

Digital student exemplars

Enhancing the digital experience of students

This case study is relevant to the digital student challenge:

Take a strategic approach to developing the student digital experience

Reaping the benefits of reliable systems and flexible support

A strategic investment in the digital environment at **Chichester College** is opening up opportunities for students and staff to enhance the student digital experience and make more effective use of technology.

The digital learning group, chaired by the assistant principal for student success, works with the IT strategic group (including the IT network manager and the ILT development manager and e-safety officer) to lead the planning, implementation and resourcing of the digital learning strategy.

Some of the ways the college is endeavouring to enhance the student digital experience include:

Deliver a relevant digital curriculum

Moodle is the main platform for delivering e-learning content but two strands of development are also being developed by champions for stand-alone content that will be embedded into curriculum activities:

- » Curriculum learning objects are being created for subjects such as tourism, functional skills and plumbing.
- » E-learning modules are being created for cross-college mandatory topics such as safeguarding, equality and diversity and e-safety. These are being created by the ILT development team using tools such as **Articulate Storyline**, **Camtasia** and **Xerte**.

Deliver an inclusive digital student experience

With guidance from **NIACE** the college is using voice-over artists, signers and text-to-speech software to try to meet student needs more effectively. To provide a more inclusive digital experience the context of images used is also being reviewed along with the style of case studies and examples.

Deliver a robust, flexible digital environment

Confidence in the reliability and stability of the wireless network and platforms such as the Moodle virtual learning environment (VLE) has led to increased staff use and enhanced student access to systems and resources that support their learning. This is evident from positive student feedback.

The use of mobile technology inside and outside of the classroom is encouraged subject to the teachers' ground rules. Examples of mobile use include research, capturing notes, taking photos voting and polling opinions (**Socrative** is especially popular among staff and students).

Moodle is also available as a downloadable app with a significant increase in more appropriate use of the VLE over the last three-to-four years.

Engage in dialogue with students about their digital experience and empower them to develop their digital environment

Students are surveyed and each area is reviewed annually to discuss the digital environment, expectations and e-safety. Students are also involved in the design stages of all digital applications (college web-site, electronic assessment systems and Moodle).

Develop coherent 'bring your own' policies

The college actively encourages students to 'bring their own' devices and have a policy to guide and inform students and staff. Managing mobile devices is included in staff training on behaviour management, induction and teacher training.

To ensure everyone has access the college has made mini-laptops available through the library that can be borrowed at any time.

The e-safety officer notes that problems are not so much access to some type of Wi-Fi enabled device, but 'mobile envy' as some students show off their latest top-of-the-range gadgets insensitively to those who cannot afford the same. This is something that is being addressed as part of the staff training on managing mobile devices.

Support students and staff to work successfully with digital technologies

Students and staff are supported in their use of digital technologies to support learning in several ways:

- » Students are invited to complete online activities prior to joining their chosen course in September. The training and support is continued during induction sessions and in student tutorials.
- » **Moodle, E-Stream, Turnitin** and other technologies are all regarded as a part of the teachers' toolkit with the expectation that teachers will use these as part of their routine teaching practice.
- » e-Learning is fully embedded into programmes such as those for English for speakers of other languages (ESOL) as well as in self-assessment reviews (SARs), lesson planning and the observation and appraisal process.
- » Teachers are offered both formal and informal continuous professional development (CPD) opportunities including:
 - › Training
 - › One-to-one support
 - › Curriculum induction sessions dedicated to learning technologies and the main digital platforms used
 - › A team of highly trained e-learning coaches (Champions) provide some of the training and also run workshops and twilight sessions.
 - › In partnership with the University of Chichester the college co-wrote developing digital literacy - a level 4, 12 week intensive course with a 15 credit value towards a degree that is delivered by college staff.
- » Additional bespoke training sessions from organisations such as Jisc are also offered.

How does this meet the challenge?

- » Offering online pre-induction activities can help to build student affinity with the organisation, establish the use of technology as part of the learning process and encourage independent learning
- » Use of multi-media is being piloted to make effective use of digital technologies to improve accessibility and inclusion
- » The concept of a teachers toolkit sets clear expectations for staff on use of technology within the curriculum
- » The monitoring and of online systems and services is being used to improve performance and reliability which in turn has improved staff confidence in digital practices
- » The wireless network has provided improved access to college systems, platforms and resources and has received positive feedback from students
- » A range of staff development options is provided to encourage participation and to provide multi-level support

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