

Course Rep Forum Notes: Digital Learning and Teaching

Monday 25 March 2019 (Cotswold A) 13:15-14:15

Attendance

Chair: Euan Morrison (Vice President Education)

Panel: Elaine Swift (Head of Digital Learning and Teaching), Sarah Greer (Deputy Vice Chancellor), and Ross Renton (Pro Vice Chancellor Students)

Also present: 31 Course Reps, and Jodie Stilgoe (Student Voice Assistant and minute-taking)

Minutes

1.	Introductions (EM)
	EM welcomed everyone to the final Course Rep Forum of the academic year. He explained that this Forum would focus on Digital Learning and Teaching. EM then introduced the Forum's panel.
2.	Update from Vice President Education (EM)
	<p>2.1 Change Week</p> <p>On Monday 4th-Friday 8th February 2019, Worcester held its very first Change Week. This week provided students with the opportunity to share their ideas about all aspects of being a student at the University. Throughout the week, students submitted 1087 ideas and these ideas received 8454 votes via Change Week boards and the online Ideas Forum.</p> <p>EM met with the School Reps in Hackathon sessions, looking at every idea submitted. Together they identified positive actions that the SU and University can take to make these ideas happen. In cases where an idea cannot happen, the SU will explain to students why this is the case, or what we are looking at as an alternative win if not the original idea. The SU will update students in the coming months on the progress of ideas through emails, the SU website and social media.</p> <p>The overall aim of Change Week was to make the feedback process as visible as possible to highlight the work that Course Reps and School Reps do on a daily basis, as well as how the University and SU act on and address the feedback received to improve the overall academic experience.</p> <p>EM also noted that throughout Change Week, the SU received 299 positive comments from students. All positive comments have been uploaded to the SU website.</p> <p>2.2 Lecture Shout Out Week</p> <p>EM reminded everyone that this week is 'Course Rep Lecture Shout Out Week'. This is when Reps take 5 minutes to stand in front of their lecture to reintroduce themselves, explain their role as Rep again, give contact details,</p>

	<p>and collect any feedback they feel appropriate. EM expects everyone to do one lecture shout out over the next week (or, if this is not feasible due to placements, for example, EM asked students to work in a shout out when they come back on campus).</p> <p>This activity will remind students who their Course Rep is and what the role of Course Rep entails. EM uploaded guidance for how Reps may structure their Lecture Shout Outs on the SU's Rep Resources webpage.</p>
3.	Update from the University (RR, SG)
	<p>3.1. Update from Ross Renton</p> <p>3.1.1 Change Week RR has been working alongside other University departments and the SU on the ideas submitted during Change Week. Discussions and actions will be fed back to students in the coming weeks. He commented that he also circulated the positive comments received with various relevant departments. RR emphasised that it is important for Reps to feedback the positive comments they receive from their course mates, as well as the issues, so that staff know what students enjoy about their course and what they appreciate/enjoy about University life in general.</p> <p>3.1.2 NSS and CES Surveys The University has now completed week 7 of the 2019 NSS survey. In comparison to the same point in 2018 (response rate 68%), the overall University response rate is 61%. RR encouraged Reps to continue asking their cohorts to fill out the NSS survey.</p> <p>3.1.3 Achievements Worcester was shortlisted in three WhatUni Award categories (WhatUni shortlists are chosen based on the reviews submitted by students and published on Whatuni.com). The three categories that Worcester was shortlisted for was Accommodation, International, and Postgraduate.</p> <p>The University has also been shortlisted for two Guardian University awards in recognition of its work to widen access to Higher Education and to share its inclusive approach across the world. SG provided more information about the two Guardian shortlists received:</p> <p>Worcester's work in the South West of England, in partnership with The Learning Institute, has been shortlisted in the Widening Access and Outreach category. The University and the Learning Institute have been working together to provide opportunities for students to become qualified in areas such as early years, learning support, and child and adolescent mental health. Teaching, course structures and timetabling have all been designed around students' needs e.g. classes being taught in accessible locations such as community centres, and are held one day per week, during school term times, ensuring students can study around family and work commitments.</p> <p>The University has also been shortlisted for the Guardian's Internationalisation award, in recognition of its work to share its</p>

	<p>approach to inclusive physical education and sport across the world. In the last 18 months, the University has established key strategic partnerships across the world, including Japan and China, where Tokyo 2020 Paralympic Games and Beijing 2022 Winter Games afford a global opportunity in helping to create a lasting legacy for inclusive sport. In 2018, Worcester and Worcester and World Academy of Sport (WAOs) launched a new initiative – the Global Physical Education/Sport Teaching Training Centre, to deliver inclusive sport education to teachers around the world.</p> <p>3.2. Update from Sarah Greer</p> <p>3.2.1. Module Evaluation Surveys There has been a good response rate for Module Evaluation Surveys this year. For four Schools, satisfaction scores were above 90%. Common issues that became trends across different modules, and different Schools, were issues with timetabling, and students wanting Blackboard to be more consistent and standardised.</p> <p>3.2.2. Learning spaces The University are currently investigating learning spaces, partly because they are looking at having a Medical School from 2021.</p>
4.	Digital Learning and Teaching (ES)
	<p>ES explained that this session should give Reps a better understanding about their own experiences of digital learning and teaching, as well as what the future of the University might look like with digitalisation becoming increasingly common in higher education institutions.</p> <p>4.1. The concept of being a digitally capable student</p> <p>ES asked Reps to work together to think about what a 'digitally capable student' looks like to them. Students put ideas down on Flipchart paper and used the #SUDigicap hashtag on both Instagram and Twitter to submit their answers.</p> <p>Ideas included:</p> <ul style="list-style-type: none"> • Needing to manage your digital footprint and digital identity through privacy settings etc. especially if you are on a professional course such as teaching • Tailoring a CV based on the job a student applies for e.g. a digitalised and designed CV for an illustration-based job would be appropriate but it may not be appropriate for a different industry. • Information literacy and being able to identify false articles and news. <p>4.2. Digital tools</p> <p>ES asked students the following two questions: what digital tools do you use on your course to help develop digital capabilities, and what digital tools do you use personally to help support studies? Students added their ideas via Padlet and the following responses were received:</p> <p>What digital tools/apps are you using on your course that helps develop digital capabilities?</p> <ul style="list-style-type: none"> • Cloud storage/OneDrive

- Performance and video analysis software for Coaching
- Kortext
- Dropbox
- Padlet
- LinkedIn
- ArcGIS
- Twinkl
- Social Media
- WhatsApp groups
- Adobe software
- Google Scholar

What digital tools/apps are you currently personally using to help support your studies?

- Calendar on phone
- Epicollect
- Researcher (scientific paper viewing app)
- Blackboard
- PebblePad
- Pintrest
- Tick Tock App
- One Note
- The Hive website
- Box of broadcasts
- Lynda.com
- Documentaries on Netflix
- YouTube (for research and tutorials)

4.3. Learner Analytics

ES spoke about the future of higher education and the role that immersive learning environments may play in these e.g. virtual realities. Technology also creates with it a more sustainable and inclusive campus. More sustainable because resources will be used electronically instead of paper, and more inclusive because students will be able to work electronically if they are unable to attend University for health or other reasons.

ES asked those present what they thought the digital campuses of the future would look like. She also asked them how they would change any current learning methods. Again, this feedback process was done via Padlet:

What could the digital campus of the future look like?

- Better Wi-Fi
- Live lectures from home
- Live timetable system for courses and schools
- No tapping keyboards
- Sustainable smart technology
- 24h library
- Lecture capture

How would digital learning change the way you learn on your course/the way you personally study?

- More accessible

	<ul style="list-style-type: none"> • Faster paced learning • Better Wi-Fi • Educating lecturers to use the tools • More specialised learning • Faster computers • There might be less engagement from students if everything is digitalised • Being more digitally advanced would make students better connected with staff and their peers • Make me lazier • Help students gather more detailed information for assignments and dissertations • Don't make it so digital that you lose the sense of community Worcester has. I don't like the idea of chat bots instead of talking to Firstpoint or the Students' Union <p>ES will collate comments from Padlet and share these with Course Reps and the Students' Union. These comments will help the University to shape its new learning and teaching strategy.</p> <p>4.4 Student Feedback</p> <p>EM asked students if they had any specific feedback about current digital learning and teaching methods e.g. MyDay, Blackboard, and SOLE.</p> <ul style="list-style-type: none"> • Dissertation submissions are not live (through the SOLE page). EM told the student to raise this issue with their Course Leader. • Students are sometimes waiting for hours (sometimes up to 2 days) for their Turnitin to upload. The student has raised this issue several times with the course team but this issue has not been able to be fixed yet. EM asked the Course Rep to send him an email with more specific details and he will highlight this issue with relevant University staff. <p>Students can continue to use #SUDigicap for any further comments or feedback they may have about digital learning and teaching. ES will monitor and use this feedback to shape the University's new learning and teaching strategy.</p>
<p>5.</p>	<p>Any Other Business</p>
	<p>5.1 School Rep Recruitment</p> <p>Applications for School Reps for the 2019-20 academic year opens on 1st April until 24th May, with interviews taking place from 27th May. Interviews will be conducted either face-to-face or via Skype.</p> <p>Successful applicants would be eligible to claim a bursary of £150 per semester in recognition of the time and commitment required. For more information, EM encouraged students to either email JS at j.stilgoe@worc.ac.uk or visit the following SU webpage at https://www.worcsu.com/yourvoice/rep/schoolreps/apply18/.</p> <p>5.2 Accreditation Scheme</p> <p>Course Reps can receive accreditation from the Students' Union for their role subject to carrying out specific tasks throughout the year. The award is</p>

dependent on how many Course Rep related tasks a student completes. For more information about the Accreditation scheme, Reps were encouraged to visit the following website:

<https://www.worcsu.com/yourvoice/reps/course reps/accreditation/>.

In order to be accredited EM emphasised that students must complete Rep training (either online or face-to-face).

5.3 Volunteering Record

Students who achieve a 50-hour award or higher will have it recorded on their degree transcript. EM also reminded Reps that volunteering hours must be submitted to be able to claim accreditation for the role of Course Representative. Students can log their volunteering hours on the following website: <https://www.worcsu.com/volunteer/hours/>