Digital Learning Strategy

2018 – 2020

Our College Vision

"To be an innovative and inspiration college delivering excellent education, training and research that enables our students and employers to play a leading role in future industry growth and development"

Our College Mission

"To consistently provide high quality training and education in a safe and welcoming environment that enables our students and employers to be successful"

Digital Learning

Digital skills are central to all occupations in the 21st century workplace and will become ever more so in the years ahead, whilst also providing young people and adults with opportunities to communicate, connect and develop that did not exist in the recent past. However, the ever-changing digital landscape also gives us new worries and problems with every new technology presenting new challenges to overcome.

It is our commitment to our students that we will use digital learning to give them the skills they need to thrive in the modern world, at work and in their private lives, and provide them with the flexibility and adaptability to remain confident and successful in the face of new and changing technologies.

Our overall aim is to use modern technology to help support outstanding teaching, learning and assessment at college. For our 2018-20 strategy, we have six main objectives:

1. Make all college learning resources and activities accessible at all times.
2. Use digital communication to engage with students throughout their learner journey.
3. Create opportunities for independent and flexible study so we can provide a differentiated curriculum for all of our students.
4. Use digital tools to monitor, assess and give feedback to students on their progress.
5. Develop the digital skills of our students and staff so they are ready to succeed in both the current and future workplace.
6. Develop the digital infrastructure of our college so we can provide opportunities for our students and staff to embrace the latest technologies for learning.

College Values and Digital Learning

Ambitious
We will use the very latest technology to equip our students with the skills they need to be successful, whilst educating them about future prospects that will build the confidence they need to deal with changing technology.

Progressive
By placing inclusion at the heart of our digital learning, we will make sure that all of our digital learning technologies are accessible and provide support for all of our students, irrespective of their backgrounds, ambitions or the challenges they face.

Enterprising
Our use of digital learning technologies will help our students take ownership of their own education and give them the independence and freedom they need as they progress from education into employment and beyond.

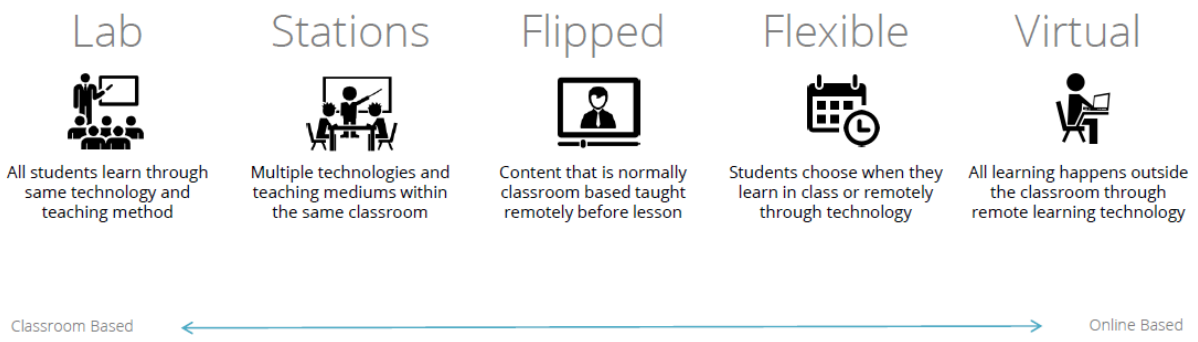
Professional
Digital skills grow ever more important in every industry and our use of digital technology will give students the skills they need to stand out in the modern workplace. We will ensure that our students acquire both industry-specific skills and knowledge, whilst also ensuring they are able to perform to a high standard using day-to-day software and hardware.

Supportive
Digital technology will form part of our students' support networks, giving them round-the-clock access to resources and providing them with new communication channels to their peers, college staff and outside organisations that will help them stay safe online and free from the dangers of extremism and radicalisation.

Passionate
By demonstrating the advantages of using digital technology in our own work, we will show students the importance of having high levels of digital literacy and the benefits it will bring to their lives.

Digital Pedagogy

In order to assist or teachers with lesson planning we have adopted the blended learning spectrum published by Blended Learning Universe (https://www.blendedlearning.org):



The spectrum ranges from completely classroom based practice through to purely distance-learning. Different models may be used within the same session or different lessons within the same programme.

The first model is 'Lab'. This is the most classroom centric and teacher led model. In a 'Lab' based lesson every student will use the same form of technology for the same activity. Examples of this could range from a teacher presenting a PowerPoint or students completing a computer based task in an IT Suite.

In the second model, known as 'Stations', different technology is used to differentiate activities within the same classroom. Students are either directed to complete a particular activity by the teacher or have the choice of which task they would like to complete.

Thirdly, in a 'flipped' classroom model, learning materials are made available to students remotely before a lesson. For example, this could include a presentation, video or initial assessment activity. Classroom time is then used for specific interventions.

Developing 'Flipped' further, the fourth model is 'Flexible'. The majority of resources are online and students have a choice whether to attend particular classroom sessions for face-to-face teaching. This could be used for revision sessions, tutorials or optional learning activities.

Finally, the fifth model is 'Virtual'. In this model a lesson is taught through the use of a virtual learning environment or another form of remote technology. This is the most distance learning based model.

Continued Professional Development

Our culture is to encourage our staff to have the confidence to experiment with technology, to learn how it can enhance their teaching practice, and to develop their digital skills of their students. Based on these principles we have adopted a framework for our CPD known as the 'Three E's':

The model is based on research led by Keith Smyth at Edinburgh Napier University entitled '3E Framework: Benchmark for the Use of Technology in Modules' (https://3eeducation.org/). Each stage in the framework represents a development step starting to use a new technology. The first stage, 'Embrace', encourages teachers to use a new technology in their teaching without being concerned whether the resource having an immediate impact on learning. The second stage, 'Enhance', is when the technology has an impact on students by either improving an activity or creating new opportunities for learning. The final stage, 'Empower', is when a teacher feels confident enough to support students using a technology for independent learning activities or to help them develop digital skills.

	Embrace	Enhance	Empower
Laptops and Desktops	I can login to a college computer, find college files, apps and access the internet	I use my laptop in the classroom to access teaching resources for my own reference	My students use classroom, IT suite or library computers to complete learning activities
Microsoft Outlook	I can access my college email to read college and divisional messages	I use my Outlook calendar to help plan my lessons and assessment points	My students communicate with me through their academic email address
Prosolution, Promonitor and Proportal	I use Promonitor to record attendance, ILPs, and tutorial records	I use Prosolution to access enrolment information and use Promonitor to share grades with students	My students use Proportal during tutorials to write their own SMART targets
Microsoft Word	I use Word college template documents to plan lessons or as a resource in the classroom	I create Word to create digital versions of lesson plans, schemes of work	My students produce their written assignments through Microsoft Word
Photocopiers	I use the photocopiers to print resources for my lessons	I scan resources or student work to make electronic copies	My students use the photocopiers to scan library resources
Projectors, Interactive Boards or Monitors	I use a projector or monitor to display my laptop screen to my class	I use touch features to make demonstrations more interactive and engaging	My students use interactive boards and monitors in their learning activities
Video	I play videos to my class to help explain a lesson concept	I use touch features to make demonstrations more interactive and engaging	My students watch extension videos before or after class

Microsoft PowerPoint	I use PowerPoints made by other teachers in my lessons	I create accessible and engaging PowerPoints for my lessons	My students produce their own PowerPoint presentations and present to their peers
Microsoft Excel	I use college spreadsheets to share data	I use Excel to create my own spreadsheets to track classroom progress	My students create spreadsheets in Excel to collect evidence of their learning
Microsoft Publisher	I have college posters and visual resources in my classrooms	I use Publisher to create posters and visual resources for my lessons	My students create posters in Publisher as evidence of their learning
SkillsBuilders ForSkills	I use initial assessments to plan my lessons and embed English & Maths	I use English & Maths data to regularly check the progress of my students	My students access online resources to study literacy & numeracy independently
VLE: Enrichment	I use cross college resources and courses to help plan my lessons	I use cross college resources and courses during my classroom teaching	My students complete cross college courses in class or at home
VLE: Publishing	I access shared teaching resources on the VLE to help plan my lessons	I share my classroom teaching resources with students	My students access extension documents for independent study
VLE: Interactive	I add quizzes created by other members of staff to my online courses	I create quizzes and interactive activities for my online courses	My students use the VLE for collaboration and group activities
VLE: Turnitin	I create upload points for digital assignments	I use digital rubrics and mark assignments online	My students peer mark each other's work and take an active role in digital assessment
Microsoft OneNote, Evernote or other Note Taking Software	I take digital notes to help plan lessons and assessments	I take digital notes during my lessons to keep track of student progress	My students use note taking software to help them study and revise
Microsoft Office 365	I access Office 365 through a web browser, find my emails and files	I can share a document with staff or students for collaborative editing	My students can share a document for collaborative editing
Photo Cameras, Camera Phone, Tablets	I take photos of my lessons to record my practice	I take pictures of student work or activities to collect evidence of learning	My students take photos of work or activities to evidence their learning
Video Camera, **WebCams, Tablets, VDSLR**	I record my lessons for self-evaluation and professional development	I record my lessons to share with students for their revision	My students record videos of their activities to evidence their learning
Webinars, **Skype, PowerPoint, OBS**	I use Skype to run remote tutorials with students	I record screencasts of my presentations to share with students for revision	My students can access webinars at their own pace and study independently

Digital Skills Framework

In the academic year 2018 – 2019, the college will be starting a digital literacy programme available for all staff and students. Below is the draft framework that will form the basis of our online course and CPD programme:

	Basic	Intermediate	Advanced	Expert
General Skills	I find appropriate applications through Start I find my files through File Explorer	I copy and paste text and images between applications I drag and drop files between applications I search for my files and shared network drives for documents	I use shortcut keys for common operations (e.g. control-c, control-v)	I use the command-line or batch files to automate common tasks
Web Browser	I use a web browser to access the staff intranet I use a search engine to find information I access college web apps, e.g. Plumpton Online, Office 365 and Prosolution	I use college automated forms through the intranet I access college web apps remotely or from my own computer	I create bookmarks or favourites I save my passwords within the browser	I use browser extensions
Outlook	I use my inbox to read and reply to new messages I use folders to organise messages I find archived emails by searching	I use contact groups to email multiple people I organise meetings through my calendar I find archived emails by filtering searches	I use inbox rules and folders to organise my incoming email I use shared calendars to collaborate I use shared mailboxes in my team	I use public folders and groups to collaborate I use web services like Calendly to arrange meetings with externals
Skype	I use Skype to make video calls	I use instant messaging for quick communication	I present webinars by screen casting	I present and record webinars to multiple people
Word	I type documents into Word and print them for distribution I format my documents to make them easier to read	I break up my text with formatted headings and subheadings I use bullet points and numbered lists I use tables to display data and layout information	I use headers and footers within the document I know the difference between a paragraph (hard) break and a line (soft) break I insert charts and SmartArt	I use styles to make my documents consistent I automatically generate my table of contents
Excel	I use spreadsheets to layout structured data or information I format my spreadsheets to make them easier to understand I print spreadsheets	I use formulas for calculations I use auto filters to analyse my data I fill formulas across my spreadsheets	I create visualisations of my data I use logic functions in my formulas I use freeze panes to help navigate my data	I use pivot tables to analyse data in my spreadsheets I use static referencing in my formulas
PowerPoint	I use PowerPoint to create slides for my class	I use slide transitions in my presentations I use standard animations to reveal elements on my slides	I use timing to create sequences of animations I use custom paths for my animations	I record narrations for my PowerPoints and share them online

	I present PowerPoints in my classes I control my slides using the mouse and keyboard	I add images and videos to my slide	I use presenter view to add notes to my slide I use shortcuts like W or B to control my presentations	I annotate PowerPoints using interactive whiteboards
Desktop Publishing	I use PowerPoint to make posters and flyers for my department	I use Microsoft Word to create posters, flyers or reports that will be shared with everyone at college	I use Microsoft Publisher to create posters, flyers or booklets that require a professional layout	I use InDesign to make documents that are sent to a professional printing press

Learning Technologies Roadmap 2018