Study on the use of electronic submission in UK Further and Higher Education

Report by Loughborough University: Learning and Teaching Development
For
JISC

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Contents

Executive summary

The survey showed throughout, a higher rate of activity in HE than FE, probably reflecting disparate resourcing levels. The main drivers to electronic submission (ES) were distance learning, staff convenience and the development of student key IT skills.

Comparison of levels of deployment within an institution shows a strong trend to lead from the bottom up rather than top down. Virtual Learning Environment (VLE) issues were not initially strong drivers of ES but there were signs that the availability of VLEs was beginning to force a trend to greater use. E-mail was the dominant facility used for the implementation of ES with those using a VLE having made the progression from e-mail. There was a small group of users who used facilities developed in house and some users who had access to more than one VLE facility, usually Blackboard and WebCT.

Demand for ES was mainly influenced by academic staff receptivity to using Information technology (IT) in learning and teaching which made staff development an important issue. Students clearly liked ES where they had experience of it showing that ES development was influenced by both staff and students.

Key issues seemed to be administration and change management issues including staff development to encourage staff who were reluctant to change. Although plagiarism was a recognised issue, only one respondent (an Open University course of 11,000 students) used an electronic detection tool. Most staff were taking personal action to avoid or detect plagiarism, although interest was shown in electronic plagiarism detection when it was mentioned in the interviews.

IT issues included file readability and compatibility and accessibility to technology. Resourcing issues relating to increased time and expense were also mentioned.

There was a great variety in type of submission types showing specifically developments in visually based assignments, presentations and also objective testing.

Recommendations include ensuring that marketing and practical information is targeted at the individual level rather than senior management level. Staff development should be targeted across a department rather than offered on a voluntary basis in order to avoid widening the IT skills gap of academic staff non users and users of IT. Staff development should focus on encouraging staff to use ES to develop new ways of assessing and marking assignments as well as the development of basic IT skills.

1 Introduction

1.1 Aims

This survey aims to identify the current levels of use and key issues of electronic submission (ES) in UK HE and FE, in order to assist the development of electronic plagiarism detection service.

The definition of ES is any student work submitted by e-mail or the www.

1.2 Objectives

To identify:

- Current plans for the future
- Levels of activity and demand
- Facilities used for electronic submission
- Types of submission
- Major issues affecting ES.

1.3 Methodology

In order to respond to a short time scale, the methodology deployed was:

- To put out an electronic questionnaire ***(See Appendix 1)*** to various interest groups ***(See Appendix 2)***
- To select from the responses a sample of FE and HE involved at each level of activity and to investigate issues in more depth by telephone interviews.

1.4 Response rate

The questionnaire was posted for 1.5 weeks. 247 responses were received. Additionally, the course leader of T171, the only Open University course to implement ES fully and with a total student population of 11,000 was also contacted, making 248 respondents in total. Analysis of the responses shows:

Responses to questionnaire	
HE	147
FE	80
Other	21
TOTAL	**248**

When multiple responses were received from one institution, to ensure that the figures were not distorted, only their differences were included eg different systems used at a department level. 17 respondents were subsequently interviewed by telephone to explore the issues. Interviewees were selected by level of deployment ranging from personal initiative through to institutional strategy, and type of institution (responses falling into the 'Others' category were not interviewed as these were where submissions were left without contact details or in a minority of cases from staff overseas).

Telephone Interviews Conducted			
Level of deployment	**HE Interviews**	**FE Interviews**	**Total Responses**
Institution	1	1	23 (10 HE 7 FE)
Faculty	2		2 (2 HE 0 FE)
Department	3	2	34 (21 HE 13 FE)
Implemented for own use	4	2	98 (64 HE 26 FE)
Do not use ES	1	1	89 (49 HE 34 FE)
TOTAL	**11**	**6**	

2 Current Use of ES

2.1 Overview by FE and HE:

How well used was electronic submission?	Total	HE	FE	Other
Not at all	52	29	19	4
Rarely	140	84	47	9
Quite well used	43	28	13	2
Extensively	12	6	1	5
Total	***247**	**147**	**80**	**20**
* one respondent did not complete all sections				

There was a consistently higher rate of activity in HE than FE and part of the reason for this must be the differences in resourcing levels for IT that were revealed.

The main drivers to implementing ES were:

- Distance learning courses, including internet and e-learning programmes which could not operate without ES
- Staff convenience
- The development of key student IT skills

The level of deployment compared to the level of use shows a trend, echoed by the Open University (OU), to lead from the 'individual' level or 'bottom up' to Departments and Faculty. For example, the OU Course T171 set a trend, which is being actively encouraged but without any related change in central policy.

Level of deployment	HE	FE	Other	Total
Institution	10	7	6	23
Faculty	2	0	0	2
Department	22	13	0	35
Implemented for own use	65	26	8	98
Do not use ES	49	34	6	89
Total	**148**	**80**	**20**	**248**

The influence of the VLE on use was noticeable. For example, in one (HE) institution there was a trend towards greater use of the VLE as more staff became involved. Both non ES users interviewed were in the process of evaluating VLEs prior to procurement. HE was looking at Blackboard and WebCT, FE looking at Learnwise, Technical, Blackboard and COSE. The probability being one of the former two. One non ES user (FE) was waiting for the planned VLE to drive ES forward. The availability of an assessment tool in commercial VLEs was frequently commented upon.

Another key influence on ES was clearly the need for some institutions to develop distance learning. The FE non-user interviewed was planning ES purely because of the focus of the institution's learning and teaching strategy. However, he felt that plagiarism issues would continue to be dealt with on a personal basis. Commenting that student approaches made it easier to detect as they usually cut and pasted slabs of text from the web. This meant that several students were using the same sections as well as it showing a noticeable change in style of writing.

4.1 Demand for ES

It was noticeable that demand for ES compared to use was variable. Often demand was expressed as low when use was high and vice versa. Interviews showed that the main reason for expressed low demand, even in cases of high use, was staff reluctance to change.

For this reason demand seemed to be influenced mainly by academic staff's willingness or reluctance to adopt new methods. Several interviewees expressed problems in persuading staff to become involved. This is reflected in the identification the issue of staff training in the questionnaire at all levels of deployment. One FE non user commented that staff training had widened the gap or 'digital divide' between IT users and non users, as those attending gained increased skills.

Respondents tended to overlook student demand when answering this question but several interviewees said that students liked it but only one indicated that it was a factor in demand. For example, one FE 'extensive' ES user expressed demand as low. On further investigation it was found that amongst staff, it was low although student demand was, in fact, high.

Demand for electronic submission	**Total**	**HE**	**FE**	**Other**
None	21	7	6	8
A little	113	69	40	4
A good deal	95	57	30	8
Extensive	18	13	4	1
Total	***247**	**146**	**80**	**21**
* one respondent did not complete all sections				

Where there was high student demand, this was frequently matched by high use, showing that students liked the facility. There was no expressed student demand where there was no ES use. This is compared to staff demand, which could be high, even where there was no ES, indicating a perceived need irrespective of availability.

Where demand was high but with little or no take up, this was often a result of variations in the rate of development. One HE provider who had begun using e-mail said that the VLE (Blackboard) was now driving ES as overall staff use grew. Another said that ES was for proof of submission only.

4.1 Links between plans and demand

Several respondents indicated that they had plans to implement ES:

87 respondents said they did have plans for ES
160 respondents said that they did not have plans

Those with plans for ES linked them to plans for VLE and there was evidence of a strong link between plans and demand:

Demand among those with plans	**Total**	**HE**	**FE**	**Other**
Extensive demand	8	4	3	1
A good deal	48	25	20	3
A little	29	13	15	1
None	2	0	1	1
Total	**87**	**42**	**39**	**6**

3 Facilities available

185 respondents had e-mail facilities for ES
26 respondents had no facilities

55 had commercial facilities
35 used facilities developed in house
301 Total Score (several had more than one facility)

Most had commenced with ES through standard e-mail facilities and even non-users planned for this initial approach. Several were using more than one facility. Some had moved from e-mail to a VLE and there was a general awareness of the potential of a VLE to support ES. Those interviewed were anxious to ensure connectivity of any system developed with a VLE that might be purchased later.

The commercial facilities in use that were indicated are listed in the table below. As above, some had scored more than one and these were invariably for WebCT and Blackboard:

Commercial product	No's using
WebCT	20
Blackboard	19
First Class	5
COSE	2
QuestionMark Perception	2
Granada Learnwise	2
WebBoard	2
OCR Interchange	1
LearnDirect: ISE	1
LearnSpace	1
ThinWave	1
V Campus (USA system)	1
QuestionMark Designer (windows)	1
FD Learnings 'LE'	1
www.online.ac.uk (sic)	1
RM Connect	1
Lotus Learning Space	1

In house facilities in use were declared as:

- Auto e-mailing within a commercial VLE
- School or Department intranet
- A web site set up for the course (drop in box for electronic dissertations, student drag and drop to a course folder,
- Departmental UNIX system

In house developed VLE facilities in use were declared as:

- Nathan Boddingtons (Leeds U)
- TAGS (St Andrews)
- ATAS (Warwick)
- TALL-CASS (Open University)
- TMA (Open University)
- COSE (Staffordshire)

4.1 Awareness of commercial products

Respondents were asked to indicate awareness of commercial products:

69 respondents said that they were aware of commercial products
41 HE.
24 FE

Frequently awareness seemed limited to overall knowledge of VLEs (17 respondents) without specific products being identified. This demonstrates the general influence of VLEs noted in other parts of the survey and was a significant factor in institutional awareness and development.

The products most frequently identified were:

Commercial product	Number of respondents identifying the VLE
WebCT	21
Blackboard	19
First Class	4
Learnwise	2
'VLEs in general'	*17*
Total	**65**

4 Types of submission

4.1 Types of file submitted

The most frequently used type of submission was *Word*, which embraced a wide variety of assignment types and application:

File type	
Word	177
Spreadsheet	98
Database	44
Programming code	41

Some respondents indicated all types of submission but the most frequent ones used together tended to be word and spreadsheets. Other types of submission that were identified included:

Other types of submission identified in the questionnaire	
Project websites	13
Any file type	2
OCR internet technology	1
pdf forms containing MCQ	1
Objective tests	1
AutoCAD drawings	1

4.1 Types of assignment submitted

Project type	
Essays	117
Reports	117
Projects	98
Dissertations	33

Some FE respondents wanted to use ES to support offering NVQs and other qualifications such as CLAIT, particularly by distance learning. Other types of assignment that were identified were:

Other project types identified in the questionnaire	
Powerpoint presentations	5
3D models, animation etc, images	3
Design documents and drawings inc. AutoCAD	3
Multimedia	2
Portfolios	2
Teaching Practice inc. lesson assessments etc	2
CLAIT in computer tests and PowerPoint presentations	1
Project plans	1
Calculations	1
On-line pre and post tests	1
Asynchronous discussions	1
Text data discussions	1
Virtual field trips	1
Interactive assignments inc. tasks held on a student tracking platform	1
Lab reports	1
Web-based tests and answers	1
Timetables	1

Some trends were evident:

- A strong trend to using visual materials ranging from AutoCAD design drawings to multimedia presentations
- A small but strongly expressed interest in objective tests. QuestionMark for web and windows was mentioned as was reflected in the questionnaire
- Using ES as a receipt and proof of submission of assignments
- Awareness that using the web and ES carried plagiarism issues but without necessarily any plans to use electronic plagiarism detection
- Irrespective of discipline, staff were more frequently setting assignments specifically to get students to use the web to encourage the development of web skills even though staff recognised a greater potential for plagiarism

4.3 Assessment

During the interviews there was evidence that electronic submission was not necessarily making changes to the way that student's work was managed or assessed. For example, some (3 respondents) indicated that they were struggling to make it support 'traditional' marking by downloading or printing off submissions to conduct assessment. This created issues that had been flagged as staff development needs in the questionnaire. Clearly these issues would be addressed by training and it is anticipated that once assessment was being managed more effectively, this may well lead to an increased uptake.

5 Issues influencing electronic submission

Responses to key issues that were presented in questionnaire are summarised below:

Issues (ranked)	Rank	Total	HE	FE	Other
Administration	1	146	95	44	7
Training for staff	2	131	65	55	21
Integrating with existing systems	3	113	69	39	5
Training for students	4	103	58	37	8
Data protection	5	97	55	35	7
Initial deployment	6	94	56	33	5
Workstation availability	7	73	39	28	6
Legal responsibility	8 (joint)	66	41	23	2
Student registration	8 (joint)	66	45	19	2
Student permission	9	28	16	11	1

See figures below for more detailed presentation of this data.

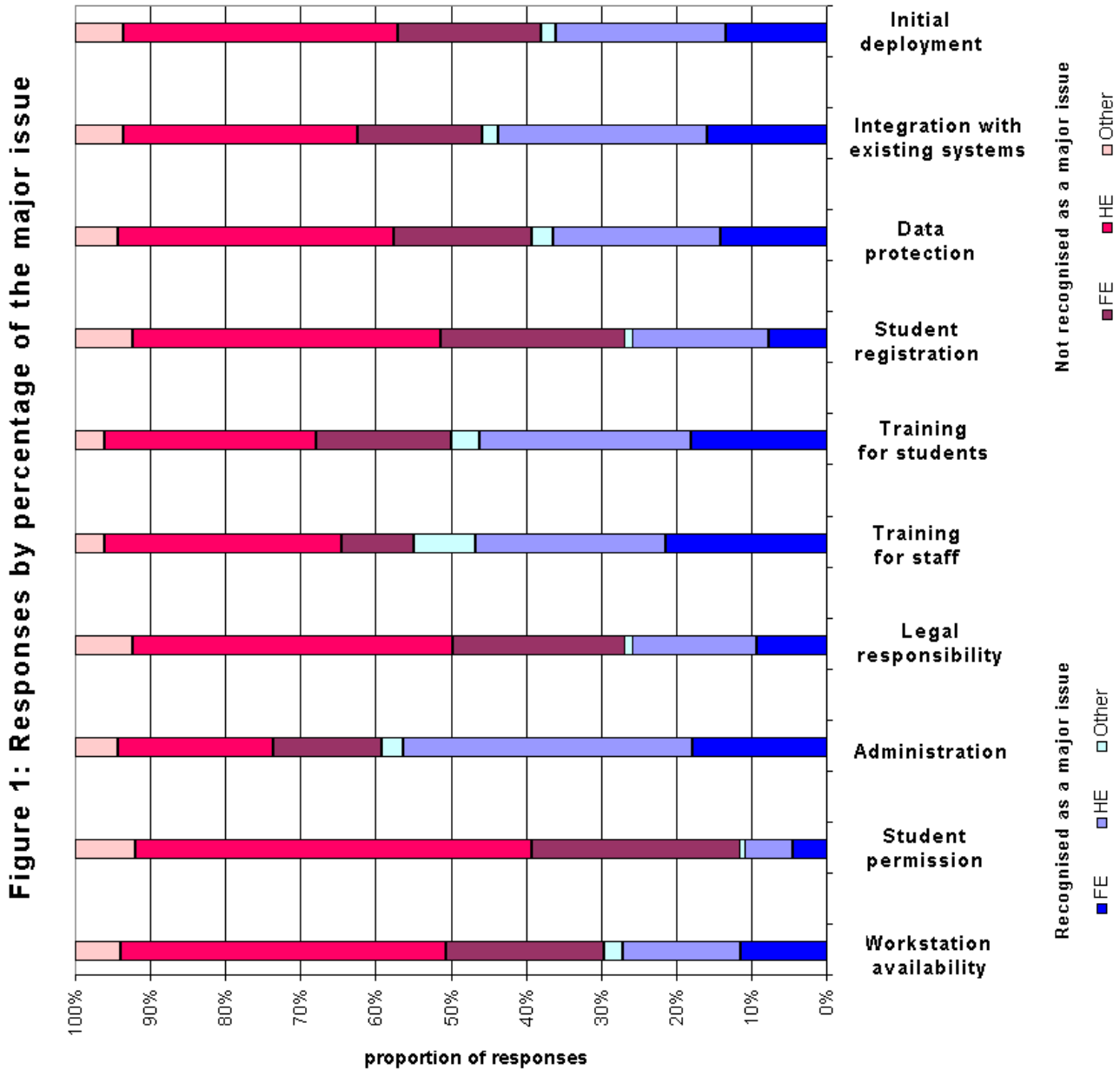


Figure 1: Responses by percentage of the major issue
Initial deployment
Integration with existing systems
Data protection
Student registration
Training for students
Training for staff
Legal responsibility
Administration
Student permission
Workstation availability
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
proportion of responses
Not recognised as a major issue
FE
HE
Other
Recognised as a major issue
FE
HE
Other

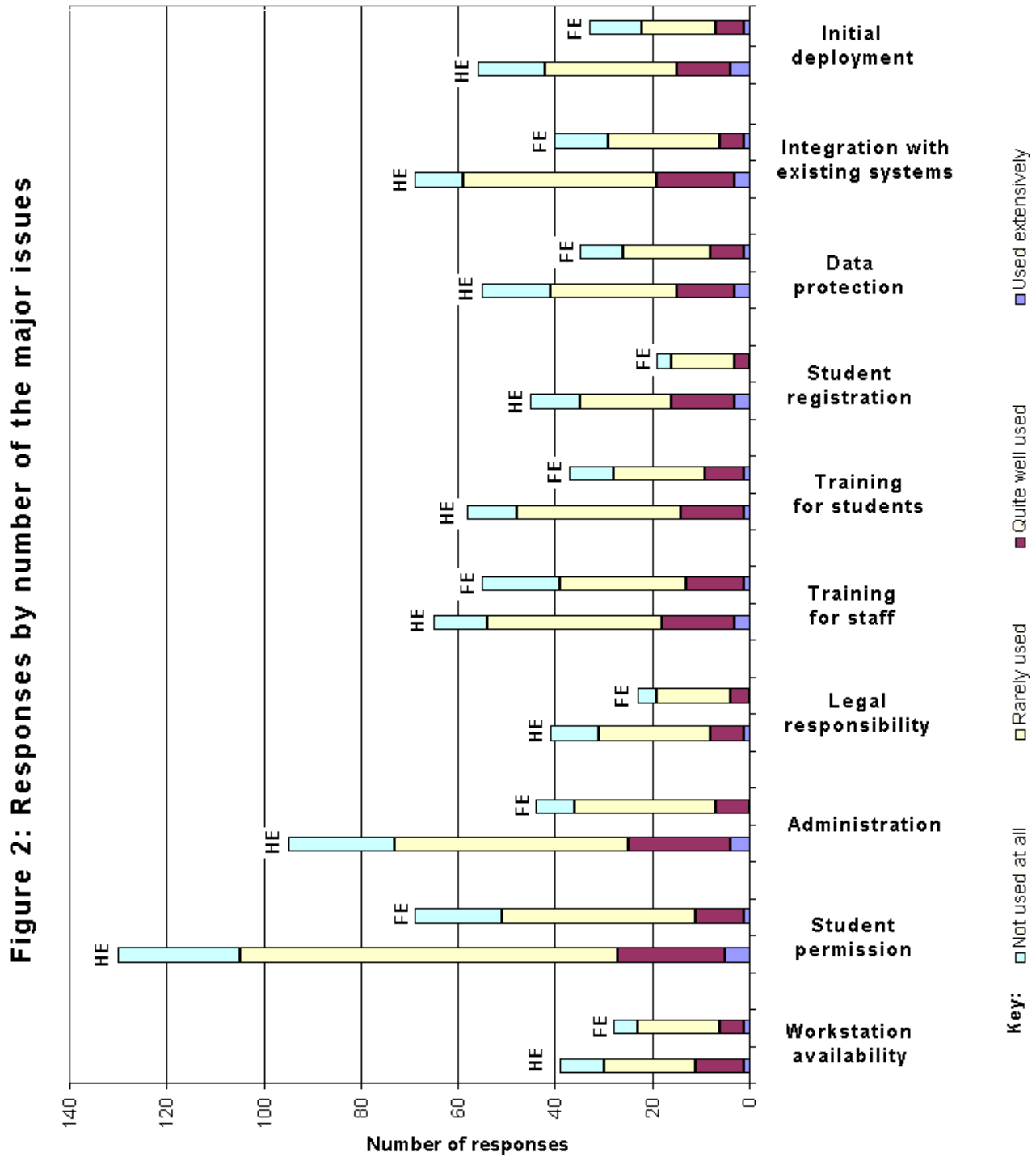


Figure 2: Responses by number of the major issues
Initial deployment
Integration with existing systems
Data protection
Student registration
Training for students
Training for staff
Legal responsibility
Administration
Student permission
Workstation availability
HE
FE
140
120
100
80
60
40
20
0
Number of responses
Key:
Not used at all
Rarely used
Quite well used
Used extensively

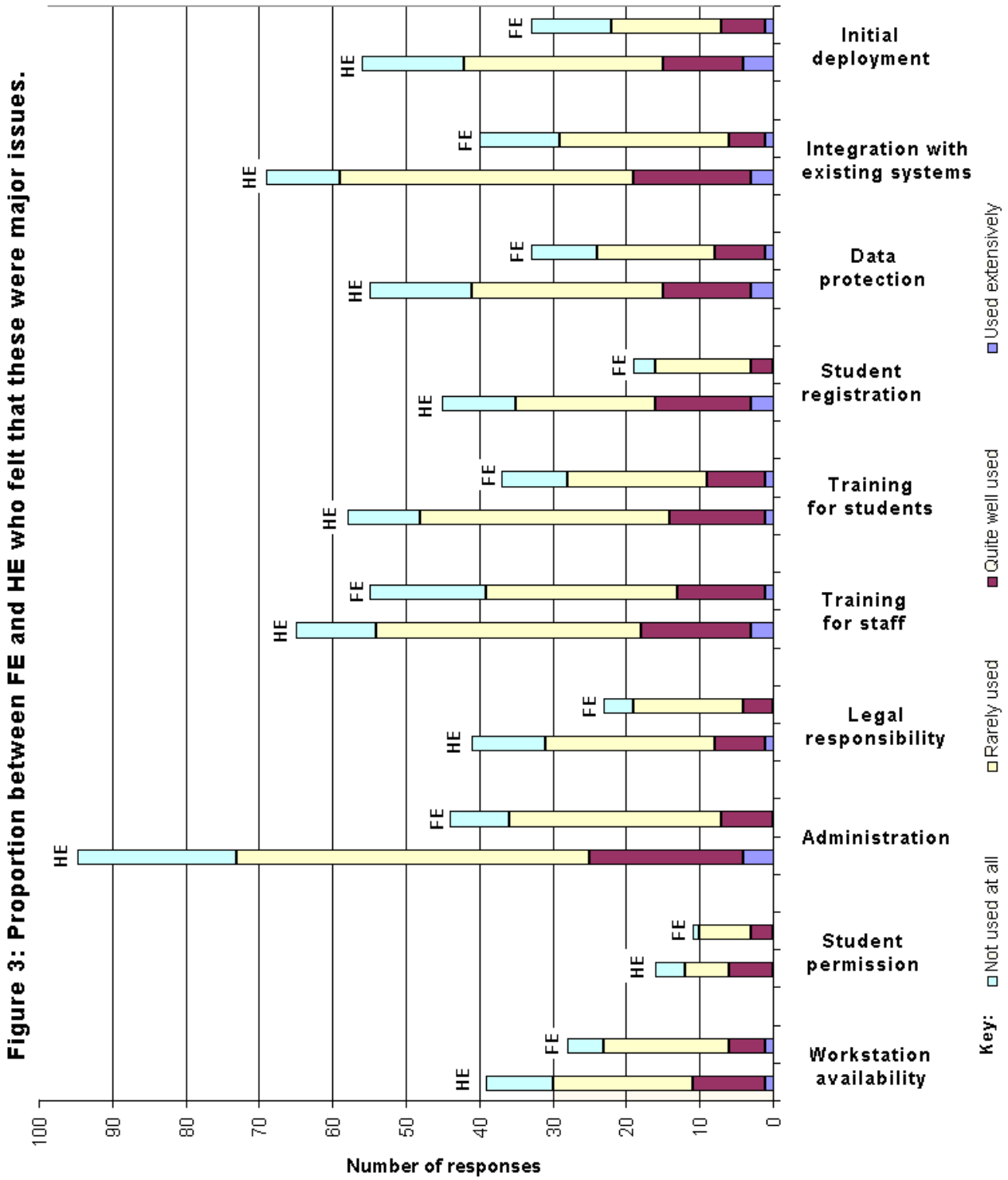


Figure 3: Proportion between FE and HE who felt that these were major issues.
Initial deployment
Integration with existing systems
Data protection
Student registration
Training for students
Training for staff
Legal responsibility
Administration
Student permission
Workstation availability
HE
FE
100
90
80
70
60
50
40
30
20
10
0
Number of responses
Key:
Not used at all
Rarely used
Quite well used
Used extensively

5.1 Detail of issues presented in the questionnaire

More detail about ES issues presented in the questionnaire emerged from free text responses in the questionnaires. In addition, the telephone interviews conducted probed specific responses and this tended to bring extra information (where additional issues were identified, these have been presented separately at 5.2).

- **Administrative issues including log in and student authentication (Ranking 1 of 10)**

Student authentication has not been identified as a problem.

Issues of incorrect login or students passing ID and passwords on, were very frequently mentioned along with verifying student IDs, identified several times in both FE and HE. Also, tracking submissions, giving receipts and filing (6 respondents). Receipt of work and students claiming work had been submitted when it had not. In FE the need for an audit trail to show and flag any lack of progression was very important. 'Clearly a system needs to be robust'.

Roles and responsibilities were also an issue. Workload, who does what, administrative staff or academic staff? 'Who has the right to see the work?' 'Who decides if a student can upload a new copy' and 'how are staff empowered to make these decisions?'

In terms of general administration, volume of work and workload were clearly issues including reviewing existing practice and resolving lots of different practices in order to integrate across courses.

- **Student permission to implement such a system (Ranking 9 of 10)**

This was a relatively low ranking issue in the survey but given the strength of concern about data protection issues it could and should become an issue as across institution uptake increases.

Some institutions were conscious about getting student agreement, but not all were aware of the need for this or assumed that it happened at registration. One college (FE) did mention a code of practice, which included taking students through guidelines at registration.

- **Workstation availability issues (Ranking 7 of 10)**

This was ranked as a relatively low issue probably because ES was often being used to support distance learning where students were expected to have their own workstations. Access to workstations was mentioned as a problem in some FE institutions, students preferring to use their own workstations rather than the college's (FE). In one instance the student desktop had been upgraded without a comparable upgrade in staff desktops (FE) which caused understandable problems.

- **Legal responsibility (Ranking joint 8 of 10)**

Student IPR was flagged as one problem, particularly if IDs and passwords are given out or if e-mail addresses are distributed.

Overall there seemed to be a sense of confusion and lack of information. Some respondents assumed that this would be dealt with at registration but several respondents were unaware of any data protection issues covered at registration.

- **Staff Training issues (Ranking 2 of 10)**

The reason for the high ranking was attributed mainly to staff reluctance to change or to developing IT skills. Persuading staff to use ES seemed to be a regular aim of staff training, 'staff are harder to train than students' (FE). 'Psychological confidence.' (HE). Also, there were some political issues as to which types of staff would be involved and what their roles would be.

In FE staff were not always up to speed, even in basic IT skills. Comments included how to assess online and move away from 'traditional' marking practice. Not all staff had their own computer or desk space (FE), particularly if they were part time staff.

- **Student Training issues (Ranking 4 of 10)**

Making students more IT literate was a key issue for FE and one FE respondent commented that because of this there was not an even commitment to IT skills among students. Widening participation also presented an issue. Older students were slow to learn compared to younger students. Among both groups, even with training, a significant number of students in some institutions often still submitted incompatible files.

- **Student Registration (Ranking joint 8 of 10)**

Students often got the details wrong, or the details were put on the database too late and students were not recognised by the system. Making sure that students were properly registered was a key problem.

There were several issues relating to whether the student data was up to date, particularly where ES was used early in the session. Also, conflict with other systems such as departmental processes was an issue.

- **Data Protection issues (Ranking 5 of 10)**

Revealing details to third parties such as second markers, external examiners or e-mail addresses to the student group. Security of the system (VLE) to ensure that only authorised users can see work. Also ideas that could be picked up from others' work and used (in cases where assessment was open to student peers). One new Higher Education Institution (HEI) felt that academic staff in old HEIs may have more personal control than in new universities where administration and bureaucracy often seems obstructive. 'Data protection is being used to control not enable' (HE).

Students querying results and demanding to see their marked work, including comments clearly presented issues of concern. It should be noted that showing students their exam marks, including comments, is a growing trend in education.

Therefore, this may well become more of an issue. Judgements about individuals through algorithmic marking need transparency of assessment.

- **Integrating with existing technologies (such as Virtual Learning Environments) (Ranking 3 of 10)**

Overall, the impression was one of awareness of the issues, rather than problem with the issues. This was particularly the case with connectivity with VLE and MLE, especially for non-users.

Not all were using a VLE but those who were did not register strong problems. Those who had not established ES but were investigating VLEs were more likely to flag this as a concern, which tended to be a strong part of the VLE evaluation focus.

Integration with an MLE seems more of an issue. Several respondents mentioned problems in linking with central student records, mainly in terms of currency of data. Other problems included non-text submissions such as video, or integrating with VISUAL Basic.

Virus checking was also mentioned as a problem linked to this issue. 'Even with a six month lead in and pilot evaluation there were lots of bugs' (HE).

- **Issues relating to deployment of the system (Ranking 6 of 10)**

Problems in getting the system right were mentioned. Even with a six month lead in and pilot evaluation, there were 'lots of bugs' (HE). How to integrate objective testing (Maths HE) was also mentioned. One FE non-user was particularly concerned about equality of the student experience in terms of IT awareness as well as access to technology.

5.2 Other issues identified

Other issues were identified through questionnaires and interview responses:

- **Issues relating to change management**

Often there was a total culture, change management issue 'college resistance'. Issues included:

- Lags between system development and development of university policy
- Defining roles between administrative, technical and academic staff
- Staff reluctance , especially to a VLE (7 respondents)
- Encouraging academic staff to change the way they manage assignment and assessment
- Training staff in required skills particularly marking on-line rather than printing off.

- **Plagiarism**

Electronic submission allows students to work together more easily and the growth of web-based assignments opens up more ways of plagiarising. It was also recognised that setting standard assignments was a temptation to plagiarise. Work-based students often plagiarised within the same workplace or office. Most admitted that a strong aspect of plagiarism was a lack of awareness among students particularly in FE and new universities. Therefore, several said that they were dealing with this as skills and training issue.

Although there was some awareness of detection devices, staff were more frequently taking manual measures to reduce or detect plagiarism. Only one HEI used a commercial package on a regular basis and this was the OU programme, using GOOGLE among the 11,000 students registered.

- **Resourcing issues**

Issues of time and cost were mentioned:

- Increased administrative costs
- Shifts in costs of printing
- Costs to staff if working at home including cost of printing off assignments and e-mail access
- Time costs (3 respondents) involved in the 'extra support needs of students' or time spent at work if there was no home access to the internet and the need for more dedicated staff time
- Workstation resourcing in purchasing sufficient numbers

- **IT Issues**

These included:

- File readability (4 respondents)
- File compatibility of files (4 respondents) not all students have the same programmes and they cannot be forced to upgrade.
- Accessibility (4 respondents) to either computers or the web
- Time to download large files from large groups (3 respondents)
- Interoperability and integration with student records (3 respondents)
- Security (2 respondents)
- Network stability
- Size of files and storage
- Allocating filenames
- No access to computers and/or software. In some institutions, student access was far better than staff access to technology
- Quality of user interface
- Submission of images
- Workstation availability (especially for staff in FE)

- **Marking issues**

Two respondents (One HE high user and an FE non user) had investigated integrating comments electronically, the OU already does this and uses ES to both assess and manage the process including statistical analysis of marks allocated and time taken to return work:

- Difficulty of correcting or commenting on work (presumably among staff who were not aware of 'track changes' facilities). One non ES user was investigating comment banks as part of their VLE plans but there did not seem to be much awareness of this
- Transportability of marking especially if working at home. Also the extra costs incurred, see above, of marking at home if subscribing to the web or printing
- External examiner. Will they accept ES (5 respondents)? How to get work to them?
- Second markers

- Student anonymity for anonymous marking (2 respondents)
- Quality assurance and validation of online content
- Providing alternative systems if staff or students (for example, those with no e-mail access) could not use ES
- Robustness of hardware and software

Conclusions and Recommendations

6.1 Reasons for implementing ES

The main reasons for adopting ES were either distance learning or course format, (if web-based or e-learning), staff convenience or student key skills development. These reasons are all very topical indicating that there will be a further growth in ES.

None had implemented ES for reasons of plagiarism detection or control.

6.2 Plagiarism

Apart from the OU, none had considered adopting electronic plagiarism detection and only the OU was considering purchasing a commercial package. Although few were thinking of electronic detection of plagiarism, most were interested when it was discussed.

Several had expressed concerns about plagiarism, particularly web-based courses where students became aware of the plagiarism potential, or where access to large quantities of relevant material led to a cut and past activity that often involved little effort and often no reading of the content.

Many staff were taking anti-plagiarism measures by re-designing assignments to make copying from the web unsuitable or by changing the assignments frequently to stop students copying from each other. Several were still relying on manual detection 'looking for changes in tone or style' or 'knowing my students'. Others were getting students to sign declarations that the work was their own.

6.3 Main influences on ES

- **Demand**

Both staff and students generated and influenced demand with some strong indications that academic staff exerted a restricting influence if their IT skills were poorly developed. Student demand may well increase as students begin to understand the potential for using the web in general

- **VLE**

Although it was said that the pedagogical implications of VLE are not always taken on board by staff (FE), VLEs were clearly a strong influence on the way that ES develops. Most were more aware of web based plagiarism detection devices that separate commercial packages. Therefore, it would seem that VLE development might be usefully linked to plagiarism detection packages.

- **Level of deployment**

There was strong evidence that it was more likely to be interested or committed individuals who developed ES than for it to be implemented through strategic planning or decision making. Therefore, any detailed marketing of electronic

detection would be most productively targeted at this group together with information on ways of achieving institutional integration in practical terms. For example, codes of practice or data protection management.

Awareness raising information should be targeted at the senior management.

- **Pedagogical issues**

There was a strong sense of a need expressed in both interviews and questionnaire comment, for staff development to address pedagogical issues. Some staff were struggling to find better ways of using ES to support assessment problems. Others simply required better basic skills training.

It is felt that effective staff development to develop new ways of teaching would have an impact on the uptake of electronic detection. For example, ways of using ES for effective assessment management or ways that assessment can be re-designed to reduce plagiarism opportunities may encourage the use of electronic detection.

- **Staff development**

Clearly staff development was a major influence on ES but could also exacerbate the situation if run, as many clearly were, on a voluntary basis. This means that the keen and the willing staff developed at a greater rate that the reluctant. Therefore, a staff development strategy that focussed across a department may be more productive than the voluntary small group or one to one that was often described.

- **Change management**

Some information about addressing change management issues would be helpful for both middle and senior management staff.

- **Assignment types and formats**

The range of assignment types is very wide and therefore there will be a need to resolve detection for various formats such as visual formats, presentations and objective assessment.

- **Resourcing issues**

The main influence on IT issues tended to be resourcing issues, particularly in FE. Access was often a problem that could be identified through poor staff IT skills, reluctance of staff to change a strong need for training, often on a one to one basis. The impact of prioritising resourcing was also not always clearly thought through. Therefore, information and advice on resource management would also be effective.

- **Legal issues**

There was overall a poor application of, or understanding of, data protection legislation. The main concern expressed was the impact ES would have on external examiner's acceptance of the method. Some institutions had taken active measures to protect against breaches of the data protection legislation but there was a general feeling that this was a registration issue. Several assumed that this was dealt with at registration but had clearly not checked. Any guidance on electronic detection should address this issue preferably with some practical guidance on its proper management.

Appendix 1: Copy of Electronic Questionnaire

JISC Brief Study on the use of Electronic Submission

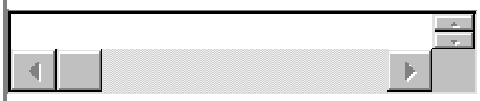
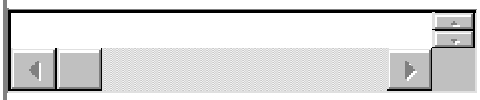
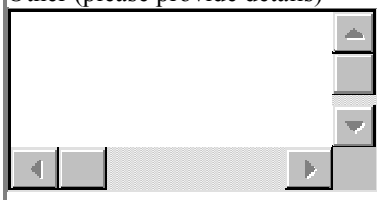
The JISC, through Learning and Teaching Development at Loughborough University, are conducting a brief report into the use of **electronic submission of all types of student work** in both FE and HE. For example, your students may be required to word process coursework and upload the completed file to a tutor. An acknowledgement or digital receipt may be issued as proof of submission.

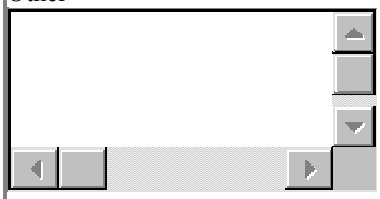
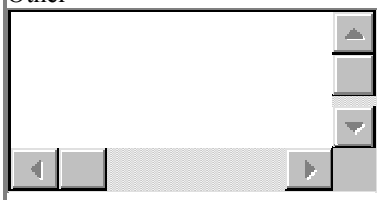
As this type of system could be administered by a wide variety of roles within an institution we are collecting data by web based questionnaire. This is in order to include as wide an audience as possible.

We would be extremely grateful if you would complete the following questionnaire by 1st February 2001 as JISC require the final report by 19th February 2002. It will take no longer than 5 minutes of your time. If the subject matter is not applicable to you we would be grateful of you could forward this request to an appropriate individual at your institution. We would be grateful if a form could be submitted, even if your institution does not use electronic submission.

Many thanks in advance.

1. Current Use of Electronic Submission	1.1 At what level is electronic submission deployed?	My department has implemented electronic submission
	1.2 How well used is electronic submission at your institution?	

	1.3 What facilities for Electronic Submission are in use?	None ☐ Email ☐ Commercial System (please supply details including name of product) ☐  In House System (please provide details) ☐  Other (please provide details) 

	1.4 What types of student work are submitted electronically?	Word processed files ☐ Spreadsheets ☐ Databases ☐ Programming code ☐ Other  Essays ☐ Reports ☐ Projects ☐ Dissertations ☐ Other 
	1.5 Does your department / institution have plans to introduce an electronic submission system?	

	1.6 Are you aware of any commercial electronic submission products?	If 'Yes' please provide details
2 What do you see as the major issues associated with the use of electronic submission?		Administration of log in and authentication Student permission to implement such a system Workstation availability Legal responsibility Training for staff Training for students Student Registration Data Protection Integration with existing technologies (such as virtual learning environments) Issues relating to initial deployment of the system Please indicate any other issues you faced or would envisage facing:

3. What sort of demand would there be for electronic submission if a system was / is available at your institution?	
4. About you	Name: Department: Institution: FE or HE: Address: Telephone: Email:
A small number of selected respondents may be contacted by telephone to gather further details.	

Submit Form

Appendix 2: Groups circulated

The target group. (Note, there is evidence that people copied the survey to other groups):

- Computer-assisted-assessment@jiscmail.ac.uk,
- Web-Assisted-Assessment@jiscmail.ac.uk,
- TLT-Officers@jiscmail.ac.uk,
- teaching-on-line@jiscmail.ac.uk, *
- admin-planning@jiscmail.ac.uk,
- Admin-Student@jiscmail.ac.uk
- ScottishFEOn-line@yahoogroups.com
- empowering-education@jiscmail.ac.uk,
- lis-educ@jiscmail.ac.uk,
- distancelearn-lang@jiscmail.ac.uk,
- CETIS-QTI-SIG@JISCMAIL.AC.UK
- vle@jiscmail.ac.uk
- uk-colleges@jiscmail.ac.uk
- ufi-lifelonglearning@jiscmail.ac.uk