

1. How are we managing students' expectations of the digital environment?

- » There is clear signposting to the person or team responsible for supporting learners with digital technologies
- » Before they arrive, learners know what digital content and services are available and how they can get help with using them effectively
- » Before they arrive, students know what services, systems and hardware are available to them, and what they can/should bring for themselves
- » Before they arrive, students know how digital technologies will be used in their chosen course of study and why they are important
- » Students have opportunities to practice using institutional systems before they arrive
- » We explain and model to students our rules on copyright and plagiarism, and on fair and safe use of IT services
- » We explain and model to students the many legitimate ways that technology can support their learning and prepare them for the workplace
- » Students are involved in discussions about the digital environment and digital provision through representation on user groups and other feedback loops

Enhancing the digital student experience: conversations that count

For more information, visit: bit.ly/jisc-digitalstudentproject

Student change agent: 'We have all these materials now that we [student digital change agents] have put together for new first years to tell them what to bring, how to get logged on, how to sort themselves out with printing, all of that stuff I just had to work out for myself.'

'Students are more motivated in the induction sessions because they've heard tutors say that online resources can improve their grades, and they know they're going to have an online research task early on in their coursework.'