



Jisc

ALT-C

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'Learning Technology is everywhere... Or is it?' ask post-16 Skills sector learners

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#digitalstudent <http://digitalstudent.jiscinvolve.org>

- » Phase 1 study reviewed students' **expectations** and **experiences** of the digital **environment** at university and we spoke to 500 staff and students during our consultation (2013-2014)
- » We conducted a review of practice in **schools** to identify likely incoming expectations (2014)
- » In phase 2 we focused on **FE** speaking to 220 learners and 300 staff from colleges across the UK (2014-2015)
- » Phase 3 **Skills study** speaking to adult & community learners, work based learners including apprentices and offender learners (2015-2016)
- » Phase 4 **Online learners study**, speaking to students studying on online or partly online courses (2016)

- » What makes a successful online learner?
- » Findings of the Digital Student Online learners' expectations and experiences of the digital environment
- » Available from <http://ji.sc/onlineurveyreport>



- » Student digital experience tracker offers a short survey for use with learners to gather their expectations and experiences of technology
- » Full report is available from:
<http://bit.ly/student-tracker-report>
- » Sign up for open pilot from September:
<https://www.jisc.ac.uk/rd/projects/student-digital-experience-tracker>



- » Scope of the 'Skills Sector' project covers: adult & community learners, work-based learners, apprentices, offender learners
 - » What do learners **WANT** (expectations) in relation to the digital?
 - » What do learners **NEED** to succeed (experiences)?
 - » Literature review | stakeholder interviews | learner focus groups | consultation events
 - » Guidance for providers on **how to gather learners' views**, how to engage learners in an **ongoing dialogue** about the digital and how to **better support learners** digital experience
 - » Identify **top challenges in relation to the digital learner experience** and identify what support providers need in addressing these challenges
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We conducted 12 focus groups:

- » Reached 123 learners
 - » Good geographical spread
 - » Learners from a range of skills sectors and study levels: apprenticeships, adult and community learning and prison learning
 - » Dropouts (of providers and learners) has been challenging
 - » Amazon vouchers resolved this issue!
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Tools

- » Learner profile
- » Focus group process
- » Card sort



- » Card sort process
- » Technology
- » Room arrangement
- » Permissions
(organisations and individuals)



- » Take the cards out of the envelope and lay them on the table so that all are visible
 - » Put the 'theme heading' at the top and after a group discussion, put the remaining cards in order of importance underneath the theme card
 - » If you want to add something to the existing cards, use the blank card(s)
 - » If you don't understand a card or consider it unimportant, put it back in the envelope
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» Lifetime Training





- » Problems: access to good laptops, printers and internet connectivity
 - » Students want experience with software + hardware that's used in their work places
 - » VLEs are NOT redundant - maybe yet to reach their potential
 - » Students' technology skills vary widely – even amongst same age groups. We can't take skill levels for granted
 - » Lack of student voice in the sector
 - » Students can feel isolated in work placements, so appreciate online forum with peers, Skype with tutors
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- » Lack of good equipment + wifi
 - » Difficult transporting equipment to venues, blocks on websites at schools, not getting passwords from venue
 - » Teachers lack training in how to use technologies + no time to prepare materials / backups
 - » Shortage of tutors
 - » No uniform skill levels (applies to all sectors)
 - » No enthusiasm for MOOCs
 - » Learners value face-to-face interaction in class, use of technology during intervening week to maintain skills learnt
 - » Little student voice in the literature.
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- » Restricted access to devices, internet, information and support
(target security above rehabilitation)
 - » Access to meaningful learning opportunities often decreases as students near release
 - » No continuity of learning support between prisons or after release.
Prisoners released without skills for employment
 - » Need for dedicated technology-enabled learning space and supervised Skype to improve family contact
 - » **Virtual Campus** has potential but limitations of access, support and quality content
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- » Clear need to assess and cater for different digital literacies across the sector
 - » More tutor training needed on use of assistive technology to support range of learners and to embrace learners' own skills
 - » Need to focus on infrastructure and access above more "charismatic" technologies
 - » Jisc pages on **Developing Digital Literacies** with resources and links is first point-of-call:
<https://www.Jisc.ac.uk/guides/developing-digital-literacies>)
together with **Building digital capability service**:
<https://digitalcapability.jiscinvolve.org/wp/>
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- » **Digital student blog** (<http://bit.ly/2cfgTsh>)
 - › Resources from FE and Skills study
 - » Online digital student study - <http://ji.sc/onlineurveyreport>
 - » New online guide Enhancing the digital experience for skills learners with case studies launched early October 2016
 - » Learners' journeys with technology – October 16
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ALT-C sessions of other Jisc projects of interest:

- › Wednesday 10:25 am -Arts - Creating online experiences that learners will value
 - › Wednesday 16:30pm - Tracking students' digital experience: development and use of a cross sector benchmarking tool
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- » Send a text to 0207 183 8329 starting with digi
- » NOTE - if you don't start the text with digi, it won't go to our inbox

What one thing can you do to better support the gathering of your students' digital expectations and experiences of technology?



Digital Student project

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<http://digitalstudent.jiscinvolve.org>
[#digitalstudent](https://twitter.com/digitalstudent)

Join our mailing list:
<http://www.jiscmail.ac.uk/jisc-digitalstudent-data>



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