![Jisc logo]

How is COVID transforming access to, and success within, higher education?

Jon Baldwin - Managing Director Higher Education

What HE students are telling us….

"Online lectures aren't the same as on campus lectures, it's very difficult to stay engaged staring at a screen for 8 hours a day. The best lectures/tutorials are when they are well organised, to the point and cover everything in 45-60 minutes"

"Provide guidance on the best ways to engage with online learning and to be focused."

"We have over 200 students in a online lecture. Trying to teach 200 students in any environment is not going to be effective."

"Use bubble groups to teach in online as they are smaller and we have developed a relationship with those students instead of 100+ random students on a online lecture at a time"

"Create support networks and make online lectures more of a social experience with fluid three way communication during classes."

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Positive aspects of online learning

What HE students were saying...

- **Lecture recordings make a big difference to students in terms of:**
  - **Understanding** – ability to watch/revisit as many times as they would like
  - Being able to vary **pace** (slow down and speed up)
  - **Stop**/**pause** to facilitate and improve the quality of their **note-taking**
  - **Catch up** if unable to attend live session for any reason
  - Helpful to students for whom **English is not first language**
  - It can be easier to **hear** than in large lecture halls/theatres with less distraction surrounding sound

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Positive aspects of online learning

What HE students are saying...

- **Live sessions are naturally more interactive and engaging than pre-records because they more easily allow** opportunities to **ask questions** and receive timely responses

- **Online learning is perceived as better by some students**

- The **flexibility** and **convenience** of online learning enables students to schedule their studies around their **other commitments** (work, family, care) in a less rigid way

- **Learning with and from peers is important to students** - small group activities work better than larger groups

- **Appreciation of effort that has gone into curriculum redesign, communication and support -** students acknowledge the **efforts** of both **academic** and **professional services staff** in **adapting** and **supporting** students in their online learning

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Negative aspects of online learning

What HE students are saying...

- **Students are experiencing difficulties in accessing lectures and online resources**

- **Timeliness, scheduling and timetabling**

- **Online learning is hard and difficult** and can be **overwhelming** – students report receiving **too much work**, expectation of **larger volume of independent work than usual** but **without the benefit of timely support**

- **Difficult to concentrate/focus - too much screen time, some lectures too long**, **insufficient breaks**, intenseness of delivery mode – causes **fatigue** and **mental health concerns**

- **Communication is an issue - interactions** in live sessions can be difficult if **class size** is large, if **don't know other students**

- **Isolation and loneliness**

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Learning and teaching reimagined: A new dawn for higher education?
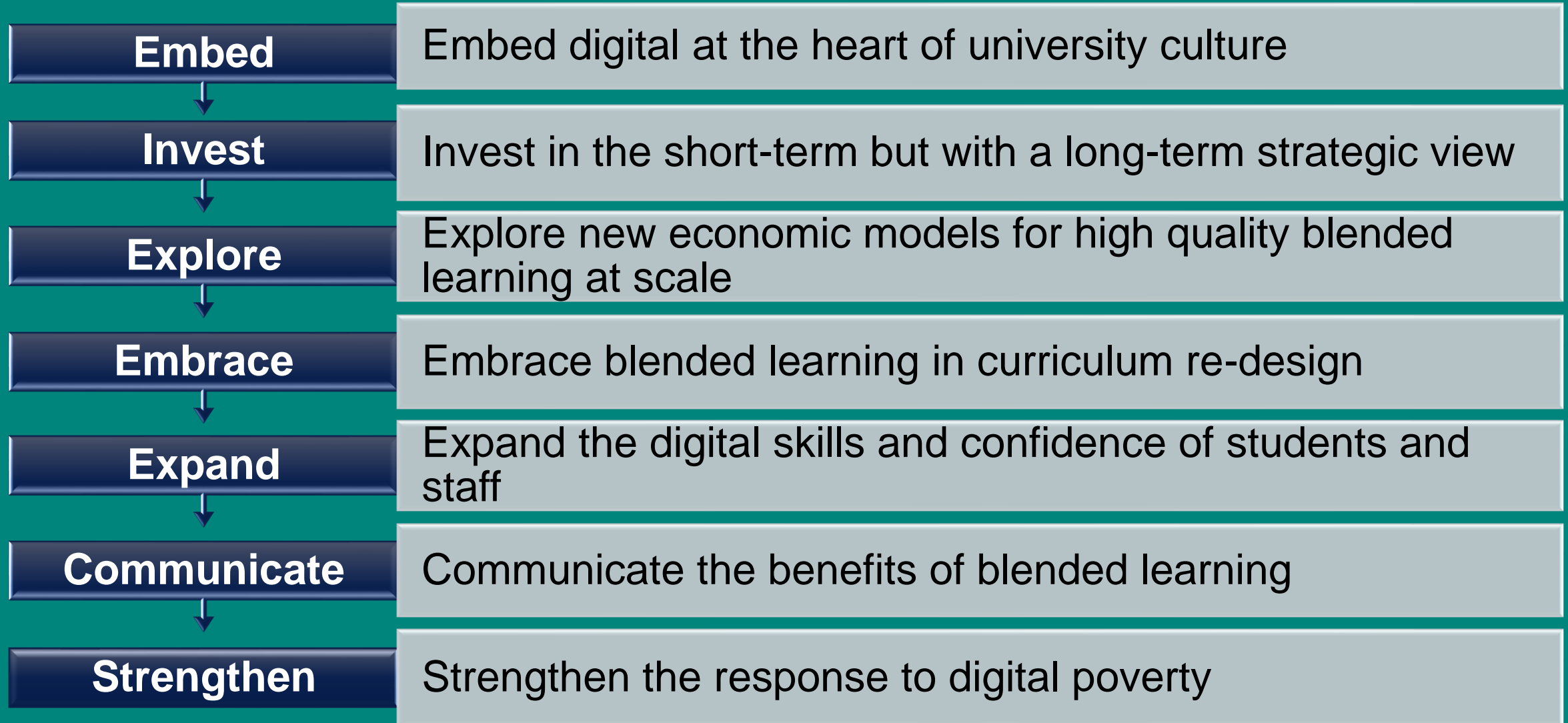
Report

Wednesday 04 November 2020

https://ji.sc/a-new-dawn

Preparing for 2021/22

Embed	Embed digital at the heart of university culture
Invest	Invest in the short-term but with a long-term strategic view
Explore	Explore new economic models for high quality blended learning at scale
Embrace	Embrace blended learning in curriculum re-design
Expand	Expand the digital skills and confidence of students and staff
Communicate	Communicate the benefits of blended learning
Strengthen	Strengthen the response to digital poverty

- **Digital Divide**
- **Blended Learning**
- **Accessibility and Inclusion**
- **Connectivity**
- **Digital Skills**

What can we do now?

- **Get the basics right** –**wifi** (on/off campus), access to reliable **hardware** and **software**, clear **navigation** to learning content, **timetabling** and session **scheduling**, **audio** and **lighting** of online sessions

- Make learning sessions **more interactive** (eg quizzes, games, tests), **small group tasks** so students **feel connected** to each other, their course and their university

- **Record lessons** and make them available soon after delivery to aid personal learning preferences, revision and catch up

- **Train** and **support lecturers** to use online tools in a pedagogically sound and inclusive way

- Think about the **pace of delivery** (too fast/too slow) and consider **shorter** bursts and **regular** breaks

- Create opportunities to talk to/**ask questions** of lecturers and fellow students and give **timely individual and group support**

- Offer **timely feedback** on formative and summative assessment activities

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OfS Report - Gravity assist: propelling higher education towards a brighter future

February 2021

https://ofslivefs.blob.
core.windows.net/fil
es/Gravity%20assist
/Gravity-assist-DTL-
finalforweb.pdf

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Six Actions for 2021-2022

A checklist of six things every university or college leader should consider ahead of the 2021-22 academic year.

1. **Assess students' digital access on a one-to-one basis and address issues before learning is lost**
   - How will you apply our definition of digital access to identify challenges for new and returning students?
   - What steps will you take to help students mitigate potential issues before they become a problem?
   - Have you considered a range of scenarios? Are your plans flexible enough to accommodate uncertainty about the extent to which digital delivery will be required?

2. **Inform students what digital skills they will need**
   - Do students know what skills they will need before term starts?
   - Can they be directed to resources to develop them before starting their course?

3. **Involve students in designing teaching and learning**
   - Do you have the mechanisms in place to involve students in any learning design for the coming year – planned or emergency?
   - Will students have regular opportunities to provide feedback on their digital learning experience?

4. **Equip staff with the right skills and resources**
   - How will you engage with staff to understand their skills needs?
   - Do you have appropriate development mechanisms to make sure staff are well equipped for the new term?

5. **Make the digital environment safe for all students**
   - Do you have clear and visible safeguarding mechanisms for your digital environments?
   - Do students know where they can report any form of harassment online?

6. **Plan how you will seize the opportunity for the longer-term**
   - How can you reflect on the longer-term implications of everything you have achieved in the last year?
   - Have you made time to consider how you will apply the recommendations in this report to your own institution?

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The Role of AI?

AI is already here

Chatbots

Adaptive learning

CogBooks

Assessment

gradescope
by turnitin

((•)) VERSANT™

And more is coming

Collaborative learning

Recommendation engines

Dialogue based tutors

AI assisted content creation
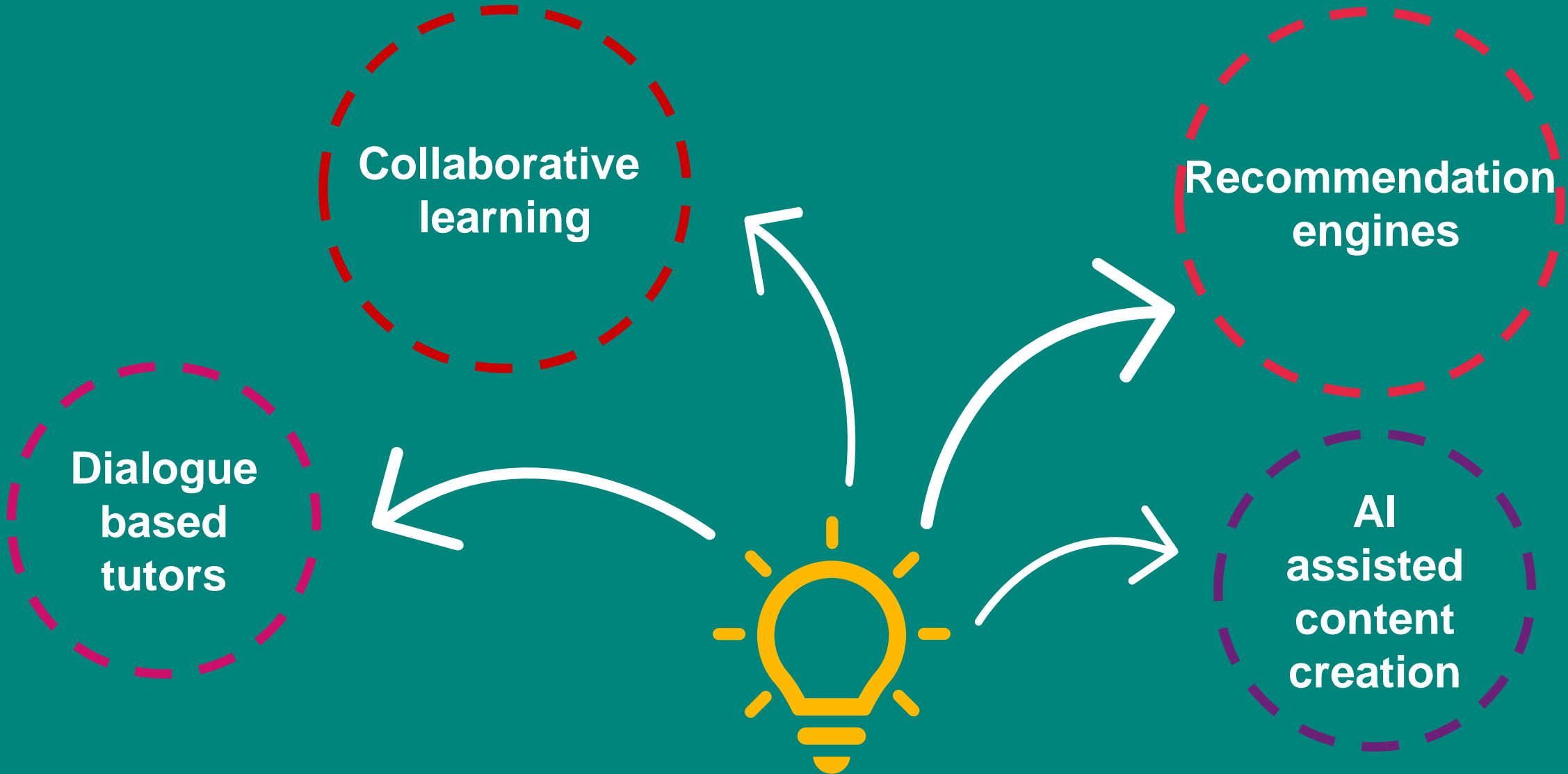
But adoption of AI in education is likely to be slow

Lack of knowledge and skills + **Low institutional readiness** + **Ethical pitfalls** + **Duplication of effort** = **Slow adoption**