Moving outreach online: Challenge or opportunity?

Dr Jon Rainford,
Digital Learning Development Officer

Twitter: @jonrainford

University of Bedfordshire

What are your thoughts about taking outreach online?

https://answergarden.ch/1174638

Create some personas: Who is involved in transition?

Outreach Practitioners (i.e YOU!)

- What technologies are you familiar with?

- How do you access the internet at home?

- Where do you have to work at home?

- What distractions are there?

- What other barriers to engaging with online outreach might there be?

Learners and Participants

- What technologies are they familiar with?

- How do they access the internet?

- Where do you they work?

- What distractions are there?

- What other barriers to engaging with online outreach might there be?

More on personas: https://alearningblog.net/e-learning/personas-in-elearning

Lessons from the classroom

Outreach can build on the work academics have already done but most current practice is emergency online learning[1]

There is the opportunity for Outreach practitioners to consider **both** developing distance learning activity and emergency online activity

| Students	Existing Distance Learning	Emergency Online Learning
Study mode preference	Have chosen for a variety of reasons to study by DL. May still prefer face to face or blended.	Forced to study online. Likely to prefer being on campus even if attendance had been poor.
Study mode readiness	Likely to have had an extended orientation to develop DL learning skills	Forced off campus suddenly. Little time to orientate to the new way of learning
Engagement in DL	After initial settling in period, with support will engage well with peers and tutors. Even suggesting activities	Without very strong encouragement and support there is a risk students will go into 'ghost mode' lurking and watching rather than engaging in interaction
Current study mindset	Study as usual, maybe a good distraction from the crisis	Anxious, probably away from family, unsure about exams and assessments
Tutors		
Overall Planning time	Significant planning and developmental testing and approval processes mixed with in the moment session planning to retain currency	Rapid planning in a week or less and emergency approval. Anxiety as a result of not feeling ready. A powerful opportunity to create in the moment learning
Staff development	Extensive training programmes and tutor support and admin teams	Quickly constructed emergency sessions and quick guides. Action and experiential learning
Materials development	Structured and formulaic linked to delivery VLEs. Activities planned to work for students anywhere. Creative use of technology and apps	Quickly constructed low tech approach to templates to shortcut staff development and to enable consistency
Pedagogy adopted	Primary focus on asynchronous activities completed in I a time controlled way with minimal ' live' sessions	First instinct to replace f2f sessions with live online sessions but beware due to bandwidth, student ability to access and missed learnt outcomes. Focus on asynchronous first
Key tip	Need to shorten distance between students and tutors	Use the opportunity to deepen student relationships by being human, supportive and creative

Dr. Kellie Vincent, University of Bedfordshire

Maslow's (modified) hierarchy of needs
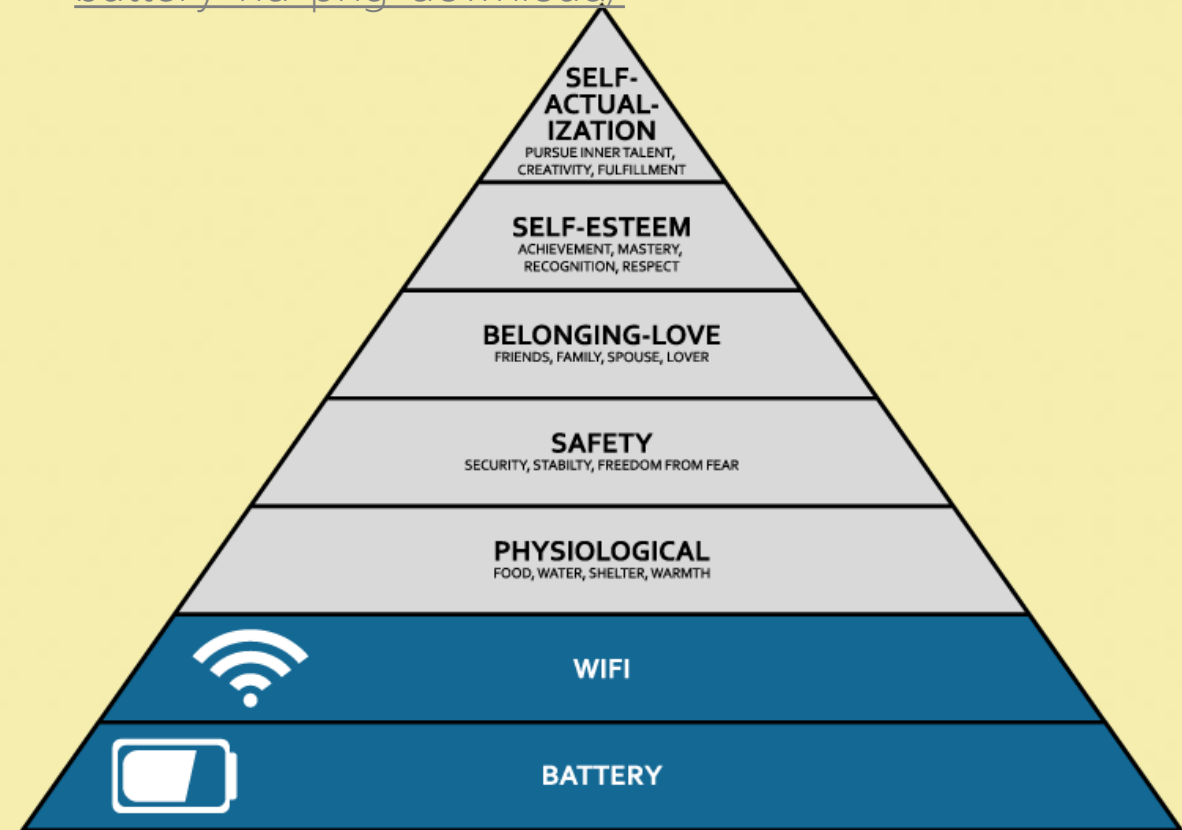
Where does learning happen?

- What might be unusual about this current situation?
- Disruptions in physiological, safety and belonging may impact on learning

Three Perspectives: Challenges and Opportunities

Steep learning curve – wanting to do more than can be done with the tools. Sounds issues, connection issues and student access to technology.

It has helped to develop new skills in using online technology as well as allowing for creativity and thinking "outside the box". It is a learning curve we share with our students.

I think my students have been more engaged and open than when sat in the classroom. Perhaps because they are used to technology but also more anonymous and no peer group pressure.

THREE DIMENSIONS OF PIVOTING ONLINE

#pivotonline

1

Pedagogical

Was this correct in the first place?

What was the objective of the activity?

Is delivering it in its current form the best way to realise this?

2

Technological

What technology is available?

Is it ethical to use these tools?

Who gets included and excluded by design?

3

Humanistic

Do practitioners have the skills?

Are we acknowledging the workload needed?

How does technology change the interaction dynamics?

Pedagogical
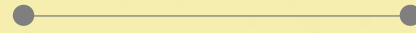
- This is the time to go back to basics
  - What is the objective of your outreach interventions?
  - Are there other ways to reach these objectives?
    - What might be possible online that can't be done in person
    - What can be repurposed?

One hour subject session ≠ One hour on line subject session

DD/MM/20 XX

Curate don't create

Working in a new mode is a chance to rethink how to engage students

- Think what inspires you
- Academic colleagues are bound to have content already used elsewhere
- Who would you love to speak to your learners?

"The best online and hybrid courses are made from scraps strewn about and gathered together from across the web. We build a course by examining the bits, considering how they're connected, and creating pathways for learners to make their own connection."

Jessie Stommel

https://hybridpedagogy.org/how-to-build-an-ethical-online-course/

DD/MM/20XX

Flip/Reverse it!

We often try to deliver everything within a programme of interventions but online we can harness what already exists

-Learners progress at different speeds

-Online modes can allow for more diverse provision and for them to 'chose their own adventure'

-Use **contact time** to help build on knowledge or as an opportunity to apply it.

"Think critically about the opportunity and purpose of gathering together. Can your synchronous moments be the place your students work through what is sticky or challenging? A space for them to collaborate, build on one another's ideas, or create something collectively that they couldn't create alone?"
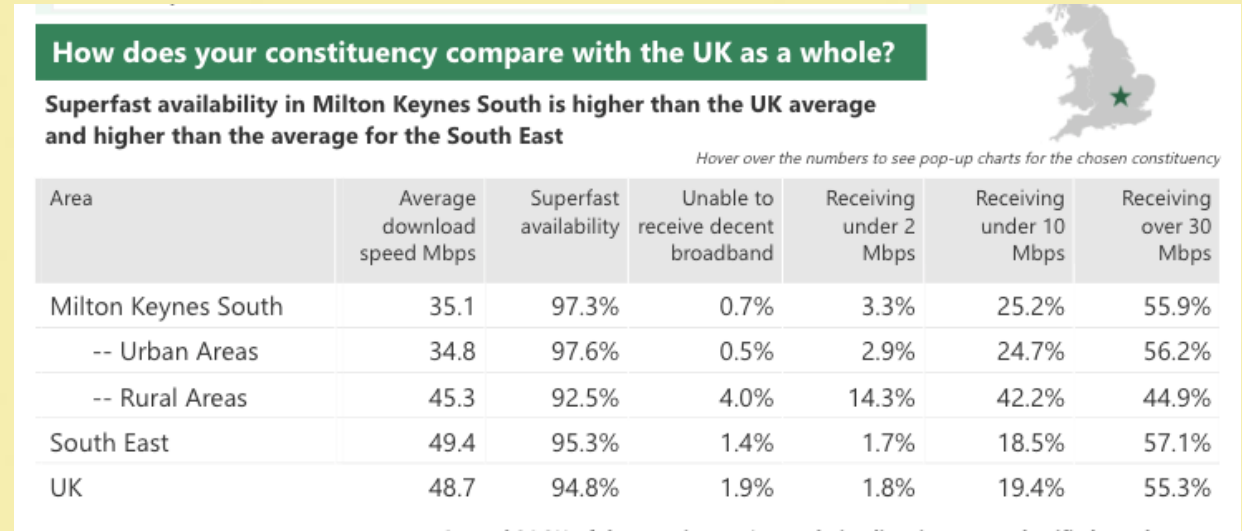
Olivia Vagelos

https://www.ideou.com/blogs/inspiration/online-learning-designing-for-engagement-and-collaboration

Technological

- Technology to **enable** or technology to **enhance.**
- **Substance** over style
- Good but **accessible to many** > Amazing but accessible to few

How does your constituency compare with the UK as a whole?

Superfast availability in Milton Keynes South is higher than the UK average and higher than the average for the South East

Hover over the numbers to see pop-up charts for the chosen constituency

Area	Average download speed Mbps	Superfast availability	Unable to receive decent broadband	Receiving under 2 Mbps	Receiving under 10 Mbps	Receiving over 30 Mbps
Milton Keynes South	35.1	97.3%	0.7%	3.3%	25.2%	55.9%
-- Urban Areas	34.8	97.6%	0.5%	2.9%	24.7%	56.2%
-- Rural Areas	45.3	92.5%	4.0%	14.3%	42.2%	44.9%
South East	49.4	95.3%	1.4%	1.7%	18.5%	57.1%
UK	48.7	94.8%	1.9%	1.8%	19.4%	55.3%

1. https://commonslibrary.parliament.uk/science/technology/constituency-data-broadband-coverage-and-speeds/
2. Southern Universities Network (2020) Internet Access analysis of Participant Data

1

A third of learners who have engaged in SUN activity and are being tracked on HEAT have limited access to the internet (n. 3,098) [2]
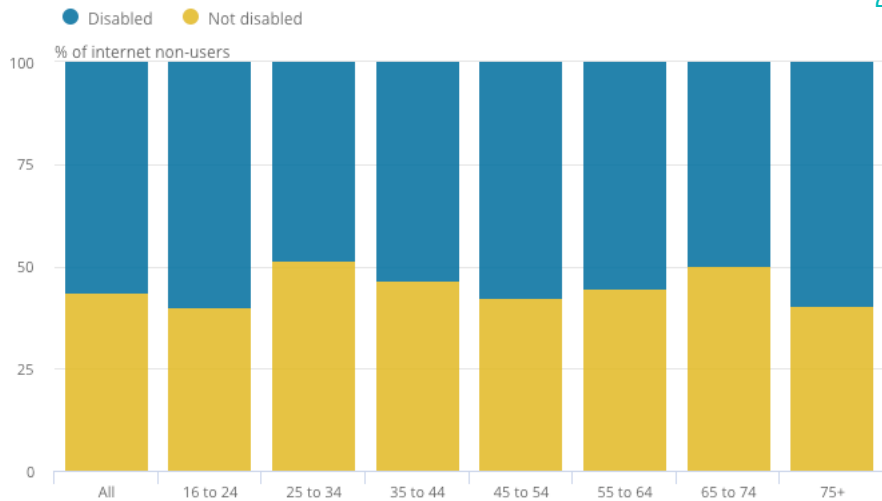
Technological Inequality

In 2018, 12% of those aged between 11 and 18 years (700,000) reported having no internet access at home from a computer or tablet[1]

These are likely to be disproportionately our target groups

Composition of adult internet non-users by disability and age group, UK, 2017

2

The digital divide doesn't just mean having access to wifi, but the ability to pay for it [...] The digital divide also incurs expenses when paying for hardware (computers and devices) and finally people may not have the opportunity to access support to help them use technology[3]

1. https://www.lloydsbank.com/assets/media/pdfs/banking_with_us/whats-happening/LB-Consumer-Digital-Index-2018-Report.pdf
2. https://www.ons.gov.uk/peoplepopulationandcommunity/householdcharacteristics/homeinternetandsocialmediausage/articles/exploringtheuksdigitaldivide/2019-03-04
3. https://www.jrf.org.uk/blog/coronavirus-response-must-include-digital-access-connect-us-all

DD/MM/20XX

Asynchronous is king

Synchronous learning is biased[1]

This does not mean you cant do it but...

- Try...
  - Discussion boards
  - Blogs
  - Wikis
  - E-Mail?

-Internet

-Technology

-Families

-Places / Spaces

-Other responsibilities
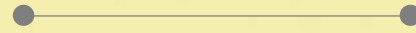
-Cultural Accessibility

-Confidence

-Linguistic confidence

DD/MM/20 XX

Humanistic

Widening access is about people

- Ethical duty to staff
  - Safety
  - Workload
  - Emotional wellbeing

- Ethical duty to participants
  - Safeguarding
  - GDPR and their data

In all of this, don't neglect your sensing and empathy muscles. Continue to check in. What does your group need at this moment? Are they feeling extra exhausted or anxious today?

https://www.ideou.com/blogs/inspiration/online-learning-designing-for-engagement-and-collaboration

https://swgfl.org.uk/resources/safe-remote-learning/video-conferencing-for-kids-safeguarding-and-privacy-overview/

Dialogue, don't deliver

The internet does not need more content to learn from but it does need people that can bring the content to life.

- Don't mourn what is lost
- Get excited about what is now possible

DD/MM/20
XX

QUESTIONS?

Dr Jon Rainford

jon.rainford@beds.ac.uk
Twitter: @jonrainford