



## Responding to the 2020 challenge – outcomes from Jisc Digital Student consultation event 04/03/14, London

### How universities in 2020 have:

- ⤴ responded to student expectations of their digital environment
- ⤴ supported students to succeed in their studies and as graduates in a digital world

### Strategy and governance

- ⤴ Clear institutional vision for the digital university
- ⤴ Ambitious but realistic and well managed plans
- ⤴ Single champion with a budget but...
- ⤴ Devolved planning with distributed accountability
- ⤴ Students and external stakeholders (business, community, other education providers) involved as partners
- ⤴ Agility built in to the system, enabling response to changes in recruitment patterns, student numbers, external drivers, funding streams (how?)
- ⤴ Clarity about what the digital university offers that other educational providers can't
- ⤴ Recognition and reward for developing digital expertise (staff/students)

### ICT infrastructure

- ⤴ Continued investment in ICT infrastructure including learning spaces (secure storage, plug sockets, wifi), hardware/software directly relevant to programmes of study
- ⤴ Continued investment in ICT support: may be focused more on student/staff use of personal devices and less on desktops, more on general digital literacy and less on specific packages/systems.
- ⤴ Smart authentication with single sign-on and enlightened (non-restrictive) security
- ⤴ Support for students/staff using their own devices and services on campus
- ⤴ Personalised alerts via devices/services chosen by students
- ⤴ Robust wifi in all locations, offering parity of access across sites
- ⤴ Disaggregated VLE incorporating external services e.g. dropbox, social bookmarking, social media, blogging, wikis

### Information environment

- ⤴ Seamless access to internal and external content e.g. open repositories, youtube, slideshare, TED talks, iTunesU
- ⤴ Students supported to build personal learning/information environment from preferred services/content
- ⤴ Investment in digital content – subscriptions, micro-published resources, e-books etc
- ⤴ Investment in open content management
- ⤴ Library and IT services working in close collaboration

### Student/institution relationship

- ⤴ Students get personal lifelong web domain and email
- ⤴ Students can personalise institutional spaces – photos, links, favourites, friends/followers
- ⤴ Flexible relationships: variable duration, location, attendance: transferable credit
- ⤴ Contractual relationship in the background – access to tutors, response times, ICT support, flexible modes of study - but clarity about this
- ⤴ Informal relationships foregrounded – societies, friendship groups, course groups, co-curricular activities – with excellent student-to-student communications
- ⤴ Digital comms used to maintain relationship through: gap years, work placements, internships, visits, field trips, years abroad, even into work (alumni return for CPD!)

### Student engagement/partnerships

- ⤴ Students as digital consultants to support research, learning and productivity
- ⤴ Rapid and visible response to student feedback, e.g. using virtual suggestion boxes, polling

- ⤴ Alumni continue to be engaged for their own and the institution's benefit
- ⤴ Two-way relationships with employers/prof bodies – they come into institutions, take students out; programmes reflect their needs, they understand what programmes are offering
- ⤴ Social media used to engage students in ongoing conversations
- ⤴ Students feel involved thanks to qualitative approaches, partnerships, meaningful representation

### **Learning experience**

- ⤴ Students work with open data and contribute to real-life research/professional projects
- ⤴ International experiences widely available to students thanks to digital communications and global partnerships
- ⤴ Students learn how to find, consume, produce and share digital texts purposefully and critically
- ⤴ Students are challenged to learn complex technology-supported practices
- ⤴ Students' digital creativity is encouraged and rewarded
- ⤴ Students learn to work independently and collaboratively in digital environments
- ⤴ Students use digital systems and methods from professional life
- ⤴ Entrepreneurial skills encouraged through development of digital artefacts and services
- ⤴ Students encounter a range of digital practices so they become adaptable, fluent, resilient
- ⤴ VLE is used as a highly effective digital repository with a variety of content
- ⤴ Lectures enhanced with digital interactivity, fully available online

### **Curriculum and teaching practice**

- ⤴ Comprehensive rethink of curriculum to take account of digital impacts on subject area and professional practice
- ⤴ Academics using digital technologies in their scholarly and professional practice
- ⤴ Digital pedagogies routine
- ⤴ Learner data used to respond to individual learning needs (data is well managed, analytics well advanced, staff have the tools and skills to respond)
- ⤴ Assessment recognises digital outcomes and enables showcasing of achievements in digital spaces

### **Digital literacy support**

- ⤴ Provided targeted support for students' digital literacy from (pre)induction
- ⤴ Embed DL support into programmes of study via relevant activities and assessed tasks (not a separate requirement but supporting other learning outcomes)
- ⤴ Help students to translate their digital know-how into academic practice (learning/academic developers, teaching assistants)
- ⤴ Introduce blended/independent/tech-enhanced modes of study – with appropriate development opportunities for staff/students
- ⤴ Support and reward the digital capabilities of staff in all roles
- ⤴ Embed digital practice into compulsory professional development and CPD

### **Digital inclusivity**

- ⤴ Technology used to support access and inclusion
- ⤴ Effects of digital divide monitored and addressed e.g. loan schemes, support for students with low digital capabilities
- ⤴ Understanding of how digital practices can exacerbate cultural and other differences for students

### **Some of the things 'failing' universities did**

We tried to do everything ourselves

We thought BYOD would solve all our IT problems and save us lots of money

We stuck with closed, off-the-peg systems because they were safer

ICT wasn't integrated into our estates planning

We decided it wasn't worth trying to secure students' loyalty to our digital services – let them use

facebook.

We didn't have a strategy for mobile

We didn't have a strategy

We were constantly running to catch up with our data requirements.

We didn't have a central clearinghouse for software procurement so we ended up spending a fortune on licences that were only used by a handful of staff/students

We failed to value and promote our knowledge assets so students didn't know when they were using services provided by our library or materials created by our academics

We failed to recognise and value digital know-how so students didn't progress their skills and staff with valuable skills went to better-rewarded posts

We got on all the bandwagons

We didn't get on any of the bandwagons

We didn't manage course information effectively for students or staff

We went out to tender to design us the perfect system/environment/solution but when it arrived it was two years too late

We used technology to save money on our teaching budget

We went on teaching and assessing the way we had always done it