

Supporting staff to teach effectively online: exploring our new discovery tool question set webinar

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Transcript

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Lisa Gray

This webinar will be focusing on our new discovery tool question set which we launched on the first of September, which aims to support staff to reflect on their confidence and their capabilities to teach effectively online. I'm Lisa Gray, senior consultant for data and digital capability. I'm presenting today on behalf of the service team along with my colleague, Sarah Knight, head of data and digital capability, Lou McGill, consultant to the building digital capability service, with support from Janette Hillicks, community and training manager. So, you'll hear a little bit from all of us, and from the rest of the team I'm sure during the session. So, I'm going to start with a bit of an overview. For those who aren't familiar with the service and the discovery tool and what it is I'll set the context. And I'll hand over to Sarah, who will introduce the rationale for the new questions that before handing over to Lou, who's going to talk us through the development of that question set, the learning that we had through the work with the review group, and how it can effectively support teachers.

We will also invite you to share your experiences of what's working for you as you move teaching online and some of the challenges that you're facing so that we can integrate all of that learning back into the experience. So, before we start, we would just like to know from you if you are already using the building digital capability service and discovery tool. So, Sarah, if you could launch our poll, please.

Hopefully you can all see it on your screen.

That will just give us an indication of the audience today and make sure we don't cover things that we don't need to cover.

So, we have a really balanced split, actually, between those using the service and those who don't. So, thank you for that. That's, that's really useful.

Okay, thank you.

So just to start with a bit of an overview for those who aren't familiar with our building digital capability service launched in October 2018. So, we've been running for two years now. It offers a suite of practical

tools and guidance to support UK educational organisations with all aspects of building digital capability. It's focused around how we can support you from an individual perspective. So, for staff and students to help develop their capabilities and confidence, identify their strengths and areas development through the discovery tool, but also from an organisational perspective. So, providing support, again, with tools and models and guidance, to help you in your journey to organisational digital capability. And we're continuing to work with universities and colleges in partnership to really explore your needs in this area, and how we can best support you in that journey through our communities and other events. I'll mention more about our community of practice event a little bit further down in the webinar. And as many of you will know, all of our work has been underpinned by our digital capability framework. This was the result of over 10 years of research with you in the sector. It's been influential in providing a starting point for how we describe and understand what digital capabilities are. It encompasses high level capabilities around digital identity and well-being for core digital practices, and functional skills, which fall out of those higher-level discussions above. So, we know that nobody sets out to become digitally capable in isolation, so we've taken it a step further and developed through a series of nine role profiles, articulated the digital skills that are relevant to particular roles within a university and college context. We have role profiles for example for teachers for learning technologists, for library staff, and learners. And they really provide some examples of what digital practices might look like. They can be used to identify, for example, whether there might be gaps within teams, or to identify expectations around the digital capabilities of certain staff groups. Janette is going to pop some links, I think, to where you can find out more about our framework and our role profiles. Because they're freely available, you can take them and use them. And all of these have been used by many across the sector, not just in the UK but also internationally to provide you in your organisations with starting points for consideration. Once we understood what we meant by digital capabilities and what sort of skills we might be looking to develop in our staff and students, we wanted to provide an opportunity for staff and students to understand where they were in terms of those capabilities, and be able to identify some actions for development. So, this is the discovery tool, it provides a way for students and staff to self-assess their skills to understand their starting points. It provides a series of reflective questions that relate to all aspects of digital capability that will is defined in our digital capability framework. So, by answering the questions, staff are made aware of the skills they already have, and new ones that they might like to try. It provides a series of reflective questions that relate to all aspects of digital capability that will is defined in our digital capability framework. It's been designed primarily as a developmental tool to help staff and students explore their competence and capability. It's not an objective measure of competence, but a useful starting point for staff and students to get a feel for where they are, and how they might be able to develop further.

We have two dashboards, we have a staff dashboard and a student dashboard, they are pretty much exactly the same, except they just highlight different questions that have been designed for that particular group. So, for students we have two student focus question sets- one for new and arriving students aimed more at identifying support needs for those students as they're coming in. And then one for current students already familiar with their courses of study. And we have a number of question sets for staff, which I'll just go through briefly. We have an overall digital capabilities question set - that's the starting point for most staff. It's suitable for staff in any role, it will give them a holistic view of their competence and capability in relation to all 15 sub elements of the framework. But we also have a range of specialist question sets, which dig into more detail around particular areas of practice. So, for example, we have a question set exploring accessibility and inclusion. We will be talking about our new question set on effective teaching online today. We also have role specific profiles, which dig a bit deeper into the digital practices that a teacher might undertake, or someone who worked in a library or learning resource context. So, the tool is quite flexible in terms of how you can use it and which areas you explore at different times.

Once a user has completed all the questions within a question set, they're provided with a personal feedback report. This provides a visual representation of their strengths, areas for development, their confidence levels (developing, capable or proficient), suggested next steps, and then links to recommended resources. Resources are all freely available online and have been prioritised in terms of their value around each area of capability. Users can choose to download their reports and share it if

they choose to. And they can also request a digital badge on completion of each of those questions. The other side of the tool, although it's been primarily designed as a developmental tool, it does also provide organisations with anonymised data to support organisational planning, for example, where training could most effectively be targeted. These dashboards include data on completion rates and question sets completed, and those capability ratings in terms of developing, capable or proficient, which can be broken down by department and subject area. And there's some more granular data around the particular activities that staff and students are selecting - you can see those in the in the colourways, in the heatmaps. You can also compare your results with the sector as a whole. So that's the anonymised data dashboards - they are really useful for informing conversations about where training or resource might be needed, as well as supporting conversations with staff and students about their own confidence and capability. As of today, we're working with 64 subscribed universities and colleges using the discovery tool. We have 22,000 users across the board. And collectively they've now completed over 20,000 questions, roughly distributed equally between staff and students. So, we're gathering a real body of evidence and data. We've just taken undertaken an analysis of that data and we'll be publishing the high-level findings of that data this autumn. So, hopefully, that's been just a clear run through of the what the service is what the discovery tool does, and I'll hand over to Sarah to talk more specifically about why we started to think about the need for developing a question set to support effective teaching online.

Sarah Knight

Thank you, Lisa. And thank you for that context. And I think where we are currently with our current situation with COVID, and what we have seen happening over the last six months is that all our research is pointing to the direction that staff need more support in order to be able to integrate technology effectively in their teaching and thinking about the options for remote teaching. I don't think any there is any question around the need for the shift in preparing staff as well as students into thinking about the new normal, and how that every member of staff will be thinking about ways in which they can deliver their learning effectively to their students remotely or using a blend as we are seeing at the moment. And of course, with that move, there is the change in terms of the way that our staff are interacting with their students where they are designing those learning activities. And we very much recognise that it's not a case of moving what we are doing in the classroom or in lecture theatre into the online environment. We know from the research that we've gathered through our 'learning and teaching reimagined' programme through our 'reshaping FE consultation' over the summer, and also through the recent results from our digital experience insights surveys, that students are expecting to have an equitable experience in their learning. They want to ensure they have connectedness with their staff, and with their peers. And it's really important now it's very much put the focus back on curriculum design and learning design and thinking about what's needed in terms of supporting an effective online learning delivery. And we've just included this quote, sorry, Lisa, to just go back a slide from Tansy Jessup, PVC for education at the University of Bristol that was recently quoted in a Wonkhe article. And I think this is a really interesting quote, because we know that there has been a lot of media attention around online learning, and the equitable experiences for learners. I think Tansy here is making a very valid point, to say that actually, it's a very exciting opportunity for us to re-engage, to reinvigorate our learning, and thinking about ways in which we can improve and enhance what we do. So, I think that's sort of really setting the context in terms of our support that we want to provide through the work that we're doing at Jisc. And if we move on to the next slide, Lisa, the next slide is just picking up some of the stats coming through from the review that we have done around the data that we have been gathering anonymised data from institutions who have been using the discovery tool, and interestingly looking at some of the areas in which staff are reporting their capable and proficient levels, particularly in relation to digital teaching. And I think we have to recognize there that this quote comes from the review of the question set that is the starting point within a discovery tool that all staff are encouraged to complete, that refers back to elements around digital teaching and digital learning. And here we're seeing that there is fairly low levels

of capability and proficiency in there. But we also need to accept that staff undertaking the questions that are drawn for a very broad range of roles. So digital teaching may not always be at the forefront of those roles as indicated on this slide. So you know, we've certainly through the analysis on the discovery tool through the consultations, through digital experience insights surveys, we have a body of evidence there, which is very much saying that we need to be supporting our staff better to think of ways in which we can ensure that online learning is an equitable experience. And at that point, I will hand over to Lou who's going to share more around the development of the new questions that and explore these issues in more detail.

Lou McGill

Thanks, Sarah. And what I'm going to do is just start a little bit by explaining what we were trying to do with this question set. So as Sarah said, you know, as people rush to move to teaching online, there's a danger that people might focus on getting existing content into the VLE or learning environment, and not on the real potential that online teaching and learning can bring. And alongside that, we have people who have developed a wide range of expertise and experience of online learning and teaching. And over the last 20 to 30 years just because we work with many organisations from all sectors, to try innovative approaches, and to document these through case studies, reports and guides. So, we know there's a wealth of content around effective approaches in good practice, but the challenge is always to get people to engage with that good content. And I've listed a couple here, just the scaling up online learning programme, which worked with a range of organisations to produce three online guides and practical checklists. And also, the Jisc experiences of online learners' study, which focused on what makes an effective online learner. And producing a set of questions for the discovery tool provided an opportunity to present some of this content in a more interactive way, certainly in a timely way. And working through the questions and feedback provides actionable advice specific to the level of the individuals in a way that the guides just can't do. And it's also important to note that we wanted the question set to be relevant after COVID. As we can all hopefully all see an end to that. So, we aim to make it appropriate for people working in a fully online or a blended context. And it also needed to be relevant staff from HE, FE and skills. So, a no mean feat to answer all of those requirements. So, the benefits of this question set, they're actually, you know, similar to the benefits of, of all the question sets. This focus area, of course, is very timely, and we anticipate good engagement as the new academic year begins. And it's this is the time where we can maybe finally get people to engage with what we've been wanting them to look out for such a long time. And the questions provide an opportunity for self-reflection on a whole range of activities around online teaching and supporting online learners. So, the tool does not aim to offer a measure of staff effectiveness, as Lisa said earlier, but more importantly, question options provide hints at best practice and offer ideas that they may not have yet tried. And their feedback report offers suggestions for further activities and resources that provide more information, courses or guides, to help them move their practice forward. The discovery tool question sets open up opportunities for staff to have conversations as well as part of their CPD, or with colleagues and a lot of our subscribing institutions use the question sets in this way, as part of their broader building digital capabilities activities. And in particular, this question set encourages people to work with other teams, I think this is really important, and I'll refer to this later, but, you know, it's really important that we get teaching staff working with the Library and learning resources staff, IT staff, learning technologists, educational developers, students support, careers, and hope haven't missed too many. But it has been it was noted as really important from the review group that we wanted to emphasise that within the question set.

Okay, so we thought you might be interested to hear a bit about how we develop this question set. And all questions sets have been developed through a fairly rigorous process, which involves cross sector review groups of people from the wider community, and key Jisc staff. And we begin by identifying the key elements or areas of activity of the particular focus area. And this is a critical part of the process, because it defines the structure of the question set. And it has to be meaningful to the group of people

that we've decided to aim it at. And it can also be the most challenging part of the process, because all the phases depend on it. And I'll talk a little bit more about this in a moment. But once we have the structure, then for each of the elements, we identify the activities that people do around that area of practice. And these later become the options that we include in the questions. So, to give you an example to try and make this a bit clearer, one of the elements for this question set is supporting online learners. So, for that section, we identified a range of activities that might be carried out, such as creating a sense of belonging, finding out student needs, considering online safety and digital well-being among others.

Oh, sorry, the screen just disappeared for me there, I've got it back. So, the next step is to produce three levels of feedback for each element. So, developing, capable and proficient are the three levels. And we also asked the review group to suggest resources for reports and for the question set resource bank. I'll talk a little bit about all of these in a moment. But once we created the new question set as a review group, we then add it to the discovery tool, and then ask the building digital capability community to test it out and provide feedback before going live. So, it really is quite a rigorous and intensive process. And it's all done in a collaborative way online. So, I'm going to show you in a bit more detail what we came up with. And in terms of structure, but this question, so we decided to focus on what we asked learners to do as part of their learning. And we felt that this would help staff consider what they already do in each area, and then adapt or enhance this for an online context. And this approach appears to work well for both HE and FE and skill sectors. We decided to adapt Professor Diana Laurillard's six learning types that developed from her conversational framework. So those are the terms in blue on the slide. So, the question set uses the six elements listed here to create a structure, and you can see we try to make the element heading slightly more descriptive to use in the discovery tool. And we also decided to add a seventh element, which is supporting online learners, which I've mentioned already.

And this includes aspects that are less subject knowledge related, but more about helping students become effective online learners. We do provide a paragraph description of each of these elements to help make it clear what we mean by these terms within the discovery tool. And there is also an online glossary of terms using all question sets for people to refer to. So, we don't make assumptions that people know what all of these words mean all the time.

Okay, next slide, please.

Thanks. So, in terms of this question set, each of the elements, each of the seven elements that I've just mentioned earlier, has three questions. And the first is, we've got an example here. It's a multiple-choice grid question. So, we are asking people to identify activities they already do. So here, we can see that this is the first of three questions in the 'knowledge and ideas' section. That's the first section in the question set. So we ask 'when getting students to engage online with theories, concepts and ideas to build knowledge of your subject, which of the following have you done', So users can select any or all of these, and the more they select, the higher their score. And here is a second multiple choice grid question. This asks people to identify what they could do if they have the opportunity. So, the reason we decided to have two activity questions like this is that the first question includes what we might think of as essential things they should try to do. With activities in the second activity question being things that could really take their online learning to a more advanced level. And the third question for each element is a self-identified confidence slider level. So, these competence questions don't have a very high score as they rely on self-reported competence levels, but they offer a variation in question style, and they continue to ask the person to reflect on their own capabilities. On completion of the question set, this is a similar slide to the one that Lisa showed you earlier, but it's specific to this question set. So, users will receive an individual report with a visual indicator of the results as you can see on the right-hand side of the screen there. And for each of the seven areas, they'll have a level indicator, so it will tell them whether they're developing, capable or proficient, and some suggested next steps and a carousel of resources. I'll show you what that looks like in a little bit more detail in a moment. They can also request a digital badge for completing the whole question set and they can download the report as a PDF. And also, it's important to mention that they can retake the question set at a later time. And that's something that you can do, liaising with your staff development team, to see how you've progressed. Okay, so here

is an example of the feedback people would receive, if they achieve the level 'developing' for the dialogue and discourse questions. So, you can see the descriptive paragraph at the top for this area. And the review group were really keen to ensure that feedback for this element emphasised the need to offer a balance of synchronous and asynchronous communication opportunities to allow for more lively, immediate conversations, as well as more reflective long-term discussions. There was a lot of discussion online about which is the better way to engage with students and the group was really keen that they wanted to emphasise this balance. And here's another example of feedback for someone who achieved the level 'capable' in the area of content creation. So, this is one of the areas where assessment and feedback featured quite a lot, because obviously, students producing content as part of assignments. But it also links to students developing professional digital portfolios. So, a really important element of the of the question set. And if you look at the left of the screen, you can see a list of all the elements as links that people can jump to. So, people can just read through the whole report, or they can click out to resources, or they can just jump to the ones that they've maybe scored less high in or the ones that they want to focus on.

The discovery tool also has a resource bank for each question set. And I know that Lisa mentioned this before, but this means that they can browse through the whole range of resources that have been mapped to those different areas. So, as you can see, if they know which area they're interested in, critical engagement for example, they can just look at the resources in that area. So, in the reports we deliver just a few selected resources so as not to overwhelm people. So, as we progress through the process of creating the question set, some challenges emerged around online learning that we thought would be interesting to share with you and see if they resonated with your own experiences. So, we identified challenges around accessibility and inclusion, the use of non-institutional tools and technologies, assessing online collaboration, providing opportunities for specialist practice, and supporting students to become effective learners. So, I'm going to expand a little bit more about each of these. Okay, so well, we're all aware that accessibility is a key factor affecting all learners. But it does bring specific issues when providing online teaching. You know, access to just basic necessities can't be assumed, and educational organisations need to identify any access issues that students might have in relation to, for example, adequate learning spaces, access to technologies or infrastructure such as broadband, particularly access to specialists labs, and equipment, and also the impact of mental and physical health on learning during a pandemic, you know, that alone, that one sentence, we could just talk for hours on I think, and we wanted to highlight considerations around accessibility for people developing and delivering online teaching. And so, we've done so throughout the different sections of the question set. But at one point during the review and testing process, someone questioned if we should have a section at the beginning of the question set around accessibility, and we did consider and discuss this, but in the end, we chose not to add an additional section. And the main reason for this was that the question set is specifically aimed individuals planning and carrying out online teaching. And we felt that those broad accessibility issues were a fundamental consideration for the organisation and not for the individuals. So, we would anticipate that student onboarding and induction would include reviews of their accessibility issues. And as you saw earlier, we've also got a whole question set on accessibility and inclusion. And so, another issue that emerged during the development of the questions set was how far we refer to students and staff using non-institutional technologies and services. So, this also included issues around using open content and open source software. And some concerns were raised by some around providing question options about using such technologies or services, as this might encourage staff to consider trying them when their organisation may have specific policies and guidance against doing so. So, we know from research and Jisc work that staff and students will use non-institutional technologies, so we felt it was really important to acknowledge this within the question set. And indeed, Jisc has in the past led projects and programmes focused on the benefits of using open content and open source and open software. So, our solution was to highlight the challenges and risks that people need to consider in using external services, technologies and software. So, issues around things like reliability, student support needs in particular, conditions of use, and how ownership of content can affect validity of messages and supporting students to use these effectively. And just to re-emphasise that students will be using these tools. Here are some word clouds generated from the recent student digital

experience insights survey, which highlight the tools or apps that learners really find useful for learning. So, we know that that's happening.

Okay. Now, there was a consensus that we should encourage students to collaborate with others. And this of course ties in with the employability and skills agenda, and the assumption that everyone will have to work in collaborative ways. The challenging conversations around the issue of assessing collaborative work. So many of us will be familiar with the challenges of assessing collaborative work in terms of measuring and evaluating contributions by different team members. And there is some good resources out there to help with this. But the biggest issue raised by this was that assessing collaborative work means that students can't opt out of it. And whilst many students might be reluctant or nervous about collaborating, they may be encouraged to have a go if they understand the benefits. And some students may actually find it easier to collaborate online than in a face to face context. But however, for some groups of students, this is not simply a matter of reluctance. So the students with mental health issues or some disabilities, such as autism, being made to do collaborative work could be detrimental to their health, and/or their learning. So students have actually been known to drop out of courses completely because of this. And it may also link to equality law. So in this question set, we suggested that providing alternative assessments is one way to make sure these students are not negatively affected. And having non-assessed collaborative work can still tie in with the skills agenda without linking it to assessment, which would take the pressure off all students and make the emphasis on encouragement and understanding the benefits. So there were a lot of discussions around that, that aspect.

Thanks, Lisa.

Okay. And as I mentioned earlier, for some subject areas, the biggest challenges with online learners is around providing inclusive and accessible access to specialist equipment, spaces or technologies and software, so they can practice what they've learned. And the question set needs to be relevant to staff from a wide range of disciplines. So, we had to address these challenges in a very general way but acknowledging that this is very related to subject needs and different traditional pedagogical approaches. So we tried to offer suggestions and ideas to help people find imaginative solutions to providing opportunities for students to carry out, evidence and get appropriate feedback on their practice. So, making good use of existing case studies in their own subject areas, and using alumni and partners is also suggested as helpful for this challenge, as well as considering technological options such as using simulations, virtual and augmented reality, and gaming or gamification approaches. In this question set the first six elements, as we mentioned, ask staff to focus on their practice in their specific subject area. But we also needed to include the aspect of helping students become effective learners in both face to face and online learning contexts. So, we decided to create the whole section around supporting online learners to include this aspect, and also as a place to consider the digital capabilities of learners. And because this is not only the responsibility of people teaching the subject this section encourages work with other teams and sharing the load across the organisation. This is also the place we raise issues of managing learner expectations, particularly cultivating a sense of belonging to the course and the organisation. And, where we get feedback and input from students and respond appropriately to problems and concerns. And lastly, and not least, it's also the place where we raise the issue of staff managing their own well-being. And I'm sure some of you have some interesting things to say about this. So I'm going to hand back to Sarah, who's going to lead the discussion section, and obviously happy to take any questions that might have emerged as I've been speaking.

Sarah Knight

Thank you, Lou. Just before we go into the discussion questions, just to see if there are any questions that are coming through. I have been trying to answer them as they're coming into the Q&A section. And I was just in mid-flow in terms of one reply that I was typing. But just to check with Lisa and Janette if

they have picked up any other questions that have been coming through, or if anyone would like to raise their hand, we can give you access to the mic to ask your questions directly. Are there any further questions anyone's picked up in the in the chat?

No, not as far I can see.

Okay, right. I might just have to hold my reply that I'm just busy typing in, and I'll respond to the one that's in the Q&A. So bear with me on that one. So shall we move on then to the discussion questions as I think, there has been a quite a lot of issues Lou that you've been raising. And I think one of the valuable things around the work around the question set is actually the discussion that informs and feeds into the creation of this piece of work. And you've sort of outlined really interesting themes and questions that have been coming through in those discussions that you've been having. I think what we'd be interested in hearing from those in the room today is, you know, what are your current challenges with teaching online? Are there any similarities with some of the areas that Lou has picked up on in this work? Are there broader issues? Have you got any examples of effective practice to share, what is working well with your learner's, and you know, importantly, and I think you mentioned Lou right at the start, the study that we did quite a few years ago now, which was around how we support learners with learning online. And the fact that we really do need to be ensuring that our students are accessing support our digital experience insights surveys, I did pop in the links to those both surveys, have got some really very insightful findings back from students. And that was a sample of over 40,000 students, across FE and HE was very much saying, please don't assume we know how to use the technology, that we know how to be able to use it effectively in our learning, we're very much looking towards our tutors, our teaching staff, our support staff, to help us guide the way that we need to use these tools. So you know, with students arriving with the online inductions, the sessions or if you are doing face to face inductions that that whole preparedness to learn online with learners is absolutely essential. And of course, the issues that you raised right at the start around digital poverty, access to devices and provision is absolutely part of that discussion as well. So, would be good to see if we've got any thoughts coming through? I'm going to go back as I think we've got quite a few more questions and answers that are coming through. And perhaps Lisa if you're able to pick up on those because they are quite specific, in terms of just typing in the reply while we pick up the chat, that would be great. Thank you. Just to say, we are recording this, so if anyone does have to drop out, we will be sharing the link to the recording and post event. Any further thoughts anyone would like to add? I mean, we'd really be interested in terms of what your current challenges are, in addition to the ones that we have already mentioned. I think there's a comment coming through in the chat, thank you for sharing that, to get all teachers to the same basic level, and so many gaps in understanding as well as in confidence. And I think that's, you know, we're talking about the digital capability framework and the model there, yes, it's trying to have a shared understanding of knowing, which are the capabilities that are particularly relevant to you in your role in your subject area working with your students. But also, you know, what are the basic minimum requirements, that we're asking academic staff to, to have that ability to do? We are all making far more use of software, as we're using now, for communication and collaboration. And that in itself, does require some support in terms of etiquette in terms of, you know, the ways in which we are using these technologies effectively to interact to engage learners? So that's a really important aspect as well. Lou would you perhaps like to pick up on that question? It's a challenge that there's so many different tools, ways of doing things. And I think that's obviously something that did come up in some of the discussions that you were we're having around the set.

Lou McGill

Yeah, a lot, I think, you know, we don't try to say there's one way of doing things within our feedback, but we do provide ideas for people to use, but we also talk about, you know, making sure that people talk within their teams or within and even within their subject area professional networks, to see what works for your subject discipline, because that's one way to for people to focus down a little bit. So instead of

just thinking, well, there's masses of technology, I mean, we at Jisc would rarely recommend a technology because things change so much, but it's about what can that technology do for you in your context? So what we suggest quite a lot in the feedback is to get people to think about it in relation to their subject needs, what is their approach that they need, and to find what other practitioners in their subject areas are using, effectively, to look at case studies and to look, get ideas from, from other colleagues. So I hope in some way goes to answer that question.

Thank you, Lou, I'm just trying to keep up with all the questions now. So we've got a question. I'm interested in how institutions are approaching on an assessment under timed conditions, to minimize cheating among students, especially with a possible second Covid scenario on the horizon. Lisa, is that one that you might like to pick up on?

Lisa, I think you might be mute.

Lisa Gray

Sorry Sarah, just having some issues with my mic.

I'm not sure that I have anything to add in terms of the current situation, in terms of examples, it would be really great to hear from the universities and colleges that we have on the on the on the call here today, what they're what they're doing in terms of online assessment.

Sarah Knight

I mean, what we can do Lisa, and I haven't got the links to hand, perhaps Janette is able to, we have obviously got our reports that around our 'rebooting assessment' report, which is out quite recently, which did draw together quite a lot of consultation recommendations around that issue. So that is something that I would suggest that we can share in the chat window, which might be helpful on that point. I think the answer is that everyone is exploring those issues. Obviously, there is, as we've seen, there is a lot happening around that space across all aspects of the education sector. And we very much hope that we are perhaps a little bit more better prepared this time around if that does happen. And we've got another question here. I'll take one from the Q&A at the moment, I'd be really interested in finding out if anyone has successfully you used staff incentives / rewards, to try and encourage engagements around the use of online tools and best practice. That's one of the main issues we're finding is trying to increase staff confidence and motivation. And I think this is where we probably have got quite a lot we can share in terms of the importance of linking through and recognizing staffs continuing professional development and digital practices that they are achieving. And where we are seeing institutions that are making inroads on this, this where they are very much involving their HR departments, really important to be thinking about how this fits into staff appraisals, how it's feeding into celebrating and rewarding practice. Certainly, in HE, there are links in through evidence for the fellowship awards, for example, in FE obviously, there's a lot of work the education training foundation have been doing around their professional competencies. So absolutely agree, one of the key barriers still coming through from our teaching staff surveys over the past two years, has been a lack of reward and recognition around digital practice. So we have, again, got some case study links that we can pop in the chat, where, which is showing how some institutions are working towards that quite proactively.

Lisa Gray

And we have a really nice blog post as well from UCLAN, around a model that they're using around reward and recognition. So we can put that in the chat too.

Sarah Knight

Thank you, Lisa. Questions are coming in thick and fast and trying to keep up with them both in the in the chat pane, but also in the Q&A. So we've got a question, asking about the structure.

Lou McGill

I can take that one, Sarah. Okay. And, yeah, that's a really complicated question, to try and deal with that within a fairly straightforward question set. But what we do do is try to, you know, each area or element of practice area naturally has overlaps with other sections. So as you say, there, you know, investigation and collaboration, we would, in the feedback, still refer to collaboration as an opportunity to, to get students to do investigation and critical analysis. So we try to accept the breadth of each of those elements and the fact that they interact and relate to each other. But in the tool that we have, links can only be made with repetition perhaps, of some of the things that people might do in the feedback for both sections. Or certainly if we have a resource that looks at both areas, we'll include that in both sections of the report, or in both sections of the resource bank. So I'm not sure if I've answered your question, very well. But it's within the structure of the question set it's quite difficult to take account of those interactive elements, other than to make sure that we include ideas for bringing the things together in the feedback.

Sarah Knight

Thank you Lou, and there are quite a lot of discussion that's happening in the chat around support for staff to know, which are the right tools to do the right job. And I think one of the things that we've always said to our work to date, it's actually it's not just focusing on the tools, it's very much starting from your learning outcomes, what you're asking your learners to, to achieve, what skills you're looking for your learners to develop what knowledge to acquire, I think Lou that very much ties in with the ethos behind the way that you have designed the questions.

Lou McGill

Absolutely Sarah.

Sarah Knight

Lou do you want to expand a little bit on that?

Lou McGill

Well, it's something that we've always tried to do at Jisc whenever we've, I mean, I've been working with Jisc, for and with Jisc for over 20 years now. And, you know, we've always tried to not focus on the technology and one of the one of the challenges is that the people who we might be working with might want to work focus on the technology. So we very much always tried to approach it from the what you want to do? And that is why we were really pleased with the structure that we chose for this question set,

because by thinking about what you want that to ask students to do, and, you know, some institutions may be quite prescriptive about the technology that you should use. And for those that aren't, the potential is there for people to try things out. But it's quite dangerous to try things out with a real active class that's got high stakes assessment. So as Sarah mentioned, you know, the case studies, people who've worked on things, as people who've done research into different tools and looked at the effectiveness, there's a lot of information out there around that. So, where we can, we've tried to identify what tools you can use and which tools are effective through referring people to resources. But we wouldn't recommend one tool for one, you know, we wouldn't say oh, this is really the best tool for asynchronous communication, because it depends on your context, what you want to achieve pedagogically, what access your students have and all those issues.

Sarah Knight

Thank you, Lou, I think that's right. And I think, you know, I think what we're seeing from our students side is that students are saying, you know, it really, in some cases, it doesn't always matter to them which tool is being used, they just want to know, what are the benefits of using it? How do they need to use it? What skills do they need to use it for? So you know, that it's also remembering as well to actually translate that back in for your students as well so they are clear and explicit about it. I mean, some of the comments, I think, are really valuable, coming through in terms of the fact that many of you are trying to balance the need for online delivery, with some face to face with another option of perhaps face to face and online, that blended context. So, you know, in the past where we said it, you know, online delivery is, is one aspect, one unit that is dealing with that, now it's trying to blend these different scenarios for students that are in very different situations and spaces, which makes it I think, even more challenging. And so, you know, we very much recognise that those challenges are there. And there's a comment coming in, there's two quite interesting questions, one that goes back in the Q&A , asking about colleagues are time poor, anxiety levels are high, institutions would ideally secure time for staff to enable them to develop confidence and self-efficacy, before, during, and developing digital capability. And any suggestions for developing self-efficacy?

Lisa Gray

I was going to say, so one of the key things I think behind the design of the discovery tool was that it's not just about developing capability, but also the confidence first to start. Maybe just to say, the reports that they get can be confidence building, because they recognise the skills that staff already have, that they don't realize they've had. And that's a really essential part of it. And quite a key reason why we didn't want to enable the data to be able to track back to individuals so that they could be assured that this was a personal process, that it was for them that we could use the scoring to ensure that they were getting access to the most relevant resources. So I think confidence building is maybe part of the process that we wanted to build through the tool itself. And that's maybe one part of the answer to your question.

Sarah Knight

I think mostly just picking up on that as well. I think one thing that we have seen is that it actually it is the conversations around the process that the discovery tool enables So you know, if they're doing it collaboratively together, online or face to face, those discussions that happen while they're working through the tool, the discussions that happen post-completing the tool, looking at their report, looking at the resources, that all tends to build that confidence, that peer network of support, which again, is really valuable in helping to support people move on with their practice. I'm going to have to leave the questions there. I think we have just got one or two more slides just to go as I'm aware that we're approaching the close, but thank you. There's some really rich conversations and dialogue coming

through in the chat Thank you very much for sharing those. Could we move on to the next slide please. And so I just wanted to flag up, and it's a shame as I know we had with us earlier, that we have a new case study, thank you to Clare for your work on this, that's just been published around the University of Nottingham's use of the discovery tool and the work that we've been discussing today. And that's an excellent one to refer to in terms of the ways that they have been preparing students for the digital workplace, and, and moving on. We're really delighted to say we're flagging up our next Community of Practice event on the 17th of November that we're running in partnership with the University of Derby. It will be online. But it's a great opportunity, again, of taking this discussion forward, of broadening it out both to our digital capability work, but also involving our digital experience insights work, and very much hearing how we can support both staff and students with developing experiences and capabilities. And if you are interested in signing up, please do keep an eye out. We'll put that link in the chat window to our community of practice page where details will be going up very shortly, in terms of how you can register. So final slide from me, we mentioned the reports earlier, our teaching staff surveys, reports to be launched in November as well at that 17th November event. And just to flag up our student reports, if you haven't yet seen them, they've got some very, very useful data in there, which again, supports a lot of the arguments and discussions that we've been having. So, I would like to stop there. I'd like to thank you all for your valuable contributions. I'd like to thank Lou, especially for leading the discussion and for sharing the work that she's been doing. And all the you know, the work that has gone on behind the scenes to get us to this place. And obviously those experts who contributed to the process of developing this work as well. We will be sending out the links to the recording the transcript and the slides in due course. And if you would like any further information about the work we have been doing the details on that slide and also probably coming in the chat window very soon. So I'd like to stop there. I'll just check with Lisa if there's anything further that we need to add. Otherwise we'll call it to a close.

Lisa Gray

No Thanks, Sarah, and thanks to everyone who's joined us.