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*Going Digital: there is no going back!*

May 25\textsuperscript{th} 2021
The importance of engaged learning communities

To
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

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

Enabling Pillar 1:
Guidelines for quality and standards of digital learning

Enabling Pillar 2:
Key tools to support digital learning

Principles of Digital Learning

Enabling Pillar 3:
Building digital learning capabilities

Enabling Pillar 4:
Evaluation strategy
Strategies for supporting staff

1. Extensive intranet resources

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

3. Webinars programme-synchronous & asynchronous

4. Digital Leads network
**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]
Helping you teach and support learning online

Dr Ingeborg van Knippenberg
Dr Louise Drumm
"Apply your own oxygen mask first"
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

Student guide to online learning

GCU GO is a set of resources that you can use to support you with your online learning through your learning journey. The resources are organized under headings to help you know what to access at different times within your learning journey. Of course, everyone is individual and we understand that you may need different things at different times, so please treat the following headings as a guide. The five headings are:

- Get prepared - Resources under the ‘get prepared’ heading should help you to get started with online and blended learning. You might want to start with these resources to help you get orientated.
- Get engaged and get going - Resources under the ‘get engaged and get going’ heading should help you to engage with and make the most of online and blended learning as you progress through your learning experience.

GCU GO includes guides, resources and exercises that will help you to make the most of your online experience in the following areas:

- Getting started
- Your wellbeing
- Assessment and Integrity
- Personal tutoring
- Online learning tools
- Digital accessibility
- GCU Learn
- Learning Development Centres
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
Transformative Education on a page
Delivered across Campuses, Schools, Partnerships and Professional Services

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

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

Pedagogic Principles

1. Equality of participation and attainment
   We will champion equality of participation and attainment for all students.

2. Excellence in learning, teaching and the student experience
   We will deliver excellence in teaching and the student experience, underpinned by our holistic approach to student support.

3. Enhance employability, knowledge and skills
   We will enhance the employability, knowledge, skills and attributes of our students through collaborative and active learning.

4. Research-led, globally-aware curriculum
   We will embed a commitment to the Sustainable Development Goals to deliver positive impact for societal challenges.

5. Flexible, accessible provision
   We will facilitate innovative learning which supports flexible provision and a blend of on and off campus experiences.

Common Good Attributes

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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
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
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)
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.
Before
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