Member Stories

Wednesday 19 May 2021

## Transcript

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## Exploration of the pivot to online teaching and the inequalities revealed by the Jisc student digital experience survey

00:00:02.550 --> 00:00:09.870

**LG:** Thank you for all your participation in the discussion sessions we had some really rich discussions in ours and hope you did if you were in the other breakout room too.

00:00:10.590 --> 00:00:19.170

**LG:** So, our next session, just before lunch we're as usual welcoming three excellent speakers from the Community to we posed them, the challenge of.

00:00:19.770 --> 00:00:26.100

**LG:** sharing their experiences and their work within a really short Pecha Kucha style session of seven minutes so.

00:00:27.000 --> 00:00:37.980

**LG:** I won't take up any more time and I’ll hand over to our first speaker Dr Bronwen Swinnerton senior research fellow in digital education at the University of Leeds thanks Thank you.

00:00:38.970 --> 00:00:43.110

**BS:**  Actually, share my screen and it's not allowing me to share at the moment.

00:00:45.270 --> 00:00:46.680

**LG:** just stop sharing mine.

00:00:54.300 --> 00:00:56.160

**BS:**  There we go, is that fine for everybody.

00:00:56.880 --> 00:00:58.260

**LG:** Yes, great, we can see that.

00:00:59.520 --> 00:01:08.400

**BS:**  So, yes, I’m BS a senior research fellow in digital education at the school of education at the University of Leeds and I’ve been involved in.

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**BS:**  Working with the Jisc surveys, for a number of years, and you can see here that we administered both the students and the staff survey in November and in March, we wanted to see whether things have changed in between, but today I’m only going to talk about the student data from November.

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**BS:**  So we know in November 2020 by then that been a pivot to online and the majority of students are learning online very helpfully the statistics from the survey tell us that 89% of our students were.

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**BS:** Learning fully online and 45% of those were at home, they're the ones who were only working at home they weren't in student accommodation, and they weren't learning on campus.

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**BS:** But the expectations of when they registered at university are quite different. 53% have been expecting a fully campus experience, 41% blended.

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**BS:** And 6% fully online so only 6% expected fully online and yet 89% we're learning fully online So what did this mean for those students, well, it meant they had to learn, using a device.

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**BS:** And device that needed to be used for a wide range of activities, it was for lectures online.

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**BS:** Any seminars that were online and any collaborative activities online accessing the library, etc, and so they needed good Wi-Fi for those activities, but if they were using mobile data, they would need it for a lot more of the time than they had previously.

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**BS:** And also interested in where they were learning because they needed space, they needed a desk and they needed peace and quiet, but they also needed to know how to learn online, so there was a certain level of digital literacy that was expected.

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**BS:** And this made me start thinking about the digital divide. The digital divide can be talked about in as a whole concept, but in the literature.

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**BS:** it's talked about as having three levels, so the first level is that very basic lack of access to an appropriate device or Wi-Fi data.

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**BS:** And this is just the wherewithal you need to just go online, and if you don't have that there are obviously problems, the second level refers to digital literacy.

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**BS**: And then the third level is when having access to and using the Internet doesn't bring any positive outcomes and today I’m only going to be talking about the first level.

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**BS:** So when we looked at some of the questions that related to this within the Jisc survey, we found that 13% of students have no suitable computer or device 15% have no say private area to work.

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**BS:** Huge 66% said they had poor wi-fi connection 22% had issues with their mobile data past, and then there were 29% had access to online platforms and services issues and 24% had issues around needing specialist software.

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**BS:** And these are in line with a lot of the other institutions so they're not particularly different, but some of them are quite worrying.

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**BS:** 70% of students had at least one of these issues, 49% of students have more than one issue and 11% have a three or more of these issues when studying online.

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**BS:** And so I was interested really whether some students were particularly disadvantaged by this pivot to online, who was being.

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**BS:** particularly disadvantaged by all the learning being online, so I took the leads survey data and added some more data to it, some more student characteristics.

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**BS:** And that we included POLAR4 quintile data, and this is data that tells you where a student has come from their home, what sort of area it is so lead.

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**BS**: POLAR4 quintile one is an area where the least number of students at least proportion of students go on to higher education and then all the way up to five, where is the highest proportion of student.

00:05:00.240 --> 00:05:07.830

**BS:** Population go on to higher education, so I did additional analysis, and we also coded the questions.

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**BS:** So what I was interested in was looking at.

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**BS:** The issues relating to that first digital divide across these different groups.

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BS: So, first of all I looked at gender and females report experiencing all of these issues more than males and these differences are statistically significant. Females have a mean higher number of problems than males 1.82 versus 1.44.

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**BS**: Then I looked at it in terms of ethnicity, and this is a little bit more mixed.

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**BS:** But what we do find is that white students tended to suffer these issues less, and then there are particular issues where black students lacked appropriate devices more than other groups and generally overall, white students had fewer of these issues.

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**BS:** I also was interested in where they were learning. So were they learning at home?

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**BS:** I.e. have they gone back to their family home that they lived in or were they learning in student accommodation.

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**BS:** And we can see that those students learning at home suffer these issues more than those who are in student accommodation or learning on campus.

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**BS:** And these differences are all statistically significant, except no suitable computer device, and the need for specialist software. And those learning at home only had a higher number of problems than those who are in student accommodation.

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**BS:** Then I looked at it by POLAR4 quintiles and the only real pattern here is the polar one students, those in the areas where the lowest proportion of students gone to higher education,

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**BS:** They was statistically more likely to not have a suitable computer or device, and if you look at the.

00:06:49.500 --> 00:06:58.560

**BS:** Slightly more had slightly more problems, 1.78, it's not a really big difference at all so just to conclude I haven't got much time. Females.

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**BS:** Non-white, those working at home and those from the lower polar four quintiles have been variously disadvantaged by the pivot to online learning.

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**BS:** Leeds University responded to the lack of devices and wi-fi by providing loan devices and wi-fi dongles, but I think this was much more available to those students who were in Leeds.

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**BS:** Who were in university or other student accommodation. Those students had gone home found it much harder to get these loan devices and the wi-fi dongles but what I want to know is, has this made a difference. So I’m next going to analyse the March data, but I also want to look further at some of the.

00:07:35.940 --> 00:07:46.590

**BS**: Questions within the survey, to look at that second level digital divide, to look at digital literacies. So I’ll leave it there and ask any questions.

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**LG:** Thank you BS, and so we just got one question so far around the student accommodation, does that mean university accommodation, or does it mean accommodation that students rent in the private sector?

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**BS:** So student accommodation is if the question was are you learning at home or are you learning in student accommodation, or are you learning on campus, and so I think student accommodation included those who were in university accommodation and those who were in.

00:08:19.140 --> 00:08:27.060

**BS:** Private accommodation. What we did find because the University has information on students who were in.

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**BS**: University, accommodation and they suffered all of these issues less, they had better wi-fi better access to devices, etc.

00:08:37.170 --> 00:08:42.660

**LG:** that's great Thank you another question from [participant], have you published the data?

00:08:43.260 --> 00:08:47.850

**BS:** No I’m in the process of writing a paper on this, it's not published yet.

00:08:48.930 --> 00:08:54.600

**LG:** that's wonderful Thank you any other questions we have some time if you'd like to raise your hand.

00:09:02.940 --> 00:09:07.890

**LG:** Okay, I think we have a hand up from [participant] I’m just going to allow you to talk, go ahead.

00:09:09.300 --> 00:09:16.230

**Participant:** Thanks very much great to hear you speaking again BS you did an excellent talk at the White Rose meeting last year on the.

00:09:16.710 --> 00:09:22.410

**Participant:** On the ethics of analytics great it was just really it was me the posted the question about the accommodation.

00:09:23.250 --> 00:09:36.390

**Participant:** I know in Sheffield very one popular various do very popular student area is not far from me and Sheffield’s around Crooks it's got very high ownership or super high density of students, but we also know it's one of the poorest.

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**Participant:** Provision for bandwidth, which is why, whereas if the people living actually in university owned accommodation, you know they would be getting a similar wireless experience.

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**Participant:** As they would on campus and I know that's, I’m only saying that because I know it's an issue that we're wrestling with at the moment, you know that when.

00:09:58.620 --> 00:10:12.420

**Participant:** When you got eight students in a House in S10 that they haven't got fibre optic cable to the house and they're all trying to receive blackboard collaborate lessons, at the same time we suspect that’s not going to land well, so that was it really was just.

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**BS**: I think it’s a real issue in halls of residents as well, as you've got hundreds of students who are all having lectures all day long and the university's done some work and are planning to do further work on upgrading the wi-fi.

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**BS:** But I think for me there's another issue it's people who go home, yeah, and we found that you are more likely to go home if you came from the POLAR 1 area.

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**BS:** which suggests, you might feel that you can’t afford to stay, you probably lost your part time job because it might have been in a pub or restaurant that was closed.

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**BS:** So you go home your parents or parents might be working at home and also maybe trying to home-school younger children, you might have lost your bedroom when you went off to university. There’s a whole host of.

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**BS**: Issues there that you know lots of people trying to share the same wi-fi in that house.

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**Participant:** Absolutely I think I think that's and I think it's really good that you've you know you're starting to expose how there's almost like an intersectionality of problems there isn't there.

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**BS:** Absolutely yeah.

00:11:14.970 --> 00:11:19.800

**Participant:** go into you’re into an environment which is unsuitable on many different.

00:11:21.150 --> 00:11:26.010

**BS:** Many different axes of suitability I guess yeah brilliant, thank you very much, thanks.

## Building digital teaching and learning capabilities in Ireland with the DigitalED.ie knowledge platform

00:11:27.030 --> 00:11:37.800

**LG:** Thank you, BS, and that was pretty insightful so just due to time or just move on to our next presenter and so I’m delighted to introduce Dr Carina Ginty.

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**LG:** from the Galway Mayo Institute of Technology and the lead for the building digital teaching and learning capabilities work in Ireland.

00:11:49.110 --> 00:11:50.970

**CG:** And thank you LG.

00:11:52.320 --> 00:11:57.450

**CG:** And hi everybody I’m just going to try and share my screen it wouldn't let me a minute ago.

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**CG:** Okay.

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**CG:** Is that coming up.

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**CG:** I just put it in.

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**LG:** Yes.

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**CG:** And everything's hiding above me, hold on now I’ll move this down.

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**CG:** Okay, so is that coming up.

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**LG:** Yes, I think we've got your presenter view, though CG.

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**CG:** yeah, hold on I just I presenter view is that right.

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**LG:** Yes, that's working beautifully

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**CG:** I’ll move this up. Okay, that okay.

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**LG:** Great thanks.

00:12:43.740 --> 00:12:45.870

**CG:** Okay so.

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CG: lovely to meet you all virtually and I’m here today in the west of Ireland in GMIT Galway Mayo Institute of Technology and we've been working with Jisc for a number of years I’ve met colleagues’ various colleagues in just I, my first introduction to.

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**CG:** To Jisc was, not my page will move on.

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**CG:** I’ll try it again Okay, you can see that nice picture yeah.

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**CG:** And my first introduction to Jisc was probably back in 2018.

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**CG:** When I completed the.

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**CG:** Digital leadership programme with colleagues and Jisc, and that was, I suppose a transformative it had a transformative impact on me and also.

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**CG:** In relation to a number of projects that emerged in GMIT following past experience and we went on to win a project and.

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**CG:** Higher Education Authority transformation fund in Ireland back in 2019 to build digital teaching and learning capabilities.

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**CG:** in GMIT, IT Sligo and Letterkenny it so together the three of us our called, are our three institutes are called the Connacht Ulster alliance.

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**CG:** And we're just about to move to become a new entity by January 2022 we will become a technological university, so this project and building digital.

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**CG:** Teaching and Learning capabilities has been, it's had a huge impact on us all, and little did we know Covid was coming down the line, and all that came with it.

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**CG:** Just to give you an overview and that's really what this session is about today is to share with you our project and our experiences and the platform that.

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**CG:** That we've that I’ve developed with colleagues here in GMIT that we've laid out, and so we have a number of work packages and work packages.

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**CG:** been laid out by the various institute's work package to is being led by GMIT teaching and learning office that's the universe, that I manage in GMIT and.

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CG: I work on building those teaching and learning capabilities.

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**CG:** we've set up, I suppose you'd call it Knowledge Platform and education platform in digital education, and you can all access it, I’ll put it in the chat it's DigitalEd.ie

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**CG:** And when you land into this platform, you're presented with lots of opportunities to learn about digital skills and discover your digital capabilities. We've embedded the Jisc digital capabilities.

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**CG:** Tool into parts of, you'll see discovering your digital capabilities here, and also the effective teaching resource and we've also built out a digital champion team.

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**CG:** That have been really effective, and we have representation from across 18 disciplines that are working, and not just in GMIT but across Sligo and Letterkenny.

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**CG:** Also, building digital teaching and learning capabilities and promoting engaging colleagues across their various departments with this platform.

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**CG:** Various courses and resources that we set up, we would have learning pathways as well, and a suite of online curated courses covering everything from Microsoft Education badges to and.

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**CG:** Digital pedagogies and lots more lots more in relation to open learning and designing effective online learning courses.

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**CG:** we've worked very closely with SUNY (New York State University) in the development and creation of some of the learning resources we've created for staff.

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**CG:** we've also developed a series of digital stories and you know, this is an area that we're continuously working on and seeing how we can present this in different ways.

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**CG:** and working with champions, and then we have the resources directory where we've curated resources under teaching and learning assessment and student engagement.

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**CG:** And the Community piece is key just like this community that LG has brought people together.

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CG: And here today we've created a community network within our technological university and we're building on that through engagement with workshops, seminars and the champion network.

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**CG:** Overall. So to give you a suppose I won't go into all of this, but we did start our journey with Jisc back in 2019 when we did an audit, we did a capabilities audit across.

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**CG:** All eight campuses in the west of Ireland and of the Northwest and.

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**CG:** That actually was the foundation and the bedrock that we've built our program and our ideas, so it actually gives us insight into how we will develop our Level 9 postgraduate course.

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**CG:** For staff, and we also looked at our resources directory, and we did an audit across the whole ad I suppose across the three institutes.

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**CG:** On what tools digital tools we were using to build a digital capabilities among our students but also on our staff.

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**CG:** So we've also been working on during this time rolling out a webinar series, workshops, we probably did a lot more than we thought that we would do as a result of Covid, so we've gone way beyond.

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**CG:** I suppose the project expectations and objectives, delivering as well such a wide range of training and development sessions over the last year.

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**CG:** Our champion team has helped with that, our learning technologists’ team, we also were involved with the OpinionX pro and it's probably the same it's the survey that was adapted in Ireland.

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**CG:** or sorry it’s not called opinion X, the index survey, we did two things we did index, and we did another we did another.

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**CG:** As well as it's a crowdsourcing opinion-based platform for students, and we did that separately with an organisation in Ireland, opinion X.

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**CG:** But the index survey was very valuable to us, which is similar to what you have, you know that Jisc run the national student and.

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**CG:** educator digital experience survey so that has been very useful in giving us a baseline data for our own digital ed project and we plan to do it again next year.

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**CG:** The opinion X study was very useful for us, and I would need a session separately to talk about that and the findings that we learned from our students during Covid.

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**CG:** And so we're also building a professional services pathway for digital skills development at the moment and we're piloting that.

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**CG:** And with a group, a small group across the seaway. So when we promote our digital ed platform we've had engagement as we, as I said, with the discovery tool.

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**CG**: And that's been very, very useful to us. We've also looked at the effect of online teaching and you know, to give you an insight as to where we are, this is data that I pulled.

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**CG:** From probably about a month ago, and we seem to be above average, which is encouraging, so I think we've achieved a lot in the last year when we came from very, very small base and.

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**CG:** We seem to be doing very well in relation to those 15 categories and also the effective teaching we've already started engaging with that so we're looking forward to seeing how.

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**CG:** effective teaching aligns with all the work we've been doing on learning design, and we've worked very closely with the resources that Diane Laurillard

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**CG:** And University College, London and through the Erasmus project that they've developed so we've been lucky to have that in place.

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**CG:** Through building the Community we've blogs articles, we we’ve a Digital Education Forum, I mentioned the learning pathways.

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**CG:** And every month there's a webinar program taking place online and, in some ways, Covid has been good to us where the online engagement it's broken down the barriers, you know we're.

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**CG:** Very I suppose we're spread out we’re an eight campus Community across to you across GMIT, IT Sligo and Letterkenny.

00:20:49.710 --> 00:20:57.990

**CG:** And there are hundreds of miles between us, so, in some ways the online system has helped bring us all together, which is, which has helped create that community.

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**CG:** So you'll see there's lots of engagement, we've had over 5000 registrations and various different events that we run.

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**CG:** And we just ran a really successful digital ed week and you'll see an example of that program there, this is our champion network we've about a team of 25 and they have been.

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**CG:** Fantastic in helping us get you know get through to colleagues across so many disciplines there be about 1000 academics working across the seaway and these champions have been.

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**CG:** Key to our work in the teaching and learning office.

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**CG:** And so they're the digital champions, as I said, there's some notes there they’ve proven invaluable to the program to support this whole online teaching during Covid but also building digital capabilities we see there's a study in itself, a lot of work, this coming through from this.

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**CG:** project that we've been involved with we were trying to set, I suppose we’re setting it up, as action research studies with another colleague who's undertaking a PhD alongside.

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**CG:** His program so we're trying to benefit from the research side and building, I suppose, a series of publications around it as well.

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**CG:** And another area, the digital ed courses, as I said, we've two pathways - academic and the professional services, and under professional services we're encouraging.

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**CG:** higher education managers to tap into that pathway, and the academic is for the educators, and I don't know how I’m doing on time now Lisa, am I going over.

00:22:30.210 --> 00:22:42.300

**CG:** We’re just coming to the end of the time. Okay that's perfect, so the here's an example of the pathway they go in and they're presented with various different courses and we, we have an opportunity for.

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**CG:** Colleagues, to take on a Level 9 post graduate digital teaching and learning programme as a result of undertaking these badges, they can we have them connected and aligned with the learning outcomes.

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**CG:** And that's it, we have the professional services digital champion piece again we have the capabilities and.

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**CG:** The digital capabilities discovery tool built in at the start at the end of this programme and then we have such

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**CG:** a collection of resources that have been built up the most up to date we've come across the world from UK, Ireland, the US internationally, you can click on that link and.

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**CG:** share the latest resources and we I suppose we share and promote them colleagues across the Institute, and we've also curated a digital resources directory where we looked at, I suppose.

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**CG**: About 25 digital tools and we put them against a rubric, and we've got a champion to review them.

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**CG:** And this has been really valuable, it has given I suppose that word of mouth in an online space to share and to explain and encourage people.

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**CG:** How to help, I suppose, how to engage with these digital resources and we've mapped them against, I suppose, another type of a framework that we have here link to a different project, and you are in Ireland called All Aboard.

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**CG:** And that is, I know it's very hard to go through all that in seven minutes, so I hope that gave a flavour and insights Lisa.

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**LG:** Oh CG that's just an amazing story and we've definitely got an action there really to invite you back when we have a longer slot so you can really do justice to all the amazing things that you've been doing so.

00:24:29.790 --> 00:24:36.930

**LG:** Thank you for squeezing it into seven minutes, we will have you back, and there are there's a question in the Q&A but just in terms of time.

00:24:37.230 --> 00:24:51.810

**LG:** As I’m aware, people will want to break for lunch near-ish on time and if you wouldn't mind popping into the Q&A box there just to maybe answer those in in writing form that would be brilliant, so thank you again CG very much enjoyed that session.

00:24:53.160 --> 00:25:05.790

**LG:** So I will now pass over to our third speaker and Sarah Sherman BLE Director and Nancy Weitz, Digital education specialist at the BLE to share their work and experiences.

## Digital skills awareness for teachers

00:25:07.470 --> 00:25:21.000

**SS:** Hi LG Thank you so much, so slightly different take we're going to talk about a resource that we have developed and that we are making available to the to the world, but we're starting with our favourite digital education, digital communities.

00:25:22.020 --> 00:25:32.850

**SS:** Practice area, so my name is SS I'm the director of the Bloomsbury Learning Exchange and I’m going to tell you a bit about very quickly, what the BLE is.

00:25:33.540 --> 00:25:46.830

**SS:** Why we created this course, what it is, introduce the course, maybe even attempt to do a live demo and then tell you how you can get a copy of it, if you like, LG can you just confirm, can you see my slides all right.

00:25:47.610 --> 00:25:48.630

**LG:** Yes, working lovely.

00:25:48.870 --> 00:25:54.450

**SS:** If that whole double two screen thing where I’m looking at a camera but my script’s there kind of annoying anyway.

00:25:54.780 --> 00:26:07.410

**SS:** And such is life so the Bloomsbury Learning Exchange if you've not already heard of us, we are a shared digital education service we work for six universities in London in the Bloomsbury area.

00:26:07.860 --> 00:26:16.530

**SS:** Our partners are Birkbeck, the London School of Hygiene and Tropical Medicine, SOAS, the Royal Veterinary College, UCL and the University of London.

00:26:17.190 --> 00:26:21.480

**SS:** and together we do a lot of collaborating we.

00:26:22.110 --> 00:26:34.230

**SS:** We put on events, and we share resources, my role and my colleague Nancy who's joined us and Julian we facilitate a source of brokering of knowledge and exchange, hence the exchange bit in our name.

00:26:34.530 --> 00:26:40.320

**SS:** So we work across these sorts of four key areas, all around digital education we look at.

00:26:40.920 --> 00:26:52.680

**SS:** Creating resources we look at working with different sort of stakeholder groups across the universities all with a focus on the digital ED and we look at actual technologies and platforms.

00:26:53.400 --> 00:27:00.000

**SS:** And we work with senior management as well to help strategise and embed these sorts of practices.

00:27:00.360 --> 00:27:09.180

**SS:** So I’m back in November 2018 I attended a very slightly different one of these Community practice events, the University of Hertfordshire.

00:27:09.480 --> 00:27:17.460

**SS:** There I am looking probably slimmer than I am now and I talked about a project that we had developed, a course.

00:27:17.970 --> 00:27:31.680

**SS:** which was to prepare students for university in terms of digital skills we felt that there was a gap, it was not about getting students ready for the workplace, it was actually getting them ready for learning, the skills that they would need.

00:27:32.940 --> 00:27:40.050

**SS:** For a successful education experience, so this is this kind of the format of this course which.

00:27:40.860 --> 00:27:51.930

**SS:** yeah, it's available if anyone's interested in it it's not what I was going to talk about today, but the format of the course is that it is a Moodle course it has four key topic areas which you can see, on this slide.

00:27:52.740 --> 00:27:58.920

**SS:** And we provide a kind of a blueprint of this course, so people can adapt it can.

00:28:00.090 --> 00:28:10.950

**SS:** Add different areas, take stuff away put in kind of customised and personalised information, so we started with what we call the original the digital skills awareness course for students.

00:28:11.790 --> 00:28:20.310

**SS:** And we realised over time, there were there was a market for having a course like this for teachers for new academics coming into an institution.

00:28:20.550 --> 00:28:26.820

**SS:** And for the institutions that that we will work with to decide what it is that they need staff to know immediately.

00:28:27.480 --> 00:28:36.780

**SS:** Obviously, the landscape has changed somewhat this other stuff is even more important than it ever has been before, and my colleague Nancy spent last year developing this course.

00:28:37.410 --> 00:28:41.490

**SS**: Whilst I was on maternity leave, so thanks Nancy I’m just basically presenting her work.

00:28:42.330 --> 00:28:51.210

**SS:** So this is the structure of the digital skills awareness course for teaching staff, the DSAC-T as we call it affectionately, we have these four key areas.

00:28:51.840 --> 00:28:59.430

**SS:** Policy, which covers accessibility GDPR, IP the kind of the legal stuff that we need teachers to know about, to understand.

00:28:59.820 --> 00:29:08.460

**SS:** General technologies, which is also the general bog standard working with files Microsoft applications safety and security, using the Internet.

00:29:08.790 --> 00:29:18.060

**SS:** And then, more specifically, the learning environment so each of our partner institutions with them at this point customise it to make sure that the key platforms that they.

00:29:19.050 --> 00:29:36.060

**SS:** expect academics, to use are included, but it's you know the VLE lecture capture software, submitting assignments assessments, that kind of thing. And finally we'll talk a little bit about pedagogy so the best practices in designing online courses.

00:29:37.680 --> 00:29:50.940

**SS:** So I’m going to hopefully play video if the sound doesn't come through it doesn't matter because it's just pretty music, but this is the video that we start the course off with, so it's the introduction, but I thought it might be nice to play this for you.

00:31:21.480 --> 00:31:22.500

**NW:** SS you're muted.

00:31:26.010 --> 00:31:29.370

**SS**: I was just singing your praises because this is a little video that Nancy.

00:31:29.370 --> 00:31:36.630

**SS:** created in Lumen5, which is a free video resource, so, as I said, the course which we've created is in Moodle.

00:31:37.260 --> 00:31:54.210

**SS:** it's a blueprint, so it looks very vanilla, it’s quite plain, but the idea is that we then hand it over to our partners, and then the wider community, so they can adapt it, add to it, take stuff away, as I said, it's available now, you can try out our demo version if you're interested.

00:31:55.560 --> 00:32:04.860

**SS:** And, as I said, it's openly shared. So I’m going to dive in really quickly to show you what the course looks like, hopefully, you can see that.

00:32:05.220 --> 00:32:14.520

**SS:** And so, here we are with the four topics I’m just going to just show you one of these, just as an example the learning environment so we've got.

00:32:15.330 --> 00:32:25.350

**SS:** Several pages on different aspects in the learning environment so let's have a look for fun at online seminars and conferencing, which we're all very au fait with hopefully.

00:32:25.620 --> 00:32:33.360

**SS:** But, possibly in your academics, not so much so Nancy has put together a lot of content which she's curated which she's written herself.

00:32:33.600 --> 00:32:41.070

**SS:** To put into context for teaching and learning what conferencing tools are available, what they mean, best practice.

00:32:41.610 --> 00:32:55.140

**SS:** With the images and videos taken from various places, so that there is one of the examples of online seminars within the learning environment section and something here, just as another example of.

00:32:56.370 --> 00:33:10.080

**SS:** Information about assessments and submitting work and how it functions in that context, so I'm not going to go any further we haven't got the time for it, and everyone probably wants to go down and make their lunch, so if I just go back to my.

00:33:11.280 --> 00:33:26.250

**SS:** slides if you want the sorry, this is a really terrifying screen slide actually, but if you want to have a copy of this course, we're now really happy to share this just fill in your details on this web form it's on our website your details would just be sent to myself and Nancy.

00:33:27.420 --> 00:33:35.940

**SS:** And then you can grab your own copy, so the point of this presentation was really just to say this is something that we've worked on, it's a resource that we then want to make available to our community.

00:33:36.750 --> 00:33:51.510

**SS:** We haven't done any formal impact studies or evaluation, partly because of the Covid situation, it was not expected on for many for anyone for them, but if you wanted to go ahead and use this resource now.

00:33:52.860 --> 00:33:55.980

**SS:** you'd be very welcome, we'd be very happy for it so.

00:33:57.060 --> 00:34:05.010

**SS:** that's it I didn't know if there any questions Lisa and I’ve got my colleague Nancy here it’s her work, she will be able to answer anything that comes up.

00:34:06.360 --> 00:34:12.060

**LG:** Thank you very much, I think that's really struck a note of interest with a lot of the participants today so.

00:34:12.390 --> 00:34:22.470

**LG:** Most comments really are just about how fabulous it looks and that we’ll be exploring it later and can I just check with my other colleagues there aren't any other questions that I’ve missed for this session.

00:34:23.880 --> 00:34:29.430

**SK:** I just wanted to ask SS one question, I think one of the challenges that we probably all find is how.

00:34:30.420 --> 00:34:40.080

**SK:** How do you engage staff with going through the material and accessing the course and any sort of incentive or any tips or any approaches that have worked well.

00:34:40.500 --> 00:34:47.550

**SK:** And perhaps you know the sharing is equally, you've had the experience of getting students involved and working through the course.

00:34:48.720 --> 00:34:50.910

**SS:** I’m going to give it go answering and then I’ll probably just.

00:34:50.910 --> 00:35:05.790

**SS:** hand over to Nancy I mean we kind of provide the blueprints and we hand over to our institutions to try out the beauty of this, I suppose, other than the live webinar sessions is that academics will work through this at their own pace so really.

00:35:06.810 --> 00:35:22.740

**SS:** Incentives would have to come through I guess staff development, HR we've been working closely with these different departments, not just our digital learning colleagues to make sure that this is included in induction materials. Nancy was anything that you wanted to add to that?

00:35:22.890 --> 00:35:35.640

**NW:** I’ll just reiterate a little bit, but as what the student course we provide a little kind of guidelines, when we can, of course, about some suggestions of how it should be integrated into something a bigger package.

00:35:36.120 --> 00:35:45.150

**NW:** And in terms of incentivising academic staff to take it that is really up to the individual institutions to try to do that it's a problem everybody's dealing with.

00:35:50.160 --> 00:35:57.960

**LG:** Thank you, and to be so just to finish by saying a big thank you to all our speakers and facilitators this morning.

00:35:58.950 --> 00:36:01.980

**LG:** Lots of thought thinking and thoughts to follow up on.

00:36:02.160 --> 00:36:12.780

**LG:** And thank you very much to CG for responding to all the questions because she did have a big flurry in the Q&A box and I can see that you're responding to those so thank you very much for that.

00:36:13.170 --> 00:36:29.790

**LG:** And I’ll now pass you over to lunch, because I know that that's where everyone will need to be. We're going to be back in this Zoom room at 1.30 for our next session from the City of Wolverhampton College and so thanks again, everyone will see you shortly.