Section 44: BIMM Institute Digital Learning & Teaching Strategy

This strategy is in two parts:

1. Strategic Aims and Principles guiding BIMM Institute's approach to Digital Learning & Teaching.
2. *Appendix 1*: Digital Learning & Teaching Plan (that defines the current operational implementation of this strategy).

Digital Learning & Teaching

Digital Learning & Teaching is used as a term that encompasses all forms of education that involve digital technology, this includes blended and fully digital approaches.

Aims:

This strategy aims to build on the [BIMM Institute Learning & Teaching Strategy](#) to promote the effective use of digital technology in the BIMM Institute Curriculum, in order to:

- ensure an institutional understanding of digital technology in learning and teaching contexts and the benefits and challenges faced.
- ensure approaches to using digital technology are informed by sound pedagogy and good educational practice.
- ensure that the use of digital technology at BIMM Institute is accessible to all students and integrated with real-world contexts.
- ensure that both Lecturers and students are provided with opportunities to develop digital literacies.
- ensure that developments in Digital Learning & Teaching are responsive to needs at all levels of the organisation.
- ensure that the implementation of technology is subject to evaluation of its effectiveness.

Principles:

Ensure an institutional understanding of digital technology in learning and teaching contexts and the benefits and challenges faced.

- Digital technology should be viewed as socially constructed. Discourse that views technology as having innate educational ability or, conversely, views technology as just a tool limits our ability to critically evaluate its potential. (Hamilton and Friesen, 2013)
- Many of the supposed benefits of digital technology have not been realised over the last 30 years (Selwyn, 2011) and implementations of technology may have unintended consequences (see Lea and Jones (2011) discussion of Turnitin). A critical approach to the implementation of technology is required to ensure that benefits are realistic, challenges are appropriately taken into account and unforeseen outcomes are limited.
- The use of technology should be informed by research, theory and practice at the forefront of the field in relation to the effective and ethical use of technology in education.

Ensure approaches to using digital technology are driven by sound pedagogy and good educational practice.

- This strategy reaffirms the principles outlined in the Learning & Teaching Strategy as equally applicable to real-world, blended and fully digital approaches to education. Principles such as those relating to communities of practice, feedback (particularly learner to learner), active learning, co-authoring of learning and authentic assessment should be at the forefront of BIMM Institute's implementation of technology.

Ensure that the use of digital technology is accessible to all students and integrated with real-world contexts.

- Technology cannot be separated from real-world contexts or viewed in isolation.
- Blended approaches cannot view the digital and real-world situations in which Lecturers and students find themselves, as separate. The physical classroom and the digital technology employed should be integrated into a unified approach.
- Approaches to implementing technology should consider issues of accessibility, taking into account not only the potential benefits for students with specific learning needs, but an understanding of how technology can potentially perpetuate systemic issues - such as widening the gap between those who can afford the technology required to access and those who can't.

Ensure that both Lecturers and students are provided with opportunities to develop digital literacies.

- Technical ability with a given technology does not necessarily translate to the ability to work critically with these resources (Lamb, 2018).
- Different modalities and technologies present information differently, for example they may not present their information linearly (Kress, 2005). Thought needs to be given to how to support and assess students when using these technologies as traditional print standards may be limiting or not applicable (Adsanatham, 2012)
- When looking at multi-modal assessments facilitated by technology thought must be given to how students can be supported to realise the potential of new modalities (DePalma and Alexander, 2015; Adsanatham, 2012)
- Attention should be paid to the process of learning in digital environments, the different challenges that students face and the role of the institution of overcoming these. For example, students are often used to drawing together increasingly complex multi-modal materials however in order to fully engage with such materials they often look for institutional validation of what is acceptable. (Lea and Jones, 2011)

Ensure that developments in Digital Learning and Teaching are responsive to needs at all levels of the organisation.

- This strategy reaffirms the Learning & Teaching strategy's aim to develop Lecturers as reflective practitioners. Moreover, it is noted that the use of technology is largely dictated by Lecturers (Selwyn, 2011) so it is vital that the reflections of Lecturers are engaged with to identify developmental needs and these feed into the advancement of digital technology where appropriate.
- Institution wide initiatives should be driven by clear pedagogic needs informed by themes emerging from data from sources such as teaching observation reports, learning analytics, annual monitoring reports and student satisfaction data

- The student voice should be engaged with to ensure that the student experience in digital spaces is improved.

Ensure that the implementation of technology is subject to evaluation of its effectiveness

- The implementation of digital technology should be assessed against the goals of the Learning & Teaching Enhancement Plan and the Digital Learning & Teaching Plan.
- Almost any intervention is likely to have a positive effect (Hattie, 2012). Therefore, it is important to evaluate how effective an intervention has been and whether it is an effective use of resources.

References

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Appendix 1: BIMM Institute Digital Learning & Teaching Plan 2019-2022

DLTP Goals

The Digital Learning & Teaching plan sets out four primary goals which identify the key areas for both college, and group-level action-planning to address as appropriate. The goals set forth are for the period 2019-2022 and are agreed by members of LTEC, who hold responsibility for oversight of this strategic plan.

1. To make effective use of appropriate technology to create and enhance communities of learning both inside and outside of the classroom (output) to ensure that student learning environments are appropriately flexible, and that learning opportunities support self-directed, formal and informal learning (outcome).
2. To support and develop blended approaches to Learning & Teaching (output) to improve student achievement and progression (outcome).
3. To support lecturers in developing their approach to, and use of, learning technology in their curriculum delivery (output) to ensure that BIMM Institute lecturers and graduates have appropriate digital literacy (outcome).
4. To establish and maintain appropriate and scalable institutional structures, staffing and resources which prioritise and support colleges in delivering Digital Learning & Teaching (output) to improve student achievement, retention and progression (outcome).

Should we feel that we have successfully achieved these goals before the end of the academic year 2021/22, we will begin work on our next set of priorities. Similarly, if we feel that further focus is required in these areas at the end of academic year 2021/22, we will seek to extend these goals as necessary.

DLTP Delivery (2019-20)

This plan will be reviewed on an annual basis at LTEC.

Goals:	Planned activities:	Impact assessment:
1. To make effective use of appropriate technology to create and enhance communities of learning both inside and outside of the classroom (output) to ensure that student learning environments are appropriately flexible, and that learning opportunities support self-directed, formal and informal learning (outcome).	1. Support module conveners in developing blended approaches for the new curriculum, beginning with Curriculum Spine modules, then the Level 4 Core Modules, and the L5 Core and Common Options (where relevant) 2. Encourage and support relevant digital learning initiatives with module activities (micro) through to Learning & Teaching Development Projects (macro) 3. Support lecturers in creating digital / online Formative Assessment opportunities (Tutor and Peer-to-Peer) 4. Plan and implement a pilot programme of groupwide Masterclasses and lectures.	*Feedback tools and polling software in the classroom and Moodle.* *JISC and other dashboard tools to formulate usage stats, satisfaction etc.* *Research and exploration days to encourage student engagement and garner feedback.*

2. To support and develop blended approaches to Teaching & Learning (output) to improve student achievement and progression (outcome).	1. Establish a project group to prepare and beta-test a new instance of the VLE ready to support Digital Learning within the new curriculum offering, and work closely with the TIP / HE CSG, focusing on (for example):
	  i. branding / identity / design
	  ii. structure and integration with Unit-e
	  iii. supporting lecturers and ensuring parity of student experience.
	  iv. Assessment approach:
	    • Parity
	    • Briefs / Materials
	    • Marking Rubrics
	    • Moderation, etc
	  v. Module templates (Activities, templates Completion tools, etc)
	  vi. Module content for Indicative Study topics, including blended materials and activities,
	  vii. approach to digital schemes of work
	  viii. "Curriculum Builder" for reading lists, etc
	2. Ensure compliance with new regulatory requirements regarding Accessibility
		Retention and achievement data
		
		Module Evaluation Surveys and the National Student Survey (NSS)
		
		Staff questionnaires

	3. Pilot Lecture Capture in poorly attended modules and monitor impact	
3. To support lecturers in developing their approach to, and use of, learning technology in their curriculum delivery (output) to improve student achievement and progression and ensure that BIMM Institute graduates have appropriate digital literacy (outcome).	1. Support the delivery of "Creative Industry and you" modules – specifically student development of creative e-Portfolios and Digital CVs, enhancing employability 2. Plan, develop and implement training and support for lecturers. 3. Support new module developers in identifying opportunities for blended learning, including: i. facilitating the development of digital materials ii. detailing the workspace and resources required for delivery 4. Identify and support development of learning technology to address issues of differentiation, for example: i. "101" short courses to help level the playing field in areas such as DAWs, Theory etc) ii. Stretch and challenge activities. iii. L5/L6 VLE based short courses to be completed pre-term for optional modules where pre-requisite knowledge and ability required, etc	*Retention and achievement data* *Module Evaluation Surveys and the National Student Survey (NSS)* *Teaching observation reports* *Staff questionnaires* *External Examiner reports*
4. To establish and maintain appropriate institutional infrastructures and resources which prioritise and support colleges in delivering Digital Learning & Teaching (output) to improve student achievement, retention and progression (outcome).	1. Investigate and recommend the infrastructure and human resource required to support the development of Digital Learning & Teaching at group and college level, for example: i. Learning Designer ii. Digital Learning Technologist, iii. Applications Support (MIS) iv. Heads of Digital Learning v. e-Book / VLE developers, etc 2. Establish and maintain oversight of Delivery plan, with appropriate and effective monitoring, reporting and communications 3. Ensure colleges are supported in selecting and equipping classrooms with appropriate technology to effectively utilise BIMM's Digital Learning Applications 4. Ensure students are able to access the necessary technology to effectively engage with BIMM's digital learning initiatives.	*JISC and other dashboard tools to formulate usage stats, satisfaction etc.* *HE CSG Reports to LTEC* *Annual monitoring report to LTEC* *Research and exploration days to encourage student and staff engagement and garner feedback.*

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