Digital Teaching Questionnaire Results

デジタルティーチングに関する調査結果

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This short report outlines the results of a questionnaire taken by 100 Japanese university students learning English as a second language using interactive digital teaching methods over the course of a year. Results showed that a majority of students found; lessons were easier to understand, it was easier to take notes, content was easier to see, and lessons were more fun than traditional teaching methods. The conclusion made was that students may prefer more teachers use these methods, and thus more research and inituatives in this area may be favorable.

Keywords : computer assisted language learning, digital language learning, interactive language learning, digital teaching methods, online classroom

At the end of the fourth quarter of the 2018 - 2019 school year, one hundred Digital University students were asked to take an optional questionnaire on the digital learning experience they had had that year.

Of the 100 respondents, 25 were female and 75 male. Of them 51 were first grade students undertaking mandatory English Communication and Production lectures, and 49 were second and third grade students undertaking an optional English Content lecture.

All students were participating in courses taught by the author of this report using Digital Teaching software called Nearpod. Nearpod is interactive presentation software that allows the sharing of information to and from students in realtime during a lecture, as well the ability to partake in interactive quizzes and games.

The respondents were using a mixture of devices to access the Nearpod software during lectures; 30 using Mac, 65 using Windows, 18 using Android smartphones, 38 using iPhone smartphones, 14 using iPad tablet computers, and 5 using Android tablet computers. Additionally 89 of the respondents used their preferred browser software on their device to access Nearpod, whilst 27 used the native Nearpod application downloaded from the Apple AppStore.

The questionnaire asked eleven questions with a 5-point Likert scale; strongly disagree, disagree, somewhat agree, agree, strongly agree with the latter two options being used in analysis to represent a positive response.

The first 6 questions focussed on any benefits of using Nearpod and digital teaching in general.

・Using Nearpod helps me understand the lesson content better: 87% positive
・Using Nearpod helps me see the lesson content more easily: 83% positive
・Learning with Nearpod is fun: 77% positive
・Using Nearpod helps me take notes more easily: 61% positive
・I prefer learning with Nearpod: 71% positive
・I want more teachers to use Nearpod: 59% positive

The latter 5 questions inquired if more traditional teaching methods would be preferred.

・Using Nearpod is too difficult: 12% positive
・I prefer doing tests on paper: 7% positive
・I prefer writing notes on paper: 8% positive
・I prefer using textbooks: 7% positive
・I prefer the teacher writing on the whiteboard: 9% positive

The final question inquired if any courses that currently do not use any digital teaching methods, would in fact benefit from using them. 34% responded that technical classes such as 3DCG and programming would benefit. 39% responded that English Core EAP would benefit. 4% said that in fact they prefer lessons without Nearpod.

From these data it would suggest that students are generally positive toward using digital learning methods at university and perhaps more initiatives to include them should be considered in the future.