



University of
Salford
MANCHESTER



DEVELOPING DIGITALLY CAPABLE GRADUATES

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AIM OF PRESENTATION

Provide insights on how we adapted teaching and learning using digital technologies

BEFORE THE PANDEMIC

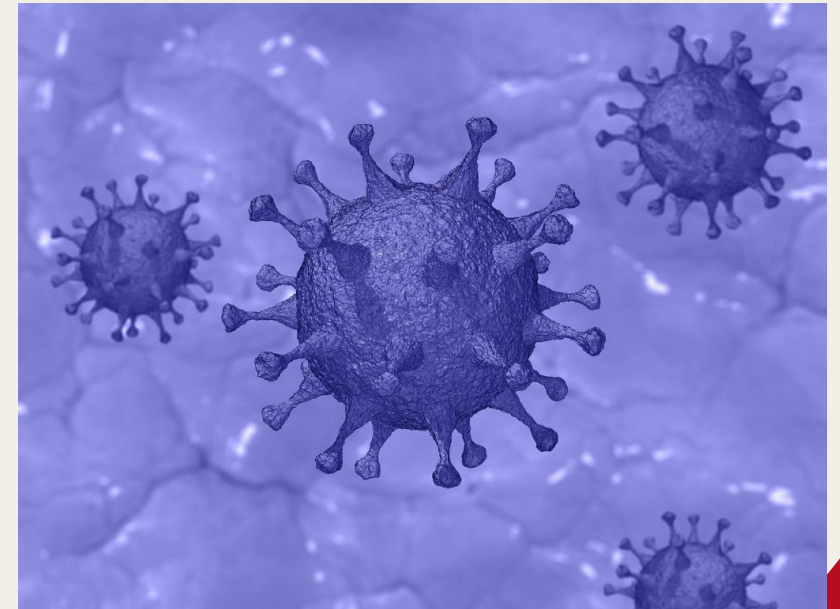
Digital sector is one of the fastest growing sectors in the global economy

- **Globally, £245 billion over the last 4 years (2015-2018)**
- **Forbes Magazine ‘those who are digitally literate are more likely to be economically successful’**
- Students gain an appropriate level of digital literacy at the outset of their study for their prospective career pathway

DURING THE PANDEMIC

- The recent pandemic disrupted teaching and learning, as we know it (seeking last minute, innovative solutions) and integrating students with/no access
- **DIGITAL SKILLS A ‘MUST’ REQUIREMENT (students and staff)**

Digital Skills



MILLENNIALS

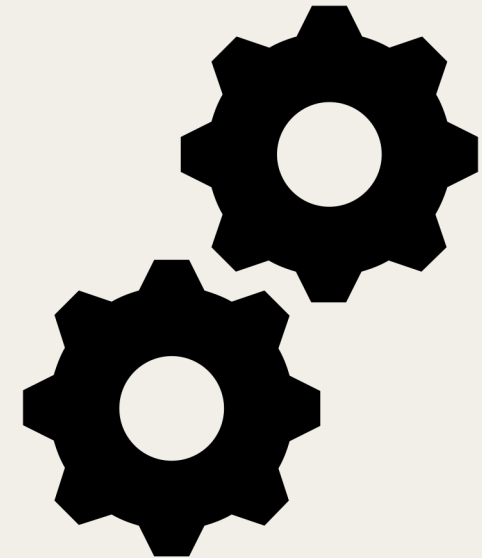
- Born between 1981 and 1996 and also known as Generation Y
- Seek role models who motivate and inspire them
- Greater flexibility at work, personal development, and constant feedback
- Able to be in control of their learning journey

GENERATION Z (born 1997-2009)

GENERATION ALPHA (born after 2010)

- Still learning about both generations
- Independence is more likely to increase
- Born and raised into a social media culture
- 24/7 online access to information and services is the norm

Contemporary learner attitudes



Think of one challenge you experienced during the pandemic and the solution

Upload to Padlet

https://uos.padlet.org/sgs432_63107/j8fzie_e570wv7vd3

ACTIVITY 1

– 10 minutes



Disruptive teaching and learning

Challenges	Solutions
Sudden closure of universities	Re-orientation towards e-learning
Meet learning outcomes	Fast-track planning and designing process (from offline to online) <ul style="list-style-type: none"> • SMART objectives (achieve within timeframe and cons) • Teaching approach: synchronous vs asynchronous vs blended, the length of time, resources (presentation, whitepaper, recorded session, activities), approach (group/independent/etc) and the technology at hand.
Minimise digital divide	Provision of training and devices (centralized support, LinkedIn Learning, quick guides)
Unexpected/unfair learning conditions (access, family)	Be open, have a standard/unified response Reduce workload, amend calendar, submissions
Unfamiliarity of online learning (both staff and students)	Staff - Buddy with colleagues (including from technical disciplines) Students – Step by step, keep it simple, include Q&A sessions and access to resources
Student engagement	Monitor (use metrics), group work, shared spaces (e.g Teams site for students), facilitate discussions and stimulate critical thinking, praise
Isolation, lack of motivation	Build bonds, show empathy, listen, support

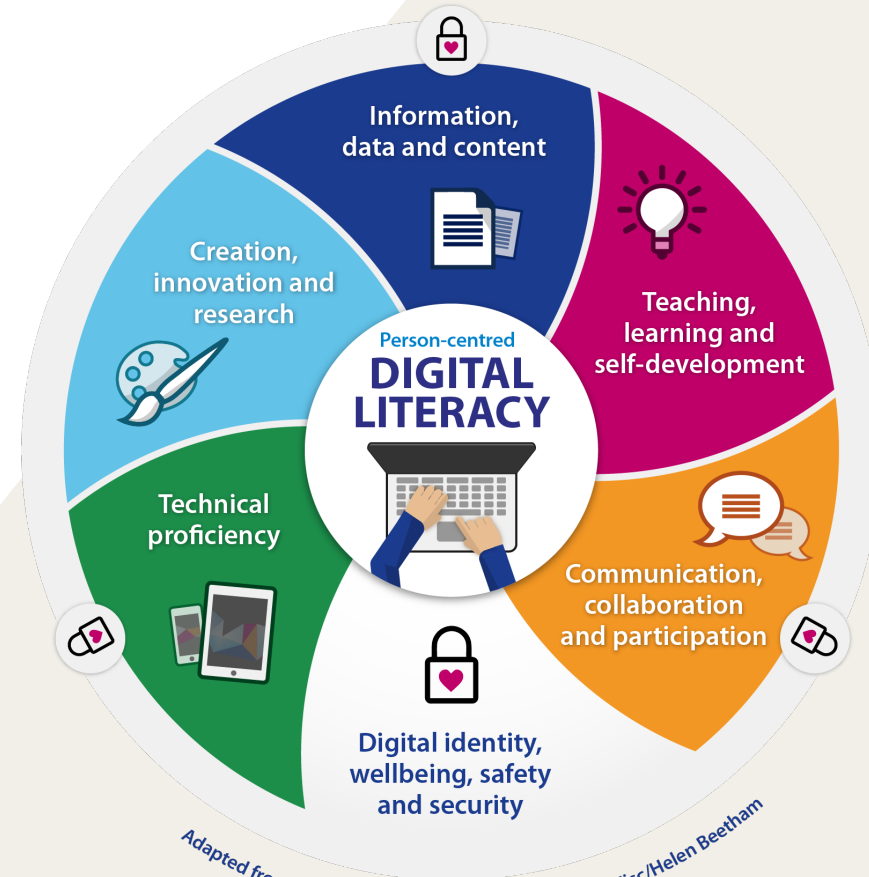
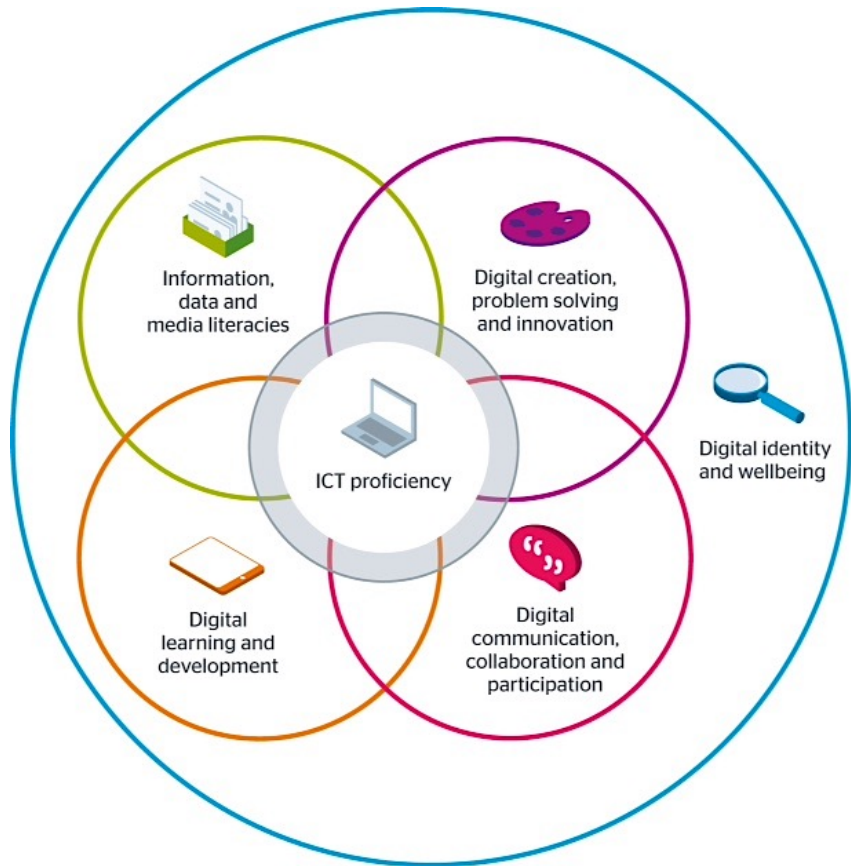
Examples of Approaches to Teaching and Learning

Approaches to Teaching and Learning		Technology
Lead lectures	We invite guest speakers (industry, citizens) to share real life experiences (role models)	Blackboard Collaborate, Teams (Zoom etc.)
Group work / Collaboration	Digital participation, collaboration and social learning (constant feedback)	Scenario or project Teams/Collaborate breakout groups, Padlet, Mentimeter
Guided/independent study	Independent, autonomous learners of whom can utilise experiential learning	Designed activities, available of VLE (Blackboard), Q/A sessions Collaborate/Teams
Create	Allow students to be creative and innovative	Activities: create posters
Share	Collaboration, connection and student engagement triggers the production of learner generated content	Reflective blogs, other digital content
Reflection	Promote cognitive activity such as analysis and synthesis	Reflective blogs, Q/A sessions

Heutagogical (independent learning)

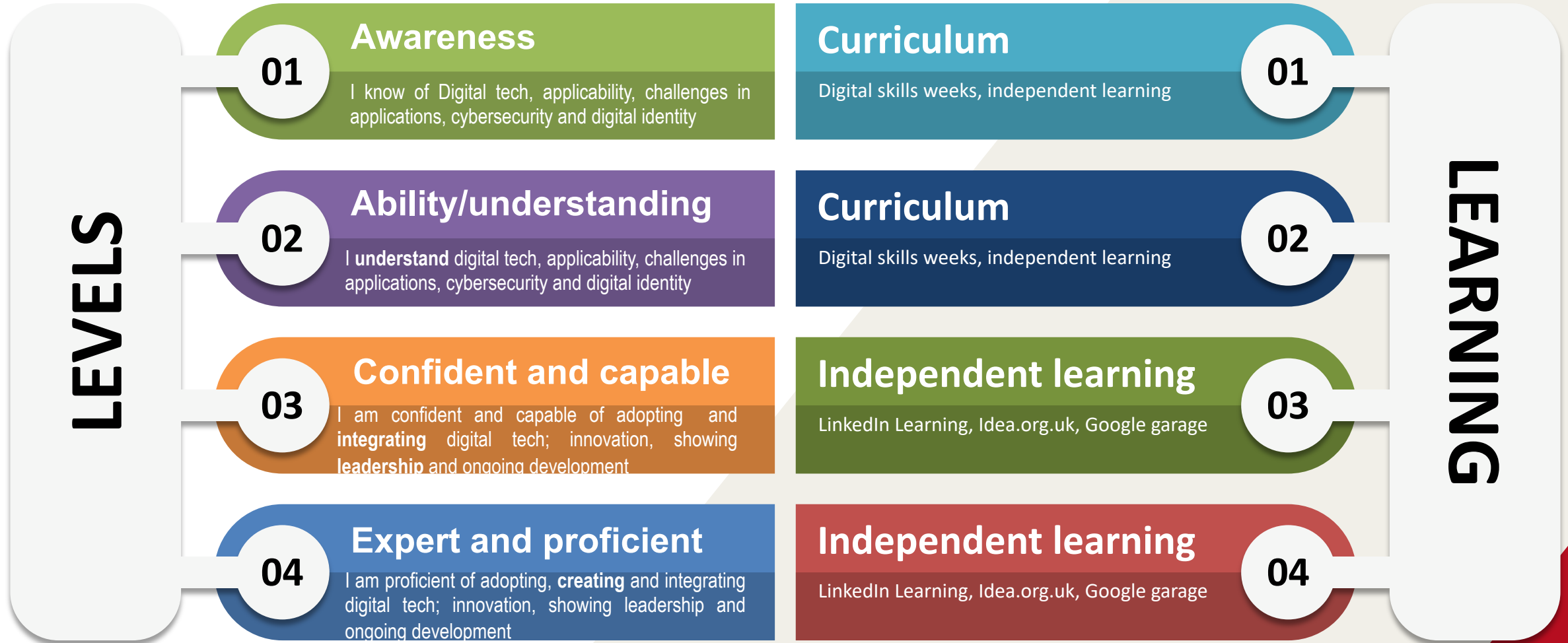
enable students to explore, create, collaborate, connect, share, reflect (Blaschke and Hase, 2016)

Example of Digital Skills Design - DiSk Pass



Adapted from Jisc Digital Capacity Framework (2015) Jisc/Helen Beetham

Levels / Development



DiSkPass



DIGITAL PASSPORT APP

- Collection of learning
- Rewards
- Portable throughout the years of study



DIGITAL CHAMPIONS

- Peer support
- Recognition badge



MY DIGITAL SKILLS

- Digital weeks
- Collection of digital activities
- Simulation



INDEPENDENT LEARNING

Signposting to resources:

- IDEA
- LinkedIn learning
- Youtube
- Real life projects



PoSD – example of design

PoSD, a web-development module, designed as a blended-learning flipped-classroom module:

- Asynchronous use of external resources such as CodeCademy
- Video content that is tested through knowledge reviews in class. Auto-marked in BlackBoard.
- Implementation practiced in sandboxes such as CodePen.
- Synchronous team-space for module and assessment support.



Exam based tests

Knowledge Reviews
This is where you will go to complete your weekly knowledge reviews from week 2 to week 7.

HTML Knowledge Review
This is a summative (marked) assessment of your knowledge of HTML submitted in partial fulfillment of the Portfolio Assignment (50%) of this module.

CSS Knowledge Review
This is a summative (marked) assessment of your knowledge of CSS

Website Layouts
This is a summative (marked) assessment of your knowledge of the Assignment (50%) of this module.

Testing & Validation
Availability: Item is hidden from students.
This is a summative (marked) assessment of your knowledge of Test module.

Accessibility
Availability: Item is hidden from students.
This is a summative (marked) assessment of your knowledge of Acc

Dynamic Elements
This is a summative (marked) assessment of your knowledge of Dyn the Portfolio Assignment (50%) of this module.

Enabled: Statistics Tracking

PoSD 2020 Week 1 Video

Establish a connection to remote host

ftp.sbs-posd.org

You have received your username and password by Email

- Your Username is the longer alphanumeric field you have received
- Your password is the numeric

Client brief: Lucy Fish Counseling

Enabled: Statistics Tracking

LucyFishCounselling.co.uk

- Counselling & Psychotherapy Services
- Local Business
- Client base: Blackburn with Darwen and surrounding area
- Person Centered approach

Experience & Training:

- MSc Counselling & Psychotherapy
- BACP Member
- Specialism in bereavement
- Fees: £40 per hour

- Bespoke Flipped classroom video content with knowledge assessed though timed online exam
- Can be run as face to face or in online teams Space
- Automated marking into VLE (BlackBoard)

Sort Columns By: Layout Position Order: ▲Ascending

Last Saved: 30 April 2020 15:52

HTML KNOWLEDGE REVIEW	CSS KNOWLEDGE REVIEW	WEBSITE LAYOUTS	TESTING & VALIDATION	ACCESSIBILITY	DYNAMIC ELEMENTS
15.00	12.00	13.00	12.00	11.00	13.00
13.00	10.00	10.00	9.00	11.00	12.00
12.00	13.00	12.00	13.00	12.00	8.00
13.00	15.00	16.00	14.00	15.00	11.00
14.00	17.00	16.00	14.00	14.00	14.00
16.00	15.00	14.00	8.00	8.00	10.00
13.00	14.00	8.00	6.00	7.00	15.00
16.00	16.00	17.00	15.00	15.00	15.00
15.00	13.00	13.00	12.00	15.00	14.00
11.00	13.00	9.00	8.00	14.00	11.00

Selected Rows: 0

Team spaces for teaching and discussion

< All teams



Digital Business Level 5 - 20... ⋮

General

Codecademy and Website Prototype Support

Knowledge Review Support

General Posts Files Class Notebook Grades + Team Meet

Richard Dron 16/04 11:50
Hi all,

Monday is the final support session for your PoSD Website Prototype - submission is next Wednesday the 22nd at 16:00, **but all of you that are effected by the current crisis can still submit a PMC, and if any of you have not yet done this I would really advise you to do this.**

Come along to this session (on Monday) and show me where you are up to with your final submission and if you need further support I can guide you towards a successful submission.

My out of office is on until Monday, but if you have any questions at all you can message me on teams in the PoSD team space or directly with your PoSD questions.

Speak to you all soon,

Rich

[See less](#)

PoSD Assessment Support Website Prototype
Monday, 20 April 2020 @ 10:00

6 replies from you

← Reply

Blackboard Collaborate Ultra



Sessions



Principles of Systems Development (PoSD) 19/20 S2 (19-20) – Course Room
Unlocked (available)

```
HTML Basics Introduction PoSD 1819
Rich Dron [+ Follow]

HTML
1 <!doctype html>
2 <html>
3 <head>
4 <!-- tags to describe the page itself -->
5 <!-- tags that link to CSS files --->
6 <!-- tags to include JavaScript files -->
7 </head>
8 <body>
9 <!-- Main body content goes here --->
10 <div>
11 <a href="home.html">Home</a>
12 <a href="buy.html">Buy</a>
13 <a href="categories.html">Categories</a>

CSS
1 /*
2 We aren't concerned with CSS in this
3 assignment. You can close this editor for
4 now to have more room for practicing HTML.
5
6 Note that this is a CSS comment. This
7 notation WILL NOT work in html, which instead
8 uses <!-- and -->
9 */
```

[Home Buy Categories](#)
Search:

News

Vestibulum sit amet pharetra est. Praesent sodales ut orci eget con-
sequat elit nisi ac erat. Proin dignissim neque sit amet venena-
Maecenas laoreet augue tortor, vel rutrum massa dignissim non.

This is a Level 2 heading

This is a level 3 heading

This is a level 4 heading

Learn HTML

Resume

iew [Syllabus](#)

Course Progress

0%



Asynchronous sandboxes and e-learning through external resources


University of Salford online learning Framework

The framework defines four broad phases for organizing student learning activities:

- Theory: Underpinning knowledge delivered through highly structured learning materials.
- Context: Analysing how the theory is applied through authentic and real-world examples.
- Application: Working collaboratively to apply learning in a supported environment.
- Practice: Deeper exploration of the topic.

Calum Thomson and Amina Helal- QEO
University of Salford

Theory 2 hours	Definition and explanation
Context 1 hour	Watch video/podcast/live interview Debriefing questions
Application 2 hours	Students collaborate on chosen platform
Practice 8 hours	Further reading; extended activities





Kahoot!


Game PIN

Enter

Scan, click, play!

- Use your mobile handset
- Navigate to Kahoot.it
- Enter the game pin provided on the screen
- Enter a name
- Start playing
- Celebrate the winner!

<https://create.kahoot.it/share/digital-capabilities/69242923-e97c-403f-bfe9-250074ba4d2a>



Top tips learning for the future

	Do		Don't
	<p>Keep it low tech / keep it simple Use text, slides, images (sways, VLE options) Provide notes for videos</p>		<p>Use complex technologies Access to internet and devices would vary</p>
	<p>Communicate Use primary platforms (e.g. Blackboard) and additional supportive tools (email, Padlet, Menti, Teams)</p>		<p>Use multiple channels Keep communications to one platform and signpost to other means (where available)</p>
	<p>Engage Build question time, involve students in taking decisions, allow them to create (e.g. posters) praise (badges, certificates)</p>		<p>3 full hours teaching Average human being attention span is eight seconds Combine teaching with group/independent work, ask questions</p>
	<p>Focus on the process Summary, timetable, estimated hours, daily tasks</p>		<p>Upload presentations or text Provide a clear learning pathway for the student</p>
	<p>Flexibility Mix synchronous with asynchronous (blended) Provide guided activities and build in Q/A sessions</p>		<p>Synchronous only Be inclusive - flexibility to access and learn</p>
	<p>Record Record Teams/Collaborate sessions</p>		<p>Punish students for not attending/joining Don't punish lack of attendance</p>



Finding and growing online voices



Planning for well being

Building online space together



Online identities



Supporting students: connections, identity and wellbeing

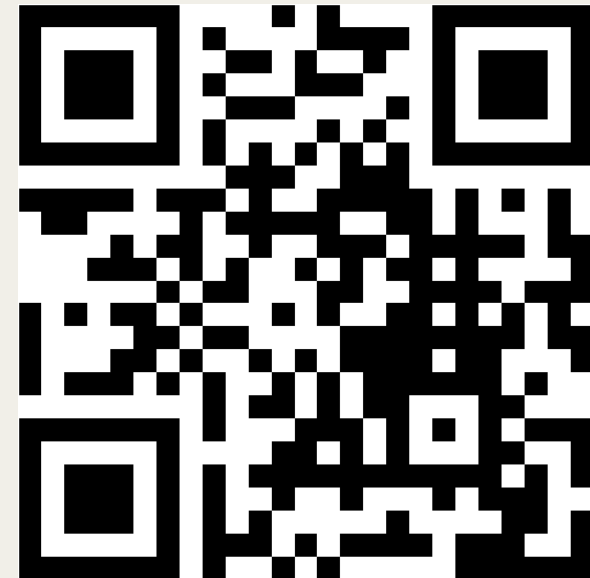


Intentionally Equitable
Hospitality (Bali et al 2019)

ACTIVITY 2

- Use 3 words to summarize this session
- Share via menti
- <https://www.menti.com/q9jyq7ak3v>

Reflect



Bali, M., Caines, A., Hogue, R.J., De Waard, H.J., & Friedrich, C. (2019) *Intentionally Equitable Hospitality in Hybrid Video Dialogue: The context of virtually connecting*
<https://elearnmag.acm.org/featured.cfm?aid=3331173>


Blaschke, L. M., & Hase, S. (2016). Heutagogy: a holistic framework for creating twenty-first-century self-determined learners. In *The future of ubiquitous learning* (pp. 25–40). Springer.

Gerstein, J. (2014). Moving from education 1.0 through education 2.0 towards education 3.0. In L. M. Blaschke, C. Kenyon, & S. Hase (Eds.), *Experiences in Self-Determined Learning* (pp. 84–96).

Calum Thompson and Amina Helal – QEO – University of Salford.

Health Education England. (2018). *A Health and Care Digital Capabilities Framework*. Retrieved from [https://hee.nhs.uk/sites/default/files/documents/Digital Literacy Capability Framework 2018.pdf](https://hee.nhs.uk/sites/default/files/documents/Digital%20Literacy%20Capability%20Framework%202018.pdf)

Leigh, J., Vasilica, C., Dron, R., Gawthorpe, D., Burns, E., & Kennedy, S. et al. (2020). Redefining undergraduate nurse teaching during the coronavirus pandemic: use of digital technologies. *British Journal Of Nursing*, 29(10), 566-569. doi: 10.12968/bjon.2020.29.10.566





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