Digital Skills

BEFORE THE PANDEMIC
Digital sector is one of the fastest growing sectors in the global economy

- **Globally**, £245 billion over the last 4 years (2015-2018)
- Forbes Magazine ‘those who are digitally literate are more likely to be economically successful’
- Students gain an appropriate level of digital literacy at the outset of their study for their prospective career pathway

DURING THE PANDEMIC

- The recent pandemic disrupted teaching and learning, as we know it (seeking last minute, innovative solutions) and integrating students with/no access
- **DIGITAL SKILLS A ‘MUST’ REQUIREMENT** (students and staff)

AIM OF PRESENTATION
Provide insights on how we adapted teaching and learning using digital technologies
MILLENNIALS
• Born between 1981 and 1996 and also known as Generation Y
• Seek role models who motivate and inspire them
• Greater flexibility at work, personal development, and constant feedback
• Able to be in control of their learning journey

GENERATION Z (born 1997-2009)
GENERATION ALPHA (born after 2010)
• Still learning about both generations
• Independence is more likely to increase
• Born and raised into a social media culture
• 24/7 online access to information and services is the norm
Think of one challenge you experienced during the pandemic and the solution.

Upload to Padlet

https://uos.padlet.org/sgs432_63107/j8fziee570wv7vd3
Disruptive teaching and learning

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Solutions</th>
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<tbody>
<tr>
<td>Sudden closure of universities</td>
<td>Re-orientation towards e-learning</td>
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<tr>
<td>Meet learning outcomes</td>
<td>Fast-track planning and designing process (from offline to online)</td>
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<tr>
<td></td>
<td>• SMART objectives (achieve within timeframe and cons)</td>
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<tr>
<td></td>
<td>• Teaching approach: synchronous vs asynchronous vs blended, the length of time, resources (presentation, whitepaper, recorded session, activities), approach (group/independent/etc) and the technology at hand.</td>
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<tr>
<td>Minimise digital divide</td>
<td>Provision of training and devices (centralized support, LinkedIn Learning, quick guides)</td>
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<td>Unexpected/unfair learning conditions</td>
<td>Be open, have a standard/unified response</td>
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<td></td>
<td>Reduce workload, amend calendar, submissions</td>
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<tr>
<td>Unfamiliarity of online learning</td>
<td>Staff - Buddy with colleagues (including from technical disciplines)</td>
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<tr>
<td>(both staff and students)</td>
<td>Students – Step by step, keep it simple, include Q&amp;A sessions and access to resources</td>
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<tr>
<td>Student engagement</td>
<td>Monitor (use metrics), group work, shared spaces (e.g. Teams site for students), facilitate discussions and stimulate critical thinking, praise</td>
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<tr>
<td>Isolation, lack of motivation</td>
<td>Build bonds, show empathy, listen, support</td>
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## Examples of Approaches to Teaching and Learning

<table>
<thead>
<tr>
<th>Approaches to Teaching and Learning</th>
<th>Technology</th>
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<tbody>
<tr>
<td>Lead lectures</td>
<td>Blackboard Collaborate, Teams (Zoom etc.)</td>
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<tr>
<td>Group work / Collaboration</td>
<td>Scenario or project</td>
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<tr>
<td></td>
<td>Teams/Collaborate breakout groups, Padlet, Mentimeter</td>
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<tr>
<td>Guided/independent study</td>
<td>Designed activities, available of VLE (Blackboard), Q/A sessions Collaborate/Teams</td>
</tr>
<tr>
<td>Create</td>
<td>Activities: create posters</td>
</tr>
<tr>
<td>Share</td>
<td>Reflective blogs, other digital content</td>
</tr>
<tr>
<td>Reflection</td>
<td>Reflective blogs, Q/A sessions</td>
</tr>
</tbody>
</table>

### Heutagogical (independent learning)

enable students to explore, create, collaborate, connect, share, reflect  
(Blaschke and Hase, 2016)
Example of Digital Skills Design - DiSk Pass

- Information, data and media literacies
- Digital creation, problem solving and innovation
- Digital identity and wellbeing
- Digital learning and development

Levels / Development

**Awareness**
- I know of Digital tech, applicability, challenges in applications, cybersecurity and digital identity

**Curriculum**
- Digital skills weeks, independent learning

**Ability/understanding**
- I understand digital tech, applicability, challenges in applications, cybersecurity and digital identity

**Curriculum**
- Digital skills weeks, independent learning

**Confident and capable**
- I am confident and capable of adopting and integrating digital tech; innovation, showing leadership and ongoing development

**Independent learning**
- LinkedIn Learning, Idea.org.uk, Google garage

**Expert and proficient**
- I am proficient of adopting, creating and integrating digital tech; innovation, showing leadership and ongoing development

**Independent learning**
- LinkedIn Learning, Idea.org.uk, Google garage

Skills Funding Agency, 2016

**Basic skills**
- (engage with economy)

**General skills**
- (required for work)

**Advanced skills**
- (specialist jobs)
DIGITAL PASSPORT APP
- Collection of learning
- Rewards
- Portable throughout the years of study

DIGITAL CHAMPIONS
- Peer support
- Recognition badge

MY DIGITAL SKILLS
- Digital weeks
- Collection of digital activities
- Simulation

INDEPENDENT LEARNING
Signposting to resources:
- IDEA
- LinkedIn learning
- Youtube
- Real life projects

DiSkPass
SCHOOL OF HEALTH & SOCIETY
PoSD, a web-development module, designed as a blended-learning flipped-classroom module:

• Asynchronous use of external resources such as CodeCademy
• Video content that is tested through knowledge reviews in class. Auto-marked in BlackBoard.
• Implementation practiced in sandboxes such as CodePen.
• Synchronous team-space for module and assessment support.
Exam based tests

- Bespoke Flipped classroom video content with knowledge assessed through timed online exam
- Can be run as face to face or in online teams Space
- Automated marking into VLE (BlackBoard)
Team spaces for teaching and discussion

Richard Dron 16/04 11:50

Hi all,

Monday is the final support session for your PoSD Website Prototype - submission is next Wednesday the 22nd at 16:00, but all of you that are affected by the current crisis can still submit a PMO and if any of you have not yet done this I would really advise you to do this.

Come along to this session (on Monday) and show me where you are up to with your final submission and if you need further support I can guide you towards a successful submission.

My out of office is on until Monday, but if you have any questions at all you can message me on teams in the PoSD team space or directly with your PoSD questions.

Speak to you all soon,

Rich

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PoSD Assessment Support Website Prototype
Monday, 20 April 2020 at 10:00

6 replies from you

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Blackboard Collaborate Ultra

Sessions

Principles of Systems Development (PoSD) 19/20 S2 (19-20) – Course Room
Unlocked (available)
Asynchronous sandboxes and e-learning through external resources

Learn HTML

Resume

Course Progress
0%
The framework defines four broad phases for organizing student learning activities:

- **Theory**: Underpinning knowledge delivered through highly structured learning materials.
- **Context**: Analysing how the theory is applied through authentic and real-world examples.
- **Application**: Working collaboratively to apply learning in a supported environment.
- **Practice**: Deeper exploration of the topic.

Calum Thomson and Amina Helal- QEO
University of Salford
Scan, click, play!

- Use your mobile handset
- Navigate to Kahoot.it
- Enter the game pin provided on the screen
- Enter a name
- Start playing
- Celebrate the winner!

https://create.kahoot.it/share/digital-capabilities/69242923-e97c-403f-bfe9-e250074ba4d2a
## Top tips learning for the future

<table>
<thead>
<tr>
<th></th>
<th>Do</th>
<th>Don’t</th>
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</thead>
<tbody>
<tr>
<td><strong>Keep it low tech / keep it simple</strong></td>
<td>Use text, slides, images (sways, VLE options) Provide notes for videos</td>
<td>Use complex technologies Access to internet and devices would vary</td>
</tr>
<tr>
<td><strong>Communicate</strong></td>
<td>Use primary platforms (e.g. Blackboard) and additional supportive tools (email, Padlet, Menti, Teams)</td>
<td>Use multiple channels Keep communications to one platform and signpost to other means (where available)</td>
</tr>
<tr>
<td><strong>Engage</strong></td>
<td>Build question time, involve students in taking decisions, allow them to create (e.g. posters) praise (badges, certificates)</td>
<td>3 full hours teaching Average human being attention span is eight seconds Combine teaching with group/independent work, ask questions</td>
</tr>
<tr>
<td><strong>Focus on the process</strong></td>
<td>Summary, timetable, estimated hours, daily tasks</td>
<td>Upload presentations or text Provide a clear learning pathway for the student</td>
</tr>
<tr>
<td><strong>Flexibility</strong></td>
<td>Mix synchronous with asynchronous (blended) Provide guided activities and build in Q/A sessions</td>
<td>Synchronous only Be inclusive - flexibility to access and learn</td>
</tr>
<tr>
<td><strong>Record</strong></td>
<td>Record Teams/Collaborate sessions</td>
<td>Punish students for not attending/joining Don’t punish lack of attendance</td>
</tr>
</tbody>
</table>
Supporting students: connections, identity and wellbeing

Building online space together

Finding and growing online voices

Planning for well being

Online identities

Intentionally Equitable Hospitality (Bali et al. 2019)
ACTIVITY 2

• Use 3 words to summarize this session
• Share via menti
• https://www.menti.com/q9jyq7ak3v


Gerstein, J. (2014). Moving from education 1.0 through education 2.0 towards education 3.0. In L. M. Blaschke, C. Kenyon, & S. Hase (Eds.), Experiences in Self-Determined Learning (pp. 84–96).

Calum Thompson and Amina Helal – QEO – University of Salford.


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