

ASSIGNMENT 1 FRONT SHEET

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I. Introduction.

Technology plays a huge role in many aspects of human life. Technology helping people connect with each other more easily through applications such as Email, video calls and social networks... People can exchange or communicate with each other regardless of where there is internet or electricity phone. Thanks to the technology, Users do not need to go to the store in person but can still pay for items to buy and receive goods at home via a computer screen. In addition, all our money transaction history is recorded in the banking system for easy reference later. In general, thanks to the support of information technology, using money is much easier and safer. Especially by applying information technology, learning becomes more vivid, more interesting with image projectors, simulation software and modern laboratories... Besides, student can completely attend prestigious online courses at prestigious universities at home with the help of information technology. But how do you make sure it really improves your life rather than the distraction from it? In my Digital Wellbeing research project is mainly about the positive and negative effects that technology brings phones, laptops on students today. While digital devices and technologies such as smartphones or laptops offer countless benefits, they also contain many potential damaging effects on users' health and morale, so my research will delve into and clarify the benefits and harms of these digital devices. From there, I will also give some results of the research process and solutions with negative effects.

1. What the research will do.

- In my project, I will study and analyze to find the answer to the following research question.

Do digital technologies improve the health and academic ability of Greenwich University students or distract them?

2. Project research purpose.

In my research will go into and clarify the benefits and harms of these digital devices. This can lead to an understanding of Greenwich students' technology habits and practices. From the results I will also present some results of the research process and solutions with negative impacts and ways to control technology that allow Greenwich University students to use their full potential and gain all its benefits.

3. Project research objectives.

The objectives of my research is to outline a specific insight into the issue of Digital Wellbeing by Greenwich students.

Here are the objects that my research paper needs to achieve:

- Learn about digital welfare documents (secondary research) and then do my research on the impact and contribution of Digital to Greenwich University students.
- Discover the current situation and use of technology devices like laptop or smart phone of the majority of Greenwich students today.
- Based on research methods such as primary research, secondary research, qualitative, quantitative, scientific method, research process, population in research. From there, identify the methods used in my lesson and implement them to collect data to answer the initial hypothetical question.
- After the data has been collected conduct specific evaluation analysis of the data collected. Provide a specific view and draw conclusions about the impact and contribution of technology devices such as laptop smart phones to Greenwich University students.
- A report on my research was finalized, stating the phases of the research, the ways and methods that were selected for implementation in the study. The evidence for the conclusions is given and the evaluation of the research.

II. Literature Review.

Research methodology is the most important part of a research. A research method determines the direction that research will follow and how it will collect its data, the quality and depth of data. Therefore, before conducting research, the researcher should select the research methods for the research project that he is performing. This section will provide a brief description of a range of commonly used research methods such as primary research, secondary research, qualitative, quantitative, scientific method, research processes, population in research, along with examples. This helps to have a basic idea of research method options and it is fundamental to choose which research method will be used to conduct research in the assignment.

1. What is research?

According to (Nicholas Williman, 2010, p. 6) research is a procedure that in a systematic manner with the support of demonstrable fact, the answer to a question or problem-solving. In everyday speech, research is a term to describe a multitude of activities, such as gathering a bunch of information, delving into esoteric theories and creating great new products. To conduct research, a researcher needs to start by identifying a question that needs an answer, or a need for a solution. From there, it can be developed into a research problem as the heart of a research project.

1.1 Research problem.

According to (Nicholas Williman, 2010, p. 20) one of the first tasks of defining a detailed research topic is to find a question, an unresolved argument, a knowledge gap or an unmet need in the selected topic. The chosen topic requires a researcher's awareness of current issues in the topic in order to conduct research. Below is a list of important things to help choose the right topic for the study:

- It should be of great interest to researcher: If researcher are deeply interested in this topic, it will be an incentive to persevere in implementation until the completion of the study.
- The problem should be significant: Do not repeat work done elsewhere or spend time and effort investigating a trivial matter.
- It should be delineated: Consider the timelines the work must be completed and the depth at which the problem will be solved. And consider the costs needed to conduct research.
- Search information needed for research: Gathering the relevant information needed to conduct research is an important step in conducting research. It should be done by accessing documents or other sources.
- Draw conclusions related to the problem: The problem or question should be one to which the research can offer some solution or find an answer for them question.
- Raise the problem clearly and accurately: Problem be clearly explained by thoughtful and the sentence completely clear and easily understood by anyone.

It is not easy to decide and select an area that contains specific research issues that may be appropriate for the subject of the research project. The important thing at this stage is to

know and explore the researcher's topic for appropriate possibilities. The problem can be created by an initial idea, or by a perceived problem area.

In my research: Research questions that should be chosen are Do digital technologies improve the health and academic ability of Greenwich University students or distract them?

After identifying the question and research problem. Researchers need to select research methods that address and clarify the need for research. The following is a discussion of the research methods commonly used in research (Nicholas Williman, 2010, p. 21).

2. Primary research.

According to (Doyle, 2011) primary research is the technique used by researchers to collect original data or research directly from the target respondents. The importance of primary research for research is pinpointed, that means data collected is first hand and is accurate. Research is carried around only a specific issue or problem and all the focus is directed to obtain related solutions. Primary research includes qualitative and quantitative research. The primary research was conducted on a sample selection similar to the population.

For example, my company is about to launch a new laptop model and wants to conduct research on the appearance and features of the laptop that my company will soon introduce. My company will conduct a sample selection similar to the population to conduct a primary research with them. Based on this research, my company can think of possible solutions to make the necessary changes in the appearance and features of the laptop.

- In my research:

The primary research helps me conduct my ideas about specific goals in my research. I will be the one directly taking the raw data collected for my current needs in research. Primary research's contributions is as follows:

- Accuracy of data: The primary research provided accurate data at the time I conducted research on the sample selected and authenticated on behalf of Greenwich University students. After analyzing the results collected from the main study, I can generalize the results for all Greenwich students.
- Compare with original hypothesis: After I finished primary research, I can compare with secondary data and the original interpretation given. From there, draw

conclusions for my research. If the information does not match, then I need to have the explanation and explanation for that.

- Avoid Bias: Primary research to make and discover a hypothetical possibility, or to answer a question. When doing my own research, I could be aware of what bias is included when writing that research and avoid it.

3. Secondary research.

According to (Bhat, 2020) secondary research is a research methodology involving the use of existing data and information gathered from other conducted studies. In which the researcher will collect and write secondary resources as a writing document about the main resource. Secondary data is collected from various sources. There are two main of secondary data are internal data and external data. Internal data are data created in the organization that the research is being conducted such as: database marketing, data mining and customer relationship management, etc. External data are data generated by sources outside the organization in which the research is being conducted such as provided services, published documents, etc. One of the reasons secondary research has become a popular choice for many businesses and organizations is that secondary research is cost-effective.

- Data available on the internet.

One of the most common ways to collect secondary data is to use the internet. Researcher find suitable sources for their research on the internet. However, researchers only need to consider authentic and reliable websites to gather information.

- Public library.

A public library is an important repository of information and documents for finding data for secondary research. The public library has copies of important research that has been done before. In addition, the libraries have a large collection of publications and a large collection of business directories and newsletters for research readers.

Example of secondary research: Research learns about student phone usage. They can search for documents that have been written about student phone usage status such as publications, textbooks, articles, book reviews, comments, encyclopedias, yearbooks.

- Commercial information sources.

Researchers can collect their secondary research data through sources such as newspapers, magazines, radio and television stations. These commercial sources of information are direct and highly authoritative.

Example of secondary research: Research learns about student phone usage. They can search for documents that have been written about student phone usage status such as publications, textbooks, articles, book reviews, comments, encyclopedias, yearbooks.

In my research: Doing secondary research gives me an overview of digital wellbeing and the products or information about it. The advantages of conducting secondary research.

- Clarify Research hypotheses: From secondary research I can formulate hypotheses in my research. Obtaining secondary research can give me insight beyond Digital Wellbeing research. This help me define and conduct research scientifically and without repetition or bias.
- Extensive data: I can refer to many sources such as books, newspapers and previous research to determine what to do in my research.
- Time saving: I was able to find hypothetical or answers about the impact of Digital Wellbeing in a short time when doing a search on sources, but it was also analyzed and sorted. Studying articles that other people have analyzed, helps me save time and effort.
- Ease of Access: Accessing the data for the purpose of conducting my Digital Wellbeing research is easy through the internet and I can find many resources on it.

I did a collection of data from data available on the internet with this following the research.

- I gathered secondary research materials correct and authoritative by reading and studying materials from AAAS. AAAS is considered one of the most prestigious scientific journals. This journal has a peer review process, is published weekly.
- The data available on the internet gives me time and money, and I can find it quickly wherever I have the internet.
- The data source is very diverse and plentiful for me to access and research.

4 Qualitative research.

According to (Frederick J Gravetter, 2009, p. 61) qualitative research based on making observations is summarized and interpreted in a narrative report. Qualitative research used to explore trends in thoughts and opinions, and to delve deeper into the issues that researchers are interested in. The method of qualitative data collection uses unstructured or semi-structured techniques in which unstructured technique is a technique that does not use any fixed format and it is carried out through the use of open questions during the research process. Using this technique, the researcher will collect data and exploit information deeply in accordance with the research topic, collecting information out of the stream. Although qualitative data is much more general than quantitative, there are still some common techniques to collect it including: interviews, focus groups and observations.

4.1 Interview.

According to (Gubrium, 2001, p. 32) an interview is a conversation to gather information. The conversation consists of questions and answers in one or a small group. The interview will provide a lot of information for the interviewer. The interviews can be conducted face-to-face or over the telephone or thought internet. Face-to-face interviews are appropriate when your target population is able to communicate through direct conversations better than they can through text or telephone conversations, for example, corona disease spread quickly and easily. It was very difficult for us to conduct face-to-face interviews at the University of Greenwich.

When is an Interview an appropriate? According to (Zarinpoush, 2006) interview is an appropriate method when researchers need to gather in-depth information about people's opinions, thoughts, experiences and emotions. Interviews are useful when the topic of the interview relates to the issues that the interviewee intends to understand. For example, interviewing students give their thoughts on current student phone usage.

4.2 Focus groups.

According to (Lotich, 2011) A focus group is basically the research that organizations and researchers conduct to gather information, qualitative data about the views and opinions of the research subjects about new ideas, products or services. In a focus group, a group of individuals, usually 6-12 people, are gathered in a room to participate in a guided discussion on a topic.

Focus group research is used to develop or improve ideas, products or services. The main purpose of focused group research is to provide data to enhance, change or create a product or service that targets an important customer group (Lotich, 2011).

- In my research.

Doing a qualitative research will help me learn about the learning style, describe understand experience and approach of student learning for digital devices and be subjectively described and understood by students. Collecting qualitative data also allows me to speculate more about the field I have chosen to investigate and how to make contributions and distractions of digital devices for Greenwich University students. Besides, instead of focusing on a specific number, qualitative research focuses on data screening. It gives me lots of specifics about the behaviors, habits, and ways of student using digital devices. The interviews is a way I choose to conduct qualitative research. To conduct the interview, I set to schedule an interview with questions for Greenwich University students. I need to record the answers of the students. This should be able to manage data and quantify responses quite easily. Understand the impact of digital devices on Greenwich university students through questions like how or why, for example, what do you think about online learning methods using digital like using laptop, smartphone?

5. Quantitative research.

According to (Frederick J Gravetter, 2009, p. 61) Quantitative research is based on measurement variables for each participant to achieve a score, usually numerical values. Numeric values can be converted into usable statistics. Quantitative term refers to the fact that this type of study examines variables that often vary in number of dimensions, intensity, time or quantity. It is used to quantify attitudes, opinions, behaviors, and other defined variables - and to generalize results from a larger sample population. Quantitative data collection methods are usually structured methods that include many forms such as surveys, online surveys and mobile surveys etc. In which the structured method is the method with a prepared questionnaire and evaluation scale. Developed around important requirements consistently, all candidates are treated equally.

5.1 Survey.

According to (Merriam-Webster) a survey is defined as a research method used to collect data or solicit ideas from a large group of people on a particular subject or problem. Survey

data is usually collected through the use of highly consistent procedures with the aim of ensuring that false and biased opinions can be influenced by research or research results. Survey includes asking people to provide information through questionnaires through forms such as paper, google form, email etc. Survey uses closed questions to collect data, there is the number of the format of the question as close as 1-5, yes / no, select the statement. For example, surveying student satisfaction with their university: Doing this survey will give your insight into the organization's culture and student satisfaction with university by objective way.

5.2 Questionnaires

A questionnaire is a list of written questions intended to receive information about individuals. It is usually limited in scope and it is not used to collect data or analyze statistics. For example, the doctor asks a series of questions and answers to ask the patient. The patient's answers help doctors better understand aspects related to health conditions, potential risks, lifestyle and environmental habits that often affect the health of patients.

- In my research.

Conducting quantitative research to help Digital Wellbeing researchers collect quantitative statistics to compare with variables and verify theories or hypotheses about the impact of Digital Wellbeing for Greenwich university students. The data gathered from quantitative research helped my analysis and submission be presented numerically by variable. Evidence by specific numbers and variables makes the results of the study more reliable for Greenwich student. In addition, Quantitative research was conducted with a typical student sample representing all students at the University of Greenwich. This method provides a wide range of data collection and results of this study in the form of data. Survey does not reveal the identity of the respondent, so the student's answers are the question is evaluated more objectively. Surveys are a way I choose to conduct quantitative research. To conduct a survey I set questions and ensure that the information they obtain is consistent with the generalization available to all Greenwich University students. For example, how do you feel that you understand the lesson while studying like that? This is a quantitative question in the study of digital welfare.

6 Research population.

6.1 Definition of population.

According to (Frederick J Gravetter, 2009, p. 138) the population defined in research terminology is the large group of people a researcher is interested in doing research on. Although the entire population generally does not participate in the study but the results and processes of regular research apply to a large population, containing too many individuals to measure and research. Therefore, Researchers must select a sample chosen from a population and are intended to represent that population. The goal of the study is to test the sample, then generalize the results to the entire population. Research only makes sense when there is no bias and one of the most important issues in planning research is the selection of participants.

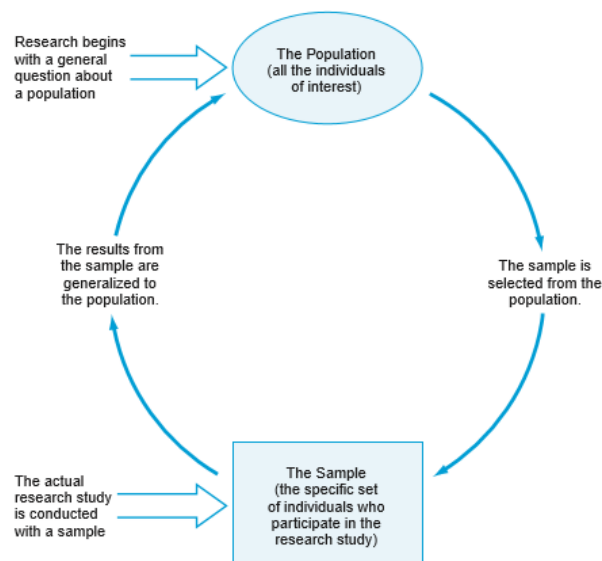


Figure 1 the relationship between a population and a sample (Frederick J Gravetter, 2009, p. 139).

6.2 Type of population.

According to (Frederick J Gravetter, 2009, p. 139) before proceeding to select a sample selected from a population and intended to represent that population. The researcher needs to differentiate between different types of populations so that ways of selecting samples can be formed. So there are two types of populations are target population and accessible population.

- **Target population:** Target population is a group defined by the researchers' specific interests. Individuals in a target population typically share one characteristic.

For example of target population: My study of university student device usage habits. All students in university are target population.

- **Accessible population:** accessible population is part of the target population of accessible individuals who are recruited as study participants. Most researchers choose their samples from accessible populations. Therefore, in addition to being cautious in generalizing research results to accessible populations, researchers must always be extremely cautious in generalizing research results to target populations (Frederick J Gravetter, 2009, p. 139).

For example: The students at Greenwich University. I could be approached in primary research called the accessible population.

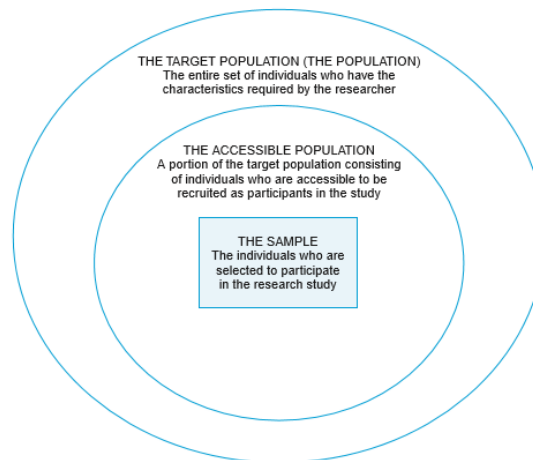


Figure 2 The relationship among the target population, the accessible population and sample (Frederick J Gravetter, 2009, p. 140).

6.3 Sample.

6.3.1 Definition of sample.

According to (Frederick J Gravetter, 2009, p. 141) sample is a small group of individuals selected from a population and is often intended to represent the population in a research. The results from sample research are generalized to the entire population. And to help researchers determine and choose the right sample in this session will give an overview of

samples such as: Representative sample, size sample, probability sampling and nonprobability sampling.

6.3.2 Representative sample.

According to (Frederick J Gravetter, 2009, p. 141) a representative sample is a sample with the same characteristics as the population. The degree of representation of a sample refers to the degree of similarity to the population that the researcher is conducting. The main threat to selecting a representative sample is biased. If the individuals in a sample have distinctly different features from the individuals in the population, the sample is biased. Therefore, in order to generalize research results for the population, the researcher must choose a reasonable representative sample of the population to avoid bias sample happening. However one fundamental question in reaching this goal is determining how large the sample should be to be representative. It should be discuss in session sample size.

For example: If you do a study of painting but the sample you choose are sales people. The results of the study will be biased.

6.3.3 Sample size.

(Frederick J Gravetter, 2009, p. 142) Stated that there is no simple answer to the basic question of achieving this goal of determining how big the representative sample should be, but there are some general guidelines that can help you choose the sample size. The rule is the simple observation that a large sample can represent more than a small sample. Simply put, the larger the sample, the more accurate the population represents. A sample size of 25 or 30 individuals for each group or treatment condition is a good goal.

6.3.4 Sampling Basics.

Sampling is the process of selecting individuals for a research. There are two basics categories of sampling methods: probability sampling and nonprobability sampling (Frederick J Gravetter et al, 2009).

6.3.5 Probability sampling.

According to (Frederick J Gravetter, 2009, p. 144) stated in probability sampling, the entire population is known and the rate of selecting a specific individual is known and can be calculated. There are three important conditions for probability sampling. Firstly the researcher must know the exact size of the population and must list all individuals. Then it is necessary to calculate the probability for each individual in the identified population. Final

the selection process must be justified so that all team members have an equal chance of being selected.

Example of probability sampling: if each of the Greenwich University's population of 1,000 students is selected equally, the probability of selection is 1/1000 per person.

In the table below discuss the five probability sampling methods including: simple random, systematic, stratified, proportionate stratified, and cluster sampling.

Type of Probability Sampling	Description	Strengths and Weaknesses
Simple Random	In simple random a sample is taken using a random procedure and ensures that each individual has an equal and independent opportunity to select participants from a list containing the total population.	The selection process of simple random is fair and unbiased, but researcher haven't guarantee that the sample is representative.
Systematic	Systematic is a sample collected just like a random sample however systematic is a sample obtained by selecting every nth participant from a list containing the total population.	Systematic is an easy method for obtaining an essentially random sample, but the weaknesses of systematic is selections in systematic are not really random or independent.
Stratified Random	In stratified random how to conduct a sample was taken by dividing the population into small groups and then the researcher randomly	The strength of the systematic system is to ensure that each small group will be fully represented, but the overall sample usually

	selected equal numbers from each subgroup.	does not represent the population.
Proportionate stratified	In Proportionate stratified the researchers took a sample by dividing the population into strata and then they make a randomly selecting from each stratum a number of participants so that the proportion in the sample corresponds to the proportion in the population.	In the Stratified Proportionate some strata may have a limited representation in the sample but the Proportionate Stratified still ensures that the composition of the sample (in terms of identification stratum) will perfectly represent the composition of the population.
Cluster	Cluster is a sample taken by randomly choosing clusters (existing groups) from the list of all clusters that exist in the population.	Clusters are an easy method within strengths to get a large, relatively random sample, however the choices in the cluster are not really random or independent.

Table 1 Probability sampling methods (Frederick J Gravetter, 2009, p. 153).

6.3.6 Nonprobability sampling.

According to (Frederick J Gravetter, 2009, p. 144) stated in nonprobability sampling, the population is not completely known, individual probabilities cannot be known, the method of sampling based on common sense factors without any arrangement or constraint to avoid bias because the odds of selecting a particular individual are not known because the researcher does not know the population size and cannot list the members of the population.

For example, a researcher who wants to study the situation of teenagers' personal development can go to any high school in which they live, focusing on attending high school students.

In the table below discuss the two nonprobability sampling methods including: convenience and quota sampling.

Type of Nonprobability Sampling	Description	Strengths and Weaknesses
Convenience	Convenience is a template that is obtained by selecting individual participants easily to obtain that less prone to biased choice cases.	Strengths of convenience sampling is easy method for obtaining a sample. However convenience sampling is probably biased.
Quota	Quota sampling is a sample obtained by identifying the subgroups to be included, after which the researcher sets quotas for selected individuals through convenience from each subgroup.	The quota has the advantage of allowing researchers to control the composition of the sample conveniently, but the sample can be biased because the method of determination is not really certain.

Table 2 Nonprobability sampling methods (Frederick J Gravetter, 2009, p. 154).

- In my research:

My research about the impact of digital wellbeing on students will be studied. So Population in research are student of FPT Greenwich University. Every year, the University of Greenwich recruits new students to the school and conducts graduation ceremonies for students who meet the main requirements so the students at Greenwich University are not fixed. However, the population in my study is not entirely known because the number of students varies from year to year, the probability individual cannot know and the method of sampling is based on common sense or the ease of avoiding bias while ensuring representation. So the method used in my research for simple selection is convenience. Sample in my research consists of 22 randomly enrolled students who are easily selected in classes at the University of Greenwich. The convenience method selection method to determine the sample in the population I do research helps me the following:

- Avoid bias: The method convenience I chose is based on randomness and convenience, which helps to reduce bias and my generalization results are more accurate.
- Simplicity: creating a simple by using convenience method is much less complicated than other methods.
- Obviously: Determining the population and sample of research helps my research purpose more clearly. From the results I have collected and analyzed, I will have suggestions or contributions for population are Greenwich University students use digital devices better.

7. Research process.

There are several well-known research processes commonly used to conduct research such as spiral research, spiral research process, spiral research process, sequential research process, circular research process. To write and complete a thesis is not a simple task. Selecting a research process helps researchers have a clear understanding of the process of their project.

According to (Kothari, 2004, p. 10) the research process consists of a series of actions or steps needed to carry out research effectively and sequentially. The sequential process is the simplest view of all research processes. In this process, a series of operations are performed in turn as a series of linear stages. The research process begins when the define research problems begins and it ends with a report of the research results.

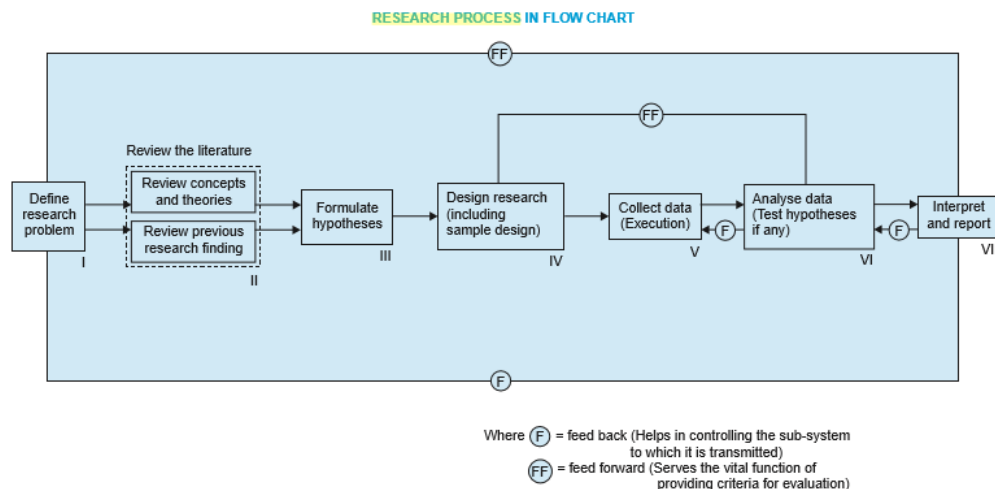


Figure 3 Research process in Flow Chart (Kothari, 2004, p. 11).

The picture above is a chart showing the research process consisting of activities from I to VII closely related. However, the order below includes all the detailed steps to provide a useful procedural guide related to the research process.

In my research project, I following on 11 sequential steps to take from start to finish. Based on these steps, I have an overview of the steps taken in my research. The steps are like small goals tasks that I need to accomplish before going on to another goal. Following the sequential steps helps my work in the right direction to avoid mistakes and undesirable consequences such as misleading, inaccurate research.

Step 1: Formulating the research problem: According to (Kothari, 2004, p. 12) in the first step, the researcher must decide the area of common interest or aspect of an issue he wants to explore. It will help a researcher a lot to get a good research topic by asking their topic as a question. For example, if you are interested in learning about using the phone during a student's class, you might ask: "What effect does using the phone have on the academic performance of students learn?"

In my research: In the first step I identified and found areas of Digital Wellbeing. Base on scenario of research, the goal of Digital Wellbeing is to control technology that allows users to use their full potential and achieve all its benefits. So problem in my research are analyzing and learning about Digital Wellbeing problem to student. From there provides recommendations for students to use digital in the best way.

Step 2. Extensive literature survey: According to (Kothari, 2004, p. 13) the researcher needs to designate and narrow the study area. Once the problem is formed, a summary of the problem in research is written and submitted to the authorized person for review. In this step, researchers should conduct extensive literature surveys on issues of their interest. A good library will be of great help to researchers at this stage.

In my research: Researchers will conduct secondary research to consult with previous sources such as online, book or research articles on digital wellbeing that have been conducted before or refer to their tutor. This step will help me to better understand what digital wellbeing is and its fields and facets.

Step 3. Development of working hypotheses: According to (Kothari, 2004, p. 13) in this step researcher should state in clear terms the working hypothesis or hypotheses. In most types of research, the development of working hypotheses plays an important role. The hypothesis should be very specific and limited in the research section. The role of the hypothesis is to guide the researcher by delineating the research area and keeping the researcher working in the right direction.

In my research: After narrowing and selecting research areas, I need to build and set up hypotheses for Digital wellbeing research. Base on assignment brief, the theory proposed is that the impact of Digital Wellbeing brings more benefits than disadvantages. From there I will conduct investigations to conduct research to clarify the hypothesis.

Step 4. Preparing the research design: According to (Kothari, 2004, p. 14) in this step the researcher needs to prepare a research design, the study will be conducted in the prepared research format. The function of the research design is to provide evidence-gathering related to the goals that will be achieved during the research. Research purposes can be grouped into four categories, exploration, description, diagnosis and testing. The preparation of a research design, suitable for a particular research issue, usually includes consideration of the following: the means of obtaining the information, the time available for research, cost factor relating to research and the availability and skills of the researcher.

In my research: I will specify which research methods will be used to carry out the Digital Wellbeing research. The methods used to clarify the views and answer hypotheses have been given.

Step 5. Determine sample design: According to (Kothari, 2004, p. 14) in this step, the researcher must decide how to select the sample before any data is actually collected for sampling from a certain population.

In my research: Sample in my research consists of 20 randomly enrolled students who are easily selected in classes at the University of Greenwich by convenience method.

Step 6. Collecting the data: According to (Kothari, 2004, p. 17) the method of data analysis will be selected and the data analysis must always be related to the goal of the research that is researcher analysis should answer the question or research hypothesis. In this step the researcher should choose one of the data collection methods to consider the nature of the survey, the purpose and scope of the survey.

In my research: I have chosen a number of methods such as survey, interview to consider the nature, objectives and scope of Digital Wellbeing research.

Step 7. Execution of the project: According to (Kothari, 2004, p. 18) step 7 is a very important step in the research process, if the project execution is on schedule and on time, the data to be collected will be complete and reliable. Researcher can evaluate how successful they had been in achieving their research objectives, and highlight the strengths and weaknesses of the research.

In my research: The primary research will be conducted at the University of Greenwich.

Step 8. Analysis of data: According to (Kothari, 2004, p. 18) in this step the researcher will analyze the data collected in the previous step. Data analysis requires a number of closely related activities, such as setting up lists, tabulating and then drawing statistical conclusions.

In my research: After the data was collected at the University of Greenwich. I will analyze that data. The analyzed data will have to be checked for importance to determine with valid data that can be said to point out any conclusions for Greenwich University students.

Step 9. Hypothesis-testing: According to (Kothari, 2004, p. 19) in this step, the researcher can test the hypotheses made initially. Data after being analyzed can test the hypothesis whether. Does the data support the hypotheses or not. In my research. I will check the initial hypothesis with the results analyzed after collecting data at the University of Greenwich.

Step 10. Generalizations and interpretation: According to (Kothari, 2004, p. 19) in this step, the researcher can come up with a generalization, that is, to formulate a theory if a hypothesis is tested and maintained multiple times. In my research: I will generalize the hypotheses after being tested and applied to all Greenwich students

Step 11 Preparation of the report or the thesis: According to (Kothari, 2004, p. 19) in the final step, researchers must prepare reports on what has been done in research. The report should be written in a clear, concise and objective manner in simple language, avoiding ambiguous expressions. In my research: A report will writing about Digital Wellbeing research.

8. Conducting secondary research.

8.1 Discuss Wellbeing and related products.

According to “Definition of Digital Wellbeing” had been defined by (Shah et al, 2019) are Digital Wellbeing is about digital technologies and services mental, physical and emotional health of user using it. It means that when people interact with technology, this experience will support mental health and / or physical health in a measurable way.

According to (Rouse et al, 2019) the term of Digital Wellbeing are Technology control allows us to use its full potential and achieve all its benefits and supports users to maintain a healthy lifestyle. In order to develop this term, some companies have developed less distracting features or added the ability to turn off distracting notifications to users. In addition, companies have created new digital status tracking apps to record things like screen time for different apps. They help users reduce unwanted screen time types or be more cautious about how to use the technology (Cohut, 2017).

According to (KENNEMER, 2018) Google believes that Digital Wellbeing is not just an application or a feature. That is the whole idea. It is a lifestyle change. It is identifying and accepting the issues that mobile technology can and cause to our attention in ways that may be unfair. Today's smartphones are increasingly attracting our attention. But they also have the harsh effects of using the internet and smartphones too much that have been talked about for a long time, A Google survey found that more than 70% of smartphone users are seeking help to improve their phone usage. In addition, Google's vision of Digital Wellbeing is to help you find a balance in your life and your family, so family control will be a more important part of what they do. It provides parents with the ability to monitor and manage their children's equipment closely.

Android is one of the largest operating systems in the world. With many of their applications have shown the characteristics of Digital Wellbeing. The picture below is a dashboard application. The dashboard gives you an overview of your daily digital activity. It includes the overall time you spend using your phone, the time you spent within reach individual app, and how many notifications you get from those apps. that helps users track how and evaluate their behavior so that they can use their phone more effectively (KENNEMER, 2018).

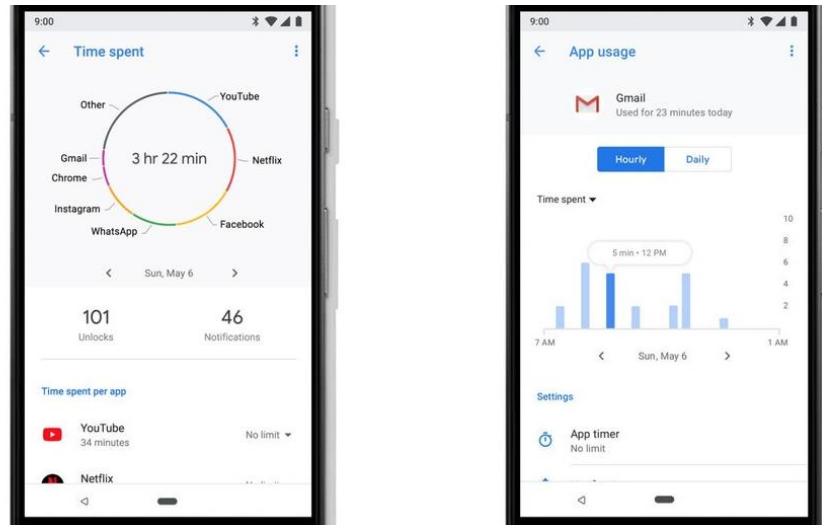


Figure 4 Dashboard keeps you informed (KENNEMER, 2018).

Apple has also announced new Digital Wellbeing features for its iOS 12 operating system at the Worldwide Developers Conference in June 2018. iOS is giving users an overview of how they use their phone called Screen Time. It will include the time they use each application, limiting the time to use the application. Especially, it will show you how much higher or lower than the average user. Through the Screen Time app, parents will also have more control over their children's devices, with the ability for them to monitor usage and impose time limits. You can even completely prevent your child from using the phone at night, so they will have no choice but to go to sleep (KENNEMER, 2018).



Figure 5 Screen Time Application (KENNEMER, 2018).

In my research: I look at aspects of using devices from an individual perspective in a personal, academic or work context. I need to identify the positive and negative effects of the use of digital devices in teaching and learning processes of student and teacher. From there, I provide advice on the management and control of technology use to improve welfare. Conducting secondary research will provide qualifications from previous studies on the impact of device use on student health, the contribution of digital to student learning. Based on secondary research, researchers have been able to develop and set up hypotheses for Greenwich University students.

8.2 Do digital technologies improve the health and academic ability of Greenwich University students or distract them?

8.2.1 The contribution of digital technologies to student.

- Improve student experience by using game to teaching.

In some other documents, references refer to the benefits of Digital brought in the learning process but the methods of learning through games, distance learning platforms like Google Meetings. According to "New report explores the use of digital games in the classroom during the learning process" by (Harrison, 2014). Teachers are currently considering using digital

games in the classroom to monitor student learning and create a more dynamic learning environment for students through games. In the web-based survey, teachers were asked about their use of digital games, their practice of process assessment and intersection. As a result of the survey, more than half of teacher's (57%) use digital games weekly or more often in teaching and 18% teacher using games for daily teaching (Harrison, 2014). According to (Moore, 2015) stated that games designed to learn require different features than games for entertainment. The researchers have identified specific game features that help teachers track student learning, including: feedback systems such as points or stars, screen capture tools and features so that students, teachers can speak directly to each other from afar (distance learning) and they can share their screens with each other such as, Kahoot game (Moore, 2015).

- Improve student experience by using devices as laptop, tablet to learning.

According to (Khasanova, 2017) about the use of tablets in the process of teaching math. The researchers conducted an intervention of a group of 124 students who studied students is taught math's with the use of tablets. Another group includes 135 students is taught math's using traditional teaching methods using manuals. The results indicated that the intervention team displayed better results; Students can easily manage task resolution and navigate through accumulated information. In Addition, according to (Pérez, 2020) study of each student having an Internet-connected laptop and actively using it to perform learning tasks both in and outside the classroom and after analysis of 16 interviews conducted on families for this study shows that while parents believe technology to be beneficial for their children's academic and professional future, they also feel uncomfortable having to manage their off-campus use created from laptops, places of entertainment and social interaction that compete with academic activities. However, there are still a few students who are negatively affected by using computers because they use for purposes other than studying. Another secondary source of (Ciciora, 2015) the research "Tablet computers good medium for educational materials" looked at the impact of tablet integration in three areas of student activity: engagement, learning and professional development. The study found positive results in all three categories, with a significant increase in student engagement with classmates and team members directly related to tablet adoption. The results also showed that students used the tablet primarily as a tool for communication and as a reading device, with an average of 49% of class reading being done on tablets and 80% tablets said they felt

comfortable reading content on the screen (Ciciora, 2015). From the above resources, it is easy to see the positive contribution of using the tablet as a digital device in the teaching and learning process. Therefore, using tablets will help students feel more comfortable going to school.

8.2.2 Digital technologies distract health and learning of student.

- Distract student experience and health by spend too much time using the phone.

The studies are all on the impact of the current level and frequency of youth phone use is high and the reports and surveys conducted by the world's leading organizations also show that Excessive usage of the phone will affect the health of users. Frequency of phone use is a potential risk of depression for teenagers today. The bad effects of excessive use of the internet and smartphones have long been mentioned, According to Google, "mobile technology can and should attract our attention in ways that may be unfair." (KENNEMER, 2018). Recent research show that "the increase in smartphone use correlates with increasing mental health problems among adolescents, such as depression." (Cohut, 2017). A consumer survey conducted in 2017 showed that 82% of Americans own or can use a smartphone, 92% are able to use it when shopping, 78% when eating at home and 44% when crossing the street. Moreover, according to a survey by the Pew Research Center, 73% of teenagers have access to smartphones and 92% of them say they access online every day. (Cohut, 2017). According to a recent study by the Pew Research Center, 46% of Americans say they cannot live without a smartphone (Brooks, 2017). Dr. Hyung Suk Seo, from Korea University, warned that there is more danger in this addiction than the ability to waste a lot of time sharing memes and viral videos. In fact, teenagers addicted to phones and the Internet have a chemical imbalance in their brains that causes them to become depressed and anxious (Cohut, 2017).

8.3 Conclusion of secondary research and proposed initial hypothesis.

Reviewing of secondary research papers gives an overview of Digital Wellbeing, which also identifies the advantages and disadvantages of Digital in teaching, learning and student health. This will help the researcher build hypotheses for the research paper, this report will be based on the main research and analyze it to clarify the following hypotheses.

- Improve student experience in my research.

Hypothesis is “ Using digital devices such as desks, laptops will help students solve a lot of problems by their self and bring a sense of comfort to students while studying”. This hypothesis is also proposed for Greenwich university students that the use of laptops and tables will help students access the mass information and study well, which will help students easily find materials support for their learning. The hypotheses will be proved through primary research that will be done at the University of Greenwich.

- Distract student experience in my research.

“Greenwich University students may be affected by health problems or poor academic performance while using their smartphones or laptops too much” is a hypothesis that needs to be researched and investigated. The results are analyzed and they provide evidence for me to provide warnings, a strategy for lifestyle changes for Greenwich University students.

III. Primary research.

1. My initial primary research plan.

The methods used to collect information for research and writing reports on “Digital wellbeing in FPT Greenwich Education System” are: survey, interview.

- The process of doing primary research:

Firstly, I do survey to collect opinions by majority.

Secondly, I will do an individual interview of student and teacher.

- Reasons for choosing 2 techniques to collect ideas above:

Survey gathered opinions in large numbers to grasp the trend and status of Digital Wellbeing for FPT Greenwich Education System.

Interview was conducted to characterize and analyze Digital Wellbeing users for educational purposes in FPT Greenwich Education System.

- Population in research: students of FPT Greenwich Education System.

1.1 Survey.

- Sample: 22 students of FPT Greenwich Education System.
- The purpose:

The purpose of the survey to answer the questions: Can online form of learning or distance learning be used to reduce time and travel costs for students? How to assess students' learning with digital devices in the learning process? And should devices such as laptops and phones be included in student learning process?

- Question for student:
 - 1) What are the digital methods in the learning process that you have been learning?
 - 2) What do you think about using digital devices such as projectors and laptops during the learning process?
 - 3) Do you wish to have digital equipment in each classroom such as projectors, speakers and practice machines? How you feel it is better to have digital wellbeing equipment in the classroom?
 - 4) How many hours a day do you think using laptop is enough?
 - 5) Do you expect to use your phone or laptop during class study?
 - 6) How can students immediately apply the knowledge and skills they have learned with you laptops during class time?
 - 7) Does the online course match the previous description of it?
 - 8) After finishing the combined course using a digital device called Google Meeting for online study. Can students acquire the necessary knowledge and skills?
 - 9) Do you surf the web while the teacher is teaching? Do you feel that you understand the lesson while studying like that?
 - 10) Would you like to use the newer learning method within digital than traditional methods?

1.2. Interviews

- Sample: 5 Students and 2 teachers of FPT Greenwich Education System.
 - For student: 5 students enrolled in traditional course programs and 3 students enrolled in course programs using digital like laptop.
 - For teacher: 2 teachers teach in the traditional way of teaching and 2 teachers use digital wellbeing in teaching.
- Purpose for teacher:

Does the use of digital technologies in education have a positive impact on teaching outcomes?

What is the teacher's ability to manage time study of students?

- Purpose for student:

What is the difference of students using digital to study and traditional learning students?

What subjects should students feel about using digital like laptop, phone or learning online?

- Question for 10 people: 5 students, 4 teachers.

Question	Objects interview	Gender	Age	Learning and teaching through digital well-being devices such as (google meetings), laptop...	Place to interview	Time to interview
1. How do you feel about using traditional learning methods without using digital devices like phones and laptops? 2. Do you find it easy to understand the knowledge and skills needed without using a laptop to learn?? 3. What do you think traditional learning styles without using laptop, smart phone? 4. If you do not have a smartphone or laptop, how do you study materials to study?	Student 1	Male	20	No	FPT Greenwich	Dd/mm/yyyy(time)
	Student 2	Female	21	No	FPT Greenwich University	
	Student 3	Male	20	No	FPT Greenwich	

5. Can you gain the knowledge and skills you need to finish a traditional course?						
6. If you don't use a laptop to practice programming, what do you think?						
7. Why not try studying with modern learning methods using digital wellbeing tools such as google meeting?						
1. How do you feel about using online learning methods using digital like using laptop, smartphone?	Student 4	Male	20	Yes	FPT Greenwich University	
2. How often do you use a laptop or smartphone to find out what materials are in the learning process?	Student 5	Male	20	Yes	FPT Greenwich University	
3. How you use the knowledge and skills you learned with the laptop emulation platforms such as Paint and Word?	Student 6	Female	22	Yes	FPT Greenwich University	
4. Do you often use web browsers during your study? Which web browser do you use the most?						
5. Do you find Facebook social networking distracting when your teacher is giving a lecture? How do you limit the social networking sites in the learning process?						
6. Do you use a laptop to learn problems that you did not understand during the course of study? Do you find it easier to find out with a laptop than to ask your teacher?						
1. Do you feel that the lack of equipment such as laptops and projectors interfere with teaching and learning?	Teacher 1	Male	32	No	FPT Greenwich University	
2. How do students get interested in your lessons?	Teacher 2	Female	36	No	FPT Greenwich University	

3. Would you like to teach using laptops and projector equipment for students? Do you think students will understand the lesson better?						
4. Without submission platforms like CMS, google Classroom how do you track student progress? Do you think these platforms should work?						
5. If students do their homework but don't understand how they communicate with you and how you help them solve the problem?						
1. How do you feel about teaching using devices such as projectors, or using a laptop to teach online??	Teacher 3	Female	40	Yes	FPT Greenwich University	
2. How do you make lectures with projector equipment interesting for students? Should you add video and music to your lectures?	Teacher 4	Male	42	Yes	FPT Greenwich University	
3. Do you think students should be allowed to use computers during their study?						
4. If you want your students to focus on important lessons through the use of laptop, which way do you use?						
5. How do you feel about teaching online through google meeting. What subjects does this teaching fit?						

Table 3 Interview plan.

2. The changes of my primary research.

I refer to the extensive literature on digital wellbeing issues to revise the questions in accordance with my research. After the survey questions were formed, a copy of the questions in the study was written and sent to an authorized person named "Do Quoc Binh"

for review. Here are the plan and questions that have been selected, reviewed and evaluated. It will bring a lot of information to my research.

2.1. Survey.

- Purpose

The purpose of the survey to assess the current level of digital use by students and evaluate student's smartphone, laptop usage.

In addition purpose of survey to answer the questions: Can online form of learning or distance learning be used to reduce time and travel costs for students? How to assess students' learning with digital devices in the learning process? And should devices such as laptops and phones be included in student learning process?

- Way to do survey.

My survey is done by sending survey to Gmail of student. The result that survey through the answers of 22 student of Greenwich University by 22 randomly enrolled students who are easily selected in classes at the University of Greenwich.

- Questions.

- 1) In addition to studying and working, using devices. How many hours a day do you have a habit of using technology equipment such as smart phone, laptop?
 - Under 2 hour.
 - About 2-4 hour.
 - About 2-4 hour.
 - Over 6 hour.
- 2) If you use the electronic device until after 0:00. How will your health be in the morning class?
 - Feel sleepy.
 - Feeling tired.
 - Feeling unfocused.
 - Feel normal and no matter what discharge.

- 3) When you are studying or concentrating on working if your phone or laptop vibrates or emits a sound. How to check your device like laptop or phone right away?
- Sometimes.
 - Often.
 - Rarely.
 - Never.
- 4) If the teacher give an assignment to you. What is the habit of exchanging assignments with classmates instead of using the device for your search?
- Sometimes.
 - Often.
 - Rarely.
 - Never.
- 5) If you attend a school meeting. What is it like to spend more time listening and talking to your friends than using social media like your Facebook?
- Sometimes.
 - Often.
 - Rarely.
 - Never.
- 6) When the teacher is giving a lesson. What is your routine of using the device to surf the web?
- Never.
 - Rarely.
 - Sometimes.
 - Often.
- 7) When you do not understand the problem of studying or working. Instead of reading materials in a library. How often do you use your device to search for answers right over the internet right away?
- Never.
 - Rarely.
 - Sometimes.
 - Often.
- 8) If teachers use digital devices such as projectors and laptops or games during the lesson. How do you feel about the lesson?

- Very helpful and supportive.
- Quite good.
- Unhelpful.
- N/A Not applicable.

9) Through the use of the Google Meeting application for distance learning. How do you feel the content of the online courses match the previous description?

- Very similar.
- Similar.
- Unlike.

10) After finishing the combined course using a digital device called Google Meet to distance learning. How did you pass the subjects?

- First pass.
- Second pass.
- Study again to pass.

11) In addition to studying and working, using devices, with the habit of using the phone. What are the test scores you regularly receive?

- First pass.
- Second pass.
- Study again to pass.
- Score higher than pass (merit, distinction).

12) How do you use digital wellbeing features such as limit time using device, keep silent device to limit the use of smart devices?

- Never.
- Often.
- Sometimes.
- Rarely.

- List of people in my survey.

ID	Student ID	Student Name
1	GCH17506	Bùi Huy Thế Anh
2	GBH17474	Trần Thị Mỹ Linh
3	GBH17526	Đinh Thị Kim Nguyên
4	GBH16057	Uông Văn Hưng
5	GCH15001	Nguyễn Hữu Lộc
6	GCH16110	Vũ Trọng Nghĩa
7	GCH16504	Nguyễn Thị Giang
8	GCH16564	Ngô Việt Hoàng
9	GCH17303	Dương Hùng Cường
10	GCH17424	Nguyễn Công Sỹ
11	GCH17430	Trần Huy Tiến Anh
12	GCH17468	Bùi Đình Kha
13	GCH17484	Đỗ Đức Anh
14	GCH17540	Nguyễn Minh Đức
15	GCH17574	Ngô Việt Duy
16	GCH17575	Phạm Thành Đạt
17	GCH17593	Trịnh Anh Tú
18	GCH17607	Vũ Mạnh Hưng
19	GCH17633	Trần Minh Nghĩa
20	GCH17644	Nguyễn Anh Tú
21	GCH18039	Lương Văn Quang
22	GCH18434	Nguyễn Việt Anh

2.2 Interview.

Due to the epidemic's situation, my interview questions could not be conducted face-to-face. So the questions in my interview have changed to fit the current situation

- Method: online interview method.
- Sample: In the epidemic's situation the sample also was changer that, I will do an individual interview of about 5 students and 2 teachers and they will answer the questions below.

- Purpose for student:

How do students feel when using digital devices to study?

What are the distribution and contribution of digital devices to each individual?

- Purpose for teacher:

How the use of digital technologies in education have a positive impact on teaching outcomes?

Solutions that can use digital devices more effectively.

Question	Name	Objects interview	Gender	Age	Place to interview	Time to interview
<p>1. When the time you use your smartphone or laptop over 6 hour, especially when you use it until late at night, how do you feel it affects your health? Do you have suggestions for people who use their phone or laptop too much time?</p> <p>2. Do you find using equipment such as a laptop or phone distracting when your teacher is giving a lecture? How often do you focus more while the teacher is giving a lecture (eg don't use laptop or turn off the sound or turn on airplane mode for your phone)?</p> <p>3. Have you ever spent days without a smartphone, how do you feel about those days?</p> <p>4. Do you find it easier to study materials with a laptop than to ask your teacher? How do you feel that devices like laptops and laptops help with your research?</p> <p>5. Did you study with distance learning methods using digital welfare tools like Google Meeting? How do you feel about learning, and how does this method of study fit into the context of the object?</p> <p>6. Do you have any suggestions to make using devices like student's laptop phone more effective? What is that idea?</p>	Bui Huy The Anh	Student Of Greenwich university	Male	20	Online By using Gmail	3/27/2020
	Tran Thi My Linh	Student Of Greenwich university	Female	22	Online By using Gmail	3/27/2020
	Dinh Thi Kim Nguyen	Student Of Greenwich university	Female	20	Online By using Gmail	3/27/2020
	Pham Thanh Dat	Student Of Greenwich university	Male	20	Online By using Gmail	3/27/2020

	Uong Van Hung	Student Of Greenwich university	Male	20	Online By using Gmail	3/29/2020
1. How do you feel about using laptops and projectors to teach students? Do you find the lack of equipment such as laptops and projectors hindering teaching?	Tran Thi Huyen	Teacher of Greenwich university	Female	31	Online By using Gmail	2/5/2020
2. If there is no submission platform like CMS, Google Classroom, how do you track student progress? How do you think these platforms are important and contribute to learning and teaching?	Do Quoc Binh	Teacher of Greenwich university	Male	30	Online By using Gmail	4/5/2020
3. If students bring devices such as laptops or smartphones to the classroom. What suggestions do you have for students to be more focused while you teach in class?						

Table 4 Change of interview.

3. Evaluate data collection methods in my research.

3.1 Survey.

I conducted a survey through google form. Survey have me collect quantitative data. This also brings some advantages and disadvantages as follows.

Advantages:

- Surveys are relatively inexpensive and convenient. My survey can be done online via Google Form. Survey questions are proficiently created through Google Form. It is free tool. Then questions can only be sent via e-mail. This helps me reduce and save

costs more than other data collection methods such as focus groups and personal surveys that require.

- Surveys are very useful in describing the characteristics of a large population (Greenwich student). The collected results are targeted to draw conclusions and generalize to apply to Greenwich students.
- Reliable, the anonymity of surveys allows Greenwich student to respond with more straightforward and valid answer. Accurate data keeps my research avoid bias.
- Surveys help me gather quantitative information easily. Data can be used to compare and contrast results. For example, I can compare two variables that are student's time using phone and student's learning results.

Limitations:

- Surveys are difficult to change questions or sequences when I conducting data collection.
- The questions are limited by the answers. Controversial questions may not be answered correctly by the participants
- There may be differences in the way people understand survey questions. Questions that are not well understood by people will cause discrepancies in the answers and data I receive.
- Some questions do not receive answers from students and results obtained from the survey reflect some of the person who responded dishonestly.

Solutions to achieve better results:

- Questions and answers should be provided to the tour guide before conducting the survey. They will give you suggestions for amendments that are more appropriate for the study.
- To avoid this situation, some questions will not be answered or ignored. Questions should be asked in forced-answer mode. So they need to complete the questions before returning the paper to you. This is a way to ensure the data you receive is not missing.

- Survey questions will provide more answers for users to choose. avoid using "Yes" and "No" answers
- To minimize the risk people will provide dishonest answers. You need to tell the survey participants that their privacy is a top priority and the process you use will prevent their personal information from being leaked.

3.2 Interview.

I conducted interviews on the internet to collect qualitative data. This also brings some advantages and disadvantages as follows.

Advantages:

- Internet interviews save me time and travel expenses to meet interviewees. I just need to email them to conduct the interview.
- Conducting email interview. I can take the time to structure appropriate and control the order of the questions that are likely to impress Greenwich students and teachers.
- Scheduling interviews is much easier than face-to-face interviews. I just need to send the questions I have prepared via the interviewee's Email
- The students interviewed may feel confident and comfortable to answer the question because the interview time is not certain. From there they could have good and clear answers so I can gather a lot of information about the impact and contribution of digital to Greenwich University students.
- Student can respond to interviews by responding directly to answers via Gmail. Then I could copy their answers. This ensures the truthfulness of the data I collect.

Limitation:

- Conducting a written online interview through Gmail, which made it difficult for me to evaluate the interviewee.
- I cannot explain directly to students and teachers about the meaning and content of my questions if they do not understand. The wrong choice of words could falsify my interview results.
- Interviews via the internet are also inconvenient because it depends on the internet speed of the interviewees.

- The amount of information gathered from students and teachers is limited. Because they only answer according to the prepared questions.

Solutions to achieve better results:

- Need to determine the time, purpose of the interview and inform methods will conduct interviews to the interviewee.
- Make a list of clear and coherent questions. Then, you should present the questions you plan to conduct interviews with your instructor to ensure the questions will gain useful information for the research.
- Verify the interviewee's information to see if they are the right person to answer the question. For example, when did you answer my interview?
- In addition to interviews via Gmail. Conducting a video call interview is a good way to do it. This ensures the exact person you interviewed and also gives you the flexibility to ask questions and answers. However, make sure you have a good audio system and a good internet connection. Poor audio and poor internet connection can create a lot of confusion and confusion in your interview.

IV. Analysis the result of Primary research.

The survey was conducted online using google form. Students need to complete all the questions in order to attend the summit so my survey does not lack data and ensures data completeness. Moreover, my survey only accepts emails from Greenwich university students with the domain name “@ fpt.edu.vn” this to ensure that the data I collect is not fraudulent. For the interview, I prepared a series of questions and sent them to the people I needed to interview via Gmail. All data collected from interviews and surveys I have included in appendix.

1. Distracted of digital device to student.

1.1 Students are increasingly spending time using digital devices.

From survey results and interviews on laptop and phone usage habits of Greenwich University students. From my point of view, Greenwich University students spend a lot of

time using technology equipment and using technology equipment. Spending more time using the devices in a day has been affecting the health and morale of students. Students do not have time to participate in other activities such as playing sports or social activities. In addition, with such high device usage time. Students will be affected by adverse effects on their ability to learn. With the evidence that the results of phone usage on (Figure 6) show that, more than 40% of students use technology devices more than 6 hours a day and students spend between 4 and 4 6 hours a day to use technology devices with more than 45.5% of the survey.

1.2 Symptoms of student health when using digital devices for more than 6 hours in addition to studying and working.

Admittedly, using the device for too long will affect the health of student. Results of data collection through surveys and interviews also point out the health symptoms encountered by Greenwich University students. Greenwich University student schedules are usually about 5 hours for a class. Besides, students spend more than 6 hours a day using phones or laptops in addition to studying and working. Spending too much time on the use of the device will affect and imbalance the lifestyle of students. They will face fatigue and distraction. Health problems will occur such as tired, headache, etc. These symptoms will make it difficult for students to complete their work and study. They may miss school because they are sick. The reason for this is most of the students interviewed also said that using the phone for more than 6 hours a day in addition to studying and working affects their health, they experience symptoms such as headaches, tired, sleepy, acne on the face. (Appendix).

1.3 Affect learning in the morning after using the digital devices after 00h.

To be aware of the learning situation of Greenwich University students when they use the electronic devices more than 00h a day, I conducted a survey of the symptoms they encountered and interviewed about their attitude in class. As an effect, using phone or laptop until after 0:00, the health of students and their learning will also be less effective and interact the next morning. This will be one of the reasons why students Inattention, can cause distraction, greatly affecting the final outcome of Greenwich students. Using devices that are too late causes headaches and memory loss and endocrine disorders when students do not get enough sleep. With the health condition after using the device too late, students will not be alert and focused to study that morning. It leading to less effective learning. Evidence for

this fact that students interviewed also said that using the phone too late would affect their health, they encountered symptoms like headaches and could not focus on studying the next morning. In particular, there is a case of fainting when using a laptop to play games too late (Appendix interview students). Another evidence for fact that the survey in (Figure 7) shows that 18.2% of students feel the normal when using the phone too late. The table below is the symptoms that students encounter when they have a habit time using technology after 00h.

Health symptoms encountered	Percentage of people who experience symptoms
Feeling sleepy	68.2%
Feeling tired	36.4%
Feeling unfocused	54.5%
Feeling normal and no matter what discharge	18.2%

Table 5 Symptoms encounter.

1.4 Students are distracted by the sound of digital devices.

To clarify this I conduct surveys and interviews about the distracted of using a phone or laptop when students focus on work or study. Generally, Greenwich University students were distracted by work or school when a smartphone or laptop made a noise. The lack of concentration in learning and working will affect the productivity and learning of their students. Such as, they will lack classroom knowledge that day when they are not focused or tired. To illustrate this point (Figure 8) result of survey about the habit of using the phone while they are studying and focusing on the work of Greenwich students is that students pay attention to their phones to the point sometimes is with 54.5% of results and 27.3% of students often pay attention to their phone when it vibrates or sound. In (Figure 12) shows that students have a habit of occasionally surfing the web when teachers are preparing lessons with the highest score with 59.1%. In addition, interviews show that using the device during class distracts teachers' attention and they need a second test to pass the test or to retake the test to pass (Interview with Bui Huy The Anh).

1.5 Students reduce social interaction by using digital devices.

From my perspective, Greenwich University students are mostly majoring in information technology. Therefore, they spend most of their time studying and working with laptops. So

students are likely to reduce real social interaction with their phone usage habits if they do not use methods or tools to limit the use of electronic devices. They spend too much time using electronic devices, which will obviously reduce actual conversations and social interaction. With the habit of using the phone, students will have difficulty talking with friends, classmates and people around. To be more precise the results, (Figure 9) surveyed on actual social interaction of Greenwich University students showed that Students exchanging regularly with classmates was the lowest with only 13.6% of results. Besides, (Figure 10) the survey results about the habit of using the phone at a school meeting also received results that the students who contacted them regularly or heard the lowest with 22.7%.

1.6 Spending more time to use digital devices in addition to studying or working will adversely affect learning results.

Status	A habit time using technology equipment without study or working.		
	About 2-4 hour.	About 4-6 hour.	Over 6 hour.
First pass – Score higher pass	75%	80%	55.5%
Second pass – Study again to pass	25%	20%	44.5%
Total	100%	100%	100%
Number of participants	3	10	9

Table 6 Habit using technology without study or working.

From the results of the survey. As far as I am concerned, the majority of Greenwich University students spend most of their time using the devices. However, the habit of using digital devices such as laptops or phones for too long or for personal purposes will adversely affect the academic performance of Greenwich University students. Student spend more time using the internet in addition to studying and working. They do not have time to rest and think about their learning issues. With much time using the device. They will get tired every time they study. They no longer have enough focus and patience to study. Thereby

leading to the higher the rate of retesting and taking the second test to pass a course of Greenwich student. Reason for this point (table 6) had shown the results of comparing 2 variables of time using equipment in addition to learning or working and learning results. The result is that students use 6 hours in addition to studying and working. They have the highest retest rate to pass the subject is the highest with 44.5%.

1.7 Using digital devices when teachers are teaching adversely affects learning outcomes.

Status	A habit surf the web while the teacher is teaching.		
	Often.	Sometimes.	Rarely.
First pass – Score higher pass	20%	83.3%	75%
Second pass – Study again to pass	80%	16.7%	25%
Total	100%	100%	100%
Number of participants	5	12	5

Table 7 A habit surf when teacher teaching.

In fact, A course of Greenwich University students usually only has 40 sessions. Therefore, the knowledge that is taught in a class is very important. If students do not focus on the lesson, it will affect the next session. So when students do not pay attention to study, they not only lose knowledge that day but also affect the following sessions. Students often use laptops or phones while lecturers are giving lectures. They will not be able to focus on what the teacher is teaching. It will affect their academic results. They need a second exam to pass the exam or to retake the exam to pass it. The use of phones and laptops while teachers give lectures seriously affects their learning outcomes. The evidence for this point (table 7) that more than 80% of students have the habit of surfing the web regularly when teachers give lectures. They pass the exam at the second time. Because the subjects are related and complementary to each other, with such learning outcomes students will become disadvantaged and lack knowledge. In the long run, it will greatly affect the student's outcome or diploma.

2. Contribution of digital devices to student.

2.1 Using digital devices in the classroom makes learning and teaching more effective.

Arguments from survey and interview provide that, using devices such as computer and laptops are useful for teaching and students' learning. Admittedly, almost of students are interested and eager to learn if the class supports digital devices or games to earn points. Application of games or devices in session. It will interest students and make it more active. Evidence for this, (Figure 13) result of survey of using digital devices such as projectors and laptops or games in the lesson show that near 90% students find it appropriate and interest when teachers to use digital devices such as projectors and laptops or games during the unit. In addition almost of Interviewees find that using such devices is helpful for them to do assignment and study assignments such as using the google translate app. The teacher also said using digital help their teacher become more appropriate (Appendix interview student).

Status	A habit using technology equipment (laptop, phone) to study and solve problem.		
	Often.	Sometimes.	Rarely.
First pass – Score higher pass	72.7%	42.8%	50%
Second pass – Study again to pass	27.3%	57.2%	50%
Total	100%	100%	100%
Number of participants	11	7	4

Table 8 A habit using technology equipment to study and solve problem.

My point of view that, the motto of the University of Greenwich is that student's need self-study. So students to use devices such as laptops or phones to solve their own problem will create a habit of self-study. This will help students easily solve the teacher homework assignments. And using devices to study and access materials on the web also helps students gain a greater understanding of the subjects they are studying. From there, students have a habit of regularly using digital devices to solve assignments with higher academic achievement. Therefore, the use of equipment to solve problems also contributes to

improving student learning with evidence that student. Students who regularly use digital devices to solve the problem of passing exam after the first time is highest with 72.7%.

2.2 Effective of using digital devices for distance learnings.

It seems to me that, digital devices like laptops or projectors are learning tools that help learning of Greenwich student become more vivid, more interesting. Students can easily find learning materials and make assignments easily through the use of the internet and access and online materials. Laptops also have tools that let students practice their lessons right on their devices. In addition, teachers who use digital devices such as projectors also make their teaching safer, less impacting on their health, and they can also use apps to track progress student work. The evidence of interview for the conclusion that most teachers and students feel that Google Meeting is an extremely useful and important online learning tool, at the moment (corona virus outbreak). Besides almost of teachers feel CMS application is a good tool to monitor and evaluate student learning and work processes. Digital devices in the distance learning that digital is a great support for learning in the event of a disaster or pandemic or a situation where schooling is not allowed to be studied and helps teachers monitor student learning. Evidence from (Figure 12) with result 50% student of Greenwich have a habit of regularly using internet to find their problem. The evidence from (Figure 15) survey on the use of a digital device called Google Meet to learn the results of learning and students of conclusion that survey results obtained, 86.4% of students pass the test after finishing the course in the first exam and 13.6% of students pass the test in the second test. In addition, the online course content survey is consistent with the previous description. Survey results show that 81.8% of students feel the content of the online course is similar to the previous description, 13.6% feel very similar (Figure 14).

3. Verifying the initial hypothesis set out.

The initial hypothesis I have included is that of the contribution and distribution of digital devices to Greenwich University students is

- Improve student experience.

Hypothesis is “ Using digital devices such as desks, laptops will help students solve a lot of problems by their self and bring a sense of comfort to students while studying’.

- Distract student experience.

Hypothesis is “Greenwich University students may be affected by health problems or poor academic performance while using their smartphones or laptops too much.”

From analysis of primary research data collected. The conclusions are consistent with the hypotheses originally proposed. Digital devices contribute greatly to student learning, helping students to study more conveniently and effectively. However, it also causes harm to learning and health if users spend too much time on it and use it improperly

- Justify the conclusion above.

Admittedly, using digital device and digital features such as laptop or phone, etc. It help students study remotely in emergencies or epidemics. Students can search and solve their own learning problems through digital devices. The equipment also brings positive contributions to the trainers. They can use tools like laptop and game to make the lesson more fun, more effective. And it is useful to control students' progress through applications like the University of Greenwich CMS.

However, the above analysis results also show. If students misuse and spend too much time on the devices they will affect their health and academic achievement. Students experience health symptoms such as sleepy headaches, back pain and distraction when using the device for too long and too late. The health effects will make Greenwich University students work much less effectively. In addition, students' academic performance will go down if they are too focused on laptop or smart phone devices. For example, students use devices when teachers are giving lessons. Learning has lower academic results. To make the use of equipment more efficient and limited to cause harm. My research needs suggestion for students to control time and ways to use devices effectively.

4. Suggestion for Greenwich Student control and using digital devices better.

The population of my research is Greenwich University students so after the research is completed. I need to publish this research to Greenwich University students.

First, I will submit my research to the tutor to gain reviews about my research. After that, I will make presentations in my classroom. This helps me convey my research process and the proposed solutions. Presenting ideas in front of classmates is a good way for me to

communicate my research to Greenwich University students. Then if my research is useful to most people, it is suitable for Greenwich University students. I will post it on Facebook or Greenwich University student groups on Facebook so they can refer to it. Besides, I also updated my article on "Research Target" website so that everyone will allow Greenwich University students to read my entire research paper. Information technology is one of the majors in Greenwich University's training system. And it is also the field of study chosen by most students. Because of the specificity of the discipline, students often have to use digital devices. I have done research about "Do digital technologies improve the health and academic ability of Greenwich University students or distract them?" By analysis and evaluation from data gathered from students of the University of Greenwich. This research can help students better understand the harm and contribution of digital devices to them. I also provide solutions to Greenwich University students. It can help being in control of technology enables Greenwich student to use its full potential and gain all the benefits of digital devices.

Results from survey and interviews also show that Greenwich University students are also used to using Digital Wellbeing tools or features with 45.5% of Greenwich University students regularly using Digital Wellbeing to control time they spend and 45.5% of students have the habit of using sometimes (Figure 17). And after reviewing and evaluating suggestions or solutions from secondary research and interviewers' opinions. The solution and advice of my research is as follows:

- Because a session of University of Greenwich students usually about 5 hours. So for school days, Greenwich University students should not use the laptop or phone for more than 6 hours that day. Students need to spend time participating in athletic activities to improve health and mental comfort.
- When the teacher is giving a lecture. Teachers should ask all Greenwich University students to turn off their laptops and electronic devices to focus on their studies.
- Should talk with friends around rather than using and communicating on social networking sites like Facebook.
- The morning schedule of Greenwich University students usually starts at 7:30. So if there's a schedule for the next morning. Student do not use the phone after 00:00 if nothing is too important to do at that time.

- Greenwich University students should use the Google meeting tool to communicate and work with friends. This is an extremely powerful and convenient tool for learning and exchanging knowledge remotely.
- Students should use the device to find documentation about assignment through “Research target” website. This is a powerful website all over the world with many articles and studies that will help your assignment.
- Survey results show that Greenwich University students increasingly spend time using the device and they rarely exchange or make friends with surrounding friends. Therefore, Greenwich University should regularly organize sport activities and community activities to improve the spirit of teamwork and it is opportunity for student to make friends with each other.
- Greenwich University teachers should use games in the teaching process to make students more interested and interested in learning.
- As a university student, Greenwich has always been at the forefront of learning and working with digital technology. So they spend a lot of time using digital devices. Advice for Greenwich students to voluntarily use laptops and phones in their study and in life with appropriate frequency and schedule to stay healthy and achieve good academic results.

In addition, my research also recommends Digital Wellbeing tools to help control the use of the device: For IOS operating system devices. Greenwich University students should use the Screen time time control application. For Android operating system devices. Greenwich University students should use the app that provides the total time spent using the tools and the recommended time level recommendation is the Dashboard application. For the above 2 applications, students should use the following.

- When going to school, students should use the two applications to turn off notifications from games, websites or social networks in their device. This will help students focus and pay more attention to the teacher's lecture.
- Track time spent using your applications through the two applications above. It will tell you the time you spend on each application. From there you can set the timelines used for those applications. For example: You set the time to use Facebook coincides with the break time in the classroom.

- Use the above two applications to set a time to turn off and do not allow students to use entertainment applications such as games, YouTube until 00h.

5. Provide recommendations for improving research.

After completing my research, I noticed some common problems such as not clearly defining the purpose of doing research. The initial structure of the report is not really good. The initial raw data of primary research is unclear, students often confuse data analysis and re-state raw data.

Below are solutions to improve research:

- Students should refer to standard sources or the teacher to determine goals and set requirements for their research.
- Students should refer to a few special books entitled “your research project a step-by-step guide for the first-time researcher” (Nicholas Williman, 2010) to better understand how to present and research effectively. This is a good policy to assist researchers.
- Students need to identify research methods that are truly appropriate for your research project. In particular, pay attention to the advantages and disadvantages of that research method to select and decide the methods in research.
- After completing the required items as required set as done: Literature review, primary research. Students should provide their work to a teacher or instructor to make contributions that improve the writing.
- About doing primary research. Researchers need to identify the sample participants and connect with them before conducting data collection methods such as interviews or surveys. After the data is collected, it is necessary to filter and clean the data to avoid errors and bias.
- The data after being collected needs to be compared and collated to analyze and highlight the information that can be reflected, not only describe the collected data alone and avoid rambling analysis which is confusing for people.
- Do not provide interviewee and interview information without permission. This will lead you to encounter ethical issues.

V. Appendix.

1. Survey result.

Here are the results I got through the answers of 22 Greenwich University students.

- Question 1: In addition to studying and working, using devices. How many hours a day do you have a habit of using technology equipment such as smart phone, laptop??

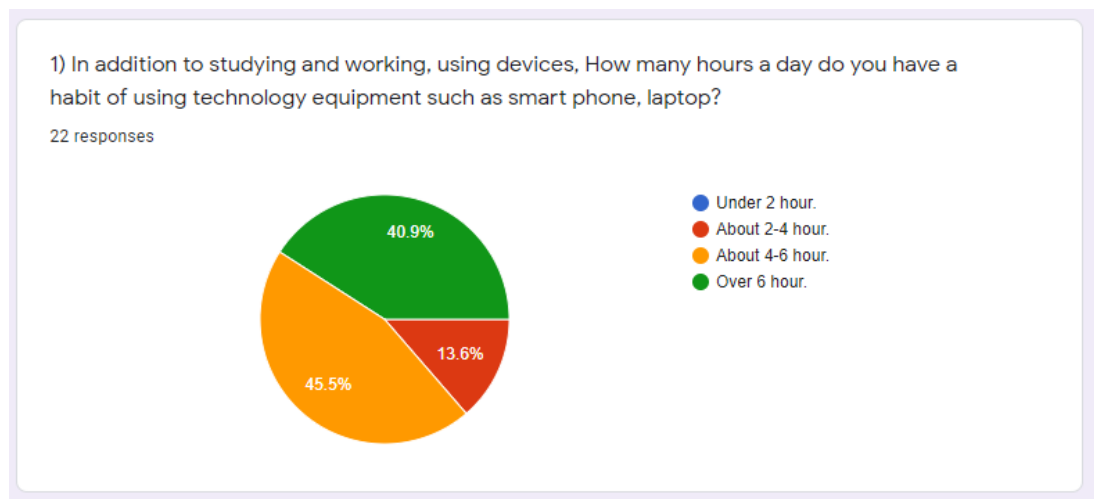


Figure 6 Time using phone.

- Question 2: If you use the electronic device until after 0:00. How will your health be in the morning class?

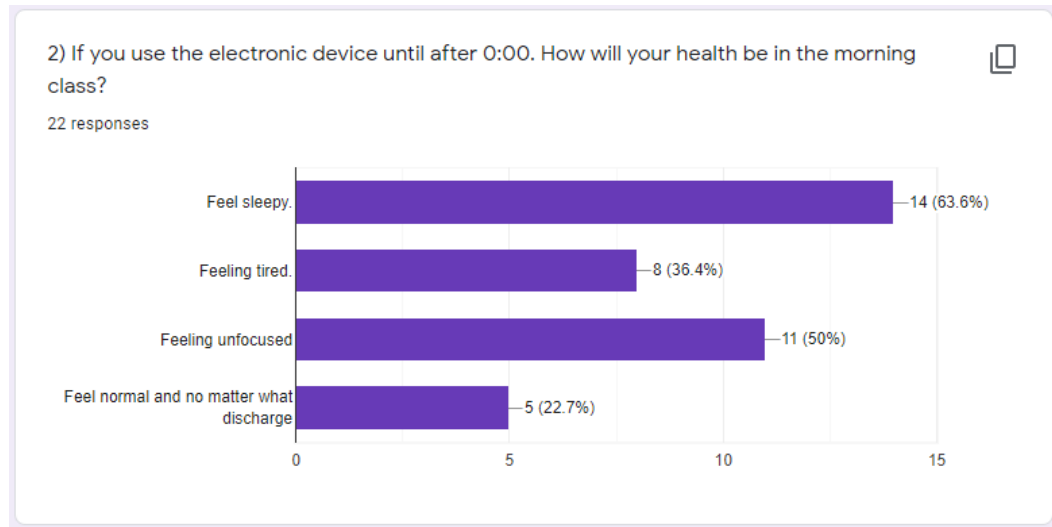


Figure 7 Symptoms of health

- Question 3: When you are studying or concentrating on working if your phone or laptop vibrates or emits a sound. How to check your device like laptop or phone right away?

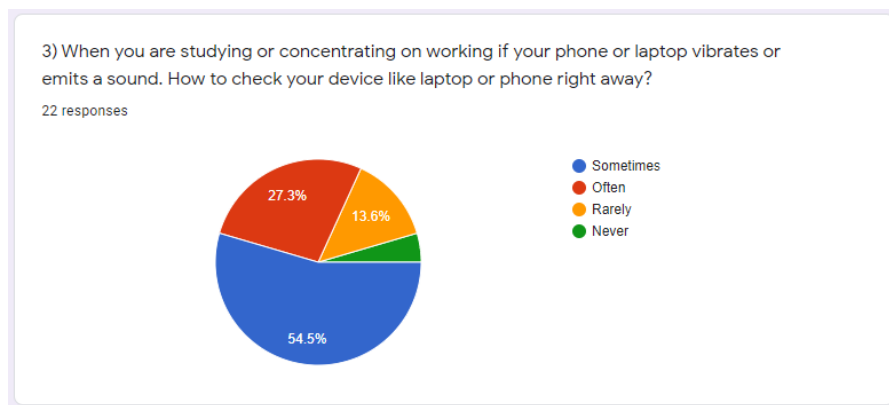


Figure 8 Devices checking routines.

- Question 4: If the teacher give an assignment to you. What is the habit of exchanging assignments with classmates instead of using the device for your search?

4) If the teacher give an assignment to you. What is the habit of exchanging homework with classmates instead of using the device for your search?

22 responses

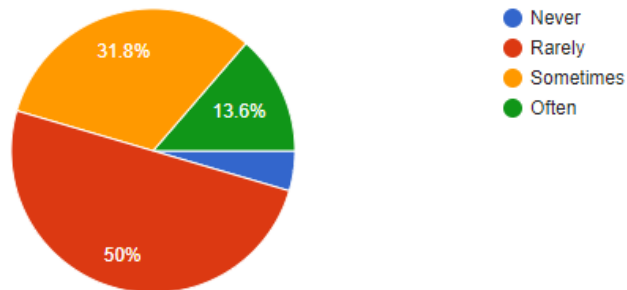


Figure 9 Habits of exchanging exercises with friends.

- Question 5: If you attend a school meeting. What is it like to spend more time listening and talking to your friends than using social media like your Facebook?

5) If you attend a school meeting. What is it like to spend more time listening and talking to your friends than using social media like your Facebook?

22 responses

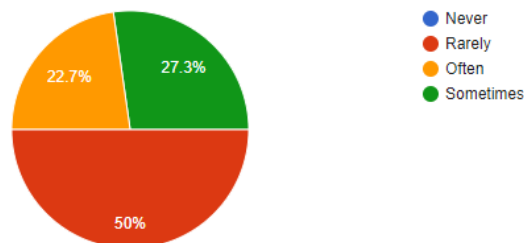


Figure 10 Habit of using the phone at a school meeting.

- Question 6: When the teacher is giving a lesson. What is your routine of using the device to surf the web?

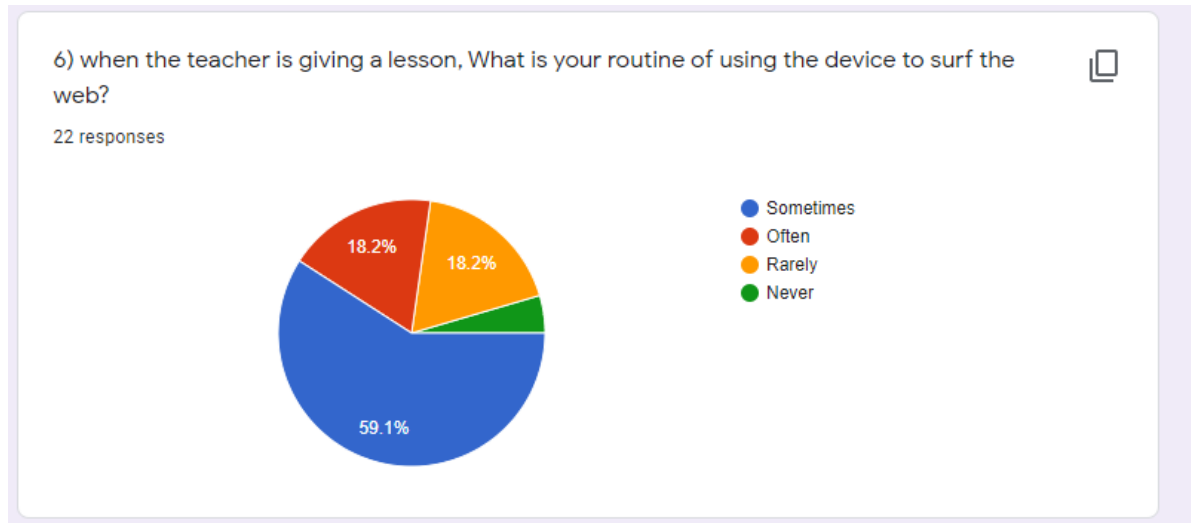


Figure 11 Habit surf web in class.

Question 7: When you do not understand the problem of studying or working. Instead of reading materials in a library, How often do you use your device to search for answers right over the internet right away?

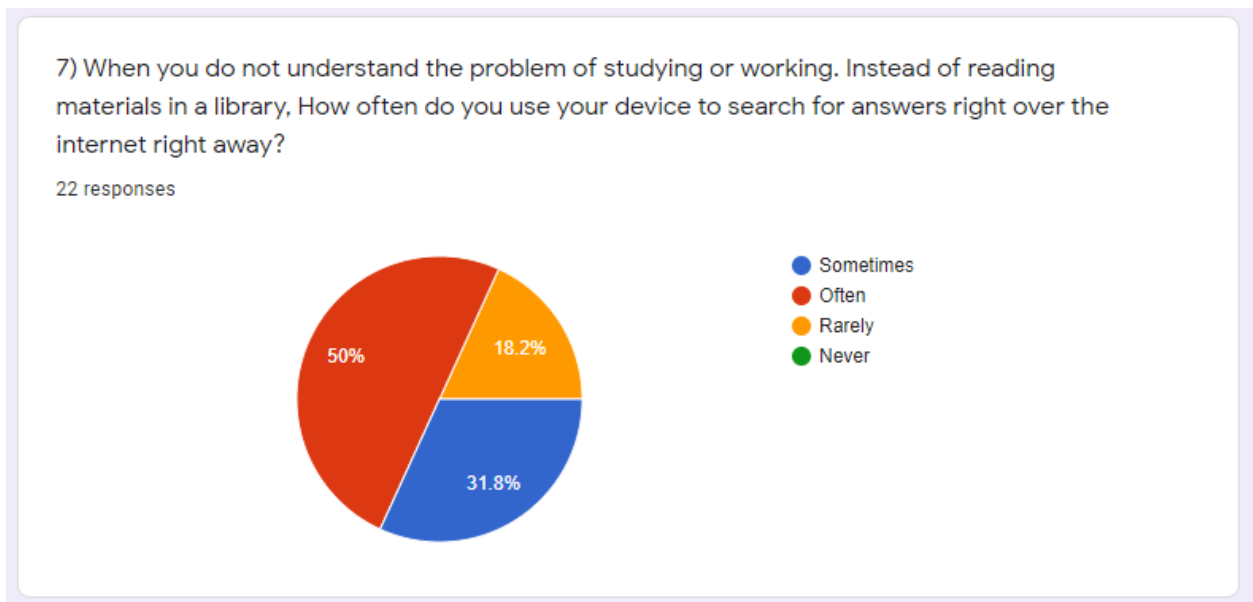


Figure 12 A habit using technology equipment (laptop, phone) to study and solve problem.

- Question 8: If teachers use digital devices such as projectors and laptops or games during the lesson. How do you feel about the lesson?

8) If teachers use digital devices such as projectors and laptops or games during the lesson. How do you feel about the lesson?

22 responses

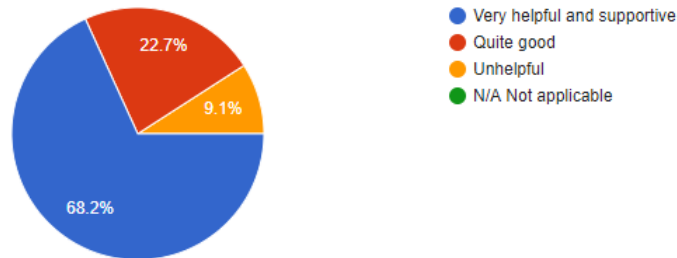


Figure 13 Feeling about use game or projectors in class.

- Question 9: Through the use of the Google Meeting application for distance learning. How do you feel the content of the online courses match the previous description?

9) Through the use of the Google Meeting application for distance learning. How do you feel the content of the online courses match the previous description?

22 responses

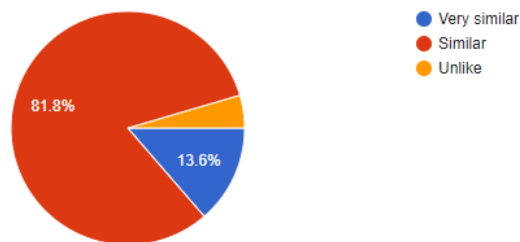


Figure 14 Content of online course.

- Question 10: After finishing the combined course using a digital device called Google Meet to distance learning. How did you pass the subjects?

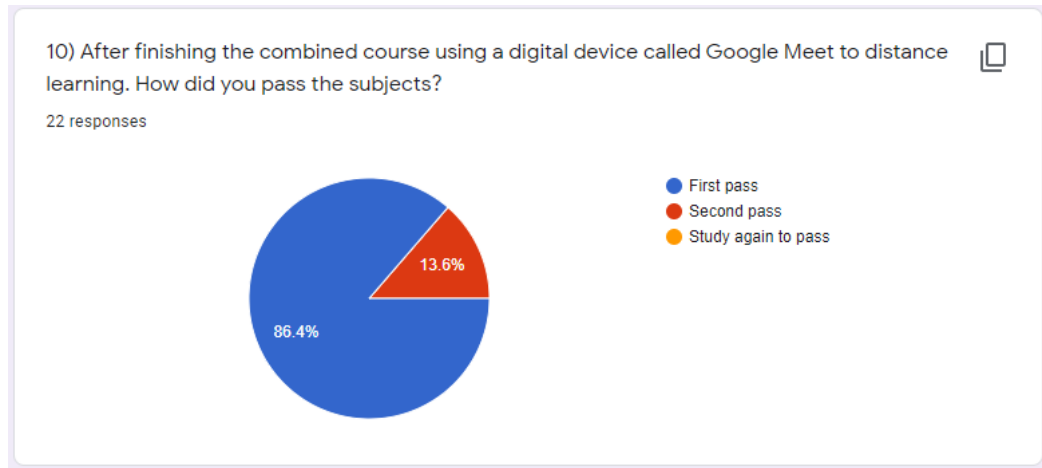


Figure 15 Students' learning results when distance learning.

- Question 11: In addition to studying and working, using devices, With the habit of using the phone. What are the test scores you regularly receive?

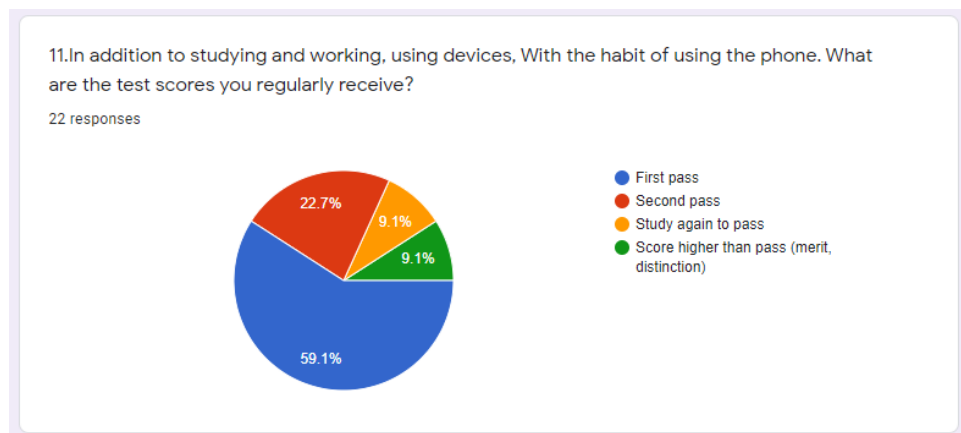


Figure 16 Result score of student.

- Question 12: All data collected from interviews and surveys I have included in Appendix.

12) How do you use digital wellbeing features such as limit time using device, keep silent device to limit the use of smart devices?

22 responses

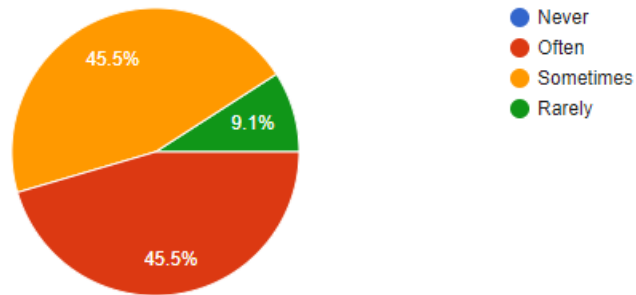


Figure 17 Using digital feature.

2. Interview result

- The result of interview student by interview online.

Interviewees: Student Bui Huy The Anh	
Question	Answer
1. When the time you use your smartphone or laptop over 6 hour, especially when you use it until late at night, how do you feel it affects your health? Do you have suggestions for people who use their phone or laptop too much time?	<p>Excessive use of smartphones and laptops, more than 6 hours a day, will adversely affect your eyes. Especially when you use it until late at night. In addition to the radiation of the phone or laptop also affects your skin.</p> <p>You should allocate time to use your phone and laptop appropriately. Spend more time doing other things like interacting more with people, reading books ...</p>
2. Do you find vibrates or emits a sound of equipment such as a laptop or phone distracting when your teacher is giving a lecture? How often do you focus more while the teacher is giving a lecture (eg	<p>Using a phone or laptop while a teacher is giving a lecture will distract you and I need to take exam at second times to pass subject.</p> <p>You should leave airplane mode for your phone during class or during the time you</p>

don't use laptop or turn off the sound or turn on airplane mode for your phone)?	need to focus, avoiding paying attention to your phone or laptop when it's not needed.
3. Have you ever spent days without a smartphone, how do you feel about those days?	I tried one day of not using my phone or laptop and it was terrible when I felt very uncomfortable, I always felt like I was missing something and I always thought of my phone. It is difficult to separate from it. Perhaps electricity or laptop has become an indispensable part.
4. Do you find it easier to study materials with a laptop than to ask your teacher? How do you feel that devices like laptops and laptops help with your research?	It depends on some cases that not all online information is completely accurate, so you should still consult your teacher. Devices like laptops or phones really help me with my studies. I could find anything online with lots of different sources.
5. Did you study with distance learning methods using digital welfare tools like Google Meeting? How do you feel about learning, and how does this method of study fit into the context of the object?	Yes. This is also a useful learning method, helping you study anywhere. But it cannot be replaced by classroom study. So it is only suitable under the circumstances that require you to stay at home or not to study. This method is also suitable for all ages from children to adults.
6. Do you have any suggestions to make using devices like student's laptop phone more effective? What is that idea?	You should allocate your time appropriately. Do not use too much in the day. You can disconnect the network when not needed, turn on airplane mode when it needs to focus.

Table 9 Interview student 1.

Interviewees: Student Tran Thi My Linh	
Question	Answer
1. When the time you use your smartphone or laptop over 6 hour, especially when you use it until late at night, how do you feel it affects your health? Do you have suggestions for people who use their phone or laptop too much time?	<p>When using the smartphone for more than 6 hours a day, especially until late at night, I feel quite tired, especially there are signs of eye strain, fatigue in the knuckles etc and especially is often drowsy or distracting the next morning.</p> <p>I think people should use their phones at a reasonable time, and have a specific purpose, especially not to use them too late, which will greatly affect your health.</p>
2. Do you vibrates or emits a sound of equipment such as a laptop or phone distracting when your teacher is giving a lecture? How often do you focus more while the teacher is giving a lecture (eg don't use laptop or turn off the sound or turn on airplane mode for your phone)?	<p>I think using devices like a laptop or phone will be distracting when my teacher is giving a lecture.</p> <p>During class time I often turn off the phone tones and limit the use of social networks.</p>
3. Have you ever spent days without a smartphone, how do you feel about those days?	I have spent days without phones, I feel very bored and want to use them immediately if possible.
4. Do you find it easier to study materials with a laptop than to ask your teacher? How do you feel that devices like laptops and laptops help with your research?	<p>I find it easier to study documents with a laptop than to ask my teacher in case the teacher is busy or not ready to answer my questions.</p> <p>I think that devices like laptops and laptops can help me with my studies, such as looking up information and discussing with people more easily without face-to-face meetings.</p>
5. Did you study with distance learning methods using digital welfare tools like Google Meeting? How do you feel about	In recent times, I have been experimenting with distance learning using digital welfare tools, Google's Meeting, to take classes.

learning, and how does this method of study fit into the context of the object?	I think the study is quite good, and appropriate to the current situation, when we are on leave and cannot go to school (because of the covid19 virus outbreak), this is a way for us to still be able to study and be able to instructors.
6. Do you have any suggestions to make using devices like student's laptop phone more effective? What is that idea?	<p>I think students should use devices like laptop phones for really essential purposes such as limited learning and entertainment. In addition, you should spend your own time without the appearance of a smartphone, you can also choose a suitable sport to play, both an opportunity to improve health and make friend with new friends.</p> <p>When using a smartphone or laptop, it should come with time-limited applications.</p>

Table 10 Interview student 2.

Interviewees: Student Dinh Thi Kim Nguyen	
Question	Answer
1. When the time you use your smartphone or laptop over 6 hour, especially when you use it until late at night, how do you feel it affects your health? Do you have suggestions for people who use their phone or laptop too much time?	I often use my smartphone every night over 6 hour to watch movies or talk to friends. Sometimes it affects my mental health such as eye strain, sore joints. Because I sleep late because I use a smartphone, I wake up late every morning, which affects my daily school work. Therefore, do not use the phone too late and do not use the phone 1 hour before bed.
2. Do you find vibrates or emits a sound of equipment such as a laptop or phone distracting when your teacher is giving a lecture? How often do you focus more while	Vibrate or bells of a phone or laptop. It distracted me and didn't pay attention during class.

the teacher is giving a lecture (eg don't use laptop or turn off the sound or turn on airplane mode for your phone)?	In addition, during class time I will turn off the phone sound so it does not affect my study because I have a habit of regularly checking the phone when there is notification sound.
3. Have you ever spent days without a smartphone, how do you feel about those days?	I used to. I feel it is not convenient because someone contacted or exchanged, reported anything. Therefore, when there is no phone, it will be more difficult to solve work or study.
4. Do you find it easier to study materials with a laptop than to ask your teacher? How do you feel that devices like laptops and laptops help with your research?	Many times, I feel that asking teachers also helps me understand faster and make it easier to use my knowledge. But studying documents on computers or laptop also makes it easier for me when there are no teachers.
5. Did you study with distance learning methods using digital welfare tools like Google Meeting? How do you feel about learning, and how does this method of study fit into the context of the object?	Yes, because during this time it was the corona virus outbreak, the school had an online learning method so that students could follow the program schedule with Google Meeting. I think learning like this also meets the requirements of students, being able to interact with teachers is like learning in class. It suits vs all students and students.
6. Do you have any suggestions to make using devices like student's laptop phone more effective? What is that idea?	Yes. Students should participate in awareness courses on how to use phones and laptops on the right target, the right way, should not use too much for inappropriate purposes, it will be effective for students. Have a healthy relationship vs phone.

Table 11 Interview student 3.

Interviewees: Student Pham Thanh Dat	
Question	Answer
1. When the time you use your smartphone or laptop over 6 hour, especially when you use it until late at night, how do you feel it affects your health? Do you have suggestions for people who use their phone or laptop too much time?	<p>Tired, insecure mood, unable to concentrate work the next day, pimples on the face.</p> <p>Use some phone time management applications like Digital Wellbeing application.</p>
2. Do you find vibrates or emits a sound of equipment such as a laptop or phone distracting when your teacher is giving a lecture? How often do you focus more while the teacher is giving a lecture (eg don't use laptop or turn off the sound or turn on airplane mode for your phone)?	<p>Yes, it is distracting when the teacher is teaching.</p> <p>Mute, turn on the mode to avoid disturbing when the teacher lectures.</p>
3. Have you ever spent days without a smartphone, how do you feel about those days?	Yes. It was a great day, I can see life more holistically. I talk more with friends around.
4. Do you find it easier to study materials with a laptop than to ask your teacher? How do you feel that devices like laptops and laptops help with your research?	<p>It's much easier and more convenient.</p> <p>It makes it easy for me to search for study and research materials. In particular, it makes it easier for me to assign assignment than I thought it would be difficult without a laptop or phone for me to do assignment.</p>
5. Did you study with distance learning methods using digital welfare tools like Google Meeting? How do you feel about learning, and how does this method of study fit into the context of the object?	Yes I do. That is the best method in the present time (covid19 virus outbreak). However, it cannot completely replace learning directly in class, students can cheating, playing games, watching videos while studying.

6. Do you have any suggestions to make using devices like student's laptop phone more effective? What is that idea?	Use the digital wellbeing application to limit the time you use the applications on your phone such as Screentime of IOS.
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Table 12 Interview student 4.

Interviewees: Student Uong Van Hung	
Question	Answer
1. When the time you use your smartphone or laptop over 6 hour, especially when you use it until late at night, how do you feel it affects your health? Do you have suggestions for people who use their phone or laptop too much time?	I felt my body languid early in the morning, distracted and sleepy, especially my stomach ache from staying up too much. Sometimes bleeding and fainting. I advise people who work with laptops and phones to limit their use for too long, especially not to stay up late to use..
2. Do you find vibrates or emits a sound of equipment such as a laptop or phone distracting when your teacher is giving a lecture? How often do you focus more while the teacher is giving a lecture (eg don't use laptop or turn off the sound or turn on airplane mode for your phone)?	Is maybe not. I often play games before I start studying to increase my concentration and reduce the stress during my study. When I feel that I have played enough, then learning will feel a lot easier.
3. Have you ever spent days without a smartphone, how do you feel about those days?	The days without smartphones I felt very stressed. Sometimes it tends to get bored of work and autism.
4. Do you find it easier to study materials with a laptop than to ask your teacher? How do you feel that devices like laptops and laptops help with your research?	Studying documents with computers helps me find information much better than asking teachers because English is not my preferred language. The laptops help me learn and play everywhere as well as study lectures that are too difficult and need to be translated.
5. Did you study with distance learning methods using digital welfare tools like	I learned using the Google Meeting application. I find learning quite boring

Google Meeting? How do you feel about learning, and how does this method of study fit into the context of the object?	because most people often sleep and play games while the teaching process is underway. This method is very suitable for me, it helps me feel convenient during the disease. Although it is online learning, it still satisfies a full amount of knowledge.
6. Do you have any suggestions to make using devices like student's laptop phone more effective? What is that idea?	Use appropriate frequency and schedule to stay healthy and achieve good academic results.

- The result of interview teacher.

Interviewees: Teacher Tran Thi Huyen	
Question	Answer
1. How do you feel about using laptops and projectors to teach students? Do you find the lack of equipment such as laptops and projectors hindering teaching?	<p>I feel that digital tools like laptops and computers play an important part in teaching information technology subjects. Students can practice on their laptops after I finish teaching.</p> <p>I think it will affect my teaching. without digital features tools, my teaching would be less effective</p>
2. If there is no submission platform like CMS, Google Classroom, how do you track student progress? Do you think these platforms are important and contribute to learning and teaching? Why?	Tracking students' work progress via their notes when they arrive at class. However, without the above-mentioned platforms, I cannot monitor the working level of students from afar
3. If students bring devices such as laptops or smartphones to the classroom. What	I often recommend that students turn off their laptops and phones before I start

suggestions do you have for students to be more focused while you teach in class?	lecturing. Besides, I ask students to bring notebooks to take notes when I teach.
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Table 13 Interview teacher Doan Trung Tung.

Interviewees: Teacher Do Quoc Binh	
Question	Answer
1. How do you feel about using laptops and projectors to teach students? Do you find the lack of equipment such as laptops and projectors hindering teaching?	Yes, they are important tools for teaching and learning. Must have tools nowadays.
2. If there is no submission platform like CMS, Google Classroom, how do you track student progress? Do you think these platforms are important and contribute to learning and teaching? Why?	They are important as mentioned in Q1. If there were no tools like that, you would waste lots of time doing management stuffs.
3. If students bring devices such as laptops or smartphones to the classroom. What suggestions do you have for students to be more focused while you teach in class?	They are important tools for learning and communication so you can't prohibit them. But don't use these devices for playing game or entertainment in class.

Table 14 Interview teacher Do Quoc Binh.

VI. Project proposal

Section One: Title, objective, responsibilities

Research question:

Do digital technologies improve the health and academic ability of Greenwich University students or distract them?

Objectives:

I want to learn:

- What is digital wellbeing?
- What is the status of internet education in Greenwich university?
- What are the benefits and drawbacks of using technology for teaching and learning?
- Is does digital wellbeing improve the studying and teaching in Greenwich university?
- How does digital wellbeing interfere with student and teacher habits?
- Why digital wellbeing can play an important role in the education system in Greenwich university?
- How to evaluate a product of digital wellbeing that is effective for technology users?

Section Two: Reasons for choosing this research project

Reasons for choosing the project:

- I am interested in digital wellbeing as a technology that can improve the environment of student and teacher.
- I am engaged and want to learn how digital wellbeing is a technology that allows us to control the technology that allows us to use its full potential and achieve all its benefits.
 - For example: Google Meetings help students and teachers communicate with each other to learn and teach during the corona pandemic.
- I think Digital Wellbeing will bring good and flexible learning habits to learners and teachers.
- I think Digital Wellbeing will play an important role Greenwich university the next few years.

- (e.g. links to other subjects you are studying, personal interest, future plans, knowledge/skills you want to improve, why the topic is important).

Section Three: Literature sources searched

The initial sources which could help me to answer those questions:

1. Book sources:

- Nicholas Waliman, B., 2011. *Your research project a step-by-step guide for the first-time researcher*. First edition ed. Lon Don: baiche.
- Fiona C. Chambers, . J. . M., 2018. *Design Thinking for Digital Well-being: Theory and Practice for Educators*. First edition published 2019 ed. New York: Routledge.

2. E-sources:

- Marco Gui, M. F. a. R. C., 2017. *"Digital Well-Being". Developing a New Theoretical Tool For Media Literacy Research*. [Online]
Available at: https://www.researchgate.net/publication/317958620_Digital_Well-Being_Developing_a_New_Theoretical_Tool_For_Media_Literacy_Research
- Sutch, D., 2011. *The impact of digital technologies on human wellbeing EVIDENCE FROM THE SCIENCES OF MIND AND BRAIN*. [Online]
Available at: <https://design-4learning.blogspot.com/2016/03/what-is-digitalwellbeing.html>
- Themelis, C., 2018. *Minds?, Digital Well-Being: Are Devices Overwhelming or Extending Our*. [Online]
Available at: <https://www.aace.org/review/digital-well-being-are-devices-overwhelming-or-extending-our-minds/>

The sources for help me writing assignment for Computer research project subject:

3. Text Book:

- Cornford, T. (2005) *Project Research in Information Systems: A Student's Guide*. Paperback. Macmillan.
- Costley, C., Elliot, G. and Gibbs, P. (2010) *Doing Work Based Research: Approaches to Enquiry for Insider-researchers*. London: SAGE.
- Fink, A. (2009) *Conducting Research Literature Reviews: From the Internet to Paper*. 3rd Ed. Sage Inc.

- Flick, U. (2011) *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. London: SAGE.
- Gray, D. (2009) *Doing Research in the Real World*. 2nd Ed. London: SAGE.
- Saunders, M, Lewis, P and Thornhill, A. (2012) *Research methods for Business Students*. 6th Ed. Harlow: Pearson.
- Wellington, J. (2000) *Educational Research: Contemporary Issues*

Section Four: Activities and timescales

1. Collect materials relating to research's question and objectives
2. Complete research proposal
3. **Milestone 1[18-2]:** Get feedback from the Tutor about the research proposal
4. Produce project plan
5. Writing literature review and represent the findings in term of hypothesizes
6. Check project progress: research proposal, plan, literature review
7. Preparation for primary research(to confirm the findings in literature review or clarify the questions might arise after the literature review)
8. **Milestone 2[3-2]:** Get feedback from the Tutor about the plan of primary research.
9. **Milestone 3[16-3]:** Get feedback from the Tutor about the result of literature review
10. Conducting the primary research
11. **Milestone 4[25-3]:** Represent the findings in primary research and get feedback from Tutor
12. Writing assignment 1 which contains LO1, LO2
13. **Milestone 5[3-4]:** Submit assignment 1 -Draft
14. **Milestone 6[11-4]:** Submit assignment 1- Final
15. Writing Assignment 2 which contain LO3, LO4
16. **Milestone 7[20-4]:** Submit assignment 2 -Draft
17. **Milestone 8[26-4]:** Presentation- put everything together.
18. **Milestone 9[4-5]:** Submit assignment 2- Final

Activities to be carried out during the research project (e.g. research, development, analysis of ideas, writing, data collection, numerical analysis, tutor meetings, production of final outcome, evaluation, writing the report) and likely durations:

Milestone one:

Target Date(set by tutor)

Milestone two:

Target Date(set by tutor)

Section Five: Research approach and methodologies

- Research process: sequential
- Research classes: quantitative and qualitative
- Research methods: case study, survey

Type of research approach and methodologies you are likely to use, and reasons for your choice:

What your areas of research will cover:

Comments and agreement from tutor

[This part not for student]

Comments (optional):

I confirm that the project is not work which has been or will be submitted for another qualification and is appropriate.

Agreed: (Name) (Date)

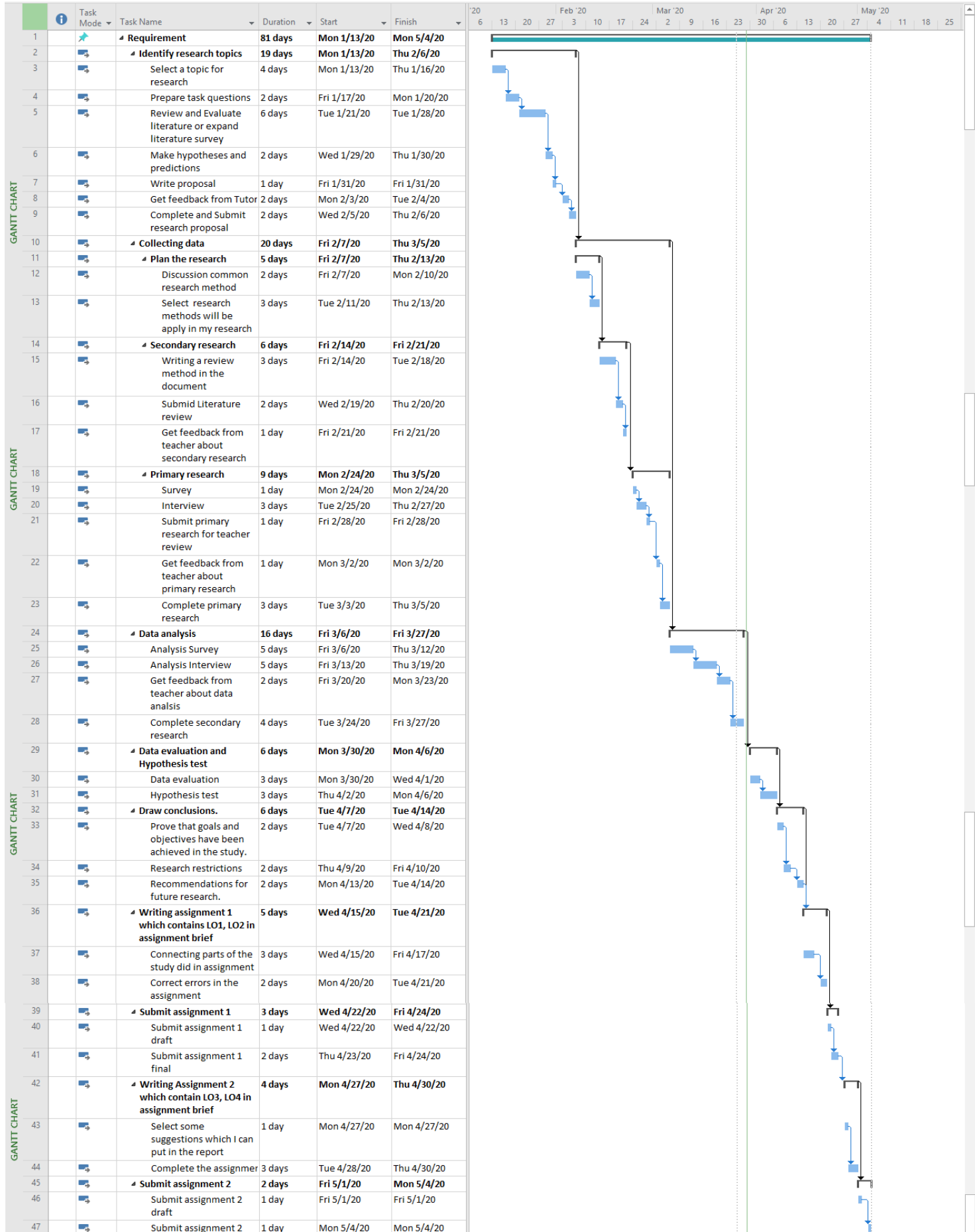
Comments and agreement from project proposal checker (if applicable)

[This part not for student]

Comments (optional):

Agreed: (Name) (Date)

VII. Project plan.



VIII. Ethics Approval Form.

Section One: Basic details

Project title: Do digital technologies improve the health and academic ability of Greenwich University students or distract them?

Student name: TRUONG BA CHINH

Student number: GBH17527

Programme: Computing research project

School: University of Greenwich Viet Nam

Intended research start date: January 13, 2020

Intended research end date: May 4, 2020

Section Two: Project summary

Please select all research methods that you plan to use as part of your project:

- Interviews ☒
- Questionnaires ☐
- Observations ☐
- Use of personal records ☐
- Data analysis ☐
- Action research ☐
- Focus groups ☐
- Other (please specify): Survey

Section Three: Participants

Please answer the following questions, giving full details where necessary.

Will your research involve human participants?

Who are the participants? Tick all that apply:

Children aged 12–16: ☐ Young people aged 17–18: ☒ Adults: ☒

How will participants be recruited (identified and approached)?

Describe the processes you will use to inform participants about what you are doing:

How will you obtain consent from participants? Will this be written? How will it be made clear to participants that they may withdraw consent to participate at any time?

Studies involving questionnaires:

Will participants be given the option of omitting questions they do not wish to answer?

Yes: ☒ No: ☐

If No please explain why below and ensure that you cover any ethical issues arising from this:

Studies involving observation:

Confirm whether participants will be asked for their informed consent to be observed.

Yes: ☒ No: ☐

Will you debrief participants at the end of their participation (i.e. give them a brief explanation of the study)?

Yes: ☒ No: ☐

Will participants be given information about the findings of your study? (This could be a brief summary of your findings in general.)

Yes: ☒ No: ☐

Section Four: Data storage and security

Confirm that all personal data will be stored and processed in compliance with the Data Protection Act (1998):

Yes: ☒ No: ☐

Who will have access to the data and personal information?

During the research:

Where will the data be stored?

Will mobile devices (such as USB storage and laptops) be used?

Yes: ☒ No: ☐

If yes, please provide further details:

After the research:

Where will the data be stored?

How long will the data and records be kept for and in what format?

Will data be kept for use by other researchers?

Yes: ☐ No: ☒

If yes, please provide further details:

Section Five: Ethical issues

Are there any particular features of your proposed work which may raise ethical concerns? If so, please outline how you will deal with these:

It is important that you demonstrate your awareness of potential risks that may arise as a result of your research. Please consider/address all issues that may apply. Ethical concerns may include, but are not limited to the following:

- Informed consent.
- Potentially vulnerable participants.
- Sensitive topics.
- Risks to participants and/or researchers.
- Confidentiality/anonymity.
- Disclosures/limits to confidentiality.
- Data storage and security, both during and after the research (including transfer, sharing, encryption, protection).
- Reporting.
- Dissemination and use of your findings.

Section Four: Data storage and security

Confirm that all personal data will be stored and processed in compliance with the Data Protection Act (1998):

Yes: ☒ No: ☐

Who will have access to the data and personal information?

During the research:

Where will the data be stored?

Will mobile devices (such as USB storage and laptops) be used?

Yes: ☒ No: ☐

If yes, please provide further details:

After the research:

Where will the data be stored?

How long will the data and records be kept for and in what format?

Will data be kept for use by other researchers?

Yes: ☐ No: ☒

If yes, please provide further details:

Section Five: Ethical issues

Are there any particular features of your proposed work which may raise ethical concerns? If so, please outline how you will deal with these:

It is important that you demonstrate your awareness of potential risks that may arise as a result of your research. Please consider/address all issues that may apply. Ethical concerns may include, but are not limited to the following:

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- Confidentiality/anonymity.
- Disclosures/limits to confidentiality.
- Data storage and security, both during and after the research (including transfer, sharing, encryption, protection).
- Reporting.
- Dissemination and use of your findings.

Section Six: Declaration

I have read, understood and will abide by *[insert centre name]* Research Ethics Policy:

Yes: ☒ No: ☐

I have discussed the ethical issues relating to my research with my Unit Tutor:

Yes: ☒ No: ☐

I confirm that to the best of my knowledge:

The above information is correct and that this is a full description of the ethics issues that may arise in the course of my research.

Name: TRUONG BA CHINH

Date:

Please submit your completed form to:

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