**Confidence in digital learning**

**When should you use this measure?**

This measure may be useful if your project aims to improve participants’ confidence in engaging with digital learning. This measure contains two parts. Firstly, a bespoke set of participant questions developed by L&W. Secondly, some suggestions on proxy outcomes that can be directly measured.

In addition to these questions, you should consider measuring participants’ attendance on the course or engagement with course materials or resources. For example, it may be useful to record attendance rates at each session of the course, or the number of resources participants access. In combination with results from the questionnaire, high levels of attendance or engagement with course materials can help you to evidence confidence in digital learning.

**How to use this measure**

The initial five questions can be copied and pasted directly into a questionnaire. It is important to include all five questions, in order to cover all aspects of confidence in digital learning. For each of the initial five questions, a higher level of confidence is shown by choosing ‘agree’ or ‘strongly agree’. Increased levels of attendance and engagement are good proxy measures of increased confidence with digital learning. To analyse the results of the initial five questions, you can combine separately for each question the number of participants who agreed/strongly agreed, disagreed/strongly disagreed or had no preference.

**Please select how much you agree or disagree with each statement.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly agree | Agree | No preference | Disagree | Strongly disagree |
| I know how to find appropriate digital learning courses  | □ | □ | □ | □ | □ |
| I know how to access and use digital learning  | □ | □ | □ | □ | □ |
| I enjoy learning digitally  | □ | □ | □ | □ | □ |
| I am likely to continue using digital learning in the future  | □ | □ | □ | □ | □ |
| I am likely to increase my use of digital learning in the future  | □ | □ | □ | □ | □ |