

Professor Alastair Robertson,
Director of Academic Development
and Student Learning



Going Digital: there is no going back!

May 25th 2021

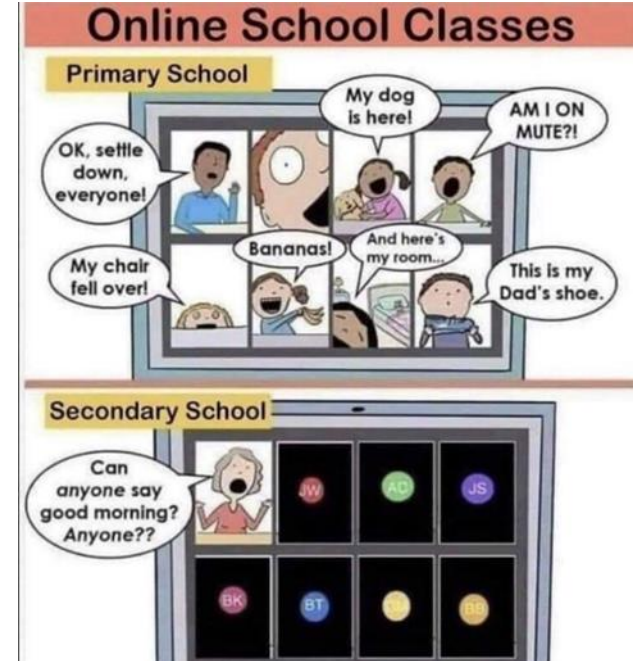


University for the Common Good

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



Beyond the metrics:

Identifying, evidencing and enhancing the less tangible assets of higher education

Dr Alastair Robertson
Director of Teaching and Learning Enhancement, Abertay University
Professor Elizabeth Cleaver
Director of Learning and Teaching, University of West of England
Dr Fiona Smart
Head of Learning and Teaching Enhancement, Edinburgh Napier University



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 4:

Evaluation strategy

Enabling Pillar 3:

Building digital learning capabilities

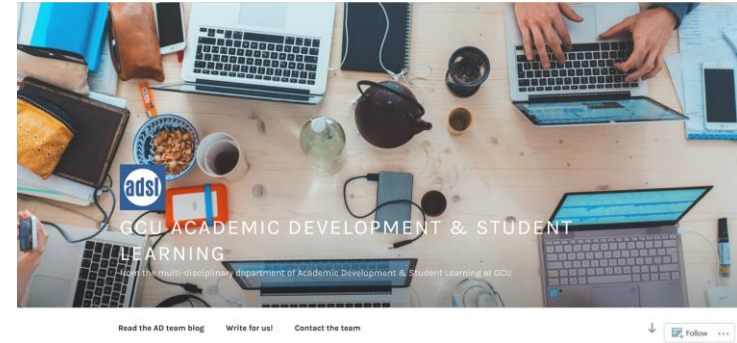
Strategies for supporting staff

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](#)



Helping you teach and support learning online

Online
Webinars

Webinar
recordings

Digital
tools

Curriculum
design

Supporting
resources

Inclusive
Design

Bespoke
staff
development

Buddy
network

Digital
pedagogy

Help! How do I
teach online?
Moodle
Community

Questions
forum

Shared
practice
database

Academic
Regulations
2020/21

Programme
Leader
Guidance

12 Principles
for Preparing
for Online
Learning and
Teaching

Subject group
representatives

3 Steps for
Principles to
Practice

Assessment
for learning

THE DIGITAL
SUPPORT
PARTNERSHIP

12 PRINCIPLES FOR ONLINE LEARNING+TEACHING


<p>1 STUDENT FEEDBACK</p> <p>What happened in this course?</p> <p>Reflect on what happened during the experience, gathering feedback from students to help you plan for the next year.</p>	<p>2 DIGITALY INCLUSIVE</p> <p>Access and skills</p> <p>Check your students' online access (platforms, devices) and skills (basic computer literacy) to ensure they can access the course.</p>
<p>3 REVIEW YOUR CURRICULUM</p> <p>Check what you teach and assess</p> <p>Review your curriculum and assess what students need to learn for the next year.</p>	<p>4 ALTERNATIVE METHODS</p> <p>Plan for online delivery</p> <p>Consider different delivery methods to support learning. Think about how you can provide support for students who may struggle.</p>
<p>5 USE SYNCHRONOUS AND ASYNCHRONOUS</p> <p>Manage access to the video</p> <p>Consider how to manage access to the video. Think about how you can provide support for students who may struggle.</p>	<p>6 KEEP MOODLE SIMPLE</p> <p>Minimise clicks and scrolling</p> <p>Keep Moodle simple and easy to use. Think about how you can provide support for students who may struggle.</p>
<p>7 COMMUNICATION</p> <p>Open and private spaces</p> <p>Consider how to manage access to the video. Think about how you can provide support for students who may struggle.</p>	<p>8 WORK WITH COLLEAGUES</p> <p>Review programme modules together</p> <p>Consider how to manage access to the video. Think about how you can provide support for students who may struggle.</p>
<p>9 A SENSE OF BELONGING</p> <p>Building community can be tricky</p> <p>Consider how to manage access to the video. Think about how you can provide support for students who may struggle.</p>	<p>10 BUILD IN FLEXIBILITY</p> <p>Consult with students</p> <p>Consider how to manage access to the video. Think about how you can provide support for students who may struggle.</p>
<p>11 TEACHER PRESENCE</p> <p>Be visible and accessible</p> <p>Consider how to manage access to the video. Think about how you can provide support for students who may struggle.</p>	<p>12 THINKING IN THE LONG RUN</p> <p>Plan ahead</p> <p>Consider how to manage access to the video. Think about how you can provide support for students who may struggle.</p>

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

8.  **WORK WITH COLLEAGUES**

"Apply your own oxygen mask first"

9.  **CREATE A SENSE OF BELONGING**

10.  **BUILD IN FLEXIBILITY**

11.  **MAINTAIN TEACHER PRESENCE**
visibility + accessibility

12.  **REMEMBER, THERE IS NO ONE WAY**

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.

Supporting Student Socialisation

A resource for GCU teaching staff working in an online learning environment



GCU Getting Online (GO)- one stop shop

[Study](#) [The University](#) [Research](#) [Business](#) [Alumni & Friends](#) [Staff](#) [Student](#)

GCU GO getting online

Student guide to online learning

[GCU](#) • [Build](#) • [Student](#) • Online learning

GCU puts the student learning experience at the heart of everything that we do. On this part of our website we will provide you with resources and guidance on how to learn and study at GCU.

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 organised under headings to help you know what to access at different times within your learning journey, but of course everyone is individual and we understand that you may need different things at different times. So, please just treat the following headings as a guide. The two 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 services that will help you to make the most of your online experiences 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

GCUstudents.co.uk

Be part of something...
Bigger

What we Learned - Positives

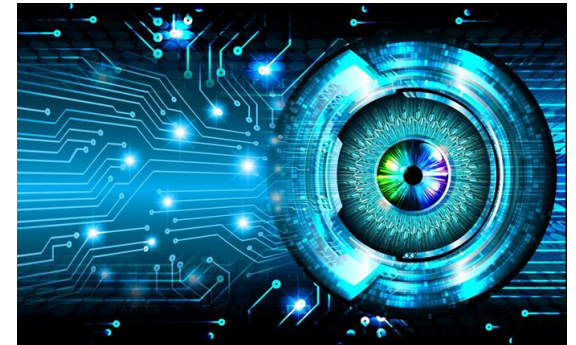
- Centring the student in decisions around technological tools (align usage goals with familiar platforms)
- Technology- breaks down geographical barriers
- Asynchronous and/or modular approach to activity- greater flexibility
- Online collaboration is not inferior. Plethora of digital tools that can 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



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.

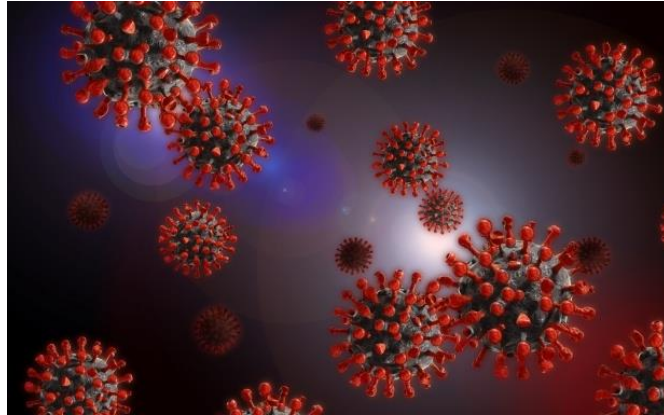
We will facilitate innovative learning which supports flexible provision and a blend of on and off campus experiences.

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



GCU
Glasgow Caledonian
University
University for the Common Good

Top tips for staying at home

#isolationlife



1 Schedule a start and an end time for work



Take a shower, get dressed - don't have too many pyjama days



Be social! Check in with your friends, family and work colleagues



Exercise at least 20 minutes a day, the mornings are better so that your mood is lifted right away



Encourage others in your house to exercise with you



Find your happy place - don't focus on the negatives



Try not to sit on the couch and work on your laptop



Stand up, walk around, make yourself a cup of tea, shake yourself up



Don't sit glued to 24-hour news or trawling social media - this will only feed anxiety



Set a bedtime and create an environment that is good for your sleep



Make the most of what you enjoy about being at home; (playing music or being more flexible with your time)



Guidelines on quality and standards of digital learning

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

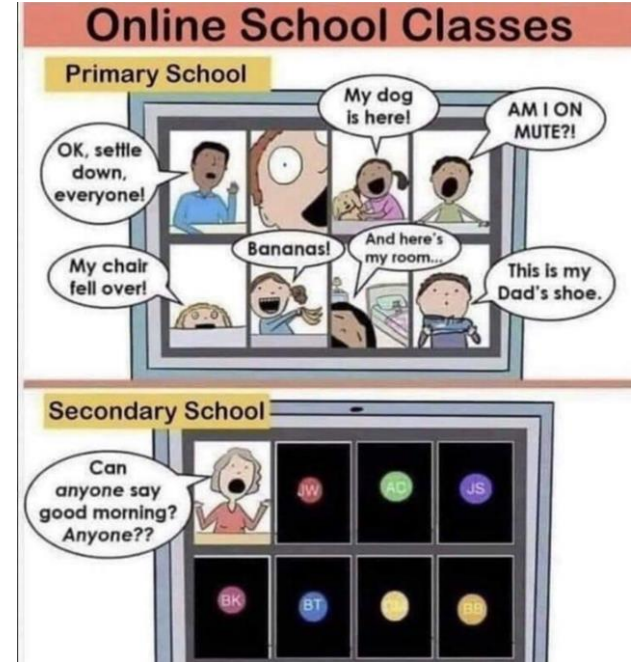
Seven sections:

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?

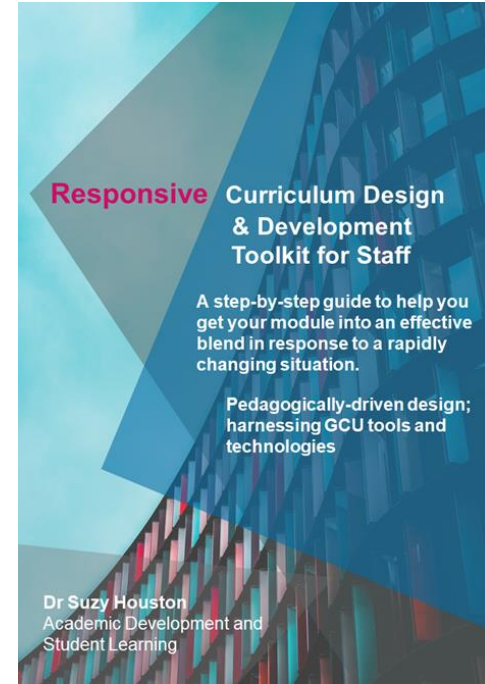
Need to respect individuals' preferences and practical challenges:

- 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

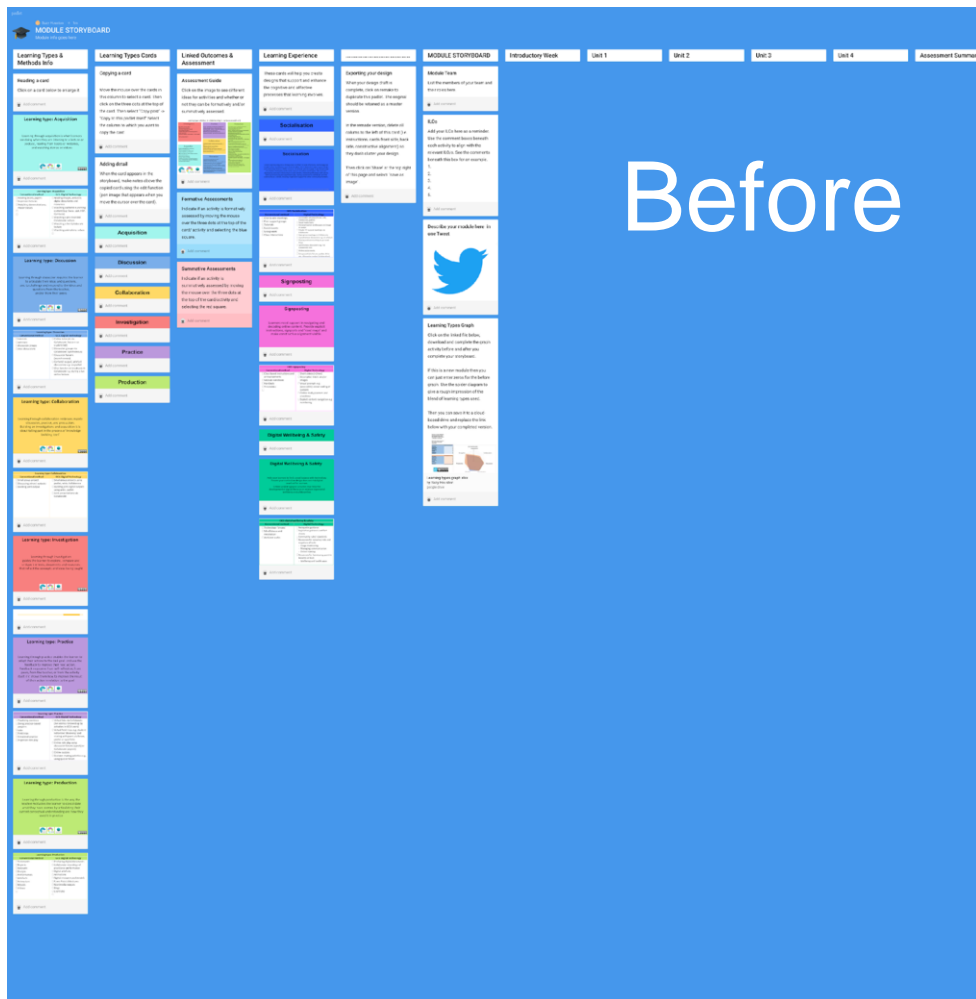


* Developed by Clive Young and Natasa Perovic (UCL) based on [Viewpoints project \(2008-2013\)](#)

**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.



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