The student digital experience tracker is a survey tool that enables organisations to explore how students use and feel about the digital tools, environment and support they provide. The tracker offers organisations valuable insight into how students are experiencing digitally enhanced learning, and provides an opportunity for them to engage with students with regards to issues such as the design of their curriculum and the digital environment. The report, Student digital experience tracker 2017: the voice of 22,000 UK learners, is available from jisc.ac.uk/rd/projects/student-digital-experience-tracker together with briefings and institutional insights. This briefing offers a summary of key findings and highlights areas which require further development.

Device and digital service use
Providers need to get the basics right. The survey reinforces the need for providers to ensure that they are meeting the basic IT needs of learners.

Learners using institutional desktops
Despite the increasing number of learners bringing their own devices into organisations for learning, use of institutional desktops remains high, particularly for FE learners.

- **83%** FE
- **66%** HE

Learners using personal laptops
Whilst a broad variety of devices are used to access of learning, ownership of laptops varies between different learner groups.

- **48%** FE
- **88%** HE

Learners with reliable wifi access
Wifi access remains an issue for some providers, particularly within FE.

- **69%** FE
- **80%** HE

Digital activities within courses
Use of digital activities within courses varies, despite evidence that technology-mediated active learning supports better educational outcomes.

At least 9 in 10 learners in all groups have access to online course materials.

- FE learners
- HE learners

Roughly only 6 in 10 FE learners and 4 in 10 HE learners have used an educational game/simulation.

- FE learners
- HE learners

Roughly only two thirds of FE learners and half of HE learners have used polling devices/online quizzes in class.

This suggests that the full benefits of technology to support learning are not yet realised, with technology more commonly used for convenience rather than to support pedagogic practice.
Digital skills and the workplace
Learners do not feel their courses are preparing them well for the digital workplace - a wake-up call for the sector?

82% of HE learners feel digital skills will be important in the workplace, but only 50% agree their course prepares them for the digital workplace.

63% of FE learners feel that digital skills will be important in their chosen career, but only 51% agree their course prepares them for the digital workplace. Yet we know that around 90% of all new jobs require good digital skills.

This suggests a shortfall in either provision and/or signposting of services to students which support the development of digital skills and capabilities.

Attitudes to digital technologies
Attitudes towards digital technologies in learning indicate students are generally positive, valuing the convenience and flexibility that technology provides.

70% of HE and FE learners agree that when digital technology is used on their course they are more independent in their learning and can fit learning into their lives more easily.

70% FE
70% HE

80% of HE and 62% of FE learners agree that submitting assignments electronically is more convenient.

62% FE
80% HE

Learners on the whole do not believe that the use of digital technology - for example to give access to course resources and recorded lectures - makes them less likely to attend class.

This year, 74 UK institutions ran the tracker with their students collecting 22,593 student responses, while 10 international universities collected an additional 5,000 student responses.

How to get involved
Jisc will be running the 2018 tracker survey from October 2017 and if you are interested in participating please complete the expression of interest form available from: http://bit.ly/trackersignup18

Join the tracker mailing list: jiscmail.ac.uk/jisc-digitalstudent-tracker

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