Technology-Enhanced Learning Strategy (2017-2021)

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Aligned with new University Learning & Teaching Strategy and its key pillars the Technology-Enhanced Learning (TEL) strategy 2017-2021 will transform the use of technology and digital media in learning and teaching, embedding digital as a central characteristic of the staff and student experience at the University of Derby. The strategy will encompass all the activities that use digital technology to support the learning and teaching experience. Digital practice will be embedded in all programmes, at all levels, to achieve a blended learning experience for all students, targeting the development of a pervasive digital curriculum that provides a consistently high quality digital student experience. There will be a focus on creating a transformative student experience including the development of digital capabilities that will prepare students for the digital economy and help them to contribute to society in a meaningful way. (See Appendix 2 for definition)

Goals – To be delivered by 2021

I. All staff and students to have an appropriate level of digital capabilities*, with extensive practical application in the curriculum

Digital capabilities are central to the staff and student experience, providing the foundation for confident and effective use of technology for living, learning and working in a digital society. (*definition of ‘appropriate’ to be established as an enabling action)

II. A step change in the use of TEL will be achieved through all programmes annually enhancing their digital practice and for every programme to exceed the University baseline expectation (see baseline example)

a. all programmes identified on an annual basis as performing in the lower quartile to be reviewed and to implement plans to improve their use of technology-enhanced learning

(*lower quartile classification to be determined with Deans, e.g. MEQ, NSS, DHLE, BB analytics)

b. all (post-2016) validated or re-validated programmes will fully exploit technology and the use of digital media such that the technology is embedded & pervasive

The embedding and pervasive use of TEL throughout the curriculum will be innovative and transformational, and will lead to a step change in digital practice at Derby to deliver an excellent student experience.

III. Research-informed innovative pedagogies will form part of a holistic and high quality digital student journey and will lead to enhanced digital spaces (e.g. digital experiences in virtual and physical learning spaces)

The digital experience of students is now a central component of the student journey, this experience needs to be seen holistically to ensure that it is consistently of the highest quality. Flexible and innovative pedagogies will be applied and physical spaces adapted to offer a rich and high quality digital student experience.

IV. An enhanced TEL service will be available to support the journey to a pervasive digital curriculum (including the application of data analytics to benchmark the service and inform interventions to support staff and students)

Reviewing and benchmarking the impact and effectiveness of support for the adoption of digital practice across the institution will provide an institutional view of the digital experience, enabling future developments and support for staff & students to be informed by data intelligence.

V. UoD will be an exemplar in the UK sector for the use of learning technology and digital media in learning and teaching

The embedding and pervasive use of TEL throughout the curriculum will be innovative and transformational, in a sector where ‘only a small number of institutions actually require students to engage in active learning online across all of their programmes of study, with levels of blended learning activity commonly varying between schools and departments.’ (UCISA TEL Survey, p2 2016). The TEL strategy will address this sector wide issue to provide a consistent digital experience, seizing the opportunity to place Derby as a top provider of TEL in the sector.
Enabling Priority Actions

To fulfil the strategic ambitions there are a number of priority enabling actions:

To achieve Goal I (see Annex A):

1) Establish through consultation an agreed definition of ‘appropriate’ digital capabilities for students and staff (I)
2) Develop networks of digital practitioners to establish communities of practice facilitating the enhancement of digital capabilities, e.g. student DigiChamps and Academic Digital Champions (I)
3) Establish Digital Practice staff development activities as part of a required Continuing Professional Development offering (I)
4) Develop digital services and training resources to support staff and student development of digital capabilities (I)

To achieve Goal II (see Annex A):

5) Approve an institutional baseline for digital practice delivery for all programmes (II)
6) Implement a Digital Practice Toolkit to provide the mechanism of reviewing and enhancing digital practice across all Programmes. Programme leads will apply the toolkit as part of a cycle of continuous enhancement of pedagogic practice and as part of programme approval processes to review existing digital practice adoption and develop action plans for future developments (II)
7) Establish quality assurance and enhancement processes to embed digital practice enhancement as part of validation, periodic review and continuous enhancement cycles (II)

To achieve Goal III (see Annex A):

8) Conduct a full review of the staff and student digital experience to inform future enhancements, including the enhancement and extension of the VLE and the use of digital media in learning & teaching across the institution, to deliver a flexible, interactive and personalised learning experience (III)
9) Establish a TEL academic development fund to encourage a culture of innovation, experimentation and action research, providing funding for programmes to trial new technology (III)
10) TEL Horizon scanning in partnership with UDOL to identify opportunities for research and development to enhance the digital experience (III)

To achieve Goal IV (see Annex A):

11) Launch a new Learning Analytics service to use data analytics to benchmark and evaluate the impact and effectiveness of the adoption of digital practice across the institution, developing an institutional view of the digital experience (IV)
12) Include a digital learning experience question in module evaluation questionnaires and as part of the ‘Feedback’ survey (IV)

To achieve Goal V (see Annex A):

13) Establish a governance group to aid and monitor progress of digital practice adoption throughout the curriculum (V)
14) Research and critically evaluate the direct and indirect effects of the TEL strategy on students learning and academic teaching (V)
Enablers

Staff development opportunities and engagement will be a critical enabler, the Centre for Excellence in Learning and Teaching (CELT) are seeking University commitment for all academic staff to undertake mandated pedagogic induction and CPD activity. Existing staff development methods (e.g. DELTA sessions) and bespoke TEL sessions developed to support the unique needs of each College. An additional enabler will be the establishment of networks of digital practitioners supporting their peers and increased sharing of effective practice. The support of IT Services is critical to the goal of enhancing the wider digital experience of staff and students.

Primary KPIs

Primary KPIs of the TEL strategy:

1) 100% of undergraduate & postgraduate programmes to have reviewed their digital practice offering and developed an enhancement delivery plan during 2017/18 as part of their continuous enhancement cycle (by July 2018) – each programme to conduct review via the Digital Practice Programme Baseline

2) 100% of undergraduate programmes to have digital practice elements embedded in their offering across all levels in line with University baseline (2018/19) – All Programmes rated as ‘Silver’ on Digital Practice Programme Baseline

3) 100% of postgraduate programmes to have digital practice elements embedded in their offering across all levels in line with University baseline (2018/19) – All Programmes rated as ‘Silver’ on Digital Practice Programme Baseline

4) Each College to establish a programme as an exemplar of blended learning, showcasing a pervasive and high quality digital learning experience (2017/18) – Exemplar rated as ‘Gold’ on Digital Practice Programme Baseline

5) Research publications identifying vision and impact of TEL Strategy (by July 2018)

Alignment, consultation and partnership

The TEL Strategy is aligned to and underpins the ‘Learning and Teaching strategy: 2016-2020’ and the University’s strategic objectives, with student satisfaction as a key driver for TEL adoption. The development of digital capabilities aligns with the University employability strategy to develop highly employable graduates. Consultation has taken place with institutional stakeholders including Colleges, UDOL, ITS, HR, UDSU, Careers, Student Experience, LTESC, SESC, ADQC, TEL Steering Group, Academic Board and Executive. The consultation stage has included input from external experts to ensure it is viable and sector leading (see Appendix 1: Consultation summary).

CELT will work in partnership with ITS and UDOL to realise the ambition, e.g. knowledge and experience of online learning developed in UDOL and existing experiences from the Colleges will be utilised to inform the development of blended learning across the institution.

The strategy aligns to aid the success of the individual Colleges to deliver their KPIs:

1. Deliver higher levels of student satisfaction (NSS score, year on year)
2. Demonstrate added value to students (Graduate level employability)
3. A motivated and efficient workforce (We will have high levels of staff engagement)
Annex: A – Goal Enabling Action Plans

Goal I: All staff and students to have an appropriate level of digital capabilities*, with extensive practical application in the curriculum

Digital capabilities are central to the staff and student experience, providing the foundation for confident and effective use of technology for living, learning and working in a digital society. (*definition to be established as an enabling action)

Overview

Digital capability (DC) in staff and students is one of the current challenges being addressed by many UK universities in order to improve the student experience and meet strategies such as employability, student retention and learning gain. Many universities are developing digital capability / literacy / skills approaches, which often centre upon a framework or toolkit of expected digital capabilities, usually supported by a suite of optional continuing professional development (CPD) activities. These frameworks often describe the knowledge, behaviours and skills that staff and students are expected to demonstrate. These frameworks are being used in a variety of different ways. Many are used in a fairly ‘soft’ way, in order to engage staff in dialogue about the importance of digital capability and to encourage engagement in CPD where it is considered necessary. There are attempts of building digital capabilities into existing processes for CPD, performance review and staff induction. Few, if any, institutions are at present mandating a set of digital capabilities for staff but there is a move towards this, often through performance review and through integrating DC into staff accreditation, such as certification programmes. The TEL Strategy has the ambition to place the University of Derby as sector leading by developing a mandated a set of digital capabilities, based on sector endorsed Jisc digital capability profiles.

The Jisc ‘six elements’ digital capabilities model is an important part of the digital capability landscape. The model has been widely approved and adopted. Jisc have created an ‘example teacher profile’, which describes a set of capabilities which teachers might be expected to possess. This profile provides a starting point for the development of University of Derby teacher profiles, i.e. the profile can be extended to reflect discipline-specific elements. Jisc have also created an ‘example learner profile’ that will be used at Derby to identify the digital capabilities required by UoD students and ensure students are acquiring these key employability skills, as guided by the University Learning and Teaching Strategy and its Employability pillar.

To enable a transformational shift in digital practice at the University a set of enabling actions are proposed below, these are required to address the challenges of limited staff engagement and significant skill gaps. A ‘soft’ enabling culture will not be adequate to realise the ambitions of the University.

Enabling actions to achieve Goal I:

1. Establish through consultation an agreed definition of ‘appropriate’ digital capabilities for students and staff (I)

   1.1. Digital capability for each member of staff to be measured against a UoD-specific version of the Jisc digital capability profile: example teacher profile. UoD teacher profile to be defined in subject groupings in order to create a general profile with subject variations (modifications to made as part of an inclusive activity with subject groups)

   1.2. Define the skills and knowledge that are required to meet the institutional baseline for digital practice delivery including capability to teach and support students in a digital world, e.g. capabilities to use classroom technology (to realise estates investment) (see Appendix 3: Tutor digital practice baseline knowledge)
1.2.1. To form part of job description, person specification and the academic recruitment process
1.2.2. Staff to demonstrate through ongoing review how they plan to exceed the required standard (via ongoing CPD, peer review and reward and recognition schemes)

1.3. Adoption of a modified a UoD-specific version of the Jisc digital capability ‘learner’ profile and embedded as expected standard

1.4. Assess student digital capability on entry to the University to allow students to recognise their strengths and weakness and produce development plans to reach the expected standard

1.5. All students and academics to have the skills to actively curate their digital profiles (a required capability for student employability and for REF impact)

2. Develop networks of digital practitioners to establish communities of practice facilitating the enhancement of digital capabilities, e.g. student DigiChamps and Academic Digital Champions (I)

2.1. Network of student digital practitioners to be established, student DigiChamps employed across the Colleges, supporting peers and the adoption of learning technology

2.2. Establish Academic Digital Champion network to promote application of technologies to enhance student digital learning through Colleges.

2.3. Strengthen networks to share digital practice experiences e.g. TEL me more, Ideas Factory

3. Establish Digital Practice staff development activities as part of a required Continuing Professional Development offering (I)

3.1. Gaps in capability are filled through a suite of CPD activities and TEL is fully integrated into ongoing CPD (including TEL support activities menu)

3.2. Mandatory digital practice induction programme for all incoming staff with personalised training plan to support staff to reach ‘appropriate’ level of digital capability

3.3. Staff awards to recognise delivery of innovative/high quality digital learning experiences

4. Develop digital services and training resources to support staff and student development of digital capabilities (I)

4.1. Development of suite of online resources and/or licensing of external resources, e.g. Lynda.com, Microsoft Imagine Academy to support digital capability

4.2. Develop a programme of digital training resources aligned to the capability requirements of staff and students

4.3. Mandatory online course for staff and students to self-audit digital capabilities and work through activities that will evidence the development of digital capabilities

4.3.1. Seek external endorsement of course to recognise UoD staff and students as distinct in the sector for their digital capabilities

4.3.2. Certificate/Badge of achievement for staff to evidence as part of their DPR review (renewed every 3 years)

4.4. An institutional e-portfolio service to allow all staff and students to record the development of their digital capabilities, knowledge and experience and aid the broadening of assessment
Goal II: A step change in the use of TEL will be achieved through all programmes annually enhancing their digital practice and for every programme to exceed the University baseline expectation

a. all programmes identified on annual basis as performing in the lower quartile* to be reviewed and to implement plans to improve their use of technology-enhanced learning
   (*lower quartile classification to be determined with Deans, e.g. MEQ, NSS, DHLE, BB analytics)

b. all (post-2016) validated or re-validated programmes will fully exploit technology and the use of digital media such that the technology is embedded and pervasive

The embedding and pervasive use of TEL throughout the curriculum will be innovative and transformational, and will lead to a step change in digital practice at Derby to deliver an excellent student experience.

Overview

Delivering a step change in the use of TEL will be achieved through the adoption of digital practice baselines with the requirement for all programmes to meet the baseline and exploit technology as part of an enhanced student digital learning experience. All programmes will review their digital learning experience against the baselines supported by a Digital Practice Toolkit. The toolkit is designed to assist colleagues in identifying different teaching approaches and the technologies that can support and enhance those approaches. The baselines can be used to help identify existing digital practice in the curriculum as programme teams review their current offering and as a mechanism to recognise potential new activity to fulfil the strategic ambition of the University to deliver a pervasive digital learning experience to all students. Use of the baseline approach will align with the University’s process for the design and approval of its courses, e.g. as part of continuous enhancement reviews, validation/re-validation and periodic review exercises. Embedding into existing processes is a necessity to ensure staff engagement and to allow progress to be recognised. UoD will set consistent levels of expectation for use of key TEL tools by staff so that programme delivery meets a baseline standard and through ongoing review programmes will articulate how they plan to exceed the required baseline standard. A baseline approach is being used at some other universities e.g. Edge Hill University sets three levels of recognition for use of their VLE: baseline, + and ++, which allows innovation to be recognised and avoids the halting of activity once the standard baseline is met. UoD will extend the use of baselines beyond the remit of the VLE to guarantee it encompasses the wider digital practice ensuring that it is not restrictive and reflects the breadth of digital practice. An additional UDOL specific baseline/s will also be created to build on the ‘on campus’ baseline, but acknowledge the distinct requirements of delivering exclusively online.

An institutionally mandated approach is required to deliver transformational change across the curriculum and ensure a consistent approach is embedded that will engage all staff and ensure that all students are receiving consistent digital opportunities and experiences. The approach will avoid a ‘one size fits all’ or a ‘tick box’ exercise through a framework that provides flexibility of implementation while delivering the mechanism to ensure adoption and the ability to evaluate impact across the institution. The enabling actions will aid the delivery of a high quality digital learning experience as guided by the University Learning and Teaching Strategy and its Academic Quality pillar.

Enabling actions to achieve Goal II:

5. Approve an institutional baseline for digital practice delivery for all programmes (II)

   5.1. Baseline to be developed to articulate the required standard for all programmes (see Appendix 5: Digital Practice Programme Baseline)
5.2. Baseline+/++ to be developed to provide aspirational levels and benchmarking of programme digital delivery, including approaches to inclusive practice (see Appendix 5: Digital Practice Programme Baseline)

5.3. Modified baselines developed for UDOL to reflect the distinct needs of exclusive online delivery

6. **Implement a Digital Practice Toolkit to provide the mechanism of reviewing and enhancing digital practice across all Programmes.** Programme leads will apply the toolkit as part of a cycle of continuous enhancement of pedagogic practice and as part of programme approval processes to review existing digital practice adoption and develop action plans for future developments (II)

6.1. Digital Practice Toolkit to be developed to assist colleagues in identifying different teaching approaches and the technologies that can support and enhance those approaches (see Appendix 4: Digital Practice Toolkit example). Aligned to University processes for the continuous enhancement, design and approval of its programmes. The toolkit will be used to help identify existing digital practice in the curriculum as programme teams review their current offering and as a mechanism to recognise new activity to fulfil the strategic ambition of the University to deliver a pervasive digital learning experience to all students

7. **Establish quality assurance and enhancement processes to embed digital practice enhancement as part of validation, periodic review and continuous enhancement cycles (II)**

7.1. Digital practice plans to be documented in the continuous enhancement plans

7.2. Embed digital practice enhancement as part of Validation process

7.3. Embed digital practice enhancement as part of Periodic review
Goal III: Research-informed innovative pedagogies will form part of a holistic and high quality digital student journey and will lead to enhanced digital spaces (e.g. digital experiences in virtual and physical learning spaces)

The digital experience of students is now a central component of the student journey, this experience needs to be seen holistically to ensure that it is consistently of the highest quality. Flexible and innovative pedagogies will be applied and physical spaces adapted to offer a rich and high quality digital student experience.

Overview

The student experience will be damaged if core components of the digital experience are seen in isolation, the experience needs to be seen holistically to ensure that it is consistently of the highest quality and the whole student journey is reflected in the design and delivery of services. The enablers to fulfil this goal begin with the need to review, at a holistic level, the digital experiences and journeys of staff and students. Identifying key issues via this review will allow efforts to be concentrated on areas where quick wins can be achieved, e.g. current reviews are identifying a need to aid academics in their knowledge of maximising the use of learning spaces and ensuring that the spaces are aligned to their teaching needs.

The ongoing goal of enhancing the digital experience of staff and students will also be supported by encouraging innovation and action research in teaching with new learning technologies. The University Learning and Teaching Strategy and its Research in the Curriculum pillar guide this goal. Building in a sense of critical reflection and evaluation of the impact of the strategy is required to inform its formative development and its research impact. This research-focused approach will help drive the adoption of excellent digital practice.

Enabling actions to achieve Goal III:

8. Conduct a full review of the staff and student digital experience to inform future enhancements, including the enhancement and extension of the VLE and the use of digital media in learning & teaching across the institution, to deliver a flexible, interactive and personalised learning experience (III)

8.1. Jisc ‘Student Digital Experience Tracker’ launched to provide institutional benchmarking data to inform activity to support digital capabilities and enhance the digital experience

8.1.1. Use analysis to target key areas for immediate action to enhance student digital experience

8.2. Jisc staff discovery tool launched and combined with staff digital experience survey to support digital capability development and provide institutional benchmarking data to inform activity to enhance the digital experience

8.2.1. Use analysis to target key areas for immediate action to enhance staff digital experience

8.3. Review of staff and student digital services from a holistic digital student journey perspective, e.g. UDo (student Intranet) review, VLE review

9. Establish a TEL academic development fund to encourage a culture of innovation, experimentation and action research, providing funding for programmes to trial new technology (III)

9.1. Launch fund to support academic innovation generating opportunities at programme level to experiment with digital curriculum enhancements via action research

10. TEL Horizon scanning in partnership with UDOL to identify opportunities for research and development to enhance the digital experience (III)
10.1. Develop a research informed approach to investigating the use of new learning technology in the curriculum

10.2. Invest resource into researching and developing critical areas of the digital experience, e.g. Assessment and Feedback, Inclusive Practice, Personalised Learning
Goal IV: An enhanced TEL service will be available to support the journey to a pervasive digital curriculum (including the application of data analytics to benchmark the service and inform interventions to support staff and students)

Reviewing and benchmarking the impact and effectiveness of support for the adoption of digital practice across the institution will provide an institutional view of the digital experience, enabling future developments and support for staff & students to be informed by data intelligence.

Overview

Delivering an enhanced TEL Service will provide the mechanism to implement the ambitions of the strategy and allow for benchmarking of the service and targeting resource based on data intelligence. An enhanced TEL Service via the use of data analytics will focus resource in the areas of greatest strategic need. Using data gathered for example from Learning Analytics and module evaluation questionnaires will inform where the greatest enhancements to the student learning experience can be made. This is a transformative shift of TEL operating with a metrics based approach aligned to the sector needs in a ‘TEF environment’ of reporting on the impact and effectiveness of technology and applying learning analytics to track progress and development. An example of this shift is the application of Jisc’s Student Digital Experience Tracker which will allow both for longitudinal comparisons of local data and for benchmarking with other universities. The Tracker will form an important part of the enhanced TEL service and provide the means for Derby to monitor the impact of the TEL Strategy.

The TEL service in partnership College Deans will also provide a mechanism for identifying Programmes within Colleges that are in need of most support, e.g. identifying ‘cold spots’ of digital practice. Resource will be applied in a more systematic fashion, addressing the historic problem of only reaching those engaged with the TEL agenda.

The impact on digital practice will be measured through the introduction of baselines, as part of continuous enhancement, validation and periodic review processes. Placing TEL in an environment where impact can be measured and tracked will allow closer alignment with measures of student satisfaction e.g. module evaluation questionnaires, student Feedback survey data and the NSS. This will enable the University to better understand the impact of TEL and to make informed decisions about future priorities.

The TEL Service will target greater alignment between UDOL’s ‘online’ delivery and the wider University ‘on campus’ delivery, seizing the opportunity to use existing knowledge and experiences from ‘online’ to inform ‘on campus’ developments and vice versa in an iterative process.

Enabling actions to achieve Goal IV:

11. Launch a new Learning Analytics service to use data analytics to benchmark and evaluate the impact and effectiveness of the adoption of digital practice across the institution, developing an institutional view of the digital experience (IV)

   11.1. TEL Service Learning Analytics dashboard launched to monitor institutional adoption of digital learning services

12. Include a digital learning experience question in module evaluation questionnaires and as part of the ‘Feedback’ survey (IV)

   12.1. New digital learning experience question in module evaluation questionnaires

   12.2. New digital learning experience question in ‘Feedback’ survey
Goal V: UoD will be an exemplar in the UK sector for the use of learning technology and digital media in learning and teaching

The embedding and pervasive use of TEL throughout the curriculum will be innovative and transformational, in a sector where ‘only a small number of institutions actually require students to engage in active learning online across all of their programmes of study, with levels of blended learning activity commonly varying between schools and departments.’ (UCISA TEL Survey, p2 2016). The TEL strategy will address this sector wide issue to provide a consistent digital experience, seizing the opportunity to place Derby as a top provider of TEL in the sector.

Overview

Through the consultancy stages it has been recognised that the University of Derby will be sector leading if it delivers on the ambitions of the TEL Strategy. As the UCISA TEL Survey has noted, the pervasive and consistent use of TEL in learning and teaching is far from the norm at other universities. Practice tends to be patchy and inconsistent, with widely varying differences in approach between different departments and disciplines. Students do not have a consistent approach across programmes of study and expectation about TEL implementation are often not clear and do not adhere to standards.

Many universities are currently attempting to increase their use of TEL and are having some success. In particular areas, such as lecture capture, there are some large-scale and ambitious implementations underway (e.g. University of Manchester has committed to lecture capture of all lectures). However, few UK universities are committing to ambitious and transformational goals, which will impact upon the student experience throughout the whole curriculum. The implementation of this Strategy will place Derby as a leader of TEL adoption in the sector, bringing benefits to students and staff, and increasing its visibility and clear commitment to student experience and innovation.

Additional enabling actions will be identified as the implementation of the strategy is progressed, e.g. resource implications.

Enabling actions to achieve Goal V:

13. Establish a governance group to aid and monitor progress of digital practice adoption throughout the curriculum (V)

13.1. Governance group established with executive sponsor to ensure the strategy goals are delivered

13.2. Create an evaluation and reporting framework that will monitor the implementation of the TEL Strategy

14. Research and critically evaluate the direct and indirect effects of the TEL strategy on students learning and academic teaching (V)

14.1. Conduct research connected to the central goals of the strategy to evidence impact and establish an evidence base to recognise the UoD as an exemplar

14.2. Produce regular communication updates on progress with the adoption of the TEL Strategy, using digital channels, conferences and events
Appendix 1: TEL Strategy consultation feedback

The TEL Strategy has been developed through a consultation exercise that commenced in August 2016; there have been several iterations of the strategy during this period based upon feedback provided by stakeholders.

External consultancy

During the consultation period external consultancy has been conducted with feedback received from SeroHE, Jisc and members of the Heads of E-Learning Forum (HeLF).

Committees

The draft iterations of the TEL Strategy have been presented to a number of committees:

- Learning and Teaching Enhancement Sub-Committee (September & November 2016 meetings)
- Student Experience Sub-Committee
- UDOL Academic Framework Sub Committee
- TEL Steering Group
- Digital Derby Steering Group
- Learning Enhancement Senior Management Team
- Student Experience Executive Group
- Academic Development and Quality Committee
- University Executive
- Academic Board

Colleges

Consultations have been held with College Deans, Heads of Departments, Programme Leaders and raised in College events.

UDSU

Consultations have been held with representatives from UDSU and their feedback has helped shape the development of the strategy.

Departments

Consultations have been held with colleagues from UDOL, IT Services, Academic Innovation Hub, Student Experience, Careers and Employment Service, HR and Business and Student Services.
Appendix 2: Terminology definitions

Blended Learning
Used to describe the blend of using both classroom based teaching and facilitated online learning (i.e. learning delivered by a number of different methods, including face-to-face and e-learning).

Digital capabilities
The ‘capabilities which fit an individual for living, learning and working in a digital society’.

Digital Curriculum
The digital curriculum is a term used to represent a curriculum that has a digital learning experience running throughout it, supporting high quality face-to-face delivery (the term is not used to represent a purely online experience).

Digital Practice
Digital practice is the term that encompasses all of the activities that support the learning and teaching experience via the use of some form of digital technology.

E-Learning
Learning that is delivered or supported through the use of technology.

Learning Technology
Technology that is used to deliver or support learning.

Programme
Throughout the document the word ‘programme’ is used – please note this refers to single honours programmes, joint honours subjects and postgraduate programmes.

Technology
By “technology,” we mean any or all of the following:
- Hardware (computer, tablet, smartphone, etc.)
- Software (word processing, presentation, graphics, etc.)
- Apps and online tools (social media, Skype etc.)
- Websites (for your course, library resources, etc.)

Technology-Enhanced Learning (TEL)
Learning that is delivered or supported through the use of technology.

Virtual Learning Environment (VLE)
Virtual Learning Environment (Blackboard (Course Resources) is the University VLE). The VLE provides access to online learning opportunities, e.g. learning resources and online activities, e.g. discussion boards, quizzes, wikis, etc. and is used as a gateway to other tools and systems.
Appendix 3: Tutor digital practice baseline knowledge
## Appendix 4: Digital Practice Toolkit example

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<td>New material can be released automatically upon reaching a level</td>
<td>Improving learner participation in large lectures using interactive quizzes – David Foreman</td>
</tr>
<tr>
<td></td>
<td>Develops students’ confidence in their abilities</td>
<td>Repeatable (randomised), formative tests</td>
<td>Blogs</td>
<td>Can provide instant feedback on attainment</td>
<td>Further information: Mastery learning: Education Endowment Foundation toolkit - EEF (School-focused)</td>
</tr>
<tr>
<td>Role-play</td>
<td>Mimic real-world, real-time situations, enabling immediate reflection and feedback</td>
<td>Case studies</td>
<td>Audio</td>
<td>Makes it easier to include external participants</td>
<td>Case studies: Making it Real – Breathing life into Mental Health Legislation - Ben Wyke</td>
</tr>
<tr>
<td>Students work through scenarios modelled on their intended profession, often taking on a role with views unlike their own</td>
<td>Practice complex or high order skills in a safe and supported environment</td>
<td>Observation</td>
<td>Blackboard discussion forums</td>
<td>Can replicate real-world situations more closely, e.g. debating around a Blog post</td>
<td>Further resources: How to teach using role-playing - Carleton College</td>
</tr>
<tr>
<td></td>
<td>Illustrate and consider ethical, moral or legal questions likely to be encountered in employment</td>
<td>Reflective account</td>
<td>Blogs</td>
<td>Recorded interactions can be analysed afterwards</td>
<td>Rehearsing for the real world: Case studies and role play - Jones &amp; Bartlett Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Video</td>
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</tbody>
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Appendix 5: Digital Practice Programme Baseline

Score Guidelines:

4 = Consistently, Intentionally, Advanced (Requires Evidence Statement)
3 = Most of the time, Purposefully, Proficient (Requires Evidence Statement)
2 = Inconsistent, Planned, Basic
1 = Introductory, Spontaneous, Limited
0 = Not at this time, need staff development and/or to investigate further

<table>
<thead>
<tr>
<th>Digital Course Material: Tutors create an online presence for all programme modules on Course Resources (Blackboard) prior to the start of teaching with signposting to alternative platform in exceptional cases.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logical and consistent structure used to organise online learning and teaching materials</td>
</tr>
<tr>
<td>Up to date range of resources in digital format e.g. e-books, notes and handouts, multimedia, e-journals</td>
</tr>
<tr>
<td>Media content, such as module introductions or revision aids created by academic teams or sourced from services such as BoB or Kaltura</td>
</tr>
<tr>
<td>Students given the opportunity to find, curate and share their own digital resources as part of their studies</td>
</tr>
<tr>
<td><strong>Total:</strong> Evidence Statement/Next Steps:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inclusivity: Learning and teaching material is stored online and organised to aid navigation and facilitate Independent study.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture recording technology used to record all teaching sessions, making sessions more accessible for all students</td>
</tr>
<tr>
<td>Course materials actively being reviewed for accessibility and action taken to ensure all students have equal access to learning</td>
</tr>
<tr>
<td>Consistent approach to creating and reviewing the accessibility of course materials, This includes, providing transcripts, subtitles and audio description for media based resources</td>
</tr>
<tr>
<td><strong>Total:</strong> Evidence Statement/Next Steps:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment and Feedback: E-submission and E-feedback (where appropriate) should be made available for all summative assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusion of an assessment (formative or summative) where a digital task is assessed (e.g. creating a video, posters, online resource in wiki, infographic, reflective blog)</td>
</tr>
<tr>
<td>Use digital technologies to support in-classroom learning (e.g. polling tools, live curation/sharing tools, digital presentation)</td>
</tr>
<tr>
<td>Variety of different methods are used to provide feedback e.g. general comments, in-text comments, audio or video feedback</td>
</tr>
<tr>
<td>Digital capabilities embedded within learning outcomes, which are then assessed</td>
</tr>
<tr>
<td>Students being seen as partners within the assessment process and are given the opportunity to shape their learning, selecting digital tools which they feel best meet their needs and the requirements of the assessment</td>
</tr>
<tr>
<td><strong>Total:</strong> Evidence Statement/Next Steps:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication and Key Information: Guidance to induct students on how to access and use the module or programme online presence and the important areas within this such as course materials and e-submission areas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular well-signposted communication methods being used (e.g. within the module handbook, within face-to-face presentations, within Course Resources, social media)</td>
</tr>
<tr>
<td><strong>Total:</strong> Evidence Statement/Next Steps:</td>
</tr>
<tr>
<td>Learning Enhancement: TEL Strategy.v3 – Last updated 05/09/2018</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Proposed Short-term Action:</strong></td>
</tr>
<tr>
<td><strong>Proposed Medium-term Action:</strong></td>
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<thead>
<tr>
<th><strong>Total:</strong> Evidence Statement/Next Steps:</th>
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**Employability:** Opportunities are provided for students to engage with relevant academic or professional technologies of their subject.

- Students building a digital record of their learning journey curating and evidencing their reflections, skills and digital capabilities
- Students having access to digital tools to reflect, curate and showcase their learning achievements (e.g. an e-portfolio)
- Providing opportunities to engage with professional online networks, with support in how to engage appropriately with these communities
- Students utilising online tools to create a professional presence and identity (e.g. e-portfolio, LinkedIn)
- Students being made aware of policies on safe, respectful behaviour when using digital tools and being made aware of online safety and ethical issues

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<th><strong>Total:</strong> Evidence Statement/Next Steps:</th>
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**Student Voice:** Technology is used to make students active participants and partners in their learning journey (e.g. end of module survey)

- Digital tools being used to capture the student voice where they are given the opportunity to engage with ideas shared by their fellow students (e.g. virtual walls, discussion forums, blogs and wikis)
- Student projects necessitating the creation of digital work, giving students the opportunity to express themselves creatively
- Use of digital classroom tools, such as electronic voting to shape the nature of a discussion or topic
- Students being encouraged to bring their own digital devices and being supported in understanding how these can be used to support their learning

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<tr>
<th><strong>Total:</strong> Evidence Statement/Next Steps:</th>
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**Sum Total:**
- Gold: 90-100
- Silver (Higher): 76-89
- Silver (Lower): 51-75
- Foundation (Higher): 26-50
- Foundation (Lower): 0-25

**Award:**