Contents

Executive summary

The Dysgu Digidol (Digital Learning) Pilot Project received funding through the Welsh Government Rural Communities - Rural Development Programme 2014-2020, which is funded by the European Agricultural Fund for Rural Development and the Welsh Government.

The project developed digital workbooks for accredited outdoor learning courses and delivered 2 x 12 week training courses during which Tir Coed tested the digital workbooks and associated digital assessment.

A very steep learning curve for staff returning from furlough, a lack of digital expertise within the organisation, and a mainly negative response to using iPads and digital work books characterised the first course. However this was much improved by the second course after further training, skills sharing and integration of learning.

Project outcomes were very nearly all met. Positive outcomes for learners included wellbeing, health and social gains. Some learners responded well to the technology and some not so; the responses were as varied as the learners themselves.

Tir Coed continues to evaluate learning internally, disseminate learning externally and to research further digital options. It is expected that further investment, development and training will be required should the organisation decide on pursuing digital learning as standard. Using IT for monitoring purposes is, however, very likely.

This report should be read in conjunction with "Evaluation of Dysgu Digidol Project" produced by external evaluators, 20 Degrees, and with our "Dysgu Digidol: Initial Findings Report."

Introduction

Dysgu Digital Pilot Project aimed to develop, trial and test digital learning options for Tir Coed's accredited learning programmes in Ceredigion, by converting our existing paper workbooks into digital formats and providing IT equipment to complete the digital workbooks on-site in our usual woodland settings.

The project was designed to complete by 2021 but was extended due to the pandemic and lockdowns which prevented face to face learning.   Participant numbers were small; smaller because group sizes had to be reduced during the pandemic. However Tir Coed consulted volunteers to give additional feedback and ran parallel pilot projects in 3 other counties (not funded by this project) and this supported the learning.

Our objectives were to test whether digital learning might help us engage more widely, for example with people with caring responsibilities or health issues who might not be able to attend every session but could complete learning from home, or those with sensory impairments or neurological differences who might benefit from spoken text or

voice recording rather than hand-writing options. We were interested to assess whether, in particular, learning outcomes could be improved for some learners.

At the same time we wished to test whether digital options would increase Tir Coed's operational efficiency; by enabling assessors (activity leaders) and accreditation staff to access learners' work remotely rather than needing to see paper based copies of work books and by enabling learners to work on an editable version of their workbook online.

Progress since end of Course 1/Initial Findings report

Since producing our initial findings report, we have:

- Completed our second course using digital learning in Ceredigion (at the same time as parallel courses in Powys, Carmarthenshire and Pembrokeshire)
- Put forward 10 Ceredigion trainees for Tir Coed's Gofalu qualification at Award level (and a further 35 via parallel projects in Pembrokshire, Carmarthenshire and Powys, with one trainee in each of these counties expecting an extended qualification after completing 2 courses)
- Evaluated responses to digital workbooks and hardware for a second time with both staff and learners through focus group discussions
- Trialled a range of alternative options for digital learning
- Analysed data for learner accreditation outcomes
- Anaysed data for learner wellbeing outcomes
- Worked with two participants to produce case studies that illustrate different responses to the pilot project
- Worked with our external evaluation consultant to complete project evaluation
- Carried out an end of project evaluation with staff

Challenges faced at Course 2 and mitigating actions

The following table (Table 1) recaps the challenges that the initial Dysgu Digidol Pilot Course (Summer Woodland Carpentry and Practical Skills in the Outdoors 2021) presented, as reported in our Initial Findings Report, developments made prior to and during the second Dysgu Digidol Pilot Course (Winter Sustainable Woodland Management and Outdoor Safety 2021-22) and the options we see for future developments.

Table 1: Challenges faced at Course 2 and mitigating actions

Challenges at end of course 1	Developments in course 2	Future Development options
Learners **without** an Apple device can only access their workbooks on the iCloud. This requires setup of an iCloud account and allows learners/staff to access the workbooks remotely. Most learners do not have	This was trialled. But we think we cannot pursue this option because: 1. the workbooks take a very long time to load up; 2. editing workbooks is incredibly slow on the iCloud; 3. audio/video aspects are not accessible within the workbook format without an Apple device, but have to be downloaded individually as MP3 files. Due to the number of audio recordings within each workbook this was too laborious and time-consuming to do and not meeting the 'accessible' functionality of the workbooks as required.	We are experimenting with **alternative formats:** Google Docs documents and also with portfolio (rather than workbook based options) e.g. OneFile, Google Classrooms. We will experiment with **alternative devices** e.g. Chromebook, which runs on Google operating system (compatible with Google Drive) or other devices using Android operative system.
Several learners were **ethically** opposed to buying/using Apple devices.	Further iPads purchased were reconditioned devices. But having taken the 'Apple' route we could not opt out for the second course.	As above.
The way you actually deliver training is very different when using technology – using IT does not just *replace* a paper work book; it introduces a whole range of new pedagogic challenges.	Several **training** sessions developing delivery skills, resources and best practice techniques have improved staff skills for delivering, capturing and assessing learning.	Tir Coed are investing staff time in developing 'model answer' resources, further learning resources and best practice delivery techniques.

Several learners were not keen to use **technology in the woods** – and for a few this feeling was strong - although all did agreed to do so.	**Expectations were** much clearer from the beginning and all those involved felt more prepared for digital learning: 1. For trainees: posters/info sheets distributed clearly stated the use of iPads to complete accreditation/qualification. 2. For staff: being accustomed to using this new 'tool' enabled them to prepare for and manage their learners' responses to the use of tech in the woods and understand better how to engage them in the iPad work.	
Some staff did not feel **confident** using iPads and digital learning for recording and assessing work. Although they were included in the development of assessment tasks and activity creation for both the first course workbook and were consulted at every stage of this process, the burden of new learning was too great for some for the two days of training (one on-line) provided. This was compounded for some by an in principle resistance, by staff being required to deliver a qualification (for the first time for the organisation) and, for various reasons, by Covid19/lockdowns.	Staff training is more effective face to face and onsite. Several further **training** sessions developing technical and assessment skills and best practice skills shares have improved the experience for staff; and the experience of digital learning in course one made course two easier for all.	Tir Coed's Dec 2021 Agored Cymru External Quality Assurance review (EQA) feedback report recommended that a standardised feedback form from the Internal Quality Assurance team (IQA) should be used for assessors/tutors. The IQA has therefore developed a standardised, time-bound tutor action plan that can be attached to our current adapted Agored Cymru feedback forms. This will enable us to closely follow up on our feedback to assessors, providing them with clear sources of support, timelines for completion and allows the opportunity to check that the requested improvements have been made. The IQA team has also developed an overall IQA planner which incorporates all aspect of delivery and accreditation processes, standardisation

		activity days and a Red Amber Green (RAG) system for assessors which can be amended as assessors become more experienced/attend more Continuing Professional Development (CPD) sessions etc. Introducing change and managing people's responses to change will inevitably be less challenging and more collaborative post-Covid19.
Site-based technical issues including syncing, losing data with intermittent mobile connectivity, keeping iPads charged (especially in sunshine or heat), accessing charging points for iPads, keeping ports dry. Delivery staff turned to IQA staff for technical support during course 1 who turned to the digital consultants and/or the Apple Support helpline to try and resolve syncing and data loss issues.	IQA staff created an iPad troubleshooting document for delivery staff/assessors to refer to. No simple method for retrieving data on-site was developed, but staff recognise the need to follow a set of instructions to avoid work loss and/or to access Apple Support, who are able to retrieve data – so long as there is connectivity. Otherwise, this has to be done outside delivery hours (which increases staff hours). The troubleshooting document was included in a daily log book for all courses. Only one instance of lost data occurred in the second course. Delivery staff now have an iPad to which learner workbooks are "AirDropped" (transferred) as extra back up at the end of each week or each training session as preferred.	We are keen to find a solution that works offline as well as online. Offline options are being trialled. Course days may be shortened where necessary to allow for additional time spent assessing and/or troubleshooting – or additional days added.

Outcomes

1.Leader (Cerdigion) project indicators and OuTcomes

The following table shows expected and actual LEADER outcomes. All of these were met, with the exception of the number of "young people" participating. We are assuming this refers to peoplle aged 16-24 years, but if "young people" includes people aged 25 years, then the outcome was achieved. Several of the groups were in their 20s and 30s.

Ref No	Indicator	Expec ted	Act ual	Evidence
LD-CL.003	Number of jobs safeguarded through supported projects	3	3	HR records/accounts
LD-CL.004	Number of pilot activities undertaken/supported	1	1	Report from courses in Llanfarian (Aberystwyth) and Llanina (New Quay
LD-CL.006	Number of information dissemination actions/ promotional and/or marketing activities to raise awareness of the LDS and/or its projects	4	7/8	Press release, Blog, Quarterly newsletter, Tir Coed impact report 2021, Interim Project Report, End of Project Report (this), social media amplification Dissemination event (Zoom – XXX date)
LD-CL.007	Number of stakeholders engaged	35	91	Mail chimp records
LD-CL.008	Number of participants supported	16	22	18 participants started the 2 courses in Ceredigion, and 4 additional participants (volunteers) were supported and trialled the workbooks 10 completed accredited learning
PI-LAG01	Number of communities engaged	10	10	Posters, social media and emails for individuals and groups in all communities local to Llanfarian and New Quay
PI-LAG02	Number of groups engaged	25	30	Emails to referral agencies
PI-LAG03	Number of young people participating	6	5	Diversity monitoring statistics
PI-LAG04	Number of women participating	6	11	Diversity monitoring statistics
PI-LAG05	Number of Welsh speakers participating	2	8	Note: all 8 reported that English was their preferred language but that they were able to speak Welsh
PI-LAG07	Number of individuals with disabilities participating	2	7	Diversity monitoring statistics

PI-LAG08	Number of projects aimed at environmental enhancement/sustainability	2	2	Summer course included ecological improvements at Coed Tyllwyd, Llanfarian. Winter course included sustainable woodland management at Llanina, New Quay.
PI-LAG09	Number of consultation exercises	2	2	Consultation exercises with individuals and groups from 2 training courses and volunteering sessions

2. Diversity monitoring

Although no diagnosed physical disabilities were reported (other than "back problems" being reported anecdotally and as a challenge to digital learning), 7 of the participants reported being neuro divergent or having psychiatric disabilities when answering a question about disabilities in their registration forms.   These were 3 with dyslexia, 1 with Autism and Asperger's, 1 with Dyslexia & ADHD (Attention Deficit Hyperactivity Disorder), one with ADHD & ASD (Autism Spectrum Disorder) and one with Personality Disorder. We do not know from our data whether these participants have any physical or mental health symptoms arising from their conditions, or whether they are registered as disabled.

Two of the participants with Dyslexia agreed for our Research Leader to write a case study about them compiled from interviews and focus group recordings. That is, the words are theirs, but they were not necessarily spoken on the same occasion. See Appendix 1.

Of the 22, 11 were male and 11 were female. None checked 'other' for this question.

5 of the course participants were aged 18-24. Another 2 were in their 20s, 7 were in their 30s, 1 in their 40s and 3 in their 50s. Volunteers ages are not included in this data.

8 of the participants said that they were Welsh speakers, but all selected English as preferred language.

17 of the 22 were unemployed, 4 were part-time including 1 on a 'Zero hours contract' and one volunteer was retired.

Diversity Monitoring data is tabled at Appendix 2

3. Referrals

Participant came via a number of routes, with 11 Self Referring, 1 "recommended by a friend", and 10 from referral agencies spread between Barod, Ty Curig, Mind, Job Centre, Hafan, Careers Wales and Ceredigion Care Society.

4. Completion rates

Ceredigion completion rates were slightly lower than usual (18 registered for courses and 10 finished them) but everyone who did complete the course in Ceredigion completed the accreditation too. All staff worked extremely hard to ensure that challenges arising out of the pilot did not impact on learners' experience or outcomes. Both learners and Activity Leaders attributed early leavers/non-starters to Covid (including self-isolation and time off to care for family members with Covid) and other individual circumstances - and not to the digital learning pilot. Tir Coed's experience is that about 30% of those who register do not make it to the first or second course day and so we slightly over-recruit. Our aim during lockdowns was to limit learners to 6 in summer 2021 and 8 in winter 2021-2 to be able to socially distance comfortably under cover.

The pattern for completion was similar in all four counties for the year: in the digital learning pilots carried out simultaneously by Tir Coed in 3 other counties (not funded by Cynnal y Cardi), 16 registered and 10 completed in Carmarthenshire, 18 registered and 13 completed in Pembrokeshire and 15 registered and 14 completed in Powys).   In each of Pembrokeshire and Powys 1 person completed the course but did not complete the accreditation and in Pembrokeshire 1 additional person completed 1 but not 2 units (See appendix 3).

5. Accredited Learning outcomes

Course 1 (Summer 2021) was Woodland Carpentry and Practical Skills in the Outdoors. 5 trainees completed accreditation, comprised of 5 credits across 2 units. These units are optional in the Learning in the Outdoors (LitO) suite of qualifications on the Agored Cymru framework and, when completed together with the (previous or following) Winter course, allow the trainees to achieve an Extended Award in LitO at Level 2.

Course 2 (Winter 2021-2) was Sustainable Woodland Management and Outdoor Safety. 5 trainees completed accreditation, comprised of 6 credits across 3 units. These are mandatory units in the LitO suite of qualifications on the Agored Cymru framework and when completed comprise a LitO Award Qualification at Level 2 from Agored Cymru, or when completed together with the summer course, allow the trainees to achieve an Extended Award.

In total, 10 Ceredigion learners completed all accreditation in each of the single courses they completed. All 10 were registered for Tir Coed's qualification, Gofalu. None of the participants attended both courses in Ceredigion.

6. Digital skills

Comparing pre- and post-course self-assessment questionnaire data for the Ceredigion digital pilot trainees, of the 6 who answered the digital skills question on both occasions, 3 reported an increase, 1 a decrease and 2 reported the same score.

Although increase in skills was not found in the evaluation focus groups, the self-assessment data was more positive both in Ceredigion and across all counties.

Table 2: Ceredigion Pre- and Post-course responses to "Out of 10, how would you rate your digital skills? (E.g. your ability to use a computer, tablet, smartphone, etc.)"

Q37. Out of 10, how would you rate your digital skills? (E.g. your ability to use a computer, tablet, smartphone, etc.)	
Pre-Course Questionnaire	Post-Course Questionnaire
8	8
9	6
5	5
3	7
6	9
6.2	7
Overall increase	0.8

7. Participant wellbeing impacts

Wellbeing impacts were monitored for the course with before and after scores compared for the 6 people who answered both pre- and post-course questionnaires. In general, self-assessed wellbeing increased during the 3-month period, although not as much as is usually the case and again, it is impossible to control for impacts from Covid.

The Ceredigion participants reported an average increase in self-assessed wellbeing (measured by the difference between before and after responses, on a scale of 1-10, to the question "Overall, how satisfied are you with your life nowadays?" The increase was 1.5 from an average of 5.166666667 to 6.666666667 (see Appendix 4). Similarly, self-assessed overall health was assessed as increasing from an average of 5.4 to 6.4. Self-assessed diet (eating recommended 5 a day) increased from 3.2 to 4. Of 5 train trainees who answered the end of course question "Do you think you have made progress toward any personal health goals over the last 12 weeks?", all five gave very positive responses relating to fitness, strength, feeling positive, diet, stamina and reduced alcohol.

Human connection (measured by the difference between before and after responses, on the 5 point scale from Never to All the Time, to the statement "In the last 2 weeks, I have been feeling close to other people") increased by an average of 1 from 3 to 4.

Optimism (measured by the difference between before and after responses, on the 5 point scale from Never to All the Time, to the statement) "In the last 2 weeks, I have been feeling optimistic about the future") also increased by an average of 1 from 3 to 4.

Interestingly, one average score that generally increases significantly during a 12-week course and which we use to measure emotional resilience actually decreased slightly. Resilience (measured by the difference between before and after responses, on the 5 point scale from Never to All the Time, to the statement "When things go wrong in my life, it generally takes me a long time to get back to normal") The decrease was -0.2 from 4 to 3.8.

8. Environmental impacts

Course 1 was held at an NRW managed woodland Coed Tyllwyd in Llanfarian. Course 2 was held at a Welsh Water managed woodland near New Quay, Llanina Woods. Participants in each of the courses spent time improving the woodland for biodiversity and human visitors.

Summary & Next Steps

Since the recent completion of the project, the delivery team and core staff carried out a further evaluation considering what works well, what doesn't work and what solutions have been found. Delivery team members were asked whether they would, on balance, choose to continue with digital workbooks and technology, or return to using paper based recording and assessment. The Ceredigion team felt that, despite all the challenges and misgivings especially around using technology in the woods and about Apple Technology in particular, that they would prefer to continue to use the digital workbooks for the next Summer Carpentry 12 week course.

Further plans include:

- Development of further digital options especially for trainees to access workbooks from home
- Development of digital resources for trainees/staff to use on-site on iPads
- Trial use of digital forms/surveys for participant monitoring
- Dissemination of findings to stakeholders at stakeholder meeting in May.

Appendices

Appendix 1: Case Studies

Dysgu Digidol Individual Case Study 1

Ceredigion, Gofalu Summer Course, 2021

Compiled by Eleri Phillips from interview and focus group recordings.

"I joined the Woodland Carpentry course in Spring 2021 because I felt like I needed a bit of a push to be sociable again after a long lockdown where I had spent a lot of time indoors and away from other people. I was also really keen to learn some new skills because I'm a practically-minded person: I like working with my hands, moving my body and working outdoors. I'm currently working in an administrative job on a zero-hours contract which isn't very fulfilling but I attended some other Tir Coed courses before the pandemic and they helped to light a spark in me to become self-employed and earn a living from working outdoors, working with nature, and making a difference to people's lives. Going on this Woodland Carpentry course is, hopefully, part of that journey towards self-employment.

"When I learnt that we would be using iPads to complete the Woodland Carpentry coursework, I was honestly a bit disappointed and deflated. The forest is like my own little haven where I can usually get away from screens and stress. We always have our smartphones on us and I think it's important to have a break from them sometimes. I was also concerned about the ethical cost of the iPads themselves. It doesn't sit right with me because I thought Tir Coed was an organisation that promotes sustainability but the components used in digital devices are mined and manufactured in terrible conditions for workers and the environment. So I didn't welcome the iPads from the start of the course.

"I didn't find the workbooks themselves too complicated to use as I have some prior experience with using Apple products and the difficulty of the content was pitched about right for a Level 2 accreditation. I liked being able to take photos with the iPad and being able to record my voice instead of providing a written answer was useful. Because I'm dyslexic, my brain works faster than I can write so for some tasks – like describing the stages of tying different knots – it was easier for me to speak the words aloud than rush to write them down. The Activity Leaders also used the audio functions to leave me some verbal feedback and it was nice to listen to their comment and think 'aw, that's really nice to hear!" but, to be honest, I prefer written feedback. I like to read and re-read a comment a few times to make sure I've digested it fully.

"Unfortunately, the digital format didn't work for me. I have a back injury so hunching over an iPad in the woods could be really uncomfortable sometimes. It would have been better if we'd had proper stands for them, or even spent a day in a classroom or office where we could bash out the coursework all at once. I also found there were so

many distractions in the woods – birds to listen to, cool things to watch, jobs to do – which made it quite difficult to focus on the digital workbooks sometimes. I prefer to be in a different learning environment, like a classroom, if I need to get me head down and just get on with coursework tasks. Also, having dyslexia means I find it easier to read on certain shades of coloured paper but this wasn't possible with the digital format. We couldn't take the workbooks home but that wouldn't have worked for me anyway – between my job and my child, I'm kept busy. Perhaps the digital workbooks would be more beneficial for younger people who have experience of learning with iPads from a very young age.

"Despite these problems with the digital workbooks, the course was just what I needed to help me heal and recover from spending so much time indoors during the lockdowns. The staff have created such a positive environment and encouraged us to use our creativity to solve problems and complete woodwork projects we're proud of. It's helped give me the energy to keep pushing toward self-employment so that I can hopefully build a career that doesn't suck out my soul!"

Dysgu Digidol Individual Case Study 2

Ceredigion, Gofalu Summer Course, 2021

Compiled by Eleri Phillips from interview and focus group recordings.

"I'm currently too ill to work and wanted to take part in the Woodland Carpentry course for my mental health. Getting outside again and having something to look forward to each week helps me manage my depression and I've always been interested in learning how to make things out of wood. I'd like to find a job where I can work outdoors in future so I'm enjoying building up my skills for now.

"At the start of the course, it didn't make sense to me that we were both going 'back to basics' – learning to use traditional hand tools and carpentry methods rather than power tools – but also having to use iPads to complete our accreditation. Also, many of my group wanted to get away from screens after being overloaded with them in our old jobs and so it was frustrating to find that we still had to use digital devices, even in the woods.

"The iPads themselves didn't respond too well to the outdoor environment as the battery would drain quickly if they were left in the sun, even for less than five minutes. It was hard to avoid this as my course took place during the summer and was held entirely outdoors. It would take up to an hour for the iPads to cool down enough to use them which was annoying because I'd sometimes have to stop halfway through completing a workbook activity when I just wanted to get the task over and done with. Spending time on formatting the biodiversity web task made it more difficult than it needed to be. It seemed like a waste of time to struggle with the formatting tools and end up accidentally deleting things.

"I would have preferred to have had the option to complete some work at home. I'm dyslexic so it's difficult for me to focus on composing a sentence and writing it down if there are people talking around me. I can't think of too many things at once so I found it really difficult to concentrate when working in the group. Sometimes I'd walk away to find a quieter place to work but really it would have been better to have caught up with my work at home so I wouldn't have to separate myself from the other trainees in order to think. It was also hard to focus on the workbooks when we had jobs to get on with because your brain gets quite foggy after an hour and you forget what you're meant to be doing for the rest of the day.

"I had a mixed experience of using the voice recording function. I muddle up my words sometimes and having to stop and start again lots of times is frustrating. I'm not comfortable recording my voice anyway (I hate leaving answerphone messages) so that option's not for me unless I had to give a really short answer. It's no good for longer sentences because I just get mixed up. The Activity Leaders sometimes left feedback for me via short audio recordings but I didn't have time to listen to all of them.

"Although I didn't get on with the iPads, I did like that we could use them to take photos. I was good at remembering to take photos at each stage of my woodwork project so I've got a step-by-step record of how to make it again. I took more photos on the iPad than I could include in my workbook but I'd still like to have a copy of them sent to me so I can look back on them once the course ends.

"I enjoyed the course because it's been nice to spend time with new people and build up some relationships. Also, I've always been a creative person but thought that using woodwork tools would be too challenging. Before I started the course, I could only find the flaws in something I'd made but now I think 'no, I've actually made something that I'm happy with and it looks good'. Some tools, like the axes, were quite scary at first but I'm so much more confident with using woodworking tools now."

Appendix 2: Diversity Monitoring Data

Totals	Number in cohort	Welsh speaker	Course Participant Age 18-24	Course Participant Age 25+	Status Unemployed	Status PT/Zero hours	Status Retired	Gender M	Gender F	Disability
TOTAL course 1	8	2	2	6	7	1	0	5	3	3
TOTAL Course 2	10	6	3	7	8	2	0	4	6	3
TOTAL Volunteers	4	0	0	4	2	1	1	2	2	1
TOTAL Course 1&2	22	8	5	17	17	4	1	11	11	7

Appendix 3: Attendance and accreditation data

Totals	Number registered in cohort	Completed course, not workbook	Completed workbooks and expect to gain accreditation (TBC)	No of units per course	Total number of units achieved	No of credits for all units in course	Total number of credits achieved
Ceredigion Course 1	8	5	5	2	10	5	25
Ceredigion Course 2	10	5	5	3	15	6	30
Ceredigion Volunteers	4	0	0	0	0	0	0
TOTAL Ceredigion	22	10	10	5	25	11	55
Carms Course 1	7	5	5	2	10	5	25
Carms Course 2	9	5	5	3	15	6	30
TOTAL Carms	16	10	10	5	25	11	55
Pembs Course 1	8	5	4	2	8	5	20
Pembs Course 2	10	8	8	3	24	6	48
TOTAL Pembs	18	13	12	5	32	11	68
Powys Course 1	7	7	6	2	12	5	30
Powys Course 2	8	7	7	3	21	6	42
TOTAL Powys	15	14	13	5	33	11	72
TOTAL 4 COUNTIES	**71**	**47**	**45**	**20**	**115**	**44**	**250**

Appendix 4: Wellbeing, Resilience, Connection, Optimism

Q5. Overall, how satisfied are you with your life nowadays?		Q13. When things go wrong in my life, it generally takes me a long time to get back to normal		Q20. In the last 2 weeks, I have been feeling close to other people		Q15. In the last 2 weeks, I have been feeling optimistic about the future	
1	2	1	2	1	2	1	2
7	9	Disagree4	Disagree4	Some of the time3	All of the time5	Some of the time3	All of the time5
8	9	Disagree4	Disagree4	All of the time5	Often4	Some of the time3	Often4
6	7	Disagree4	Strongly disagree5	Some of the time3	Often4	Some of the time3	Often4
4	6	Strongly disagree5	Agree4	Rarely2	Some of the time3	Some of the time3	Some of the time3
5	7	Agree2	Agree2	Rarely2	Often4	Some of the time3	Often4
5.1666667	6.6666667	4	3.8	3	4	3	4
1.5	Average increase in wellbeing	-0.2	Average decrease in resilience	1	Average increase in connection	1	Average increase in optimism