REFLECTIONS

We are exceptional

About *Reflections*

Reflections is published once a semester by the **Centre for Educational Development** and provides a forum for discussing learning and teaching initiatives in Queen's.

This issue has a theme of Digital Transformation for Learning and Teaching. We lead with an article by Professor David Jones on the University's new digital learning initiative, setting the context for the developments taking place across Queen's.

We also feature articles from two Jisc colleagues in which Helen Beetham outlines the features of the Jisc Digital capabilities framework and Esther Barrett summarises the discussion at two workshops she hosted with colleagues and students at Queen's considering practice, infrastructure, skills, policy and the digital learning solution for the future.

We include articles from two academic staff members, Dr Paul Wilson, Psychology and Dr Stephen Kelly, English, on digital literacy developments in their curricula. Colleagues in Careers, Employability and Skills outline new initiatives to support students with their career planning and preparation for online recruitment, and Dr Vilinda Ross from CED provides details of the digital resource, Epigeum, available to support colleagues across the Institution in their teaching practice.

Details of the conference on the New Academic Year on 23 June are also included.

Contributing to the next *Reflections*

We would very much welcome contributions for our next issue of Reflections to be published in autumn 2016. Contributions can take several forms:

ᵃ Articles on an aspect of teaching and learning or student support (generally 500 – 1,000 words);

• Shorter "newsflash" items, e.g. reporting on a recent event or advertising a new venture or up-coming event (100 -200 words);

• Responses to previous articles or to recent developments in H.E.

Contributions can be submitted via e-mail to **Liz McDowell, e.mcdowell@qub.ac.uk**, in the Centre for Educational Development

The Digital Learning Programme: identifying skills, infrastructure and support for 21st century learning

by Professor David Jones, Pro-Vice-Chancellor, Education and Students

Queen's has a new digital learning initiative underway, and I am delighted to be leading this project which will have real impact for our students and staff.

The Digital Learning Programme seeks to identify the digital skills, infrastructure and support needed for 21st century learning. It will look across the sector for models of good practice, and evaluate the digital learning solutions on offer; but it is our aim to do more than this. We aim to focus on the digital capabilities of our students and staff to help them capitalise on the opportunities an enhanced learning environment will offer. It is currently Queen's policy that, where it is appropriate and relevant, technology in teaching should be encouraged and facilitated, but you have told us the right vehicle has not always been available to you. With this initiative, we aim to reach the point where use of some technologies is so normal that they no longer require explicit focus, or are treated as exceptional: that their use is truly embedded and reflected in our learning, teaching and assessment strategies, policies, processes and practices.

Our main purpose for doing this is to enhance the experience and promote the engagement of our campus students, to recognise their

Professor David Jones

increasing diversity, their need for flexible delivery and access to rich multimedia resources, alongside the high quality face to face classes in which they participate. We want to ensure Queen's students have the opportunity to utilise and develop relevant digital capabilities within and alongside their learning. We will be developing a programme of digital literacies for students to support their learning, employability and life. There will also be a programme of digital literacies for

Digital Learning Strategic Steering Group

Digital Literacies Working Group	Digital Learning Solution Project Board	PGT Distance Learning Project Board

staff to support development and delivery of learning, teaching and assessment in a digital environment. Alongside these we are developing a small number of targeted, high quality postgraduate distance learning programmes which will be defined by the Faculties.The Digital Learning Programme is overseen by a Steering Group and has three main operating strands which focus on Digital Literacy, The Digital Learning Solution and Distance Learning.

The Programme has a strong belief that communication between the strands and with the wider University are key to its success. I want to take this opportunity to let those of you who have not participated so far know what has happened to date and how you might be involved in the future.

The Digital Learning Solution Project Board has been formed with academic representatives from each Faculty, as well as representatives from professional service areas. This Board has developed a project plan and is working to identify and clearly define the functional requirements. Schools have been able to contribute to the business case in development through completion of a detailed questionnaire

on current use and future needs. Representatives from every School also took part in a Jisc facilitated workshop in this area (See Esther Barrett's article on Page 3).

The Digital Literacies Working Group also has academic representation from each Faculty and relevant professional service areas. The Group has reviewed the current national initiatives in this area and held a "Think Tank" on Digital Capability with staff and some student representatives (Page 3). They have recommended that the Digital Learning Programme uses the Jisc Capability Framework (Page 4) as a basis for the developing work at Queen's. The Working Group is also in the process of a light touch audit of digital literacies development within the University to act as a baseline for their work.

The Distance Learning strand of the project is currently very busy developing pilots for two post-graduate programmes at Masters Level. Delivery of these begin in September 2016.

Whilst for most of us the new developments can't come quickly enough, our timescales are governed

by European procurement rules and the University business cycle and realistically this means that the procurement of the digital learning solution is planned for the third quarter of 2017. In the course of the coming academic year 2016-17 we will begin to pilot some digital literacy initiatives.

This Programme is for the whole University and so as you peruse the pages of this issue of *Reflections* we hope you will be inspired to think what digital skills or tools might be relevant to the degree programmes and modules for which you are responsible. You might already have some good or innovative practice in this area in your own teaching you wish to let us know about. You might have some experience of technology-enhanced learning elsewhere which you think would be useful to share with your colleagues here at Queen's. You might have something you want to feed in to one of the programme groups. Have a look at our project webpage *http://go.qub.ac.uk/DigitalLearning* to see how you can make your voice heard. We look forward to hearing from you.

Digital Learning: Queen's Workshops

by Esther Barrett, Subject Specialist in Teaching, Learning and Assessment, Jisc

Queen's University has recently entered an exciting phase in its digital journey with the development of a new strategic approach to its digital learning. The three strands; Digital Literacies, Digital Learning Solution and Distance Learning are aimed at addressing the skills and requirements for future-proofing a digital strategy.

As part of the consultation process I was invited by Queen's to host two workshops on 17 February 2016 and 21 April 2016, exploring practice, infrastructure, skills and policy and the digital learning solution for the future. Teaching and learning now happens within the digital landscape and staff considered how current and future students might be supported and encouraged by using appropriate technologies and techniques. These may include learning platforms, social media, and communication and collaboration tools. Also included were strategies to support teaching and learning, formative and summative assessment, accessibility, inclusion and usability.

Esther Barrett

The events were attended by a range of staff from across the Faculties, Schools and Directorates. The diversity of this mix of staff enabled full discussions on current practices and identified a range of innovative approaches currently being supported and delivered across the University. Furthermore, this provided a unique opportunity to share and celebrate good practice. A number of students were also present at the events and this offered an alternative perspective on institutional practices and led to a number of interesting debates.

The structure of the two workshop days was based on current practice around the Jisc digital capabilities framework. Many universities across the UK are keen to address digital capability issues for staff and learners. Under development is the new Jisc Digital Capability Discovery service which is currently being piloted and its release in the summer is eagerly awaited by a number of HEIs. The service will provide not only diagnostics for staff, but also guidance and resources to support targeted professional development based on the digital capabilities framework.

As a precursor to the launch of the framework, and in line with the University's Vision 2020, staff were presented with a number of questions which offered the opportunity for discussion on current practices and future requirements. The active discussion was designed to encourage and support free thinking and unrestrained creativity. This drew out some innovative and exciting ideas about how Queen's would like to shape its digital future.

It was clear from the feedback that there are very strong opinions as to how the digital strategy should be taken forward. This included addressing the challenge for providing appropriate training for both staff and students which is a common issue for HEIs. It became clear from this that support from senior management will be an important factor. Some of the key issues discussed at the second

event drew out staff and student requirements for the digital learning solution which will help shape the procurement process which is currently underway.

Overall, these events offered the opportunity for wider participation in the initial steps of this important and inclusive process. I really appreciated the opportunity to work with the enthusiastic and creative staff at Queen's. I was made to feel very welcome, and my contribution as a facilitator was appreciated. I hope that we can continue to support Queen's in its exciting journey.

The Jisc Digital Capabilities Framework 2015

by Helen Beetham on behalf of Jisc

Introduction

The Jisc Digital capabilities framework[1] is a recent outcome of work on digital literacies that Jisc has led and funded since 2009. The framework:

- is supported by an extensive review of existing frameworks and standards;
- is based on consultations with more than 20 professional bodies across UK HE and FE, on public consultation events and on more than 60 expert interviews;
- can be applied to a wide range of roles in UK HE and FE; and,
- has already been influential within and beyond these sectors.

Rationale and background work

Consultations by Jisc in 2014/15[2] highlighted the need for institutions to take a strategic approach to the digital capabilities of their staff. When staff are at home in their digital environment they can work more effectively, their teaching and research has more impact, and they are better able to take on new challenges. An initial landscape review[3] looked at some of the challenges facing organisations, from emerging technologies to the political and strategic environment, and concluded that they must invest in their staff in order to thrive.

The overall aim was for the framework to be useful at different levels, so that:

- institutions can understand, plan for, develop and reward the digital capabilities that enable them to thrive;
- professional bodies can recognise, support and promote the digital capabilities of their members; and,
- individuals can develop and achieve recognition for their digital capabilities in the context of their chosen work.

'Digital capabilities' are defined in many ways, so the task of producing a new framework required many conversations. The aim was to produce a flexible model that could be reframed for different contexts and roles. At the same time there was a need for clarity and shared definitions.

Following initial consultations, Jisc funded a review of over 60 existing frameworks[4] and interviews with dozens of experts, representing different professional bodies and roles. These uncovered a respect for earlier work, especially the original '7 elements of digital literacy'[5] and the Digital Literacy Development pyramid[6]. More than 90 percent of respondents to a survey indicated that they knew or had used one of these. The proposed new model builds on and updates these earlier pieces of work.

The new framework

The new framework has six broad elements outlined in the diagram opposite:

All of these are described in greater detail in the 'profiles' developed by Jisc (see reference list opposite), and can be used to develop new descriptions of digital capability in a particular organisation, professional body, or subject community.

The new model presents overlapping circles rather than separate elements, reflecting the lack of clear boundaries between different practices.

ICT proficiency is placed in the centre as a foundational set of skills. Digital identity forms the outer circle, giving meaning and purpose to the whole. Between these are four overlapping areas of digital practice where operational skills are put to use in specific settings.

Other changes to the earlier framework include:

- 'Information literacy' and 'media literacy' have been brought together with 'data literacy', which has become a critical means of engaging with information and of working effectively in organisations;
- 'Innovation' is a broader category than 'scholarship', also including other kinds of new thinking (e.g. organisational, pedagogical) and the production of new solutions, tools and methods.
- Digital 'wellbeing' is included alongside digital identity, expressing the need for digital technologies to be used with care for human and environmental health, and with ethical considerations of various kinds. Although these issues require action at an organisational level, it is important that individuals are aware of how digital technologies may impact on different areas of their lives.
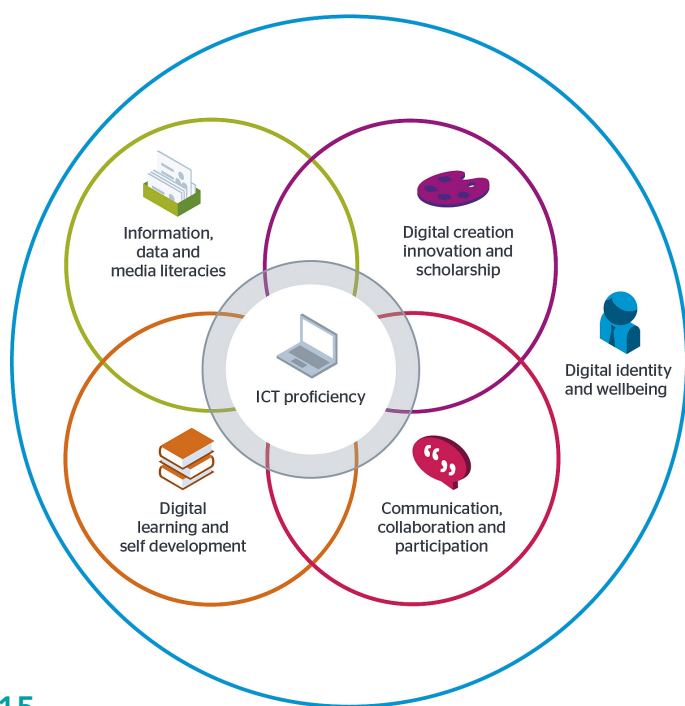
Applications and impact

Over the last six months the framework has been introduced in a range of workshops by Jisc staff. Esther Barrett, Jisc Subject Specialist for Teaching, Learning and Assessment, says: '*Participants agreed that the model was helpful in illustrating the wide range of skills, knowledge and experience that make up digital capability.*'

It has also been discussed or presented at conferences including ALT-C15 (and forthcoming ALT-C16), the UCISA Spotlight on Digital Capabilities[7] events, LILAC 2016[8], the Jisc Learning and Teaching Experts' group[9] and many more. NUS student representatives had a chance to engage with the framework at their London conference in 2016.

Jisc is now working with a number of universities that have adopted

[Diagram labels: ICT proficiency (center); Information, data and media literacies; Digital creation innovation and scholarship; Digital identity and wellbeing; Communication, collaboration and participation; Digital learning and self development]

Jisc, 2015

the framework or developed a local version: a report will appear in July 2016. The framework was enthusiastically debated at two Quality Enhancement Network events[10] on the 15/16 Higher Education Review theme, organised by QAA. Other professional bodies are involved in projects to develop new 'profiles' for different roles, to map the framework to existing benchmarks, or to develop new content for professional development.

Ultimately the framework needs to help individuals review their own digital practices and plan for the future. To support this, Jisc is developing an online discovery tool with a series of questions about digital practice. Users will receive a personal profile and feedback with suggestions for next steps. These will be linked to a playlist of content, which Jisc is currently sourcing and collating to provide high quality materials across all the six elements of the framework.

While the framework was influenced by work in other countries and sectors, we are now seeing it becoming influential in its turn. The AllAboardHE team in Ireland have published their own digital skills for HE 'tube map'[11] which has six elements, very closely mapped to Jisc's. Frameworks being developed in Europe, Australia and the Commonwealth have looked to the Jisc model for inspiration, and there has been interest from the healthcare sector and from schools.

Conclusion

The six elements model makes sense to people in very different roles, across both HE and FE. It is flexible enough and broad enough to cover many settings, while adoption in practice usually means producing a more detailed version to meet local or profession-specific needs. Continuities with previous work have been welcomed, as have the updates around digital wellbeing, data literacy, and the broader definition of innovation.

The capabilities framework places the emphasis on what individuals do to live, learn and work well in digital settings. However, all the research points to context being critical to capability. In consulting about the framework, these contextual factors come up time and again: quality of leadership; cultures of risk and reward; the digital environment and infrastructure; investment in supporting and developing staff; and the vision for the role of digital technology in the organisation.

1   http://repository.jisc.ac.uk/6239/1/Digital_capabilities_six_elements.pdf

2   https://digitalcapability.jiscinvolve.org/wp/2014/10/17/project-areas-emerging-from-the-digital-capability-consultation/

3   https://digitalcapability.jiscinvolve.org/wp/files/2015/06/2.-Landscape-review.pdf

4   https://docs.google.com/document/d/1Uq0lw18XVqow5sUBQniJrpcV1qF1sPqKSC73SdvhPQU/edit?pref=2&pli=1#heading=h.6klyzwujaliv

5   https://www.jisc.ac.uk/guides/developing-digital-literacies

6   http://jiscdesignstudio.pbworks.com/w/page/46740204/Digital%20literacy%20framework

7   https://digitalcapability.jiscinvolve.org/wp/2015/06/05/spotlight-on-digital-capabilities/

8   https://digitalcapability.jiscinvolve.org/wp/2016/03/31/building-digital-capability-in-the-library/

9   https://www.jisc.ac.uk/events/learning-and-teaching-practice-experts-group-meeting-23-jun-2015#resources

10 https://digitalcapability.jiscinvolve.org/wp/2015/12/07/digital-literacy-as-a-marker-of-excellence-working-with-the-qaa/

11 http://allaboardhe.org/digital-skills/

Integrating Digital Literacy into the Psychology Curriculum

by Dr Paul Wilson, School of Psychology

Digital literacy capabilities are those which prepare an individual for living, learning and working in a digital society. They go beyond functional IT skills and encompass a rich set of digital behaviours, practices and identities (Jisc, 2014). As part of planning towards Vision 2020, the School of Psychology established a working group focusing on how we can better integrate digital literacy into the curriculum.

Dr Paul Wilson

An initial survey of teaching staff identified a range of activities already being used, although it was notable that different technology was being used across modules, often as an added extra. Applications ranged from personal response systems, online forums, audio/visual media production, social media channels and simulation software for the teaching of statistics. The survey also identified common barriers to utilising technology, the most common being workload constraints and perceived lack of available resources to help with development.

From this initial work, the Terms of Reference for the group were:

- To advise on potential applications of technology across three domains: teaching, assessment and administration

- To develop case study templates to allow the implementation of key technology across modules and share best practice

It was decided that recommendations from the group should be centred on activities with associated outcomes; with technology used as a tool for achieving an outcome, rather than being an end in itself. Potential outcomes identified were:

- improved learning (e.g. digital revision resources)

- increased student engagement (e.g. interactive lectures, module wikis, discussion forums)

- creation of innovative assessments incorporating digital skills (e.g. computer-based assessments, multimedia coursework)

- more efficient administration processes (e.g. attendance taking, in-class assessments)

It was also acknowledged that there should be a co-ordinated approach to evaluating initiatives developing digital literacy, to collate an evidence base to guide future curriculum development.

Example Case Study Recommendation: Interactive Lectures

Outcomes – improved learning, increased engagement, more efficient administration of assessments

Psychology has around 160 students in each year-group making interactive classes difficult, but not impossible. Personal response systems such as Socrative, where students can text in responses using their own devices (mobile phone, tablet, and laptop) make it easier to engage large classes in a time-effective way. This can be in the form of embedding a few 'quick questions' within each lecture to check student understanding in real time, flipping a lecture where students can text in responses to in-class tasks for a facilitated discussion, to in-class formative/summative assessments.

The use of Socrative was trialled in three modules this year, and student feedback has been extremely positive:

"[Socrative] allowed for students to engage with the topic and communicate answers and the reasons for their answers. This was very helpful for exam preparation, but also in highlighting the types of thinking that are perhaps looked for in psychology. Including more of these…may be helpful for future students."

Despite the positive feedback, it was evident that a minority of students were not engaging with the trial. We sought their views to understand this, and the two most common reasons were that they didn't have a device capable of running the software, and that some students had a preference for paper based tasks and simply did not wish to engage with technology. The latter was surprising, and indicates that perhaps we over-estimated the digital confidence of students, highlighting the need to streamline technology use within the curriculum and introduce students to key technology in a more structured way.

This has been a valuable process for the School, and the group has now been incorporated under the School's Education Committee. It will be working closely with module co-ordinators developing Level one modules for the new academic structure. It is an ideal time to be looking at digital literacies, to identify potential opportunities to integrate them within the curriculum for the benefit of our students, and also to develop resources for teaching staff to make it efficient to do so.

References

Jisc (2014, March 6). Developing digital literacies. Retrieved May 13, 2016, from https://www.jisc.ac.uk/guides/developing-digital-literacies

Socrative personal response software. **www.socrative.com**

Supporting Digital Literacy Skills for Graduate Recruitment

by Patricia Durkin, Careers, Employability and Skills

As employers make increasing use of online methods of recruitment such as video interviews and social media (particularly LinkedIn), Careers, Employability and Skills are ensuring that our students and graduates are well prepared to impress through these mediums.

The student experience

Interviews have always been a source of nervous anxiety for candidates who struggle to deliver a convincing performance of confidence, competence and enthusiasm while being assessed by the panel. Delivering this performance through video compounds the difficulty. In many cases the questions are pre-recorded, meaning candidates answer directly to a webcam instead of a human who can give them non-verbal confirmation that they're doing OK.

Student comments about how difficult they are finding this new recruitment method prompted Careers, Employability and Skills to find a way to help them practise and prepare. Since March 2016, the MyFuture career management system has included a video interviewing module through which students can choose from a number of pre-recorded interviews to practise their video interview technique. Careers Consultants are able to view their interview recordings and provide feedback on performance.

Video interviewing with Careers, Employability and Skills

Video interviewing has been incorporated successfully into recruitment onto popular initiatives including the City Scholarship Programme and the Common Purpose Global Leader Experience Kuala Lumpur.

For the City Scholarship Programme, after attending a preparation workshop, students who had been shortlisted for an interview were able to access both a practice video and the City Scholarship recruitment video via MyFuture. They were given 2 weeks to record their video interview in their own time and they could make use of a room within the Student Guidance Centre for the recording, which had been set-up specifically for this purpose.

Utilising this method enabled a virtual panel of staff and senior alumni to assess and provide constructive feedback to the 45 student participants.

Following the interview selection, the successful City Scholars were required to create LinkedIn profiles which
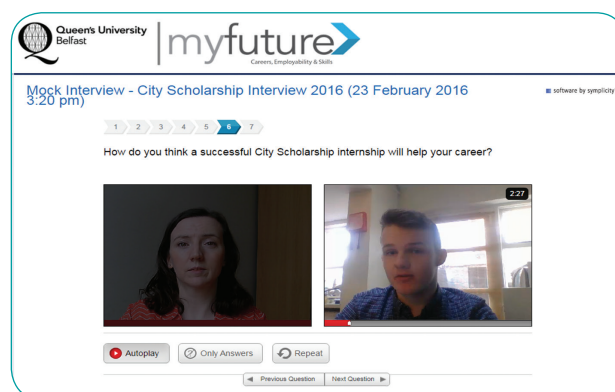

Student answering a question via video interview

could be shared with their internship hosts. With over 400 million users, LinkedIn has become the standard professional social networking platform in around 200 countries.

Headhunters have been using LinkedIn for years to identify suitable candidates, and in recent years graduate employers have come to expect that a candidate will have a professional profile to mirror and extend their professional CV through evidence of network and membership of relevant Groups.

Cybersmart for Career Success

Get Cybersmart for Career Success is a collaborative project supported by the Queen's Annual Fund, through which Information Services, Careers, Employability and Skills and the Expert Placement Learning Group have produced resources to support students to meet employers' exacting expectations. The website (**www.qub.ac.uk/cybersmart/**) and animation give students useful tips on how to avoid common pitfalls and use social media effectively to support their career aspirations. Leaflets will soon be available at the Library and Student Guidance Centre.
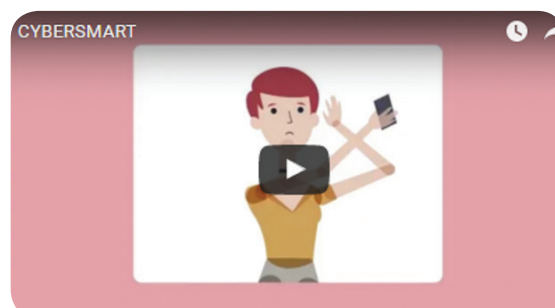
DIGITAL LEARNIN

DIGITAL LEARNING:
Digital learning can be described as any instructional practice that effectively uses technology to strengthen a student's learning.

COLLABORATIVE LEARNING:
Collaborative learning takes place either offline or online utilising social media networks and other collaboration tools.

BLENDED LEARNI
A method of delive
learning that involv
using both face-to-
the use of technolo

ASYNCHRONOUS LEARNING:
The term asynchronous learning is typically applied to teacher-student or peer-to-peer learning interactions that can occur in different locations or at different times.

MULTI-MEDIA:
Multi-media is the integration of multiple forms of media. This includes text, graphics, audio, video, etc. using software such as Jing to record screen and audio. For more information go to-
http://go.qub.ac.uk/Bddbc

FLIPPED CLASSROOM:
The flipped classroom is
model in which the typic
homework elements are

MOOC (massive open online course):
A form of distance learning, MOOCs are massive in the sense that they are open and free for anyone to participate in: some MOOCs have thousands of students participating from across the globe.

JARGON
Deciphering technology acrony
learning a new language. But so
short and simple explanation
remember it the next time it co
jargon, we have complied a gloss
used presented here in the tabl
http://go.qub.ac.uk/vddbc,
and we will add to it as the digita
more helpful site
www.edshelf.com/educat
http://go.qub

NG:
ring teaching and
res course delivery
face teaching and
gy.

DIGITAL CAPABILITIES:
Refers to those capabilities which support living, learning and working in a digital society.

TWO SIMPLE TECHNOLOGIES:
You can shorten a long URL by going here- http://go.qub.ac.uk/9ddb c
You can also create a QR code (Quick Reading Code) to link directly to a page or resource. For more information go to http://www.qr-code-generator.com/

DISTANCE LEARNING:
A term used to describe the delivery of teaching and learning remotely, typically using technology and the internet. Multi-media resources are often incorporated to provide context to text-based resources.

a pedagogical
al lecture and
reversed.

APPS:
A shortened word for application, typically a small, specialised program downloaded onto mobile devices.

SYNCHRONOUS LEARNING:
A term used to describe learning that occurs at the same time but not always in the same place. It is most commonly used in the context of online or digital learning.

BUSTER:
ms and terminologies can be like
ometimes all that is required is a
to help clarify a concept and
omes up. To help de mystify the
ry of terms; the most commonly
. The full list will be available at
or you can scan the QR code
l solutions process evolves. A few
s are listed below:
ion-technology-dictionary
.ac.uk/xddbc

VIRTUAL LEARNING ENVIRONMENT:
An online space provided by the institution to support eLearning. All forms of digital media can be delivered using its various tools. There is a wide range of VLEs on the market.

Digital Literacy in the English Curriculum: Digital Textualities and the History of the Book

by Dr Stephen Kelly, School of English

There can be little doubt about the ongoing impact of digital technologies on global society. I well remember the introduction to the University of the World Wide Web during the first year of my PhD in 1994, a technology that was accompanied by wildly utopian claims about its transformative potential. Where computers had already transformed the workplace, and had begun their stealthy incursions into the home, in the mid-1990s the web was promoted as a democratizing frontier; a new domain of intellectual freedom. It is hard, looking back, not to marvel at the naivety of some of these digital prophets. For the computing revolution excluded as often as it included, widening – at least until the development of mobile technologies – the gaps between the developed and developing worlds. In turn, the digital realm quickly cultivated its own cults and priesthoods: designers and developers, web evangelists and merchants of "digital transformation", who encouraged "end-users" to admit their Luddism and genuflect before the increasingly occult "code" in which the new tech-gnostics spoke in the interest of maximising their profits. And since the turn of the twenty-first century, the "open" web has been increasingly privatised, with privacy itself becoming a battlefield on which the right to non-disclosure of the self crashes against the constant desire of brands such as Facebook, Google and Instagram to possess, to circulate and to monetise our interests, our activities and our relationships.

In such a context, then, "digital literacy" has never been more important. But it is not enough to equip students with the competencies necessary to finesse their entry into the workplace, as important as that might be. If "digital literacy" is to be one of the products of higher education, it must be accompanied by some of the more traditional dispositions cultivated by the University, particularly by the Humanities: critical thinking, scepticism, the ability to submit present claims to historical and cultural contextualisation. Our graduates must be able to adjudicate between the competing commercial claims of digital technologies and discern the goals, values and ideologies that underpin them, even where technologists themselves might appear to be unaware of them.

Digital Textualities and the History of the Book

As a medievalist, I was immediately alert to the emancipatory rhetoric of the digital revolution, because I generally work on the "wrong" side of a prior revolution to which the transformations wrought by digital technologies constantly appealed. The invention of movable type by Johannes Gutenberg in the 1430s allegedly superseded the prior technologies of textual reproduction – pen, ink, quill, and vellum – on which I work, and initiated a "revolution" that not only transformed the production of texts, but which supposedly initiated the "modern" world itself. The repeated efforts to understand the "digital revolution" as "Gutenberg 2.0" has populist appeal, but it amounts to bad history. How, then, to understand the impact of digital technology on the traditional interests of the Humanities? In 2014-15, I launched ENG 3178 Digital Textualities and the History of the Book, a Stage Three option

for students in the School of English, as a means of introducing the emerging inter-discipline of "book history" to students who had rarely, if ever, been encouraged to think about the materiality of the texts they have been reading to date. Students are taught not just how manuscript and print technologies functioned; they are also taught to query the widely influential accounts of printing as a technological revolution, placing such narratives in the contexts provided by recent critical histories of science. Having familiarised themselves with the practicalities of book production, and with an historical range of creative interventions into the form of the book, from Laurence Sterne to B.S. Johnson and Mark Danielewski, students finally turn their attention to the supposed next step in the transmission of texts: digital literature.

We often mistakenly assume that our students are "digital natives": that, because mobile devices are ubiquitous and Google their first port of call online, students simply "get" the transformations wrought by the World Wide Web. But what I have learned on this module is that competency is highly partial and led by the popularity of social networks. There is little grasp of how the web developed: of the politics, for example, of the World Wide Web consortium (W3C) and the "browser wars" of the 1990s that shaped so powerfully the online platforms we use today. And students in English have little prior understanding of how dependent the web is on metaphors derived from the book. Furthermore, students tend not to be aware of how their own engagement with the history and development of language prepares them to understand how the web – itself a meta-language, HyperText Markup Language (HTML) – records the ideological struggles of its own making, as any language must.

Students assess the development of e-literature in the 1990s and

the hybrid forms enabled by the emergence of tablet computing in the past decade, reading multimedia "digital novels" such as Pry; in relation to self-referential literature such as Nabokov's Pale Fire (1962)[1]. But the module's real impact on students is expressed in the projects they create for assessment. While 40% of assessment is dependent on a blog that functions as a learning journal for the module as a whole, 60% is reserved for a project that enables students to engage with its concerns critically and creatively – and outside the confines of the traditional essay. Students have created books made according to the principles of medieval bibliophiles; they have made extraordinary "mash-ups" exploring the history of writing. They have designed digital editions of a range of fictions – students learn to write HTML and structure it with CSS during the module, as well as interrogate code as a form of discourse – and interactive fictions and essays written in the Ren'Py and

Twine platforms. Last year's students proceeded or are proceeding to MAs in Literary Studies and Creative Writing, MScs in Software Engineering and one student will commence a PhD in Digital Fiction later in the year. The 2015-16 cadre of students promise to complete assignments that are just as innovative as their predecessors.

Students are much more likely to appreciate the value of developing "digital literacy" when they recognise how their disciplines are themselves implicated in narratives about the ascent of digital technology. As that technology becomes ever more ubiquitous, not to mention invasive, it is in turn contingent on academic staff to recognise their own responsibility to become more digitally literate regarding the mechanisms with which we make and disseminate knowledge in the contemporary world.

[1] http://prynovella.com

Using Creativity to Take Careers Out of the Classroom

by Emma Lennox, Careers, Employability and Skills

For most students their university education experiences are not limited to the classroom, library or laboratory. They engage with their subjects in a variety of ways and seek practical real life applications of the theories they are encountering, and Careers Employability and Skills are offering students the same interactional experiences in their career planning.

Staff creativity and determination to make employability practical and relevant has resulted in several new initiatives to help engage students at an early stage. The five week **'Get Employment Ready Award'** was targeted specifically at Level One AHSS students, to help them examine their own skill set and motivation, increase awareness of the current graduate marketplace and encourage them to begin making plans for Levels two and three. Students were also given the option to apply for an internship at the end of the programme, translating their classroom teaching into practical application with a local employer.

Of the students who have given feedback, 100% have stated that having completed the workshops, they feel better prepared to engage with the job market and apply for vacancies. Their level of confidence has grown and they feel they can break down the recruitment process into manageable sections and feel less intimidated by it.

With help from the Queen's Annual Fund the **MEDIA (Media Employability Development In Action) Programme** has been launched, providing an editorial team of 12 AHSS students with the opportunity to be creators and co-educators of a media channel appropriate to communicating employability to their peers in this digital age.

Students will get the opportunity to take the roles of writers, interviewers, video producers, media managers and marketing planners to produce a print and online communication twice per semester, aiming to impact change in the culture and perceptions of job and career prospects for AHSS students to achieve greater engagement in existing and new employability initiatives. The editorial team will receive specialist training from industry professionals and work with local employers, networking and gaining practical and relevant work experience for their CV in this highly competitive sector.

This June will see the delivery of an increase in workplace Study Tours and internships, in line with widening students' horizons to global possibilities.

The **Germany Workplace Tour** will visit several cities throughout the week-long programme and provide students with active learning opportunities in graduate workplaces to develop and share their understanding of different skills, relationships and environments to help improve their employability. Employers will include BMW and Deutsche Bank and students will gain first-hand experience of different cultural business working practises.

The inaugural **Kuala Lumpur 'Common Purpose Study Abroad'** tour will also leave in June, offering students from a variety of disciplines the opportunity to work with students from around the world to develop leadership, innovation and problem solving skills. Students will network with leaders from global businesses, governments and international not-for-profit organisations to bring a fresh perspective to complex solutions and have the opportunity to make a difference and represent Queen's University on a global platform.

With these practical and relevant employability experiences complementing and enhancing students' academic study, it is hoped that upon graduation these participants will be ready to compete at the highest level, prepared for the graduate labour market and confident in their abilities.

Using Epigeum: A Digital Support Programme for Teaching Practice

by Dr Vilinda Ross, Centre for Educational Development

In addition to the face-to-face developmental sessions offered across the University, a set of digital resources are currently available to support both new and experienced staff in their teaching practice.

University and College Teaching Programme of Courses

Aim of Programme:

This suite of 9 online courses, 'created by HE, for HE' (www.epigeum.com), seeks to support university teaching staff on different aspects of their teaching and learning practice. This includes materials about how to engage and support students during lectures, selection and design of learning resources, the supervision process, marking work and giving students feedback, course evaluation, and continuous teaching development.

While the courses offer a set of useful and practical online courses for new lecturing staff, they can also provide a refresher for the more experienced staff at Queen's and, additionally, would be beneficial for other teaching staff such as graduate teaching assistants.

How to Access this Epigeum Course Programme:

The University and College Teaching programme of courses is available via Queen's Online Training. The programme includes video interviews with a range of national and global contributors and provides a selection of relevant interactive, practical and reflective self-development activities for staff to undertake.
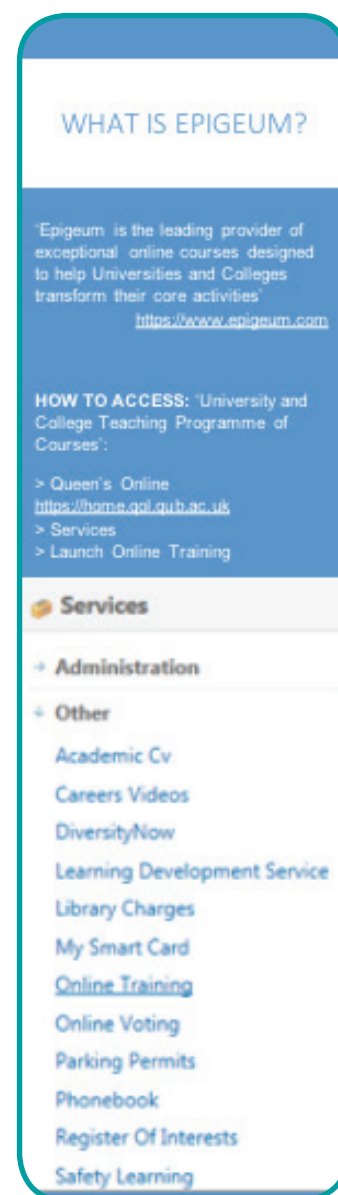
Content:

- Lecturing 1
- Lecturing 2
- Resources to Enhance Student Learning
- Making the Most of Discussion
- Supervising Projects and Dissertations
- Marking and Giving Feedback
- Understanding the Principles of Course Design
- Developing Your Teaching
- Teaching with Patients

**Target Audience:** All Teaching Staff and Graduate Teaching Assistants.

These digital resources:

- **Offer flexible CPD** – The 'University and College Teaching' courses can be used in any order and as required. They are an opportunity for teaching staff to study at a time, place and pace to suit learning needs and learning style.

WHAT IS EPIGEUM?

'Epigeum is the leading provider of exceptional online courses designed to help Universities and Colleges transform their core activities'
https://www.epigeum.com

HOW TO ACCESS: 'University and College Teaching Programme of Courses':

> Queen's Online
https://home.qol.qub.ac.uk
> Services
> Launch Online Training

Services
→ Administration
↓ Other
  Academic Cv
  Careers Videos
  DiversityNow
  Learning Development Service
  Library Charges
  My Smart Card
  Online Training
  Online Voting
  Parking Permits
  Phonebook
 Register Of Interests
  Safety Learning

- **Provide an accreditation opportunity** – Some course content (Lecturing 1 and Lecturing 2) include assignments that can contribute towards a teaching portfolio and potential HEA accreditation for interested staff.

- Enable teaching staff to **critically reflect on teaching practice** with the delivery of key basic knowledge and principles. Regular reviews and quizzes are also included to help demonstrate comprehension of main concepts introduced.
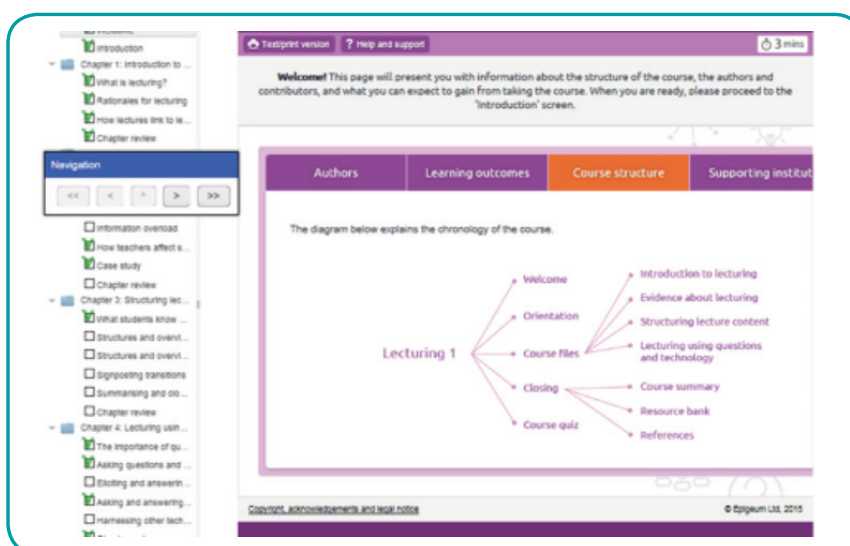
- **Evaluation of University and College Teaching Resources:** *What do you think of these resources?* The Centre for Educational Development would welcome staff views about their experience of the University and College Teaching online materials. If you are a new member of teaching staff, experienced teaching staff or a graduate assistant with teaching responsibilities and would be willing to share any thoughts or experiences of these resources please contact v.ross@qub.ac.uk for further details.
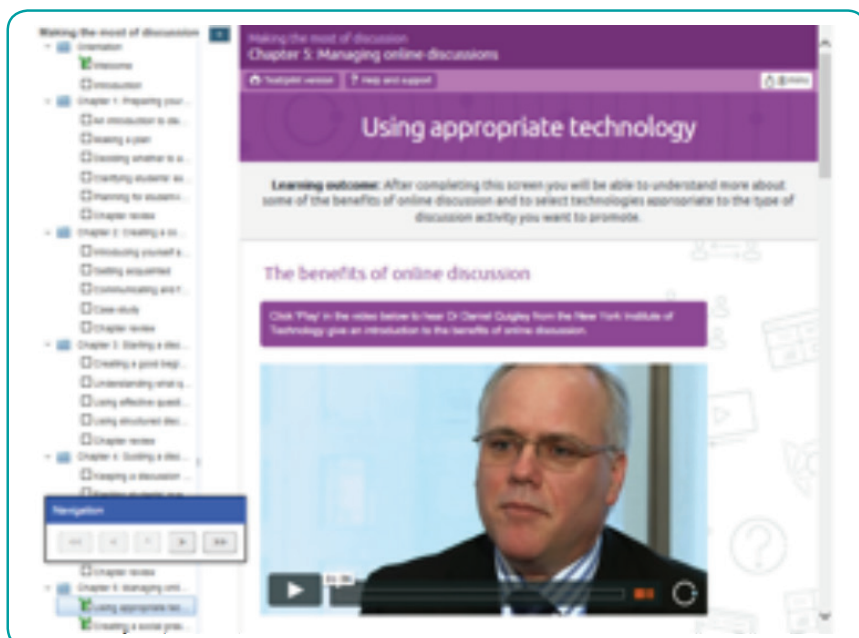
'I would encourage staff to explore these high-quality teaching enhancement resources which are designed to support staff in their teaching practice. These resources are available totally online and so available in a convenient flexible way'

Ms. Maria Lee, Head of Educational and Skills Development , DASA

New Academic Year Conference – harnessing change to improve student learning - Speakers

(for full programme please see overleaf).

Sue Bloxham
Keynote

Catherine Gander
School of English

Karen King
School of Biological Sciences

Ian O'Neill
EEECS

Shifting the balance between teaching and learning: integrating assessment into the dynamic classroom Teaching methods in the modern university need to reflect the challenge of educating students with diverse backgrounds, experiences and expectations. The learning outcomes of a 21st century education also create pressure to help students develop a wider set of graduate attributes than in previous generations with an emphasis on skills, self- efficacy and employability. This keynote lecture will consider the contribution of integrating assessment into active teaching as a response to these demands. It will draw on practical international examples and delegates' personal experiences as teachers to identify and evaluate potential strategies for shifting the balance from teaching to learning through building assessment into curriculum design. The lecture will debate the challenges of active teaching and model some concrete methods for student engagement in large classes in order to demonstrate the active development of knowledge.
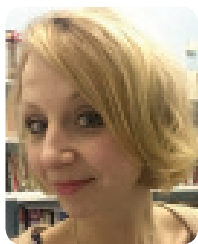
Using a public-facing QUB blog for formative and summative assessment As part of the students formative and summative assessment, students on the core module for the pathway ('Contemporary American Literature and Culture') were required to post academic blog pieces of between 800 and 1000 words, on an aspect of the weekly topic they were each assigned. These blogs were not learning diaries, but critical comment pieces designed to argue a perspective on a particular subject and text on the module. The blogs worked both to spark the week's class discussion and to continue it on a digital, multi-medial platform beyond scheduled teaching hours. Embedding assessment as a form of blended learning worked exceptionally well: students responded enthusiastically and fulsomely to the challenge, each of them extending and enhancing the conversation by providing thoughtful observations and feedback in the comment threads of each other's articles. The result was lively and fruitful online discussion that fed not only into seminar debates, but also into the students' essays, and further into their comprehension of topics and materials in related modules on the programme.

Recognising individual learning in assessment of group work It is well recognised that group working can be stimulating and beneficial to students, however there are major issues when it comes to assessment of group work and how individual effort can influence marks of others within the group. This often leads to difficulties in assigning group marks and claims from students of 'having to carry poor students' or 'having to do other students work because they want a good mark'. In many cases this can lead to academic staff either not engaging with group activities or using them as non- assessed elements of learning. To overcome these difficulties, 2 case studies will be presented which use different strategies to assess students doing group work. In the first case study, students work in groups whenever they are in class, but individually outside the timetabled classes. There are group and individually assessed elements, with the former worth 20% and the latter 60% of the module mark [the remaining 20% is from individual practical reports]. In the second case study, students work in groups both in and outside the class. There are 2 group assignments worth 30% of the module mark, 1 individual assignment worth 10% [Peer review] and a final report worth 60% of the module mark.

Using assessment software to create dialogue-based adaptive tutorials This session illustrates how assessment software, Questionmark in particular, can create a learning experience that resembles a person-to-person tutorial. In the new academic year, learning for a single module will often extend over two semesters rather than a single semester. However, two semesters give more time for learners to forget newly acquired knowledge and skills. Automated tutorials enable students to revise topics at a time that suits them, whether to reinforce initial learning, or as preparation for mid- or end-of-module assessment. In the context of very large and growing class sizes on key pathways, a suitable means of automating some of the more routine student-tutor interactions is likely to be warmly received by tutors and students alike, freeing tutors' and students' time for shared discussion of more challenging, and probably more interesting, topics. While it is currently not possible to replicate in software the most free-flowing conversational exchanges, it is possible to simulate some of the more predicable tutor-student interactions, especially when a well-known topic is being rehearsed. I take requirements modelling in software engineering as a context for a worked example of a short automated adaptive tutorial.

New Academic Year Conference:

harnessing change to improve student learning

23 June 2016

09.30 – 10.00
Registration, Canada Room, QUB

10.00 – 10.15
Maria Lee – opening remarks

10.15 – 11.15
Keynote:
Shifting the balance between teaching and learning:
integrating assessment into the dynamic classroom
Sue Bloxham, Emeritus Professor of Academic Practice,
University of Cumbria

11.30 – 1.00
Using a public-facing QUB blog for formative and summative
assessment
Catherine Gander, School of English

Recognising individual effort in assessment of group work,
Karen King, School of Biological Sciences

Using assessment software to create dialogue-based adaptive
tutorials
Ian O'Neill, School of Electronics, Electrical Engineering and
Computer Science

1.00 – 1.45
Lunch & School Posters

1.45 – 3.30
Faculty workshops

3.30 – 4.00
Launch of the Education Strategy 2016 - 2021

Register for the conference via iTrent - for more details contact ced@qub.ac.uk