Professor Alastair Robertson,
Director of Academic Development
and Student Learning

Going Digital: there is no going back!

May 25th 2021

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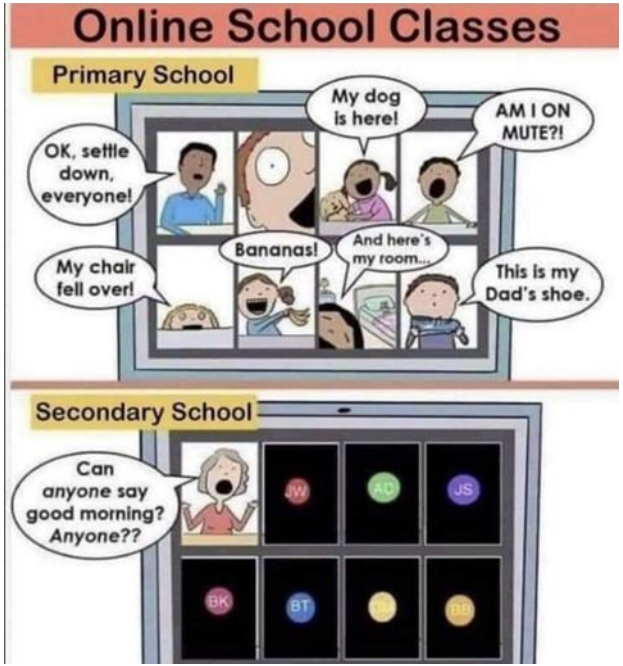
The importance of engaged learning communities

To



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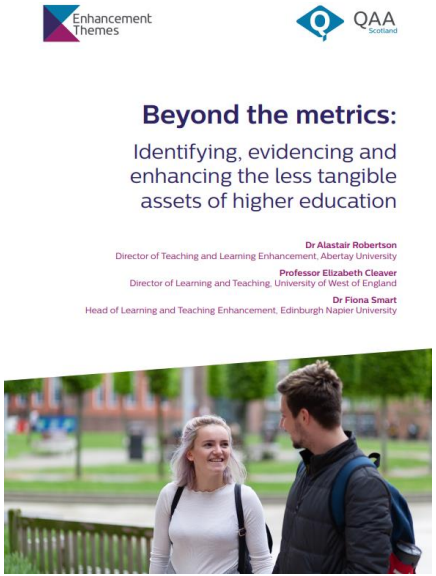
The less tangible aspects of a university experience

QAA-funded project (pre-Covid):

1. Sense of belonging/academic community
2. Relationships between staff members and staff and students
3. The transformative impact of higher education
4. The wellbeing of staff and students
5. Student engagement and participation



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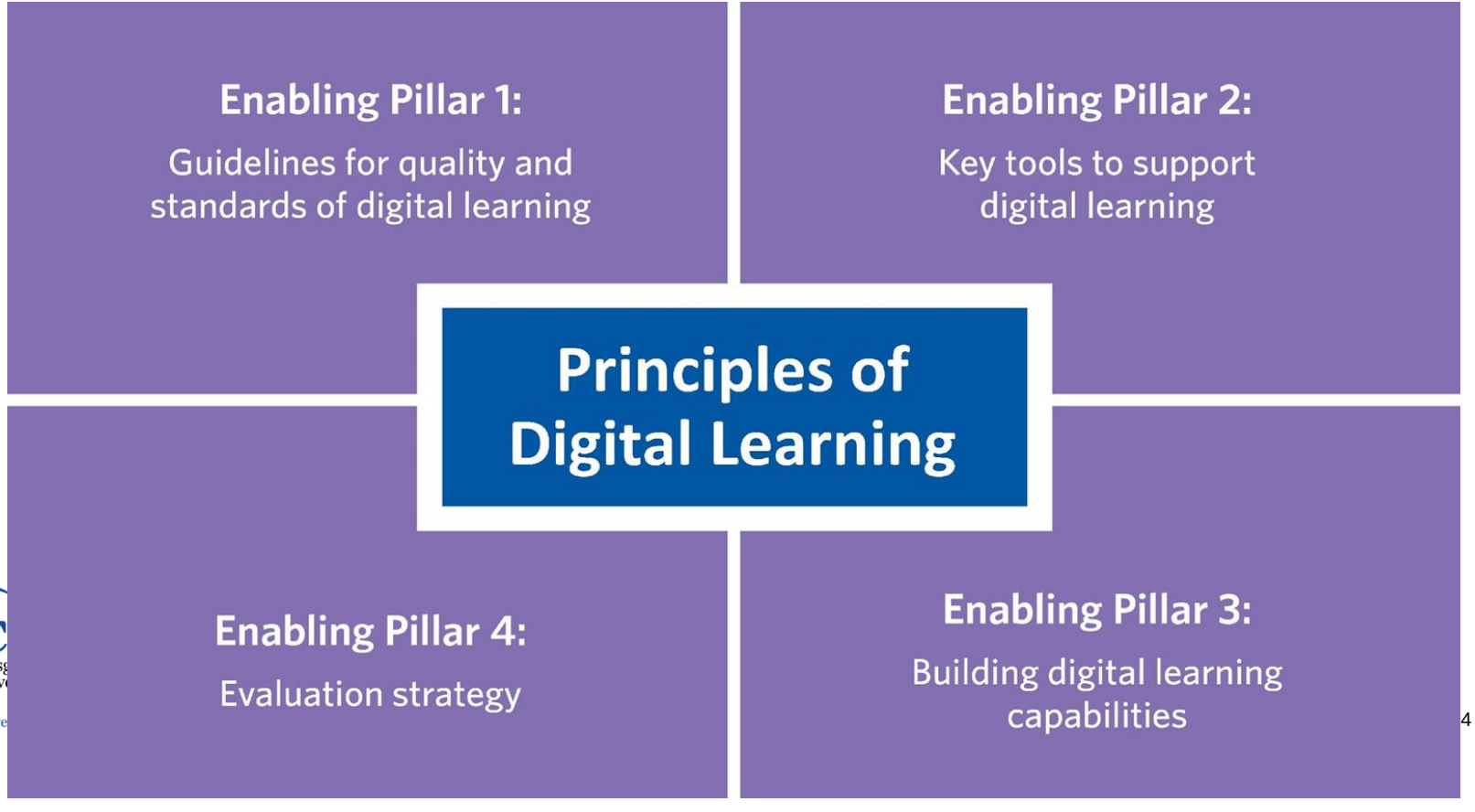
https://www.enhancementthemes.ac.uk/evidence-for-enhancement/defining-and-capturing-evidence/the-intangibles-beyond-the-metrics

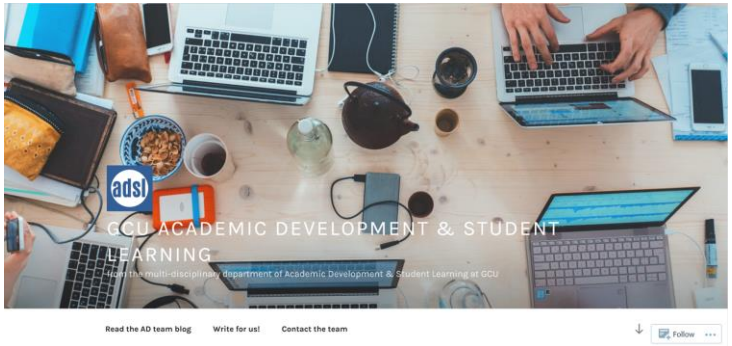
GCU Going Digital



Strategies for supporting staff

1. Extensive intranet resources

2. External blog: https://gcuacaddevelopment.wordpress.com/



3. Webinars programme- synchronous & asynchronous

4. Digital Leads network

GOING DIGITAL INSIGHTS

VIDEO: **Dr Jane Guiller,** Senior Lecturer in Psychology, has been using blogs for assessment. Link to Transcript

BLOG POST LINK: Using Camtasia in practice: what the training courses can't tell you. By **Brian Smith,** Lecturer in the Institute for University to Business Education

VIDEO: **Dr Lorraine Cameron,** Lecturer in Vision Sciences, has developed an online assessment improving on the traditional essay. Link to Transcript

BLOG POST LINK: Finding my focus – a photo story about remote working. By **Dr Fiona Kennedy**, Senior Lecturer in Academic Development

BLOG POST LINK: Socialising in an online space. By **Dr Kay Guccione,** Senior Lecturer in Academic Development.

VIDEO: **Dr Catherine Wright,** Lecturer in Cell and Molecular Biology, is using 'Learning Science' to encourage a culture of ongoing innovation and interactive learning. Link to Transcript

Dr Ingeborg van Knippenberg
Dr Louise Drumm

Edinburgh Napier UNIVERSITY

THE DIGITAL SUPPORT PARTNERSHIP

"Apply your own oxygen mask first"

12 PRINCIPLES FOR ONLINE LEARNING+TEACHING

Edinburgh Napier UNIVERSITY

1.

SEEK OUT STUDENT FEEDBACK

2.
BE DIGITALLY INCLUSIVE
Universal Design Benefits All!

3.

REVIEW YOUR CURRICULUM

4.
APPLY STUDENT-CENTERED METHODS

5.
MIX SYNCHRONOUS AND ASYNCHRONOUS METHODS

6.

KEEP MOODLE SIMPLE

7.
how will you communicate with students?
CONSIDER YOUR COMMUNICATION APPROACHES

8.
WORK WITH COLLEAGUES

9.
CREATE A SENSE OF BELONGING

10. ~~PLAN A~~ PLAN B
BUILD IN FLEXIBILITY

11.
visibility + accessibility
MAINTAIN TEACHER PRESENCE

12.

REMEMBER, THERE IS NO ONE WAY

SKETCHNOTE BY @SWANTONSKETCHES

Online socialisation

1. Welcome and introductions are important to set the scene and connect with learners.
2. Ice-breakers as a way of creating initial engagement.
3. Parameters and boundaries help to set and manage expectations.
4. Opportunities for social interactions.
5. Tone and style of communication matters.
6. Checking in offers continued connectedness.
7. Visibility as a means of engaging with learners.
8. Conclusions and goodbyes as a means of summing up.

GCU Getting Online (GO)- one stop shop

Example of practice placeholder slide

1. SFC example?

The Pivot to Digital

GCU Students' Association Reflections

What we Learned - Positives

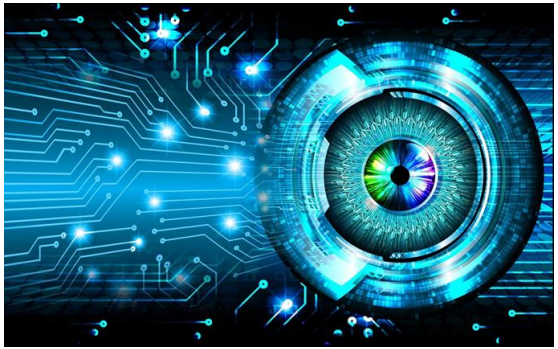
- Centring the student in decisions around technological tools (align usage goals with familiar platforms)
- Technology- breaks down geographical barriers
- Asynchronous and/or modular approach to activity- greater flexibility
- Online collaboration is not inferior. Plethora of digital tools that can replicate (or even improve) face to face practice
- Easier to organise and collaborate together once in the same space

What we Learned - Challenges

- Plethora of different platforms and evolving functionality- difficult to keep up
- Digital fatigue
- Organic engagement – most engagement needed to be structured
- Differences in written communication styles/expectations
- Gatekeeping – Difficulties in getting access

Looking ahead

- Blended, more personalised experience
- Safe return to campus measures- tbc.
- Wider adoption of hyflex teaching?
- Profile of University Estates and digital infrastructure.
- Diversification of learners and awards offered by institutions
- An increasingly competitive global HE sector



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Transformative Education on a page

Delivered across Campuses, Schools, Partnerships and Professional Services

Common Good Attributes

Learner Agency is at the centre of: Active global citizenship; Entrepreneurial Mindset; Systems Thinking; Responsible Leadership; Resilience, Compassion and Empathy; Confidence

Pedagogic Principles

Our pedagogic principles drive the design of our curricula, its delivery and assessment
Underpinned by our values: Confidence, Responsibility, Integrity, Creativity

Priority areas for action

1. Equality of participation and attainment	2. Excellence in learning, teaching and the student experience	3. Enhance employability, knowledge and skills	4. Research-led, globally-aware curriculum	5. Flexible, accessible provision

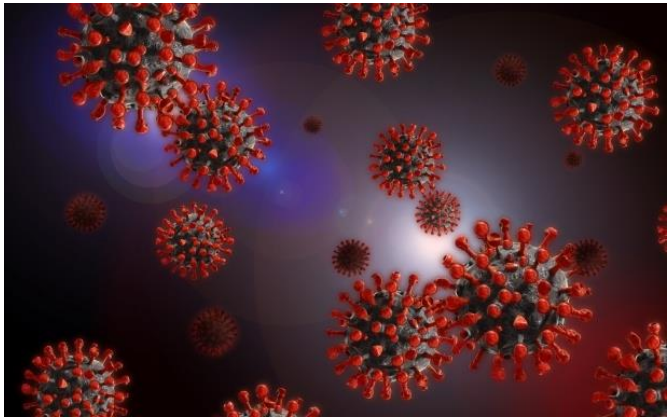
Key intentions

We will champion equality of participation and attainment for all students.	We will deliver excellence in teaching and the student experience, underpinned by our holistic approach to student support.	We will enhance the employability, knowledge, skills and attributes of our students through collaborative and active learning.	We will embed a commitment to the Sustainable Development Goals to deliver positive impact for societal challenges.	We will facilitate innovative learning which supports flexible provision and a blend of on and off campus experiences.

Virtual student welcome at RGU, 2020/21

- RGU welcomes and welcomes back more than 16000 students each academic year
- The university recognises welcome as a key moment of transition and in 2016 defined the RGU Principles of Welcome
- With students studying remotely, in 2020/21 there was an even greater need for welcome activity to:
  - Make clear RGU's commitment to the student experience
  - Assuage anxiety
  - Establish a firm connection between the university, our staff and students as part of the RGU learning community

March / April 2020



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Guidelines on quality and standards of digital learning

Standards: “baseline”, “enhanced” and “leading”. “Baseline”= mandatory.

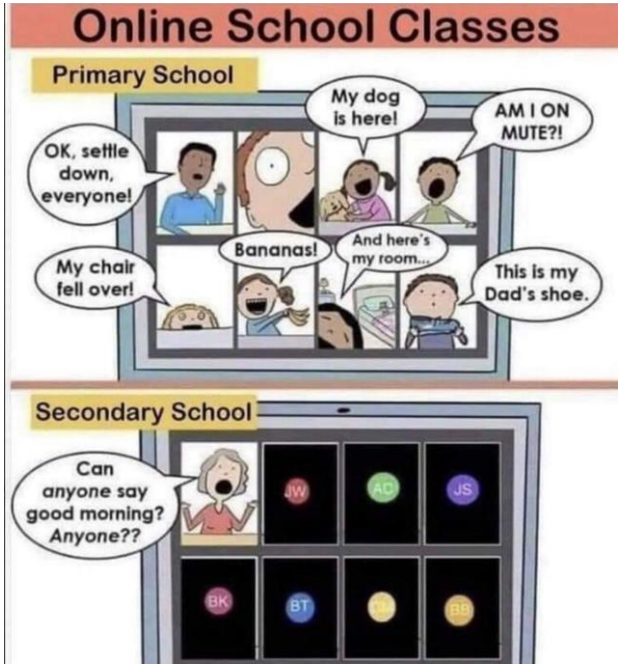
Seven sections:

1. Pedagogy- ABC approach to curriculum design.
   - ✔ Guidance mapped across Laurillard’s six learning types (acquisition, discussion, collaboration, investigation, practice, production)
2. Communication and building learning communities
3. Assessment
4. Accessibility and digital well-being
5. New, common module structure template for the VLE
6. Legal: GDPR, IP, copyright legislation
7. Module evaluation

Cameras on / off?

Need to respect individuals' preferences and practical challenges:

- Beginning of class - informal networking, as if on campus. Cameras on?
- Large classes- cameras on or off?
  But when asking a question- camera on, or use the chat box?
- Smaller classes (such as tutorials) and break out groups. Cameras on?
- End of class- informal networking/ final Q&A.
  Cameras on?
- Students should not feel pressured or made to feel uncomfortable if they prefer to remain anonymous



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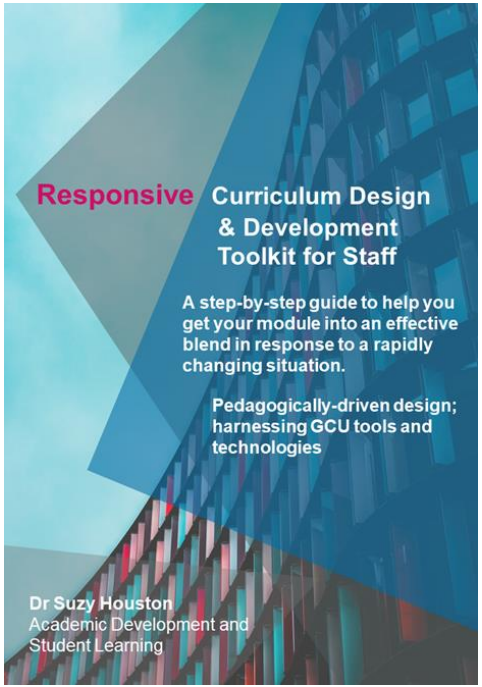
Moving curriculum design online: ABC Framework

- Rapid, collaborative approach
- Implementation- ABC curriculum design framework*
- Focuses on Laurillard's six Learning Types** https://youtu.be/wnERkQBqSGM
- Visual storyboard/ module blueprint
- Enablers for remote collaboration

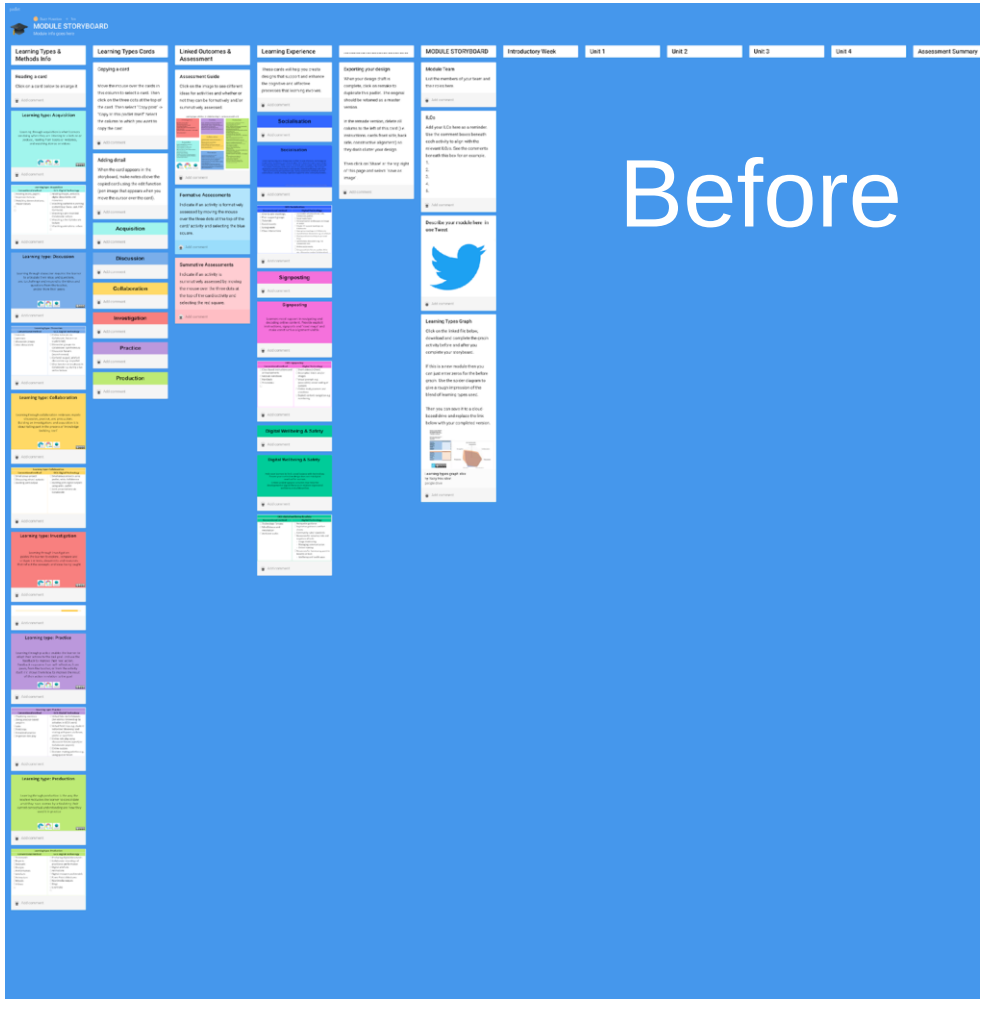


* Developed by Clive Young and Natasa Perovic (UCL) based on Viewpoints project (2008-2013)

**Laurillard, D. (2012). *Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology*. New York and London: Routledge.

Outputs / Benefits

- Process takes 1-2 hours only: “sprint design”
- Developmental: enables staff to identify training needs and links to CPD resources & support
- Provides in-built guidance to best tools and tech for each learning type
- Design process leads to visual storyboard of a module to enable robust build in VLE
- Final design can be flexed for delivery via responsive blend of modalities, depending on changing context.


MODULE STORYBOARD
Learning Types & Methods Info
Learning Types Cards
Linked Outcomes & Assessment
Learning Experience
MODULE STORYBOARD
Introductory Week
Unit 1
Unit 2
Unit 3
Unit 4
Assessment Summary
Before

Digital Business and Marketing M3N525912 EXEMPLAR
MODULE INFO
Introductory Week
Unit 1: Digital Business
Unit 2: Digital Marketing
Unit 3: Digital Communication
Unit 4: Digital Challenges
Assessment Summary
After

Examples of Practice

- Use of VLE (Blackboard Collaborate) for academic rep communities

- Podcasts – CISA committee held regular chai events on Streamyard/ Facebook where they would chat about specific topics, this was to engage with members without them having to actually come on a zoom call themselves, but still feel a community (Asynchronous + go to where they are at already)

- Use of Facebook Group for Academic Reps v. use of WhatsApp Group for Equality and Diversity Reps.
  - FB group usage was considered more business-like
  - WA group was considered more informal, about fostering community and socialising