Sheffield Hallam University

Co-production of a strategic technology roadmap for learning and teaching.

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Citation:

PURVIS, Alison, WILKINSON, Lex, THORNLEY, Dave, GRIFFITHS, James and BATTY, Lorelei (2022). Co-production of a strategic technology roadmap for learning and teaching. In: 20th Academic Practice And Technology Conference (APT2022), University College London, 1 Jul 2022. [Conference or Workshop Item]

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A Digital Roadmap

Co-production of a strategic technology roadmap to support teaching and learning

Alison Purvis, Lex Wilkinson, Dave Thornley, James Griffiths, Lorelei Batty

Background

- Aim - To create a 3-year roadmap through collaboration between an academic department, Digital Technology Services, and other stakeholders to cover the expected changes to the use and requirements of technology in teaching, learning and assessment.
- Moving from an annual process to a longer-term approach enables everyone to understand the direction of the department and digital needs.
- Allowing more synergies between departments to be surfaced, facilitate co-working on joint areas of interest, and potential efficiencies made.
- Roadmap reviewed and updated every year as part of the annual planning process.

Workshop Plan

Original Plan

1. Long-term Vision: Technically agnostic conversation to understand departmental aims, and planned/ predicted changes to teaching delivery
2. Technology Overlay: Focus on output of first workshop, review proposed roadmap, overlay technology enablers and consider digital skills/capabilities

+ a 1-year review workshop to update priorities and requirements for short, medium and long-term digital technology.

What we delivered

1. Long-term Vision: Technically agnostic conversation to understand departmental aims, and planned/ predicted changes to teaching delivery
2. Technology Overlay: Focus on output of first workshop, review proposed roadmap, overlay technology enablers and consider digital skills/capabilities
3. Further refinement of Roadmap: Focus on top themes and priorities, identifying actions to support roadmap development.

Prompt Questions and Links

Hallam Model

a. Engage: Learning at Hallam engages with the world beyond the University

i. What employability outcomes do you want to see for students in the department/subject group?

ii. What considerations are there for students on apprenticeships and courses at partner colleges?

iii. What type of community engagement do you want to see students engaging with?

iv. What digital skills do students develop?

v. What technology enhanced learning do staff use to engage student

b. Challenge

i. How is research enriched learning embedded into the course experience?

ii. How are students enabled to tackle real-world problems?

c. Collaborate

i. What opportunities are there for students to work in teams?

ii. How do students develop their entrepreneurial capabilities?

iii. How do students engage with others beyond their disciplinary boundaries?

iv. What opportunities are there for students to collaborate with partners locally and globally?

d. Thrive

i. What induction and transition activities are planned for students?

ii. How is assessment used to support learning?

iii. How is student belonging developed and supported?

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University Strategy and Initiatives

a. Academic Advising
b. Access and Participation Plan
c. Decolonising the Curriculum
d. Go Global
e. Hallam Digital Skills
f. Highly Skilled Employment
g. Inclusive Practice
h. Narrowing the Gaps
i. South Yorkshire Futures
j. Transforming Lives

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Workshop Questions

Long-Term:

- **What will the main characteristics of learning and teaching in the department be in 3-5 years' time?**
- **What will the course offer look like?**
- **What will be different compared to now?**

2021-22:

- **What are the key features of the plans for learning and teaching in 2021-22?**
- **What is different about 2021-22 compared to 2020-21 and pre-COVID teaching and learning?**

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Digital Learning

- VR
- AI
- Coding
- Social Media and online communication
- Data management
- Big data
- Quality of information, trustworthiness of information, identifying misinformation
- Cyber security
- SPSS vs more holistic approach (JISC self-evaluation tool)

2 0

Ask more questions about why and what we are doing

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Blended Learning is the key feature

2 0

Online Communication Skills

- Connect with one another more easily - MS Teams - staff with students, upskilling students
- Adobe Spark - online learning workbooks
- Zoom, Collaborate - sharing best practice
- Opportunity for staff to play and have a go, how to adpapt for their module/course.
- Consistent approach to communication?

1 0

Technology Tool Implementation

- Efficiencies of working

3 0

Extended Campus

- Smaller/same estate?
- Changes in specialist spaces
- BYOD
- Flexible spaces
- Some staff in offices, some working at home - set-up to handle this appropriately
- Monitor changes in the use of estate and the way in which students use estate and IT

3 0

Jobs that aren't yet created

- Skills that can be applied into industry
- Mindset and not skill? Responsiveness and doing something new

1 0

Vocational Skills

- Digital Skills
- Further Education Provision
- Technical Skills
- Developing understanding and critical evaluation of content
- Building and leading teams

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Flexible Outcomes focused

0 0

Student Digital Skills

- And need for equipment
- Lack of awareness of need for equipment
- Lag between arrival and equipping, particularly in relation to hardship fund allocation

6 0

Distance and Online Learning

- Using different platforms
- Confidence in ability to adapt
- Digital language

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Agility

- Responsiveness to market needs
- Social political environment
- University L&T uncertainty

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Course Structure

Bigger blocks, bigger modules
More sharing of modules

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Post-pandemic

- Receptive to change
- Receptive to digital technology
- All staff have their own portable device
- Students using their own devices, using in a more planned way but disparities of device/access to devices

3 0

Software Availability

- Specialist software available remotely
- Using own equipment, particularly student devices

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UG Recruitment Pressures

- Diversification of products that we offer
- Resource requirements are significant

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Landscape changing

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New Normal?

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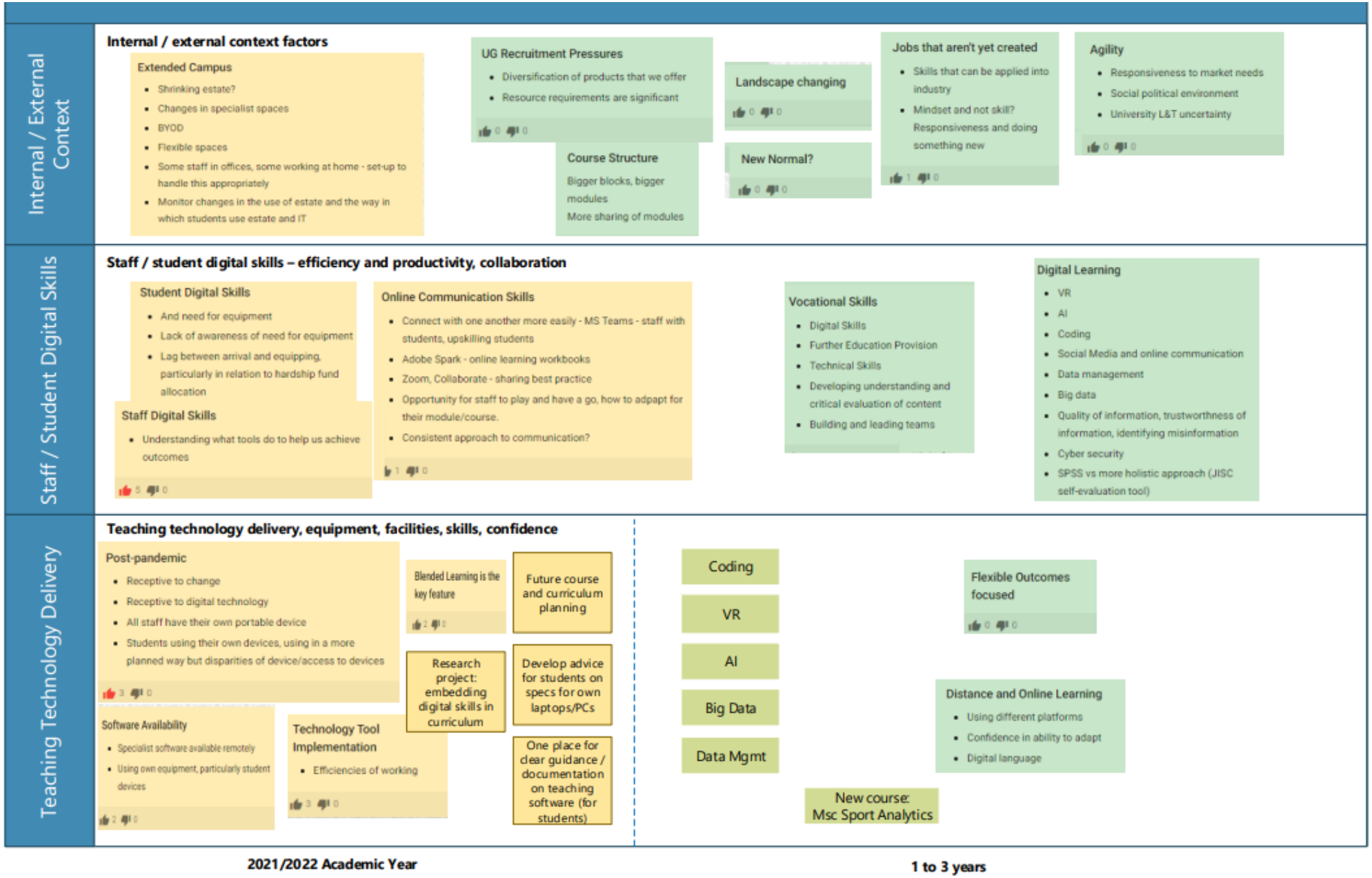
Staff Digital Skills

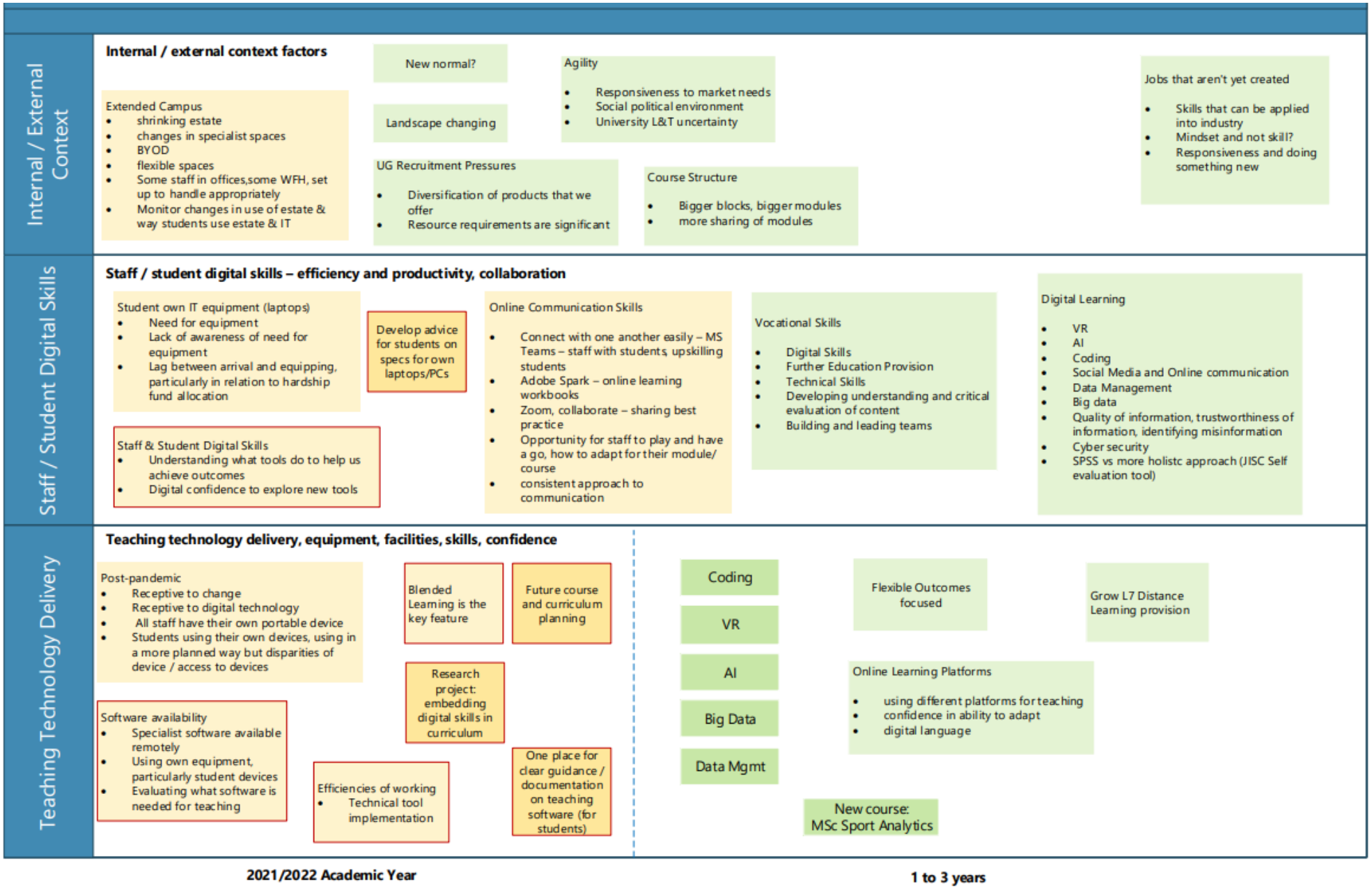
- Understanding what tools do to help us achieve outcomes

5 0

Draft Roadmap for discussion in Workshop 2



Roadmap further refined after 2nd workshop and discussed in Workshop 3 – key themes highlighted



Recommendations

- Begin planning in collaboration from the start and keep the conversation going between digital services and academics
- Technology agnostic conversation:
  - Set expectations for academics, avoid mismatch in understanding of aims and objectives.
  - Co-facilitation between digital services and academic colleagues. Lead facilitation from an academic with digital knowledge to keep conversation about teaching and learning, not technological detail.
  - Further communication about technological detail
  - Ongoing communication about long-term academic goals
- 3 workshops (1h each) are needed:
  - 1 - Long-term vision
  - 2 - Thematic review and prioritisation
  - 3 - Planning of a roadmap, tightly focused
- Connect with other services and colleagues to share outcomes and set actions
- Use appropriate tools: Padlet was an effective tool for multiple contributions simultaneously.

4

Next step - Workshop 4 – review, evaluate progress, update (~1 year after workshop 1)