

Lit Analysis

Set A: Literature Theme Analysis

1. Theme Frequency [Table](#) and [Piechart](#)
2. [Contextual Categories and Theme Correlation](#)
3. [Contextual Categories to PBH for TOP Themes](#)
4. [The Problems and Benefits Hierarchy \(v1.0\)](#)

A note on Theme Analysis

“Theme Analysis” is used throughout the data analysis process. The data here is included to show levels of analysis according to detail or criteria for the literature.

Charts and graphs will be used where possible, or tables if not. **Most of the data is being generated using Google Sheets**, and then embedded into these pages using images or tables. *NB You do need to be signed in to ANY Google account in order to see the data.* If you don't see the data, please contact me using [the form on the Rights page](#) for further assistance and troubleshooting.

1a Literature Theme Frequency Table

Table 1: Labels used to categorise the literature review findings, showing papers where a theme is present.

1b Literature Theme Frequency Piechart

This is the top level analysis of themes appearing in the literature, according to frequency. This means that the theme was used either significantly or as part of a context for research, findings, discussion or conclusions and recommendations of the paper or text.

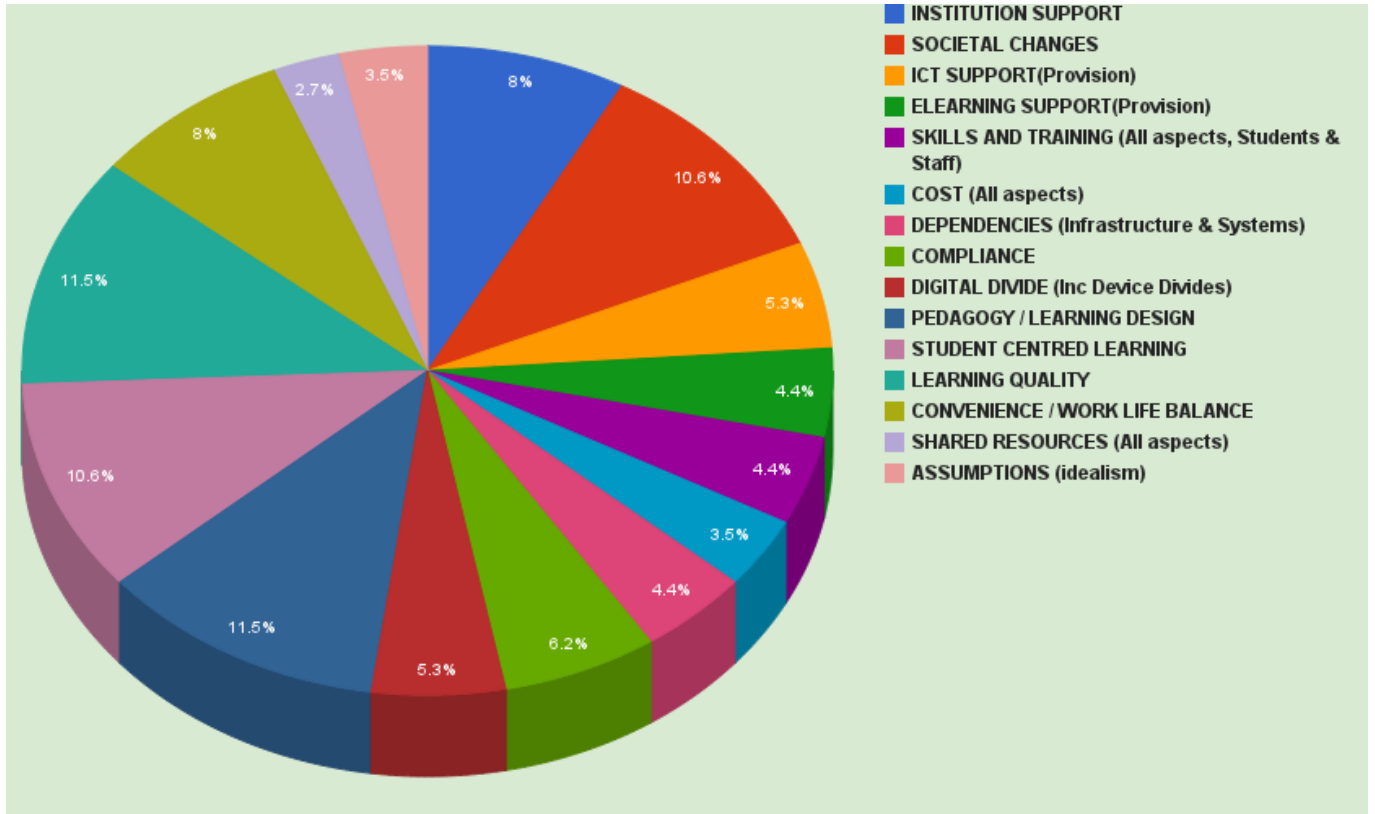


Fig1 : Showing Literature Theme frequency piechart

2 Contextual Categories and Theme Correlation

Table 2: Contextual categories for most frequent themes found in the literature, showing context type, and theme association.

3 Contextual Categories to PBH for TOP Themes

Table 3: Contextual categories for most frequent themes found in the literature, showing correlation to the Problems and Benefits Hierarchy

4. The Problems and Benefits Hierarchy (v1.0)

Table 4. The first iteration of the Problems and Benefits Hierarchy for the top six literature themes.

RG1 Analysis

Research Group 1 Data

- Technical Profile Question Set Results
- Technical Profile Question Sets to Literature Themes
 - Technical Profile Questions theme correlation
 - Top themes correlation responses 1 (responses to top 6 themes at a glance)
 - Top themes correlation responses 2 (responses to top 6 themes by theme)
- Question sets key findings results for Top themes
- Technical Profile to RDI Indicator
- The RDI indicator relationship to the PBH (v2)

Question Set Results

See below for the Technical Profile Questions data. All data was gathered online using the [Typeform](#) beta application, where the researcher was granted an unlimited beta account for user testing purposes. Please refer to the full question sets available on the [Technical Profiles Questions](#) page for details of all the questions.

Set 1. Technology in your academic life

Set 2. Technology amongst the staff population

Set 3. Technology in your organisation

Set 4. Technology in teaching scenarios

Set 5: Technology amongst the student population

Set 6. Technology in your future work-life balance

Technical Profile Question Sets to Literature Themes

Technical Profile Questions theme correlation

Table: Labels used to create categories for literature review findings, compared to Technical Profiles Questions content for matching category presence

Top themes correlation responses 1

Table: Technical Profiles question responses according to top 6 themes from literature review findings: *All on one table*

Top themes correlation responses 2

Table: Technical Profiles question responses according to top 6 themes from literature review findings: *Individual sheets*

Question sets key findings results for Top themes

Refer to table RG1: Tech Profile Responses: top themes (all data on one sheet), or RG1: Tech Profile Responses: top Themes by sheet (individual themes per sheet for ease of reading)

Institutional support

For purposes of interpreting and understanding the responses, Institutional support includes technical or infrastructure provision and policy and strategy content and implementation. It does not specifically refer to 'support sessions', either ICT or e-learning, as these were dealt with as separate themes in the literature. Combined, those themes would not have constituted a top theme, as mentions were often duplicated in literature sources for the same content, so overall number of mentions was lower. This might need improvement as showed a possible drawback of this method of literature theme analysis of this field. Support for e-learning was also part of Learning Quality and Pedagogy and Learning Design, so is covered in those themes here.

Top findings:

- Preferred supplier problems - Software (R2,R5,R6,R7)
- No policy for BYOD (though do use) (R1,R2,R4,R5,R7,R8)
- Wifi provision was perceived overall as fairly good (R1,R2,R5,R6,R7)

Q: How would you describe your experience of administration, teaching & learning, libraries, student or staff support, or other significant university work which may rely on technology: devices, software, intranet or internet services? (In respondents own words)

Some key quotes:

1. *"The use of technology is improving although there are some glitches and the service support is not customer friendly" R6*
2. *"When my teaching/research is dependent on technology provided/administered by the university I experience sometimes problems that affect the quality of teaching & research" R4*
3. *"It can be frustrating at times as the people who control IT provision in the university have little or no understanding of the learning and teaching needs of staff in the university. In teaching rooms it is often a lottery as to what will work and what won't, what version of browsers will be on each machine, what software they will have installed etc. Very inconsistent and a real obstacle to effective technology adoption by staff." R5*
4. *"Pretty poor. 1 - Teaching staff are kept outside of the main *** functionality and treated like poor relations. 2 - Blackboard and *** can't communicate with one another. This one change that could seriously improve student experience of feedback and staff control over assessment..." R3*
5. *"Technology has improved in my years here, but there are times when machines are very slow. An example is a machine taking 20 minutes to be booted, logged in and a program opened for use. The range of software available is improving. The main problem is speed, or lack of, of the computers themselves, and sometimes delays with the printing facilities. Staff and students sharing printers is not ideal, but this has been enforced, at least in my own department." R2*

Overall: **Problems** are reported or experienced. Open ended responses are particularly predominantly negative.

Societal Changes

This theme concerned the increasing ubiquitousness of the digital society, which overall was perceived as a problem, either in creating new problems or exacerbating existing problems. Below are some key responses, predominantly asked using a multi-choice format.

Top Findings:

- Device of choice, plus good wifi - would help with the device inequality[R3,R7,R8], would help to teach in the context of 21st century skills[R1,R3,R7,R8], but need both wired network and wifi plus individual devices[R1,R2,R4,R5,R6,R8]
- Working week needs to be redesigned for flexible working - work 'in the office' often (perceived as) not productive[R1,R3,R4,R5,R7,R8], need to be able to support students out of office hours but be paid to do so[R1,R3,R4,R6,R7,R8], a need to be able to get help with using technology for work anytime - 24/7[R1,R4,R7,R8]
- Students expect to use technology at university because they use it every day in their daily lives[R1,R3,R5,R6,R7,R8]
- Students need much more flexible ways of studying[R1,R2,R3,R4,R5,R6,R7,R8]
- The digital society has potentially changed everything about what it means to go to university[R1,R3,R6,R7,R8]

Q: In your own words, how do you see the future of your role in academia, over the next 5 years, in relation to technology?

Some key quotes:

1. *"I believe we will continue to work more virtually and communicate with stakeholders at more non standard times - some people may not embrace this and there is a balance to be made here - a real work life balance" R6*
2. *"My professional life is increasingly spent using technology. If the University network goes down, I don't know what to do as most, if not all, of my work involves use of the network. I don't see this trend slowing down..." R2*
3. *"I work in IT and the shift I see is more opportunities/issues surrounding the "consumerization of IT" which is the blending of cloud, mobile, and social media in the academia. While the issues certainly involve maturing technology, it's the mindset of faculty and staff who have been at the university far too long and*

cite tradition that are more problematic. We need these folks to be more outwardly open, looking at other industries for examples, and new bloods (sic) for our universities to change” R1

4. *“It is essential to my role both now and in the future, I see it as increasing potential markets and revenue streams, as facilitating collaborative projects, as making admin processes and systems more efficient and accurate and as continually improving the learning and teaching experience” R7*

Overall: **Problems** are either experienced or foreseen. Some opportunity for change and improvement, though that is also seen as somewhat of a problem.

Pedagogy and Learning Design

This theme concerned pedagogical or learning design changes, redesign, curriculum redesign, or similar areas. Quality is dealt with separately.

Top Findings:

- Only distance learning or ad hoc class level increase in TEL[R2,R3,R7,R8], low awareness of what was happening institution wide[R1,R5,R6]
- Pedagogical approaches more suited to technology settings needed to be demonstrated and publicised[R1,R5,R7]
- e-learning technical support is provided, but not enough[R1,R2,R4,R6,R8]
- Little support from management (faculty or senior) to redesign our courses – either time or funding[R3,R7,R8]
- Need for good overall user experience in an LMS, including design[R1,R2,R4,R5,R6,R7, navigation[R1,R2,R4,R5,R7,R8] learning material online suitability and technology used[R1,R2,R3,R4,R5,R6,R7,R8]

Future pedagogies of interest in relation to technology (also relevant to Student Centred Learning theme)

- 7 respondents agreed: Technology could offer ways of innovating curriculum design for personal learning[R1,R3,R4,R5,R6,R7,R8]
- 7 respondents agreed: Technology could help with real engagement for students, such as communities of learning[R1,R2,R3,R5,R6,R7,R8]
- 6 respondents agreed: Technology could help with self-directed group work through social media[R1,R3,R6,R7,R8]
- 7 respondents agreed: Technology could help with delivery of individual timely relevant feedback[R1,R3,R5,R6,R7,R8]
- 6 respondents agreed: Technology could encourage self-directed peer critiquing and critical thinking[R1,R3,R5,R6,R7,R8]

Overall: **Problems** in either new learning design knowledge or provision, but potential benefits are strongly agreed with.

Student Centred Learning

This theme concerned all aspects that might be included in any approach putting the student at the centre of any learning or teaching process. Significant overlap with Pedagogy and Learning Design as well as Learning Quality are apparent, but difficult to clearly distinguish, as naturally overlap in these areas.

Top Findings:

- Results were ambivalent for staff perceptions of student engagement:
 - It improves direct student input, discussion and sharing[R1,R7,R8]
 - Staff try to use fun aspects[R6,R7,R8]
 - Staff impression is that it is popular with students in general[R3,R7,R8]
- Results not conclusive about staff perceptions of students and technology:
 - It's a cheap option to save money, rather than be provided with a 'proper' lecturer[R2,R4,]

- Students know more about the technology than staff[R2,R6,R7]
- Providing learning material online makes students lazy[R2,R3,]
- Lecturers often think that using technology is pointless, and offers no real benefit over 'traditional methods'[R3]
- 'It's wrong to think that all students love technology, some really don't'[R2,R3,R4,R5,R8]

Overall: Very ambivalent in terms of support of conviction surrounding benefits of technology in relation to student centred learning. A clear indication of more (or more convincing) evidence needed, therefore this is a **Problem**.

Learning Quality

This theme is about the quality of the learning experience, or the reliability and quality of academic provision and support for a learner. Findings here are confined to those which are not already replicated in Pedagogy and Learning Design, and Student Centred Learning, both of which also significantly effect quality of learning.

Top Findings:

Asked whether teaching with digital tools compromised academic integrity and quality, results indicated quite strongly that staff are not convinced about technology enhancing quality and integrity of academia:

- I believe academic integrity and quality is ALWAYS enhanced [R6]
- I believe academic integrity and quality is not changed by use of technology [R4]
- I believe academic integrity and quality is SOMETIMES enhanced [R5,R7,R8]
- I believe academic integrity and quality SOMETIMES can be compromised [R1]

Key Quotes:

- *"Quality of lectures, learning materials and curriculum is certainly improved. Intellectual property is altered in ambivalent ways - the unprecedented wealth of material has completely transformed scholarship but this new mode of work tends towards unpaid" R3*
- *"I believe academic integrity and quality are only compromised if tools are used without enough forethought" R2*

Q: "The notion of technology enhancing learning is a false assumption, and the reality is very different."

(LIKERT, 1-5, where 5 strongly agrees)

1 = [R5,R6,R7]

2 = [R1]

3 = [R2,R3,R4]

4 = [R8]

5 = NONE

Overall: Very ambivalent in conviction or confidence that technology ALWAYS enhances learning. A clear indication of more (or more convincing) evidence needed, therefore this is a **Problem**.

Convenience/Work Life Balance

This theme, in the perception of this research, is perhaps the most significant theme, though that may not be apparent at first look. It acts as a litmus test indicator of the mindset of the respondent, and concerns general

factors involved in digital life purposes and tasks.

Top Findings:

- 7 respondents said they couldn't exist without the internet at home (for living, not just working)[R1,R3,R4,R5,R6,R7,R8]
- 5 respondents worked from home more than 3 times per week[R1,R3,R4,R5,R6,R7]
- 6 respondents reported worked away from their desk more than 25% of the time[R1,R3,R4,R5,R6,R8]
- 7 respondents reported fairly high volumes of daily email[R2,R3,R4,R5,R6,R7,R8]
- 5 respondents reported that they often worked after 5pm[R1,R3,R5,R6,R7]

A clear statement prompt question about TEL produced interesting results, which overall are positive:

Do you think the drive to use technology in learning and teaching is a cost saving exercise, or that it provides a way of creating more opportunities and choices for everyone?

- We need to be more competitive so this allows for more choices of study[R1,R2,R3]
- Course consolidation is a motive in our institution[R7]
- Students want more technology in their learning experiences[R1,R3,R7,R8]
- It means I need to work more hours for the same money[R3]
- Overall I believe it will reinvent how we teach, learn and assess in higher education[R1,R3,R5,R8]
- It allows students to study whenever and wherever they choose [R1,R3,R4,R6,R8]

Key Quotes:

1. *It is used as a cost saving exercise & to signal alignment with a trend. R4*
2. *Senior managers in the institution have no apparent vision for technology in the institution. I don't think I've read a single institution-wide email about MOOCS, for example. R3*

Overall: Very clear evidence that a predominance of staff work away from the workplace much of the time, and that work practices do not cater for their needs. Therefore this is a **Problem**.

Problems and Benefits Hierarchy version 2

Iteration 2 of the Problems and Benefits Hierarchy is now possible, showing further evidence of the problem or benefit placing of the theme, overall.

Table 2: showing the second iteration of the Problems and Benefits Hierarchy, with contextual category ranking scores from literature

Technical Profile to RDI Indicator

Rogers categories can be summed up below with a frequently used abridged set of terms for the types of people found in each category. More in depth descriptions are contained within Rogers own work (1962 and 2003 5th ed), or those which this research used, in Sahan's 'Detailed Review of Rogers Diffusion of Innovations Theory and Educational Technologies Studies based on Rogers Theory' (2006).

1. Innovator: Venturesome
2. Early Adopters: Respectable
3. Early Majority: Deliberate
4. Late Majority: Skeptical
5. Laggards: Traditional

The scale of technical proficiencies and efficacies (relevant to questions in the question sets) used for the Rogers Diffusion of Innovations indicator was:

1. Number of devices
2. Wide variety of operating systems
3. High internet use
4. High mobile use
5. Amount of work or play 'on the go'
6. Wide variety of apps and software
7. Strong enthusiasm for technology in all aspects of life
8. Has ideas for uses of technology
9. Speed of adaptation to new devices or applications
10. Self efficacy accuracy ratio to actual skills and experience

Using their anonymised code name of R1, R2 etc, the profile of each participant was then placed into the Rogers scale of technology adopters, but with additional technical proficiency and efficacy awarenesses.

Our participants appear to be:

- 1 innovator (R1)
- 2 early adopters (R3 and R5)
- 4 early majority (R4, R6, R7, R8)
- 1 late majority (R2)

There might be some level of inaccuracy as the scale itself might not be the most robust or scientifically repeatable scale of measurement. Below are the descriptive terms used to provide additional 'digital efficacy and awareness' criteria for the Rogers Adopter categories.

• **Innovator**

Very high score on all factors. Interested for its own sake, drawn to technical solutions as second nature.

• **Early Adopter**

Mid to high scores on majority factors, especially ideas and variety. More aware of possible drawbacks or risks.

• **Early Majority**

Majority mid scores. Waiting to see what others do but still using fair amount of technology if deemed useful. Much more aware of drawbacks or risks.

• **Late Majority**

Majority Low to mid scores. Not very interested, hardly any amount of technology but will adapt very slowly. Negative aspects outweigh any perceived positives.

• **Laggard**

Majority low scores. Not engaged at all with technology, even actively avoids it. Perception of technology as intrusive or a destructive force on quality of life.

Below is the table for the RDI Indicator roles, showing each respondents grading in the scale of technical proficiencies and efficacies.

Table 1: showing the RDI indicator allocations

RG2 Analysis

LinkedIn & ResearchGate Analysis

Quote collation and allocation to suitable groups, then re-aligned with themes and further matched to PBH (Problems and Benefits Hierarchy). Ad hoc allocation of comments was done, from topics most often mentioned. The actual discussions are available online to all members of these social network groups. This work is referred to as **Research Group 2**.

Response Categories Allocation

Response categories were devised mainly using the LinkedIn responses as reference, as there was sufficient data to carry out this required task. These were then aligned with Literature themes.

Response Category relationship to Literature Themes

(from LinkedIn) Topic Categories	Themes developed from Literature
WHATS IN IT FOR ME & perceived advantage	TIME AND CONVENIENCE
TOP DOWN, BOTTOM UP	INSTITUTIONAL SUPPORT
BY EXAMPLE, PEER PRESSURE, SHOW AND TELL, OTHERS EXPERIENCES TRAINING: BY DISCIPLINE	ICT SUPPORT ELEARNING SUPPORT PEDAGOGY & LEARNING DESIGN
TRAINING: GENERIC	STAFF MOTIVATION
OWN EXPERIENCE	STAFF MOTIVATION
INCLUSIVITY & DEMOGRAPHICS	COMPLIANCE DIGITAL DIVIDE
EFFECTIVENESS	LEARNING QUALITY
STUDENT INPUT & EXPECTATION	STUDENT CENTERED SOCIETAL CHANGES
PROBLEM SOLVING	LEARNING QUALITY STAFF MOTIVATION TIME & CONVENIENCE
ASSUMPTIONS	ASSUMPTIONS

LinkedIn

NB A PDF of all responses can be made available on request, however is not available publicly as the HE LinkedIn group is a member only group.

Around 40 comments were made in a discussion instigated by this research, in the Teaching and Learning in Higher Education LinkedIn member only (private) group. All participants appear to be academic or PSD staff in higher education. Many appeared to be directly involved with TEL, either as practitioner lecturers, or support staff.

Q1 What makes the most impact on encouraging staff to use technology in their learning and teaching? I'd love to hear what people think.

Key Quotes:

"I would also want to know more about the impetus for encouraging faculty to use technology? Is it just for the

sake of using technology? Is it to help reach a diverse student population? Is it to provide opportunities that weren't available before? And, what systems are in place to support that integration?"

"It proves very challenging to spread an innovation even to different departments in one school, beyond the small group which has already signed up to the project. In addition, if just one or two staff who were particular enthusiasts move on, then even in that initial department, the support for the approach can quickly die..."

"The most common stumbling block was the notion that using technology meant more work for no more pay..."

Table 1: showing LinkedIn responses allocation to response categories

Theme/Category Frequency Ratio

RG2: Category Response Allocation (LinkedIn)

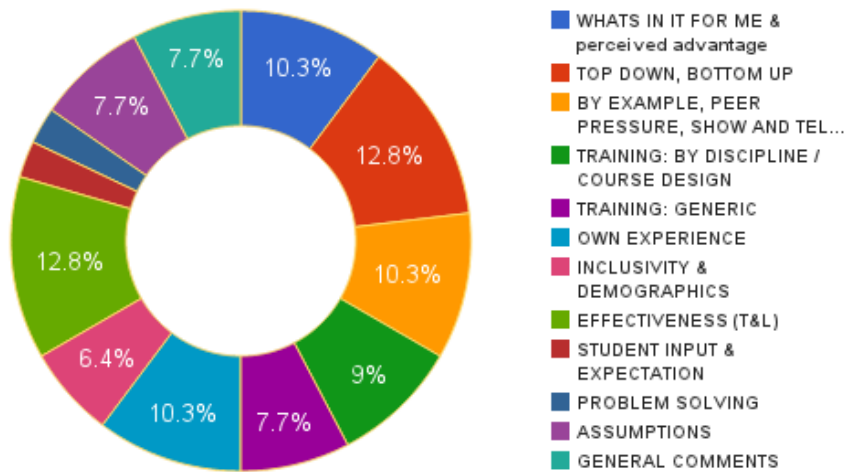


Fig 1: Showing percentage of responses per category

There is noticeable similarity with this table and the table of themes in literature for frequency of topics.

ResearchGate

NB A PDF of all responses can be made available on request, however is not available publicly as the ResearchGate social network is a member only group.

Two short online discussions were referred to for data analysis, both instigated by the author. One discussion was instigated for this research project (Q1), the other was for another academic paper (Q2), which in small part looked at the technical ICT efficacy of teaching staff, and this was also considered relevant for this research.

Q1 What are the key influencers that drive the increase of use(s) of technology in learning and teaching? Why are staff often so reluctant to use it?

Key Quote:

"I've seen a distinct pattern regarding "who is reluctant to use new technologies and who isn't". Teachers who are **younger and some of those older folks who still do practical work and have businesses are more**

open to using and implementing new technologies in their classes. Those who gave up “learning” and are teaching old and out-dated things (but are still teaching because they are respected and/or influential) tend to be reluctant to learn about new technologies and therefore, because they don’t understand/know, they just stick with the old pen-and paper equivalent... Whenever new teaching or testing techniques become mandatory in teaching and student evaluation, by institution policy or other equivalent directive, there are those who resist it, but in the end new and good things get implemented and teaching becomes easy, students see benefits and studying quality increases.”

Q2 How skilled are academics in ICT? Does it vary across the disciplines?

Key Quote:

“... it is very important that lecturers/teachers have a minimal level of competence with ICT and perhaps there should be continual training in this regard. Otherwise students will miss out on possible learning tools if their teacher is behind the curve.”

Table 2: showing ResearchGate responses allocation to response categories

RG2: Context Category Presence to PBH

Using the contextual Categories developed from the literature review to enable themes to be placed into the first Problems and Benefits Hierarchy, the data from RG2 was also ranked into approximate groupings, to add validity to initial contextual placings. Rather than counting instances (which was not appropriate for this type of data, which was discussions), only the presence of a context factor was indicated. Data from both the LinkedIn and the ResearchGate discussions was used.

Table 3: showing context category of responses present in relation to PBH

Problems and Benefits Hierarchy v 3

The third iteration of the Problems and Benefits Hierarchy can now be compiled, showing additional contextual ranking data, with a some confirmation overall of placings for themes in the five domains of the hierarchy.

Table 4: showing iteration 3 of the Problems and Benefits Hierarchy, with contextual ranking scores from RG2 added to literature contextual ranking scores

RG3 Analysis

Research Group 3 Data

Several questions were posed to an invited student group drawn from one metropolitan UK university (for more details please refer to the [Methods](#) page, and also the [*Participants](#) page, which is password protected), and consequent discussion took place over a period of approximately 1 month. While it would have been more ideal to have a wider selection of students taking part, this was more problematic than initially envisioned. Of the eight students who were asked to participate, four engaged in some depth and provided a fair amount of useful data. This was then categorised and placed into equivalent Literature Themes. The Contextual Categories developed from RG2 data were used to grade context for responses, and then a 'problem' or 'benefit' tag was also allocated.

Questions and Topics

Questions asked, or topics highlighted as discussion kick off points were:

1. "Do you think staff know more or less than you do, about technology?"
2. OPEN chat covering tech skills/knowledge and ideas, whether staff have imagination enough to use technology, and how they use it
 1. "Do you expect more in the way of how technology is used in your teaching and learning?"
3. (Some) points to consider:
 1. Could our digital library service be much better, if so how?
 2. Do you expect more in the way of provision of technology to help with your studies - if so, what would you like to have?
 3. Do you wish you could log in once, for everything?
4. Quick questions about your thoughts on *Blackboard*, and how it is used. Give feedback on any aspect or all aspects - whatever takes your fancy:
 1. Do you think course material is good quality, well organised and easy to find?
 2. Do all lecturers provide material in *Blackboard*?
 3. Do all lecturers provide material in *Blackboard* in a timely manner, i.e. in time for class, or revision, for example?
 4. Do you think material in *Blackboard* adds to the value and quality of your learning?
 5. Do you think *Blackboard* is easy or hard to access?
 6. Do you think *Blackboard* is up to date or old fashioned?
 7. Have you ever used a discussion forum in *Blackboard*?

Table 1: showing RG3 collated responses into category types

RG3: Category Response Allocation

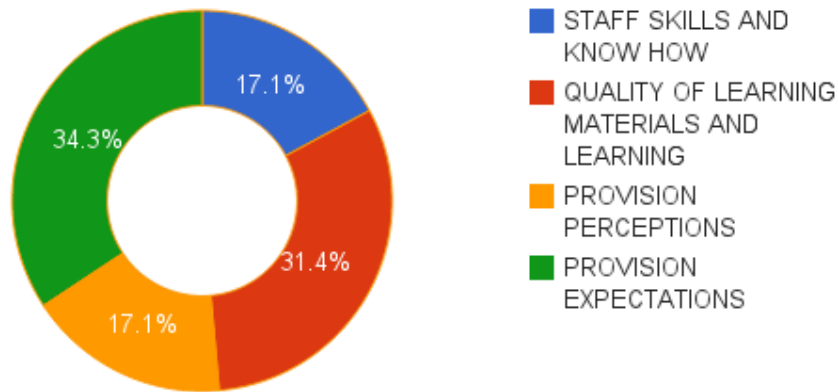


Fig 1: showing RG3 Category response allocation (percentages)

Theme and Contextual Category Allocation

Questions were generally not strongly influenced by the other research groups work or the literature review findings, though there was some intention to create a relevant set of responses to be able to contrast perceptions of students and staff around a number of key topics. It was also the intention to not control too directly how students would respond, so topics and groups of questions were asked, rather than a straightforward question/answer procedure, the belief being that this would produce more authentic responses.

Clearly, from seeing the responses which naturally evolved, several of the top 6 themes are present, and overlap between main response categories. Refer to the table below for how response categories equated to themes present. Responses were then interpreted according to best fit for contextual categories derived from RG2. In order to achieve this, all contextual categories were adopted as relevant to interpretation. In the case of students, 'Expert Knowledge' was regarded as personal experience or actual events being recalled. The 'problem' or 'benefit' allocation was made on the predominance of positive or negative comments.

<i>Response Category</i>	<i>Literature Themes</i>	<i>In top six themes</i>	<i>Contextual Category allocation</i>	<i>PROBLEM OR BENEFIT</i>
Skills and Know How	Skills and Training	No	IAL-H, EK, HS	PROBLEM
	ICT and Elearning support	Yes		
Quality of Learning Materials & Learning	Learning Quality	Yes	EK, IAH, PA,HS	PROBLEM
	Learning Design	Yes		
	Student Centred Learning	Yes		
Provision Perceptions	Institutional Support	Yes	IAL, EK, PS	PROBLEM
	ICT and Elearning support	Yes		
	Student Centred Learning	Yes		
Provision Expectations	Institutional Support	Yes	P&C, IAH-L, EK	BENEFIT
	ICT and Elearning support	Yes		
	Student Centred Learning	Yes		

Table 2: showing RG3 responses categorised with Lit theme relationship and contextual category ranking scores. Also indicates overall problem or benefit context of responses.

Problems and Benefits Hierarchy v 4

The fourth iteration of the Problems and Benefits Hierarchy can now be compiled to include the final set of data from RG3.

Table 3: showing RG3 contextual ranking scores added to RG2 and Lit theme contextual ranking scores

Problems and Benefits Hierarchy Overview

The 'overview' final Problems and Benefits Hierarchy is available below for reference (for more information, see the [Findings](#) section).

Table 4: Problems and Benefits Hierarchy Ranking Overview

** The information listed in the Participants page is password protected for reasons of individual privacy for those who took part. The information can be made available but only for purposes of evidencing that real people took part in the research.*