



LEEDS
BECKETT
UNIVERSITY

Citation:

Thomson, S (2016) Digital - It is not the future, it is the present. In: Talis Insight Europe, 20 April 2016 - 21 April 2016, Birmingham Rep.

Link to Leeds Beckett Repository record:

<https://eprints.leedsbeckett.ac.uk/id/eprint/3644/>

Document Version:

Conference or Workshop Item (Presentation)

The aim of the Leeds Beckett Repository is to provide open access to our research, as required by funder policies and permitted by publishers and copyright law.

The Leeds Beckett repository holds a wide range of publications, each of which has been checked for copyright and the relevant embargo period has been applied by the Research Services team.

We operate on a standard take-down policy. If you are the author or publisher of an output and you would like it removed from the repository, please [contact us](#) and we will investigate on a case-by-case basis.

Each thesis in the repository has been cleared where necessary by the author for third party copyright. If you would like a thesis to be removed from the repository or believe there is an issue with copyright, please contact us on openaccess@leedsbeckett.ac.uk and we will investigate on a case-by-case basis.

Digital

It is not the future, it is the present.

TALIS INSIGHT EUROPE 2016

@**digisim**



Engaging Academics in Digital Discourse.

Simon Thomson

Head of Digital Pedagogy • Leeds Beckett University

@**digisim**

Overview

Part 01

Part 02

Part 03

Digital

People

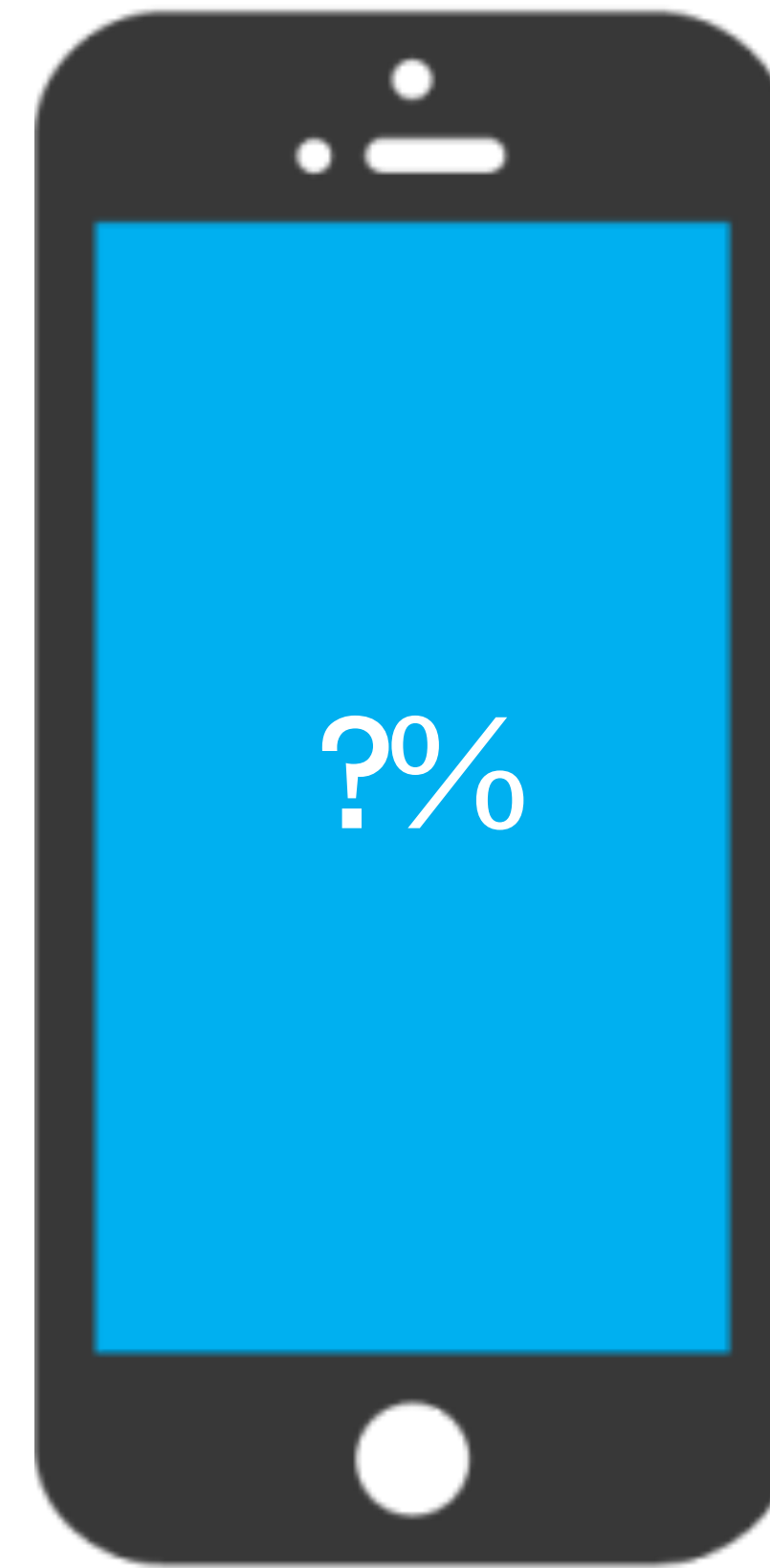
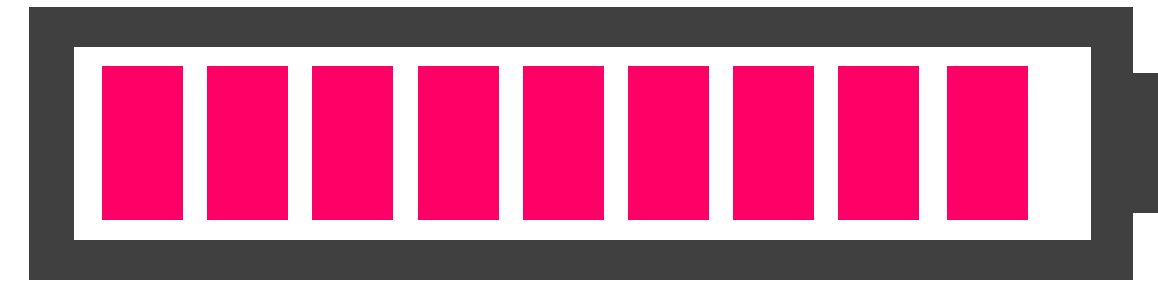
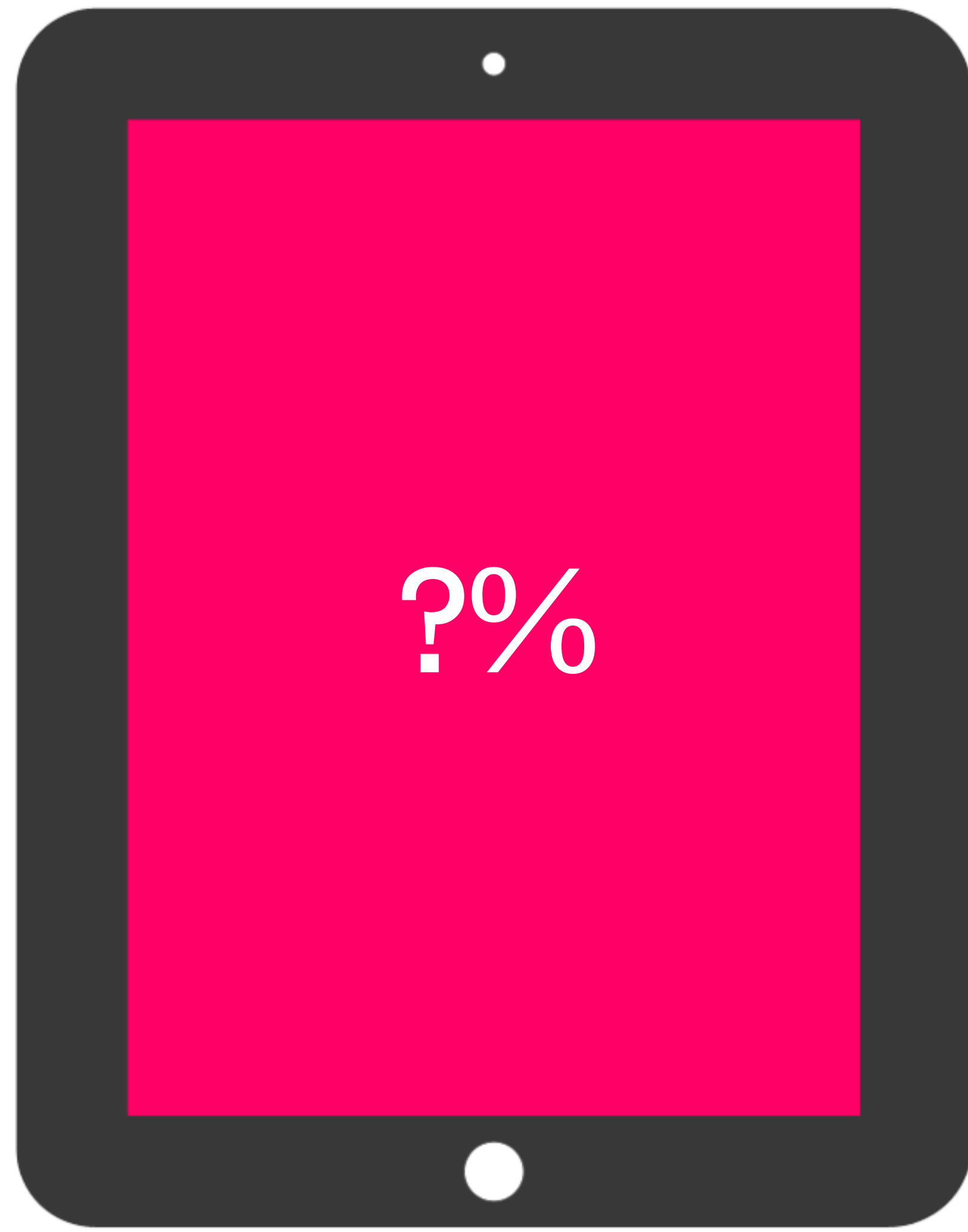
Engagement



Part One

Digital (Society).

Poll 1



2bn WORLDWIDE

<http://www.statista.com/statistics/330695/number-of-smartphone-users-worldwide/>

NORTH AMERICA



SOUTH AMERICA

EUROPE

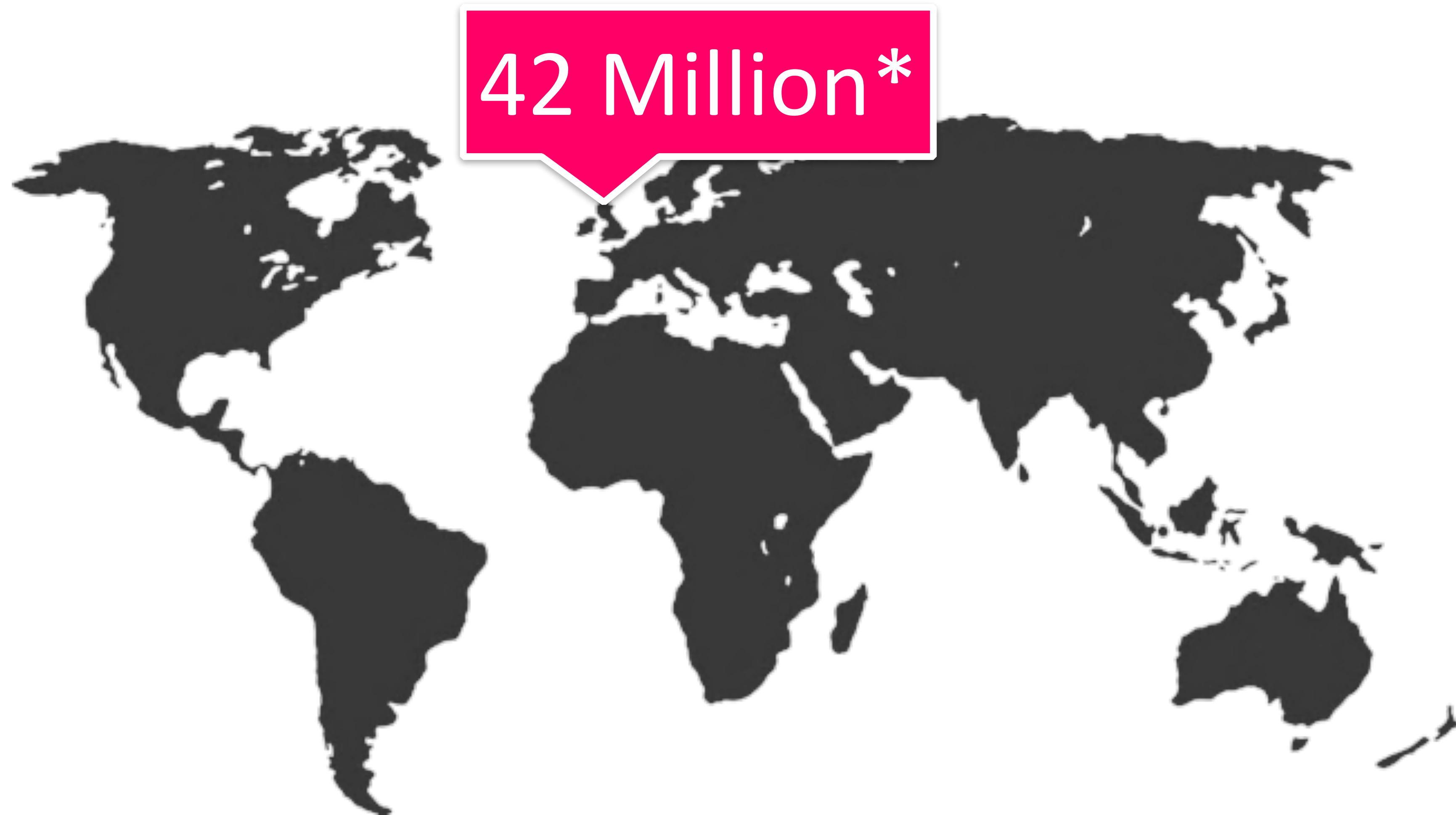


ASIA

AUSTRALIA

SOUTH AFRICA

UK Smartphone Users



Digital Disconnect



Social / Communication

Facebook: 1.59 billion monthly active users (December 31, 2015).
Whats App: 1 billion users (Feb 2016).



Socially Digital



Shopping

95% of British people buy goods via internet.
<http://www.dailymail.co.uk/news/article-2722631/Online-shopping-20-years-It-started-secure-purchase-Sting-album-95-British-people-buy-goods-internet-retailers.html>



Commercially Digital



E-Learning / TEL

100% of undergraduate modules has an online presence.
It is a required to use the VLE for learning & teaching, but usage of tools is limited, varying in practice and inconsistent.



Digital Learning Systems

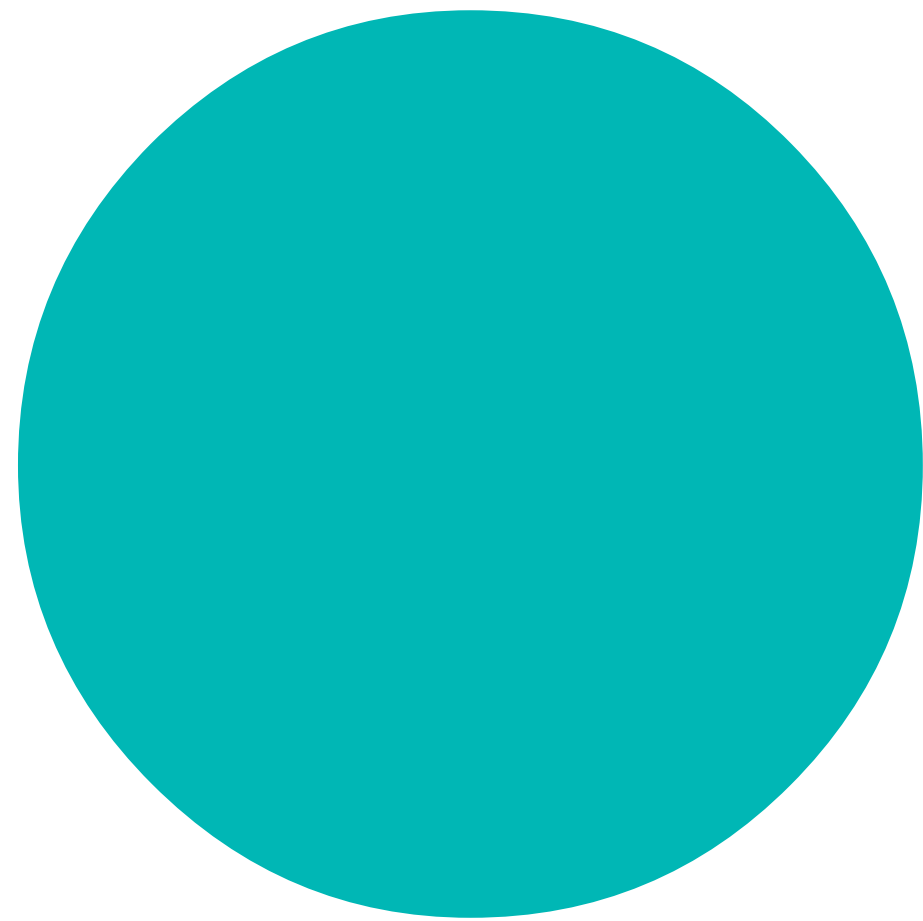


Experimenting

Lack of opportunities to experiment, innovate & play within educational technology and lack of "time" to do so. We have all the ingredients but the outcomes haven't yet been realised.



Digital Pedagogy



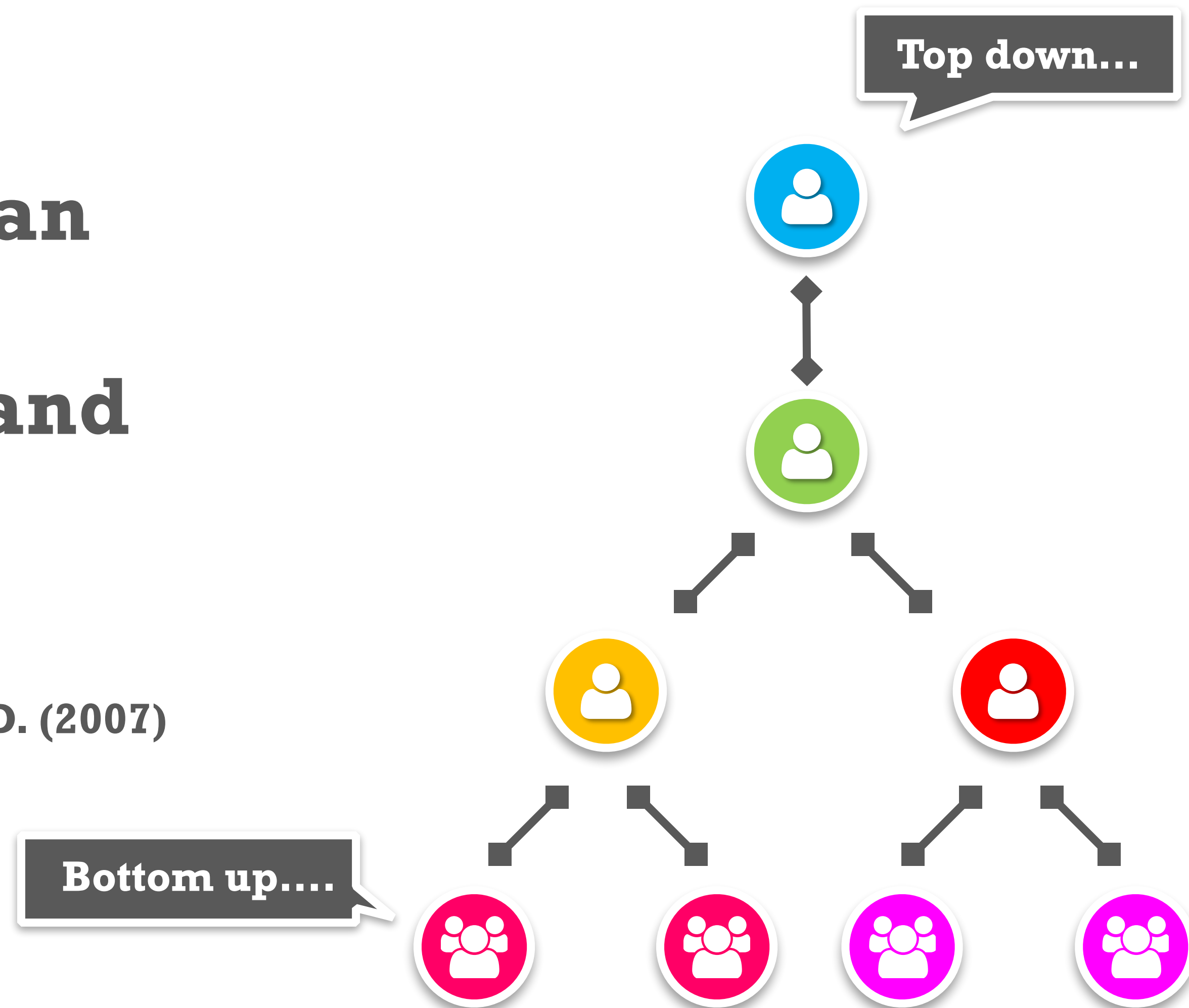
Part Two

People

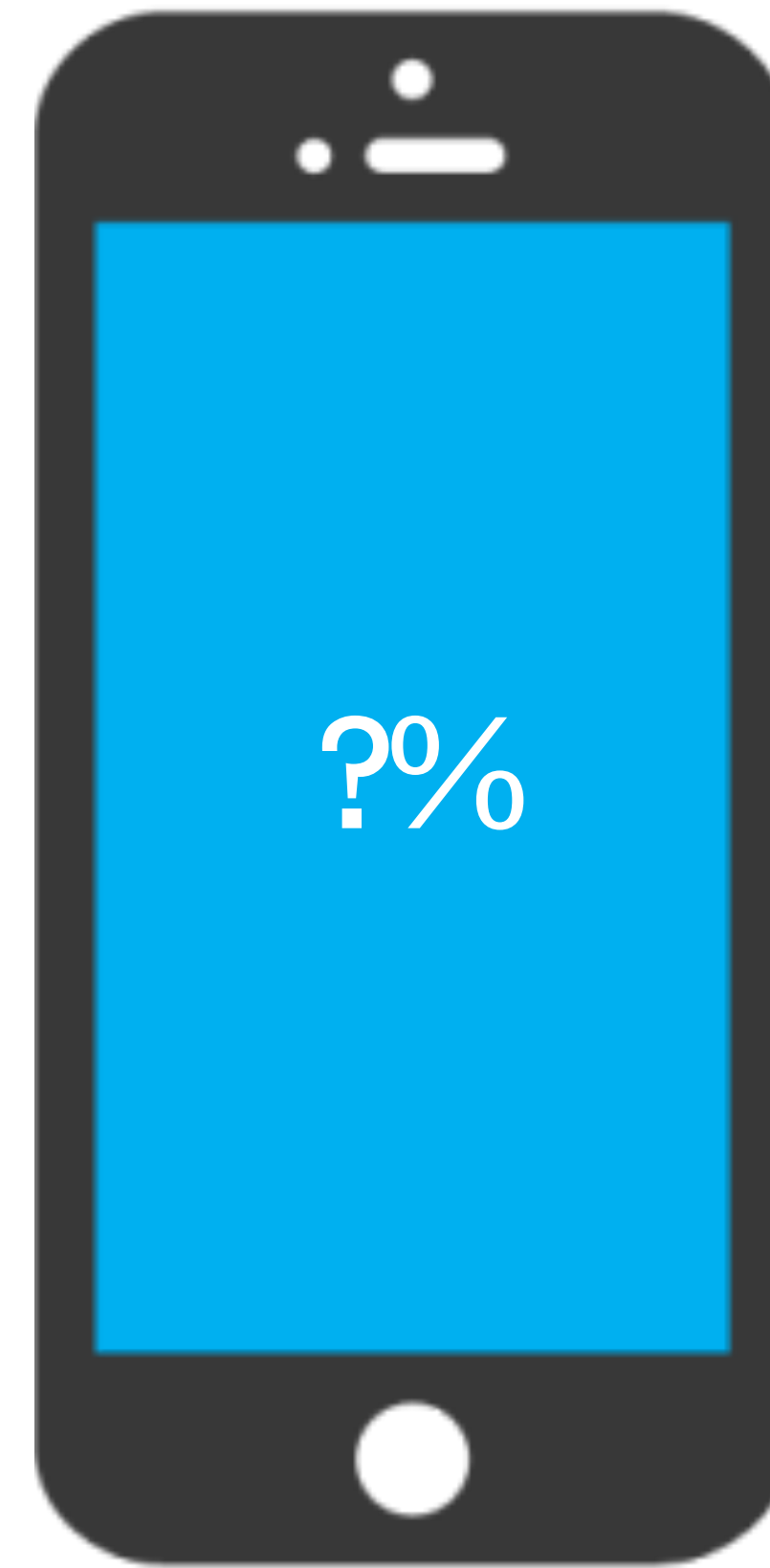
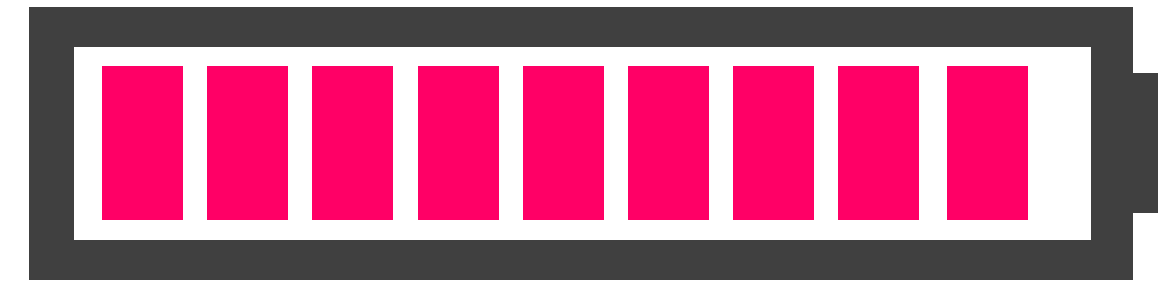
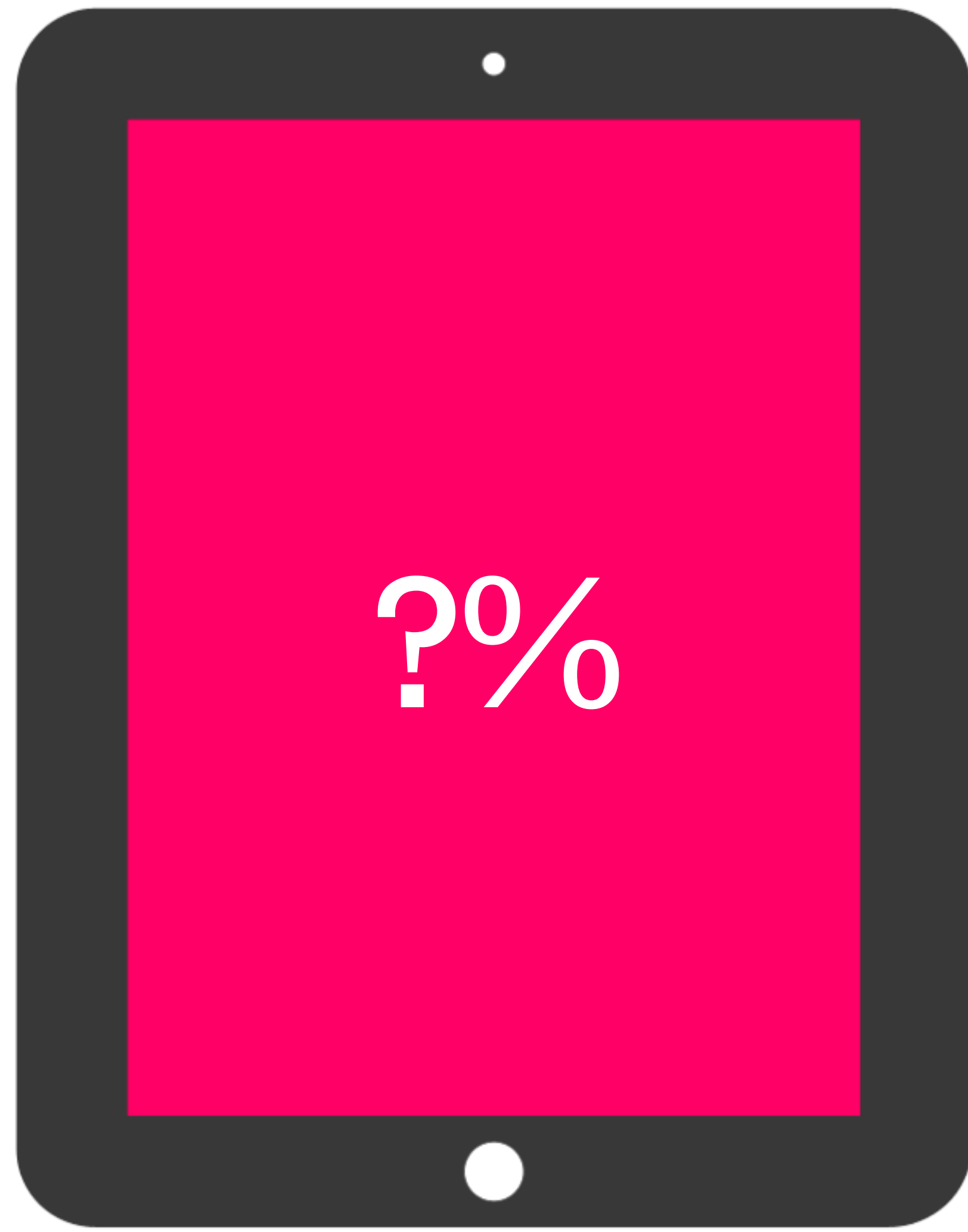
People

“Transformation is more about the human and organisational aspects of teaching and learning than it is about the use of technology”

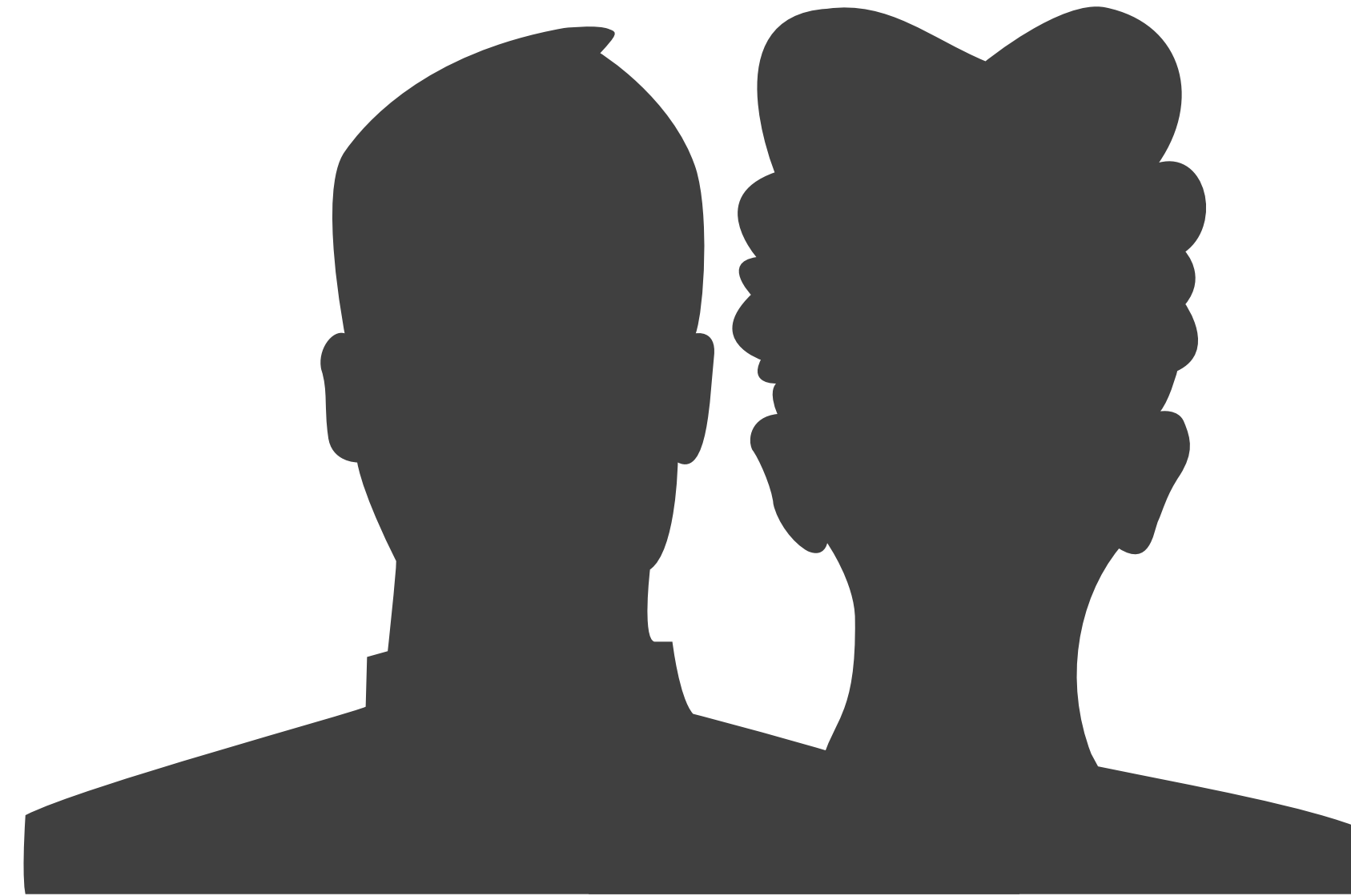
Laurillard, D. (2007)



Poll 2



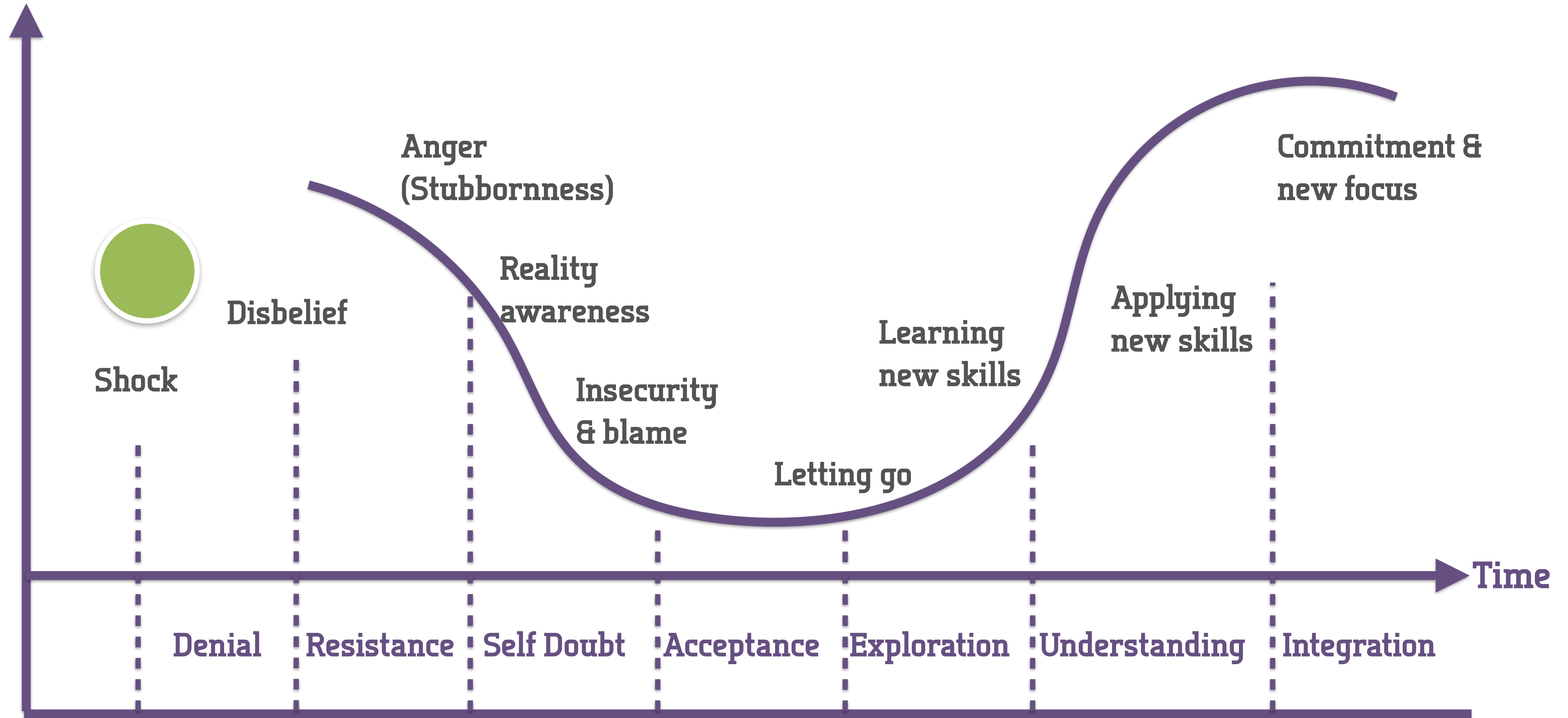
Fear of Change



“Resistance to change is the action taken by people when they perceive the change to be a threat to their usual activities of daily living.”

Leedham (2013)

Competence



Adapted from the work of Elizabeth Kübler-Ross (5 Stages of Grief)

Digitally Overwhelmed



HARDWARE



DATA ANALYSIS



PRODUCTIVITY



STORAGE



PROCESSES



STRATEGY

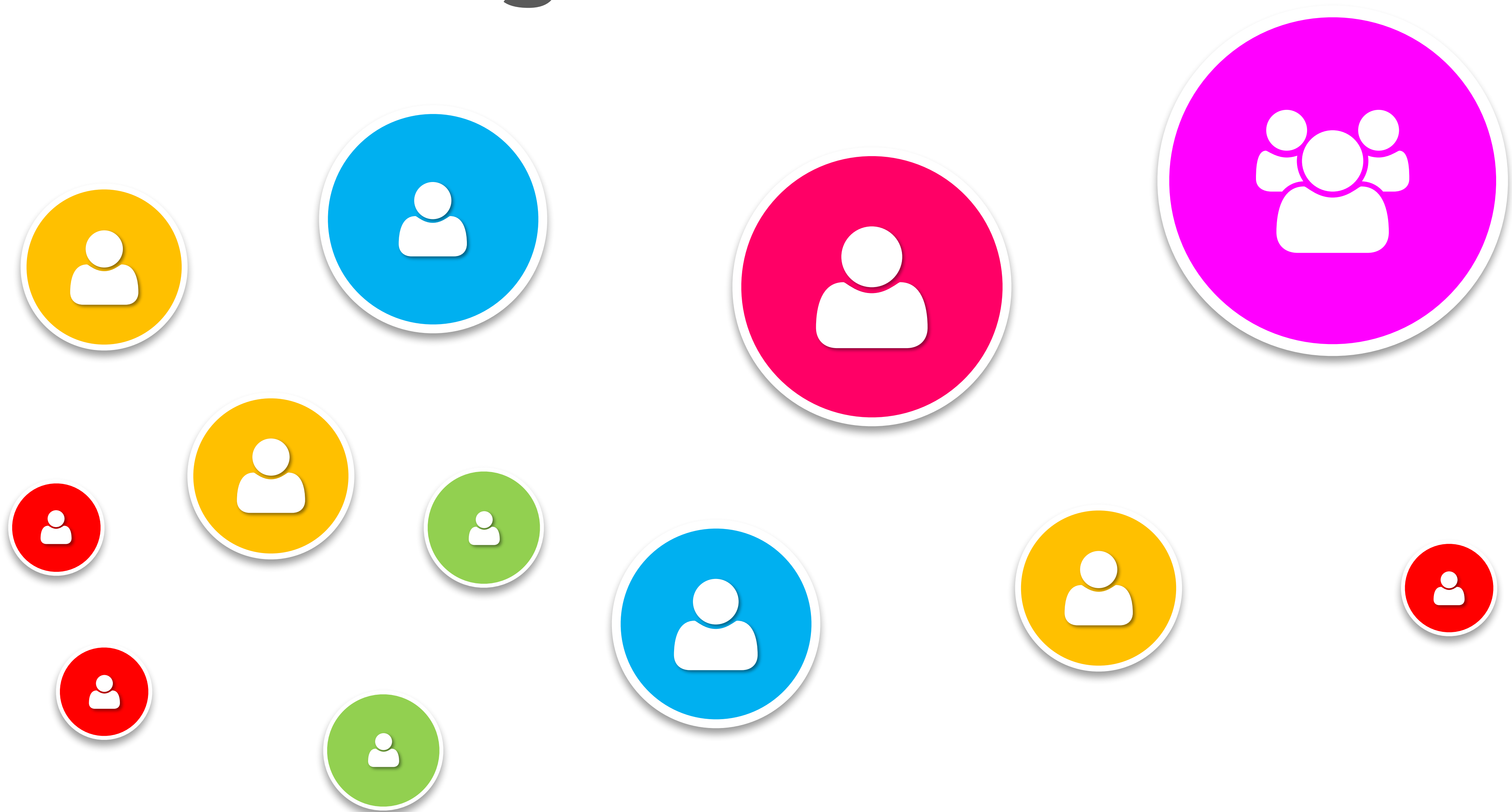


COMMUNICATION

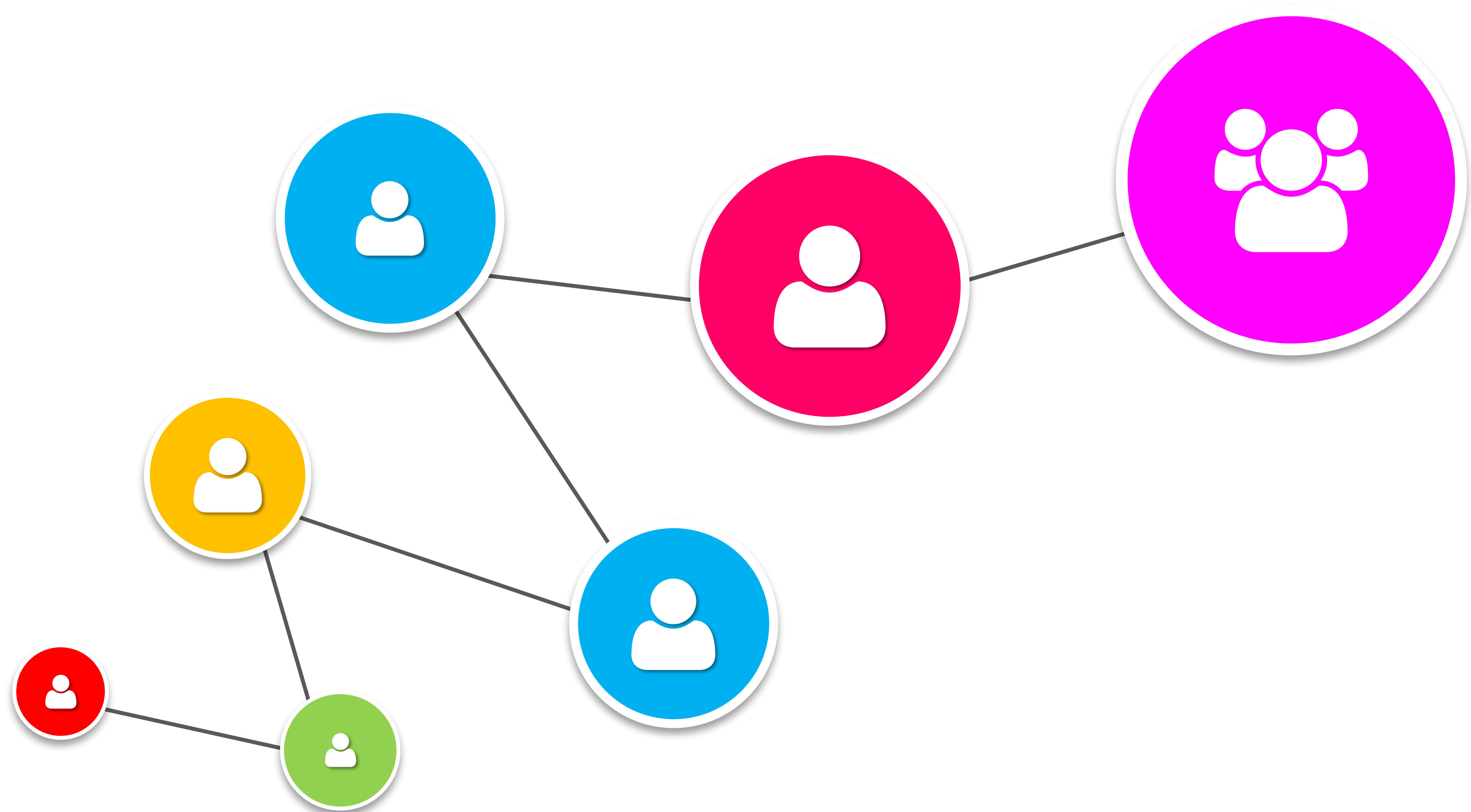


SUPPORT

Digital Isolation



Communities



The background features two large, overlapping, rounded shapes. The one on the left is orange and the one on the right is pink. A white rectangular box with rounded corners is positioned in the center, overlapping both shapes. Inside this box, the text 'Part Three' is written in a bold, dark grey sans-serif font, and 'Engagement' is written below it in a smaller, italicized, dark grey sans-serif font.

Part Three

Engagement

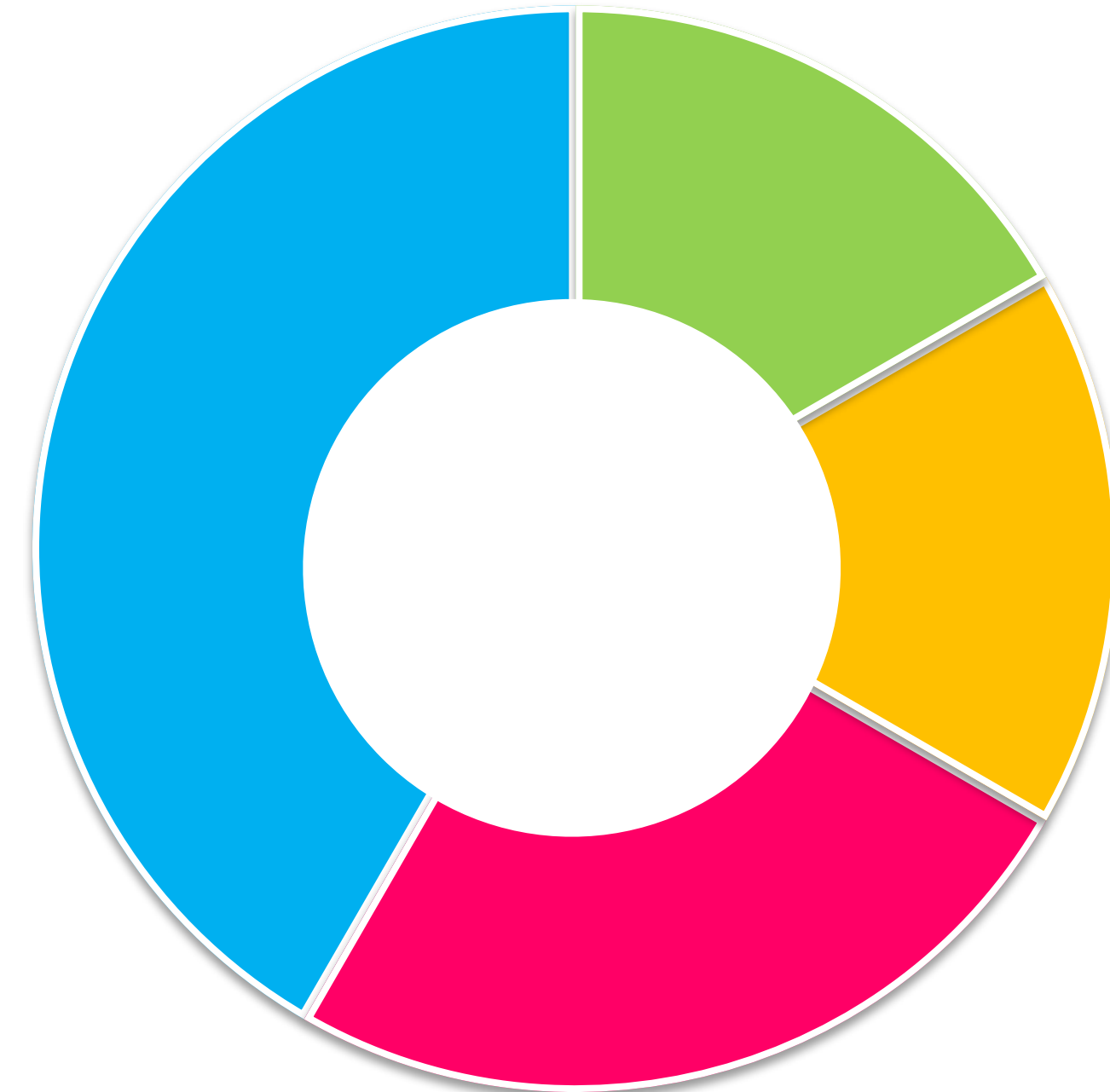
One Size Does NOT Fit All.



Professor Jones

History

Been at the University for 5 years and is an internationally renowned expert in their field. Has used social media & web 2.0 tools to raise awareness of their research, but also within their teaching.



- Digital Confidence
- Digital Capability
- Digital Aspiration
- Digital Innovator

Experiences & Needs

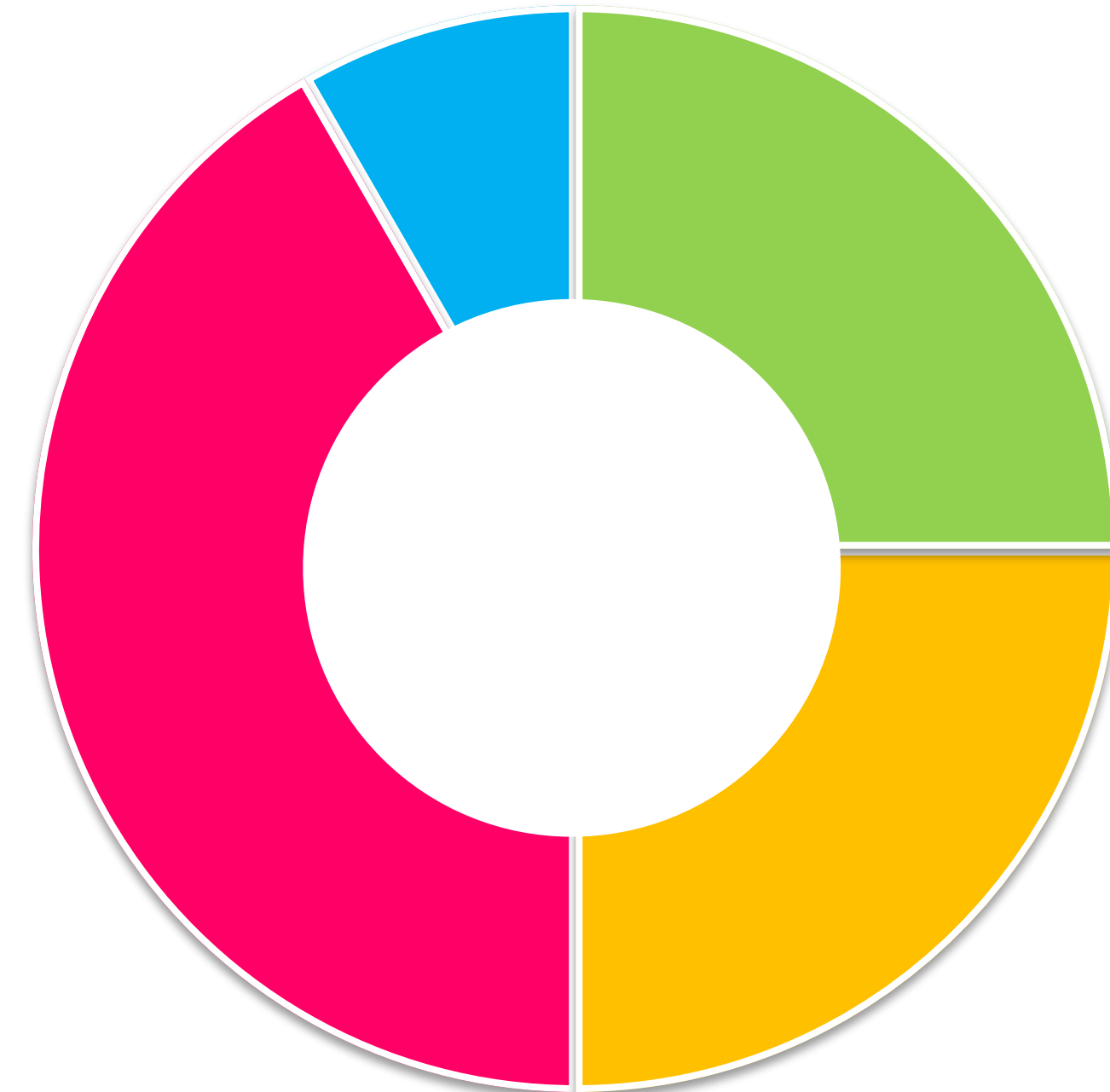
- Has had great success integrating Twitter into teaching.
- Loves to try new digital tools and services.
- Has already developed a fully online module.

One Size Does NOT Fit All.



Dr Smith
Biology

Been at the University for 8 years and is an internationally renowned expert in their field. Has used some technology but finds the VLE difficult to navigate & use effectively.



- Digital Confidence
- Digital Capability
- Digital Aspiration
- Digital Innovator

Experiences & Needs

- Bad experience with online quizzes.
- Lacks confidence in online spaces.
- Wishes to put Biology 101 online.
- Effective use of Grade Mark
- Good use of Lecture Capture

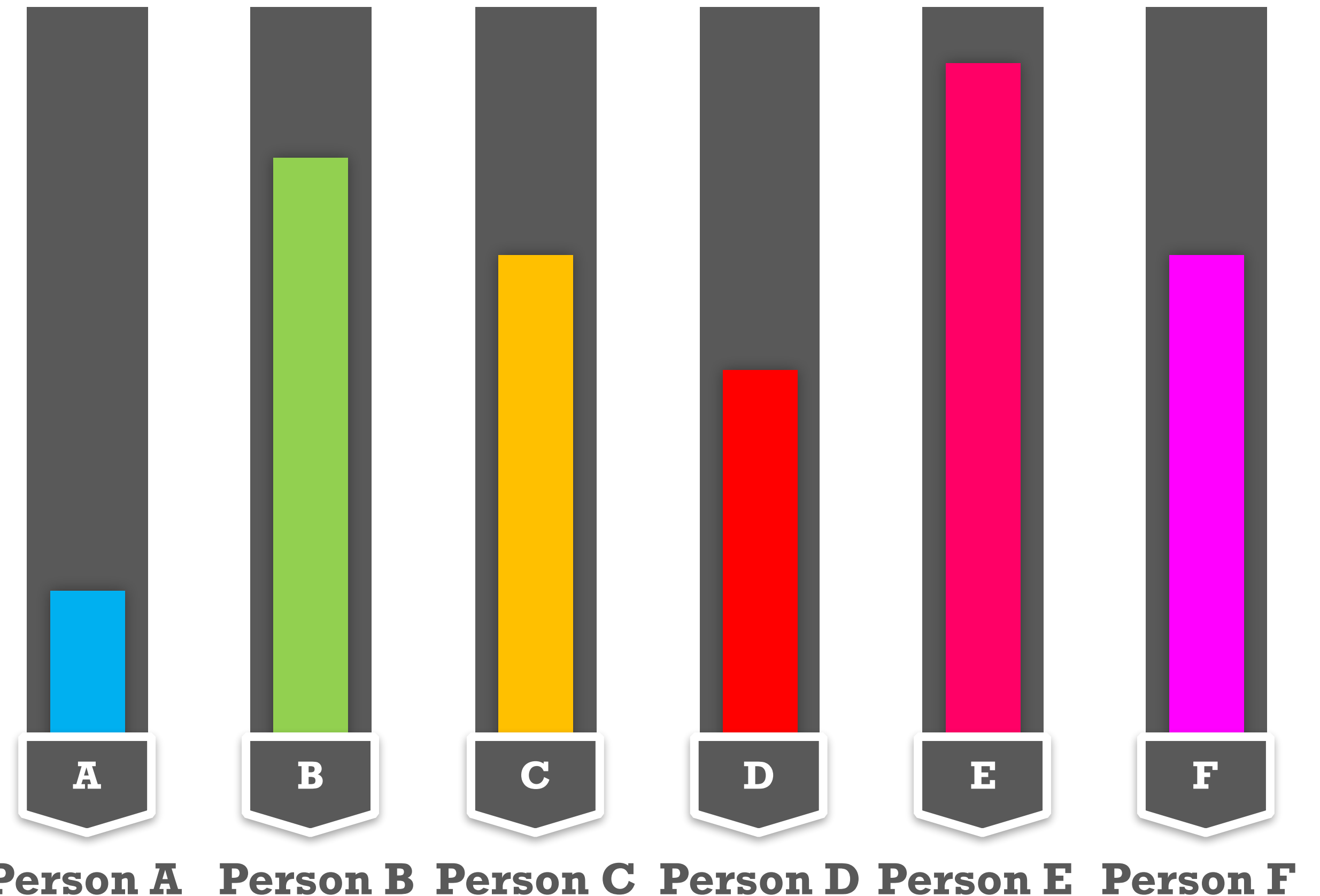
Contextualising

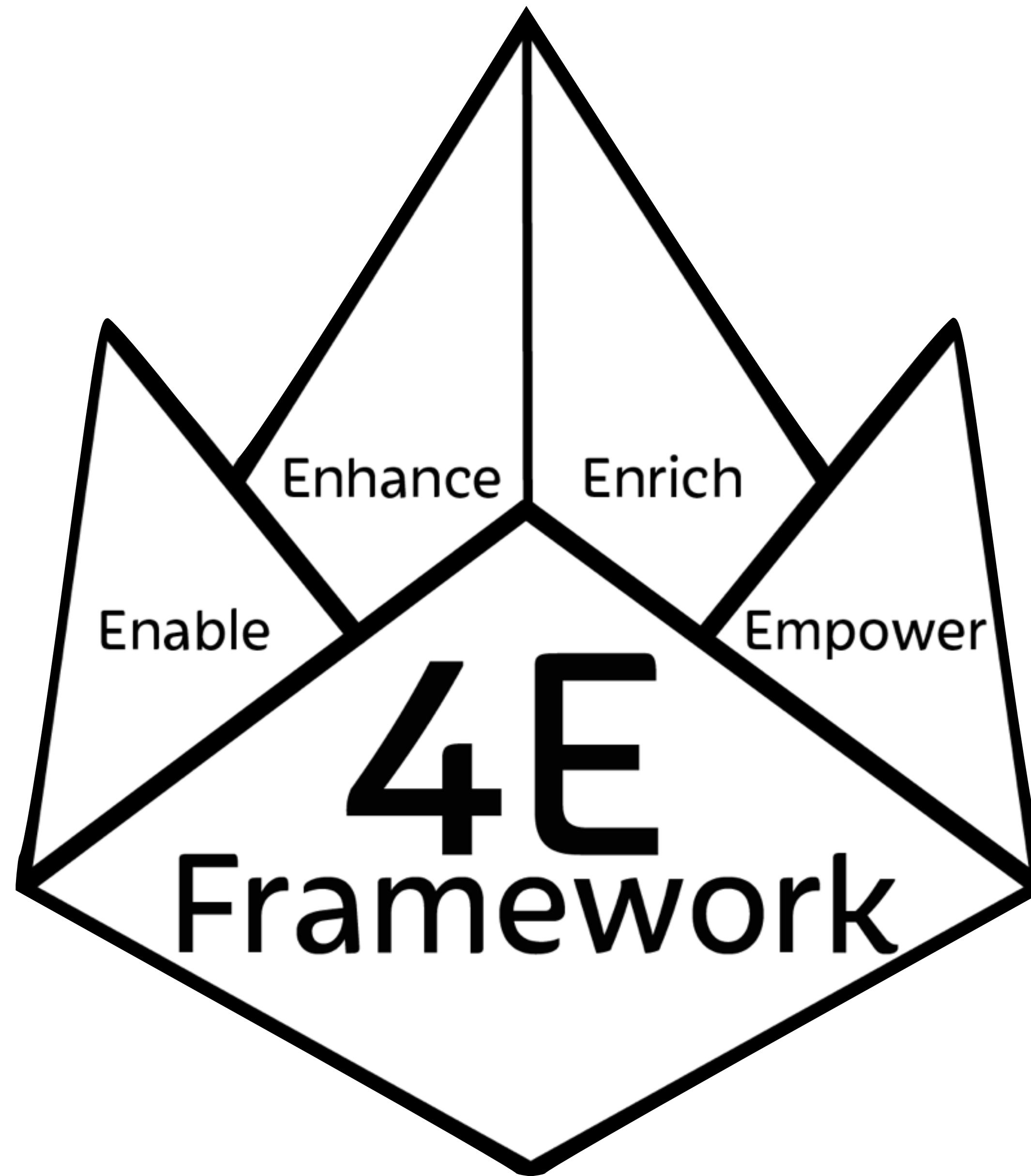
Making it real.

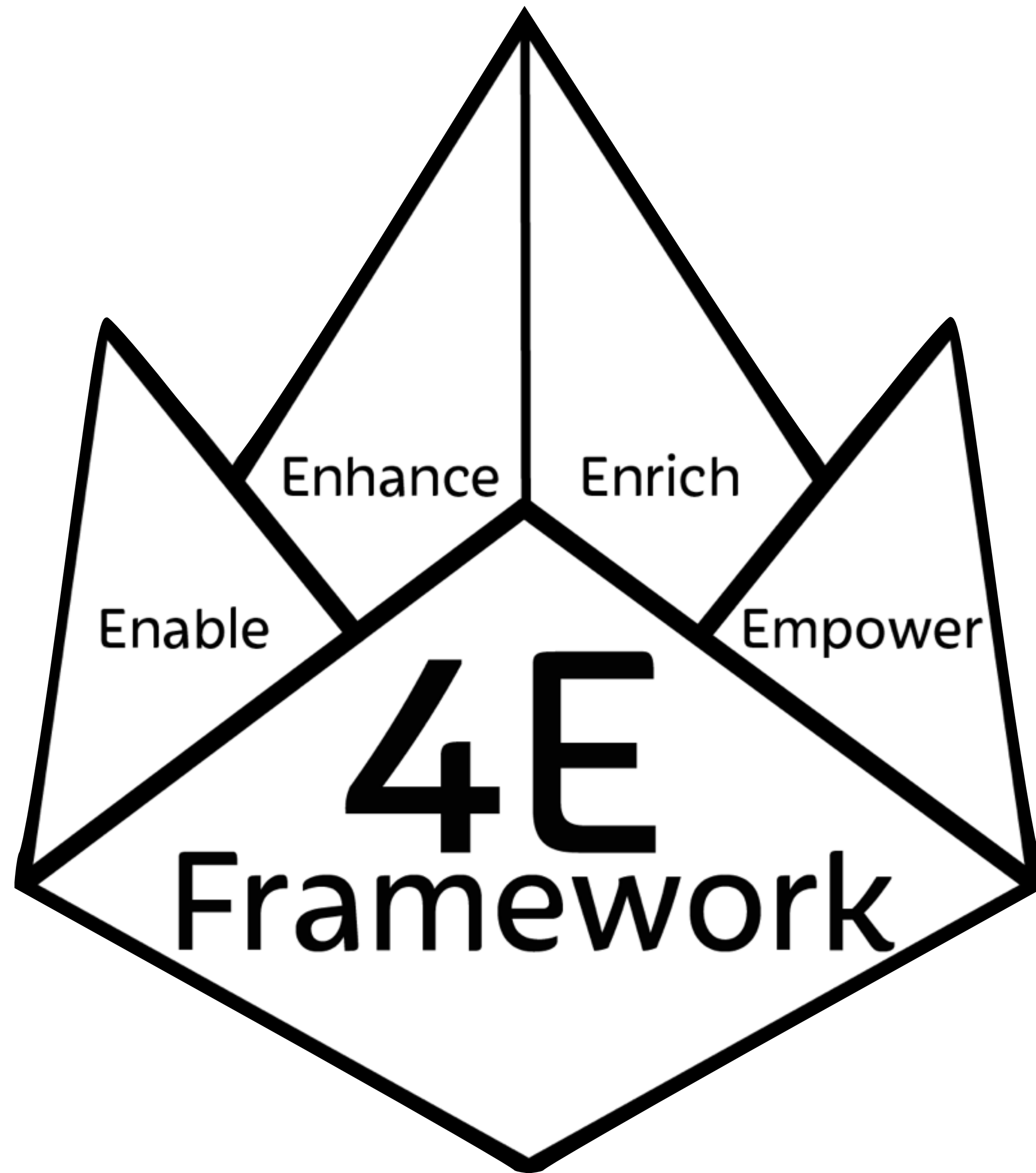
For individuals to take forward any digital development it **must** mean something to them. How do you take a central strategic activity & make it **purposeful & individual** for each academic?

Our approach.

We do this through **discourse**. We ask course teams to identify what digital tools and services they want to use and explore what they could potentially use. This way the digital elements align with the subject areas pedagogic model.







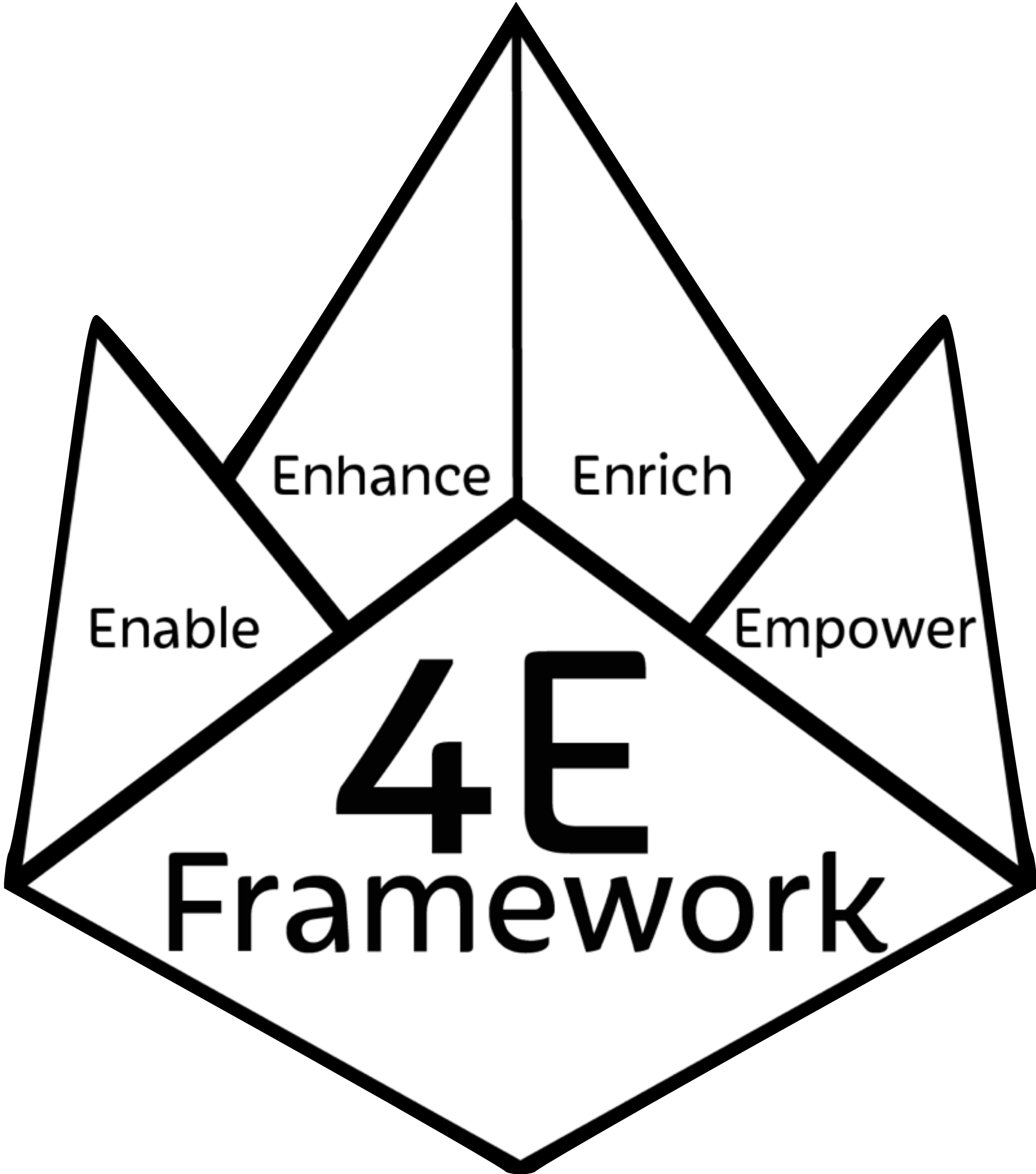
Enable

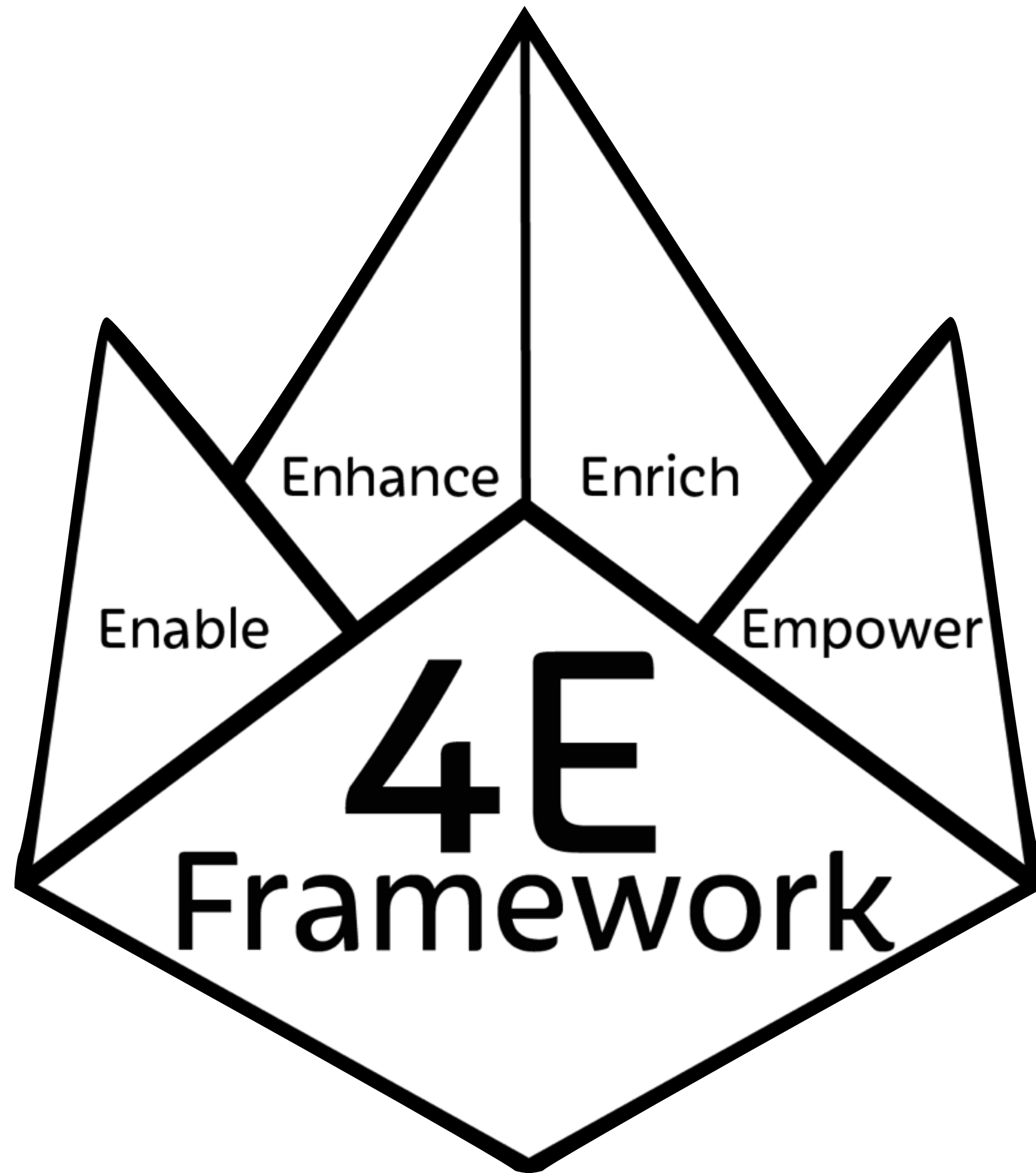
What can
technology "enable"
us to do that we
can't do without it?



Enhance

How can technology "enhance" what we already do?





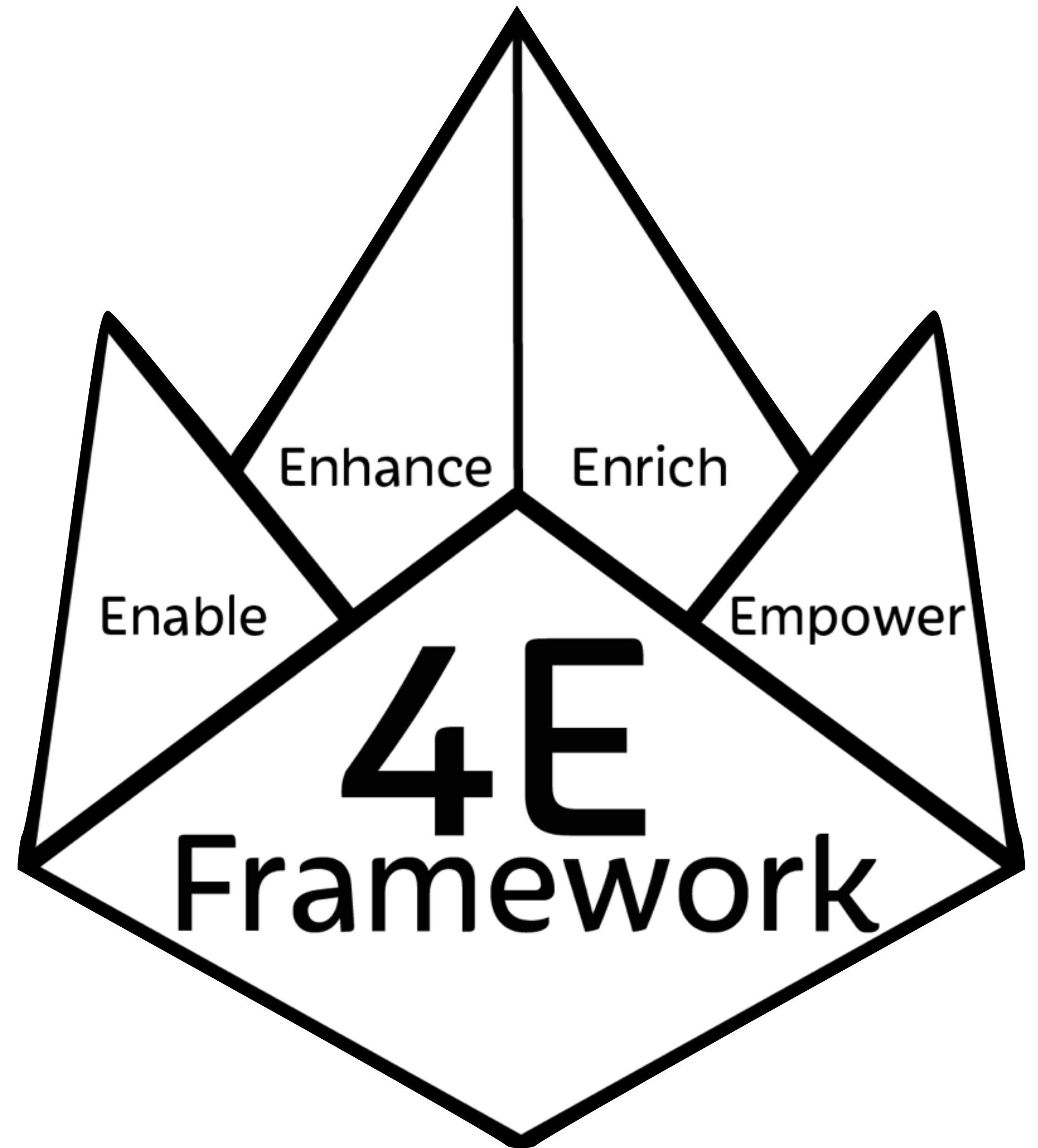
Enrich

How can
technology "enrich"
our learning
experiences?



Empower

How can
technology
"empower" our
learners &
teachers?



A Conversational Framework



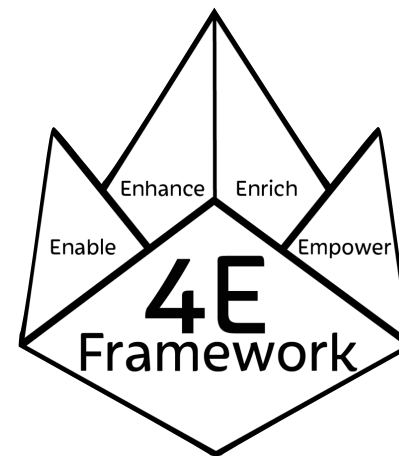
Enable

What can technology "enable" us to do that we can't do without it?



Enhance

How can technology "enhance" what we already do?



Enrich

How can technology "enrich" our learning experiences?

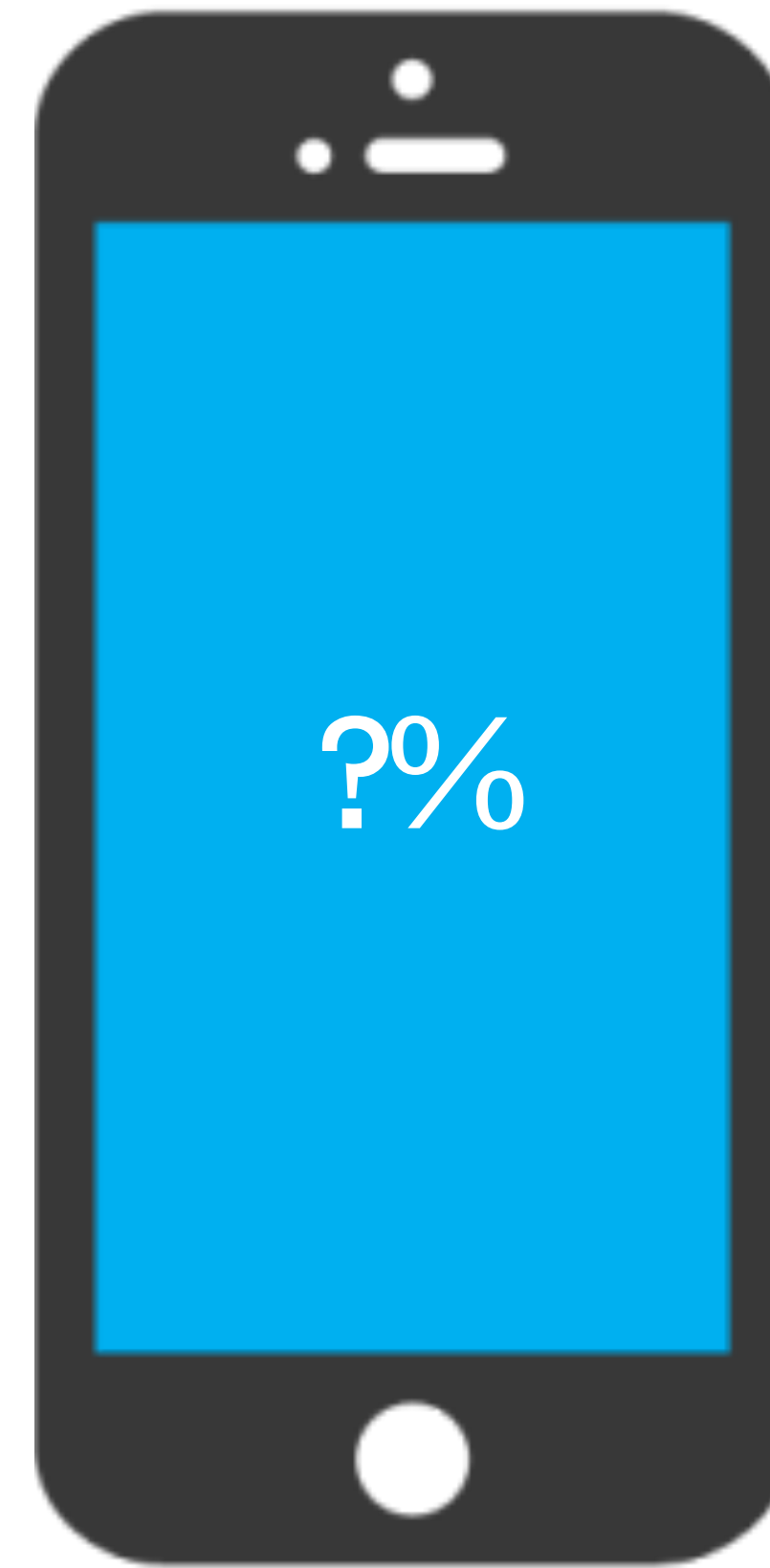
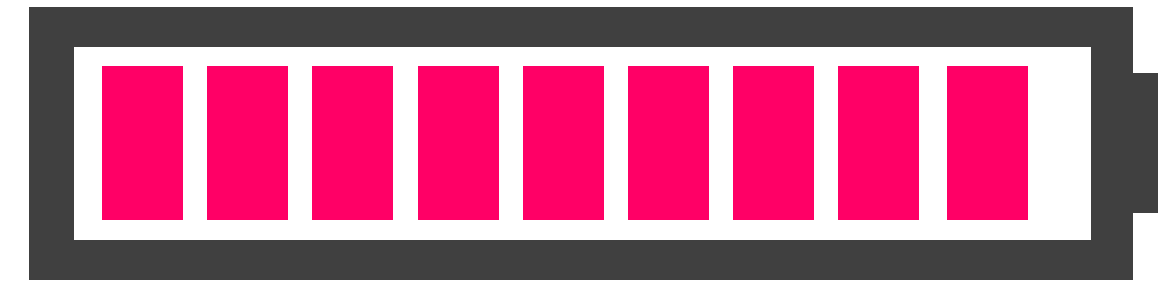
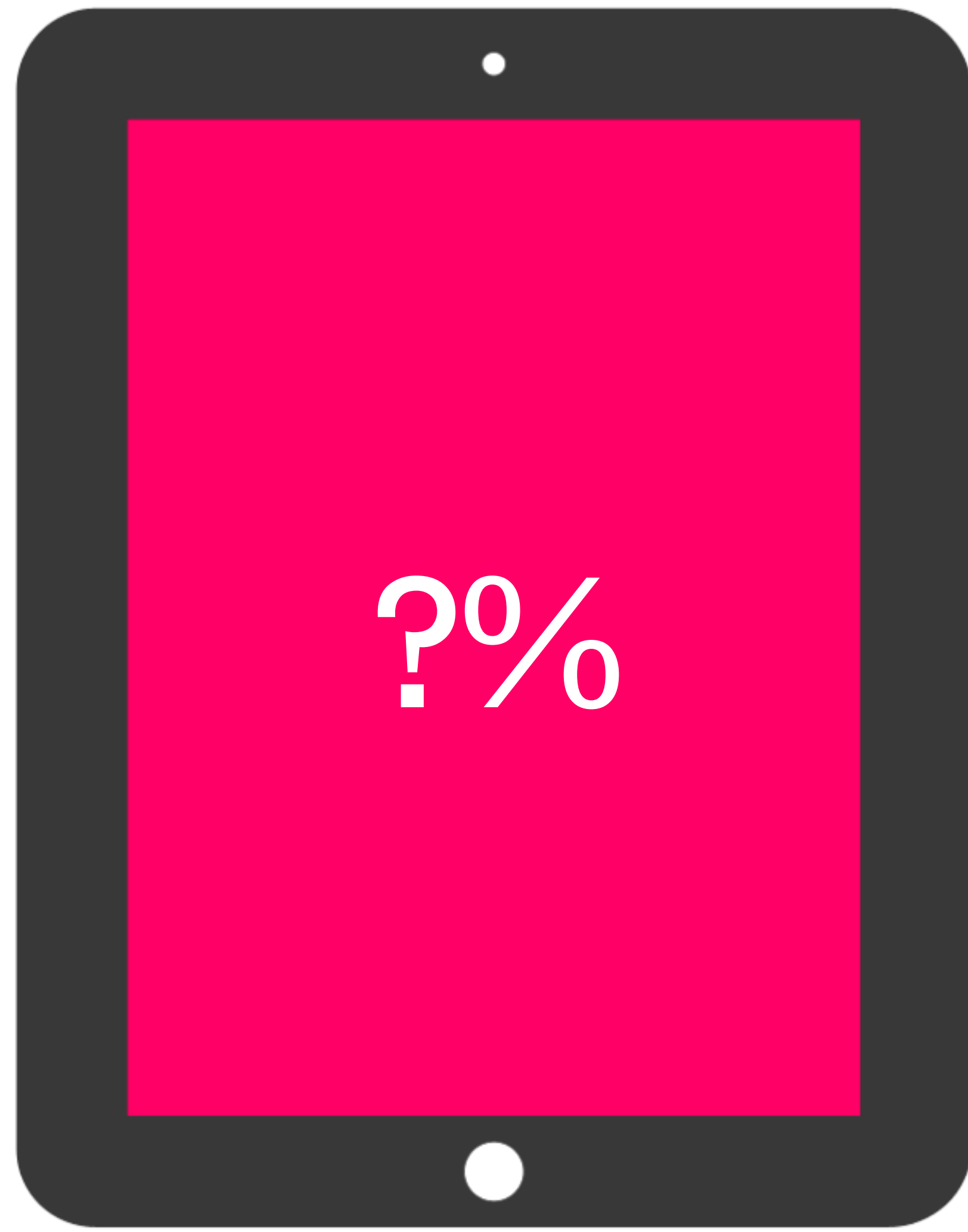


Empower

How can technology "empower" our learners & teachers?

<https://www.leedsbeckett.ac.uk/partners/4e-framework.htm>

Poll 3





Final Thoughts

(It's not about the technology).

Put People At The Centre

Are you ok?

Don't be afraid to ask if everything is ok. Create an environment where failure is part of a learning process, not the end result.

Data

Gather data, quantitative and qualitative. Its the latter that helps to make the changes. Let others tell their stories.

Make it accessible.

The key to engagement is to make it accessible. Break down the project into achievable goals for staff to focus on.



Champions

Use your champions to share your vision and to take forward the activity. They are natural supporters, work closely with them as they operate at a grass roots level.

Global

Don't look inwards for solutions. Connect with others globally for guidance, resources and experience.

Impact

Be clear on what the impact will be for people. Focus on the benefits, but also recognise the challenges and how they will be overcome.

Tips to Success



Tip 01

Plan your timeframe (and be realistic). Can you stagger your implementation?



Tip 02

Talk with your stakeholders, get them on board. Engage the **people** early.



Tip 03

Be clear about your vision/activity. **What** will it achieve & **why** is it necessary?



Tip 06

Is everything in place? Are you **ready** to go? Be 100% sure & take the plunge.



Tip 05

Make sure you have all the **cogs** in place. Technology, support, information & people.



Tip 04

Like chess digital change is a **long game**. Don't rush it.



Always start with the conversation.

CONTACT



blog.digis.im



@digisim

Leeds Beckett
s.thomson@leedsbeckett.ac.uk

<http://www.leedsbeckett.ac.uk/staff/simon-thomson/>



CONTACT



blog.digis.im



@digisim

Leeds Beckett

s.thomson@leedsbeckett.ac.uk

<http://www.leedsbeckett.ac.uk/staff/simon-thomson/>

