Challenging transformation: Reimagining academic practice in the digital university
Challenging Transformation: Reimagining Academic Practice in the Digital University
Teesside University

We have embarked upon one of the largest digital transformation projects in the UK HE sector.

We seek to re-positioning the narrative of digital change and transformation away from technology and towards people, culture and leadership, as we share our own change and leadership journey in contributing towards the continuous improvements of education enabled by digital.
Our DX is underpinned by a rigorous academic strategy.

Future Facing Learning seeks to empower our students to deliver impact on a global scale, through providing them with the knowledge, skills, and tools to achieve sustainable success in a connected global workplace.
Our institutional journey towards Digital Transformation

- **Sep 2017**: MyTU Student Portal
- **Nov 2017**: Module Evaluation System
- **Apr 2018**: FFL Digital Development Programme
- **Sep 2018**: Student iPad Deployment
- **Apr 2019**: Enhanced Quality Framework
- **May 2019**: Online Learning
- **Sep 2019**: My Attendance Tool
- **Jan 2020**: Learner Analytics
- **Sep 2020**: Campus-based VLE
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Paul Durston

I am Digital Learning Manager, and my work has contributed to Teesside gaining recognition as a sector-leader in Digital Learning.

I lead on a mandatory Digital Development Programme for all teaching staff which, to date, reports a 95.5% satisfaction rating from participants, enabling the University to accrue the largest concentration of Microsoft Innovative Educator Experts (MIEEs) in the UK.
Dr. Ann Thanaraj

I am Head of Online Learning, leading strategic transformation and change at Teesside University.

I am also Founder of Lawyering in a Digital Age, an international initiative which brings together a global interdisciplinary audience to shape the direction of legal education fit for a digital age.

My PhD in Legal Ed. explores digital transformation in Law.
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Digital Development Programme

- Pedagogy-focused mandatory CPD programme
- Targeted at all academic and appropriate support staff
- Supporting colleagues to embed digital learning into the curriculum.
Establishing Online Learning

• A strategic portfolio
• A online learning pedagogic approach
• Service delivery
• A brand and identity for a global reach
• Enabling and supportive systems and processes
• Robust infrastructures.
About us and our portfolios

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Digital Development Programme

- Brand new Digital Learning Team
- Scale
- Timescale
- Inter-departmental relationships
- Culture/mind set
- Embedding ‘digital’ in meaningful ways.
• Complex
• Barrier-ridden
• Time consuming process...

Business as usual
• Keep doing what we are doing now.

Implementation
• Put in place a wider scope of something we already have.

Adoption
• Take some new elements into what we already do, and run with them, while actively handling the barriers.

Change
• Invent and move the organisation to something different. At the end of a change process, the organisation is doing something fundamentally different.

NB there will be blurring of boundaries in any real-life initiatives

Thanaraj/Williams Change Model
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Development of FFL Digital Toolkit

The Future Facing Learning toolkit is supported by Microsoft Office 365 and apps for Future Facing Pedagogies.
Partnership with Microsoft

- Microsoft-accredited recognition
- Colleagues supported to achieve additional certifications.
The Digital Classroom
The Programme

Future Facing Learning
Deploying Content
Fostering Collaboration
Promoting Curation
Nurturing Creation
Measuring Impact
Sandpit Event
Coaching Blocks
Case Studies

Using Bespoke ReView Screencasts to Enhance the Student Learning Experience in Chemical Engineering

Dr. Samantha Gooneratne
Principal Lecturer (Sustainable Innovation) Course Leader BEng/MEng Chemical Engineering
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Screencasts were introduced to address this issue with a focus on keeping them succinct. They were designed to reinforce the lecture content, refresh the student's memory and support revision.

Increased Engagement and Collaboration using Microsoft Teams in an Accounting Module

Jenny Munby
Senior Lecturer in Accounting
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The semester was split into four groups and each group was assigned a company. The PowerPoints I uploaded had a few slides dedicated to each group/company. And each slide contained a prompt at the top and was otherwise blank.

Enhancement due to the Toolkit

There were several advantages of using Microsoft Teams for group activity and sharing files.

As a tutor, I was able to:
- Provide students a PowerPoint for the entire module and a framework of requirements to support their learning.
- Include links to the relevant CSIR reports so they could easily view the relevant data on their PC in the IT lab.
- Monitor students progress in real time.

Turnitin App: Knowledge Acquisition through Multimodal Feedback

Dr. Gok Kandasamy
University Teaching Fellow
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While the development in linking theory to practice, students have seen positive and transformative impact on their learning experience. This project has been a key factor in influencing skills in the acquisition of information and enables students to become an effective reflective practitioner.

Traditionally, sports therapy staff have provided written subjective feedback on different components of core Sports Therapy skills. Time constraints and large cohorts has made it difficult for staff to provide students with regular individual support, guidance and in-depth feedback.

We know that the accuracy of student performance of clinical skills is influenced considerably by the type of feedback provided to the student and the extent to which the feedback is perceived as valid.

Visual feedback enables students to see their performance and to reflect on their own motor skill learning process. This type of reflective learning was helpful for students to acquire transferable knowledge and employability skills.

Used my (Apple) iPad for note taking and accessing worksheets.
The Desmos app was useful for plotting graphs to help understand mathematical problems.
1st Year Engineering student

Dr. Seibu Mary Jacob
Senior Lecturer in Engineering Mathematics
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With the introduction of Future Facing Learning, all first-year students receive an Apple iPad; thus the idea of using a graphical calculator became easier accessible through the digital device in the student's hands.

Ideally, students should be able to view the graphs and apply the features with the graphical tools to analyse and experiment the output. The Apple Pencil, on the other hand, made this vision of accessing a ready-to-use mathematical tool achievable in a normal GPT room.
Module Evaluation

85.4% 2018/19

86% 2019/20

Level 3 and 4 Undergraduate
Starting with breaking down needs and concerns:

- time,
- skills and
- ‘what’s in it for me’?
Staff empowerment through:

• Academic Transformation Programme and Digi-Badges

• Cultural change enabled through support and expertise,

• Enabling change through academic workloads, balancing academic freedom within subjects with coherent OL strategy

• Building trust through partnerships and credibility,

• Demonstrating value proposition
Trust, credibility and reliability:

- Service delivery model
- Expertise
- Supportive and enabling infrastructures
- Connectivity integrating systems and processes
- Seamless transition between campus and online systems and processes
- Bi-modal capabilities of infrastructure
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Digital Development Programme

• Embraced by the majority
• Staff shift away from initial *app* usage towards *desktop*
• Bridging the gap between ‘training’ and putting things into practice.

“Getting to try out the apps with plenty of time allowed and the ability to communicate with others to share ideas on how they can be used with students.”

“It was an enjoyable day and I have definitely gained new knowledge that I will be able to use to enhance the learning experience of my students.”

“Had great fun interacting with other people. Good to participate in collaborative sessions using some excellent software that will be great to use with our students.”
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Digital Development Programme

• Enthusiasm – beyond mandatory
• The success of the Toolkit
• Digital ‘confidence’.

“The Toolkit is the modus operandi of the University now…”

“Teams has been the killer app in different ways in the School”
People

Vision (relevance)

Culture (values/purpose)

Leadership

Underpinned at the point of design through our Enhanced Quality Framework
Reflections

- Is it necessary for your staff to change with you or can meaningful change be achieved without ‘transforming’ people?

- What’s the motivation for any kind of change/transformation? Are things ok as they are?

- What's the relationship between continuous improvement and transformation?