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Meeting the Digital Capacity Challenge: A HECA Perspective

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Meeting the Digital Capacity Challenge: A HECA Perspective

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Live. Learn.

Overview

- What is digital capacity?
- Discussion of HECA research findings
- Possible areas for collaboration



'Technology giveth and technology taketh away.'

Neil Postman

Image by "Federico Morando":<http://www.flickr.com/photos/icofuma/3747064314/sizes/m/in/photostream/> on Flickr: Creative Commons license

In the space of your short lifetimes, information has migrated from the library to the desktop to the backpack, and increasingly to the pocket



Shirley Tilghman,
former President
Princeton University

Without a well-prepared human mind, the abundance of information at our disposal will remain a cacophony rather than a symphony

National Forum vision for digital capacity in higher education

- Embrace digital learning and innovation
- Enhance, connect and raise the quality of learning-related communication
- Embed digital literacy
- Enable students to become lifelong learners in the digital world
- Use appropriate technology to enhance learning
- Collaborate



Focus group perspectives on digital capacity

Introducing flexibility and accessibility

Making students aware of their digital footprint

Keeping pace with a global digital world

Preparing students for new ways of working

Reaching out to where students are

What kind of institution do you want to be?



Digital capacity is more a question of curriculum than technology

Designing Curricula for 2030



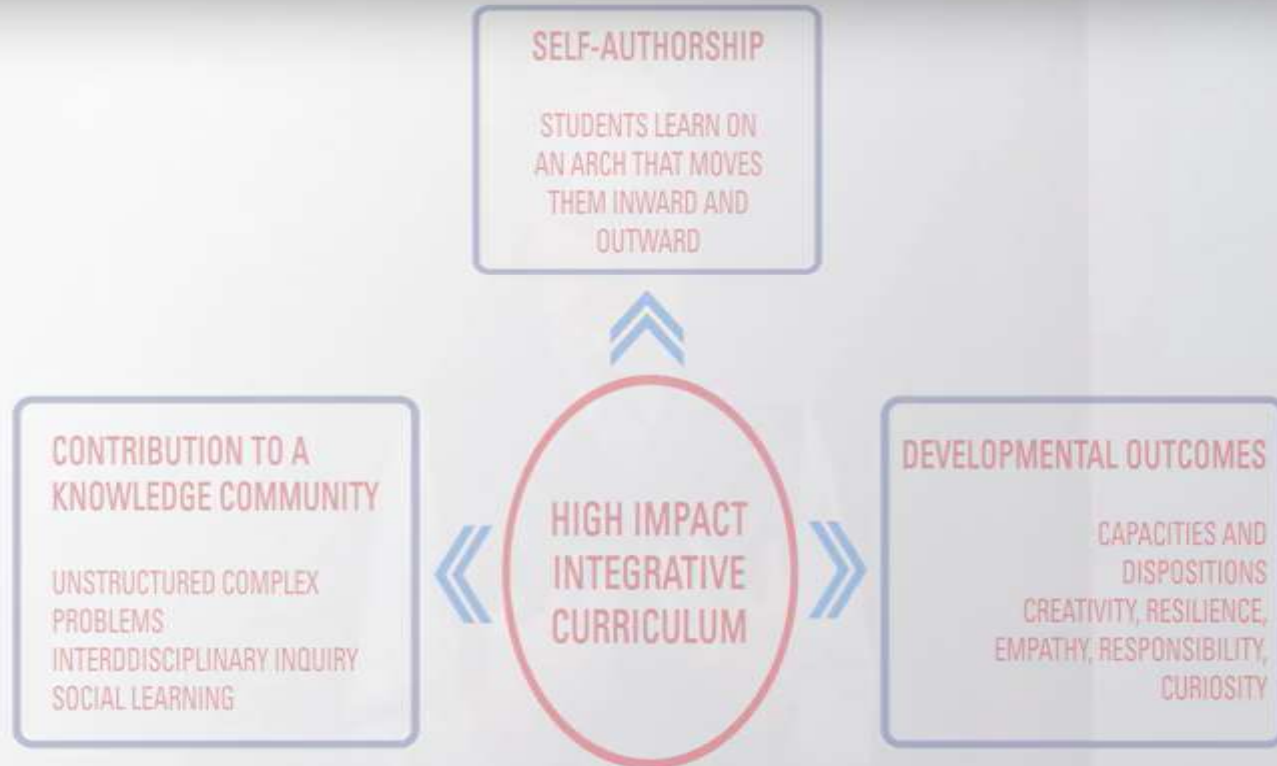
Randy Bass, Vice
Provost for Education
and Professor of
English at Georgetown
University

Need to design not for the
content of the curriculum,
but the *context*

content → skills → character

Self-authorship, help students develop a sense of who they are

Reversing the University: Designing Curricula for 2030 with Randy Bass



Engage in knowledge communities

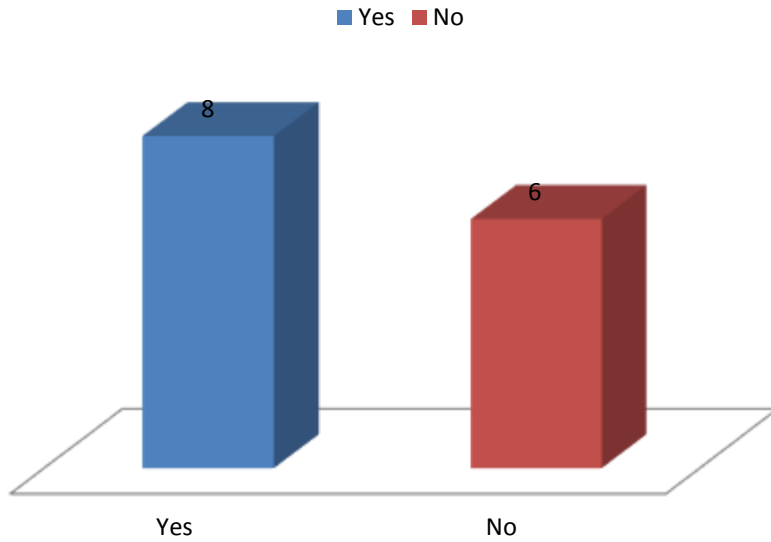
Embed knowledge and skills in the larger context of capacities

A portfolio based approach to learning – focus on reflection and integration

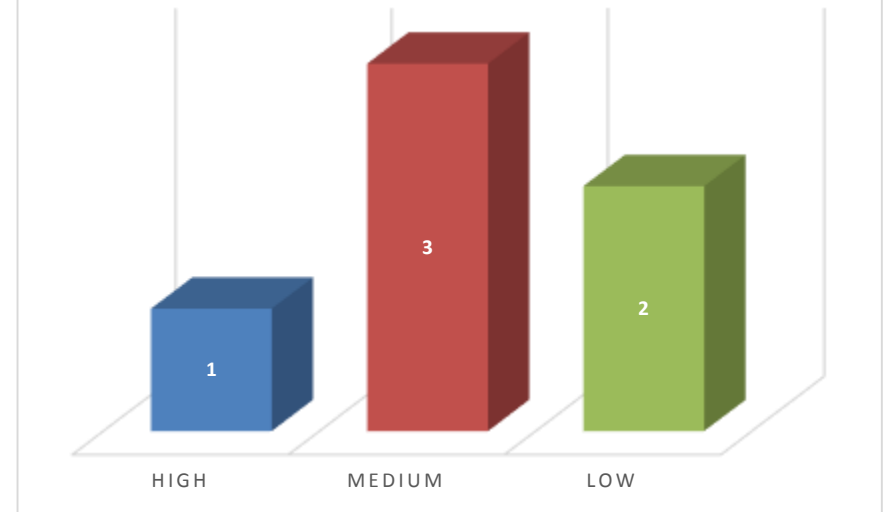


Digital capacity survey

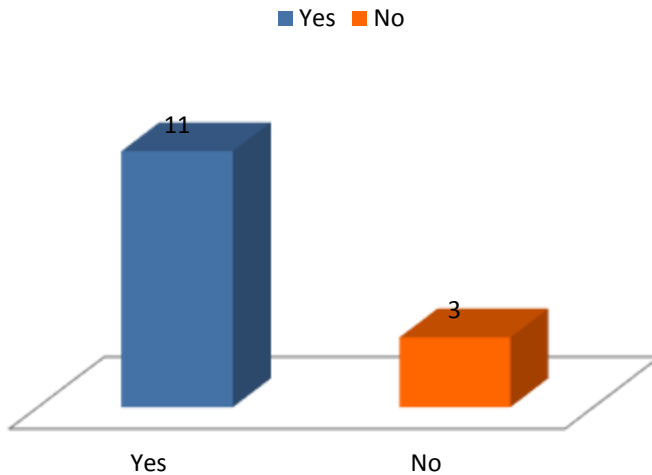
FORMAL DIGITAL CAPACITY STRATEGY



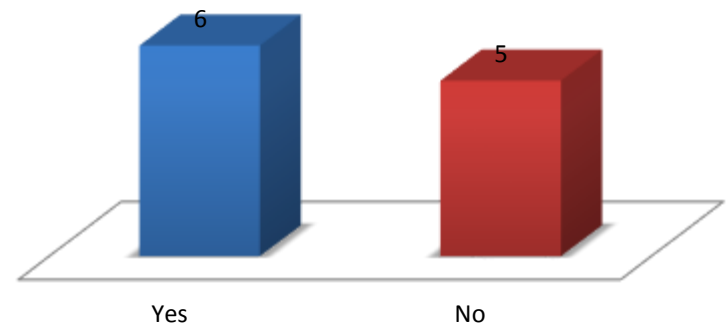
PRIORITY OF DIGITAL CAPACITY STRATEGY



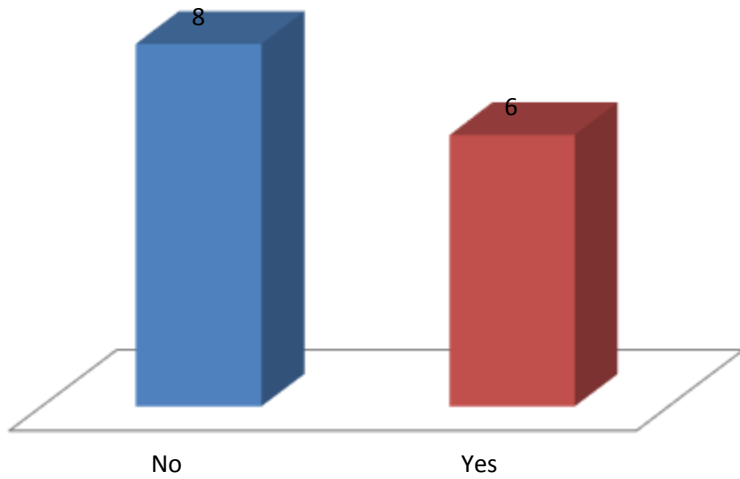
TEACHING AND LEARNING STRATEGY



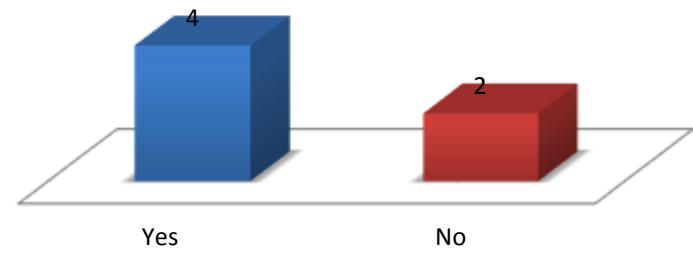
DOES T&L STRATEGY ADDRESS DIGITAL CAPACITY?



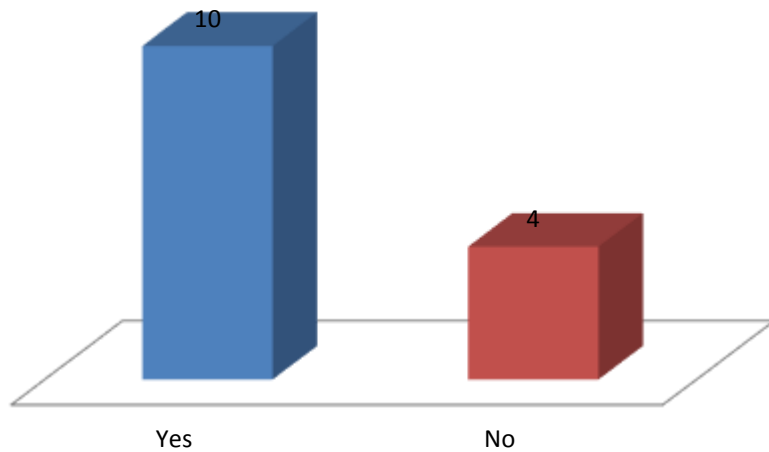
GRADUATE ATTRIBUTES



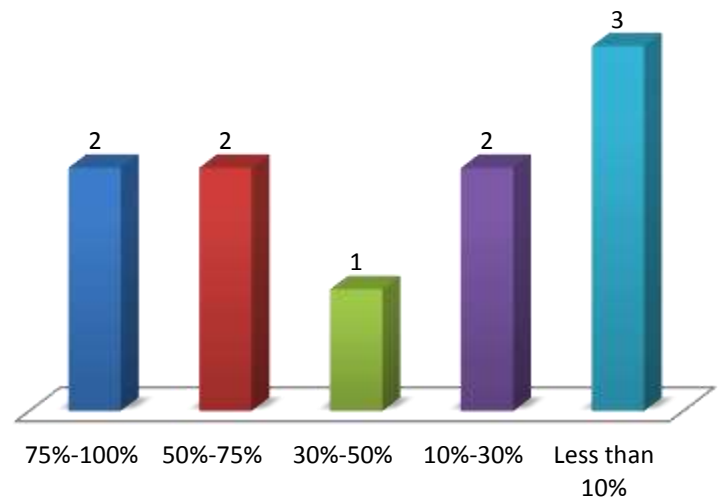
DO GRADUATE ATTRIBUTES REFER TO DIGITAL CAPACITY?



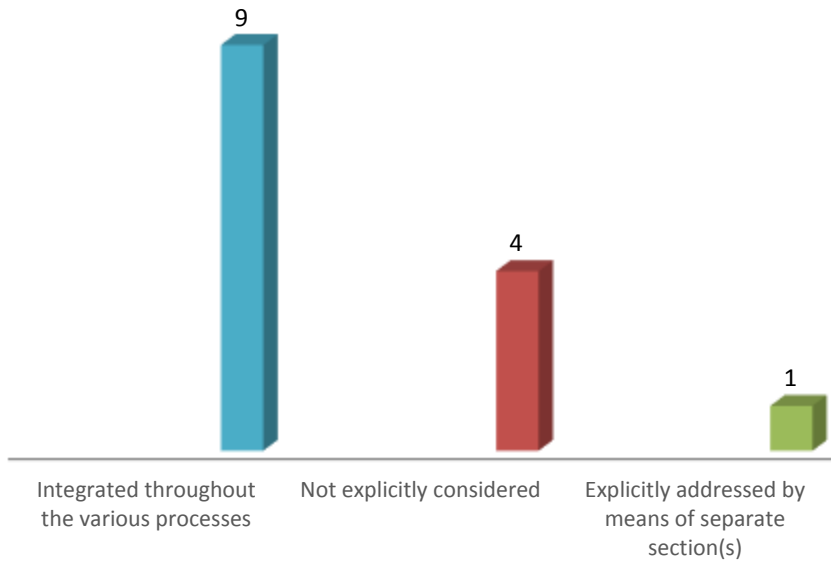
RESPONSIBILITY OF SENIOR MANAGEMENT



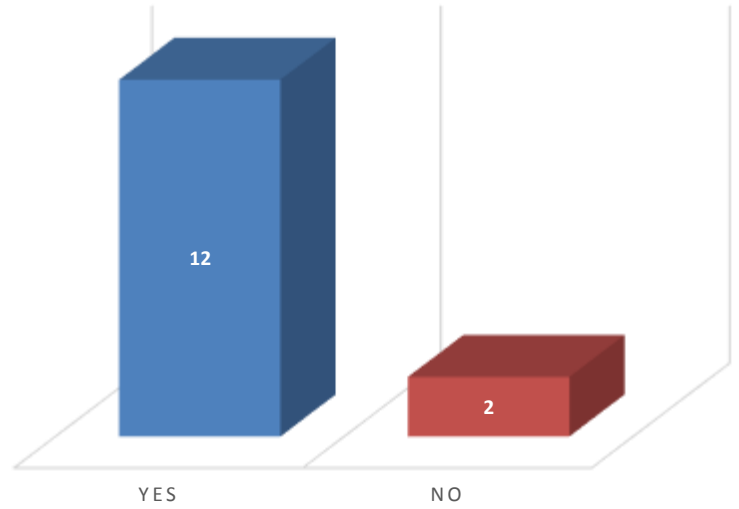
% TIME DEVOTED TO DIGITAL CAPACITY



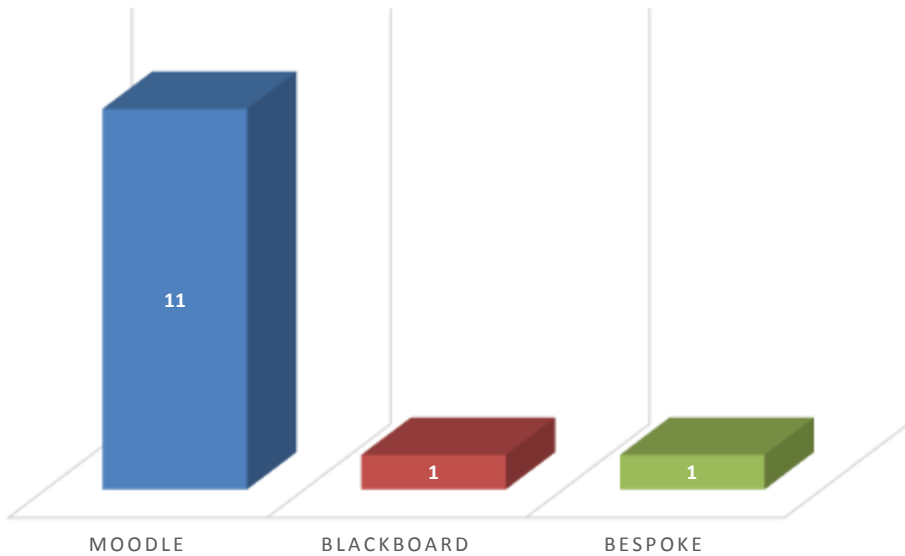
QA AND DIGITAL CAPACITY



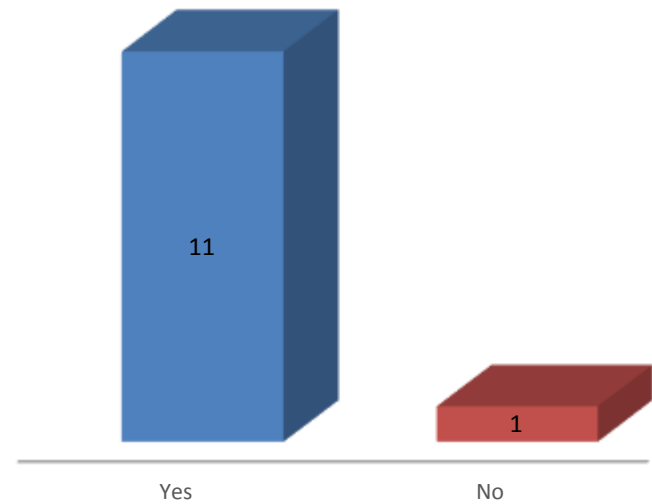
LMS



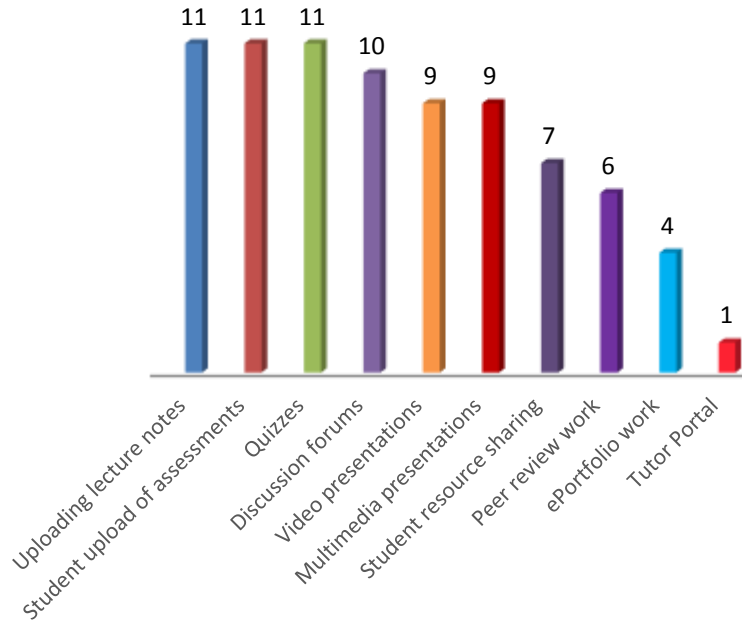
LMS TYPE



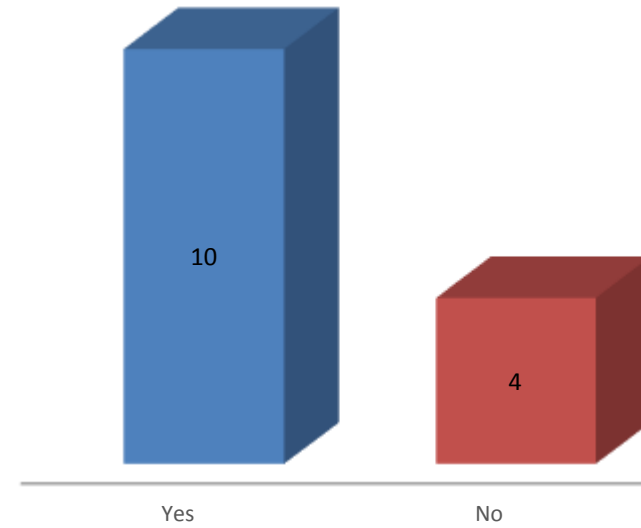
LMS MANDATORY



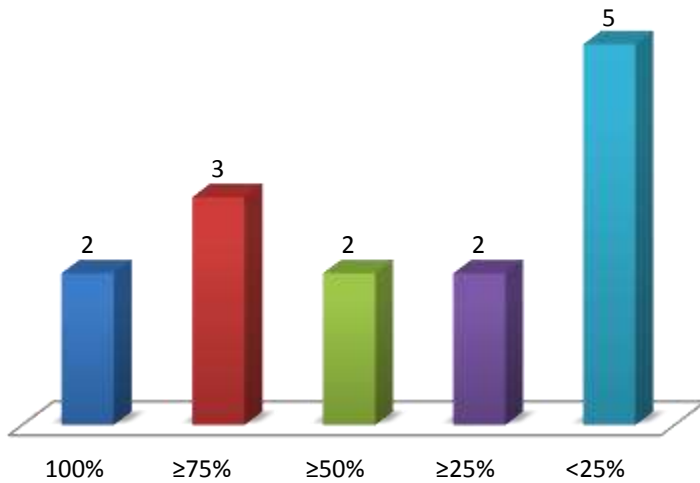
USE OF LMS



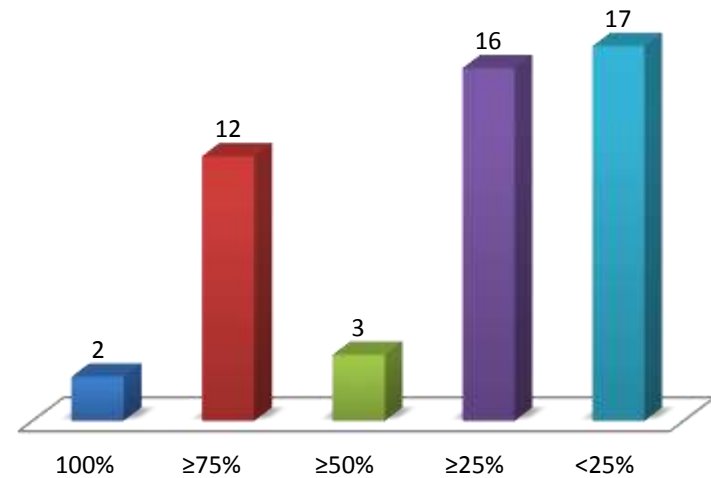
ONLINE DELIVERY



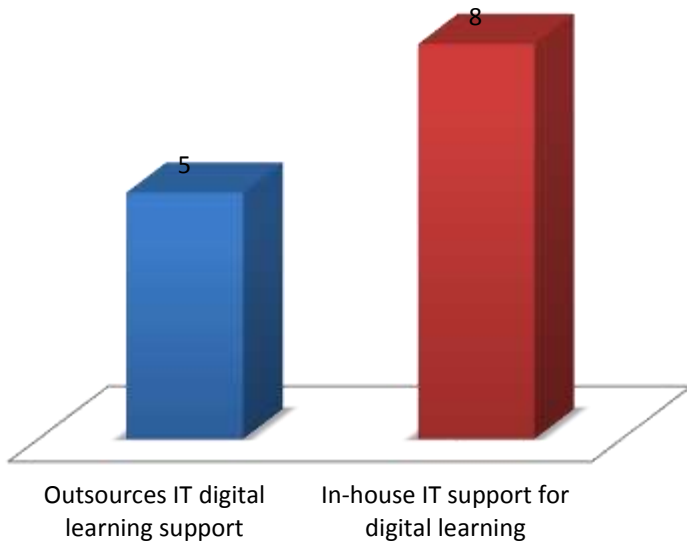
INSTITUTIONS WITH PROGRAMMES ONLINE



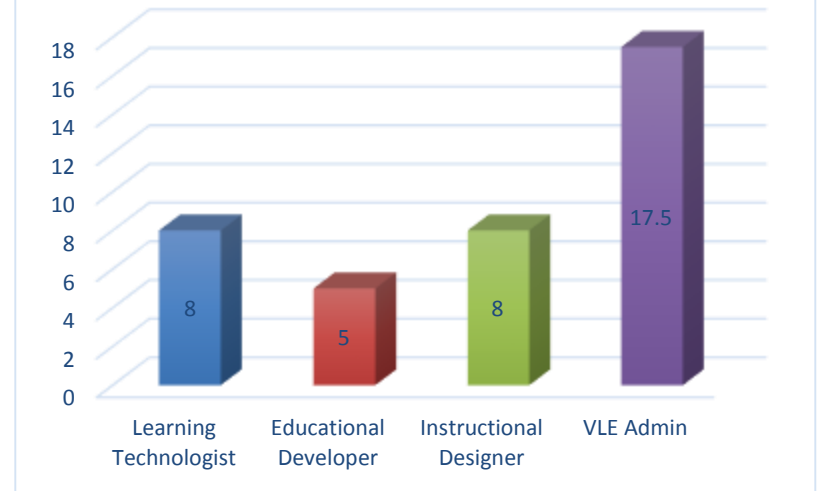
PROGRAMMES ONLINE ALL INSTITUTIONS



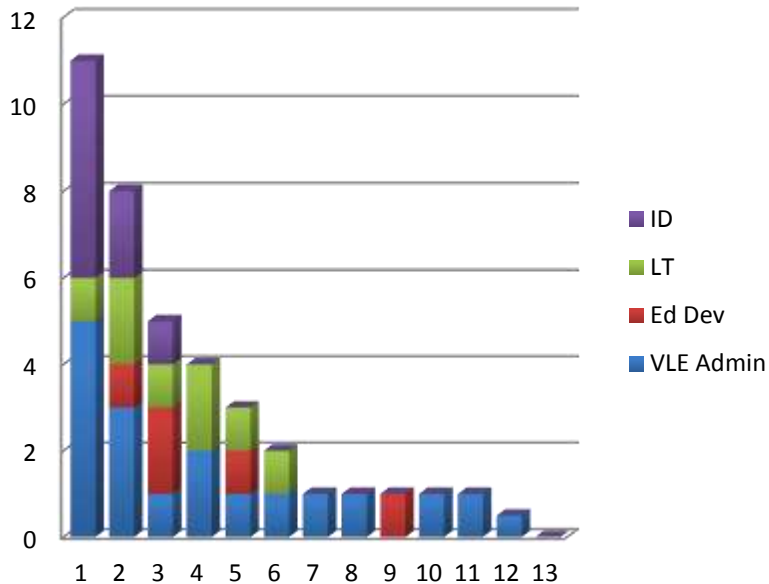
DIGITAL LEARNING SUPPORT



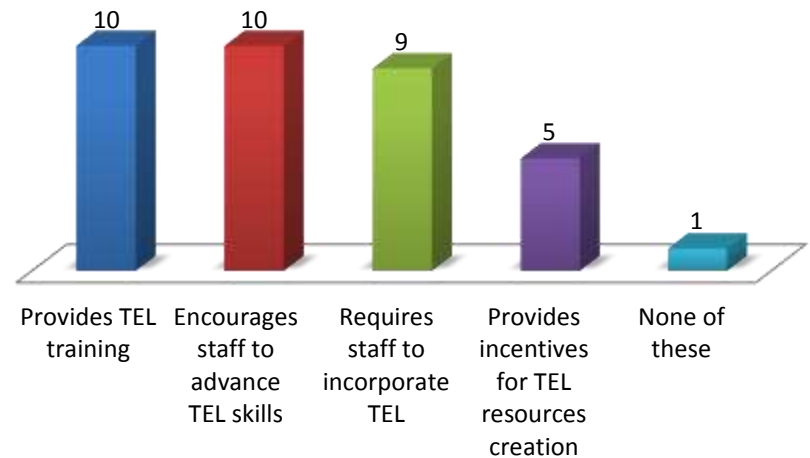
SPECIALIST STAFF EMPLOYED



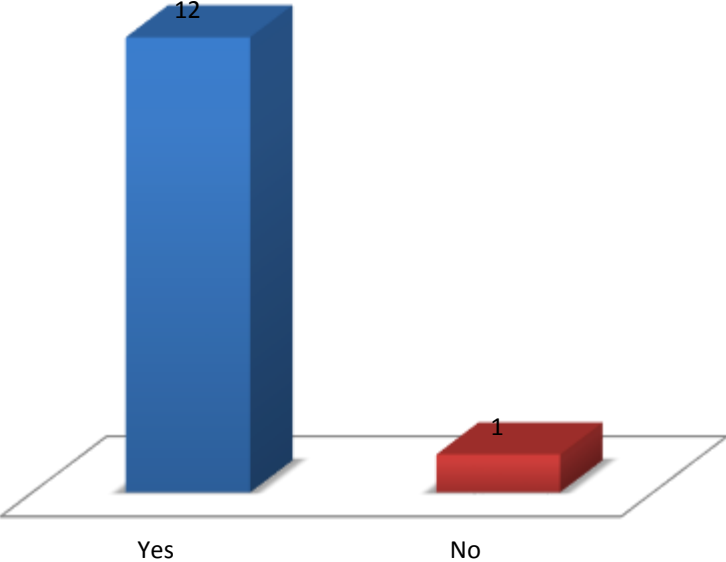
SPECIALIST STAFF PER INSTITUTION



MEASURES TO PROMOTE TEL



IS TEL TRAINING PROVIDED?



Types of training provided
External expert
External training funded
In-house training
TEL support via phone, e-mail and in-person
One-to-one if required
Online sessions/webinars

Please outline any specific staff incentives provided by your institution in respect of TEL.

Recognised in staff meetings

Linked to performance goals

Celebrated

Staff paid to develop TEL and get first option on teaching those modules

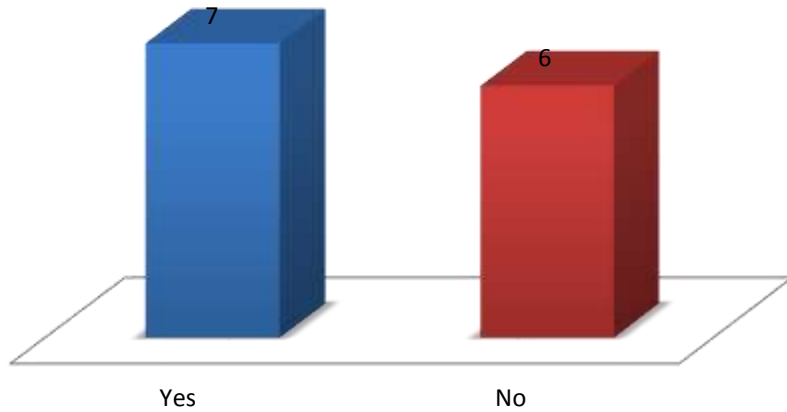
Training supported financially

In-house training

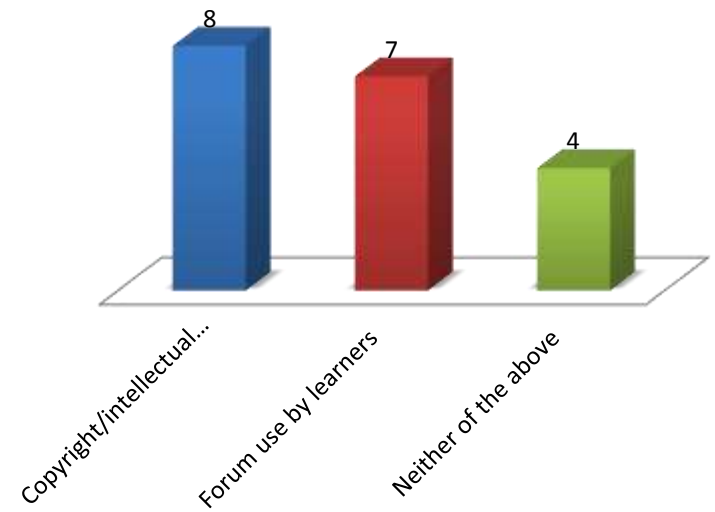
Access to a central academic server to develop materials

Fund conference attendance

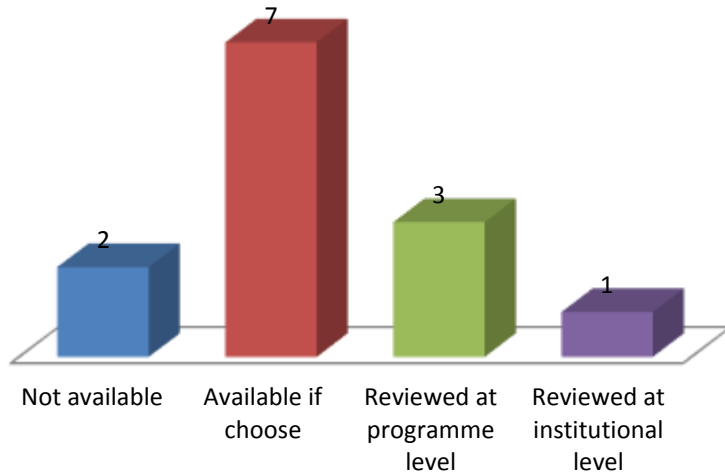
TEL CAPACITY & RECRUITMENT



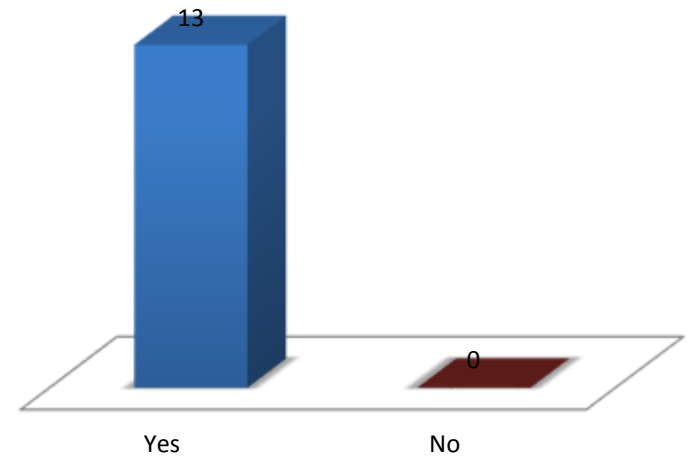
POLICIES EXIST FOR...



LEARNING ANALYTICS



INTERESTED IN COLLABORATION



Challenges

Challenges identified by survey

Staff buy-in

Technology evaluation and choice

Capacity and organisational aspects

Cost

External constraints

Nature of subject matter

Student engagement

Focus group findings

Opportunities

Redefine what a classroom should be

Access to resources

Confidence building

Ways to engage students

Cultivate mindset for life-long learning

More authentic assessment opportunities

Challenges

Lack of QA benchmarks

Staff fear of being rendered obsolete

Part-time staff – implications for buy-in and training

Concerns about copyright

Finding staff with both pedagogical and technological knowledge

Scope within very short CPD courses

Challenges 2

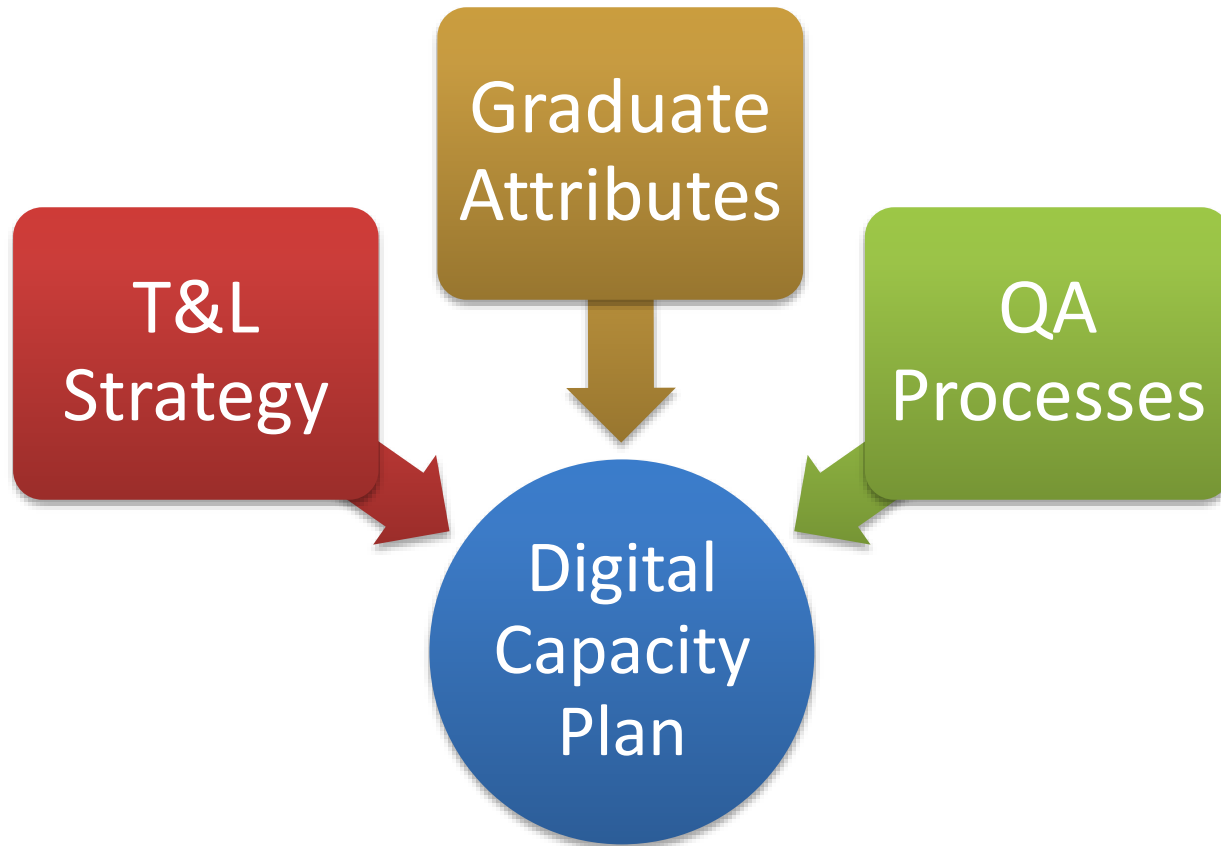
- Lack of understanding of pedagogical aspect of online delivery
- Perception of technology as a cost saving measure
- Responsibility – IT led or lecturer led
- Pace of change of technology
- Perception of dumbing down – reduced quality

Opportunities for collaboration

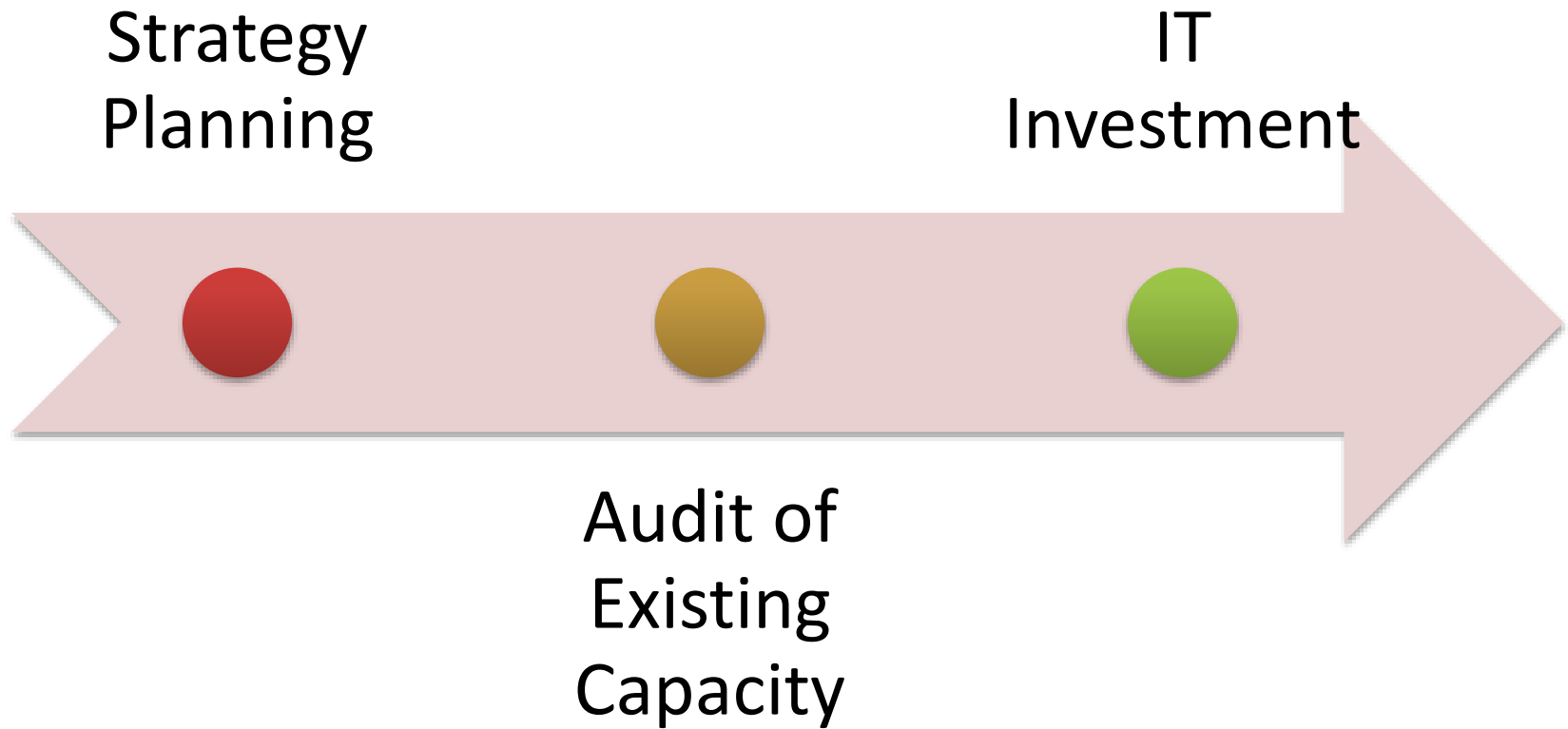


- Showcase events sharing practice
- Learning analytics workshops/projects
- Peer reviewing each other's activities
- Collaborative approach to lecturer/tutor TEL training

Getting started



And finally funding...



Key messages



- Use technology appropriately across all types of teaching – not just online learning
- Opportunities – access, flexibility, engagement, real-world relevance, communication
- Need to engage lecturing staff – what are the benefits for them? Time, incentives, source of academic networking and engagement
- Lots of scope for collaborative approaches – e.g. around training, sharing of good practice
- Cost depends on scale of ambition
- Importance for students – awareness of digital footprint, employability

Questions

