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Director of Academic Development
and Student Learning

Going Digital: there is no going back!

May 25th 2021



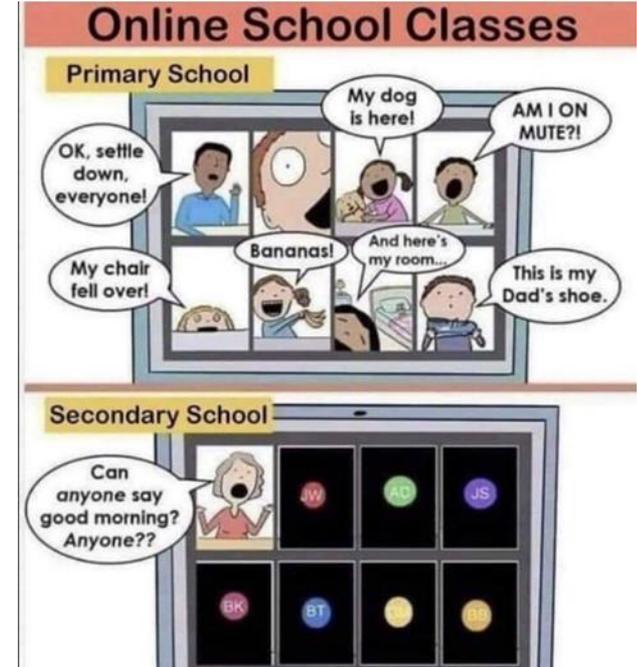
University for the Common Good



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

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Professor Elizabeth Cleaver
Director of Learning and Teaching, University of West of England
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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

Webinar
recordings

Online
Webinars

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

12 Principles
for Preparing
for Online
Learning and
Teaching

Subject group
representatives

3 Steps for
Principles to
Practice

Assessment
for learning

Programme
Leader
Guidance

THE DIGITAL
SUPPORT
PARTNERSHIP

12 PRINCIPLES FOR ONLINE LEARNING+TEACHING

<p>1 STUDENT FEEDBACK</p> <p>What happened in this course? Reflect on what happened in the experience, questions to consider: How did you feel? What did you like? What did you not like? What did you want to do next time?</p>	<p>2 IDENTIFY BELIEFS</p> <p>Access and skills What are your students' online access and skills, and what are your own? How do you think you can work according to benefit of students?</p>
<p>3 REVIEW YOUR CURRICULUM</p> <p>What skills and knowledge are you trying to deliver? What are your students' online access and skills, and what are your own? How do you think you can work according to benefit of students?</p>	<p>4 ALTERNATIVE METHODS</p> <p>Plan an online activity Consider different online tools to support learning. Identify what you think will be most effective. Don't be afraid to try something new. You do not need to provide an alternative to every activity.</p>
<p>5 SEE ENVIRONMENT AND ASYNCHRONOUS</p> <p>Design lessons to be video may be difficult for some students. Consider the environment of students when they are learning. The content may be more relevant and engaging if it is designed for asynchronous learning.</p>	<p>6 KEEP MOODLE SIMPLE</p> <p>Minimise clicks and scrolling Use layout of pages and navigation to make it easy for students to find what they need. Use the same layout for all pages to make it easy to navigate and use consistently.</p>
<p>7 COMMUNICATION</p> <p>Plan and provide support Consider how you can communicate with students, both online and offline. Encourage students to reach out for support when they need it.</p>	<p>8 WORK WITH COLLEAGUES</p> <p>Review programme modules together Agree on what needs to be done, and use the more than one person. Agree on a plan, and use it to guide your work.</p>
<p>9 A SENSE OF BELONGING</p> <p>Building a sense of belonging is important for students' success. Consider how you can create a sense of belonging for your students, both online and offline.</p>	<p>10 BUILD IN FLEXIBILITY</p> <p>Consult with students. Consider how you can build in flexibility for your students, both online and offline.</p>
<p>11 TEACHER PRESENCE</p> <p>Be visible and accessible. Consider how you can be visible and accessible to your students, both online and offline.</p>	<p>12 THERE IS NO ONE WAY</p> <p>Plan what works for you. There is no one way of doing things. Consider how you can be visible and accessible to your students, both online and offline.</p>

1.  **SEEK OUT STUDENT FEEDBACK**

2.  **BE DIGITALLY INCLUSIVE**
Universal Design Benefits All!

3.  **REVIEW YOUR CURRICULUM**

4.  **APPLY STUDENT-CENTERED METHODS**

"Apply your own oxygen mask first"

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**

9.  **CREATE A SENSE OF BELONGING**

10. ~~PLAN A PLAN B~~ **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

GCU Glasgow Caledonian University

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

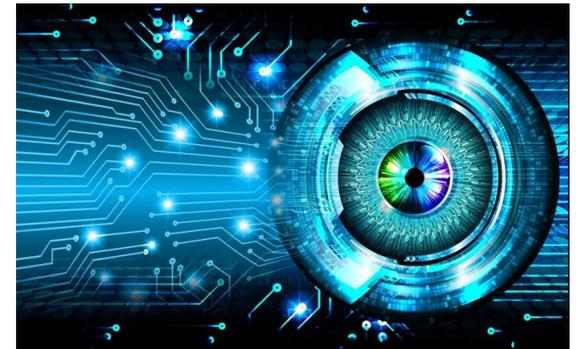
- Centring the student in decisions around technological tools (align usage goals with familiar platforms)
- Technology- breaks down geographical barriers
- Asynchronous and/or modular approach to activity- greater flexibility
- Online collaboration is not inferior. Plethora of digital tools that can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

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.

Key intentions

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



welcome

GUIDING PRINCIPLES


SOCIAL INTEGRATION
Enabling students to get to know one another and relevant staff


ORIENTATION
Familiarising students with RGU's campus, online environment, and facilities


INFORMATION
Providing relevant information about the course, support services, and student life


CONFIDENCE
Providing reassurance and supporting transition


MOTIVATION
Engaging students and promoting enthusiasm to learn

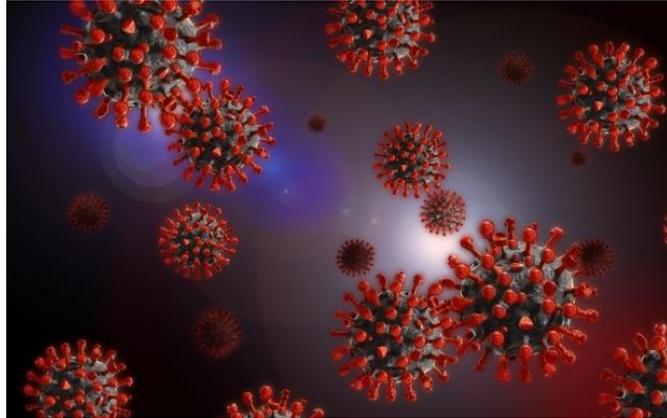

INCLUSION
Making learning and the student experience accessible to all

PARTNERSHIP
at RGU

rgu:union

 **ROBERT GORDON**
UNIVERSITY ABERDEEN

March / April 2020



Top tips

for staying at home

#isolationlife



Schedule a start and an end time for work

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



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



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



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



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



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



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

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

Encourage others in your house to exercise with you

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.

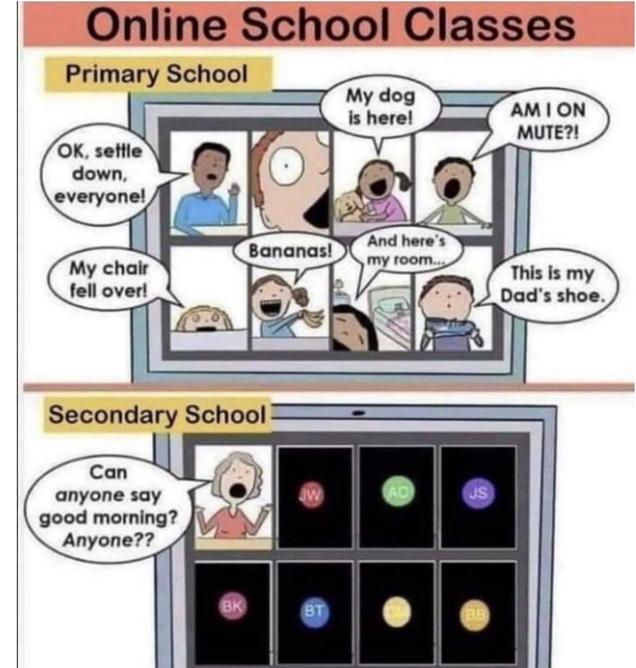
Seven sections:

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?

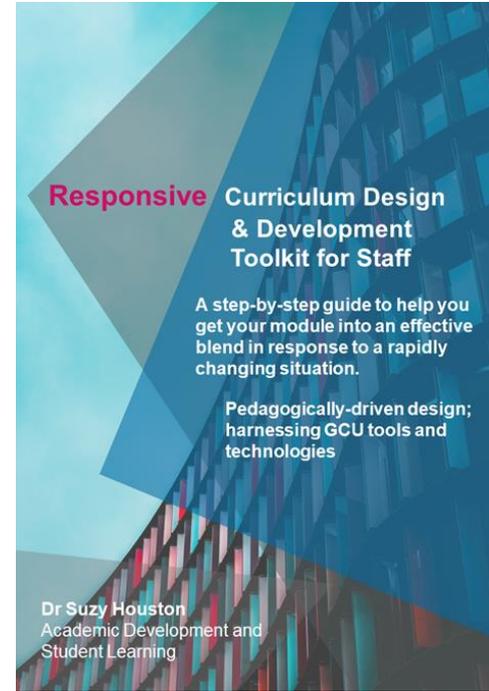
Need to respect individuals' preferences and practical challenges:

- 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.

MOBILE STORYBOARD

Learning Types & Methods List

Learning Types Cards

Linked Outcomes & Assessment

Learning Experience

MOBILE STORYBOARD

Introductory Week

Unit 1

Unit 2

Unit 3

Unit 4

Assessment Summary

Module Team

Module Lead: Alison Barlow

Module Lead: Norman Siddiqui

Program Co-ord: Jackie Duff

External Examiner: Dr Bill Sutherland

Module Summary

ILDs

Learning Type Graph

Before

Digital Business and Marketing M3NS25912 EXEMPLAR

MOBILE STORYBOARD

Module Info

Introductory Week

Unit 1: Digital Business

Unit 2: Digital Marketing

Unit 3: Digital Communication

Unit 4: Digital Challenges

Assessment Summary

Individual Report

Production

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