

ACTIVE ONLINE READING - STUDENT SURVEY

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INTRODUCTION

Reading is fundamental to studying at university – it is relevant to everyone who studies and teaches in higher education. Over the past two decades, academic reading has shifted online, a process that has accelerated since the Covid-19 pandemic. Rather than engaging with physical objects (books, journals) in spaces such as libraries, much reading at university now focuses on digital texts and takes place in online spaces. This survey is part of a project, *Active Online Reading*, that explores some of the implications of these shifts for teaching and learning at university by examining how students read online for their studies and how lecturers teach them to do so.

The survey is designed to gather data on your perceptions of how you read at university, especially in online contexts. Although we're interested in how you read online on your course, we'd like to know a bit about how that relates to your broader reading practices (e.g., 'offline' reading). The survey therefore begins by asking you about your general reading practices, before moving on to ask what you think about how you have been taught to read (offline and online) during your studies and, finally, how you read online for your course.

Before beginning the survey, we wanted to define some key terms for you and to give you some examples of how they apply in practice. Online Learning: learning that is conducted and/or materials that are delivered via online or mobile technologies. An example would be watching a recording of a lecture or sharing your thoughts with your fellow students on a discussion board. Online Reading: reading that takes place in an online space while the reader is connected to the internet. Such reading may take place synchronously or asynchronously. (This is distinct from Digital Reading which refers to reading an electronic text whether online or off-line; similarly, it is distinct from Digital Literacy, the process of finding and evaluating sources online). An example would be reading an article via your university library's website. Active Reading: the practice of deep engagement with a text using techniques of annotating, responding, questioning, summarising, and sharing. An example would be reading an academic article and making notes on it with a fellow student in a shared document. We realised that since March 2020, much instruction has shifted online. Depending on your course of study and your year group, you may therefore have experienced the bulk of the teaching in online contexts. When answering the questions that follow, please focus your responses on your own experiences as they actually were, rather than how they might have been if teaching had been delivered 'normally'. For those of you in upper year groups, you can of course reflect on pre-pandemic teaching so please do consider those experiences when completing the survey.

Finally, the project addresses experience of reading in higher education so please focus your responses on your time at university. This survey should take about 15 minutes to complete. At the end of the survey, you will be asked to provide informed consent. If at any point during the course of completing the survey, you can withdraw your consent by simply closing the browser window. This project has received ethical approval at the

University of Lincoln (reference 2404). You can find out more about the project here: [website](#). If you want to know more about the project, contact: jwood@lincoln.ac.uk

You will have the opportunity to win an Amazon voucher for participating in this survey (one £50 and two £25 vouchers are on offer). You should leave your name and email address at the end of the survey if you want to enter the draw. The winners will be drawn at random after the survey is closed in January 2022 and those who have been successful will be notified. Your responses to the survey have no bearing on your chances of winning the vouchers and your name and email address will be permanently deleted once the draw has been made.

DEMOGRAPHIC DATA SECTION 1: YOUR READING PRACTICES

In this section, we'd like you to tell us about yourself and how you read, both online and offline.

Q1 Demographic Data

- Country in which you study _____
 - Institution _____
 - Subject _____
 - Year of Study _____
-

Q2 Please tell us about your mode of study

(tick all that apply)

- I study full time
 - I study part time
 - I am a distance learning student
 - I am traditionally an 'on campus' student
-

Q3 In which language do you predominantly read for your studies?

- English
 - Other (Please specify) _____
-

Q4 Have you been diagnosed with or do you consider yourself to have a disability that affects your ability to read (online and/or offline) for your studies?

- Yes
 - No
-

Q5 How much time do you spend reading (online and offline) in preparation for all of your classes each week during term time?

	Less than an hour	1-5 hours	5-10 hours	10-15 hours	15-20 hours	20-25 hours	25+ hours
Please select one option.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 Can you tell us a little bit about how you read for your study on a weekly basis (both online and offline; e.g., in preparation for and during class)?

Q7 Which platforms/ devices/ technologies do you use for reading when studying and how beneficial have they been for your learning? (rate all that apply; leave blank if not applicable)

(1-10, where 1 = no impact and 10 = a significant impact)

	No Impact (1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	Significant Impact (10)
Hard copy (books/paper printouts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A computer (PC/Laptop)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A mobile phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-reader (e.g., Kindle)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 2: TEACHING YOU TO READ FOR YOUR STUDIES

In this section, we'd really appreciate your thoughts on how you have been taught to read (online and offline) at university and the support that you have received when doing so. Tell us about any approaches that have been effective (and why you think that they were). We'd also be interested to know if some things haven't worked so well (and why) or if you think there are things that could be done to develop teaching in this area.

Q8 How confident are you in your ability to read effectively for your studies (online and offline)?

(1-10, where 1 = not confident at all and 10 = exceptionally confident)

	Not confident at all (1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	Exceptionally confident(10)
Please select an option	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9 What sort of training, support or guidance have you received to develop your reading skills (online and offline) at university? (select all that apply)

- It was part of induction (e.g., welcome week)
- It was embedded into a module
- It was another part of my course of study (e.g., personal tutoring)
- It was delivered by a separate part of the university (i.e., not by my department)
- It was something I had to find myself
- It was compulsory
- It was optional (i.e., I chose to attend)
- It was assessed as part of my course
- Nothing like this was ever offered
- I did not attend any training

Q10 If any of this training, support or guidance was focused specifically on developing your skills in online reading, could you tell us a little bit about what it looked like and what you learnt from it?

Q11 We'd now like you to think about your specific programme of study. To what extent has your programme of study improved your ability to read online for your studies?

(1-10, where 1 = it has had no impact and 10 = it's transformed my ability to read online for my studies).

	Had no impact (1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	Transformed my ability to read online (10)
Please select an option	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 3: HOW YOU READ ONLINE FOR YOUR STUDIES

Here we'd really like you to tell us about how you read online for your studies and what you get out of it. We'd like to know not just about your personal reading practices, but also about your experiences of reading with others (e.g., sharing your thoughts in or outside class).

Q12 Can you describe for us briefly, what reading online (for your studies) means to you and how you go about doing it?

Q13 What are the advantages of reading online for your studies?

Q14 What are the challenges of reading online for your studies?

Q15 How useful is it to share your thoughts about online reading with your fellow students?

(1-10, where 1 = not useful at all and 10 = indispensable students)

	Not useful at all (1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	Indispensable (10)
Please select an option	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 How useful is it to hear or see what your fellow students think about what they have read online?

(1-10, where 1 = not useful at all and 10 = indispensable)

	Not useful at all (1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	Indispensable (10)
Please select an option	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

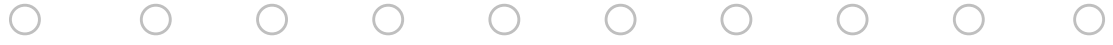
Q17 Please explain your answers to questions 15 and 16.

Q18 If relevant, how useful to your learning were the following platforms/ tools for discussing online readings with your fellow students?

(1 = not at all useful to my learning; 10 = integral to my learning; leave blank if doesn't apply)

	Not useful at all for my learning (1)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	Integral to my learning (12)
Shared docs for taking notes (e.g., Google docs; shared MS Word docs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specialist note-taking apps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal chat spaces (e.g., WhatsApp)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussion boards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
'Live' webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical, in- person classes (e.g., seminar, lecture, tutorial)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborative annotation tools (e.g., Talis Elevate, Hypothesis, Perusall)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-person conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other



Q19 YOUR FINAL THOUGHTS:

Reflecting on your own reading practice and how you have been taught to read at university, if you could go back in time and change one thing, what would it be and why?

CONSENT

I voluntarily agree to take part in this study. I have read and understood the information above about the purpose and details of the study. I understand that I am under no obligation to take part in the study, have the right to withdraw from this study at any stage for any reason and without explanation simply by closing the browser tab before completing the survey. I understand that my answers are anonymous and that all the personal information I provide will be processed in accordance with data protection legislation on the public task basis and will be treated in strict confidence.

Ticking this box indicates my informed consent

HOW TO FIND OUT MORE:

Check out our [website](#) Sign up to our [mailing list](#).

PRIZE DRAW

Tick this box to indicate that you would like to enter the draw for Amazon vouchers

The winners will be drawn at random after the survey is closed in January 2022 and those who have been successful will be notified. Your responses to the survey have no bearing on your chances of winning the vouchers and your name and email address will be permanently deleted once the draw has been made.

Please tick

Please enter your name below _____

Please enter your email address below
