

Building Digital Capacity in Higher Education

The salient question is not 'where are we going?' but 'where do we want to go?'

Dr Terry Maguire
Director
Uzbekistan January 2017



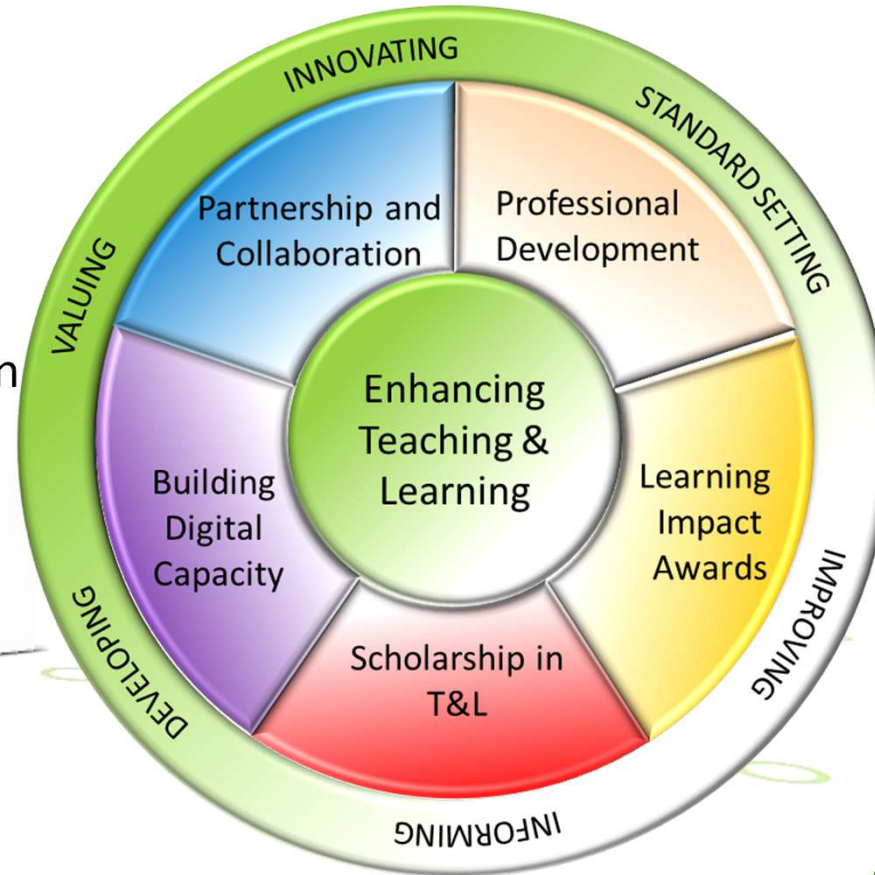
National Forum for the Enhancement of Teaching and Learning in Higher Education



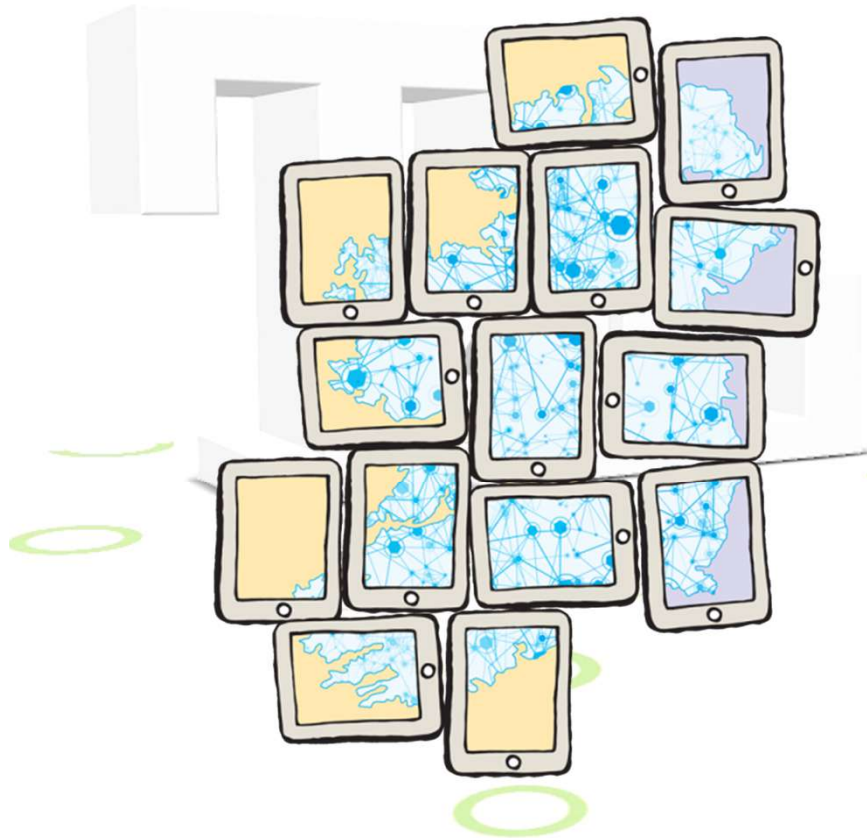
National Forum

Key features:

- Academically-led advisory group to the Higher Education Authority
- Governance: Board, International Advisory Panel, National Forum Associates
- Executive and staffing
- Non-partisan



Key Considerations



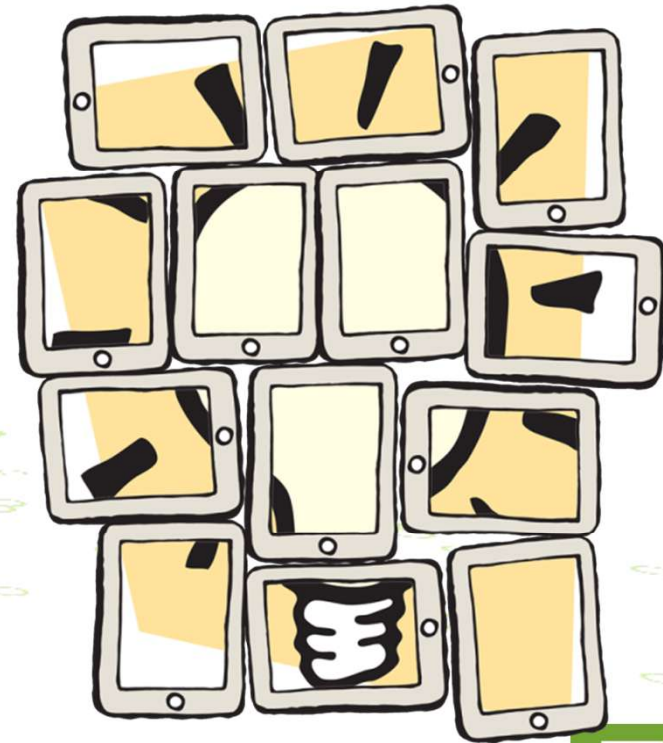
Institutions shouldn't have to act alone in key aspects of building digital capacity

Self direction by the sector as a whole is important

Key stakeholders are many and diverse



The Consultation & Process



What did we learn?

- Academic Staff
- Students
- IT Staff
- Library and T&L Support staff
- Senior Management



Academic Staff has a range of views

‘Although my institution is very advanced in online learning we are not really changing our teaching methods that much from teaching full-time students – I feel we could learn a lot about being more innovative in online teaching- if only we had time to do more training and more time to experiment’. (Teacher HE Survey response)



‘ I prefer direct face-to-face contact with students and interactive discussion, and do not encourage the use of IT equipment during my courses’. (Teacher HE Survey response)



'I feel confident myself in using technology, but when time is of the essence in a class situation I need to be very clear and confident that what I am using works and can be done in the time allocated, without any technical difficulties'.

(Teacher HE Survey response)

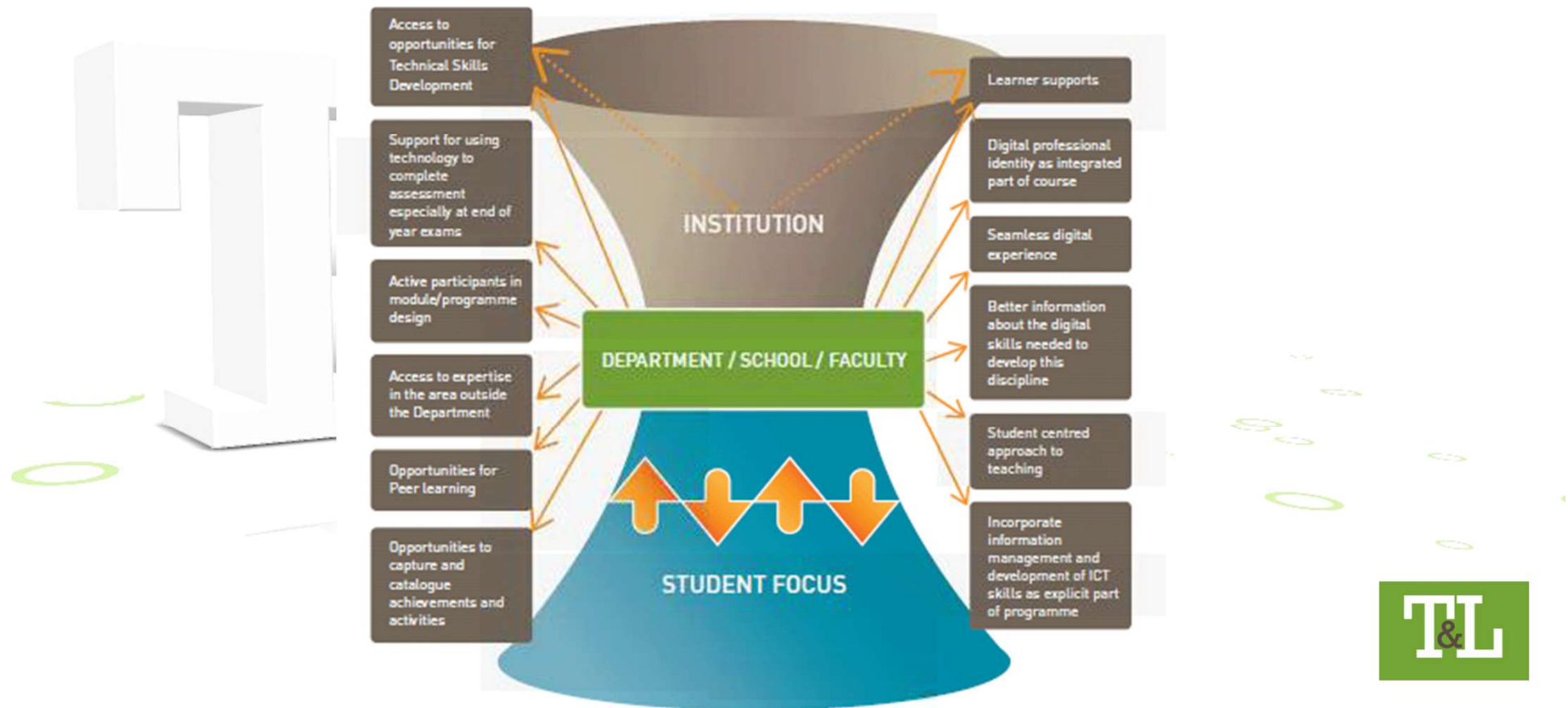


What did we learn?

- Academic Staff
- Students
- IT Staff
- Library and T&L support staff
- Senior Management



Who can make the changes students want?



What did we learn?

- Academic Staff
- Students
- IT Staff
- Library and T&L support staff
- Senior Management



‘At leadership level there was aspiration and good will towards change but little evidence of a systematic approach to support change’

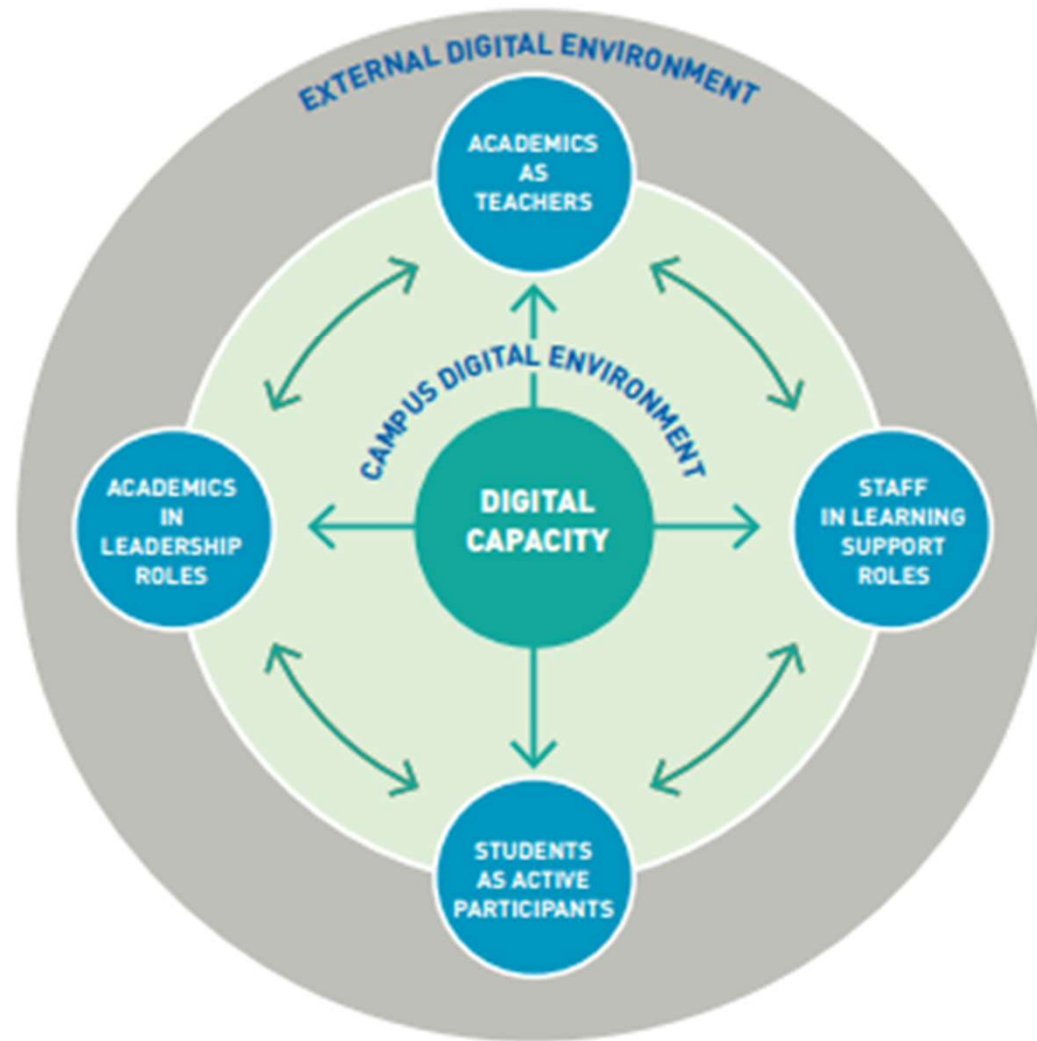


Challenging the myths and understanding the realities

- The Myth of Diminishing Cost
- The Myth of the Disappearing Teacher
- The Myth of the Digital Native
- The Myth of Diminished Quality
- The Myth of Technology as benefactor
- The Myth of Insignificance
- The Myth of Imminent Revolution

http://www.teachingandlearning.ie/wp-content/uploads/2014/02/Insights_MythsandRealities-2015.pdf





What else we learnt from the consultation

- Technology in teaching is not a magic bullet, nor is it the holy grail – teachers and learners and their human interactions remain central
- Technology in teaching still holds enormous untapped potential – there is a wide range of valuable resources that can be utilised creatively in the interests of teachers and learners
- Strategic leadership is crucial in enabling digital capacity



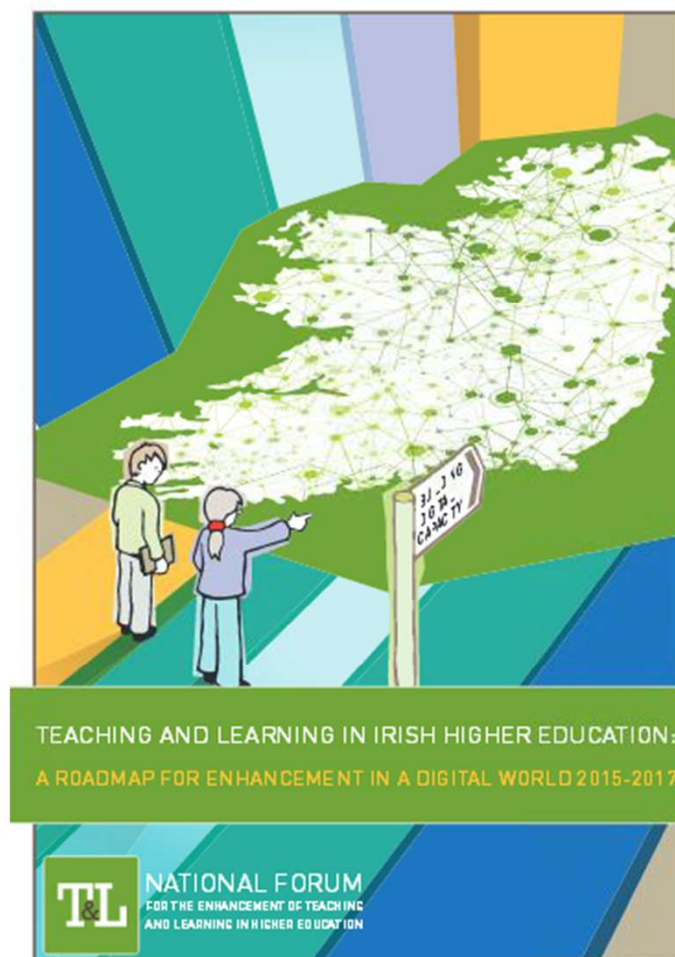
The Vision For Digital Capacity in Irish Higher Education

- Culture that embraces Digital Learning
- Digital Platforms increase connectivity
- Digital Literacy and Digital Skills developed
- Students are supported
- Teachers are enabled
- Increased collaboration nationally and internationally



Digital Roadmap

Teaching and Learning in Higher Education A Roadmap for Enhancement in a Digital World 2015-2017



TEACHING AND LEARNING IN IRISH HIGHER EDUCATION:
A ROADMAP FOR ENHANCEMENT IN A DIGITAL WORLD 2015-2017



NATIONAL FORUM
FOR THE ENHANCEMENT OF TEACHING
AND LEARNING IN HIGHER EDUCATION

A Clear Focus on Enhancement

- Supports strategy development
- Informs leaders
- Identifies agreed priorities for change
- Provides an informed framework for supporting and guiding organisations address priorities



The Roadmap -A Resource for Institutions

Structure: 4 Recommendations

For each Recommendation

- Identified Priorities
- Questions to Consider
- What Success might look like
- System-led actions to be addressed
- How the National Forum will provide support



Recommendation 1

Prioritise the strategic development of digital capacity in institutional and national policy and quality frameworks in a way that supports innovation for impact



Recommendation 2

Strengthen and support collaboration within and between institutions, and with different parts of the higher education sector; develop shared policies and infrastructure that reflect the complexity of an increasingly digital world



Recommendation 3

Develop a consistent, seamless
and coherent digital experience for
students in Irish higher education
and actively engage with students
and teachers to develop their digital
skills and knowledge



Recommendation 4

Develop a strong evidence base for enhanced pedagogy



The Roadmap -A Resource for Institutions

Structure: 4 Recommendations

For each Recommendation

- Identified Priorities
- Questions to Consider
- What Success might look like
- System-led actions to be addressed
- How the National Forum will provide support



Recommendation 2 – Priority 2

Institutions should pilot stronger team-based approaches (involving teachers, students, IT and academic support staff) to teaching and learning, curriculum design and programme development; new modes of learning and innovation should be integrated from the outset of such pilots

Questions to consider

- Is there evidence of collaboration within and across disciplines in your institution?
 - How is good practice captured and shared across the institution?
 - What opportunities are provided for fostering inter-disciplinary collaboration?
- Does your institution support disciplines to work collaboratively across clusters or multi-institutional partnerships for new programme development or existing programme review?
- How well does your institution enable and respond to contributions from wider stakeholders (employer, community groups...) to inform programme development, delivery and recognition?
- Does the programme development and review process within your institution actively engage students, librarians, IT specialist and academics as vital partners in a team-based approach?
- Is there a requirement in programme development and validation for a multi-skilled team based submission and is the institutional (or cluster) expertise in learning design, technologies and student support fully utilised at these stages?
- What scope is there for mandating consideration of new modes of teaching and learning in all new programme proposals and in the review of existing programmes?

Implementing Strategy

Designed to Support the Development
of Digital Capacity by Discipline-based
units



Building Digital Capacity

- Digital Roadmap – Provided a resource for the sector
- Funded Collaborative Projects
- Scoped National Projects



Teaching and Learning Enhancement Fund

- 2 million euro per annum for 3 years
- Annual call linked to strategic priorities
- Competitive Process – International Panel
- Open and Transparent Process – 6 monthly reviews
- Open Access



Digital Skills – the ‘problem’

- Students need high levels of skills and confidence for employment
- Academic staff/faculty need skills to provide up to date learning experiences
- Support staff need skills to develop their specialist expertise

Digital Skills – a typical ‘solution’

- Embed digital skills training in the curriculum, formal, credit-bearing courses
- Professional Development workshops for Academic staff/faculty
- ‘Competency framework’ produced for support staff, with skills defined per role/grade

All underpinned by comprehensive policy document



Digital Skills – the new problem

- Efforts directed towards implementation and compliance
- Learning becomes mere performance of structured tasks
- Role demarcations and barriers strengthened
- Little guarantee of connection with wider world/life



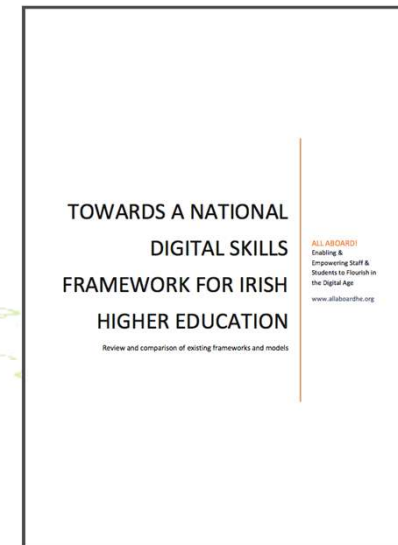
Digital Skills – the new problem

Yet another set of formal documents
and policies



Digital Skills – the new problem

- 60 pre- existing digital literacies & skills frameworks for education were reviewed!
- *If so many, then why still an issue??*



In Short.....

***The joy, the fun, the excitement
and the creativity – are all
missing!***



A different approach?

Ways of encouraging participation and accessibility?

- of relating to wider life?
- of overcoming the alienation and disempowerment of technologies?
- of creating a sense all being learners together: faculty, staff and students?
- of introducing some 'fun', some colour and creativity?



ALL ABOARD

www.allaboardhe.org

**Enabling & Empowering Staff & Students to Flourish
in the Digital Age**



OÉ Gaillimh
NUI Galway



University College Dublin
Ireland's Global University



COLÁISTE MUIRE GAN SMÁL
OILSCOIL LUIMNIGH
MARY IMMACULATE COLLEGE
UNIVERSITY OF LIMERICK



UNIVERSITY of LIMERICK
OILSCOIL LUIMNIGH



NATIONAL FORUM
FOR THE ENHANCEMENT OF TEACHING
AND LEARNING IN HIGHER EDUCATION



National Digital Skills Framework



Nikos Koutoulas



Collaboration Tools

Operating Systems

Video Resources

Audio Resources

OERs

Podcasting

Data Storage

Classroom Technologies

Course Design

Online Identity

Discussion Boards

Social Networks

Coding

Security

App Development

Learning Design

Screencasts

Time Management

Interactive Displays

Creative Commons

Blogs

Flipped Classroom

Journals

Producing Content

Key Words

Digital Footprint

Sources

Search Engines

Databases

Smartphoness

Mobile Technologies

Critical Evaluation

Web Content

Safety

Privacy

Reputation

Email

Online Teaching

Web Mechanics

Online Navigation

Browsers

Ethics

Data Protection

Design Thinking

Password Management

Collate Content

Spreadsheets

Digital Images

Digital Copyright

Wikis

Referencing

Animation

Project Management

Accessibility Tools

Metacognition

Avoiding Plagiarism

E-portfolios

Online Communication

Organisational Tools

Remixing Content

Word Processing

Streaming

VLE

Digital Content

Video Conferencing

Lecture Capture

Mind Mapping

Presentation Skills

Filetypes

Learning Design

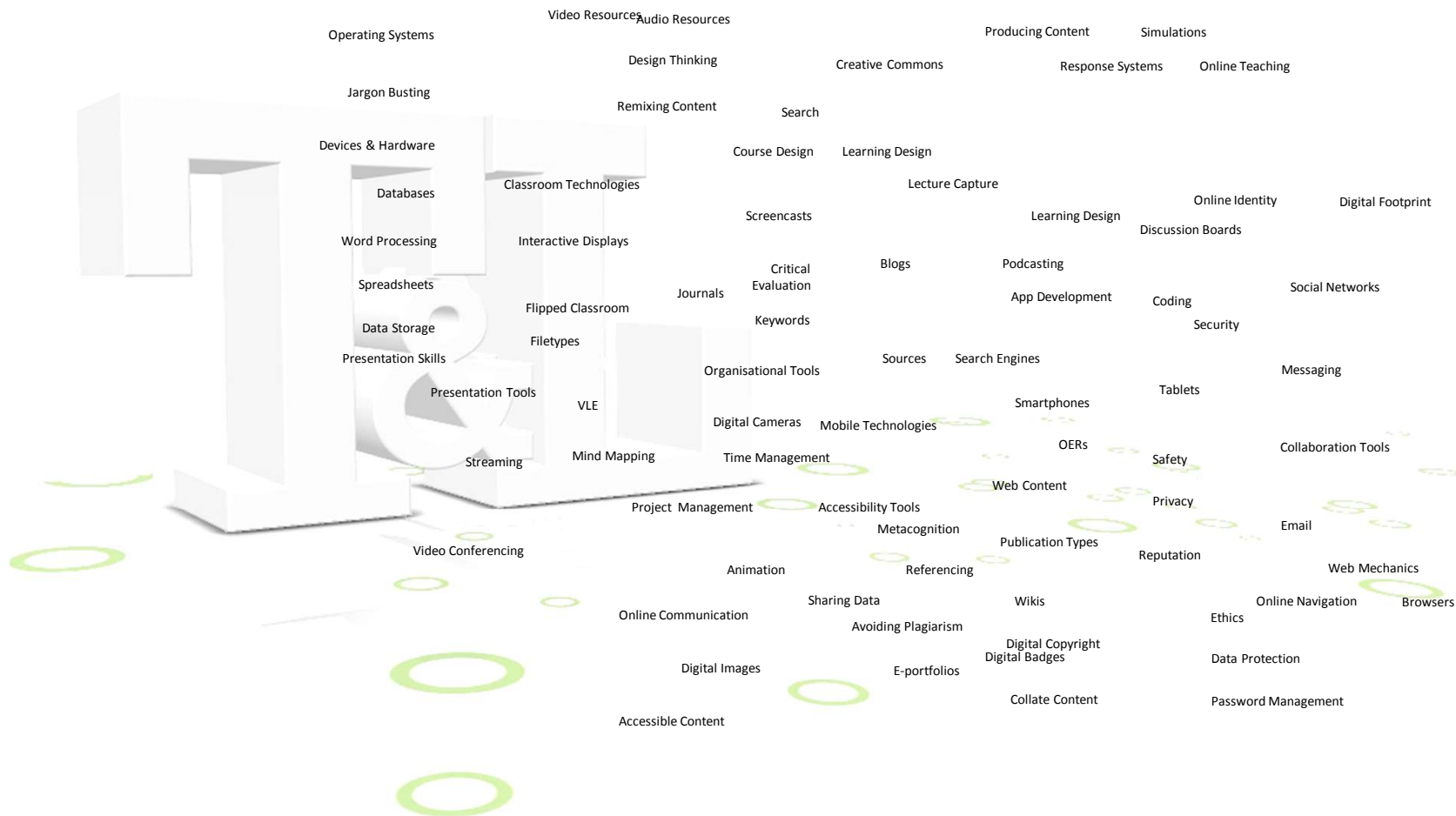
Presentation Tools

Messaging

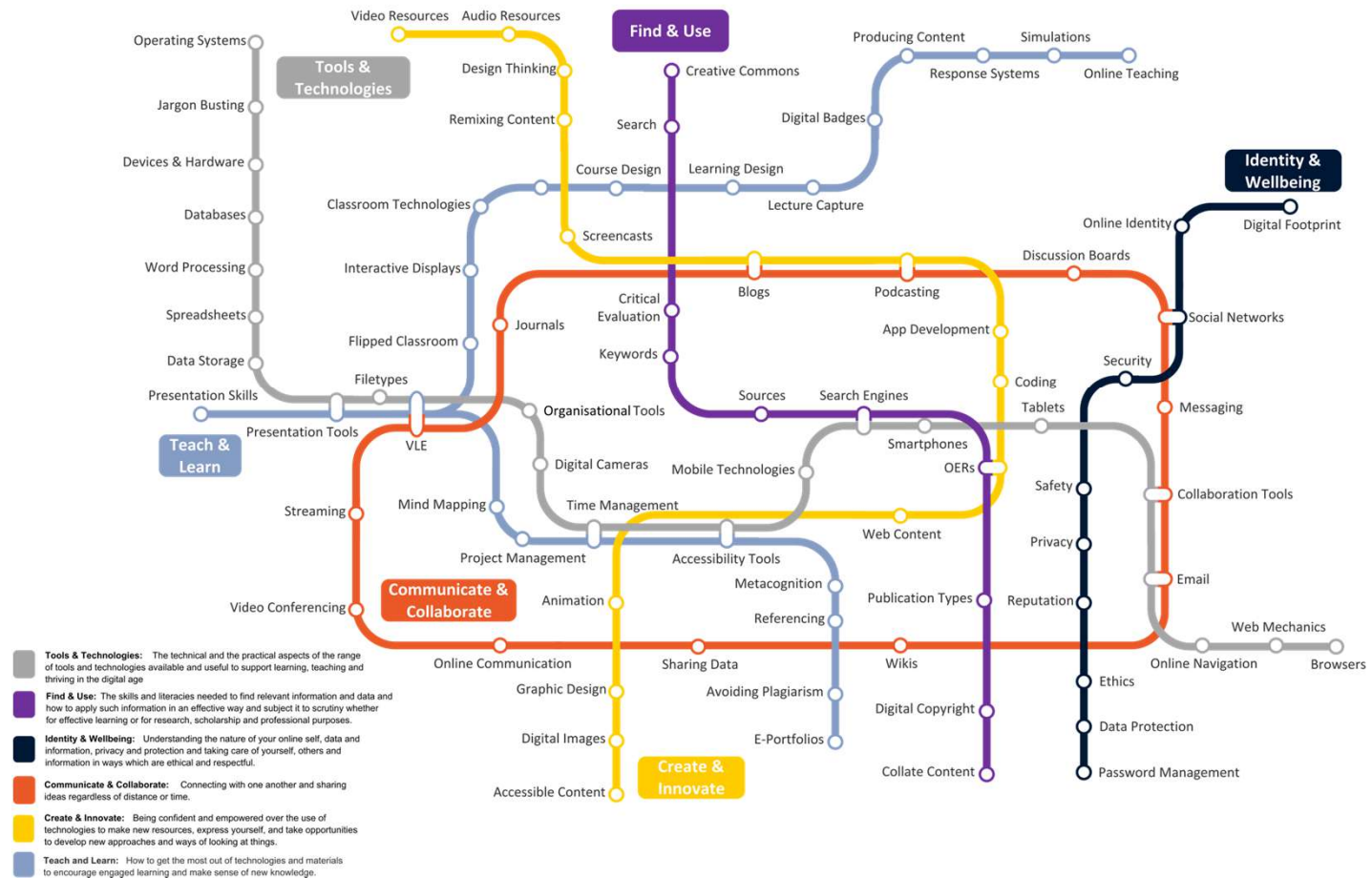
Jargon Busting

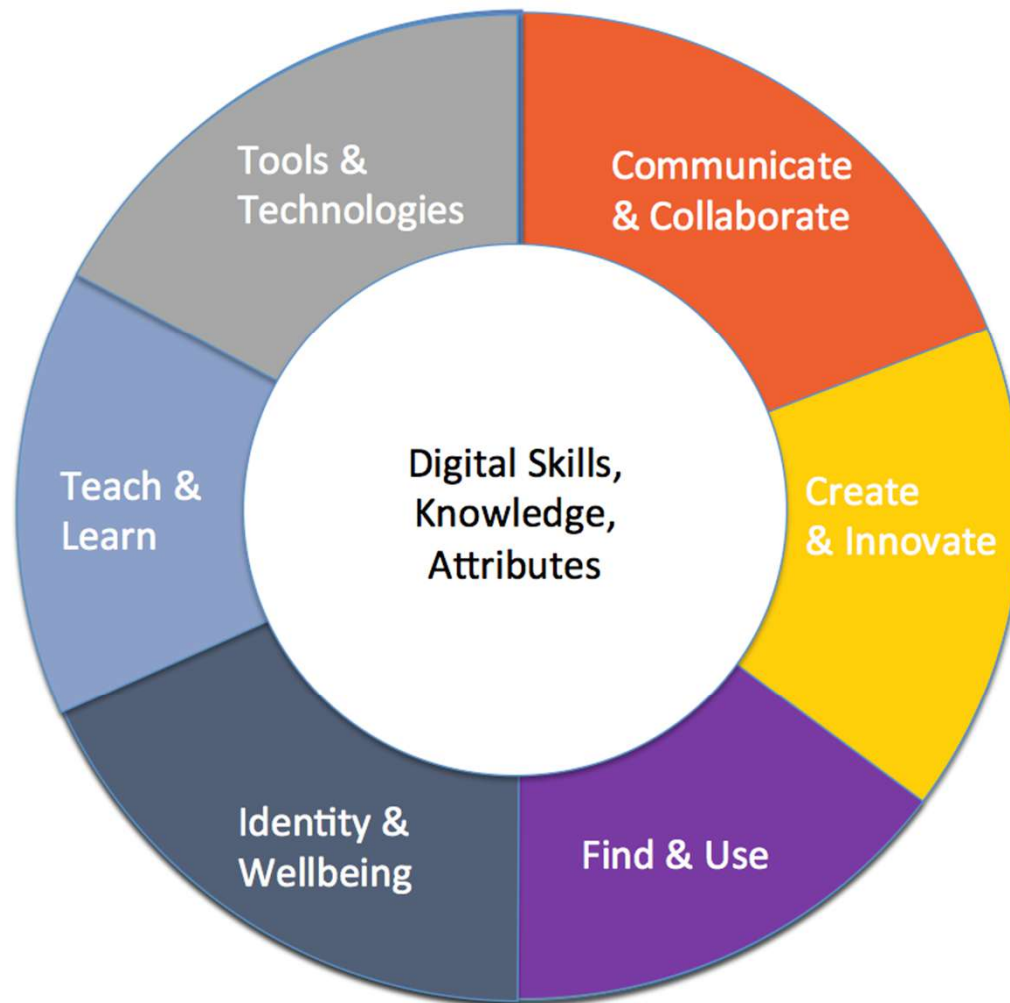
Simulations

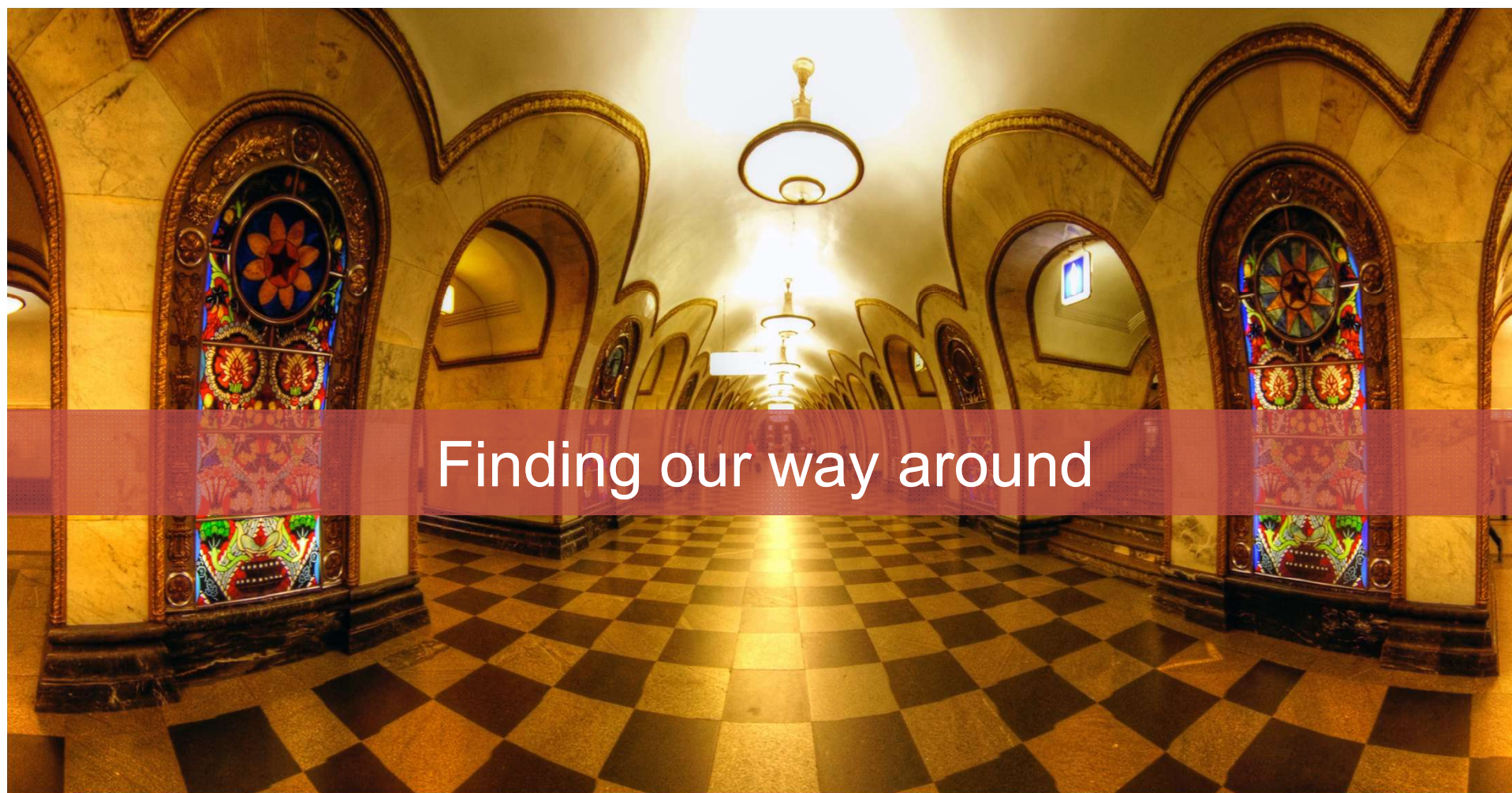
Tablets



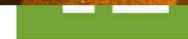
ALL ABOARD Mapping Digital Skills in Irish Education



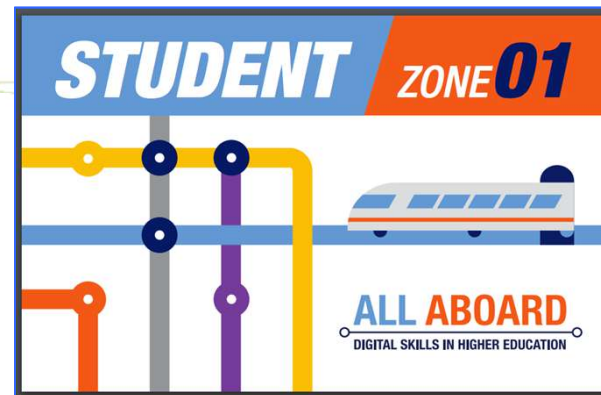




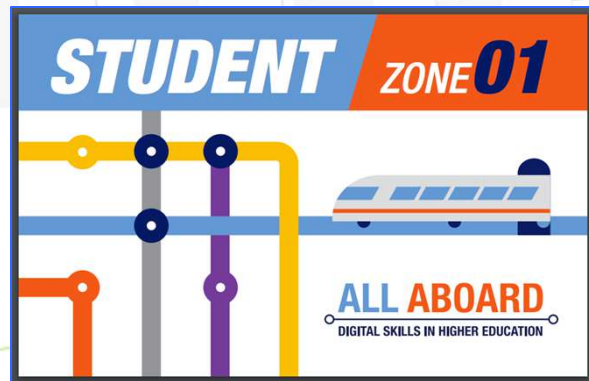
Finding our way around



Navigating the Digital Skills Framework



Travelcards



- Understanding your smartphone
- Introduction to finding information online
- Protecting your online identity
- Social Media – protecting & enhancing your online reputation
- What is a VLE/LMS?
- Tools for Learning





Content & Resources

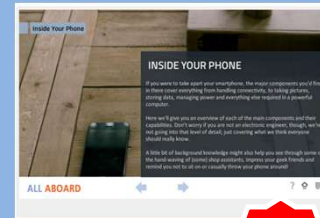
© SARAI RACHEL

el Samanvi

allaboardhe.org

- LearnDash, OBF
- Open for browsing, downloading
- Edugate authentication for badging

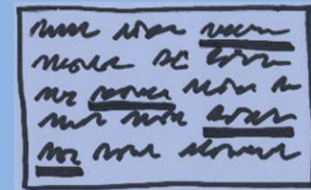
Short, interactive lesson



Badge

Station (Topic)

Links & other resources



Workshop toolkit



Downloadable (SCORM) materials



Advanced badge claim




Criteria, issuing

Open Badge Factory
+ Institutional VLEs

Policy & Guidelines

☒ Order by last modified ☐ Order by title

 Open Badge Factory



DIGITAL CHAMPIONS ONLINE IDENTITY WORKSHOP

Badge Earners participated in a hands on workshop to explore their Online Identity as part of the Digital Champions at NUI Galway initiative.

- Attended Online Identity Workshop and Seminar
- Participated in Visitor and Resident Mapping of Online Presence
- Reflected on current Online Identity and use of Social Media
- Examined the practical steps that could be taken to manage, develop and build their Online Presence/Identity
- Provided feedback on issues/concerns relating to Online Identity (Privacy/Security)

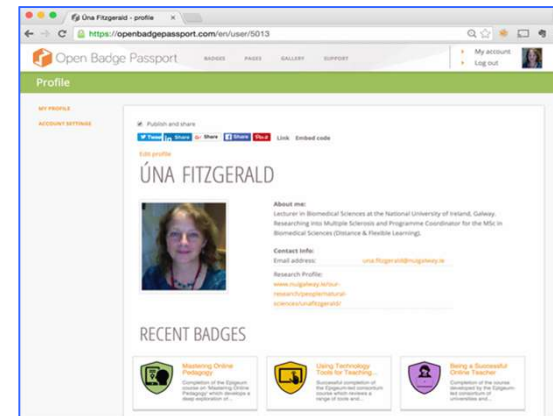
• reflect on this feedback and develop an action plan where appropriate.

Personal Profiles

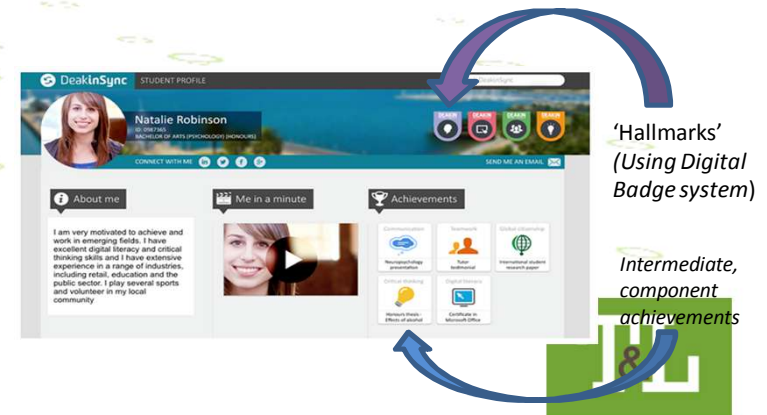
Capturing badges, storing CVs, linking to publications and allowing re-export to other platforms (e.g., LinkedIn), embedding in websites, etc.

Compliance with OBI

Open Badge Passport



**Alternatives
(bespoke)**



A photograph of a long, ornate hallway with a checkered floor and stained glass windows. The hallway is illuminated by warm, yellow light from a central chandelier. The walls are made of light-colored stone or marble, and the floor is a dark and light brown checkered pattern. On the left and right sides, there are arched alcoves containing colorful stained glass windows with floral and geometric designs. The perspective is looking down the length of the hallway, creating a sense of depth.

Student Partnership



UCD Student Digital Ambassador



DIGITAL CHAMPIONS

Launch and lunch
Feb 2nd 1pm-2pm
The View, Aras na Mac Leinn

- > Explore an
- > Collaborat
- > Earn Digi

Find Out

- > DEVELOP AND SHOWCASE YOUR DIGITAL SKILLS
- > BE PART OF AN EXPLORE AND NATIONAL PROJECT
- > EARN DIGITAL BADGES, THE ALIVE CERTIFICATE, HOODIES, TECH GIVEAWAYS AND MORE...

Visit: su.ruigalway.ie/champions

DIGITALCHAMPIONSNUIG
 @DIGICHAMPSNUIG

xplore
ANALYTICS PROJECT



All Open Access

Already translated into a number of languages!

Currently working with the school system to adopt the digital skills framework across all education levels





Student Success Toolbox

Student Success Toolbox for Flexible Learners

www.studentsuccess.ie



The Toolbox



Student Success Toolbox

Home
Project Overview
Project Partners
Publications
The Toolbox
Events
Blog
Contact Us



Tool 1: Am I Ready for Study?



Tool 2: How Much Work Is It?



Tool 3: Who Can I Ask?



Tool 4: My Computer Skills



Tool 5: My First Assignment



Tool 6: Get Ready For Success



Tool 7: Study Tips For Me



Tool 8: Online Orientation

<https://youtu.be/m9Sr6eEK1iE>

TL
&



Feedback

**Supporting Transition:
Enhancing Feedback in First Year Using Digital Technologies**

**Project Update to the National Forum for the Enhancement for Teaching and Learning
March 1 2016**

TEL Weeks – Take 1 Step

- <https://youtu.be/w79W8KFoAhE>

<http://www.t1step.ie/>





Assessment for Learning: Resources for First Year Undergraduate Mathematics Modules



Audience Response System – the UniDoodle Apps

- An audience response system which will allow teachers to ask questions and gather responses from students through their smart-phones and/or tablets.
- Students can submit graphs, drawings and calculations and lecturers can view the responses instantly.
- Apps for both IOS and Android systems.



TEL Tools

https://youtu.be/XBW2b5IN6_0

Website: <http://telu.me/>



Building Digital Capacity

- Digital Roadmap – Provided a resource for the sector
- Funded Collaborative Projects
- **Scoped National Projects**



Building Digital Capacity

Scoped National Projects

- Technical Infrastructure
- Learning Analytics
- Enabling Policies in a Digital world
- Open Access and OER



A Useful Thinking Tool

Menu of aims

Add to the curriculum	Increase efficiency, effectiveness or economy	Increase equity of outcome	Increase equity of experience	Change student outcomes	Change student experience	Increase equity of access	Change teaching and learning practices	Change the environment, artefacts to become more enabling	Change power relations between students and staff
-----------------------	---	----------------------------	-------------------------------	-------------------------	---------------------------	---------------------------	--	---	---

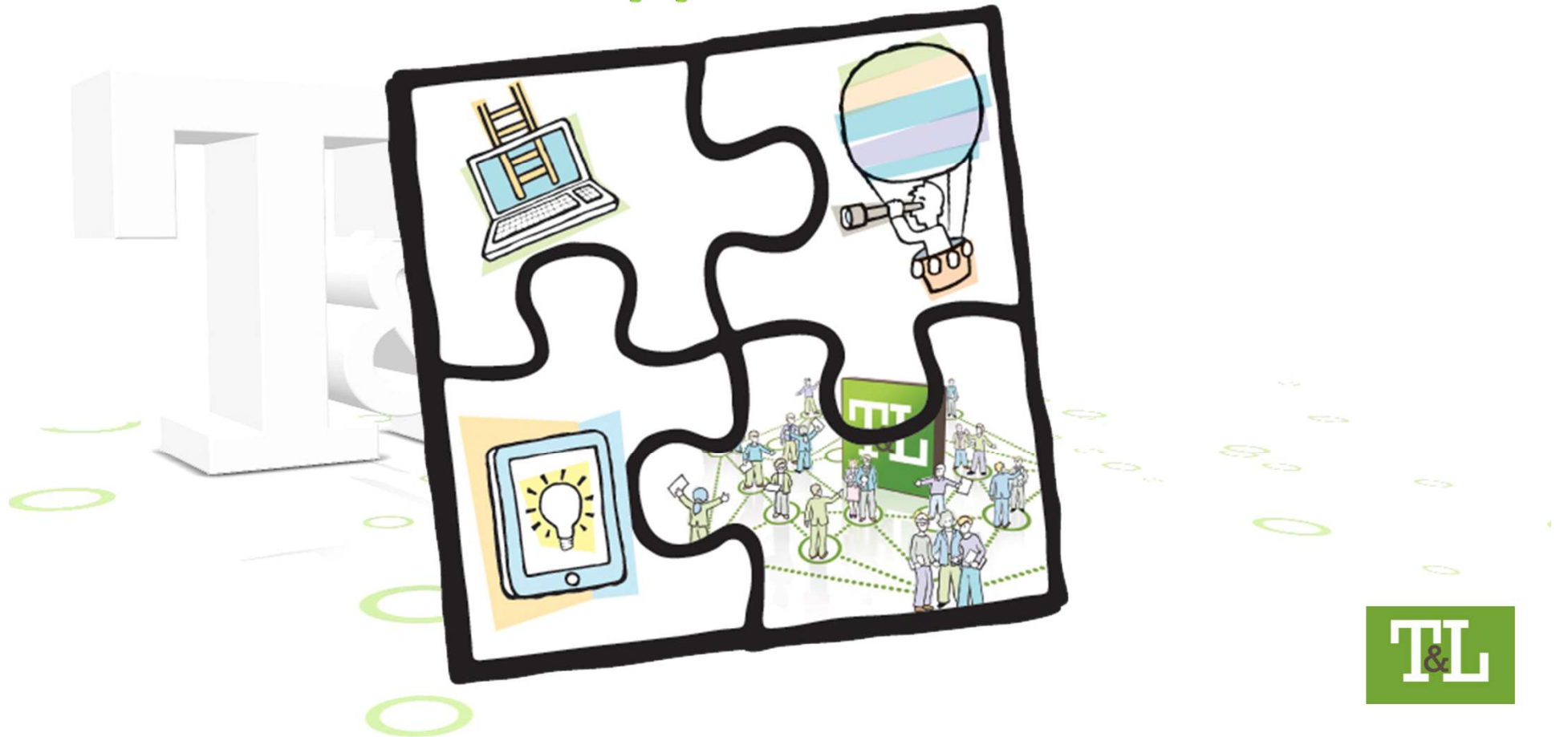
Degree of change

Enhancement as incrementalism (Reform agenda)			Enhancement as reinvention (Transformational agenda)	
Do the same in the old way but better	Add new things to old things and do them in the old way	Do completely different things in the old way	Do completely different things in some new ways	Do completely different things completely differently

Trowler, Ashwin and Saunders (2014)



A Connected Approach

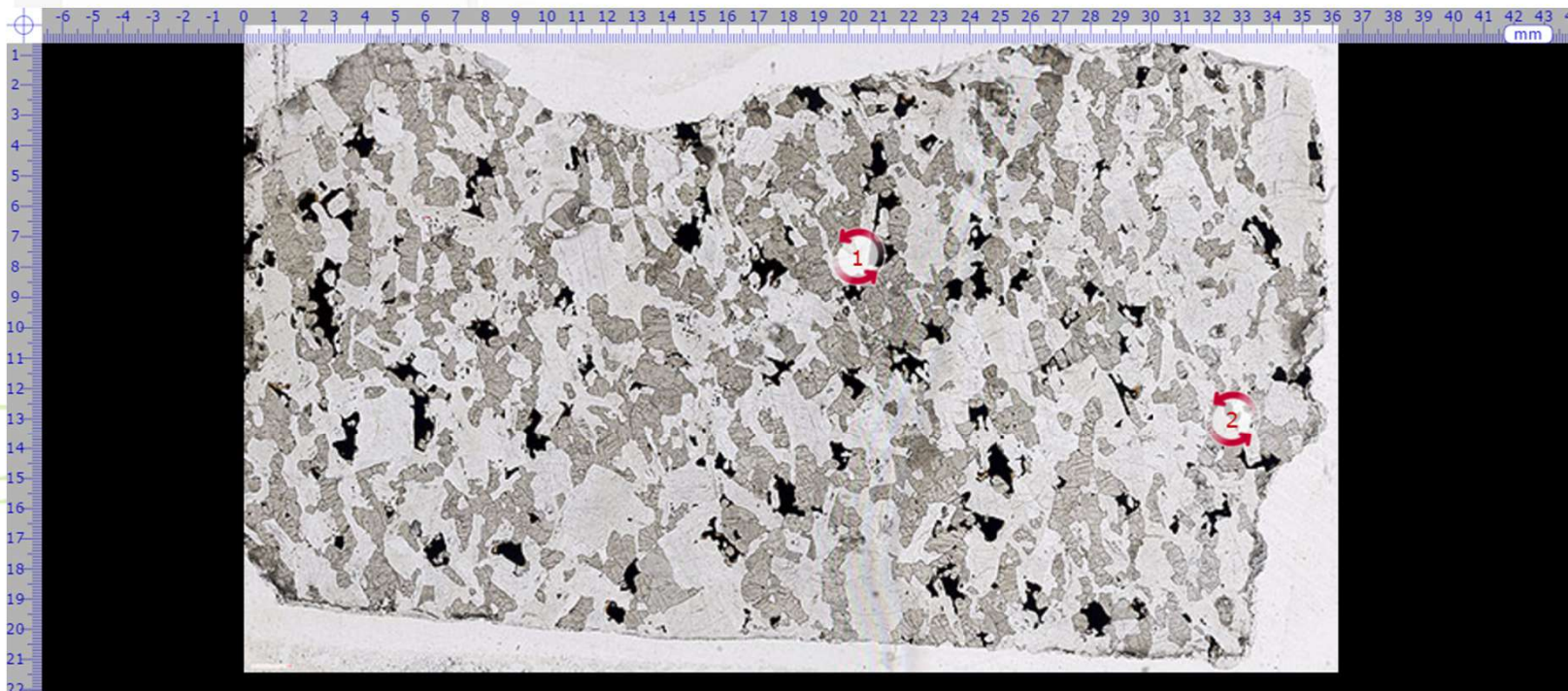


Is what we are doing working?

**Are we having an impact
on the ground?**



The Geologists



TL
&

Next Steps

- Interim Review
- All Aboard 2017: Building confidence in Digital Skills For Learning
- Partnership with EU



DigCompOrg Framework

