences between males and females, or students living in urban and rural areas.

The results of the students' survey

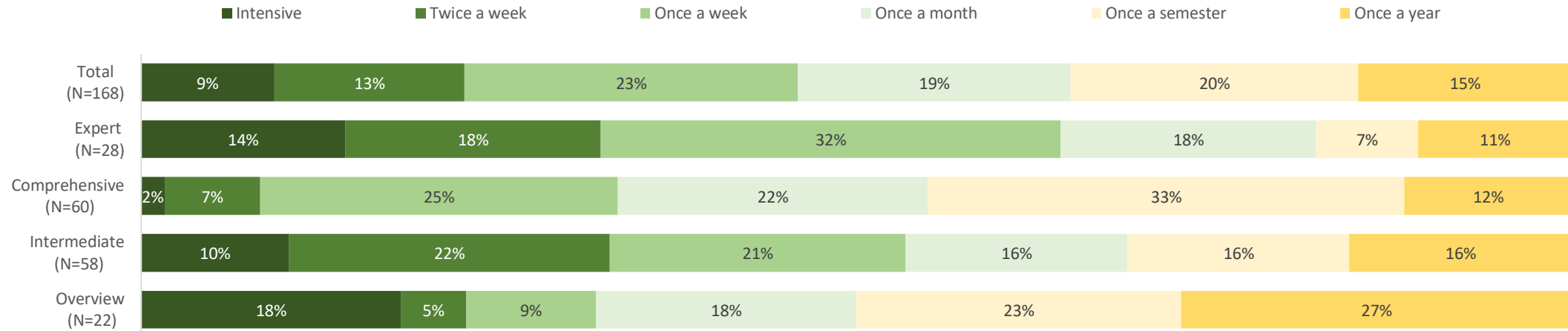
The preferred format of Digital Literacy training by the overall level of Digital Literacy Knowledge



- When asked about the preferred format of Digital Literacy training, 18%, wanted expert-level training.

The results of the students' survey

Frequency of the training sessions by desired training by students



- About 9% of the students are interested in taking an intensive course, while 13% prefer twice a week, and 23% once a week. On the other hand, 15% of the students want once a year Digital Literacy trainings.



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Recommendations

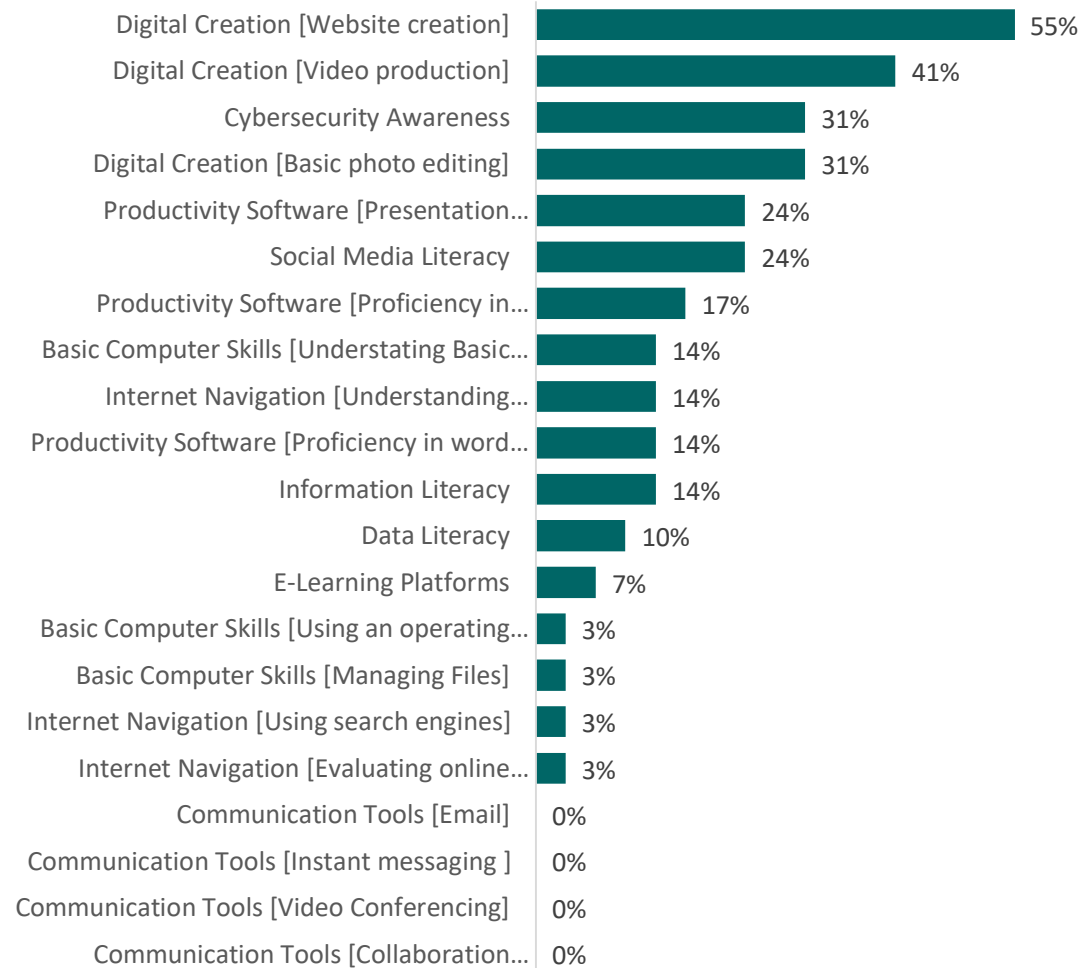
- Furthermore, findings from qualitative approach show that most of the students are interested in *Digital Literacy trainings* to all profiles and not only to those who are related to technology.
- Students ask for basic things like *using official emails instead of WhatsApp as a formal communication platform, to have internet access in all the faculties, to have a better infrastructure (more computers, projectors etc.), to have online library access.*
- University according to students should adapt the curricula for the digital future (to integrate digital tools, AI applications and relevant technologies into the curricula.)
- Regarding the trainings, findings show that students think that university should *facilitate face-to-face trainings over online trainings and to encourage collaboration and group work.*
- Apart of good thing of technology, students are also concerned about *the misuse of AI, lack of awareness about the effective AI use, and about the impact of AI on motivation and learning.*
- For these reasons students suggest that university *should promote ethical use of AI, and do trainings to address privacy and security concerns.*



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The results of the lecturers' survey

Share of lecturers who have “no proficiency” or “limited proficiency” in Digital Literacy



- 55% of lecturers declare to have “No Proficiency” or “Limited Proficiency” in Website Creation and 41% in Video Production.
- Furthermore, more than 31% of the lecture respondents declare they have “No proficiency” or “Limited Proficiency” in Cybersecurity Awareness, and in Basic Photo editing.

The results of the lecturers' survey

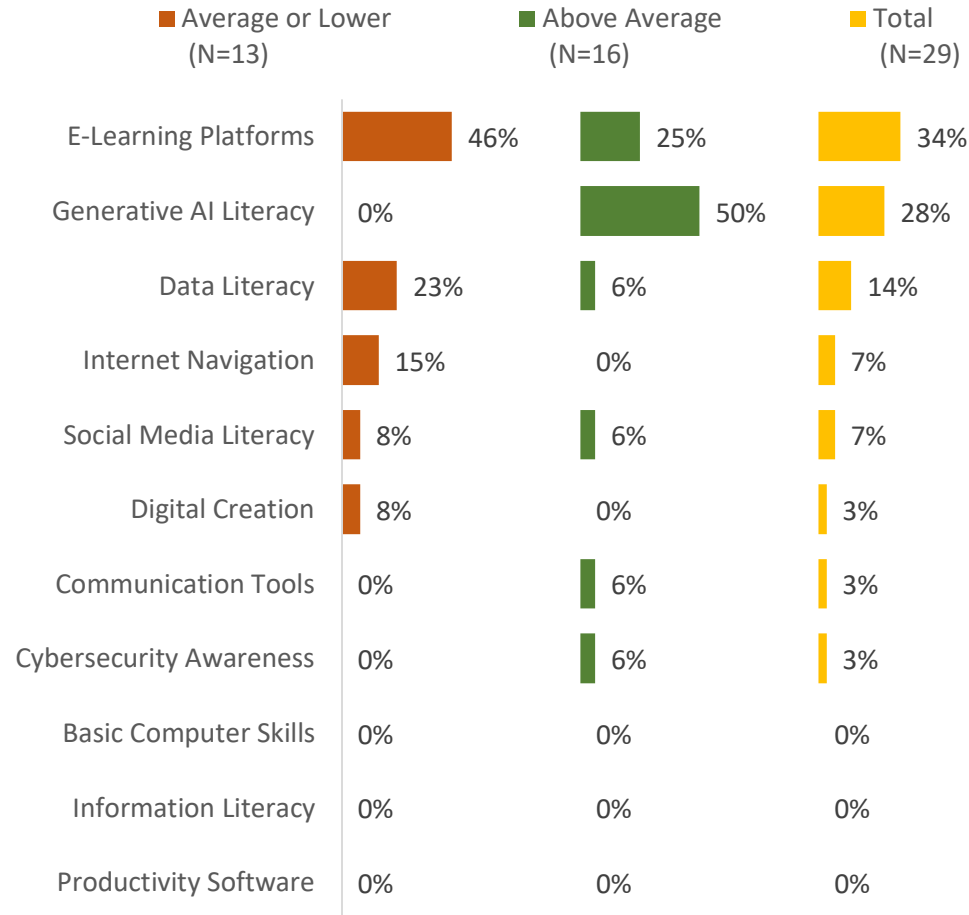
Participation in training in last years



- More than half of the Lectures (52%) at the University “Fan S. Noli” have participated in training related to digital literacies in the past years.

The results of the lecturers' survey

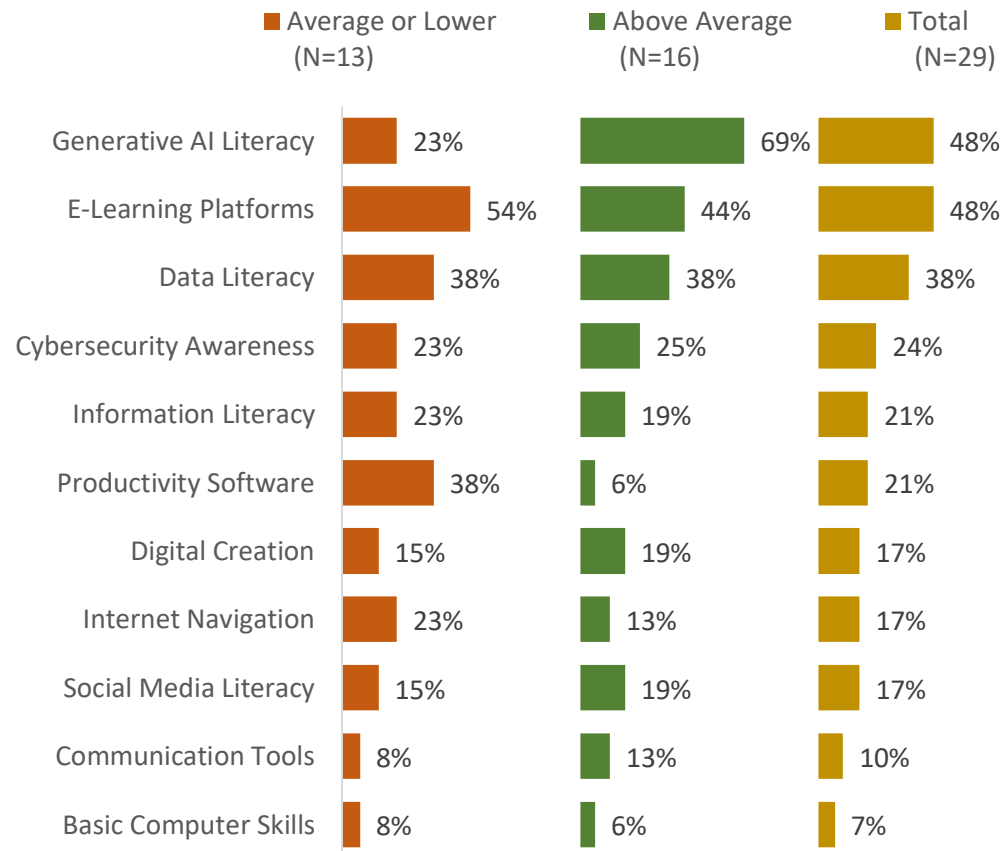
Digital Literacy skills that lecturers want to improve the most by the Digital Literacy Knowledge level



- When respondents had to choose the one most important skill they want to improve, 34% chose E-Learning Platforms.
- Results show that the second Digital Literacy lecturers are most interested in improving Generative AI Proficiency (28%).

The results of the lecturers' survey

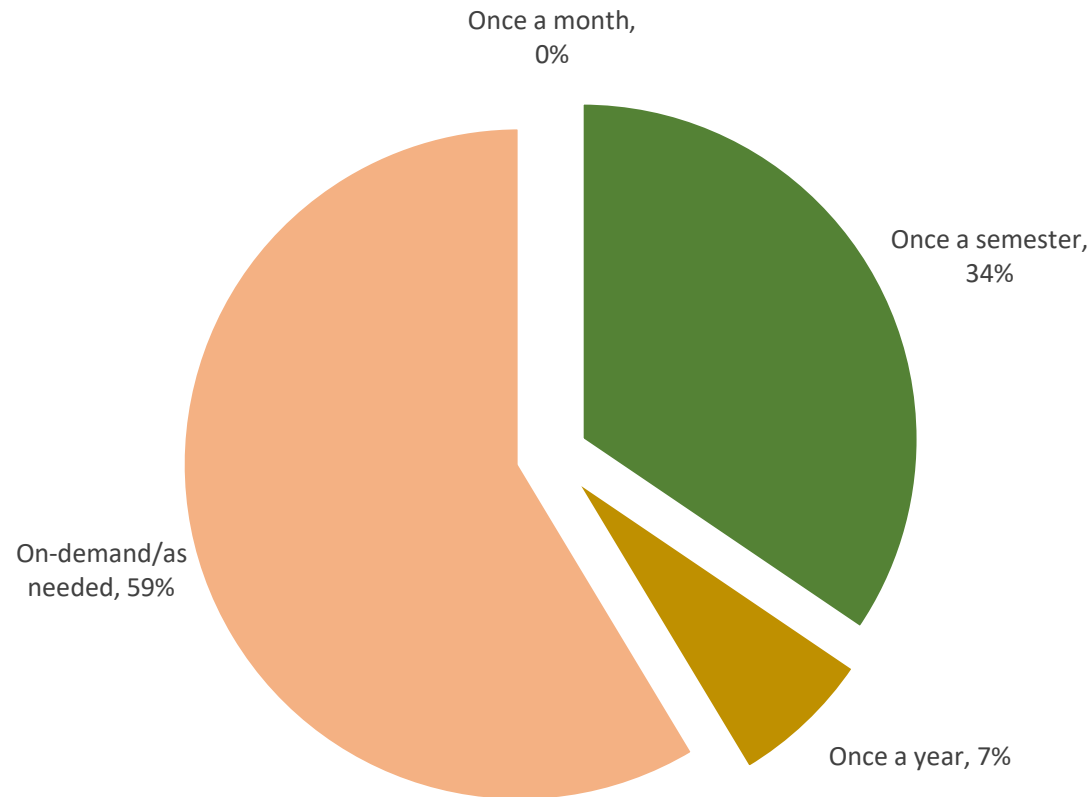
Digital Literacy skills that lecturers want to improve by Digital Literacy Knowledge level



- Another question in the survey is about what respondents are interested in improving but they can choose more than one answer and not only the one they are most interested in.
- Almost half of the respondents are interested in improving their skills in Generative AI Literacy (48% overall).
- E-Learning Platforms (48% overall).
- Only 6% of lecturers are interested in improving Productivity Software.

The results of the lecturers' survey

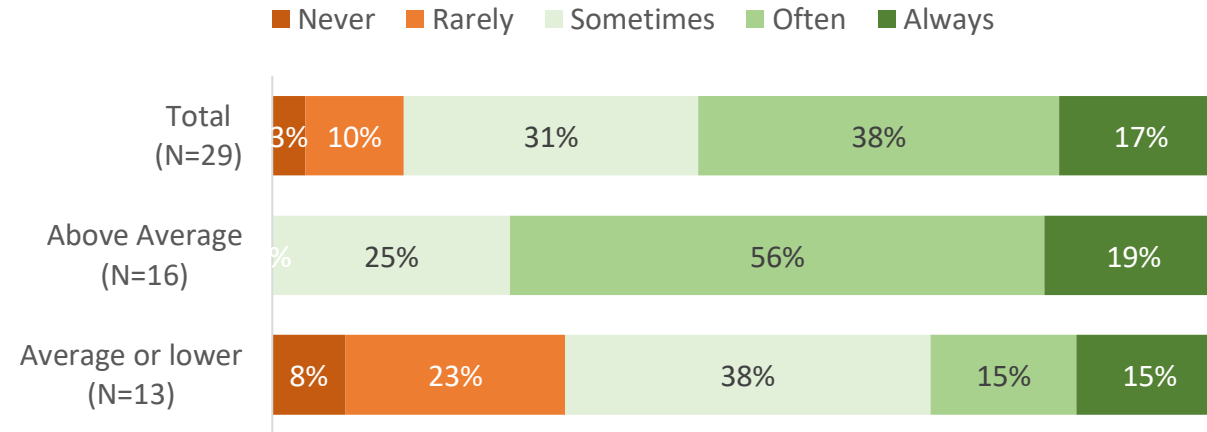
Frequency of desired training



- 59% of the lecturers at the Fan S. Noli University declare that they would like to receive Digital Literacy training “On-demand/As needed”. One-third of the respondents say they want those kinds of trainings once a semester (34%).

The results of the lecturers' survey

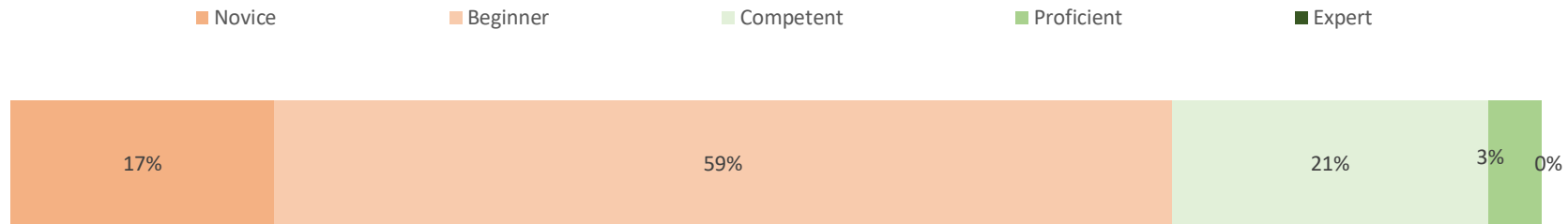
Frequency of desired training by overall Digital Literacy Knowledge level



- When Lecturers were asked how often they use digital tools in their teaching, 17% declared to always use them (19% of those with a higher level of knowledge on Digital Literacy compared to only 15% of others).

The results of the lecturers' survey

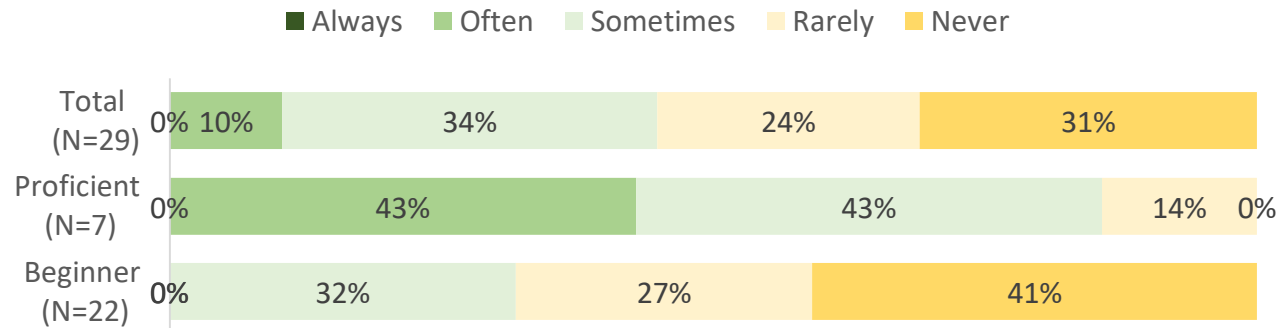
Usage of AI and machine learning tools



- Results show that in using AI and machine learning tools, only 3% of lecturers consider themselves as “Proficient”, and 21% as “Competent”. On the other hand, 76% consider them self as “Beginner” or “Novice”

The results of the lecturers' survey

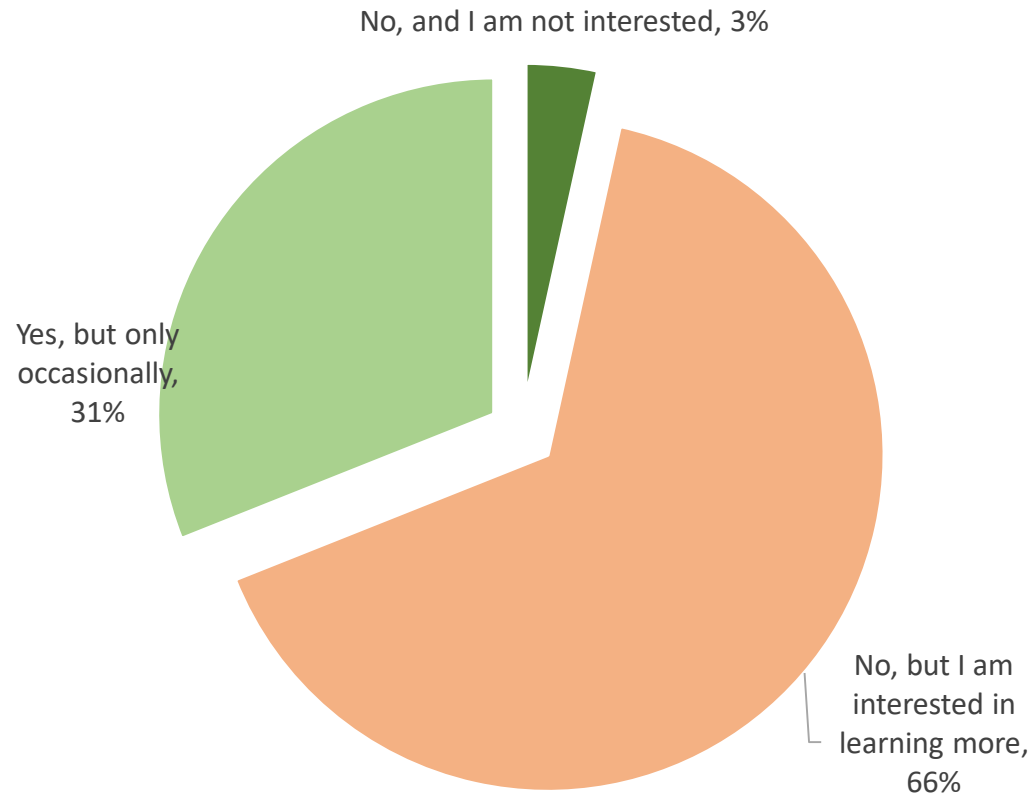
Usage of AI or learning machines by knowledge level of them



- Only 10% of the lecturers who consider themselves proficient (Competent, Proficient, or Expert) in AI and machine learning tools always utilize them. On the other hand, 31% “never” or “rarely” utilize them in their research activities.

The results of the lecturers' survey

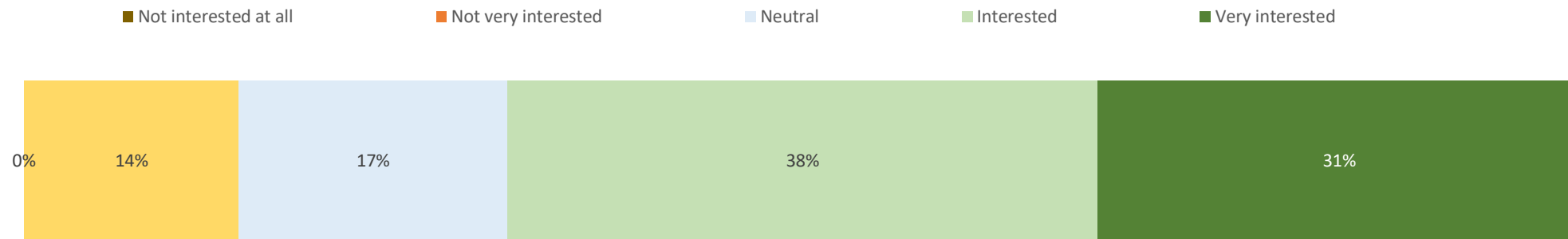
Usage of AI-based tools for personalizing learning or student engagement



- Only 31% of the lectures have occasionally used AI-based tools for personalizing learning or student engagement.
- About 66% of the lecturers declare that they have not used AI-based tools for personalizing Learning or Student engagement, but they are interested in learning more.

The results of the lecturers' survey

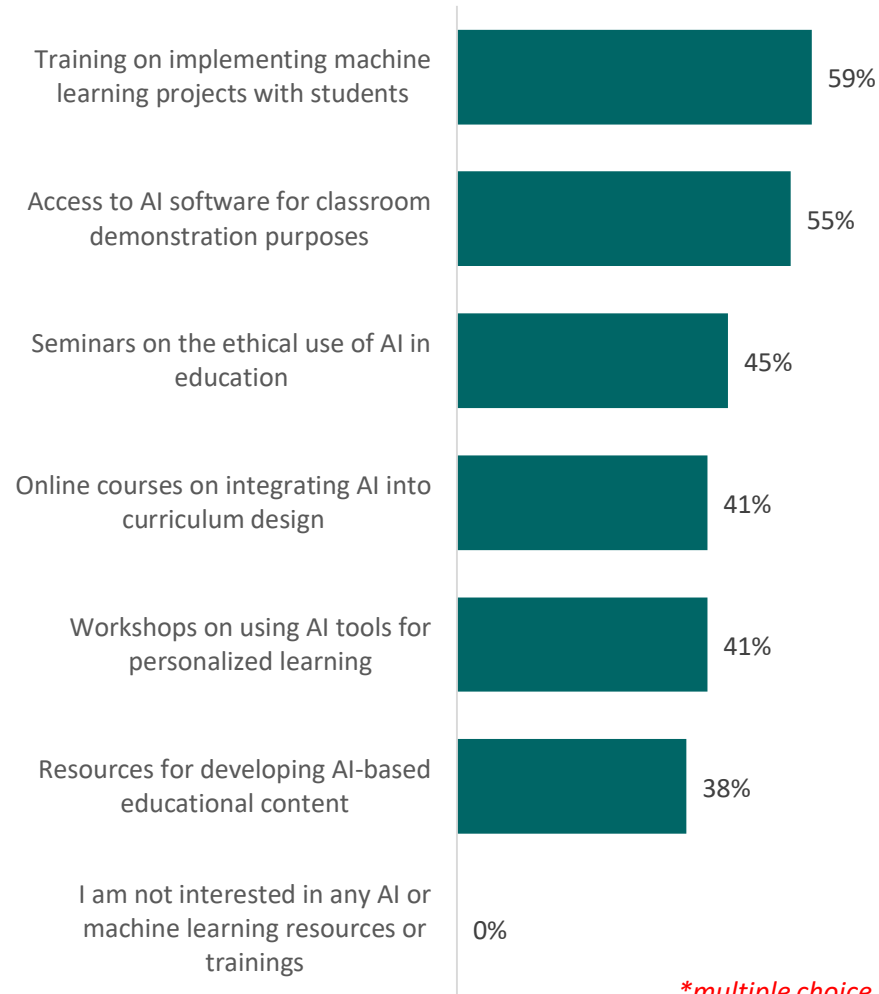
Level of interest in incorporating AI/machine learning into their curriculum



- When Lectures are asked how interested they are in incorporating AI/machine learning into their curriculum, 31% are “very interested”, and 38% are “interested”.

The results of the lecturers' survey

Desired resources or training that lecturers are interested in having access to improve their **teaching**

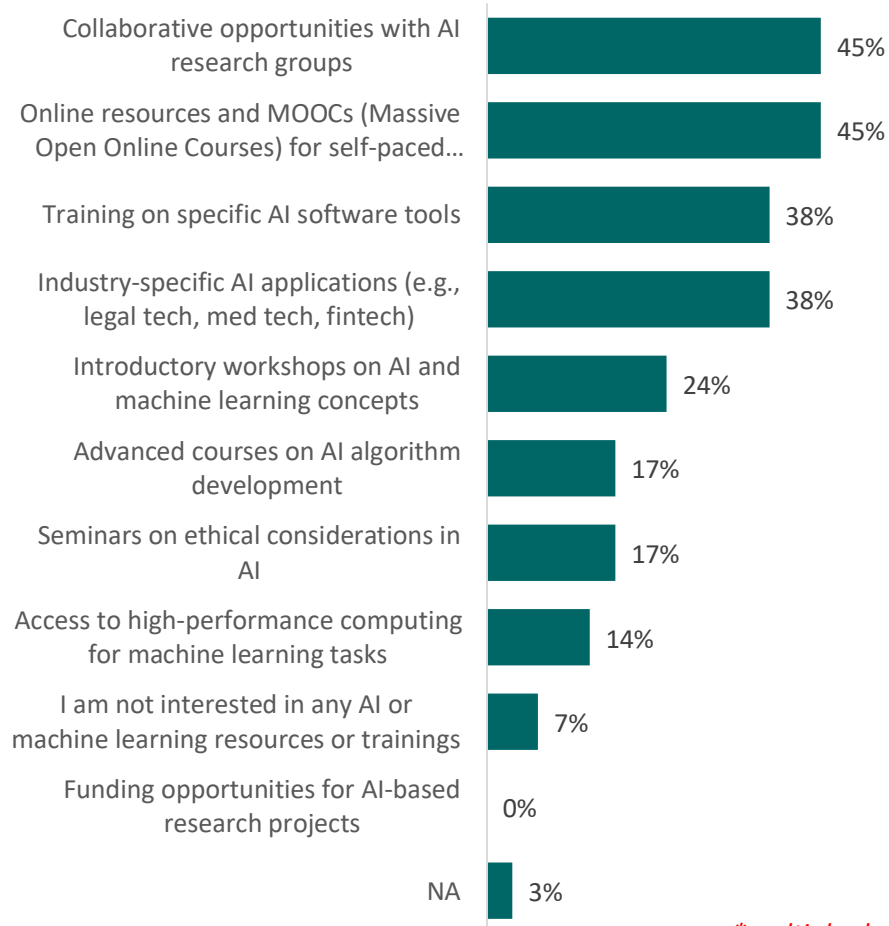


**multiple choice*

- About 59% of the lecturers wish to have **trainings on implementing machine learning projects with students**, so they can improve their teaching.
- Also, 55% of them want to have access to AI software for **classroom demonstration purposes**.
- 45% want to have **Seminars** on the ethical use of AI in education and the same percentage want to have **Workshops** on using AI tools for personalized learning.

The results of the lecturers' survey

Desired resources or training that lecturers are interested in having access to improve their **research**



**multiple choice*

- About 45% of the lecturers are interested in Collaborative opportunities with AI research groups, and on Online resources and MOOSs, so they can improve their research.
- About 38% of the respondents are interested in training on specific AI software tools and in industry-specific AI applications.
- On the other hand, only 7% of the respondents are not interested in any AI or machine learning resources or training to help them improve their research.

Recommendations

- Lecturers of the Fan S. Noli University recommend that they need:
 - Financial Support (if they have financial support, they can buy applications license and use them during the teaching).
 - Improved infrastructure (new computers,).
 - Appropriate online platforms for different fields of study.
 - Full access on online libraries.
 - Training about Digital Literacy.



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Recommendations of the stakeholders' focus group

- a strong university-business collaboration (they propose to create a university website where to connect students with their job opportunities).
- a communication platform which will serve as a communication bridge between university, business and other institutions.
- audiobooks for education and proportion of podcasts
- Exploration of funding opportunities such as Horizon Europe to support the development and implementation of collaborative projects.
- The need to recognize the challenges faced by students from rural areas, so the digital platforms (that will be in the future) will provide equal opportunities for students regardless their geographic location.



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<http://unkorce.edu.al/u2sid-university-to-society-collaborations-for-inclusive-digital-transformation-in-the-western-balkansu2sid/>

THANK YOU FOR THE ATTENTION!

UNIKO TEAM

