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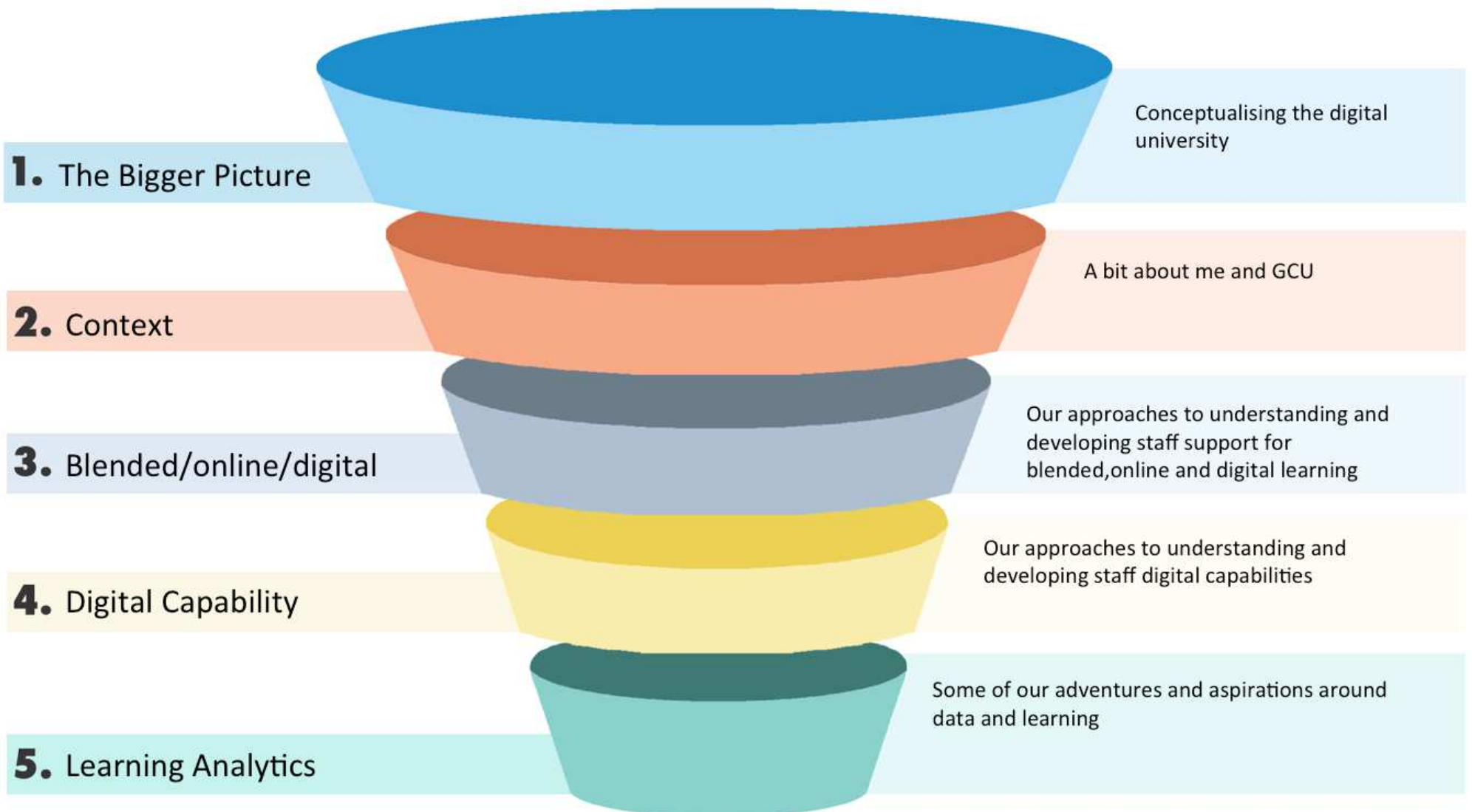
Working in the multiversity and developing notions of digital learning

BOLD Showcase, 31/5/2017
University of Glasgow



University for the Common Good

Overview



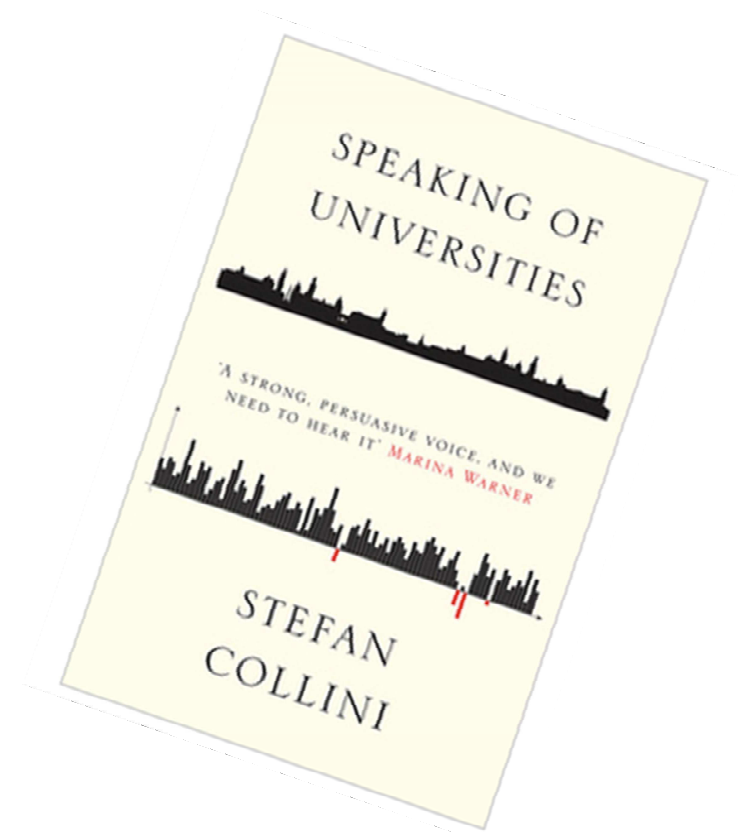
The University today – the challenges of the multiversity

“the health of a university cannot be judged simply by its financial position or place within global rank orders, but by the extent to which it manages the tensions among its different purposes.”



What to do?

"we need to be able to articulate an understanding of what universities are for that is adequate for our time if we are able to decide what to do"



A model for conceptualising the digital university

Digital Participation	Information & Digital Literacy
<ul style="list-style-type: none"> **Glocalization *Widening access *Civic Role and Responsibilities *Community Engagement *Networks (human & digital) *Technological affordances *Open Education 	<ul style="list-style-type: none"> *High level concepts and perceptions influencing practice *Staff and student engagement and development *Effective development and use of infrastructure
Curriculum and Course Design	Learning Environment
<ul style="list-style-type: none"> *Constructive alignment *Curriculum representations, course management, pedagogical innovation *Recruitment and marking *Reporting, data, analytics 	<ul style="list-style-type: none"> *Physical and digital *Pedagogical and social *Research and enquiry *Staff and resources

Digital Participation	Digital Literacy
<p><i>Encouraging:</i></p> <ul style="list-style-type: none"> • Civic Role and the Common Good • Widening access • Community Engagement • 'Globalization'⁵ • Professional and learning networks • Open Education practices & resources 	<p><i>Developing:</i></p> <ul style="list-style-type: none"> • Digitally confident staff and students • Pedagogically informed digital resources • Effective use of digital infrastructure • Efficient administration processes • Enhanced graduate attributes and employability
Digital Learning , Teaching & Assessment	Digital Environment & Infrastructure
<p><i>Enhancing:</i></p> <ul style="list-style-type: none"> • Flexibility, access and student choice • Curriculum design and course management • Pedagogical innovation • Assessment submission, marking and feedback • Reporting and analytics to inform student support and teaching approaches • Academic policy and practice 	<p><i>Enabling:</i></p> <ul style="list-style-type: none"> • Futuristic physical and digital learning spaces • Seamless and efficient technology systems • Inspirational pedagogical and social interaction • World-leading research and enquiry • Fit-for-purpose administrative processes • An outstanding student experience



Social Innovation for the Common Good @ GCU

Social Innovation

Home ▶ The University ▶ Social Innovation

Social Innovation for the Common Good @ GCU

Social innovation involves new strategies, ideas and organisations that meet social needs of all kinds. It flourishes when people from different backgrounds and experiences come together to produce new ideas and initiatives.



"Universities are the engines of our economies, they ignite our imagination and curiosity, produce untold ideas and some universities, like GCU, also seek to put their best ideas into practice for social benefit."

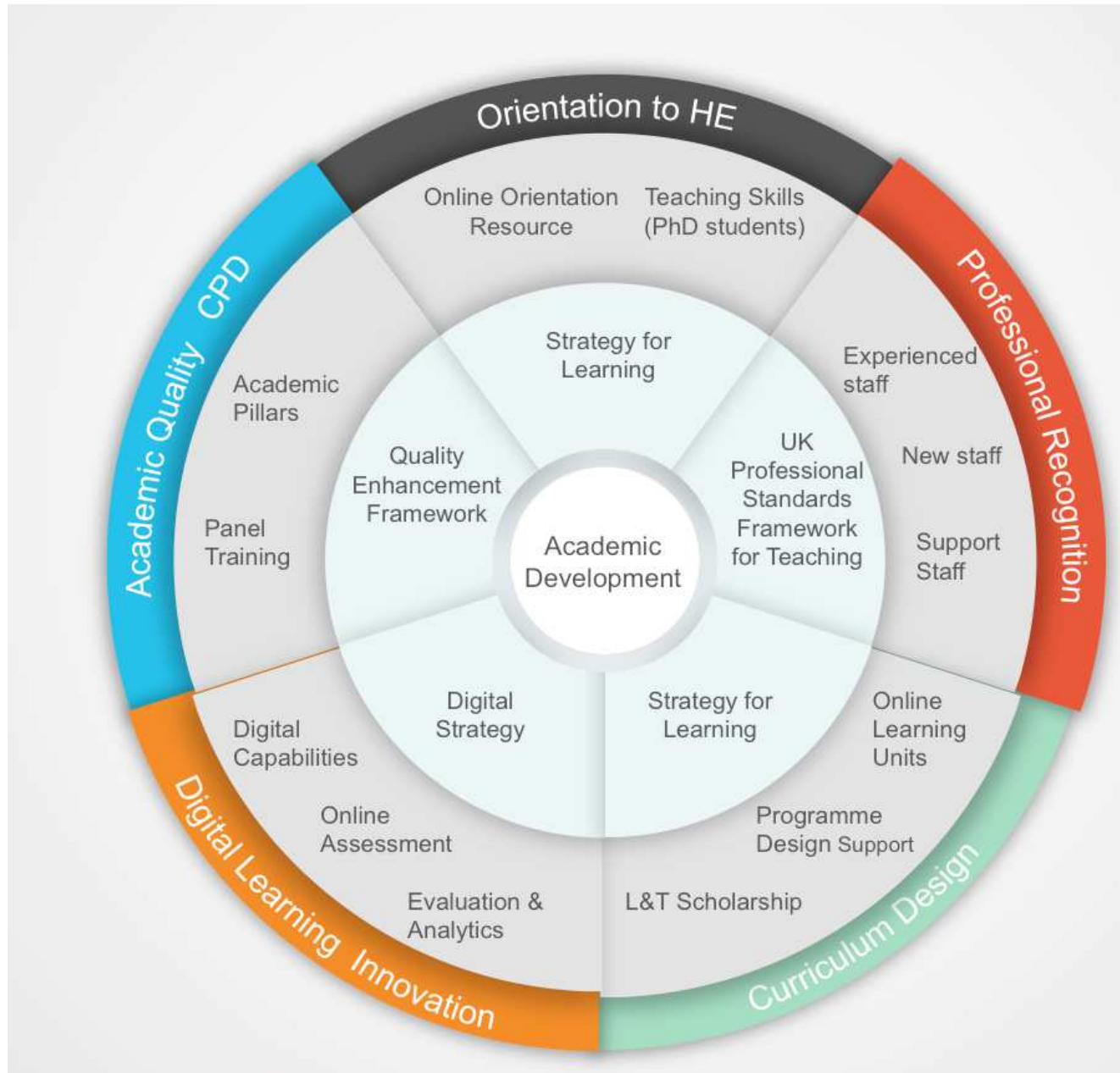
Professor Pamela Gillies CBE, Principal & Vice Chancellor of GCU



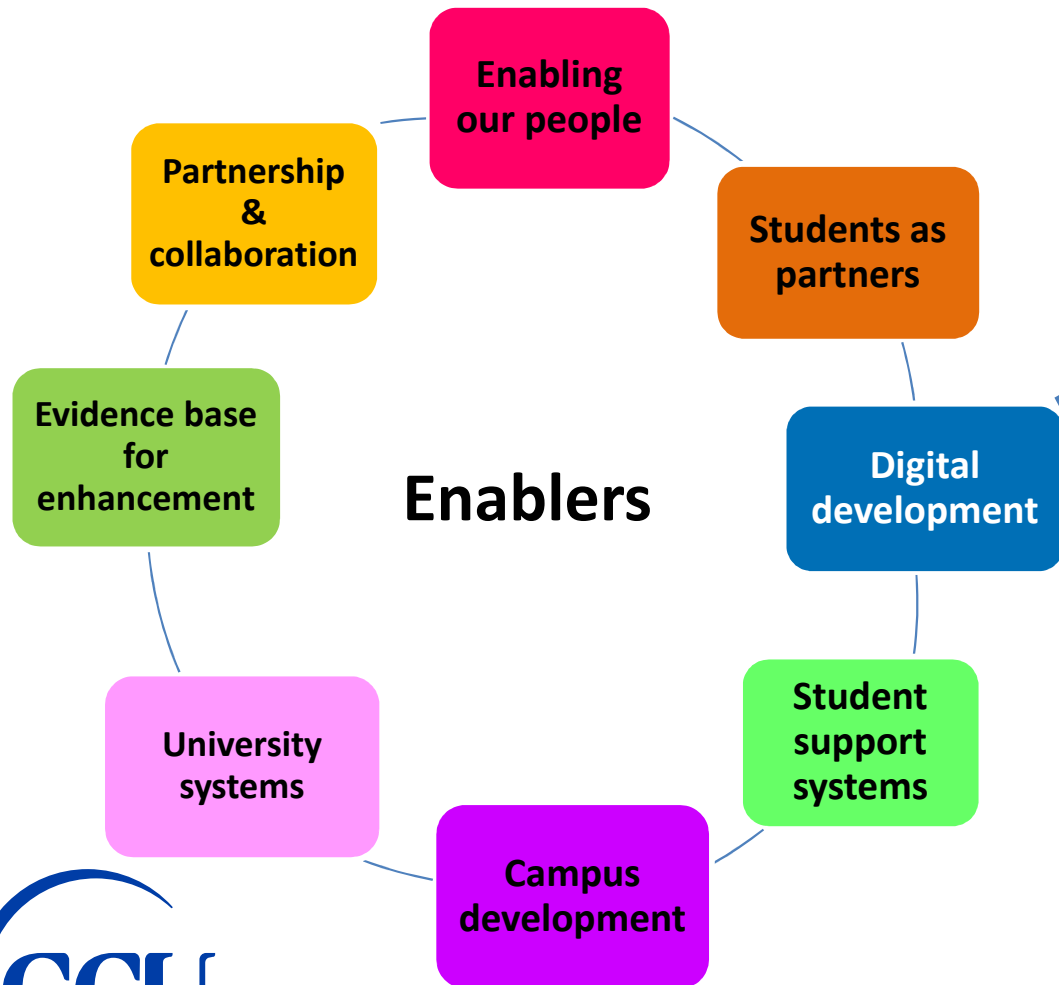
<http://www.gcu.ac.uk/theuniversity/socialinnovation/>

University for the Common Good

Academic Quality and Development @ GCU



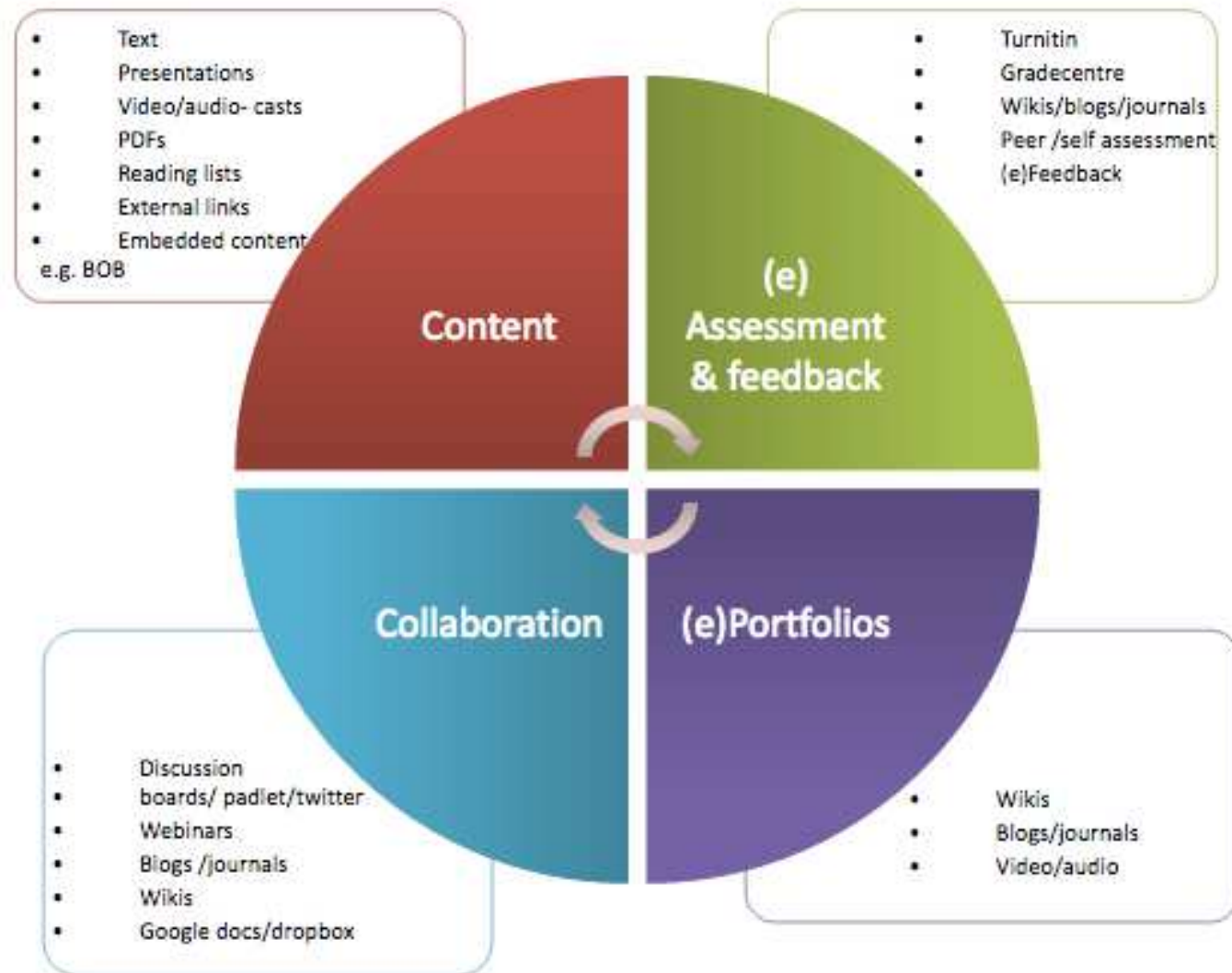
GCU Strategy for Learning (2015-20)



Inspirational approaches to learning, teaching and assessment which embrace innovation and the imaginative use of learning technologies

Beginning with the Blend

GCU Blended Learning areas of activity



Moving online

Proof of concept to online induction

GCU Games On

GCU Games On

FAQs

GCU Games On



GCU Games On was a free open online event to celebrate, explore and share experiences during the Glasgow 2014 Commonwealth Games. It ran between 16 July and 8 August 2014. Open to members of the public, GCU Games On was designed as a fun way to enable people to experience online learning and win digital medals.

Over the course of the event we had over 200 participants from the Commonwealth and beyond joining in the fun from countries including Australia, New Zealand, India, Trinidad & Tobago, Canada, Ireland, South Korea Italy, Israel, Denmark and Spain. Participants won nearly 200 digital medals and contributed to an active twitter community using the #GCUGamesOn hashtag.

Follow us on
Twitter

Join in the fun #GCUGamesOn

[Find out more](#)

GCU & Glasgow
2014

Find out about the role GCU is
playing at the Games.

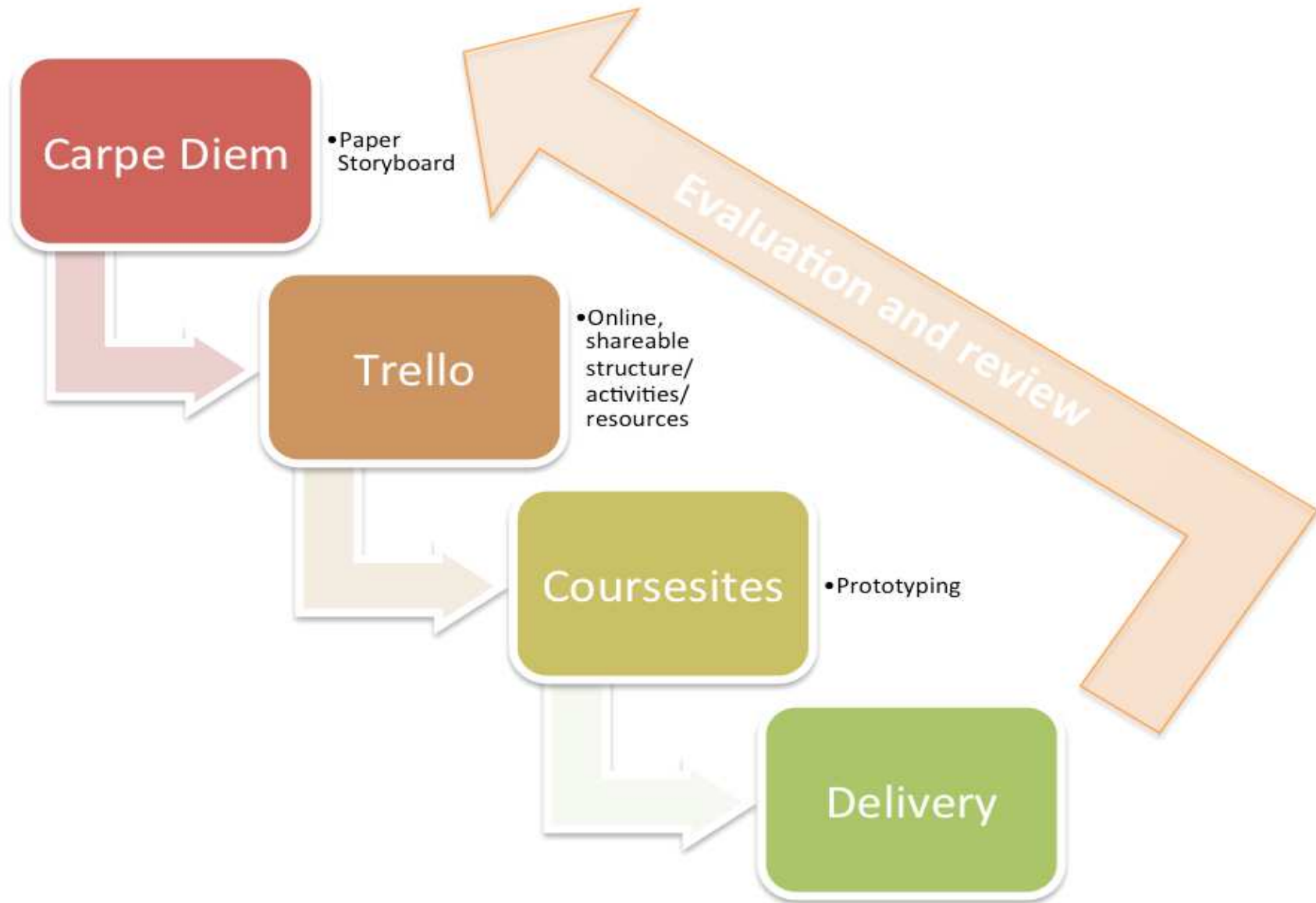
[Find out more](#)

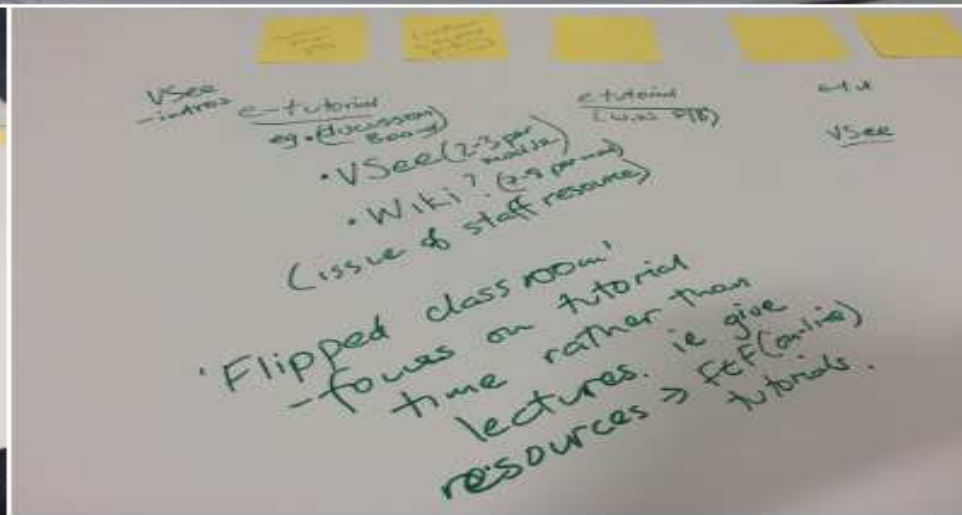
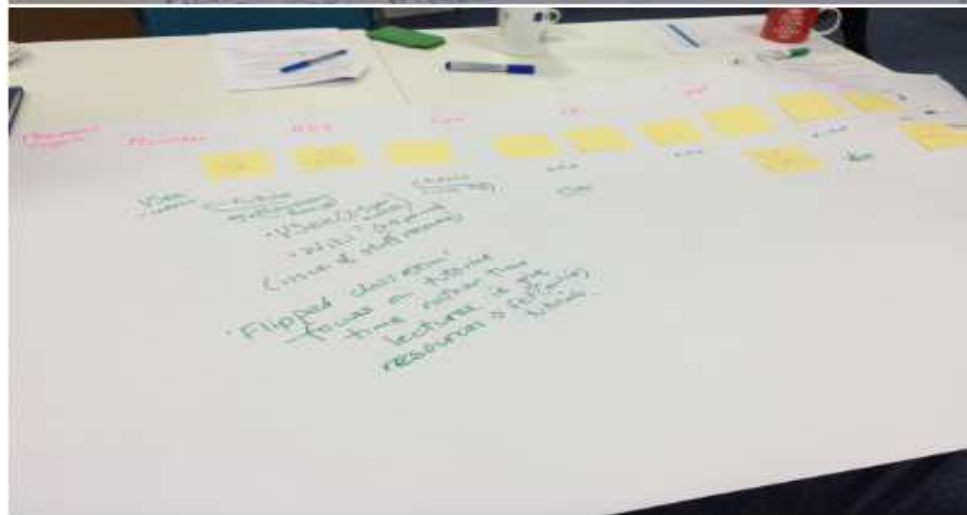
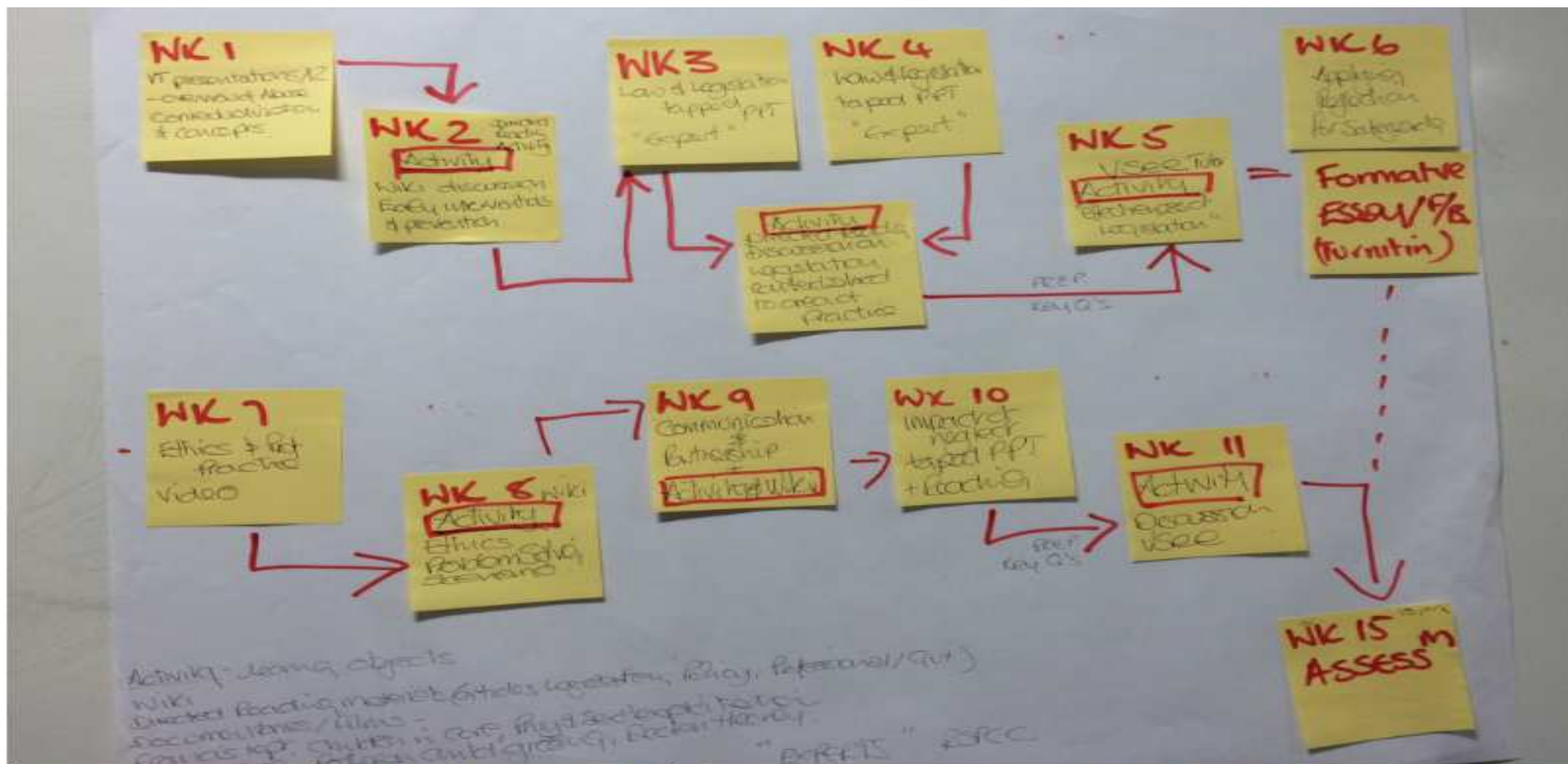
www.gcu.ac.uk/gameson/

The GCU online learning experience



Learning Design Workflow





How to use a wiki (video and support notes) Week 3
in 1st Study Period: Week 3 - 5

Labels: Student Support Content, E-ibility, Student Action, Tutor Action

Actions: Subscribe, Share and more...

Description: Content: Video or recorded ppt or similar to present using a wiki in campus pack

Content Checklist:

- Content defined
- Content written
- Identify Attachments
- Content validated

Activity: Show all actions...

Study Period: Week 3 - 5

- Student Notional Effort (SNE) pw - Week 0 (pre-reading, etivity: 5 hrs); Week 1-15 (WBL: 4 hrs; Sessions, IL, tutorials: Assessment: 3hrs)
- Instruction on Assignment 1 Week 3
- Assignment 1 - Contributions to collaborative wiki Week 3
- Activities for critical Week 3-4
- theories of student (session intation) Week 4
- Structured activities on Student Engagement models and theories Week 4 - 5

Study Period: Week 6-8

- Student Notional Effort (SNE) pw - Week 0 (pre-reading, etivity: 5 hrs); Week 1-15 (WBL: 4 hrs; Interactive Sessions, IL, tutorials: 6 hrs; Assessment: 3hrs)
- Instruction on Assignment 1 Week 6
- Assignment 1 - Contributions to collaborative wiki Week 6-8
- How to create an e-portfolio (video and support notes) Week 6
- Water Cooler 4 - applied practice of adult learning and student engagement Week 6-8
- Reading Activity Week 7-8
- Self Assessment Questions on Reading and Session Content

Study Period: Week 9-11

- Student Notional Effort (SNE) pw - Week 0 (pre-reading, etivity: 5 hrs); Week 1-15 (WBL: 4 hrs; Interactive Sessions, IL, tutorials: 6 hrs; Assessment: 3hrs)
- Instruction on Assignment 2 Week 9
- Models of Reflection and Reflective Writing session video/presentation Week 9
- Structured activities for reflective writing Week 9-10
- Reading Activity Week 10
- Self Assessment Questions on Reading and Session Content Week 10-11
- Learning Technology to Support Student Engagement session

“if you want people to work collaboratively on a new programme or just in review current module content, it gives you a platform to do that that’s nice and easy and you don’t need to all get together and sit round a table and have big meetings” (Lecturer, GSBS)

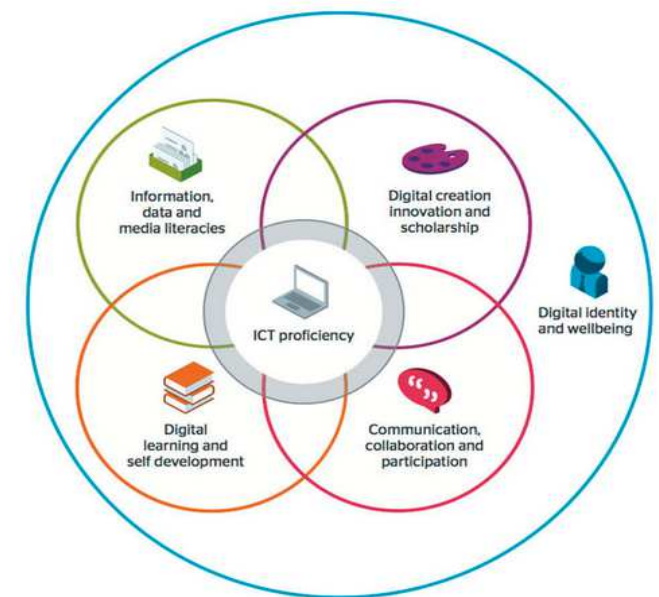
Case Study: <http://bit.ly/1LS9QbA>

Developing Digital Capability

Developing Digital Capabilities

"Expanding the use of learning technologies & supporting and developing digital competency and confidence"

GCU Digital Strategy

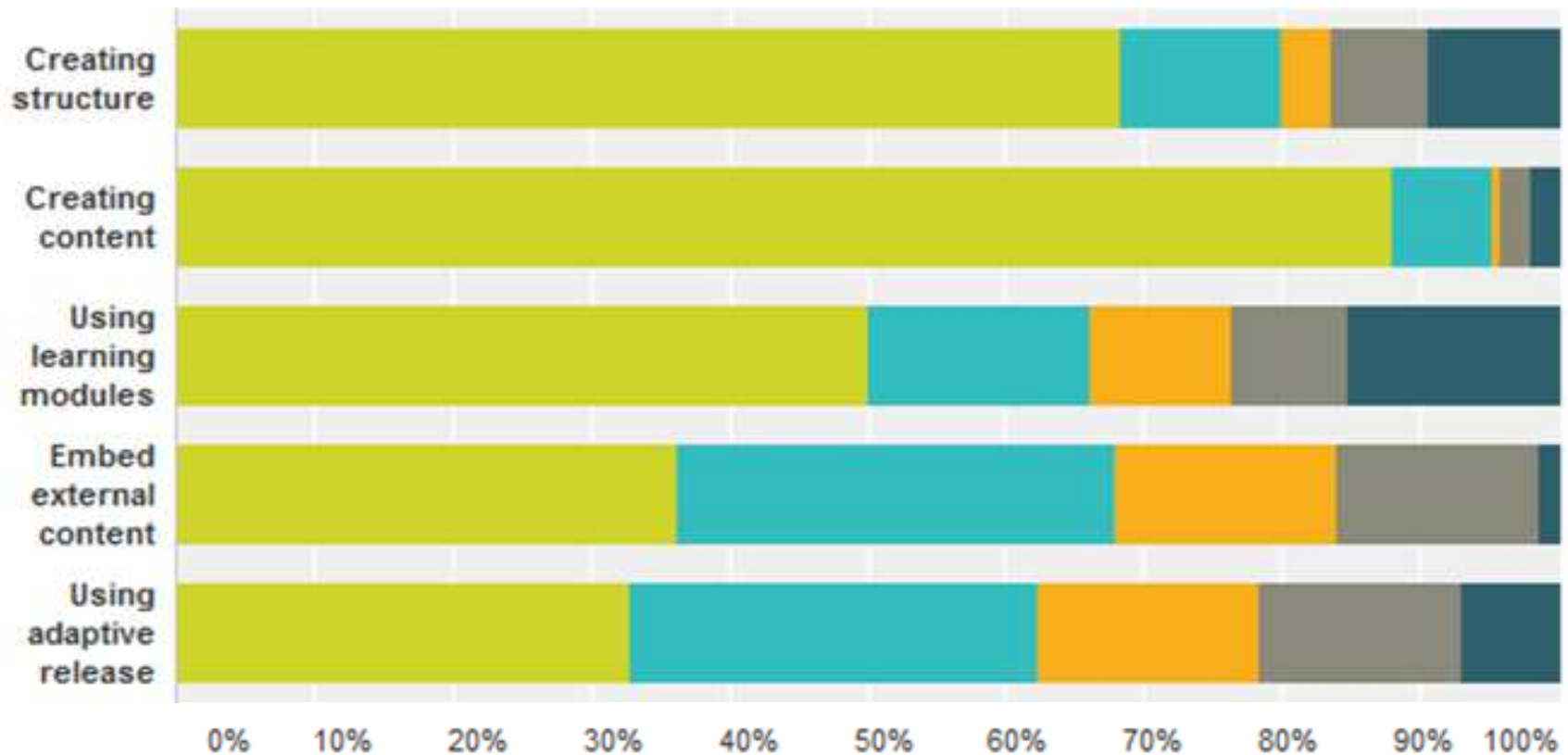


Image; Digital capabilities: the six elements ©Jisc CC BY-NC-N

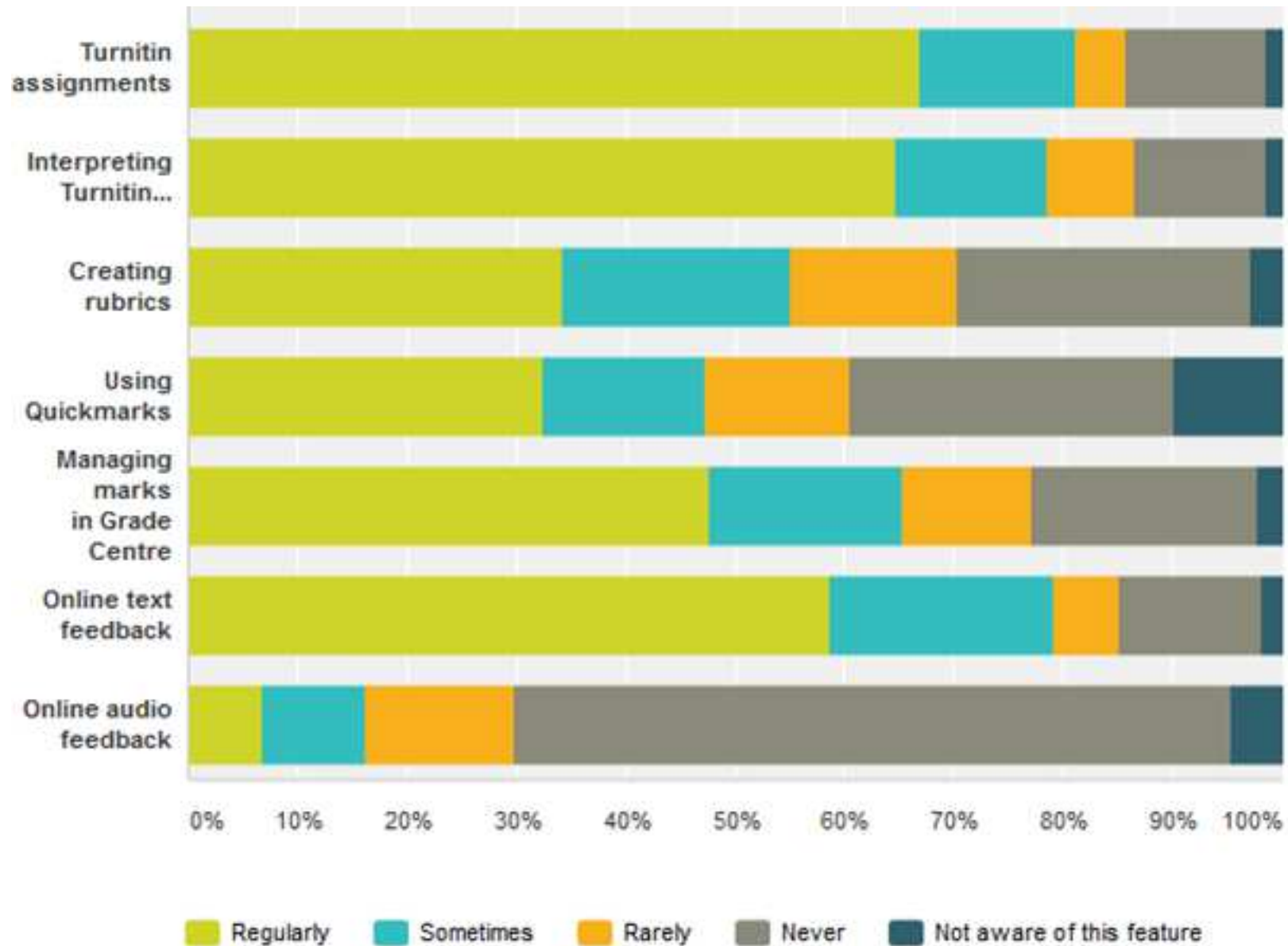
Academic Survey – late 2016

- Academic staff with teaching role 42% response
 - Basic IT skills
 - Technology for learning & teaching
 - Digital Library resources
 - Designing and delivering fully online modules
 - Hardware and devices
 - Support for developing digital capabilities

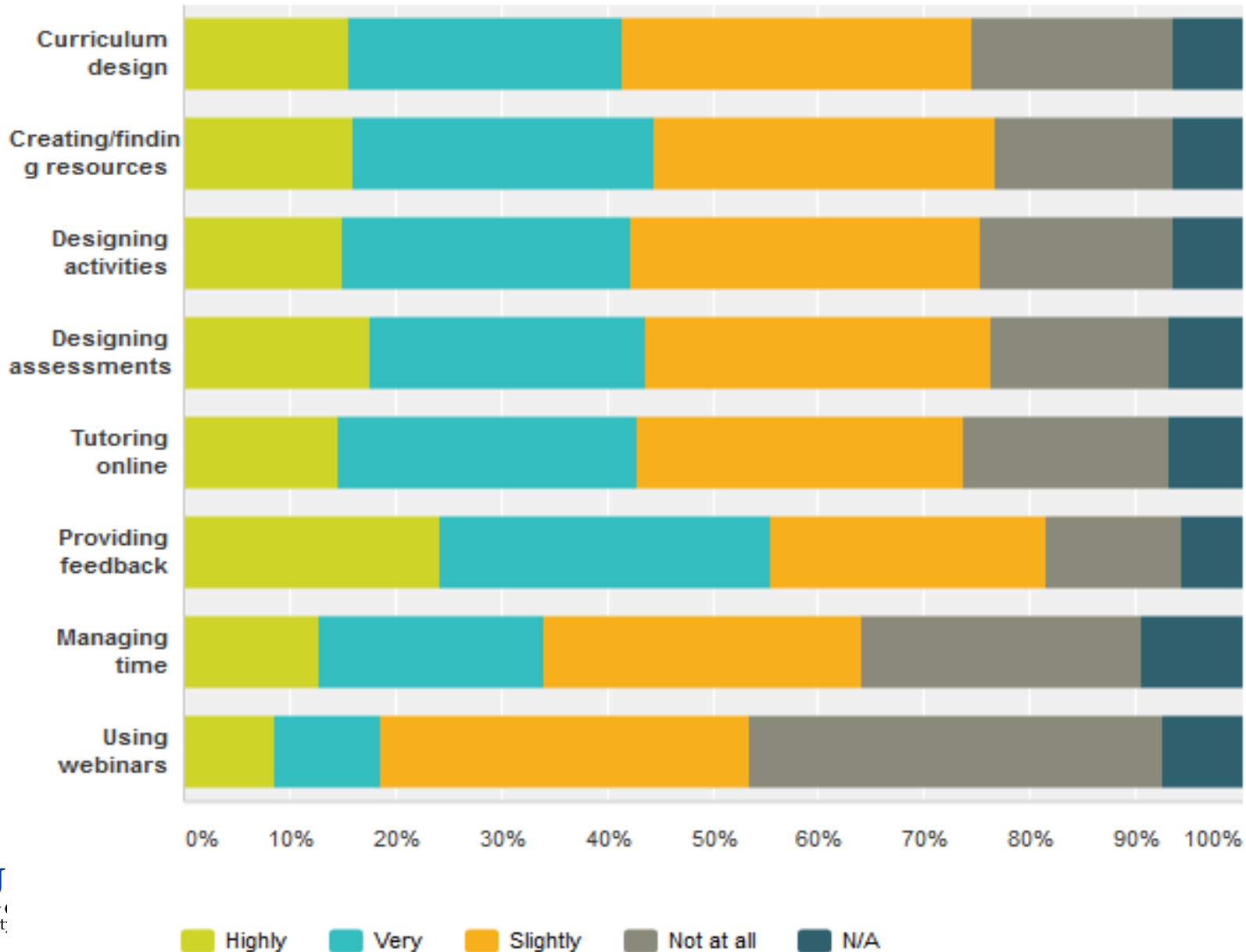
Using the VLE



Assessment & Feedback



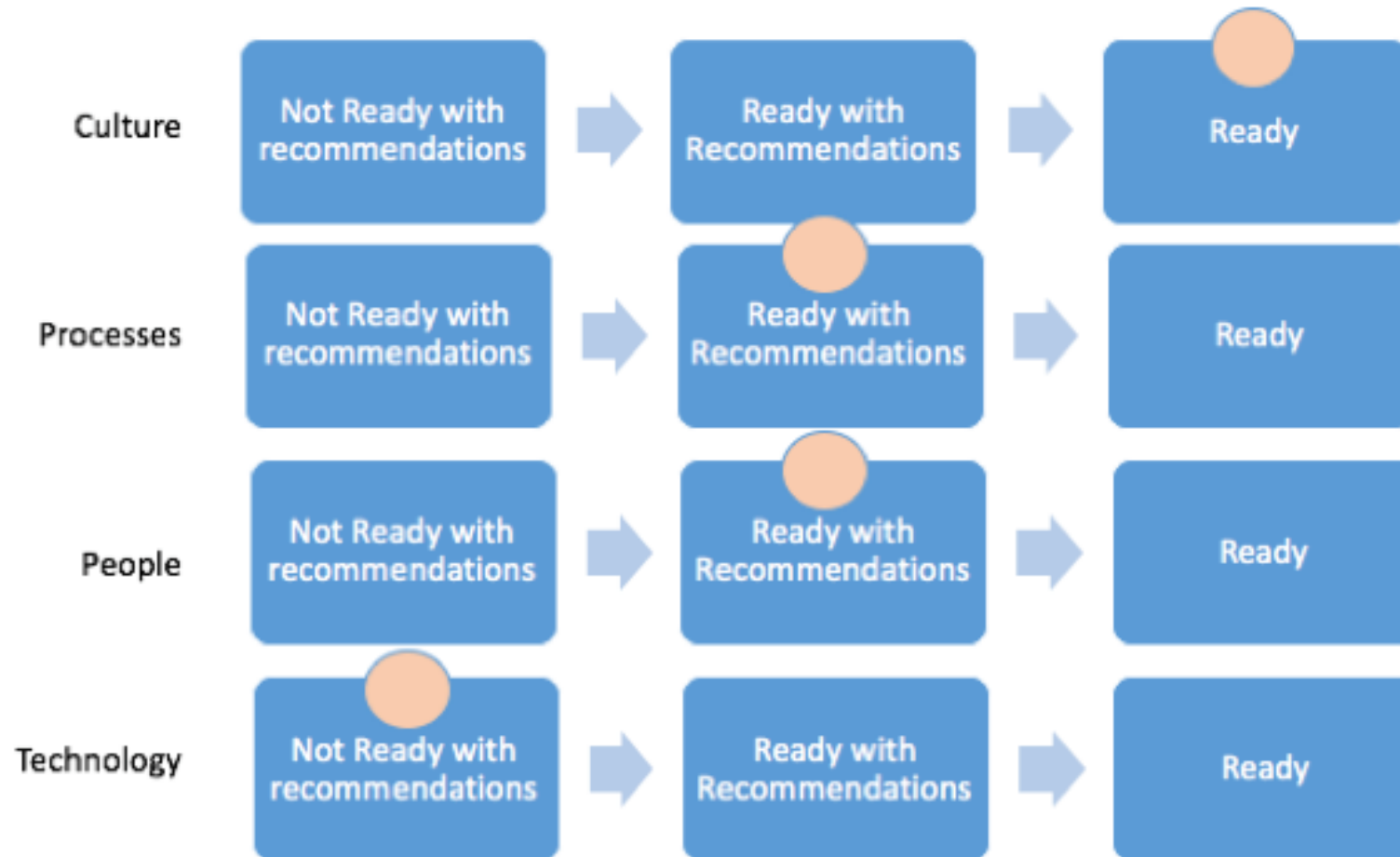
Developing fully online learning



Learning Analytics

Learning Analytics

Figure 1: Readiness for Learning Analytics: Breakdown by Category



Patterns of VLE Use

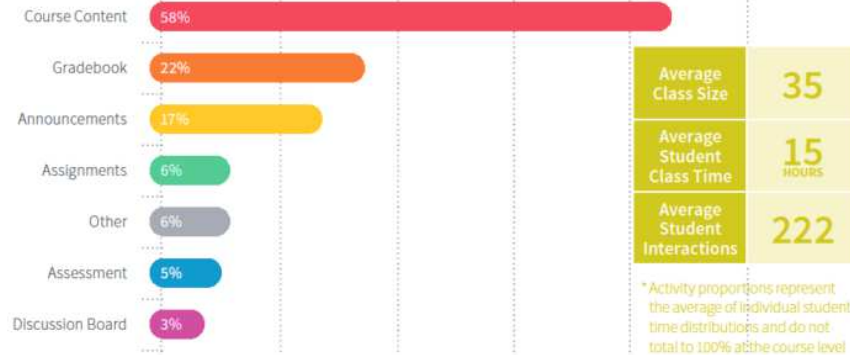
COURSE ARCHETYPE
Supplemental Content-heavy. Low interaction
Complementary One-way communication through content, announcements, and gradebook
Social High peer-to-peer interaction through discussion board
Evaluative Heavy use of assessments
Holistic High LMS activity with balanced use of assessments, content, and discussion

<http://blog.blackboard.com/patterns-in-course-design-how-instructors-actually-use-the-lms/>



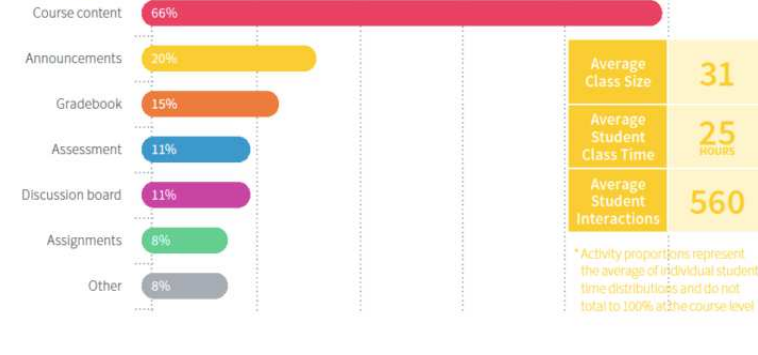
Supplemental

Proportion of course time by tool used*



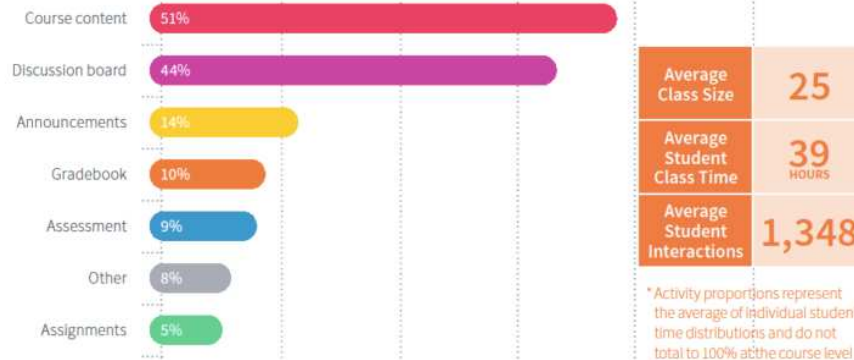
Complementary

Proportion of course time by tool used*



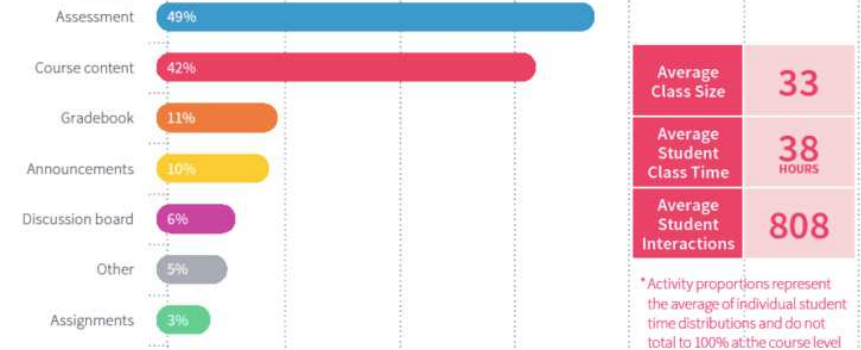
Social

Proportion of course time by tool used*



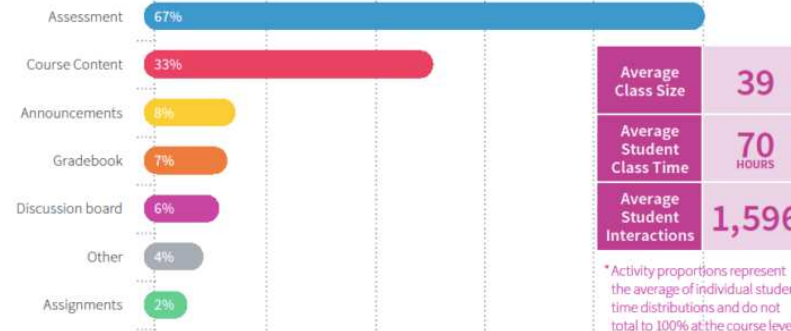
Evaluative

Proportion of course time by tool used*



Holistic

Proportion of course time by tool used*



What now?

- Short CPD units for staff on developing digital capabilities and online teaching skills
- More modeling of digital teaching practice
- More targeted approach to curriculum design for programme/module teams
- Continued work as part of Jisc Analytics programme

Links

- Curriculum Design Guide: <http://adobe.ly/2fsgTzj>
- Module development guide:
<http://adobe.ly/2fsmk0M>
- GCU OER Policy: bit.ly/1J4RZAK
- GCU Trello Case Study: <http://bit.ly/1LS9QbA>
- Learning Analytics Readiness report:
<http://edshare.gcu.ac.uk/1073/>
- Patterns in Course Design blog:
<http://blog.blackboard.com/patterns-in-course-design-how-instructors-actually-use-the-lms/>

Thank you.

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