

The background image shows three students (two young men and one young woman) looking intently at a laptop screen. They are in a modern, brightly lit environment, possibly a library or study area. The student on the left is a young man with dark hair wearing a light blue shirt. The student in the middle is a young woman with long dark hair wearing a colorful plaid shirt. The student on the right is a young man with short brown hair wearing a blue and white plaid shirt.

09/09/14

## Postcards from the Future - scoping students' future digital needs

#digitalstudent

<http://digitalstudent.jiscinvolve.org>



Helen Beetham,  
Consultant in  
Higher Education  
@helenbeetham



Dave White,  
Head of e-Learning,  
University of the Arts,  
London  
@daveowhite

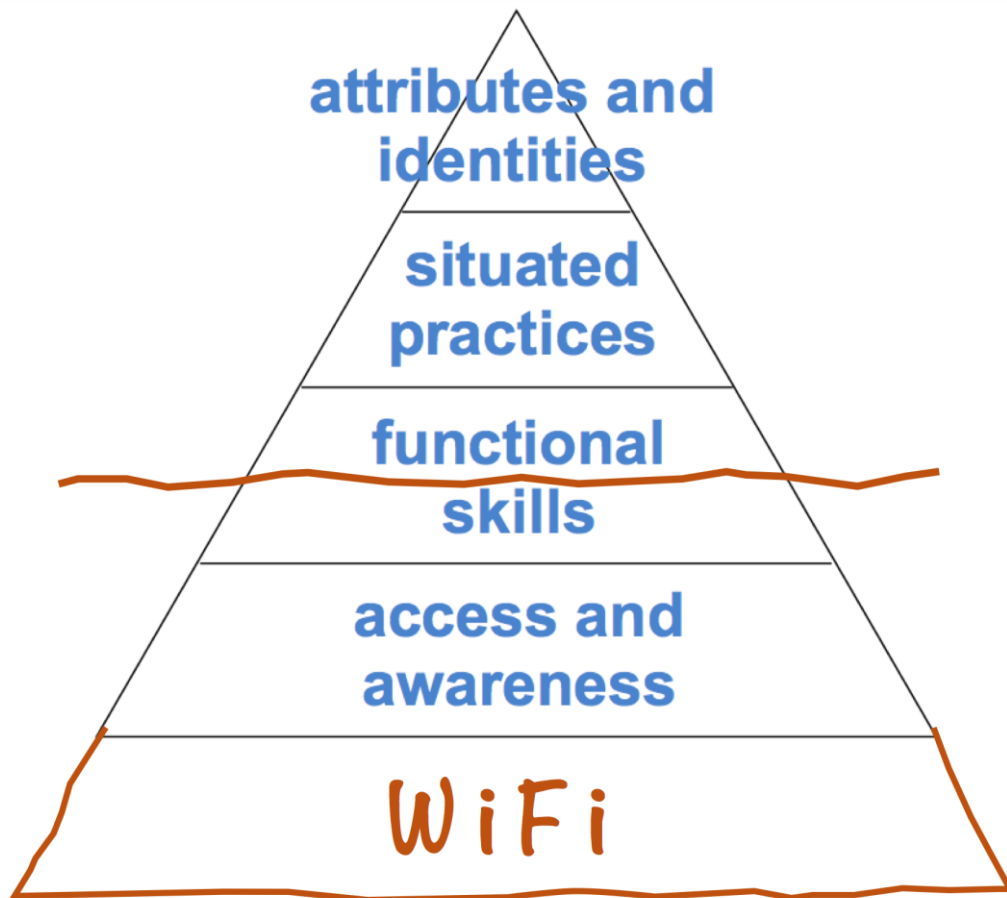


Sarah Knight,  
Senior Co-  
Design  
Manager, Jisc  
@sarahknight

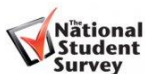
- » Phase 1 study reviewed students' expectations and experiences of the digital environment at university
- » Desk study | review of institutional data | survey of institutional stakeholders | student focus groups
- » Consultation phase to inform guidance to institutions, recommendations and proposed solutions
- » Parallel study in FE and Skills plus review of practice in schools to identify likely incoming expectations

<http://digitalstudent.jiscinvolve.org>

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the  
**National  
Student  
Survey**



**LEAVE  
YOUR  
MARK**



Do you want your opinions on your student experience to be heard?

Take part in the National Student Survey

**sb**<sup>TM</sup>  
**STUDENT  
BAROMETER**



**Postgraduate  
Research  
Experience  
Survey**

**THE**  
Times Higher Education

Many expectations are **implicit** – so students will punish failure but may not recognise success (unless we tell them about it!).

- › Highly variable in respect of: previous experience, chosen subject, personal preferences and aspirations
  - › Value perceived in retrospect: unexpected is developmental
  - › Study habits with technology are hybrid: informal, peer supported + academic, formally acquired
  - › Critical moments with technology often formally taught: e-journals, data analysis, design, ref/project management...
  - › Teaching staff confidence still important
  - › Digital identity a key motivation and outcome
-

Transactional	Transformational
<p>Accessing networks Accessing hardware and software Accessing general and course-related information Signing on to university systems Booking appointments Submitting work, receiving grades</p>	<p>Sharing ideas, engaging in dialogue Encountering threshold concepts and practices Developing independent study habits Collaborating on projects Producing new digital artefacts Reflecting, reviewing, revising <i>Reference management, data analysis, e-journals, specialist tools...</i></p>
<p>Expectations largely established in advance by transactions with other service providers</p>	<p>Expectations largely established during studies in dialogue with tutors and peers</p>



Changing nature of affiliation

Branding and blending of institutional services

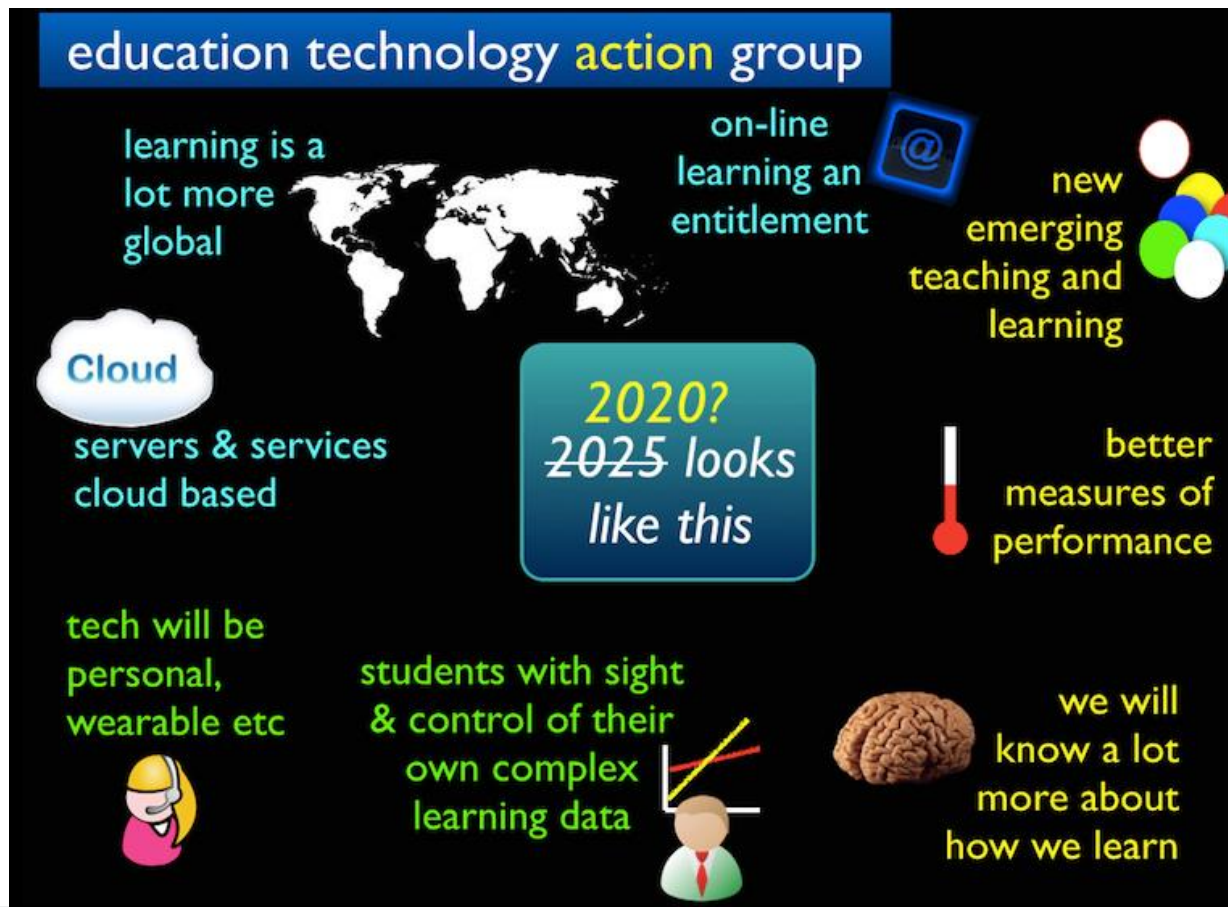
Spaces + places,  
real + virtual

Contractual +  
informal

'Walled gardens:  
paths out'







[bit.ly/digipostcards](https://bit.ly/digipostcards)

Postcard 1. Everyone's so informal here

Postcard 2: Wired schools

Postcard 3: Just in time, just for me

Postcard 4: Weakening ties

Postcard 5: Open everything

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[bit.ly/digipostcards](https://bit.ly/digipostcards)

Choose a postcard from the future. Discuss:

- a) What are arriving students likely to *expect* from HE?
- b) How can HE (uniquely) *enable* students?

Be ready to feed back:

- c) *What one thing* should universities do today to ensure students are prepared for various digital futures?

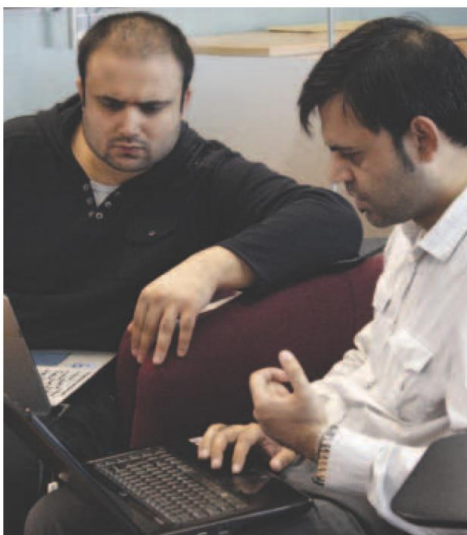
[bit.ly/digistudent3](https://bit.ly/digistudent3)

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# What one thing should institutions do?

**Jisc**

How do we  
engage students  
in developing the  
digital environment?

**Jisc**

How do we manage  
student expectations  
of the digital  
environment?

**Jisc**

How do we support  
students and staff  
to use their own  
devices?



## Gathering information

- Surveys, interviews, focus groups to find out about student expectations
- Participative / observational methods to explore practices and attitudes
- Social media – with students' consent – to collect information
- Analyse existing data e.g. NSS/USS/ISB/PRET/local surveys

## Stimulating, gathering and responding to ideas

- Interactive and fun e.g. crowdsourcing, hashtags, ideas tree, padlet...
- Make sure students can *share* ideas and see how they are *acted on*

## Representation

## Partnership projects: 'making things better'

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What does your institution do in this space?

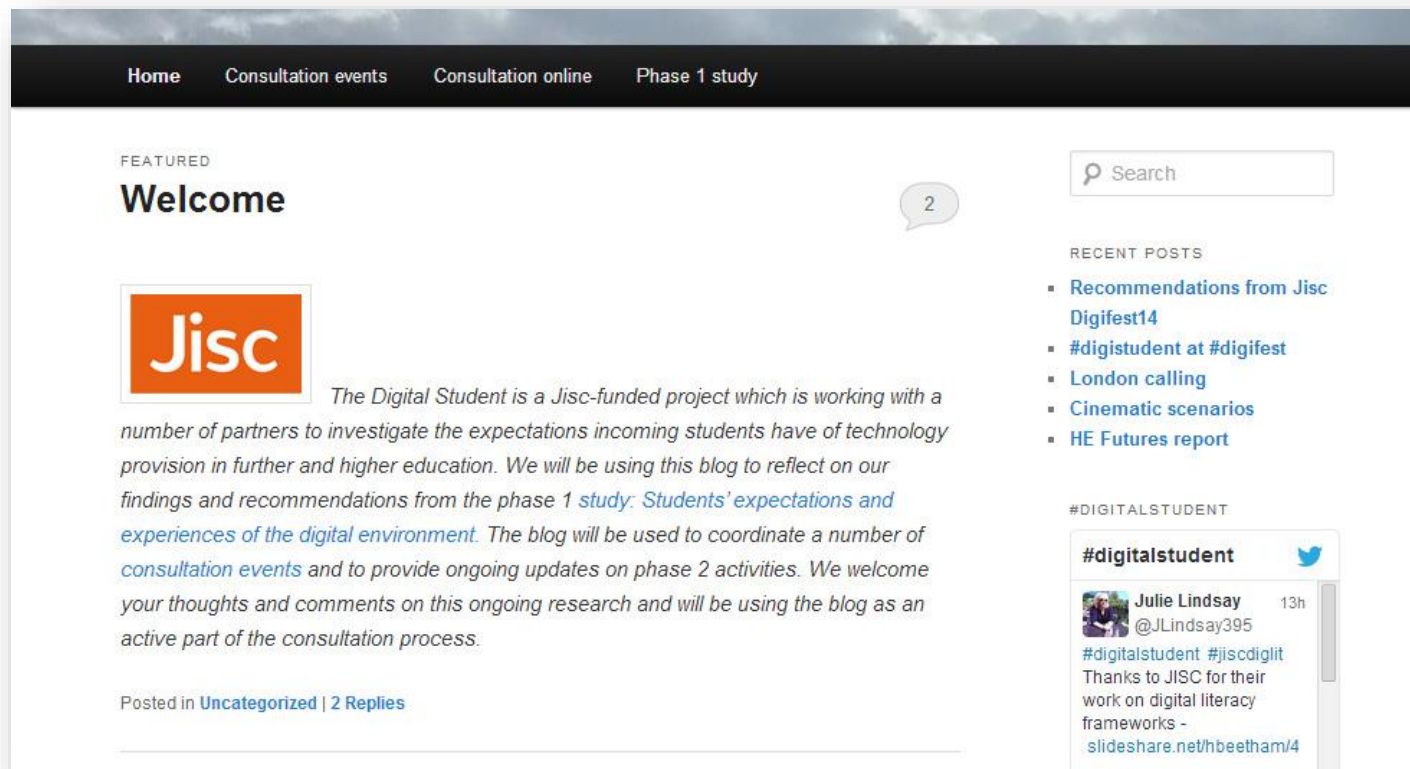


- » [Helen Beetham speaking about the project in June 2014](#)
- » [Highlights of the 'digital student' interviews, August 2013](#)
- » [Executive summary](#) of the original HE study outlining the digital student challenge
- » [Institutional solutions'](#) - describing possible institutional responses in a variety of areas
- » [National solutions](#) – blog post summarising outcomes from the final consultation event
- » ['Listen to students'](#) – posters for comment and reuse.
- » ['Enhancing the digital student experience'](#) – cards for comment and reuse
- » ['Digital experiences in the curriculum'](#) – cards for a variety of staff development activities
- » A new resource: [four postcards from the future](#)

[\*\*http://digitalstudent.jiscinvolve.org\*\*](http://digitalstudent.jiscinvolve.org)



<http://digitalstudent.jiscinvolve.org>




The screenshot shows the homepage of the digitalstudent.jiscinvolve.org website. At the top is a navigation bar with links: Home, Consultation events, Consultation online, and Phase 1 study. Below the navigation bar, on the left, is a 'FEATURED' section with a 'Welcome' heading and a Jisc logo. To the right of the logo is a paragraph of text about the project's purpose. Below the text is a '2 Replies' indicator. On the right side of the page, there is a search bar, a 'RECENT POSTS' section with a list of links, and a '#DIGITALSTUDENT' section featuring a tweet from Julie Lindsay (@JLindsay395) thanking JISC for their work on digital literacy frameworks.

Home Consultation events Consultation online Phase 1 study

FEATURED

## Welcome

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*The Digital Student is a Jisc-funded project which is working with a number of partners to investigate the expectations incoming students have of technology provision in further and higher education. We will be using this blog to reflect on our findings and recommendations from the phase 1 [study: Students' expectations and experiences of the digital environment](#). The blog will be used to coordinate a number of [consultation events](#) and to provide ongoing updates on phase 2 activities. We welcome your thoughts and comments on this ongoing research and will be using the blog as an active part of the consultation process.*


Posted in [Uncategorized](#) | [2 Replies](#)

RECENT POSTS

- [Recommendations from Jisc Digifest14](#)
- [#digistudent at #digifest](#)
- [London calling](#)
- [Cinematic scenarios](#)
- [HE Futures report](#)

#DIGITALSTUDENT

**#digitalstudent** 

 **Julie Lindsay** 13h  
@JLindsay395  
[#digitalstudent](#) [#jiscdigit](#)  
Thanks to JISC for their work on digital literacy frameworks - [slideshare.net/hbeetham/4](http://slideshare.net/hbeetham/4)

**Jisc**

Listen to what students say they want from their digital environment – then listen again.

Research collated by the Jisc Digital Student project shows that students' digital preferences are complex, nuanced and diverse.  
<http://digitalstudent.jiscinvolve.org>

**I expect the technology I use at university to be better than the technology we had in school.**

The VLE is exactly the same as we were using in my school – I expected something more sophisticated.

Don't invest my course fees in shiny new kit if you haven't thought about how to use it or asked students if it's going to be valuable.

I really didn't know how technology would be used at university and I'm happy with whatever the tutors recommend.

The quality of teaching matters most to me, and I'd be very unhappy if I thought I was giving up contact time for screen time.

**Jisc**

what students want from their environment – then again.

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**I expect high-speed broadband for my mobile media and services – anywhere, and any time.**

Streaming video for leisure time, but on campus I'm more interested in getting access to course materials.

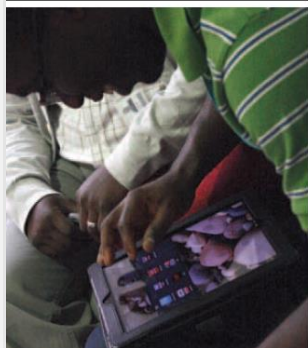
Sometimes I need to disconnect completely from my social media so I can concentrate.

I'm confused about copyright – what can I download and share?

Please help me to understand what the fair use policy means.

<http://digitalstudent.jiscinvolve.org>

### How do we find out more about students' digital experiences and expectations?



- Ensure the digital experience is covered in assessments of student satisfaction – ideally through qualitative as well as quantitative methods.
- Undertake regular and comparable data collection in order to identify trends.
- Share interesting and effective approaches to engaging students in their digital experience, including qualitative methods and use of online services/apps.
- Develop an effective online communications strategy: ensure everyone knows what is being done to develop the digital environment and how it will benefit them.
- Engage students in discussion about their digital practices in and beyond the curriculum.
- Aim to move from consultation to engagement approaches whereby students are empowered to develop their own and their shared digital environment for learning.

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#### Benefits:

**Head of Student Experience:** 'We've added a lot of detail to the picture we were getting through the NSS: now we have a good idea what role IT provision plays in students' feelings about their course, and how they are using ICT generally in their studies.'

**Head of Library:** 'We ran an 'ideas wall' for students to post up and vote on ideas for improving the library. We were surprised how many of them were apps and new features for our online services, and how much thought students had given to these.'

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Digital Student

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Sarah Knight

[s.knight@jisc.ac.uk](mailto:s.knight@jisc.ac.uk)

Helen Beetham

[Helen.Beetham@gmail.com](mailto:Helen.Beetham@gmail.com)

Dave White

[david.white@conted.ox.ac.uk](mailto:david.white@conted.ox.ac.uk)

<http://digitalstudent.jiscinvolve.org>



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