Joint Building Digital Capability and Digital Experience Insights community of practice event

Tuesday 17 November 2020

# Transcript

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Welcome and introduction

**SK**

I'm Sarah. I'm head of data and digital capability at Jisc. And I'm really pleased to welcome you to our virtual online building digital capability and digital experience insights community event. It's great to have you all with us today. And we're sorry that we can't be with you face to face. But I think we're all getting very used to joining these sessions remotely. We hope you're stocked up on your tea and coffee, your virtual cakes today, and that you really enjoy the day with us. Just a few housekeeping slides before I do a short introduction, just to make sure that everyone is familiar with the way that we will be operating the Zoom room today. As you will see we are in a webinar setting. So that enables you to ask questions to our presenters using the Q&A feature by text. If you do wish to raise your hand and ask a question verbally, and you have got a mic, please do so using the raise hand icon on the bar. We will be keeping an eye on those throughout the day. And our presenters will have opportunities of answering your question. Please do share your thoughts and reflections in the chat as well. It's really nice to see the discussion that's going on. And for those of you that have just joined the room, you'll see people will be adding their name and role and organisation just so that we know who we have with us today in the virtual room.

A reminder, if you are asking a question just to make sure that you have got headphones and built in in order for us to be able to hear the sound quality. So please do that if you're asking a question. Now importantly, really important because this is something I think we all overlook, in the chat window, you will have a little option just above where you're typing in the chat in the chat box to select all panellists and attendees when you're typing into the chat window. Otherwise, your comments will only come through to ourselves as panellists and co-hosts. So please do ensure that you do that if you'd like the other delegates to see your discussion.

We will be recording and you just heard the recording has started. So, we will be making the recording available afterwards, together with the full transcript of today's event. And that will be available from our events page. So, a welcome from the rest of the team. As we have our building digital capabilities service and digital experience insights teams represented today we’re split across two slides. So, a very, very warm welcome from us all. And you will be hearing and meeting members of the team throughout today. And likewise, a warm welcome from our digital experiences team as well. We are very appreciative of all the work that the team does in order to not just plan today's event, but also to be there to answer all the queries and to work with you as you implement the work that you're doing.

So just a reminder about the aims for today. This is our second joint meeting and our second online meeting in this format. And the day is very much about sharing practice, ideas and issues around enhancing student, staff and organisational digital capability. It's also there to share approaches to how we gather feedback from my students and staff about their experiences of using technology. These two issues, I think have come to the fore even more so over the past nine months while we have been working through the very challenging situation that the world is currently in with pandemic. And I think that will be a theme we'll be hearing throughout the presentation today. It's very much looking at how we can share best practice, what ideas we can take away what we can implement in our own context. And very much looking at what's working well and the lessons learned for us to build on.

We're really delighted today to be working in partnership with the University of Derby and sorry, we're not in Derby itself to bring everyone together. But we really appreciate the work that [the team] have been doing with us on preparing today's agenda. And you'll hear more from them in a moment in terms of the experiences that they are going to share from their work at the University of Derby. A reminder as well to please use our Twitter tags. We're using #digitalcapability and #digitalstudents today. And it's really nice for people that aren't able to join the event today to be able to also pick up on these comments and ideas that have been shared by the community around these things. As a quick reminder around the agenda for today, we will be hearing from our keynote speakers shortly, we'll be having a virtual tea and coffee breaks, as you'll see, and lunch breaks throughout the day to break up our Zoom fatigue. And we will be touching on the themes that are emerging throughout, the challenges that we're having across the sector at the moment, very much focusing on digital experiences, and developing the digital skills of our staff and students. We’re really delighted and looking forward to hearing member stories from the community, we have excellent presentations from our FE and HE colleagues today, really talking about how they are tackling some of the challenges within their context. Importantly, please remember to complete the online evaluation form that will be circulated post-event. It’s really important for us in terms of taking forward the themes from today and how we continue to develop those further through future meetings and webinars that we'll be holding. And all the presentations will be available from the events pages and recording shortly after the event. So, as we're doing this remotely, it's something we'd normally do in our face-to-face events, we'd really like to hear from you in terms of what one thing you're hoping to take away from today’s meeting. And if you can share that in the chat window, that will be really helpful just to ensure that our aims of the meeting are very much meeting the requirements that you might have. So please do share those with us in the chat window.

I’m going to give a very, very short update on our building digital capability service and our digital experience insights. You'll be hearing more about the themes that are emerging from this work throughout today. But it's useful, just to set the context in terms of some updates that we have to share with you. So, our building digital capabilities service is in its third year of operation now. And we have a number of supporting aspects to that service. So, I'm focused on the discovery tool, which is a self-assessment tool for self-assessing staff and student digital capability. But we have a lot more supporting advice and guidance around developing a digitally capable organisation. Just to share with you our stats on how the service has grown over the past few years. We now have 70 subscribed organisations that we're working with, including some international universities. And together we have had over 27,000 users of our discovery tool. The, interestingly, that's a nearly more or less split evenly between students and staff. And they have together completed almost 25,000 question sets, which is quite remarkable in terms of the uptake and use of the discovery tool, that first step on that to digital capabilities journey for staff and students.

We have recently evaluated the evaluation forms that we've been collecting from users who are using the discovery tool. And just as a snapshot of some of the feedback that we've had back from our students. This is slide is showing that overall, students are appreciating the value of working through and being able to assess their levels of digital capability, and also expand their understanding of what it means to be digitally capable. We know that's far more than just ICT proficiency. And I think through the evaluation forms that we've been receiving, that is coming through with a very strong theme from students in being able to have a greater understanding around the variety of areas that they need to be thinking about in terms of use of their use of digital for their learning. Staff, equally, we have been evaluating the evaluation process by staff users, and again, have some very positive feedback that's been shared from staff in terms of how the tool is helping them to assess their digital capabilities. I think it's also useful to pick out that the tool itself on its own will not develop staff digital capability in isolation. It very much has to be supported, by supporting training and interventions that then follow on from this initial assessment, in order for staff to get confidence and to develop their digital practices further.

Some nice quotes here that we have picked out the ones on the left-hand side of the screen. The blue, yellow and pink box are coming through from staff and the ones on the left and the right-hand side of the screen are coming through from students in the purple, blue and green boxes. And so again, really helpful in terms of seeing the reflective comments prompting from our staff and student users. And we were very pleased to be able to respond to the requirements coming through from the community by launching our new question set in September, which is very much supporting staff to self-assess their capability and confidence to plan, design and deliver and assess their learning online. And we have also refreshed. working with the community, to update our organisational maturity model for developing a digitally capable organisation. And that, again, is a self-assessment tool, paper-based tool to encourage discussion with wider stakeholders across the organisation around those key issues relating to developing digital capability. We have also updated within our discovery tool on some of the data features and feeding back those models to groups of organisations in order for there to be anonymised aggregated data. And we're really delighted to have worked recently with Microsoft to ensure access to the supporting available resources through the discovery tool resource bank, so that users are able to bring in those relevant resources to support their staff and students and using the systems that they have available within their college or university. A reminder as well, particularly at this point in time around well-being which is so key for us all at the moment with the amount of time we're spending in front of our computers. Our well-being papers are available there for staff and for senior leaders. And also, if you're not signed up to our mailing list for the service, or for digital well-being please, please do join those lists to keep in touch with us.

I'm not going to give too much detail on our digital experience insight service, because I will be presenting the service and outcomes from that work, later today with Ruth. But just a reminder around the importance of gathering feedback from your staff and students around their digital experience and the environment they're using. Particularly at this time. We know that it's absolutely vital that we can assess our students and staff access to technology, the support that they need to develop their digital skills, ensuring they can access the systems and resources that we are providing, whether that be on campus, whether that be remotely. Our surveys have expanded, and we're really delighted now to be able to offer surveys to gather experiences from students, teaching staff, professional services staff, and this year, running our full researcher survey. So, to be able to gather that holistic view of all users in the environment, in the digital environment is absolutely key, particularly in terms of getting evidence around benchmarking, where we are in relation to our sector, but also thinking about informing evidence of baselining to feed into the different digital strategy that your college or university will be developing. We produce our annual summative reports and I’m delighted to have shared recently our student reports. And we'll be talking about our teaching staff survey findings later today. We've also completely refreshed our question set for this year, and very much building on the requirements from our staff and student users to really ensure the students reflect the current situation that they are working within, and the different scenarios that they may be working within the COVID context. And also, the opportunity of running those surveys, whether annually or to run them more frequently as pulse surveys. So, if anyone is interested in finding out more about the service, please do get in touch with us. Ruth will be available during the lunch break today online if you have got any questions, particularly in relation to how the service could be supporting you, looking at the ways in which you could be bringing in researchers into this discussion, looking at how we can support international students. And importantly, you know, how we can work with you to ensure this evidence can feed into your digital transformation. We have got our insights reports, and we will be putting those links into the chat shortly if you would like to have a look at our student reports from both FE and HE as well as the detailed analysis that we have done. very insightful findings coming through from what students are saying about their experiences of learning in the new environment that we're in. And some links there to get involved. We have got a mailing list that supports digital experience insights as well, that you can join if you would like to keep in touch with the work that's coming out from the research in this area.

Jisc has launched two initiatives, one for HE and one for FE recently. This really does build on the research that has been going on across the sector in terms of how we are supporting our organisations moving forward in this new normal. The learning teaching, reimagined report is a really excellent read, I'd definitely recommend if you haven't had a chance to look at it yet, that was launched last week. And it's very much exploring the experiences of the current landscape in relation to digital has some very, very interesting discussion points, visions and scenarios there for what the future might look like, in relation to digital. And I think, really importantly, captures and brings in senior level support for recognition that digital is so important at this point in time. So really an excellent report to have a read of. And similarly, on the FE side, FE and Skills have worked closely with AoC. And we have, again not only launched a report that talks about shaping a digital future for FE and Skills, but also that has fed into the development of our FE and Skills strategy for supporting the sector and working with you over the next three years. So again, a really valuable documents to delve into, and to look at the ways in which Jisc can work with you on this journey ahead. So, I'm going to pause there, I'm going to stop my sharing and I'm going to hand over to our keynote presenters this morning. I'm absolutely delighted to welcome the University of Derby, to share their experience around digital transformation and how they are supporting their staff and students at the moment. I'm really delighted to be joined by Julie, Fiona and John. So, I'm going to hand over to our keynote presenters.

Would you like to share your screen? Brilliant, thank you.

Digitally dynamic: building the best of blends

**JS**

Yes. Good morning, I was, unfortunately, struggling with the technology there a little bit. But moving quickly on. And thank you for that. And it's great to hear of all the Jisc developments that are going on currently supporting the sector. And great to see you, I haven't seen you in a while. But it's great to see all the work that's being done there. And I'd like to virtually welcome you to the University of Derby, as Sarah has said we're not on campus, but I'd like to you to imagine that you're there virtually. It's quite a damp, wet day in Derby. But we'll try and brighten all of that up with some of our information that we'll share this morning. And thank you for inviting us to be the keynote speakers at this session. And we will share with you this morning our institutional response to the pandemic and to the government response of that, because obviously, their policy is then driving how we might respond to this and the different scenarios which seemed to be coming in rapidly, at weekends, at midnight. And all of those decisions we're having to be very agile about. It's really important that at this critical time, you know, we couldn't have predicted it could we, that we share our ideas, we share the lessons learned in this context, because they are critical to our future digital strategies. Whoever thought that we'd have this space, almost an unplanned research project, to inform our digital strategies going forward. One of the things that I keep saying is, by golly, we've moved more in five months than we have in five years. But as those months go on my narrative around that gets a little bit more lost. However, what a pace the whole sector’s had to move at. And the things we will share with you may not be and you know, it may not be the ideal that you will... It won't be the perfect way. It's a good way for Derby. And I think all universities have to think and FE colleges. what is their context because that sets the parameters on that. And I'm not seeing the screen at the moment, the slides, but If we could move to our first slide, which is looking at our strategy, the university's corporate strategy. And you know, we had to use this as our key reference point, because everything that we had to do, we had to ensure that we remained authentic to our strategic framework. That we didn't change who we were because of the way we were going to do things. But that we ensured that the messages that we put out to our students, that our strategic ambitions remained intact. And in doing that, we have to think about all of our different student types. And we do have FE and HE students, we do have international students, we have UG, PGR, PGT students, we have apprenticeships, a significant apprenticeship provision as well, with around 1400 students there. And we have an online student body that carried on as normal. We had to make sure that we aligned to our values. So, in doing this, we wanted to ensure that we were bold, that we were future focused. And I guess the word brilliant tested us a little bit because this was planning at pace. This was us having to respond to a situation and therefore we wanted to make sure that our response to this and our student experience was as we claimed it would be, brilliant and new, and will advise us but our students, of course, are the acid test to that. And so, following the first nine announcements, John and his team quickly manoeuvred the whole of the university, as across the sector, to that remote learning model. And we then quickly put in place strong governance, we've had, I co-chair, an academic Task Group on that as representation from our colleges and from our professional services. That academic Task Group reports through to our business continuity group who report through to our Gold Group. Across the summer, and from that March period, we met three times a week, the business continuity group met once, and Gold has been meeting most days to ensure that our planning was robust, appropriate and aligned to our strategic framework. As part of the academic task group, we have considered all of the advice that has been out there and making sure that we benchmark against that. So, the academic Task Group has done work around mapping our offer and our model back through to the QAA, OfS, DFE, EAB advice as we subscribe to their membership. We also ensure that we undertook an equality and diversity impact assessment, needing to make sure that no student was disadvantaged. And particular here that digital disadvantage that might play to some student profiles. So, we had to put mitigations in place, I'm sure like you we've offered laptop loan schemes, we made sure that access to our learning to our IT labs was also available. And we had to pay attention to that student value for money piece. And it won't surprise you with a director of online learning title that I love that digital space for our students, I think it can bring a real fantastic experience, and particularly through a blended approach. And sometimes I'm surprised that our students, particularly our undergraduate students, that's not what they were signing up for when they came. And it'll be interesting to see what aspects of their learning journey they want to hold on to as we move forward. And just moving to the next slide, John, I'm sure like others, we had a bit of a head start if I'm honest, though I don't say that too much up the ladder of command, because we already have 5000 online learning students at Derby. From our own MOOC developments on our own platforms, we have 75,000 learners in our MOOCs, and we operate two platforms there D2L for our MOOCs, and non-credit bearing short courses, and Blackboard for our credit bearing online programmes. John's team have led a development across the university to look at a digital 50 programme baseline involving 50 programmes from across the institution and looking at their digital capabilities and looking to push those further. So, we have that baseline from which we could operate. And we've also just developed through an investment bid in partnership with our colleges, a further online 14 programmes across the institution to expand our online portfolio. So, we were well placed to build on that knowledge, expertise and infrastructure that was already in place. We have digital services in our student support services, our wellbeing our careers and our library, we have a large portfolio of eBooks. And that placed us very well in this new scenario. We have already in place a learning and design team, who together with the talent team have developed this best of blend staff development programme that we put in place that John will tell you a little bit more about, and we were able to deploy them to look at some of the digital innovations that we needed now to put in place for our students to have a positive and high quality, blended learning experience. So, John, let's unveil our educational model that we have put in place for our students and for the university for this year. We didn't know when we put it in place that actually this model was going to see us through for the whole of the academic year. But that is now what we have agreed with our senior leadership team at the University of Derby. There were some across the summer that were saying ‘in September, it will all be back to normal’. But our planning our contingency planning looked across those different tiers, from tier one to tier four that the DFE put in place. And we have made sure that we're able to move agilely from a face to face, to a blended, to a fully online. But what we're promoting here is this blended learning approach. It’s known as the wheel, it's affectionately referred to as the pizza. And the pizza has different slices that make up our educational model, each one extremely important to that overall student experience that is multifarious, and that sits outside just that classroom experience. A key element of this was ensuring that all of our students have access to on campus, we wanted them to build that relationship with the university, with our campus, and with our community in which we are placed. So, all students, we were not allowed to prioritise, we thought of how we position their learning. But all of our students have that face-to-face learning experience, and they're called our student learning labs. And in this space, we have designed our programme so that they call to that applied aspect of our university. And that element of delivery, there isn't just a lecture, we removed all lectures, but it's intense, it's high quality, and it's an applied aspect of their learning that is better done face to face than it is online. But to support that all of our students have an online learning experience for which we set baseline standards, and that we included key principles, some of....

Can you still hear me? Yep. And, and we, in order to support our students, we made sure that our personal academic tutoring system was in place and more robust than it had been. And we extended this model to our postgraduate taught students as well. For the first time we recruited through our student body, our union of students, peer assisted learners. Because we recognised that being more distant from the university would require more support for our students to keep them connected to monitor their progress. We recognise that in these difficult times employment for our students at the end of their educational journey will be difficult. And so therefore we've made sure there's an element where we are looking at what solutions we can put in place, digital solutions, for those placements, services. We checked out our digital support services to make sure that they were robust and that they're able to respond but as I said, we had a good precursor for that. And what has been absolutely fantastic is the work that our union of students have done with those, in that digital, but also in that in person space, to make sure that our students have a rich extracurricular which again will tie in them emotionally, support them emotionally, to this learning journey, and that they know that we are there to support that whole experience at the University of Derby. Finally, and on the last slide, we're not going to now be going backwards. In terms of some of these activities and designs that we have done. Some of the elements there are highlights from what we have designed. And at last, we are beginning to think about digital design. So, the new virtual induction, which is all online has been a phenomenal success for our students and will support them through their learning. We are now saying we will take these designs and we will take them forward into our teaching and learning strategy. Because it will inform that, and it will make a difference. And it is ensuring that people are thinking differently and thinking in that digital estate. We have created a new baseline that will be shaping the digital infrastructure and refocusing us on what does future focused and digital agenda look like at Derby? Fiona is going to tell us a little bit more about that in the teaching and learning space. Thank you, Fiona.

**FS**

Thanks, Julie. Okay, so, and yes. So, in the centre of excellence, learning and teaching, we had been doing some work around trying to shift us to, or to think about the digital agenda, which more or less, Julie's talked about already, we had done some preparation through our digital 50 programme. But I think it's fair to say, as we've seen right across the sector, this tremendous change to pedagogic practice really shifting overnight. And first with the emergency remote teaching, but then actually through this preparation of the blended applied model that Julie has just shared. And really what we've seen is a change in practice that would normally evolve over years, and our staff have shifted to it very quickly. Some of them have taken to it better than others. But everybody is demonstrating that they're working towards the baselines that we've set. And we're looking regularly to our students to give us feedback on what that experience feels like. I'm going to ask John to move to the next slide. I feel like Boris Johnson, next slide please!

So, a digital Derby. So essentially, our TEL strategy really started to set us up for some of this work. And in fact, Sarah came and helped us to launch that TEL strategy back in 2017. But really, what we wanted to do was to make sure that all our staff have an appropriate level of digital capabilities. We'd already started some work on Teams, we've got some programmes, who were already pioneering and really promoting that approach. And through our programme leaders forum, they were sharing that practice with each other, which I believe really helped us to work well with that shift. And so, we had a good platform already in place. But I don't think any of us quite envisage what a huge shift A was needed, and B has happened. So that's been fantastic. John, onto the next slide, please. Julie mentioned our future fit 50 programme. So, we started this, we did this in conjunction with the team that Judy leads in UDOL? we worked around the whole of the centre of excellence in learning and teaching, our TEL team and the pedagogy practice team, but also with our IT colleagues. And we developed really this programme of these 50 programmes that we wanted to move to a stronger place in terms of their learning and teaching for the future. And that involved a series of exercises, a series of workshops, where staff were looking at their practice, unpicking their practice, and thinking about what authentic learning looks like, thinking about how to have active approaches in their classroom spaces, but broadening the curriculum to ensure that they were really thinking about the digital approach that they wanted to take. Onto the next slide, John. That then amalgamated and moved into the work that we were doing with Advance HE, so over the last probably 24 months now, we've been working with Advance HE on all of their frameworks. But for the purpose of this piece of work, we were able to shift the future 50 programme, project, into also the Flexible Learning piece within the Advance HE Student Success frameworks. And with that what we were doing, we were trying to really think about broadening the opportunities of flexible learning, but with students success at the heart of that. So how do we shift our assessments to be more digital? How do we shift our approaches to our classroom practice to be more digital? Do we always need students on campus and so on. And that work with Advance HE has been much broader because we've been building the digital practice through all of the work that we've been doing there. But also, to really try to make sure that the digital piece was really future focused, shifted us away from the work that the ways that we've been probably engaging in the digital landscape previously, into this much stronger and more planned approach to digital practice for all staff. And that brings with it obviously, challenges and opportunities. And I'll ask John, just to move to the next slide. So really thinking about curriculum innovations, how do we do that with our staff? And how do we make sure that we capture that, so again, with our programme leader forum, but also through our, we've got an ideas factory, and we run blogs, as I know, most people do across the sector. But we've been able to really capture some of that amazing pedagogic innovation. That then, is not only informing what we're doing on a day-to-day basis, but also supporting other colleagues in terms of what they're doing and helping to build digital skills across the board. I think it's fair to say I think we probably all know that the myth of students being digital natives is firmly planted now. We know that they are digital natives in one respect in terms of how they use social media, or indeed how they use their own devices. And but actually, the skills and the digital tools that we ask them to use them at University are really quite alien to students. So, when it comes to the university, it's really important that we build that digital skills agenda with them, so that they can go on and be the digital champions in their places of work, and in their placement opportunities, as they move through their programmes. And Julie talked before about the about the model, and one of the pieces within that model is our applied learning piece, which is about our students, built into our curriculum, built into our learning and teaching strategy, all students have a set number of hours at level five, where they all have to have some kind of applied learning work experience approach. And so, this year, we're looking at how do we, so some people will be on practice because they're key workers. But other students will do that through a more digital and more innovative digital approach. So, through live briefs, through problem solving through grand challenges, but working in a civic way, with employers and with industry, in order to push that forward. So, I think what we start to see is that, whilst there is, that we start to see that that digital divide narrowing and changing and closing. And really that our students can have reliable access and affordable access to the materials and to the resources that they need in order to be successful and as they move into the workplace. And then finally, before I hand over to John, I think really what we've been doing in the last few months has been incredibly exciting. So, we've been building this best of blends programme, we've been thinking about it in terms of how the blend moves to the classroom and back again. And really, I think we've got a fascinating and exciting platform that's all underpinned by pedagogy that will help us to inform our new learning and teaching strategy for the future. And how our students helped us to inform that too. And I think really what we've recognised is that we need to start with our students pre and before they come to the University, and through working with schools and colleges much more on the digital agenda, so that those students that come to the University recognise the digital offer that we have in our institution, and that that when we inculcate them into that digital practice. And over to John, thank you.

**JH**

Thank you, Fiona. Good morning, everybody. I'm John, head of library and digital learning. In this last 10 minutes of the presentation before we take a couple of questions, probably going to focus on three areas really related to digital practice. It's thinking a bit about the existing approaches and the platform that we have in place. How we’ve grasped the opportunity to support staff and build that confidence, capability. And, importantly, making sure that the positives continue that have emerged from this period, lots of negatives, obviously, but lots of positives coming through. So, it very much feels that for myself, and I'm sure many in the sector, that we are still spinning through the air with taking a huge leap. And it's really, I mean, all the metaphors, cliches come in really about building the plane while flying. It has been a huge challenge, but also a massive opportunity, as I mentioned at the start for us as a sector. Hoping when we finally land and stop spinning, after nine months of spinning, that it leads into a warm swimming pool, and there is a chance to relax and take a breath. I think as a sector, we really need that relating to what we've noticed about the well-being issue. Massively challenging but rewarding as well with the opportunities that have come through. What has helped at Derby, as mentioned by Julie and Fiona, is we've had that strong platform in place. So, we did have the TEL strategy that had been working for a number of years. So really pushing digital capability development, various digital campaigns, digital champions put in place. And really that institutional buy in and that senior management buy into the digital agenda. So, we've had investment in numerous tools over the years. So, making sure that we've got good systems in place to start with, we've got, as many people will, we've got a strong VLE, we've got Panopto for lecture recordings, we've got Teams that was quite mature position. We've invested in recent years in Blackboard Ally, polling software, and expanding the portfolio system. It's really been good that we've had that platform, and we've been fine tuning it through the insights that have been coming through from the student voice. So, a digital insights survey, obviously is going to be built about them, why many of us are here, has kept us in touch with the student voice. So, we've been refining the platforms, building those business cases for fresh investments. So that platform did help us step into this period and made it much more comfortable. But as I say, still really challenging. So just on the next slide, another cliche warning, this is probably much overused, currently. But it is talking about that that opportunity, we are in the thick of the crisis, but we've been key that, let's maximise what we are doing in this space. So, we have that platform of the TEL strategy, solid foundation, really good work over the last three years. But the last nine months, I mean, those are the changes and developments that we could only dream of in terms of what a TEL strategy could deliver. And that's really where we've grabbed hold and made the changes that I'll just speak about in the next couple of slides. Really, we’ve got existing threshold standards, baselines in place, but we did rework them so that we had eight core baselines in place. And they were underneath these categories, making sure that we are taking a very designed approach, socialisation, massively important in that online space, but it remained active, and obviously that it was accessible. So, there was eight baselines that sat under those headings. And it was really to make sure we'd got simple clear messages to support staff. We’d had that emergency remote period where huge learning was taking place. learning by doing which we always want to apply in our learning. And staff were getting that opportunity. We're obviously in an emergency situation, we wanted to learn from that period and make sure for this academic year that we' were setting clearer expectations and scaffolding on top of that learning.

So, the baselines really were put in place, but it was how we were going to support staff to deliver to them and make sure we had the best possible student experience. Key to that was a best of blend training programme that again has been referenced by Julie and Fiona. Key to this was that we wanted it to be a bespoke online course that staff could work through, it wasn't going just to be standalone set of resources that people clicked through, it was essential that we designed it as an online facilitated course. So, making sure that there were those interactions with the facilitators. So again, learning by doing, getting that experience of being a student, so all academics, getting that experience of being in an online space, going through that facilitation, understanding what it feels like. Even if that was some of the learnings of, well, I definitely wouldn't do that approach, I’ll try something else, just those real sparks of learning that can come through from the experience. So, it was an ambitious undertaking to have that facilitated. So, it meant that we wanted one facilitator per 20 participants. Any larger than that, and it becomes too difficult to manage and wouldn't be given the best possible experience. Another core asset was that it had to be applied learning experience, it couldn't be passive. So, staff were in there using the forums, using the communications, getting the experience of synchronous asynchronous activities that they could then apply in their own learning. And what's been massive during this period has been the collective spirit, it has been that togetherness. So even with this course, when we were designing it early in May, June, the first iteration we launched with a critical friends, cohort. So, 40 academic staff came into that first cohort and helped design it with a very much shared understanding that we're in this together, we still need to refine but let's, let's get underway, and let's grab hold of the summer period, and all learn together. But we've had over 700 staff successful completions going through that. And it's been back-to-back for over 15 weeks during the summer. So, a huge undertaking, but particularly speak to that grabbing hold of the opportunity and making sure we capitalise on that and deliver that kind of confidence and capability development that we want to see in our staff going forward.

And what was kind of pleasing in some ways was just to get that echoed back from the findings from the latest student digital experience insights survey, that the top four themes were about making sure that we support staff in that space. recording all lectures is part of a baseline expectation. So it is that consistency, and very much that active learning about interactivity, and collaboration. So, we've got these insights, we've been seeing these build up over a number of years. And there's probably not anything surprising in those four themes, but just having that data and that evidence to speak back to senior leaders in the institution to have confidence in what we're doing, and saying, look, five to 10 hours training of every academic, this is what we need to deliver by having that data, having that sector knowledge has given them the confidence to say, yes, deliver that and deliver it at pace. So, the final slide really is just a bit of data, which really speaks to that the journey continues. And that this is the big thing for ourselves currently, we are delivering through the academic year responding to all the change in government guidance. But key is how do we continue the good things that have emerged from this? How do we make sure that we continue to build on staff confidence, staff capability? So, this is some data that's coming back from academics that have worked through the summer and are now midway through semester one and applying that learning. And then this is them reporting where they find most challenging in terms of the baseline expectations. It's really interesting data that we've got that view that we need to do a lot more supporting how staff can support that online socialisation of students, more around supporting the accessibility of content, more around the group work and collaboration activities. Again, probably not too surprising that those elements have come out so strongly, but it gives us that data. And it really gives us the motivation that we need to keep pushing in this space and need to keep delivering that training to staff. So that's the next stage. It will be about building really what's, you know, the next stage of refining the blended learning offer, what's going to be the ongoing development. And also looking after our staff, our students as we go forward back to that mental health agenda. There is a lot of fatigue out there. So those are the key elements as we step forward in the next stage of the journey. So, I'll wrap up there. I know we've eaten into five minutes of Q&A time. But we still have five minutes left to back over to Sarah. Thank you.

**SK**

Thank you all for such an excellent and informative presentation, you're probably not going to be surprised that there are actually a lot of questions that our delegates have been raising. And they are available in our question-and-answer panel, which you may just want to open up. While we work through them. I'm going to see how far we can get. I'm hoping we can probably squeeze a little bit more of the coffee break time just because I think people will really want to hear the answers to these questions. And so, the first question we've got there is can you tell us about your successful digital induction? We did this for the first time in September, and we'd like to improve it. Any questions, any responses to that from your experiences.

**JS**

Should I just kick-off there, John? And then I don't know if you're a little bit closer to some of the work that's gone on there. But you know, virtual induction is normally where, sorry, induction is normally where our students are coming into the university for the first time, with, you know, showing them the key parts of the university. We give them that overview of university life. But then we drill down to the course and what the course experience is like and put them through that induction. I think what's great about putting it into this virtual space is that we students have got a resource that they can refer to throughout the journey with us. And all students get consistent information in one place. Of course, we can use videos and media to give them that introduction, as well, so it makes it a little bit more exciting than just dry information coming through. And then that scaffolds into the course piece in our course teams have to be a little bit more creative about how they're going to present some of the aspects that they want the students to know at this stage. And again, that as a resource for our students, through their course, is really impressive. And we can see who's done it, where they've done it, how they've done it, they've given us immediate feedback, which means that we've been able to respond quickly to anything where they've said, I don't know where this is, or this isn't very good or, but overwhelmingly the feedback has been very positive. And we just see this is going to be a staple part of our student experience going forward. And yeah, we're very pleased with that. And we think it's a better solution than we had before. And, John, if you want to add to that.

**JH**

Yes, a little bit on that. I think, again, some of that language around a collective approach, it was across all the various teams in the university pulling together, and particularly making sure that the student voice was coming through in the design. And the design approaches. Well, I think it's worth noting that a lot of interactivity was built in there, again, at pace, a tool that had been in development from the University of Derby online learning content creation tool. That that was used, it was one of its early releases into the wider University network, but a decision to use that at pace. And that did bring a lot of interactivity through if I can say the word. And that was really a simple content editor that would translate materials into that more engaging element, which allowed that wider audience to be co designers without kind of designers having to translate what they were trying to do. So, handing over some of that responsibility was key. But what I've noticed is that I think I mean, this is why we're here is to learn from each other as a community. So very much welcome people getting in touch to share how they’ve taken the design approach for their inductions, and we can share those, I think it'd be a really valuable conversation, because I'm sure there's elements in each that would be little lightbulb moments to say look, we haven't tried that. So, I'd be very much up for hearing more about your approaches in a second.

**SK**

Thank you. And yes, excellent. work there. And equally just a reminder as well Jisc did crowdsource a toolkit around student induction, which was launched in September, so I will try and pop the link in the chat window. Now there was lots of interest John around the student learning labs, and just quite a few questions. They're just wanting to know a little bit more detail about what they do and how it works.

**JS**

Yes, I think Fiona would be good to answer this one, I would just like to say that on the wheel, we've got the Learning Lab, and we've got the online learning resources and space. And what is important, I think somebody has said it in the chat already. It's about the design of those two things together, that is absolutely important. They cannot just be separate parts of that learning experience. And Fiona can tell you far more about the kind of things that have been going on in the learning lab space.

**FS**

Yeah, thanks. Thanks, Julie. Thanks, Sarah. So, I think with the Learning Labs, what we wanted to do is to make sure that we were still creating the opportunities for our students to be able to socialise, to meet each other and to develop a learning community. I'm sure everybody recognises the challenges that students are feeling and facing with being part of the learning community given the situation that they're in. So, this was really part of the on-campus offer, to ensure that students could come together, could see each other, could make connections to the university and to their programme teams, meet their lecturers in person and see each other in real life. That doesn't mean to say that we haven't used any of the digital tools within those spaces, because of course, you're limited in what you can do in those learning labs, because students can't perhaps work in the same collaborative way that they might have done normally. So, the learning labs really were designed for an applied University, we want our students to come in and have those applied interactive sessions that took them away from simply being on screen as they had been, even though the programme that the blended programme that we've done is a very interactive one, it was an opportunity to bring them away from the screen and to come on campus. And, and the learning labs are really led by the discipline. So, it was really important for us, in the end, who were planning these things at one level, that what we did was to make sure that the discipline had ownership and autonomy over what the learning labs looked like. And that didn't mean that we said, Oh, just go off and do it however you please. What it meant was that we were looking to say, well, how can you build skills that are either helping students to develop the learning outcomes of the module, or develop broader learning outcomes that might be related to the programme, or indeed discipline skills that students would need for employability? So, we've got several different examples of those. Some of them have been designed at a modular level, but we've got a big joint honours programme. And so that doesn't always work for our joint honours’ students. And some of the learning labs have taken a real skills approach. So, our health students, for example, will come in, and they'll have a three-hour learning session. And those sessions are divided into three sets of skills that they start to learn, because they've got to have their skills before they're even allowed to go on their placements. And they start their placements just after Christmas. So those learning labs have been incredibly interactive and very practical based in order to help students to learn the skills that they need. And then another example of the Learning Labs has been through the, again, an applied approach, but actually working with employers. So, there's one group of students, for example, they started a piece of work last year, where they worked with an artist who designed this shed that can be taken out into the public space. And it's a social mobility tool. It's a place where people can come and have dialogue. And it's a CV writing place, and it's just this fantastic community and tool that can be used. And she's been in, for example, with this particular group, as the employer as the person providing the brief and ask them what the next steps of that might look like. And so, they've been designing that with her and sharing that with her, but in the classroom space, sharing their designs with each other, and sharing their approaches to that. And, and other live briefs again, with employers where students come together and are solving problems and taking real life tasks, and then designing an approach that they can then share back with employers some weeks down the line to demonstrate this is how we would tackle that grand challenge that big task that you set us. So, the Learning Labs take on all sorts of different approaches, depending on what's appropriate for the discipline. And of course, for some of our students, as across the sector, some of our students need to use really specialist spaces for their subject. So, for some students, it's going into some of those specialist lab spaces, where we can make sure that they are COVID safe but enables students to be able to develop the skills and to develop the approaches that they need in order to be in those specialist spaces. So, they're developing over time. And there's been an iterative approach with them. But we've been able to work with staff, again, to unearth some of these good practice approaches that we've seen emerging and our students are really enjoying, and excuse my dog barking in the background, really enjoying the opportunity to come on campus and be together but to do something that's really purposeful, and incredibly meaningful. And in terms of that applied learning piece. Okay, thank you.

**SK**

Thank you, Fiona, that I think gives a lot of really valuable ideas for others to build on. I’m aware that we are running over. I'm probably just going to take one last question from our Q&A. And perhaps ask Fiona, John and Julie if they wouldn't mind looking at the other questions and be able to sort of answer those questions within the Q&A, because that will then respond to those questions that we have in the existing question list. And there's a question there saying thanks University of Derby for a great presentation, your digital 50 programmes is impressive. Would you be able to spend a little bit around the assessment of digital skills in the curriculum? I'm particularly keen to hear about assessment rubrics that have been designed around digital capabilities.

**JH**

I'm happy to comment on that one, Fiona might want to come in. But just in terms of a brief answer to it. That's one where it's definitely an ongoing journey. So that that scheme did a lot of work with those programmes. And it is trying to bring some of that language into the learning outcomes. But that's, as Fiona mentioned, about the Advance HE Student Success frameworks project that we're undertaking, that's really trying to establish that approach to curriculum development across the institution going forward. And it's really then building in programmes such as the fifth standard practice, across all kind of validation, course creation, and making sure that we do fully embed. So, there's examples coming through the programme, the 50 programmes, but still a long way to go on that journey to make sure it's fully embedded in the curriculum. And then seeing it through into assessment rubrics. I mean, we do have an out in the assessment and feedback strategy about alternative assessments. So, there's opportunities to bring in the big digital solutions as part of the assessment. But yeah, it's a big journey, and one that's ongoing.

**SK**

Thank you, John, Fiona did you want to add anything to that.

**FS**

Just very briefly, that we were just in the process of designing a new learning and teaching strategy where we've gone out to all our staff and students and to stakeholders across the region, and more broadly, and we were in the process of developing that, but it really made sense just to halt and for us to just wait and see what was coming out of the learning that we were doing with this new approach. But certainly, what we've started within that was to design a piece around the digital practice of students that had key objectives within it, where we’d expect to see all students being able to meet, but that also were about how staff would be operating and delivering the curriculum within that classroom spaces. So, it wasn't just about students will be able to, it was actually about staff and students together, and co- designing and co-creating that digital space together. And, and like John said, we're still on that journey. And so, you know, we'd be really pleased to work with anybody who's developing that to hear about what you're doing, and so that we can learn together and share together.

**SK**

Thank you, Fiona, very much aware student partnerships have been an ongoing theme throughout the work you've been going at the University of Derby as well. A very, very big virtual round of applause for you. That was a fabulous presentation. And as I said, there's a lot more questions that we need to return to, but I will let everyone get their coffee and tea break. So, thank you for all the comments in the in the chat window. I'm sure John and the team will be reading those through as well during the course of today, but thank you, and especially thanks to Julie. I know how precious your time is particularly at this current point and Fiona’s so a big thank you for joining us today. We'll return at 11.15 hearing from Henrietta who's going to be sharing their journey around digital transformation of the healthcare workforce from health education England. So, we will pause now, and we'll return at 11.15. Thank you.

**LG**

And welcome back from tea break, hope you've had a little refreshment break. And I'm delighted to be introducing our next session with my colleague Henrietta, Head of Blended Learning and Digital Literacy workstream lead of health education, England, we've had many very insightful conversations around our respective work areas over the last year, and really delighted that she's able to be with us today to share the not insignificant challenge of developing a healthcare workforce for a digital age. So, it's great pleasure, I'll hand over to Henrietta.

Developing the health and care workforce for a digital age

**HM**

Thanks, Lisa. Really great to be with you all. So, I'm going to try and share my screen and work through the approach that we have taken at Health Education England in educating the health and care workforce on digital literacies.

Alright, so Lisa has already done the introduction. So, without further ado, I'm just going to launch into this to allow for questions and some discussions afterwards. So, what are we doing in terms of the scope of challenge that we are trying to deal with. As Lisa said, it is a big challenge, because certainly for health and care staff, we've got about 3.1 million across the two sectors. And these 3.1 million people are people who have wide ranging roles, different skills and ability levels as we can all appreciate. But also, there is definitely a difference in attitudes to learning and addressing learning needs and organisational differences. I always say that actually, even within one organisation, sometimes departmental differences are huge, let alone across a number of sectors in different organisations. So, the issues around training coaches and commissioning can impact on learning for the staff within those organisations. I think critically, we are all very much aware that a lot of this work also will be implemented with a good patient and citizens education, not always one that we pay attention to, but actually critical to delivery of digital literacy.

What is the evidence telling us, the evidence is telling us the type of changes that we are seeing certainly within our health and care settings, phenomenal, I mean, in the last what, six or so months, as a result of COVID, we have seen even more changes in digital. The skill is huge as well. And there was a piece of work done by McKinsey and McKinsey and co, 2018 it was published, looked at five industry so mining, insurance, banking, and retail and healthcare being those five industries and healthcare was the only industry that was five times likely to actually need a lot of digital and technical skills compared to the others. And again, we know the rate of change in the technological world is extremely fast, but our ability to adapt to it is slightly slower, which means that we need to really think about how we support our workforce. Now, we've got the added difficulty in terms of the evidence, as in the self-reporting of digital skills is varied. So, it is very mixed. In some evidence, practitioners are seen to have good enough skills. In other evidence, this is actually their skills is coming from a low base and hence there's a real need for us to think about those. And the three perceived barriers that practitioners through these evidence reviews and through some of the surveys that we have done, have highlighted in terms of their ability to actually not just acquire digital skills, but be able to embed it in in their practice is around training. So, is there adequate training for people to actually be skilled to use these digital skills, the infrastructure, have we actually got the right tools in the right hands, for this to happen? And the organisational culture so organisational culture is coming up in every conversation. So, we need organisations that actually support and foster the workforce a. not just to develop the skills through training but providing infrastructure and processes that support them to implement it. In the last few months, we've all seen that the changes that COVID has brought, for all its faults, I think it's really highlighted the real need for digital skills and how we support our workforce to be able to use digital technologies effectively whilst maintaining their wellbeing. And certainly, for health and care, there has been a number of policy drivers in recent years really pushing forward the digital agenda and getting our workforce digitally literate. But I think in all of their policy drivers, in all of the information and evidence, there is one clear message there, that there is a need for us to develop a digitally digital ready workforce. For us, it's not just about the ready, the digital ready workforce is not about just skills, but it is about attitudes as well. So, it is really important for us to hold that in mind. So, Health Education England is taking a number of approaches to really get to grips with supporting the health and care workforce to deliver to develop the digital literacies. Now, I will go into a bit more detail in terms of the approaches in the next slide. But basically, for us to even start the conversation, there is a real need to define digital literacy and think about how we can assess those needs. It is also quite important for us to think about the undergraduate curriculum. So that's where the connection between us and the work that Jisc is doing with higher education institutions is really critical. I think we if we focus on the 3.1 million people we've got in our workforce and not think about the people in training, we will never get to the point where we've got sufficiently trained and digitally literate workforce. We do know from our evidence as well that actually digital can be context specific. And for various individuals, whilst we've got generic approaches to supporting them, it is very important for us to think about specific needs for those service areas, or for specific professions.

Again, whilst we do know that, you know, as I've mentioned earlier, different people have different attitudes to learning. And while we know that digital should be everybody's agenda, we also know from our evidence, or at least our discovery, that we are working with three groups of people when it comes to digital. So, it's very much people who are digitally engaged - the people that say bring it on, we know this is going to make a difference. The people who are digitally ambivalent - so yes, we do know digital will make a difference, but you know what, give me my pen and paper. And of course, there's the digital in negative group as well, who basically say, I do not do tech. Over the last few months, I think what I've become even more aware of is there is a potentially fourth group, which is the digitally excluded, so people that actually might want to use the digital but haven't got access to it for a number of reasons. Whilst we're looking at these approaches, so the four that I've mentioned, I think is very much will be supported on the so what. Whilst we know what people need, what are we going to do to address that? So, we are looking at commissioning and curating learning, we do know that there is significant in terms of learning already out there. So, the way that we are approaching this is really to look at what is in existence before we start commissioning any learning to fill gaps. But also, in terms of a health and care workforce. Historically, we're used to just sending people to doing the same training or learning and not necessarily think about individual needs. So, we are exploring whether there are any signposting tools that allows us to personalise learning and send people to learning that's relevant to them. So, I'll talk a bit more about them when I go into some of the work that we have done in the last year or so. So, defining digital literacy and assessment of needs, HEA defines digital literacies as those capabilities that fit someone for living, working, learning, participating, and thriving in a digital society, more often than not, when you start talking about digital literacies, everybody talks about the millennials being digitally literate. And once you've gone through this definition, it becomes really apparent quickly, that yes, millennials may be social media savvy or be able to type text really quickly, but actually, they're not always digitally literate, or they're not digitally literate. So there, HEA developed the digital capabilities framework, which we can see on the right now this digital capabilities framework for most of the most of you on this webinar, will recognise that it is an adaptation of the Jisc framework. So very much developed to capture these domains in terms of the capabilities that are staff need to have to be digitally literate. So, whilst we've defined what are these literacies, how do we go about assessing digital literacy skills. So we have sought to I mean, we've progressed the development of a self-assessment diagnostic tool to overlay the frameworks and looking at all six domains, for a couple of the objectives really for this tool is to support individual identification of digital literacy gaps, but also to support local areas, regional areas and national areas with data that gives them a good overview of the digital literacy skills of the workforce, so that they can plan for learning and support digital skills development of those workforce.

So, as you do within a digital development, we went through a discovery of various self-assessment tools, dealing with over 31 million people's needs is extremely difficult. So, we did not find that there was anything off the shelf that we could use. And we followed this by a user needs analysis. And between the discovery and the user needs analysis, it was very clear that people wanted a tool that's accessible, that's easy to use, and a tool that's attractive. So, there was something about the attractiveness of the tool. And based on that, we developed a prototype for alpha testing. And we reviewed with a number of areas for feedback in terms of whether this is effective for them. Now as a consultation with a similar product developer, I'm talking about just so basically, Sarah and Lisa and I had, you know, regular calls to really think about their journey when they were developing the self-assessment tool, and what that means for us as well and learn as much as we could learn from them. And as a result of that, we have now developed a minimum viable product, which we are now at a beta test. What does this tool look like? In the current spirit of accessibility, we have built this tool based on the government, you know, Digital Service accessibility standards. So, by looking at the six domains, we've literally pulled out various questions in their domains to ensure that we are getting skills across those domains. As you can see here, the questions are Where are you now? And where do you need to be? And there's a reason for building it that way, which I will mention. So, in terms of the questions as well, we did add a couple of questions really to get a sense of people who might need championship support to actually support their learning and people who feel that they are responsible for their own learning, and hence would go on to do the learning that suggested that for them. So once an individual has gone through all of their questions, it allows them to check through it because this is a self-assessment and doesn't really always allow individuals to really objectively see where they are at. Following this, the individual just looks at it and think, Oh, actually, my average score may be lower than I thought it would be, it gives them the opportunity to adjust that to be comfortable with where they feel they are and where they need to be. And then once you've gone through all of your answers and submitted, it goes off to a signposting tool that really calculates the difference between where you are now and where you need to be as a result, as a way of sending you landing that's relevant to you. So, it's a third-party product that we are testing at the moment to see whether it makes any impact in terms of engagement, and the learning that individuals then go on to take up. So, it will give you initial recommendations after which you can explore more if you wanted to do further learning. Now, the assumption really is will the tool be used at all. I mean, we do know from our discovery that even though people, users said we want a simple tool, we want one that ideally, we don't have to sign into, attractive, all of those things. The final line in that statement was and maybe you might have to mandate us to use it. So, in effect, it's very difficult to say that you've developed a tool which may be fit for purpose, but also people are going to use it because you know, you've built it with a user in mind. We also wanted to basically understand does it do what it says on the can which is very much is it giving individual users an understanding of the digital skills gaps, and would it provide L&D, OD lead or you know, Trust leads or whatever the organisation or the group is, that information about digital skills gaps of their workforce to support learning needs, and planning for future interventions. So, what have we got installed for the next steps really, so full rollout of the self-assessment tool by April 2021, into the whole of the health and care system. But also, we are focusing on terms of our roadmap to develop profession specific or service specific tools and various pieces of work have already started in those areas to understand that. And then thirdly, towards the end of this route map, we want to be able to map roles into digital competencies. So, if you are, for example, work in the NHS, you are, for example, a bank 5 nurse, what sort of digital competencies is expected of you, within your role to be able to deliver effective quality and safe patient care.

So, what have we done in terms of the specific workforce areas digital needs, we've been working with colleagues from you know, the British Psychological Society to think about digital competencies for the psychological therapies workforce specifically looking at AI opt in clinical psychology, and that work has been completed. So, it allows us to see what's specific for those professional groups. We've done a piece of work with the Social Care Institute of Excellence and British Association of Social Workers to develop digital competencies for social workers. There is an ongoing piece of work with allied health professionals as well looking at digital competencies for all 14 of them from two perspectives - what’s generic to all of them, and what's specific to the individual 14 professions as well. And we've started some conversations as well with a research group looking at digital competencies for the medical workforce, and certainly are in a process of doing a discovery to understand digital skills needs for the primary care and mental health workforce as well.

Digital into undergraduate curricula is another area that I have already mentioned that we definitely need to look at and have already started doing some work around that through our blended learning programme, which is very much around widening access to nursing careers, providing flexible, high quality training and developing digitally capable practitioners. We're also looking at placement and digital capabilities for allied health professionals and where digital really comes into play. And again, for medical, looking at our self-assessment tool. Not so much has happened with our pharmacy and dental colleagues.

Digital champions, again, is an area that we know does support further digital skills learning and local ownership. And as I said, we have looked at a number of areas or have done some work in in those areas. So, we commissioned a maternity championship, which has been completed and basically telling us what works for who and where. And we've done one as well, or it's an ongoing project, with social workers. What we really want to develop in this space is a resource toolkit to support individual organisations to understand the different models that are out there and what that means for their particular organisations in terms of uptake and developing digital championships.

So, signposting and technology and tools at the moment, as I mentioned, we are testing at third party to just to understand whether it's supposed personalization, engagement, and certainly the types of learning that people do. And commissioning and creating learning, we definitely have been working very closely with our library and knowledge services colleagues to really understand what's already out there. And with our technology enhanced learning team, again, who help us to think about how we commission new learning to fit the gaps. And we are looking to get a dedicated worker that really looks at our resources to make sure that it’s quality and it's up to date. But more importantly, are there curation tools in this day and age, if there are things that, you know, as Dr Eric Topol says, let technology do what technology does best and let humans do what humans do best. So, if there are tools that can support us to curate learning, then by all means we would welcome that. So that's a quick whistle-stop tour of what we are doing within health education, England. And if you need more information, we've got our links there links here to our website. Thank you.

**LG**

Thank you, Henrietta. And just so fascinating to see the parallels with the work you've been doing and some of the work that we've been doing in terms of those issues and solutions that you you're exploring. We have a couple of questions for you. I'll take the first one. So how will the tool be accessed by health professionals and how will they be directed to it?

**HM**

Very good question. So, as I said, the tool is currently being tested. So, the plan for testing initially is to start within Health Education England, Health Education England is working towards being a digital first organisation, which means that we are trying to get our own house in order before we go telling everybody else to get their house in order. But once Health Education England is finished the testing from next month, there are a number of organisations we've identified who already registered on their digital learning solutions platform. So, we will be sending communications to them, and working closely with our AHSNs in those local areas to support them to test then implement it. So, it's a phased testing, but it will come to everybody by April 2021.

**LG**

That's wonderful. Thank you. And a second question of what kind of incentives have you deployed to stimulate uptake and use of the tool?

**HM**

A very, very good question. So, the incentives - is a carrot first or a stick first! And it's been a difficult one, because unlike and we do know, certainly from the evidence that digital for digital implementation, you need the skills, not just the skills, but you need motivation, and you need confidence for people to use it. And unlike other programmes that you could potentially go down a mandatory route to get people, you cannot do that with digital. So, we are very mindful of that. And using a number of comms strategies, but also thinking about what's in it for me. I mean, certainly I am a registered mental health nurse didn't set off in any way to go into the digital world. But it's opening up lots of opportunities. So, I think the message for whatever incentives we're developing is very much at the messaging, which is very much enthusing our staff to begin to see what digital can do for them. So, what's in it for me, I guess, is the biggest incentive rather than anything else.

**LG**

And that's a challenge as you know that we also tackle with similar intent. Question asking a little bit more about your roll-out, if there's any more information you can share about the roll-out in general.

**HM**

Yeah, so at the moment, because obviously is a tool it's being tested and we are trying to be as agile as possible, and reiterate, you know, or review the tool based on the feedback, we are really looking at doing it in a in a phased process. So, in terms of our private beta, as I said, depending on the organisations, we do know that there are about 328 registered digital learning solution centres across the country, some are NHS organisations, some are CCGs. There's a whole range of organisations, but equally, we do know that there are other organisations who are not registered. So, we are starting off with the registered organisations because they know the platform, and this is an added product. And then as a result of starting with them begin to work with our AHSN colleagues to ensure that others who are not registered at the moment have access to the tool as well. So, we will definitely get it out into the whole of the health and care system. But comms will be coming in the next few weeks, basically, getting into the system as to what's coming.

**LG**

Thank you. And we have another question on how will the tool prioritise and not overwhelm intelligently signposts to learning.

**HM**

Oh, can you ask that question again?

**LG**

How will the tool prioritise and not overwhelm the signposting I think to learning?

**HM**

1:28:47

Okay, so that's a very good question. And I think that's what we are trying to achieve anyway. I mean, like everything else, we've got to test these things to see whether to see whether it does do what it says on the can. When I showed my screen, and when I shared my screen, you would see that the recommendations that it made was just 4 recommendations and any recommendations that it makes will be very much dependent on the profiling. So, the way that you have answered the questions, and the difference between your current skills and your skills needs. The tool that we are testing utilises a Netflix approach, which is very much if you use your Netflix a lot, you would realise that over time, the source of learning or the sorts of films you watch would make similar recommendations because you've watched this then you're more likely to enjoy that as well. So uses that type of approach really a. to get you the learning that's relevant for you based on the differences between where you are and where you need to be. But also, over time, once the tool gets to know your, the way that you learn, will start giving you learning for example, one-minute videos instead of journal papers. Or instead of 10 hours learning, if you're somebody that tends to go for 15 minutes type learning, then that's what it will be recommending to you.

**LG**

Thank you. How exciting. So, I think that is all the questions that we've had unless Katie and Janette, and we had anything else coming through the chat?

**JH**

Not so far. No, Lisa.

**LG**

Okay, thank you. In that case, I will ask one more question. Are you interested in the data side as well, obviously, there'll be data that will inform regions to sort of explore how to best support staff, I'm just wondering if it might be too early days, but whether you've had an experience yet of, of how that information might be used to, to better support the workforce?

**HM**

So, I mean, there are a number of ways that that data may be used. And probably I mean, lots of people on the call would have been involved in some digital maturity of assessment of a sort. And at the moment, I mean, as far as I know, there isn't any way of really getting a sense of the digital literacy skills or capabilities of the workforce in any way. And I see this as actually providing information for such assessments to say, actually, within our workforce, this is the data that we have that we've got, we have significant numbers of people that actually are digitally literate, because they've completed X amount of training. Also, I guess in terms of the data we're collecting, it gives you a good overview. If you are an organisation that employs numerous professional groups, it will tell you which professional groups are rating themselves higher in a particular skill than others. And so, it's those sorts of information that really helps for workforce planning, or at least digital skills learning planning, so that you can understand your workforce in a bit more detail and be able to support the individual or specific professional needs.

**LG**

Fantastic will really look forward to hearing more of it as the roll-out continue.

**HM**

Yes

**LG**

Thank you so much for sharing your journey so far with this. And do stay if you can, just to engage further with that with the chat and the discussion, but a final Thank you. Thanks very much.

**HM**

You're welcome. Thanks for having me. Thank you.

## Member stories

## Using Teams Group site to collaboratively support staff digital capabilities as part of the COVID-19 response

**LG**

Just bear with me while we just move on to our next session. So just before lunch, we have our final session. This is our community led session. So, we have three presentations in this section, from volunteers, from you in the community to share your experiences. And we're delighted to start with our first speaker FH, principal lecturer in learning and teaching at the University of Brighton, is going to share their experiences of using a Team's group site to collaboratively support staff digital capability. So, I shall hand over to FH. Do we have FH with us? We do.

**FH**

I am here, can you hear me?

**LG**

We can.

**FH**

Brilliant, and now. Lisa, should I share my screen? Or do you want to run my presentation?

**LG**

If you could share your screen? That would be great. I'll stop sharing mine and let you add yours. A bit of a challenge this afternoon of a seven-minute presentation. But we will have time for questions after each. So please do add things to the Q&A as we go. Thanks FH.

**FH**

Brilliant, thank you very much. Rather than just carrying on, I'm just pressing a few buttons to get rid of the little chat option that I can see which is covering my screen. There we go. Brilliant. Thank you. So, I'm here just to have a talk through a project that we started very much the beginning of the whole COVID experience back in February. And it's part of our kind of thinking about, you know, how we're going to support staff during this very turbulent period. What's kind of gone on through from then on, and how we're going to kind of deal with the sort of legacy of that time period. And what we're going to do with the resources and make use of the knowledge that we've gained from that time period. So, one of the key things that we wanted to highlight around this kind of idea of using a team site is its potential for, for really feeding into our bigger digital learning vision, which has been recently developed as part of, it was planned before COVID, it's now kind of in position, and we're kind of using it. It's been shaped by the COVID experience. But I won't go through the whole of it. But I wanted to highlight one of our key objectives, which is the bottom, which is about developing digitally fluent, and innovative communities, of staff and students. So, we're thinking about trying to put the digital capabilities work that we're, that we're planning, into that into that perspective of communities. So, this is one approach that we're going to be thinking about. So, when we think back to February 2020, we were in this position where we needed to create a kind of a place where people could go to find information, where we could share information quickly and easily. We were already starting to use Teams, as part of our institutional approach to and kind of community work. And so, it was the obvious choice for us to start using a Microsoft Teams site for doing that, in particular, we needed to lower the pressure on learning technologies advisors, who would be dealing with the kind of rush of support requests during this period. In particular, because during the course of the summer, we introduced Panopto, we introduced Blackboard Ally, we introduced a new student portal app, and we changed the name of our VLE. So, all in all, it was a very, very busy summer for our LTAs, and they couldn't respond individually to staff requests to support. So, this Teams site became very much at that the heart of that support service. We also wanted to use the Teams site as a way of kind of modelling good practice around kind of in a synchronous chat style support rather than sort of live Teams sessions. So that's the way that we have been using it. So, the aims were really about sharing information about allowing academic staff to post questions and for other people to answer questions. And as a way, underpinning this, is to think about how we capture good practice across the institution. So, we, over the course of the last. since February, we've accrued about 330 members and guests. So, a very large number compared to kind of how many people would engage with sort of staff development generally. There are five channels within that Teams site, the most popular are the general ones, the idea is for good practice, where people post both academic staff and professional services, staff, post resources and things that they found interesting. But mainly the questions and advice channel, where staff are posting, you know, things that they can't do, things that they're having challenges with at that particular moment that might be both academic staff, and LTAs, and members from the centre for learning and teaching like myself. Now, interestingly, we find that most of the questions are indeed posted by academic staff. And what's particularly interesting from our perspective, is that they're responded to by LTAs, but also by other academic staff. And this is what kind of set me thinking about how useful this can be where we've got a community of where academic staff are responding to each other's posts, giving advice and giving support. And then the LTAs come in afterwards with that technology support. So that to me, says something. Okay, there's something interesting going on there.

So, I don't know whether you're familiar with their kind of teams analytics, which are fairly basic, but you can pull out some interesting bits of stats. So, I did this at the beginning of October, looking at numbers of users. And, and thinking about that in terms of the ratio of the numbers of posts that we're posting, so users were 324 users, we've had about 166 posts, and comparing that to the numbers of replies that we're having for each post, maybe two to three replies, and lots of reactions so staff are engaging at lots of different levels. They're posting, they're putting replies in. And they are, they're reacting, they're doing they are liking emojis, they're cross face emojis, all of those things. So, in terms of looking at engagement, we can see, unfortunately, team, the analytics only do 90-day blocks. So, going back to July, and you can see that was fairly quiet over the summer, becoming increasingly busy as we started to introduce these new technologies. And of course, we headed to the beginning of the new term. And we can see there that there was a, this kind of peak around October has now started to quieten down. So, kind of the end of September and the beginning of October, were really that peak those peaks of engagement with nearly 200 active people on the site. And this other breakdown gives us another slightly different perspective, which I think is quite interesting, quite useful. Where you have these, these bar diagrams the dark block at the top of that is the posts. On that particular day, the number of posts there underneath that are the numbers of replies. And then at the bottom, the grey posts are the grey blocks are the reactions. So, we get a feel for what's going on. And you can see that peak around the fifth of October, if any of you use Panopto, you might be remembering what was going on at the beginning of October, that was when Panopto failed right at the beginning of our teaching cycle, and there was a wave of posts to the to the site. So, in terms then of our initial reflections on how this site has been used, and how it's been useful, the key thing is it has it has reduced the burden on our learning technology advisors. So, you know that in that sense, it's been extremely positive. The vast majority of the posts are about technology. And, and obviously, I've got my kind of dual hat on, I’m interested in both the technology and the kind of the broader pedagogy around technology. But we can use those that interests, that hook, to lead to more pedagogic advice and guidance being given to staff. What we're finding now as is, as the site's getting bigger, there are all of those posts, it's becoming harder for people to find information. And there are quite a lot of repeat questions coming up now. And part of the issue might be that this there is a search function, but it's quite hard to use. And it's not particularly effective. So, we're kind of thinking about, you know, ways of surfacing the information in there and grouping it in more useful ways and trying to get our heads around that. In terms of like thinking, or how successful is this been, we've got loads of new staff engaged in names, unfamiliar names to us, you know what I mean, where you as an academic developer, the familiar names are there. But lots of people who we haven't reached out to before are engaging. So, the problem is, it's hard to judge because in such a completely different staff development landscape, because obviously, all of our fingers around staff development are really much higher than they've previously been. But we think we've done a fairly good job of, of penetrating the kind of wider staff group. And we're still hoping to kind of collect some of that information around case studies and good practice.

1:43:33

So next steps, then. We're going to do some more formal evaluation as part of this phase of our learning at the University of Brighton, which we call digitally enabled learning. And we're going to use this model of community support where there's a safe space, it's easy to contribute. And there are different ways of contributing from posting, replying and liking posts as part of our approach as we go forward. Thinking about how we can use this sort of this particular kind of community approach as part of our suite of techniques around partnership about targeted courses, and around a kind of general how we can develop courses and students together. We've also got to think about the medium- and long-term future of this particular Teams site. Because obviously, that's we’re getting a dip in use, what we're going to do with it, how we're going to archive it, and how does it that fit into our kind of our approach to all of our different digitally enabled learning support resources that we have developed over the last six months. Thank you very much.

**LG**

Thanks, FH. And I'm sure a topic that’s going to run resonate with many using Teams. So, we have a question for you, how much do you curate the Teams site, shared resources can easily become a repository that becomes hard to navigate. Colleagues might not know what the difference different resources are good for, or why they might use A rather than B?

**FH**

I think we don't in a sense, we don't really curate the site. It's very much driven by questions and responses to that. And it's mostly that our activity is mostly going in and checking. So, we go in and check for questions. And then we post links to resources that live outside of that Teams site. So, we've got a blog, we've got a, you know, I'm going to say now, we've got various online resources, which have sort of mushroomed up in lots of different places, which deal with all of the stuff, both the technological, the pedagogical, the student facing stuff. And that's when I say what's the long-term medium to long term solution to dealing with all this is, we've got to rationalise that eventually. But really, the work of curation is not so much curation, it's about sort of monitoring and replying.

**LG**

Great, thank you. And one final question. Do you give advice on whether to @mention everyone or specific people or ask people to manage notifications?

**FH**

Yeah, we do. If we want to call someone in who we think might be an expert in something, we will @mention them. And we will. And we basically, you know, we started off by being fairly formal with kind of, and then by about August, September, it started to be much more, I would say, quite fun. And obviously a lot of people getting involved, just as a place to kind of check in with. And you know, okay, I've got loads to do today. I'm just going to pop into the remote teaching blog site and just see what's going on. what's the news, and putting these some fun stuff in. And we try to encourage that sort of more light-hearted approach. And so, part of that would be kind of calling people in and doing that kind of thing.

**LG**

That's great. Well, thank you very much, FH. That's been wonderful. And I’ll hand over now to our second speaker, BEH teaching and learning manager, at Coleg Sir Gar, who's going to talk about their move from crisis management to sustainable delivery.

## From crisis management to sustainable delivery

**BE**

Thank you so much. I too will share my screen. So just bear with me one second. And can you see that? Okay.

**LG**

It's just coming through. Yes, we have that now.

**BE**

Perfect. Brilliant. Excellent. There we go. And yes, thank you so much for the opportunity for us to be able to come and share with you today, our journey. And the last nine months have been unlike anything I've known before in my time within education. So, it's nice to have these opportunities to hear what all the different, which different places have done and look at sharing that best practice. And so, this is just a snapshot really of our journey from March 16th to the point at which we're at now. On March 16th, at nine o'clock in the morning, we were actually expecting our Estyn inspection to occur the next morning, so we were in full Estyn Inspectorate mode, at nine o'clock, by 10 o'clock, it had been cancelled. By 12 o'clock, everybody involved in teaching and learning, and the strategic development of teaching and learning and digital developments were in a room plotting a strategy to be rolled out at 4.30 that day, that is unlike anything I've ever experienced before. And, you know, I think we could all agree that sort of what this has done, you know, I mean, obviously, trying to extract positives from this, is the phenomenal development, sort of for the technology blueprints of organisations, it's been absolutely phenomenal. And I want to say from the outset, that everything that we've done has been absolutely because the staff have been so driven to make this work for their learners. They've been so inspirational, and we've been able to really challenge and push our digital pedagogy because of them. They've been absolutely amazing. So yeah, life as a thumbnail, I like to refer to it, is really challenging for many, many different reasons. And not just challenging for them, challenging for staff, challenging for those that are trying to run organisations. And I think you know, those early days were about getting used to being the thumbnail and I think now we've kind of evolved to look at how do we break the walls of the thumbnail? How do we break those environments down? You know, in order to really reap the benefits of some of this digital development. You know, one of the things we've been seeing in our organisation is that is that blended learning is not a sticky plaster for COVID, it might have started that way. But actually, there's some really exciting developments that come from, from digital pedagogy and the potentially is quite phenomenal. And that's very much been our focus moving forward. So just to give you a little flavour, our original strategy, back there on Monday the 16th, which feels like six years ago now, was to do business as usual. You know, and I know a lot of areas didn't take that approach. But this is what we felt was right for us. And we wanted to, the moment we went into lockdown, we wanted a business as usual, as close to business as usual as we could. And that meant full timetables being delivered. Being live as much as possible. We are across seven campuses, 50 miles apart at our maximum in southwest Wales, a windy and wet Southwest Wales at the moment. And our plan was just to keep all those timetables going and having our staff working through Google, which is the platform that we use to keep as many live sessions as much humaneness as much interaction as possible, because we knew for a lot of people going into lockdown, that isolation was going to be a real big challenge. And so, we wanted to embed as much teaching and learning with face-to-face interaction, where feasible and where possible. We had sort of an extensive network of technical support, which came from my teaching and learning team. I mean, we were on call, I suppose 24/7. And you know, the previous speaker referenced that sort of demand then in terms of that one-to-one support, and then we had our it technical support working as well. And that group, working cohesively together was really, really important so that we were bouncing ideas and making sure that staff had what they needed. And also, obviously, there were so many new developments and tools coming out and making sure that we were a step ahead to make sure that we were recommending the right the right things. And we put quite a big, I suppose learning support network in place in to ensure again, that learners that were perhaps having mentoring support, or perhaps were involved in counselling sessions, or had needed those dropping opportunities that all have that was still in place, that that was still something that could function, and that could be accessed, one to one support, as well. And obviously then supporting the staff to move all of their learning materials online. And we again, trying to keep that synchronous approach that was something we really felt quite strongly about in those early days was making sure that that wasn't that sorry, that interaction, live interaction was available, and that the activities that were being posted were as interactive as possible. And our library network was there, again, stressing that peer to peer interaction, we've got a virtual staff room, which we use through Google, we've got Google Currents, which was a lovely place to be sharing what was happening, sharing challenges, the stresses, the worries, and also, you know, being able to pick up on some of those to make sure that, you know, anyone that was experiencing an issue had support almost immediately. And, you know, assessment opportunities and feedback still being very much part of the teaching and learning. So, you know, those structures for effective principal principles of teaching and learning were very much embedded into what we were doing. So that was our starting point. We worked all through Google classrooms. And you know, one of our, we had many of the areas were experimenting with those already. And we had some areas that were very forward in but there were some areas that hadn't yet engaged with Google Classroom. So, there was a massive differentiation gap in terms of where our staff were. And so, business, as usual, was our starting point. And I'm really, we I think, when we reflect on that we're really pleased that we did that, because we got to learn so much. You know, it's very different to wrap up an academic year versus starting an academic year. And so, we had the opportunity to learn some big lessons during that period of time that we can address and sort of rectify for delivery come September. And I think that's something that we really now recognise the value in having done that, in the first point. However, key lessons from that, that it did give us a very solid foundation to start from, but it's not sustainable. That business as usual, because ultimately, this isn't usual, this isn't normal, and probably never will be again, you know, and we've got to look at extracting what works really well, what transfers well into that digital environment with a pedagogy first approach, and then looking at sort of where that leaves, I suppose what normal used to be. And so, it was essential. During that sort of June, July, August phase that we went from crisis delivery into sustainable delivery, how can we put a structure in place that becomes manageable, and we're still learning, this is going to be an ongoing process of discovery, really. And the second lesson that we took away is that online fatigue and digital exhaustion are real, real challenges. And I, you know, focus research work needs to take place in how we can navigate that. And we've got theories and ideas that we explored, internally of our organisation. But I also think on a much wider scale, we need to look at how online fatigue and digital exhaustion can be addressed, and sort of UK wide really to support people. So, our kind of ethos is that blended learning needs to be a balance of effective and interactive pedagogy that takes into account staff and learner health and well-being you know, sat at a screen all day is not healthy for anybody you know, that is something that we really need to need to explore. So, with that in mind, we started carrying out some extensive research into what makes effective blended learning, did an awful lot of reading, talking to people, networking, playing around exploring, and time and time again, these three concepts come up. The notion of time, the notion of space, and the notion of humaneness. These three components can really shape an effective blended learning environment. So, time, you know, how can we open up time, so that, that learners and staff are working out the best time for them, we had a member of staff who's recently left our organisation who carried out some research work into progressive learning spaces and an amazing piece of work. And she, as part of that, was talking to learners about when do they learn best, and at that particular time, and this data is from a couple of years ago, a lot of learners were saying I learned best at eight o'clock at night, that's when I learned best, you know, how many of our learners are carers, how many of them are working, because they're feeding that money into the family home. You know, so blended opens up that, and I should stress, I'm not suggesting we all work at eight o'clock at night and teach then. But by using digital tools, we can suddenly open out a whole new realm of when, and when learners are able to engage with their learning, which is quite exciting. And the digital space was really essential in thinking about, I think, in those early days, obviously, there was sort of a real drive on all new tools that started coming out. And I think you can get a little bit absorbed in this tool and that tool, and I can do this and this and this. And what we've been trying to stress with our staff is start with the pedagogy. Think about what is it in your lesson design that you are trying to achieve? What is the goal and then match the digital tool to suit that need. And I think I've spent a lot of time going into lessons over the last over the last four to five weeks and watching staff delivering online and those strong lessons are the one where pedagogy has come first with the tool to match. And so that's been really key for us. And then humaneness is my new favourite word. But that notion of you know, how do we break the thumbnail wall to have discussion. There's nothing worse in online learning and delivery, when you pose a question to a room, there's just these silent little thumbnails. So, looking at tools and techniques, and in the early days of the Google meet, we didn't have breakout rooms. So that was something we created our own system around that, you know, in order to be able to do it. And obviously it's now embedded. So how do we encourage peer to peer interaction? How do we keep that quality of you know, being able to read body language and all these different things as teachers are so important to us and what we do to ensure that there's a healthy learning environment? So, time digital space and humaneness are absolutely key to consider when you're thinking about how you're designing your curriculums.

So, from there, we then thinking about, you know, teaching live, every session, you know, if you're teaching 24 hours a week that is really challenging for me on online perspective. So, we started exploring different blended learning models and there are loads, there are so many out there. But what we did is we extracted seven or eight that we felt suited our organisation that were good starting points to give our staff a foundation of curriculum design. And the other thing with the models as well is that I think what staff found so challenging was that so much was out of their control and obviously as teachers we like to have things controlled. So, there were so many decisions, normal decisions that they couldn't make anymore, because it was dependent on, you know, the ratio of learners we could have on campus, or kind of protocols that have been set or, you know, particular restrictions that might be in place at any given time. I mean, prior, we recently just come out of lockdown. And we had local lockdowns before that they'd been running for a while. So, they're all these things that just were impacting our normal decision-making process. So, these models, these pedagogical models, were about giving some control back to staff giving them something to hold on to, so that they could make decisions about their teaching and learning. And we felt that, you know, that went over really well. And they were very positively received. And so, I won't go through the modules, but I've listed them on there. And I know you'll have access to this. And I've put a reference link on there as well. But they're brilliant. And station rotation I have to mention is the one that so many of us are using and is working extremely well. So, it was about supporting staff to find the elements that they can control in this very uncertain landscape that we were we were navigating at that time. So, what we did, then, at the end of the summer, is we rolled out blended learning training, essentially, you know, and this was built around a Blended Learning Toolkit. So, we've designed an in-house website, which is essentially, and I suppose again, it's like this, the speaker was saying before is that opportunity for staff to sort of, I suppose have a somewhere they can go, I mean, they have access to all of us, but to be able to go somewhere and sort of help themselves a little bit through this process as well. So, this is a one stop shop for everything to do with digital that's constantly evolving, and being added to but essentially, it has areas for the Blended Learning Toolkit, we work within the G Suite. So, each of these has a breakdown into all different videos. And as we make more videos, they get uploaded or staff share videos with us of things that they've done. And they're able to, to upload them. And we've also got then sort of more sort of like apps add-ons and extensions that sit outside of the Google suite. So again, as new apps are developed, we explore them, we look at them within teaching and learning and then they are added to this site. And it's a really lovely place actually, in order for staff to have a bit more sort of ownership and resilience over their own learning, essentially. And we are finding that people at this stage now are becoming a little less panicked when they're sort of asking for help. And you can sign post them which is which is really great. And, and sorry, one second, there we go. And the other thing, obviously, you know, there's lots of emphasis on professional learning. And we, you know, as an organisation will often do a CPD day, and throughout different terms where everyone comes together for the day, but we felt for digital, that wasn't quite the right approach. And it can be really overwhelming when you're learning new digital techniques. Especially if you're getting several in one day. You know, you're maybe thinking about teaching the next day and all the other things that you've got to do. So, what we're doing this academic year, and we'll be keeping going actually, is we now run weekly blended learning training sessions, which are essentially small bite sized chunks that we've got seven a week. And it'll be on all different tips, techniques, methods, pedagogical ideas, that learner, that the staff can come to, and it's all online. So, they all work together across our seven campuses, which we were really excited about. And the content of that weekly training comes from, from staff feedback as well. So, they will tell us what they would like to see in that training session. And then all of these training sessions have the option for a one to one follow up. And there's just the data there to show you that the response to that has been so positive with 96.5% people saying that it's helping their confidence. And we've had really lovely feedback on that. And again, just to finish my little bit, this is kind of where we're at now. It's quite a long list, I suppose. But what's really lovely is that because I think we went for that business-as-usual approach at the beginning, and because of the way the staff are just running at this is that we can now look really deeply, you know, sort of best practice within blended learning but also starting all those other elements of online, online delivery and sort of you know, EV, IV all these things. So, this is this is our next step. And this is what we'll be focusing on next. Thank you very much everybody for the opportunity.

**LG**

2:04:50

Thank you. And wonderful to hear your learning from that journey. And we're just a little bit running over so I'd suggest that we do a three question questions in the chat. But we'll aim to maybe pick up on those after TVAs session and pick them up there just in case people want to head off for lunch at the allocated time. But please do respond to any questions in the chat if we don't pick them up before.

And so just to our final speaker, TV, senior educational developer, digital education at the University of Liverpool, who's going to share their approach to exploring disciplines and digital capabilities. Thanks.

## Getting to the heart of the discipline: enhancing digital capabilities in the curriculum

**TV**

Yes, so thank you very much. And yeah, I'll crack on. And so, when, when I, I'm going to talk about my doctoral study, and I would like to call you to, you know, think of your discipline that you perhaps associate with your background, or the type of people you work with. And I would love to hear if some of the things would resonate with you. So, in my doctoral study, I was asking engineers, academics and students and practising professionals about the digital capabilities they were developing. And then their first response extended to be perhaps because of my job of, you know, we use the virtual learning environment we use, Turnitin, and that's so on. And that was fine. But I was really hoping for more fruitful conversation, really get to the heart of what it was about engineers and their use of digital technologies. And so, in this short talk I hope to offer some insights about what I found about engineering and also share the approach that I have found useful to facilitate these discussions. So, I used the Jisc framework, to tease out the digital technologies that engineers and students were using as they were going through the university study. And as you'll find in the next, in this slide, what I found that in terms of engineering practice, there was a lot of use of technologies around the digital problem-solving area, simulation, and modelling, and also around digital collaboration and communication, and also in information and data media literacy. And it's not to say that the technologies weren't used in the other three areas. But these were the ones that tended to be prominent or prioritised in the modules and programmes that I was exploring. So, what is again, the question we might ask is what is specific about engineering that will present us with this quick and visualisation. And so, I really needed to find that disciplinary perspective to make sense of this. And this was Schumann's concept of signature pedagogies. And I don't know if you've come across this, but Schumann was looking at professionals, engineers, medics, lawyers, and looking at the distinct ways or the signature ways that they were educated into becoming these professionals. And I suppose in my thesis, I was trying to find out, if how, you know, using this concept to make sense of what engineering and the other discipline I was looking at is, is management. And Schumann identified three dimensions of signature pedagogies implicit values of the profession, the deep structure and the surface level teaching or learning activities. And I don't have really time to go into exploring all those, but I thought I'll share with you is a poem and which I used on for my interviewees words, and really these two first stanzas illustrate signature pedagogies I think quite well. So, you can listen to another rendition of this one, when you look at it on back but I’ll just read it for now quickly. So, the open boxes, pull things apart bikes, treatments, spark plugs, cars, we simulate a model with graphs solve problems with applied maths, we collaborate from day one on all things complex and human. We draw on global resources, join forces, just like in the real world. So, what you can see from this stanza now, we cover the rest in a minute, is that engineering is a very collaborative profession, and they are solving real-life open-ended problems. And yes, so we are using science and applied maths. So, what then I, I found looking at the other disciplines as well, that really the discipline the digital capability elements that were prioritised and reflected the signature pedagogies of the discipline. So, if you look at engineering which has teamwork and collaboration as one of its core values. And accordingly, the elements in the framework dealing with digital collaboration and communication tools was one of the more prominent elements in the curricula and in engineering practice. And this was true in the other area in management as well. So, in terms of what I was then able to do in my study is come or describe signature digital capabilities. And that was very much needed as well because Schumann coined this concept in 2005. And even since then, there has been so much technological development like social media, and other disciplinary advancement that needs to be accounted for. So, in terms of just to pick out for the purpose of today, simulating and modelling with graphs, so various engineers used to work in workshops, developing manufacturing prototypes, testing them, and then creating the final product. Now the whole process is happening on the computer, even in terms of simulating the delivery of the actual artefacts, when they deliver them to whoever might order those designs. And the other thing, this picture aims to capture in my studies is that usually you see engineers around the computer. So, it's not an individual, but very much a team collaboration. And finally, I was also looking at the approaches that curricular had in terms of developing students’ digital capabilities at the university. And the last slide there, reveals that. So just quickly, so although CREO, CAD tools are core, so these are the tools that students have to learn, you don't need to be the master of all after baptism by a five-day wildfire, which is actually a technology and it's something that happens a five-day crash course in first year, fight your way through the digital mire armed only with this and the need to enquire, just like in the real world. So very much the approach for developing students was not training them in particular software or skills but immersing them in authentic tasks. And then seeing how these and supporting them with IT and technologies if they get stuck. And this is what is meant to then mirror what they will encounter as practising engineers in the real world. Because no one, you know, they won't necessarily have time to go on a training programme, but they will need to just pick up where they left it. And if I was to share some pragmatic, so I've shown you a little bit of my findings, but what I wanted to see, and show is that the research process is also an outcome of the study. That was this dual lens that helped me and in particular, these two question areas that have those conversations or fruitful conversations, particularly the second one was a really good catalyst. So rather than asking what technologies but looking at, it's the significant, significant digital developments that have transformed or disrupted their field in recent years. And that was helping me to get those conversations. I mean, there were other aspects in in the process, but this, this is what I wanted to highlight. And then finally, there is some implication to practice if you want it to have a look in terms of general curriculum design. But just to take away because I don't have really time to go into it, is that what I was arguing or trying to show you that it's the combined framework with the signature pedagogies and digital capabilities, that was a fruitful way of having, you know, getting to the heart of what it was about the digital use? And that this needs to be a co-creation process. So I was, yeah, so I think that that's the conclusion I wanted to share with you now. And I would love to hear what you know if anything resonates or is definitely something I would like to keep exploring in other disciplines. So that's it briefly. Thank you.

**LG**

Thank you, Tunde, and certainly seven minutes isn't enough time is it really to dig right into the depth of everything you've explored there. But I'm a real love, I think of the poetry approach to capturing themes from the comments in the chat. And so, are there any final comments? Thank you BEH for picking up all your questions from the Q&A. I think we have one coming through, Tunde’s disruption question is a good one. I'd be interested to know what it was in the education or experience of the academics that made it easy or hard for them to acquire mastery in these disruptive technologies. Most of us were never trained to learn the new texts that come on stream.

**TV**

Yeah, it's I mean, it's I wasn't necessarily asking for disruptive technologies, but thinking about their discipline, you know, what was it, any exciting developments. So, you know, in I mean, it was interesting because in, in management, you know, simulation games, and aspects like this that are happening in the field. And then, and I mean, to be honest, I did the study before Covid. So, it would be interesting to see how the fields have also then moved on since then, because it was about, you know, any developments that then, so for instance, in the engineering example that I mentioned, the idea that you don't really have not anyone who, who does prototyping, you know, on physical artefacts, but everything happens online. And that then disrupts and changes the skill sets of the engineer. So there used to be technicians who then helped with the manufacturing and the trying things out, but now they are almost getting upscaled, because of those simulation skills. So that is a slight disruption then in terms of the skills and the processes that are happening in the field as a result of those technologies. So, I don't know if that answered the query, but we can continue that. Thank you.

**LG**

Thank you, we’re just a couple of minutes over. So, we'll draw this to a close so we can have a proper lunch break. But just time to thank 1. you all for staying with us throughout the morning. And secondly, just a huge thank you to all our presenters, colleagues from the University of Derby, and Henrietta from Health Education England, and our three volunteers. So, thank you again, we're now breaking for lunch break. We'll be back at one o'clock, and we'll be picking up with our second keynote of the day focusing on our digital experience insights teaching survey findings, please go away and have a good break and prevent any online fatigue, thank you Bryony, and we'll see you at one o'clock.

## Findings from the 2020 digital experience insights teaching staff surveys for HE and FE

**SK**

I'll be handing over to Ruth to introduce our next session, when we'll be speaking about our teaching staff experience insights.

**RD**

Good afternoon and thank you all for coming back. I hope you've had a lovely lunch. I'm really excited to announce our findings from the teaching staff data that we collected in the last academic year. I'll kick off by introducing the service. This now includes the four surveys. I'm sure many of you today are familiar with the digital experience insight surveys, but for those of you that are new to it, it's a set of surveys that has grown over the last five years now. We started off with the student survey, then the academic teaching staff survey, and new last year was the professional service staff survey. New this year, we're launching the researcher survey. So, we have now have the full set of surveys to cover all staff working in a university or a college. All of the surveys are divided up into four similar themes. Sarah will talk about those four themes in more detail a bit later on. The purpose of all of the surveys is to collect actionable insight information about the users; the staff or students experience of the digital infrastructure, and for their teaching and learning. As several of today’s presenters have already mentioned, it’s very important to gather evidence and data to back up the rationale about why you're doing something differently. And so, this is really important data that you can collect about the users experience their perception of the digital experience along with other data sources that can be used around that, how are they using the digital environment. So, these surveys are about why that people are doing what they're doing with the environment and what they think about it. And so, this is really important to help you baseline where you're at within your organisation. But also, if you use our surveys, you can compare your data with other universities and colleges within the sector. So, you can benchmark your data. And that's really important for informing your digital strategies. Over the summer, we've been busy working on the survey questions and refining them to adapt to this current situation that we find ourselves in where everybody is having to work remotely off campus. We've refined the questions to talk about the last two weeks’ experience so that institutions that run surveys can understand what the perception and the experience has been like in the immediate past. You can act on it in real time and better support your students and staff. We've got links there if you're interested to find out more about how your institution could participate.

As with the student survey, we have analysed the Teaching staff data by FE and HE sectors, so there is a university report and a college report. This is so that we can highlight the key findings from the data. We also provide the full question by question analysis. All of these three reports should be available in the near future. And they'll be available from our website, and the link is there. And that will also be put in the chat in a second. So, what does the data actually been telling us about the last academic year? Now I'll hand over to Sarah know who will go through the data.

**SK**

Thank you. And as you have seen some previous slide, we are launching the reports on the 23rd of November. So, you are in fact getting a sneak preview of the day. And it is embargoed until the 23rd of November. So, if I could just ask you not to tweet any findings externally for this session, that would be appreciated.

Looking at the data that we collected in 2019-20 academic year, we have 2637 responses from our university colleagues. Of those responses 52% were collected before the 23rd March and 48% after 23rd March. 14 different university who took part.

Looking at the equivalent finding for colleges, we had 2685. So very similar number participating from 26 colleges that took part. And interestingly here we've got a large proportion of the data that was collected on or after the 23rd of March. But a useful consideration when I'm talking through the data, to think about the last experiences in those different situations, although attitudes and perceptions do take a lot longer to form. There are some interesting differences when we analyse the data pre and post 23rd of March, which are a little bit more about towards the end of the presentation.

As Ruth mentioned, we have got four areas that the survey is that are split up into. And I'll be talking through the key highlights from each one of those themes in a bit more detail. Now, as you can imagine, there is a lot of data that we collected and a lot of qualitative data that we analysed as well. More details from the reports are available next week from our question-by-question analysis report, which goes into more data than a summary publication we'll be doing.

If we think about the one which was asking teaching staff about their experiences in using technology, there were some interesting findings that were coming through from that theme. And one of the areas that we always ask our staff questions around is what organisational devices do they use to support their teaching? as Ruth said, we have mirrored the questions across both staff and students. Because that also gives us in very interesting comparisons where we have organisations that are running those surveys concurrently. You'll see that for the purposes of today's presentation, I have put the HE and the FE responses on the same slide. Not always to do a direct comparison, but more just about the 16th notes of the presentation. We will obviously have reports on those findings separately for the purposes of the publication next week. Here I think we are interested today that there is a very equal split between staff in both sectors using desktops and laptops, and tablets for their teaching. And it's interesting though that there are some staff that is saying that they don't use any organisational devices. And possibly there, they may be using their own devices in order to access some of the system. So that, again, is local level. If those responses and institutions that were running survey, that would be an area for further investigation.

**SK**

A question around assistive technologies. But of course, with the accessibility guidance and guidelines that have changed and come in with new legislation, it's really important that all staff are able to use those technologies that can support them in having an inclusive experience with their teacher with their technology and their teaching. And there's still quite small percentages of staff that are using the heavy assistive technologies that we are asking about in our surveys. And for our survey purposes, we do ask staff, whether they are using a range of assistive devices, including screen readers, dictation, alternative input devices, and magnification. And what's interesting there, I think, is the differences perhaps between FE and HE in terms of the guidance that they do receive, we're seeing that irrespective of whether it's our technology, still quite a low percentage of staff saying that they were offered or can access that as support for the use of devices. So again, thinking about the technologies that always messaging now built in, so many of the software packages that we use today, a lot of those applications can make the software easier to use for all, not just for those staff that may require them, from a disability perspective. So, we also asked around attitudes and confidence in using technology. And it's interesting to see and pleasing to see, I think, that both in HE and FE 95% of teaching staff saying that they were enjoying trying out new and innovative technologies or were comfortable in using mainstream technologies. Obviously, the sample of teaching staff that we were surveying, perhaps were more comfortable in using technology within their role. And although the confidence question did throw out a few different areas, and we are barely seeing only 72%, 70% of staff were either very or quite competent at trying out new technologies. And of course, there are some of them, said that they were not at all confident in using technology or perhaps preferred not to use technology unless they have to. And of course, in light of today’s conversations of what we've been saying that is perhaps no longer an option forced on as they do or need to be aware and using technology not just in terms of their own use in their role, but also more importantly in their life as well. So here we have some quotes that are coming through from our qualitative analysis in teaching. And I think they're looking at the expectations really that essential tool for staff to do their work they are not expecting or not wanting to have to purchase their own personal devices to access that they need to use staff skill as most quote from an FE teaching staff member of staff development skills by immersion in new technology, and enabling them to make better use of the tools they have, and to ensure that they can access the software and hardware that they need to develop those skills.

Moving on to technology in your organisation. And here again, these questions mirror the questions that we ask our students. Interestingly here, as is the case from previous years, students tend to rate the quality of organisational provision much higher than staff. Here we had 61% and 53% of teaching staff that rated the quality of their organisations digital provision of good excellent for best imaginable. And there are some interesting parallels as well in terms of sensitive there for teaching staff they have access to reliable on campus. And those numbers there are similar to our students’ responses that we received by both FE and HE and show that there are still areas of investment that are needed, particularly in relation to access to essential services. Therefore, for the teaching staff, the question there about agreeing where organisations can enable access to online assistance from anywhere is also important in terms of recognising, particularly with remote working and teaching, access to those systems is essential.

**SK**

And again, fairly lower percentages of staff who are agreeing that their organisations supported them to use their own digital devices. Yes, if they have access to all the organisational equipment, they may not need the supports to their own devices. But where there are additional needs, that is still important. So, you know, without the investment, in addition to these issues will continue to impact on the ability of teaching staff to use technology effectively in their teaching practices. And that was a theme that was published through this particular question, which is picking up on perceptions and experiences of accessing technology and teaching spaces, equipment and software resources. And generally, this question does tend to capture the fairly known levels of percentages in terms of positive responses over the past two years, where again, we are seeing a fewer number of staff that are agreeing that the software available for teaching was industry standard enough today. That that is important if we are looking to ensure that our students have access to the thoughts of systems and technology that they are going to be using when they move into the workplace in order to prepare them for it to be digitally ready. We are also thinking that teaching spaces, fairly low percentages of staff are agreeing that teaching spaces are well to find the technology to use. And that appears to be a consistent theme across our discussions that we have each year. And thinking about ways in which technology can be more seamlessly embedded within teaching spaces to ensure that digital is not an optional extra, but very much embedded within the learning environments that students are experiencing. We always enjoy the analysis of the free text questions, and particularly this one, where we're asking staff to identify any apps or platforms that they've used outside of their traditional learning environment or the virtual learning environments that institutions are using with their students to support student discussion or collaboration. and here we can see no surprises, perhaps in the responses that we get back from both HE and FE come very strongly identifiable terms coming through there. But I think it also does show interestingly, the breath of tools and systems that staff are using learning environments, you can see there is a wealth of different apps they're being referred to. They're really interesting that are coming through. But looking at going into a little bit more detail around how teaching staff with using the tech environment, and in particular, setting additional activities for students and looking at ways in which they are using the different features of the learning environment to engage with students. Now this question is asking us to start to think about what are the three activities they have separate students in a learning in the last week? Here we see is the mixed responses coming back, worryingly, 63% of HE and 38% of FE teaching staff, tech itself is nothing new. In other words, they weren't looking at using the learning environment, that classic work and to look and support them or the moderator discretion or to use it for cutting any investment work. And so, there are areas there which would perhaps expect teaching staff to be using more features a VLE environment to enable some of that collaborative work to happen with students that could not attend. And when we look in a bit more depth for additional expertise in theme three.

**SK**

Unfortunately, despite all the work that we have been doing, going back to 2013 for this particular piece of work, digital student work, staff don't always agree that they have an opportunity to be involved in discussions and developments around digital environments. And I think, hearing what we were hearing this morning from the University of Derby, where partnership is a very strong theme between engaging staff and students in developing the digital environment going forward, it's something that we really had hoped would be an aspiration of this work as a service, is to really ensure that staff and students very much feel part of that process that can conform to their ideas, and can very much ensure that they are feeding in regularly to the developments that institutions are doing. So that's an area that certainly would need more consideration going forward. So, moving on to theme three, and I'm picking a little bit more detail around technology in your teaching. And again, a quantitative and qualitative questions were included in the theme, which we'll touch on in a moment. And but importantly, looking at the initial question of asking staff to rate the quality of additional teaching and learning that they that they felt they were able to offer within their institution. And within nearly 60%, of HE and FE teaching staff wrote that the quality of digital teaching and learning as good, excellent or best imaginable. There are some interesting figures there relating to the use of online teaching, developing online teaching materials for their students. And also, interestingly, and I think that is one area where we may see a big increase with the coming year survey data, when we're asking staff around the use of simulation and virtual reality, versus entities there are very low. And we know of course, in the current context, that is where technology can play such an important role in ensuring that students are not missing out on their real-life experiences of field work or lab work. And they can still offer some contribution in terms of that area of work in relation to having the virtual experience. So that's certainly an area for more developments. So, looking at the qualitative questions in this theme, and once again, interesting to show through the word clouds that are on the screen, is looking at the digital tools, and apps for teaching, that teaching staff find really useful for teaching and some similarities to the word clouds I was showing earlier in relation to collaboration. But showing that there is a very strong theme coming through there, especially with the move to remote teaching and experiences of learning for students, we're seeing that there was a lot of emphasis there. And so, if those systems that enable that presentation, the virtual presentation as we're doing now to come through, and there was also quite a lot of emphasis for tools that are enabling collaboration, and also tools that are enabling assessment, and quiz tools are coming through quite strongly there. But again, there's a lot of variety of tools being recorded there, which does show the complexity, thinking about how we support staff and students on the use of those different tools. Digital competence and capability is very important in that.

**SK**

Now, this is why I was saying earlier about returning to the questions around what staff were doing in their teaching with additional activities that they were setting. And we've got consensus of teaching staff here who said they carried out the following activities weekly or more frequently. So again, there are some interesting differences here, and certainly between sectors, but also thinking about the types of activities that are asking the students to do. We can see there that those percentages around working online with learners, there is quite a big distinction there between FE and HE. That may be in part due to the data being collected, a larger percentage of the FE data being collected, post the 23rd of March. I'm also thinking about the potential of staff that are giving digital feedback to learners. Looking at those staff that are working with students on data analysis, and again, fairly low numbers there I think, which is a viable chance of using digital support live quizzes or polls. And in their learning questions, learning the one thing questions are always interesting in terms of looking at the qualitative responses that we get back. And here we are asking staff what one thing your university or college should do to improve the quality of digital teaching and learning. We coded a representative sample of HE and FE responses. And there were some common themes coming through. On the HE side, a third of the responses related to asking for training and support in the use of digital back again, came through quite strongly as well on the FE side in relation to 21% versus functions relating to software development and training. There was a percentage on the HR side that related to software infrastructure and systems, better access better support, in order to be able to access institutional systems and other areas relating back to institutional culture. We can never get away from time and that does come up again. And one of our questions as a theme for in terms of time to innovate time to practice time to develop their skills. I'm looking again at timetabling and organisational culture coming through there as well. So, on the FE side, I think just to pick up going back to what we were saying earlier, we're seeing and seemed to in relation to access to organisational system. But there were a lot more comments on the FE side in relation to access to systems to reliable Wi-Fi. And that ties in with those defences that we were seeing earlier. Add two quotes there that I think show the importance of supporting staff with their development of their digital access, and the importance of learning technologists to work with staff coming through and to work with academic steam teams about the development of their practice looking at their learning divine support for curriculum design. And, again, the comments there from FE staff, looking for the opportunity of being able to develop practice to look at not solely thinking about becoming proficient in the use of technology. But looking at that application to the pedagogic benefits of using the technology and applying that to practice. And that's the theme that comes through in looking at the last theme, which is around developing digital skills of our teaching staff. Here again, the quality question relation to the quality of support staff received from their organisations to develop their digital skills, and a fairly low percentage of positive responses here.

**SK**

It's important, I think, going back to what we were saying earlier that there are opportunities to start to feel they can contribute their ideas, their thoughts, their requirements. And that quote there from HE teaching staff you know, reiterates that in terms of looking at ways in which they can identify the digital skills that are needed, and look at where the support is available, and how they can develop their practice further. And the question there, are some questions that relate to organisational support for teachers to develop better skills. And here, we have got some fairly low experiences that are coming through both FE and HE, in terms of the importance of receiving guidance around the additional skills that they need for their role. And that's also quite a critical question that comes through in our student surveys as well in terms of students also saying that they need more guidance around the skills that they need to develop on their course. And equally as we heard this morning, it is important for start from to be able to self-assess their digital skills after hearing from Henrietta with the workers in health education England are doing in recognition that in order to be able to develop your practice, you need to know where you're starting from and you need to know the areas that you do need to develop further. I said I'd come back to time with this some of the feedback we were getting from the qualitative analysis side. Yes, that's sort of reiterated here. By saying that they do need time to explore digital tools and approaches and share best practices. And I think that final point there relating to reward and recognition is the critical one, if we are going to truly embrace digital for all staff, there has to be that link and recognition with continuing professional development with staff appraisal with engaging our human resources department. Because that is a driver for change that is there to ensure that digital is a part of staff professional development, just as keeping up to date with subject discipline, specific knowledge and expertise, digital has to be an important part of that. Looking at some of the organisational support around some of the other aspects that touch on digital, we can see there that teaching staff felt that they were kept well informed in relation to keeping learner data safe. And little bit related to data protection, we can see that there is sort of an increase from last year around staff being more informed about equality, and accessibility legislation. And that ties in of course, to the new legislation that’s come in, on data, copyright and licencing, we would expect teaching staff to be familiar with in relation to how they use references materials, both in the development of their own materials for their teaching, but also in ensuring that students have that awareness as well. But then we can see some sort of stark differences coming through as we look at the last three bullet points on there in relation to helping students stay safe and behave safely online. For FE, obviously, there is a duty of care, there was more violence, younger learners, and only 20% of HE staff felt they were informed. And particularly in the context that we're working in now with so much of our time is in both the students and staff of online, we need to ensure that we have got those mechanisms and approaches in place for students to draw on in terms of faith behaviours, and ways in which they can maintain their digital identity, keep their digital identity safe, web etiquette, etcetera.

**SK**

And equally, some low percentage is there in terms of health and well-being of the technology user. And picking up in her presentation before lunch, that there has to be that recognition of digital fatigue, the constraint on culture, that we have in terms of always being there to be available for email, and all the different channels of communication that we are now using every day. And lastly, I think looking at being kept informed around innovations in teaching and learning. I know you've all taken time out today to come along to this event, which you know, is a sacrifice in terms of all the other things that you're having to do at the same time and multitask. We're doing your day job as well as listening in today. So, you know, the going back to well-being there is more and more requirements being placed on us now that we are working in this truly online way. Now one of the things that we did more depth analysis on was looking at where we could see any changes in the responses to the survey questions for both the data that was collected prior to the 23rd of March, and then on after the 23rd of March. And although these are subtle differences that we are seeing, and more in-depth analysis that needs to be done to local levels and pick some of these changes, it does give some indications that there are some moves in a positive direction in terms of staff attitudes, confidence, and importantly, increased use of digital in their teaching. I've just picked out a sort of a selection there just to show some of the rises in the percentages there in relation to increase the use of digital and particularly I think looking at the one around frequency of digital teaching practices weekly or more, that there was a rise in the agreement that benefited them. It was working in terms of working online with learners, looking at increased digital feedback, use of live polls, and also rise in the number of staff that were saying they were teaching online and then leave. We're looking at the FE teaching staff again, there were some similar positive moves in terms of increased agreement rating, but we are starting to see that. And to begin looking at frequency additional teaching practices. So certainly, some interesting indications that practice, although very sudden, and very unexpected, was showing a real shift into digital post 23rd of March. So, from our analysis, and from looking at what the data is returning to us, there are some themes that are coming through quite strongly, both from these quantitative but also from the qualitative analysis that we've been doing. One cannot get away from the importance of strategic leadership. I think that came through very strongly in this morning's presentation from the University of Derby. It's a theme that's coming through very strongly for Jisc *learning and teaching reimagined* work as well, and also in terms of shaping the digital future for FE and skills that there has to be and there is that realisation now, that digital is no longer residing with those that has it in that title, there has to be that leadership at a senior level. And it has to be embedded within a digital strategy and vision for colleges and universities as an essential part of off the offer. And tied into that is then the importance of ensuring that staff have the digital capabilities and confidence in order to design digital into their digital practice. And in order to ensure that there is that alignment with the benefits that technology offers, with the learning outcomes that we want our students to achieve, and the pedagogic principles that should underpin that, in order to offer an excellent student experience and student learning experience for students.

**SK**

There is an investment needed in addition to environment and infrastructure. And we're certainly seeing the challenges around timetabling around learning spaces, around access to devices, for staff and students within the different scenarios that our colleges and universities are working in at the moment. The ability to be able to design a timetable where students are coming into college or university for some of their time, studying remotely, being able to access laboratory spaces, workshops, it's a very, very challenging time. And of course, you know, the digital environment needs to be flexing and adapting in order for staff to be able to fully utilise the benefits there.

So as Ruth said, the full report in terms of the summary publications will be available and launched on the 23rd of November, we will of course share those links with you and do some follow up email to all our mailing list to when they are going in line with the release and do also take some time to have a look at the question-by-question report. And last but I know that the team; Clare and Mark and Samantha, have worked incredibly hard into looking at delving into the data and looking at the analysis in more depth. So, for those of you that are interested, please, we do hope again that these findings and the report are drivers for giving new evidence within your own college or university to champion some of the themes that you are working on with your senior leaders. And we hope that those of you that are running the surveys in the coming year will also gain and gather localised actionable evidence to inform the digital development and strategy that you're undertaking. So, I'm going to pause there and then turn back to Ruth, just to see if we have got any questions coming up in the chat. And in the question panel as well.

**RD**

All right. Hi, Sarah. That was really great presentation on our data. We've had lots of discussion in the chat. And we have got one question. I think some of that sort of sort of summarises really some of the chat really is about following on from the comments that you're making. It's then the *so what can institutions do with this information and data*? And it is certainly about having those conversations about your institutional strategy and how this data fits in. What does it tell you? And so please do carry on those comments and put questions into the chat panel if you've got any more now. I think one of the things that has come out from some of the other security type webinars, is about with the move to remote working. And your point about personally owned devices, especially compared to organizationally owned devices, is the need for security. You have to apply the same security to your data and devices at home as you would do in the office. So, if you've got things in place in your office so that the people walking by can't see your data, you need to also think about that in your home location. And so, it's things like that, that some of this data can tease out the sort of follow-on actions that need to be taken. If you've got your own device, what does that mean in terms of data security? And but great to see that staff are aware of those sorts of issues. And we've got one question in the panel that I can ask now. So, if I read it out, it's from [participant], and he asks, *on technology and platforms being fit for purpose, or not, all four of the leading VLEs have their drawbacks, am trying to be diplomatic. How can staff and HEIs and Jisc collaborate to build a proper virtual classroom? VLEs have not caught up with modern pedagogy and blended learning. And yet HEIs are expected to use them for this purpose.* So, would you like to respond to that?

**SK**

If we had the answer for that, I don’t think we’d be sitting here, would we Ruth. I mean, I think the challenge there is not about a tool, not about the platform, it's about encouraging staff to think about creatively, what they are wanting their students to achieve. We know that when we're in the workplace, we are all having to use different systems, different tools to do different things. And it's far more important that we develop the digital resilience and confidence, both the staff and the students to be able to navigate their way through different systems because no system is perfect. It's more about being very explicit around what you are using those different tools and platforms for and what you are expecting them to do. I think we are seeing, as we saw from those words, a shift away from thinking there is any one institutional tool that I'm going to be using with my students, just seeing the breadth and the depth of the different tools and software that staff are using with their students. So, we know that that's replicated when we've asked them the question to students around the tools that they use outside of the institutional environment. So, it's messy, there is a blend, I think of the different tools and technologies that we are seeing now. But I think it's really important that we can be explicit to our students and to our staff around giving them guidance around, which if we do want to do collaborative work with our students, what are the tools and software packages that we could be using to support that? If we're looking to do assessment what are the different tools and technologies that we have access to that can support us with that? And I think going back to your notes there, Ruth around security and making sure that, you know, we all are using tools and systems that meet those compliance regulations that we have to abide by, in terms of data protection in terms of ensuring that we're keeping our students you know, safe. So, I don't think that there is an answer to that. I think it's, you know, we could be here the next 20 years developing a nice, new, consistent virtual learning environment that by the time we finished it, things have moved on. It's really focusing back on, as I always say, less on the tool and more around the pedagogic practice that you want to develop and design to enable your students to learn effectively and to develop the skills they need for a digital workplace. So, if you want to add anything, yes.

**RD**

So there's a bit of discussion, there [between participants] about VLEs and about the pedagogy, you know, which comes first, but I think the point that they're making there is about the broadening out of functionality, you know, so I think some of the earlier presentations mentioned about context, as well as pedagogy is really important, and so are the tools fit for the purpose that you want and the conflict between having enterprise-wide consistency in the course provision, compared to the local context, and having that flexibility and agility to do different things with different cohorts of students ,may be needed as well as in different subject areas. I think there are lots of interesting challenges around that, you know, what the data is saying and how institutions respond to that, and that's why it's good to have, as Derby University was saying, a sound strategy and vision and direction that you want to move in, so that it's easier to make decisions based on the data in that strategic context.

**SK**

I think just to pick out from the chat as well, I think, yes, it is about partnership. I think it's, you know, certainly the work that we have been doing with some organisations, they want to be able to work with institutions to ensure that what they are developing and what is developed is being utilised effectively and fully. So, where we're seeing partnership between staff and students and thinking about the use of digital, I think it's also stressing, you know, that there is there are still opportunities to engage with providers on these different platforms and solutions, and to look collectively at having that dialogue with users. It's trying to bring all of that together. And move our shared understanding forward from the viewpoints that we're all coming from around pedagogic principles versus what particular systems are trying to do.

**RD**

Yes, I think that really ties into Henrietta's presentation as well, where she was talking about motivation. And so that collaboration is designed, jointly between students and staff, and different types of roles within the institution, as well as the academic staff. You know, bringing those different perspectives together when designing solutions is really important.

**SK**

I think it's definitely picking up on that final point, when we were designing the new questions for our discovery tool, about supporting staff to be thinking about designing for an online environment. And Lou very much went for a pedagogic framework to underpin that questions that I'm thinking about, based on the learners’ conversation and like all the different activities that we're asking our students to undertake. So, starting again, thinking from the pedagogical view, and then thinking back around, right, so what digital tools are best placed to then support us develop and scaffold students learning around those different aspects. So yes, lovely comment there. If you design your learning, well, then you can do a lot within a VLE. You can all have terrible learning experiences in all technologies. So yes, a nice, succinct point, perhaps to round off that discussion. And thank you for all the links that people are sharing in the chat. There's a wealth of discussion going on there. And I'm glad that the data has prompted people to have this discussion.

**RD**

So, as you said, Sarah, the reports will be published on our website in the very near future. And there'll be lots of promotion around it. So, I'm sure you'll see the tweets and things around those reports but do look out for them. So, we're at time now for the end of this presentation. And we'll have a short 15-minute break, and then come back together at two o'clock, to hear four member stories. And so, they’ll be a little bit briefer than this morning, but still very, very interesting. We've got two universities and two colleges, and some really exciting things that they'll be talking about. So please do join us in 10-15 minutes time.

**SK**

Thank you. Thanks, everyone.

**RD**

Right, thank you for returning because we've got some really exciting presentations here, as I mentioned, two universities and two colleges, and unfortunately, we've only got an hour because they're all really interesting sessions. So, without further ado, I'll introduce our first presentation this afternoon where we've got Laura, who is the learning technologist at the University of Derby. And she'll give a presentation that builds on the keynotes that we had this morning. So, without further ado, over to you, Laura.

**LH**

Thank you very much, Ruth. And if I can just share my screen. Can't at the moment because I think you're, okay, great. I'm just having trouble.

**RD**

Thanks, Laura. We can see them now.

**Member stories**

**Building on the foundations: thinking about the future of digital capability development for staff and students**

**LH**

Okay, you can see them now. Okay, great. And so, yep, my name is Laura I'm from the University of Derby. And I'm a learning technologist there. And my primary focus is around digital capabilities. And I've done a lot of work in this area. And previously supporting all of the things that were mentioned within the keynote today by Fiona, John and Julie. So, I just wanted to kind of touch a little bit on what it is that we're doing. So, I'm going to kind of talk through what's been happening, obviously, and how we've kind of been really building on what we've already got. So, we now have a before and really before all of this happened, we had lots of resources that were created at the university to help people understand digital capabilities. And we had a staff course as well to help them to look through and consider and reflect on their digital skills. And using the discovery tool, from Jessica as well. We also have a lot of things embedded within DPRs. And so, people were encouraged to create targets related to digital capabilities. And this wasn't just our academic staff, it was all of our staff that were encouraged to do that. And we also have a student course as well, that gets students to think about their digital skills in terms of their future career, which actually launched around February this year. And so again, that that was there, in the before. And then we also had, as John mentioned, a lot of work that we've done around the digital infrastructure, which had also been informed by the insight survey that we've been running at the university for the last few years. And that had to help to provide kind of the basis. And on which what we could then go on to deliver to our students and that we could support staff to use. So, we also had a really good digital practice handbook with lots of guides and materials to support our academic staff to use all of these tools. So that was the before we then go into the then so then everything sped up a little bit, it all got a bit quick. So, we had to rapidly upskill staff and students because although we had a lot of the building blocks, a lot of those things weren't necessarily being utilised to the extent that we'd need them to be in order to cope with the requirements of going into a lockdown situation. We also had the case that a lot of our academic staff had not yet experienced teaching in an online way. So those were not necessarily things that had been incorporated into the courses. So, we during this time, we shared lots of examples of really good practice. And as mentioned within the keynote, during the summer period in order to prepare to for the for the September, we also ran a course which helped to establish the educational body model and the pedagogical principles which sat behind it were also supported by lots of training sessions that were taking place in order to help people to learn how to use the different tools that we have at the institution. So, a lot of people obviously using the villi but as others have mentioned, sometimes it has tended to have fallen to the kind of the file dump. So, they needed to kind of explore and understand the different technologies that were available. So, whether it be Blackboard Collaborate teams Padlet, we've got the institution, the discussion boards within our Blackboard VLE, and polling tools that Poll Everywhere. And within the course itself, what we did is actually tried to model practice with those tools. So, they actually got to experience those tools. And the VLE as a learner themselves, which also helped to kind of reinforce some of the principles that we'd established within the educational model. And within the Digital Learning baselines that we also set out and help academic staff to really understand why it was that they were being asked to consider and incorporate these pedagogic practices within their teaching.

So, we kind of go to the now. And, yeah, and so practice has now become more established. I'm not saying that every academic staff member, or that all students are within a comfortable space, they clearly aren't. And but at the same time, some of that is become more established. So, academics have delivered many virtual sessions compared to their previous position. So that is a really positive thing. And we also got online support sessions to support our academic staff, in order to kind of support them in kind of little challenges that they're facing, and that they're not sure how to deal with, again, the landing technology, so delivering online sessions, where people can drop in and kind of discuss those kinds of more nuanced elements. We also have continued training and, and the staff and students’ digital capabilities that obviously being built during this period. And we don't want to waste that we don't really want to go back to how things were before. And we need to help academic staff to actually recognise the practices that have worked really, really well and where they'd like to go. And moving forward, if there are things that actually they think that could really work if I carried on using that approach. And however, it has highlighted elements within that related to the digital divide, which again, it's been mentioned in other people's presentations today. So, this is something that we need to do, we need to think carefully about and really do need to address. So, the other point I want to make is that Meanwhile, while we've all been doing this, there are other things that have been taking place in the world. So, the world has actually shifted, we can see that there's an increase in people wanting to work, continue to work from home or work flexibly, so that they're working at home. And some of the time and working in the office. Some of the time, there's businesses that have also seen, productivity has been maintained with the approach that they've had to take with people working from home. And that more collaborative working in with co-workers and with clients is starting to take place, and that companies are developing those online practices. And so, what we were teaching students about before, perhaps has also shifted, so those things need to be considered when we think about the future. So, in terms of the future, and as Julie mentioned, in her keynote, the university does have a strategic aim to be future focused. And so, we need to think about how we can all be future focused in how we approach this. So, and it's really good that we've got the report from Jisc and AdvanceHE around, you know, the Learning and Teaching reimagined. Because we do need to start thinking about that. What can we learn from the practices that we've introduced during this time? You know, how does do those experience potentially prepare students better for their future employment? And is there something that we can learn from those companies that are out there that have developed their practices very rapidly as well, but that we need to try and ensure that our students are prepared to enter that type of environment and that they've had experience of those and feel comfortable working in that way before they actually enter that environment? What experiences can we embed within the curriculum that not only helps them to develop the digital capabilities related to their employment, but also allows them to gain those experience It says related to their learning, which can also be used for the same purpose. So, we need to perhaps think quite smartly about how we're doing this. Okay, so I think that's my time up. So, and that was a quite whistle-stop tour. So, I'm sure people may have some questions. And if we don't have time, I've added my email address on there if you wanted to contact me. And but yeah, I'm ready for questions.

**RD**

Sorry, Laura. My internet is getting a bit unstable at the moment, I'm being advised. Okay, there is one question that I can pull you from the q&a panel. So [participant] asked, *could you please give an example of how the University of Derby has embedded digital capability development into a programme or programmes?*

**LH**

Okay, so it's obviously going to vary, depending upon the programme. But we do. For instance, within our nursing programmes, we do actually have sessions specifically dedicated to digital literacy, because as we heard from MBs, keynote earlier on, you know, that's a really key thing that we need to be considering in terms of our health professionals. So that's certainly something that we've done. And I think what we need to think about is trying to think smartly. So rather than having things that perhaps distinct, it's about trying to think about those experiences that we can embed, that replicates, what is going on out in practice. And, and so that we can be ensuring that that we were doing two things we're giving them the experiences of that would be about the way that they would apply their learning, but that also replicates and digital practices that are taking place. So, kind of as a by-product, they're actually developing their digital capabilities. At the same time, as experiencing learning and teaching opportunities, perhaps where they are collaborating online, with their fellow students. That's something that could get replicated within a workplace. So again, it's just trying to think a bit smartly about how we actually embed those so that the pedagogical practices and the digital practices that they're experiencing a sort of doing that for us, and in terms of how the digital capabilities actually being embedded within the programme. I hope that answers your question, [participant].

**RD**

That's great. Thanks very much, Laura. And so, I hope you all can all see really how all the different presentations that we've had from Derby University today really fit together. And so, you can see how the strategy has been implemented across the organisation and in quite a lot of detail from Laura's presentation there. And, as you say, building on the good solid foundations. So, thank you very much, Laura. And now we'll pass over to James, who is the head of curriculum at Middlesbrough's college. And he's going to give a presentation on rebooting digital skills. So, they've devised a new service aimed at identifying and addressing learners’ digital needs. So over to you, James.

**Rebooting digital skills**

**JW**

Thanks a lot, Ruth. Good afternoon, everyone. Ruth’s already introduced it, so I'll get on because it's a short presentation. And the presentation goes into initiative. And the initiative to try and ensure our learners would have the skills to not only cope with modelling, but also drive with more online. So, we introduced for that purpose. And a little bit of context, I suppose. I do a little bit and just go into this for a second again. And some of the steps that we took between March and September and see what I did was we looked at teaching stuff.

**JH**

Hi, James. I'm really sorry to stop you there. Is there any chance you could perhaps turn the camera off your audio is having real issues? Yeah, absolutely, see if that helps at all. Thanks. No problem.

**JW**

That sounds okay. Yeah, do stop me again if it's still a problem. We did.

**JH**

Sorry, I don't know what happened there. There was a bit of a kind of a surge of something, but generally, it's much better.

**JW**

Excellent. Okay. Right. So, a couple of the things that we did to prepare for this September. For our teaching staff, we set up a keep teaching, keeping, reading. Now, the aim of this site was to provide all forums out remotely, that I also attend to our students. So, we would put on our mission we're using.

**JH**

Sorry, James, okay. It's breaking up again. And it would appear that it's not just me that there are lots of us, it seems to be an audience wide issue.

**JW**

Okay. Well, I tell you, what, how about I didn't have a problem earlier. But how about if we stop now and move on to the next presentation? And I'll try and come back? Yes. Okay.

**RD**

I love that did sound much better. Maybe another attempt, but if it does break up a bit, then yes. We'll move on to Sharon if that's okay.

**JW**

Okay. All right. One last attempt. Okay. I'm glad we're recording this. So yes, some of the other preparation that we did, through the keep teaching keep learning website, we had our machines as well. Another thing from two employees, we purchased one-to-one devices for all of our staff.

**JH**

It's going off again and again.

**JW**

Okay. Well, I'll switch to a different device, if you want to crack on with the other presentations and come back to me at the end, if that's okay.

**JH**

That's great. Thanks, James.

**RD**

Yeah, that would be great. Thank you very much, James. I'm really sorry about that because it sounded like a really interesting presentation.

**JW**

So hopefully, we can get back to it at the end. Yeah, I'll leave you for now. And Zoom back in one minute.

**RD**

Lovely. Thank you very much, James. So, we'll be heading off to hear from Sharon, who is the Academic Support Team Manager at Greenwich University. And she's going to talk about the recent experience of online induction, and how they have explored how to improve the student engagement in their online teaching after that online induction. So, I think that really ties in nicely with some of the questions that we had with the earlier presentations today. So, I hope you're okay to show your slide.

**Encouraging student engagement in online teaching**

**SP**

Yes, I am. So here to please let me know if you can see it.

**RD**

Fantastic. Yes, I can see you and I can hear you nice and clearly too.

**SP**

Okay, great. Thank you. So Hello, everyone. Thank you very much, Ruth for introducing me. I managed the academic support team, and our remit is to help students with their study skills. They're learning developers and librarians at the university. And another key task that we have undertaken is to help students with their transition skills to university. And so, before we, before COVID, the plan really was to, to transition these the kinds of support we were giving to digital skills as well to include digital skills in our work with students. And we had, we were all set to roll out the just discovery tool, and in other areas of digital learning, but then COVID happened and like many of us here we've had to shift. So, one of the things that we did was we had to put a lot of effort into thinking how we were going to help students transition to university in the summer. And so, we came up with an idea of creating a Skills festival.

All of us, you know, had we're missing our festivals in the summer. And so, we thought we'll use the festival theme, create a virtual skills festival. And we'll deliver that through Microsoft Teams. So that's what we did, we created a mainstage, a different tense. And so, in the mainstage, we had all the study skills, the library skills, and in the other tense, like we had a tech tent. So, we did, we had lots of preparing to learn online, how to use Microsoft Teams, Moodle, that sort of thing. And then we had an information tent, and well-being tent, those sorts of different areas for students to go in and engage with the live events that we had speakers delivering live sessions. And we never knew how it would be received. So, but we did sort of put on quite a lot of varied programme for students. We were very, very surprised and very pleased to see that actually, we had very strong engagement, we had over six and a half thousand students participate. A lot of them were repeat participants. But, you know, nonetheless, we had about six, six and a half thousand students attend the sessions. And we asked the question, you know, did it meet their expectations, and we had really a good response from students looking at what events we laid out for them, we saw that majority of them actually came for the study skills sessions. Although, you know, they were also interested in common interest and fun. So, we actually had pop culture sessions, and some students came to that as well. And so, we did actually gather feedback from the students and most of us, the feedback was really positive. And we took a lot from it. And we realised that actually, we sort of instinctively developed the online sessions, and I think we weren't sure how to do it. So, what we did was be, we had a key speaker, deliver the talk the content, and we had somebody on chat support. And more often than not, we had two other members of staff attend the sessions. And actually, really, we were quite nervous about delivering the sessions, because we've never done anything like this before. And we were seeing something like 100 plus students coming to these sessions. And so, when we did engage with the students, we would have, you know, people asking questions within a chat. And actually, we saw that when students were engaging with the content they were, they were actually responding to other elements within it. So they were. So, let's say that the speaker was talking about study skills, but somebody would post a question to ask about, or how long would somebody need to put how many hours would you need to study? You know, they were asking different questions, kind of related within transition skills to university. So, we were able to answer those questions. And so, while somebody was actually delivering a session on academic writing, or preparing assignments, we had different levels of engagement from the student, which I found really interesting. So, I put down here, I put this example here. So, this I just took this out of a snapshot. From the engagements I just showed this to you, I took it out of its I just got to cut and paste this and show you this. So, it was an event, a study skills event, and a student asks, what was that code so we used Mentimeter, which was a tool that students could actually respond to online. And before the tutor responds, another student responds there. And so, we were actually seeing that so while the students were actually engaging with the tutors, they were also engaging with each other and, and you can see here, you know, this sort of posting emoji, I did actually cut this that somebody put a gift in, and the student writes I love the welcoming sense of community. And, and this other student was really hot in the summer this person puts Should we get ice cream that it's a video and the tutors of course have their photographs. So, you can see this as a tutor who's responded.

Yes, again, you know, love this. And another one, I love this sense of communities. Anyway, I just wanted to just quickly show you the kind of share that flavour from the sessions that we were running. So, the other thing that we had saris, just so we actually started September with a, in a really good place students were engaged, many of them had engaged with the online learning tools. And we're ready to start that there. There's the learning. But we also had the question, what how do we continue to use this to support these students online. And we actually finding now that we're two months into online learning, and students are changing their attitude to online learning. And we know this, because we're hearing from the tutors that actually, because the sessions are online students are actually not, not really treating it as they would if they came in person. So, students are coming in to sorry, coming to online sessions, but they would not have bothered with childcare. So, they had the children in the background, or they would go off into the school runs. So, it'd be really different from actually attending sessions, if they came in person. So, one of the things that we need to do now is to look at how we help our students go forward. So, our student profile is we've got quite high number of BAME, mature students, and students from widening participation backgrounds, so many of them are commuter students, they have digital literacy gaps, transition skills, gaps, because many of them are first in the family. And we've got high number of international students. So, the implications really for the future are how do we look at our in-person delivery? And how do we focus all this on digital learning. So, our plans for the future really are to, we did actually create a digital capabilities course. So, we are going to use that to engage students have online sessions, digital tutorials with them. So, we've written some digital tutorials. So, where we had preparing to learn online in the induction, we've got another set of tutorials continuing to learn online. So how do you share your screen how you collaborate and do group work online, because that's the other thing that we're finding students don't know how to engage with each other online. we've, we've managed to get some funding for a digital champions project. So, we've got student champions to work and provide one to one digital tutorials with other students. And come January, we plan to repackage the digital capabilities course, including the just discovery tool. And we're hoping to roll out this, this type of digital learning in a sort of a bigger, bigger focus on digital learning, we're probably going to run a campaign. And the long-term plan for digital capabilities really, is to have a conference, a digital conference, but one that includes students so that students can actually showcase their work to do each other and to the rest of the university. Yeah, so the next, the near future plans are to run a Winterfest for January starters, which is more or less what we've been doing over the summer. And yeah, same thing, you know, just continuing to support our students with our long-term digital learning plans. That's the end of my presentation. I hope that made sense. I take any questions if you've got them.

**RD**

That's great. That was really interesting. Sharon, great to hear how you made the induction, a very fun and creative experience. And you made it really enjoyable because certainly when I worked at the university, some staff were very keen to get over a lot of very critical information and they felt they had to do it quickly and maybe in a bit of a dry manner. So, it's really interesting to hear how a lot of the work that you were doing ties into the other presentations we've heard today. So, Derby mentioned how they were doing peer assisted learning in order to help with that collaboration and getting a sense of identity with the institution and with other students. So really interesting to hear how you're developing that relationship through digital champions, and also sort of tailoring it to the local context. So, knowing your students and knowing your staff is really, really important into how you implement your solutions. So, I can see that we've got a couple of questions. So, from [participant], he's asked *was the Green fest part of your VLE or a separate website?*

**SP**

So, the VLE is a separate website. And we actually do have a legacy website. So, I'm just sharing that with you. Now, it before that, of course, you couldn't see the, you know, we had the tents set out like that. So, we had new students, continuing students, master students, and they would just click on them. And each of the tents would link out to a calendar. Of course, now we've got the live recordings here. So, students can actually go to the live recordings. And that's relevant to the different tents. So, this is what it looks like. And we also did have some fun elements like cooking and chill out and various bits and pieces there. I'm sorry, I don't think I shared but that's what it looks like. Sorry, I meant to share, but I didn't click Share. Looks like that.

**RD**

Thanks again, another really creative way to make it a fun and engaging and welcoming experience. Thank you. And, you know, as you say, sort of continue it as part of the journey once you do start at your institution. So, [participant] has another quick question. *What did you mean by hybrid teaching and learning spaces?*

**SP**

Oh, I beg your pardon, I should have explained that. So, one of the things that I'm really concerned about, actually, one thing did strike us was when we were running the online sessions, we found a lot of international students a lot, I would say about 1015, international students, regulars would tune in and join our sessions. And they loved engaging, and even though it was like 10 o'clock at night, they would join our sessions. And it struck me that actually there will, there is a space for this kind of engagement. So, when we do go back to our campuses post COVID, I really would like to continue the discussion about how we can have a hybrid space where we could actually deliver online in real time, in person and online session, so that we don't have the barriers, we get seamless engagement with our international students, or students, you know, students are working from home or can't make it in all of those different situations. So that's what I meant by hybrid spaces. I'm actually I actually want to discuss this, to think, actually want to think about how we can create classrooms, where we've got the capacity to deliver online as well as in person teaching.

**RD**

That's really great. Thanks, Sharon. Because I know there's a lot of new terminology that's been emerging in the last seven months or so since we've gone to off campus teaching. So that's really interesting to hear how you're adapting your delivery methods.

**SK**

1:28:21

Thank you.

**RD**

So, thank you very much for that. And now we'll hand over to our fourth presentation before we go back to James. And this is Pam. And she's an online design advisor from Nottingham college. And she's going to present about the launch of a staff tool when everybody was out of office and online. So how did they plan this? So that staff had the appropriate resources that they needed at the point of need? So over to you, Pam, if you'd like to show your presentation.

**PT**

Hey, good afternoon, everybody. Can you just let me know if you can see my presentation, please?

**RD**

Yeah, that's great. Thanks, Pam.

**PT**

thank you very much. And well, it's three sets, and we decided at Nottingham college, that we would launch the digital discovery tool during lockdown. I mean, why wouldn't you? And there were several reasons for this. We were already looking at increasing engagement with OneDrive and office 365 and SharePoint, which are our sort of go to digital tools for staff. Although at the moment not everybody goes to them. We were addressing issues around it. Data Protection and transfer of information. And how we can do that safely and securely, we are moving into a new era for the college, which would involve people working remotely and flexibly. And then along came COVID-19. And as people have said many times, today, and everything suddenly speeded up. And at the same time, as we were looking at people working in a more physically distanced way, we were reducing the size of our estates. And the external drivers people are very familiar with, they've been discussed a number of times today, and, and particularly the changing expectations of learners, that learners were expecting that staff would be able to move their teaching online, and they would be able to do that seamlessly. And as we've heard in many institutions, that just wasn't simply the case. So those were our project drivers. And, and then we started to consider the possibility that we wouldn't just train people to use the tools that we have in place, I come from a development background. And for me, it was a bit like the difference between giving the person a fish so they could feed themselves today, or the net, so that they could learn the skills to feed themselves for life. And what we decided as the project team was that, if we invested in people's digital capability, then it didn't actually matter what package we used, it didn't actually matter whether that package changed, it didn't matter whether new resources came on stream, our staff, particularly because we were looking at staff in the first instance, would be equipped to, to go with those changes. So, we needed to sell the benefits to achieve this greater investment. So, we'd started off saying, looking at office 365 skills, there's a lot of free training out there, we've got Google, and we've got a lot of free training for that. So why did we want to invest in a tool. And so, these are some of the benefits, which I'm sure will be familiar to all of you. And most particularly selling the benefits to our colleagues who might have thought that we were asking them to do just another thing, when they were stretched to the absolute limits. So, it was about you know, this, others working smarter, not harder, accessing what you need, feeling confident to try out new it. And that was a real driving for us that we wanted people to feel that it was okay to experiment suppress this button, you weren't going to break the internet. And so, colleagues use the digital discovery tool, and they get their individual reports. Now at the moment, our approach to that is colleague driven. So, they will look at their reports, they'll pull out the areas that they think are areas they should progress, share with their line manager. And we're looking to create within areas peer support groups. So, what we're saying is not everybody has to learn everything. Your profile will be the profile that you need it to be, and others around you will probably be looking at developing similar skills. So, there is this little a great benefit in in collaboration. We have specific digital developments available as our termly, CPD days as people have mentioned previously.

And we're also looking at how we develop resources in house which I'll come to in a second. confidentiality is important to colleagues, we know that people are feeling a little bit exposed when they do their profile. And perhaps they're not as good as they thought they were going to be. And so, at the moment, we're seeking to gathering data at department and college level only. And so, the provision of tailored resources, we've been part of the project with Jisc and Microsoft looking at how Microsoft resources align to the learning carousels in Jisc. But we're also looking at cataloguing resources onto our staff Moodle. So, we use our staff Moodle, as a peer-to-peer learning space. And within that we've created a specific area for digital resources. And we have matched in that the three levels of capability from the just tools so the developing the capable and the proficient. We've also tied that very closely to our own in-house learning and teaching framework. So that's if staff are looking to improve their skills, they're looking to move from developing to capable, capable to proficient, they know which tools will help them. And we take those tools right back down to, you know, Introduction to PowerPoint, Introduction to XML, and building on those, as well as having other resources at that staff can access so our Moodle, links out from the just carousel, it also links back in to the Jisc carousel, it also has other online learning sitting within it, or it will do as we go forward. And so, in terms of the identifying individual priorities, at the moment, we're using the information that is out there, the teacher profile, but alongside that, we're using our own internal structure strategy to develop Five Star Online Teaching. So, a piece of work that we need to do is to pull those together and to give staff clarity in terms of what's required of them in their roles. And the rollouts, well they all began with the faculty of computing technology, and IT, rollouts over Teams, where people were signing into the tool in real-time. And then we were talking about them completing their profiles, and what they would do with the information. Once they got it. They completed their questionnaires, their priority is identified, and they're working as peer support groups going forward, they will, by their own admission, will were our toughest audience, because they were the ones that possibly knew at the most about what they were getting into. So, at the time of writing these slides, I said rollout continues by departments. And at the same time, we'll be working with what we've called early adopters, who are people who've got an interest in using the tool can see how it will benefit their teams and are sort of flying solo rather than as part of the managed programme. But I have to say that on the basis of the things that I've heard and experienced in the last day, I'm rapidly rethinking that approach. And thank you very much to all the people who've talked about identifying which courses are most critical to move online, and therefore which staff will need the nice developments and need that most quickly. So, thank you very much to the community for that great piece of learning from today. And so that that was that was me, I think I might have come in into my 10 minutes, which is amazing to me, because I can normally manage to, to come in over. And so, if anybody's got any questions,

**RD**

Thanks very much, Pam, that was a great presentation really interesting to hear what you did, but also why the rationale behind it. So very interesting. And as you say, to hear how it ties in with the other presentations we've heard today. And so, as somebody said, it's really interesting to see that you're kind of doing similar things, but it's understanding the context about where things will work and how to prioritise as you said, the end. So really great to see you do the student engagement as well as staff engagement, and get those communities both with staff, as you know, as I mentioned also with students,

**PT**

Yes, I think we've taken the view that will start to roll out to students just a little bit behind stats, so that our staff do feel that they're sort of on the, on the front of the curve rather than on the back foot. And also, we're a very small team. So, we need to, to manage our workflow, if you like, as we roll the site. But yes, very much looking at how we can do this with students in the future. But our priority in the most immediate period is with our staff.

**RD**

Yes, my colleague, Sarah, and Lisa and others will certainly echo the point that, which do you start with, Students or staff? It will depend on your context and priorities, but just start and then iterate between staff and students and get that collaboration between them going as well. So, I can't see any specific questions to you at the moment. And, and I hope that James has re-joined us with a new device so might be able to present in a few minutes. So, James, yes. ready yet.

**Rebooting digital skills**

**JW**

Fingers crossed?

**RD**

And then so if we, you didn't know what you meant when you called your presentation *rebooting*?

**JW**

1:40:12

Absolutely, it was. It was a ploy all along. Yeah.

**RD**

So, after James's presentation, I'll give a quick wrap up, but we will finish at three o'clock. So, for those that need to get off to other things, please be assured we will finish on time. So, without further ado, thank you very much, Pam. And over to James.

**JW**

Thank you. So okay. Second time, lucky, I guess, with this, so I'll go right from the beginning, because I'm not sure what we could hear or we couldn't hear, getting good thumbs up there from Ruth. Excellent. So, reboot. This was an initiative which we launched this year at Middlesbrough college, aimed at ensuring our students have the skills to thrive in an environment which requires them to do more online. So, as I went through before a bit of context, and I'm just going to skip through the fact that we all know where we are. And we know that our students need to do more online because there's less face to face. Some of the preparation that we did at middle to pre-college, between now between sorry, March and now. Back in March, we launched as soon as we went into lockdown our ***keep teaching, keep learning*** micro site. And this was an external website that we used to support our teachers through the lockdown period, but also provide guides, written user guides, video guides, for our staff, and also for our students. So, students would be able to log on, they'd be able to search for a tool that they were struggling with. And they would get video guides based around that particular platform.

1:41:51

In about May it was decided by our senior management that we would invest in one-to-one devices for all of our staff members. So that was another kind of preparation that we did for September. And the other thing that we did, was we, and this was something we had planned already, like many people have mentioned, it was accelerated, we had a digital CPD initiative called *digital culture*, which we launched for all of our educators, heavily based around the just **discovery tool** as a starting point. And using the different questions set. And this was we made this mandatory for all of our teaching staff, and we expected all of our staff to get to at least the bronze digital explorer level before September just to make sure they had a grounding in in online delivery. Okay, so that was some of the preparation that we did. And when September rolled around, these were some of the things that we found. So overall, we found the staff skills really good, which is excellent, you know, a digital CPD programme seemed to have worked Staff were being quite confident with what they were using, they've had a lot of time to play over the summer with what they were going to be using for delivery. And although you know, support has increased massively, we generally found that staff were working very well, in terms of developing their own skills, the individual devices that we'd invested for staff as well, we're also paying off because it meant from the perspective of my team and the IT support teams, we only really had one device to support staff on which meant that troubleshooting queries on things like teams and so forth, were a lot easier. And another thing that went well was my team, the digital learning team, we offer digital kick-off sessions to support our teaching staff. So, what this was, in the first couple of weeks of term, our teaching staff would invite us into this their face-to-face sessions that they had with their students, which were few and far between in September. They would invite us in, and we would go through with the students in that session, everything that they needed to have a remote session. So, the idea was we would get out of the way all of those little irks as little problems before they actually had to participate in an online session. So how to download the teams, how to download the Canvas app and so forth. So those things went well. However, we had a few realisations one being that our, the digital skills of our learners, by and large, were rather poor. And these were very basic things that we were finding that were issues, students not being able to actively participate online, not knowing what the terminology was that the staff were using with them. Not being able to if they were in college, for example, connect to our Wi Fi. And there were a lot of issues that came out of looking at what this the students were struggling with. Coupled with that, and I suppose compounded by that. Our students were given a completely online induction, and this would have the knock-on effect usually we would have a first time Face induction for things such as our LRC, which I also look after, and our digital learning side, and we would have students come into the LRC. In groups, we would make sure they could log into Canvas, what know what it was for how to download the apps and students would leave our inductions. With that knowledge in the first two weeks. Obviously, all of our induction been online, we didn't have that, that hands on process. And finally, and I mean, really not bad, but just kind of statement. demographically, Middlesbrough is the most deprived area in England, these are figures from last year. So, with that, coupled with that, obviously, we have a high level of digital poverty. And, of course, linking back to the Jisc insights report that came out for this year. That figure there 3% of learners and FE don't have access to any device at all. I don't think it's a stretch to say that that number is higher in Middlesbrough. So, we knew we needed to do something. And the idea we came up with was a reboot initiative. So, what reboot entailed, we decided to set aside two weeks, just before October half term, where we would, the main thing would be, we would offer a series of live clinics. So, we have several different sites, and we would be visible. So that would be the digital learning team and our IT support team would be visible in a live clinic environment where students could come along with any problem that they had, from the hardware that they were using, not having broadband at home to how do I use Canvas, I don't know how to submit my assignment and so forth, we would offer the live clinics where students could drop in, staff members could signpost them to us, and they would leave the clinic with those problems solved. We also knew that we wouldn't get everyone through the live clinics. So, we wanted to offer some enhanced online support. And bringing it all together, we wanted to market this really strongly. Because as everyone knows, it doesn't really matter what you're doing and how good it is, if no one knows about it, what's the point? So, our live clinics, this is an example of one that we had on our main site. So, we took over a very small part of our cyber cafe. And it would be staffed with eLearning, staff, IT staff students could come in, log on, it was all socially distant and Perspex off and all that kind of thing. And they would leave us with that barrier removed from their learning. So, we did that on all of our sites over a two-week period. Our online support that we that we offered, we developed a very lean website for our students. So, we already had, you know, support materials available for our students. But what we found and I'm sure other people can relate to this is sometimes there's just too much information on there, students have a hard time finding it. So, what we wanted to do was really strip that back. And we created a reboot website, which was essentially set up like an FAQ.

So, we would ensure it was optimised for mobile devices, well, because obviously that is what the majority of our students were using. So, it was set up similar to an FAQ, the student would go to the website, they would look at what problem they were having. So, for example, I don't know how to access my online lesson, they would choose the platform they were using, and then it would take them to a bespoke two minute or less video that we had created in house. Because we knew two minutes or more, when they wouldn't be paying attention to that they wouldn't kind of stay engaged. And this was all based around the common queries that we've been getting in those first, that first half term. The marketing thread, obviously, we did a lot of online marketing. But we also did quite a bit of paper-based marketing. Because, you know, in flyers, for example, because, you know, I'm not sure how useful it is to have a website telling you how to log on to the Wi-Fi, if you're on a laptop, and you can't get on to the Wi-Fi. So, we put together quite a bit of paper-based marketing as well. The impact of that two-week period where we had in that first two-week pilots are over 100 consultations with students. So that was 100 students, over 100 students that came to see us with a significant issue that then left us with that barrier to their online learning removed. We had about 200 website hits a week in that initial period. And that's been increasing since. But above all, I think there was a little bit of cultural change there because what we found is that some common threads that were coming through were actually issues that we hadn't identified previously. So, we were able to then speak with our IT team to make sure that they were removed, and also our teaching staff had a focal point to send their students. You know, we were doing a lot of this stuff before, but it just wasn't packaged in a kind of single way. So, the plan is to expand the reboot initiative. And we're going to do that by having a permanent clinic situated in our LRC moving forward, that is going to be staffed by our digital coaches, we’ve appointed three digital coaches this year, whose job it will be to not only staff the reboot clinic, but also work with those students that are really struggling with their, the digital side of their course, and on a more longitudinal way, so putting together action plans for how they can improve their skills, and so forth. And linked with the digital coaches, we're also appointing digital ambassadors this year, which is something we've been planning to do for many years. And of course, this year, we really need them. So that's about it. What we did wasn't particularly ground-breaking, it wasn't particularly high end in terms of tech or anything like that. But I think what it did allow us to do in those clinics, especially was have some more open and nuanced conversations with our students and picked up on issues that we probably wouldn't have got using the traditional quantitative data collection methods that we use. That's it. Those are my details, please get in touch. If you have any further questions, or I think we may have a minute or two for questions now as well.

**RD**

Yes, James, if anybody does have a question, please do pop it into the q&a panel. And I'll pick that up. But that's really fantastic presentation, because you might think it's sort of simple, but I think often people do suggest keeping things simple. Because that then means that others can access the information and get that sort of first step where they might not have been able to do before. And so, I think it was also very interesting to hear how you were putting up physical barriers or be transparent once to enable social distancing, but that then unable to reduce the digital barriers. So, there was sort of juxtaposition there. I think that was a really well articulated presentation of what you've done at your institution in your local context, and picking up on several themes within the data, and how you presented solutions to your students to get over those barriers. So, I can't see any questions directly for you at the moment. But I'm sure, there might be some things in the text chat. So, I'll just double check with colleagues whether we've got anything specific for James. So, Janette have you noticed anything? Otherwise, I will start to wrap up.

**Event close**

**RD**

And I hope that you've all really enjoyed today, I think we've seen lots of really interesting, engaging conversations in the chat panel. And I know that all of the just staff have been commenting on how interesting and complimentary all the presentations have been. And I think that takes us on to our next Community of Practice events. So, we host two of these events a year, usually in November and about May time. So, I hope that picking up some of the themes that have been discussed in the presentations is, once we get over John's point about, just working at a very fast pace, adapting to the change in the last few months, once we hopefully have had a bit of time to reflect on what has really worked, what do we want to continue doing? What does staff and student want to continue doing? How can we progress these themes? And so, we'd be delighted to hear from anybody that would like to co-host the event in May, work with you to decide the date, we're anticipating that it will be another online event. So, whilst we might be able to do face to face events, I think we would like to plan it in the next six months or so, for it being online so that everybody that can contribute can anticipate it being online and we've certainly seen a great deal of engagement and we've had feedback from people saying how they're able to attend online where they wouldn't have been able to interface face event. So please do get in contact with us if you would like to co-host. We will all be working very busily behind the scenes in the next few days, preparing the presentations and recordings to go on to our website and we hope that it will be available to coincide with the teaching staff report publication that as we mentioned will be in a few weeks’ time. So, thank you all for your time today. We'll stop the recording.