University of the Highlands and Islands
Oilthigh na Gàidhealtachd agus nan Eilean

Challenges and opportunities of digital learning in a geographically distributed cross-sectoral institution

Keith Smyth @smythkrs
Professor of Pedagogy
University of the Highlands and Islands

What we will explore

- UHI as a tertiary institution
- Challenges of being geographical and digitally distributed
- Staff engagement in digital education practice
- Developing our open education practice
- Strategic developments and wider implications

In context

Thirteen academic partners

Social and economic contribution

Tertiary university

40000 students
31500 FE
8500 HE

Geographic area size of Belgium

Geographically and digitally distributed

Multi-Campus Delivery

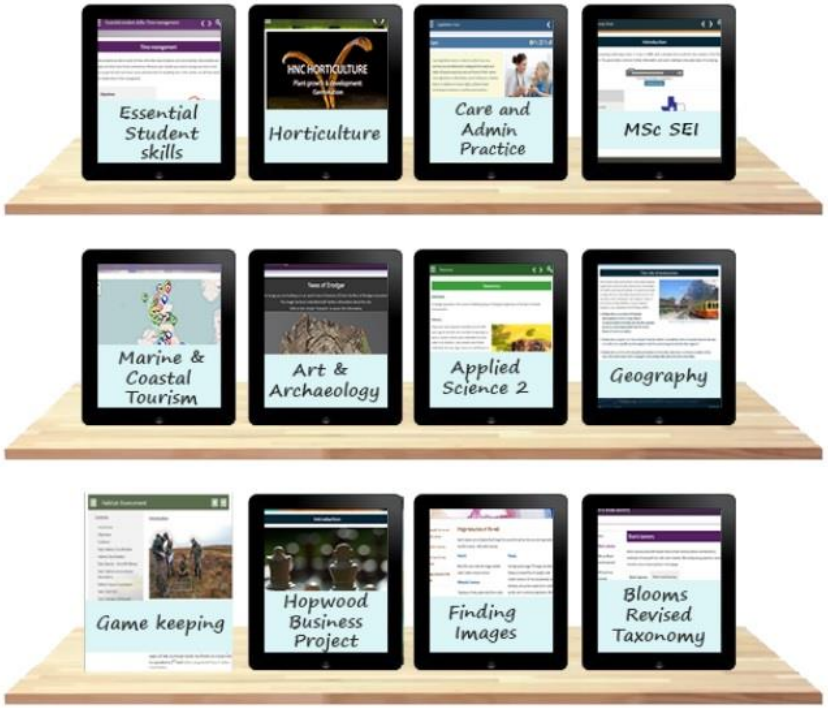
Local Campus Delivery

Specialist Location Delivery

Embedding staff engagement with technology

Educational Development Unit

Welcome to the Educational Development Unit (EDU) Showcase



View samples of our resources by clicking on the bookshelf items. Resources displayed in tablets are fully optimised for viewing on portable devices.

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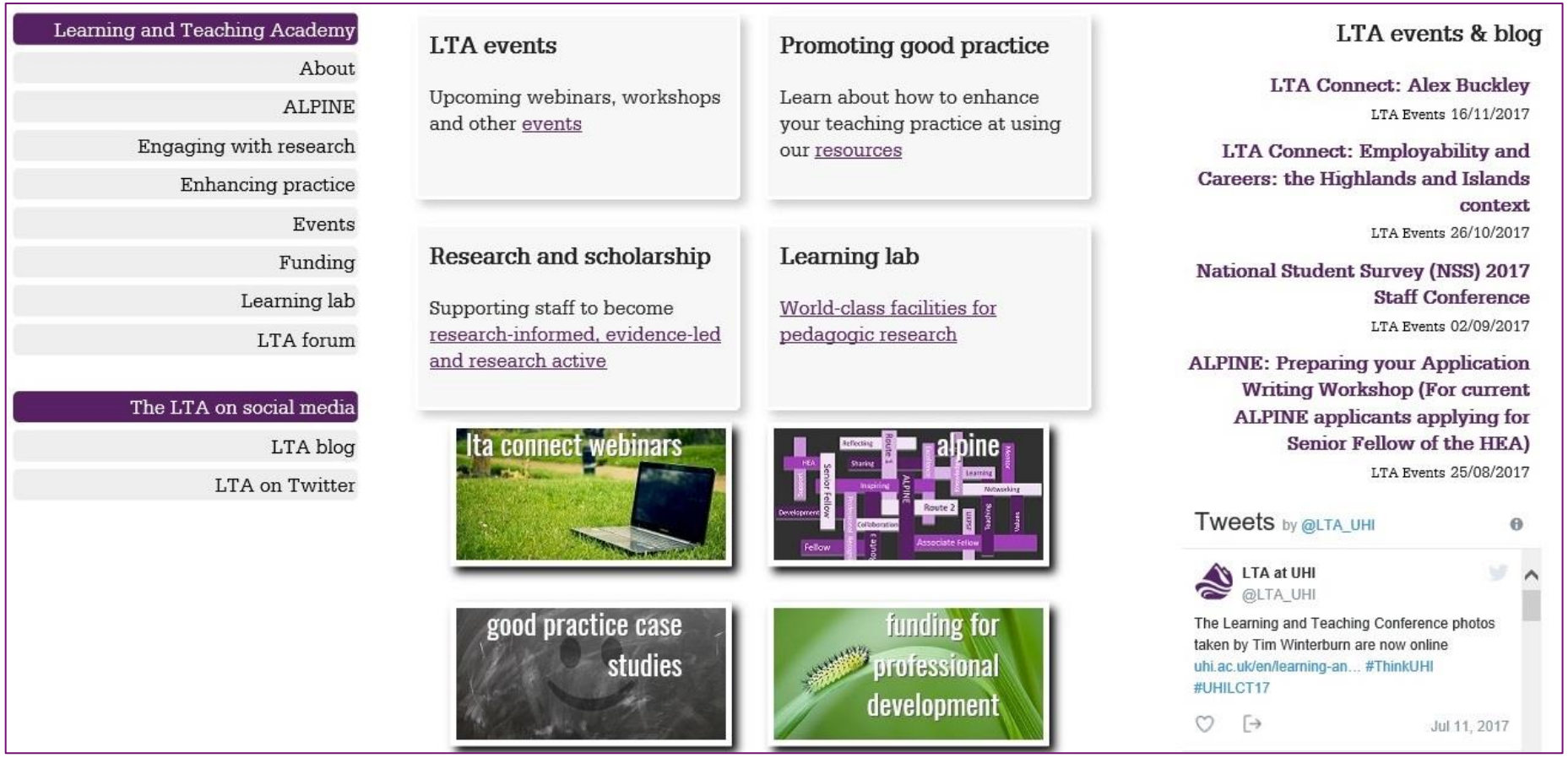
The Herald HIGHER EDUCATION AWARDS
in association with UWS UNIVERSITY OF THE WEST of SCOTLAND

WINNER

Educational Development Unit, University of the Highlands and Islands
Academic Support Team of the Year 2016

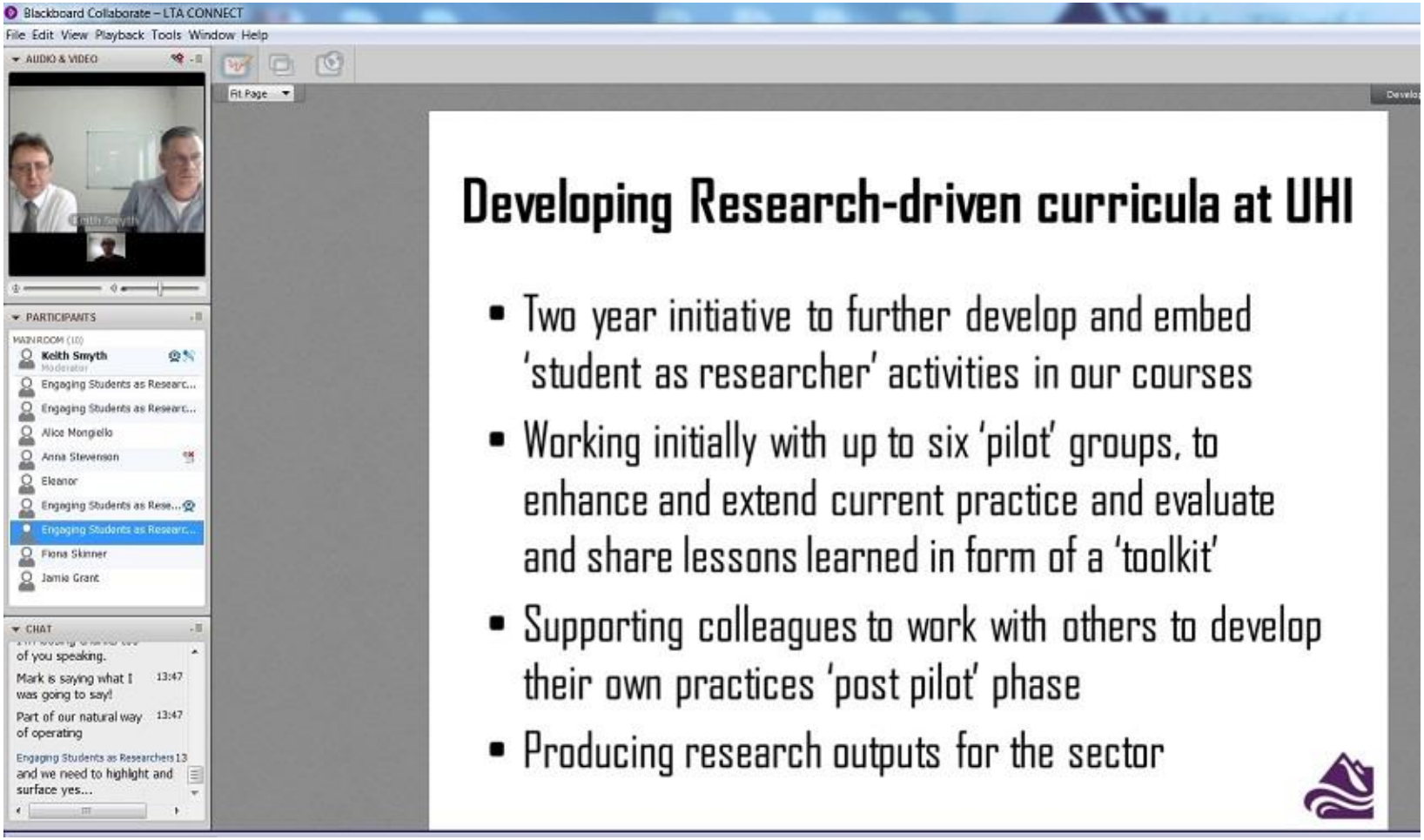
Contact us at: edu@uhi.ac.uk

Learning and Teaching Academy



https://www.uhi.ac.uk/lta

LTA Connect


Blackboard Collaborate – LTA CONNECT
File Edit View Playback Tools Window Help
AUDIO & VIDEO
PARTICIPANTS
MAIN ROOM (10)
Keith Smyth
Moderator
Engaging Students as Researc...
Engaging Students as Researc...
Alice Mongiello
Anna Stevenson
Eleanor
Engaging Students as Rese...
Engaging Students as Researc...
Fiona Skinner
Jamie Grant
CHAT
of you speaking.
Mark is saying what I was going to say!
13:47
Part of our natural way of operating
13:47
Engaging Students as Researchers 13
and we need to highlight and surface yes...
Fit Page
Developing Research-driven curricula at UHI
Two year initiative to further develop and embed 'student as researcher' activities in our courses
Working initially with up to six 'pilot' groups, to enhance and extend current practice and evaluate and share lessons learned in form of a 'toolkit'
Supporting colleagues to work with others to develop their own practices 'post pilot' phase
Producing research outputs for the sector

Future of Learning

The future of learning

How the emergence of open digital resources and globally connected hyper-interactivity is changing the way that we are able to provide educational experiences for learners of all ages

Professor Frank Rennie

https://www.uhi.ac.uk/lta/events

ALPINE

Accredited Learning, Professional development and Innovation in Education

UHI Toolkit

enter

UHI Toolkit

Profile
My profile
My favourites
My resources
Logout

Search

Browse

Upload

Users

Help

Feedback

BROWSE

Image Bank Search:

OFF

Student feedback-feedforward	Example of student feedback and feed forward also highlighting to the students points for development for future assessments.	Linda Richardson
UHI assessment, feedback and feedforward resource	This resource has been supported by the shared knowledge and experience of UHI staff. It explores the reasons to reflect on practice; provides tools to support reflection and includes a range of support resources. This is a living resource which will grow as new case studies and content are added. Currently it consists of the following topics: Why reflect on practice? Tools for reflection In practice Assessment design and feedback Blackboard tools for assessment and feedback These topics have been structured to	Andy Brown

Show/Hide Categories

Click the small triangle to the left of a category to expand and display sub-categories.
To select a category, place a green tick in the box beside the category name.

- ALPINE
  - Educational Scholarship
  - Legal Requirements
  - Quality Standards and Procedures

Developing open practices

OERu

SAMS

OEPS
Opening Educational Practices in Scotland

DIGITAL PEDAGOGY MED

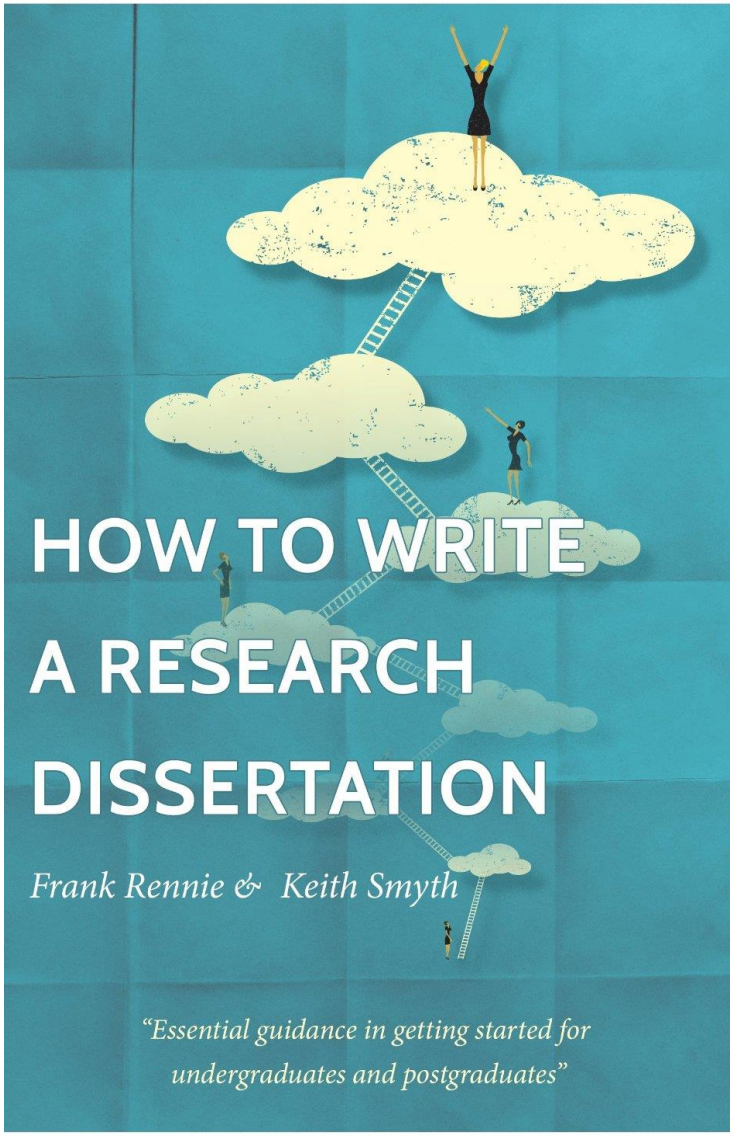
eTIPS

etextbook institutional publishing service

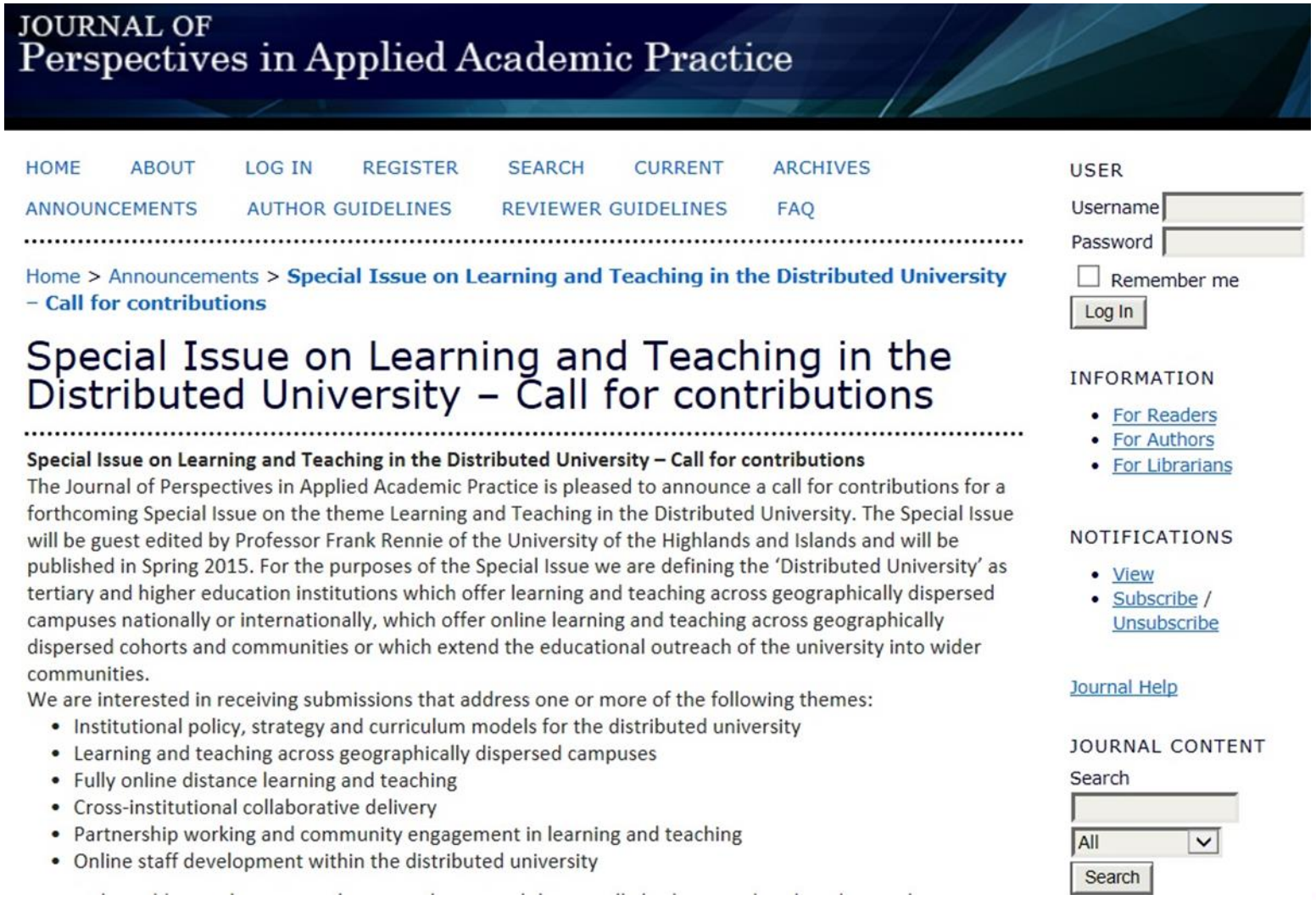
What is research and why do it?

Chapter 1

In our first Chapter of How to Write a Research dissertation, we start by exploring the fundamental question 'What is research?'. We introduce the idea of academic research as structured investigation that has the aim of furthering our knowledge of a particular topic or subject, before defining different types of research and introducing important practical considerations. Chapter 1 also introduces the first of a series of practical activities we recommend you undertake as you work through each chapter, and which are designed to help support you in your own research project.



Harnessing open publishing opportunities



JOURNAL OF
Perspectives in Applied Academic Practice

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Home > Announcements > **Special Issue on Learning and Teaching in the Distributed University – Call for contributions**

Special Issue on Learning and Teaching in the Distributed University – Call for contributions

Special Issue on Learning and Teaching in the Distributed University – Call for contributions
The Journal of Perspectives in Applied Academic Practice is pleased to announce a call for contributions for a forthcoming Special Issue on the theme Learning and Teaching in the Distributed University. The Special Issue will be guest edited by Professor Frank Rennie of the University of the Highlands and Islands and will be published in Spring 2015. For the purposes of the Special Issue we are defining the 'Distributed University' as tertiary and higher education institutions which offer learning and teaching across geographically dispersed campuses nationally or internationally, which offer online learning and teaching across geographically dispersed cohorts and communities or which extend the educational outreach of the university into wider communities.
We are interested in receiving submissions that address one or more of the following themes:

- Institutional policy, strategy and curriculum models for the distributed university
- Learning and teaching across geographically dispersed campuses
- Fully online distance learning and teaching
- Cross-institutional collaborative delivery
- Partnership working and community engagement in learning and teaching
- Online staff development within the distributed university

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UHI contributions to special issue

- Professor Frank Rennie
  Special Issue Guest Editorial
- Marion MacDonald
  The Battle for Open by Martin Weller
  Book Review
- Gareth Davies
  Online MCQ Assessment Anxiety Amongst 1st Year Psychology Students
  Full paper (reflective analysis category)
- Simon Clarke
  Student Perception of Learning and Teaching by Videoconference
  Full paper (original research category)
- Helen Coker
  Using Data to See what Students are Doing: A Critically Enquiring Approach to VLE Development
  Full paper (case study category)
- Michael Smith and Donald Macdonald
  Assessing Quality and Effectiveness in Fully Online Distance Education
  Full paper (review paper category)
- Elsa Panciroli, Su Engstrand and Edward Graham
  Blended Learning at the University of the Highlands and Islands: a Case Study in Self-Awareness and Policy Making
  Full paper (case study category)
- Rachel Stephanie Erskine and Eilidh MacPhail
  Addressing the Needs of Academic Staff in Supporting Students with Mental Health Conditions in Online Programmes at a Distributed University
  On the Horizon paper (emerging work paper)
- Gina Wall
  Future Thinking: Imaginative Expectations for the Leaky University
  On the Horizon paper (emerging work paper)

Write-UP

Using OEP / Creative Open Everyday Practice: Thinking Differently at UHI

7 August 2017 - 8:57am · by Beck Pitt

Keith Smyth (@smythkrs) is Professor of Pedagogy and Head of the Learning and Teaching Academy at the University of the Highlands and Islands (UHI). The Learning and Teaching Academy supports the development of learning and teaching practices, and engagement in educational scholarship and research, across the network of thirteen Academic Partners (including colleges and specialist research institutes) that comprise UHI. Covering a geographic area roughly the size of Belgium, UHI uses a blend of digitally enabled and face-to-face approaches to engage with learners, staff, local groups and communities across the Highlands and Islands region, and with wider communities beyond the region.

http://www.oeps.ac.uk/using-oep/creative-open-everyday-practice-thinking-differently-uhi

Really open education...

Thinking Digitally at Lead Scotland

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LEAD SCOTLAND
Get connected and lead

Maximising the influence of minority voices...

Thinking Digitally home page

Lead Scotland's Thinking Digitally module introduces you to an effective use of the web and web-based tools for finding and sharing information and knowledge. You will choose a free tool with which to produce a digital artefact using a mixture of text, images, audio/video material and web links; develop your digital skills, reflect on what you have learned and how you will share this learning. The course is credit rated, via Napier University; SCQF level 6, 12 credits.

LEARNERS LOGIN

Thinking Digitally Resources

Assessment and Support arrangements

Thinking Digitally learners experiences

Thinking Digitally application form

Thinking Digitally course delivery information

http://www.getconnectedandlead.org.uk/show.php?contentid=160

Community Open Online Courses

COOCS
community open online courses

COOCS Home Blog COOCs Community Code About Contact Register

Welcome to COOC's

CLASS LOGIN

Username:

Password:

Log In

AREA'S OF LEARNING

Want to know more about COOCs?

Mental Health

Learning Moodle

Philosophy

Open Educational Practices in Scotland

Why is [open] education important?

Education and social wellbeing

WHY UNIVERSAL AND LIFE-LONG HIGHER EDUCATION IS THE NEXT STEP IN ADVANCING THE SOCIAL CONTRACT

by Patrick Blessinger, St. John's University

Nearly a century after John Dewey published the landmark book *Democracy and Education*, the principles of learning he espoused for democratic societies are applicable to higher education. He saw education as the primary vehicle through which democracies develop socially responsible citizens, equipped with the knowledge, skills, and values to become full participants in the economy and democratic social order. By now it is clear that, in an increasingly complex and risk-filled world, all citizens require increasingly prolonged periods of learning beyond basic schooling. Higher education for all becomes a gateway to lifetimes of learning.

http://www.scholarsstrategynetwork.org/sites/default/files/ssn-key-findings-blessinger-on-universal-higher-education_0.pdf

Strategic developments

Learning Lab at An Lòchran

University of the Highlands and Islands
Oilthigh na Gàidhealtachd agus nan Eilean

Learning and Teaching Enhancement Strategy

2017 – 2021

Learning for employment

Learner choice and personalisation

Providing a connected learning experience

Evidence-based educational practice

Engaging our students as researchers

Assessment and feedback for learning

Active and creative use of technology

Integrated and sustainable teaching practice

Harnessing open education approaches

Supporting the student as an individual

Reflective practice and continuous improvement

Supporting professional development in L&T

Active and creative use of technology

Will be embedded throughout learning and teaching to support active individual and collaborative learning, including allowing students to have meaningful and connected learning experiences regardless of their location or how their curriculum is delivered. This will incorporate co-creative approaches to learning within which students use technology to create and share digital resources, and to develop their digital literacies.

Encourage effective engagement in online learning through the use of activities that require students to participate in and contribute to each other's learning e.g. through online seminars, online supported groupwork, and active use of real-time online technologies for reading groups, discussion and debate.	Engage students in evidencing their learning through creating digital forms of coursework (e.g. case studies, videos, podcasts, interactive reports) that can be used as the basis for assessment, and which can be repurposed as useful learning resources for future cohorts.	Harnessing online approaches to support cross-cultural, interdisciplinary or internationalised learning experiences through connecting cohorts of learners from different programmes, institutions and countries in joint activities and projects.

Harnessing open education approaches

Developing online and other open education practices and approaches to support and enhance learning and teaching, to use, create and share open educational resources, and to widen access to education including within our local communities

Make use of openly licensed digital resources in the design and delivery of modules and programmes, and consider where digital resources you have created can be shared for re-use by colleagues (e.g. through the UHI Toolkit and other resource repositories).	Engage with learners and potential students out with the university through offering open online access to particular opportunities (e.g. lectures, guest expert webinars) or offering short open online courses that can potentially lead into formal study.	Extending learning opportunities to wider local communities through involving staff and students in outreach activities including public lectures and events, and through open learning opportunities on campus.

Going forward

"Develop and implement new policies and guidance (Academic Years 2018/19 to 2019/20) in areas of emerging educational practice of importance in the university. To include:

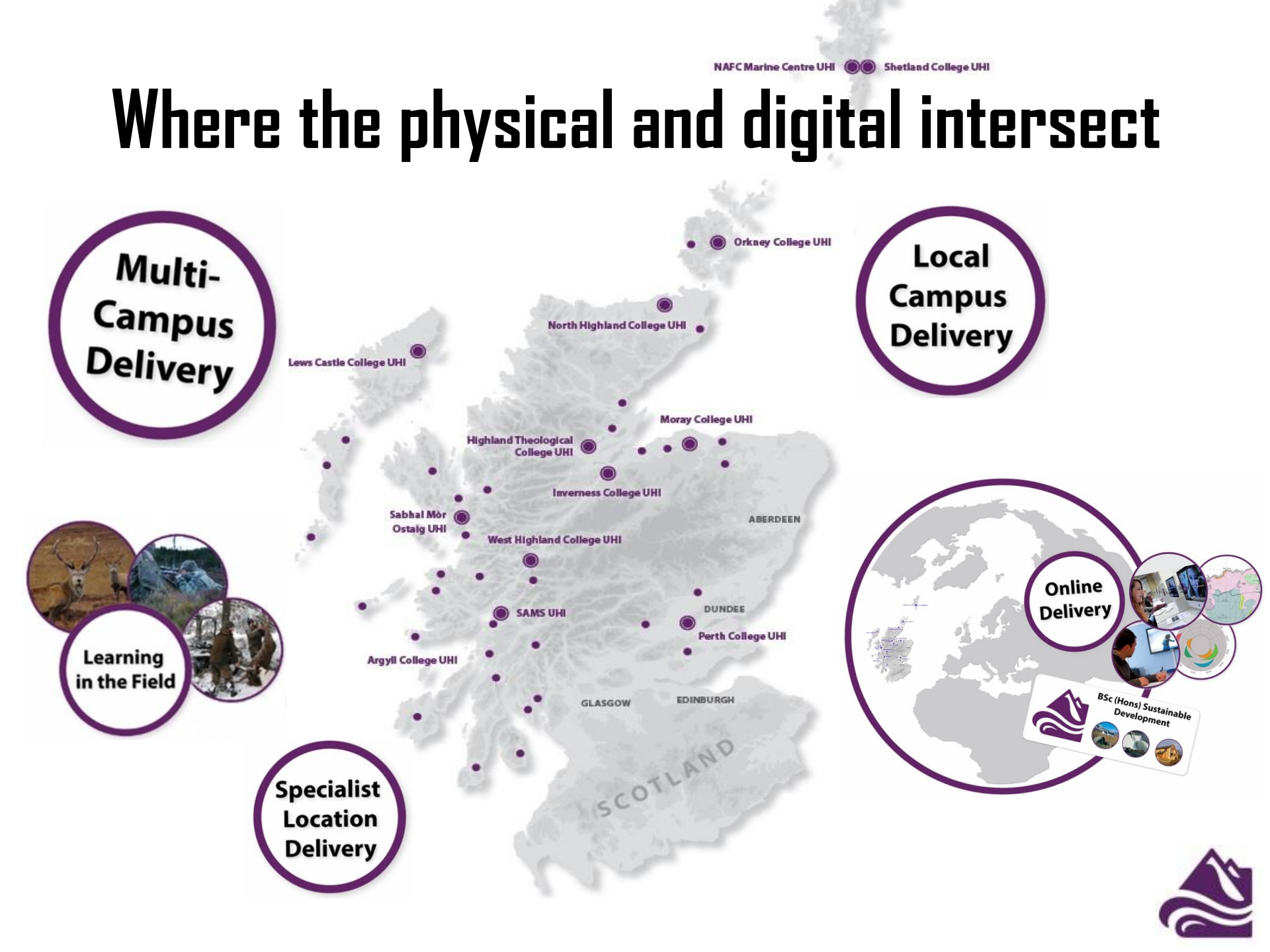
(i) a policy or framework to guide institutional developments in the harnessing and creation of open educational resources, and in the use of online and other open educational opportunities for the purposes of widening access and public engagement..."

Challenging assumptions

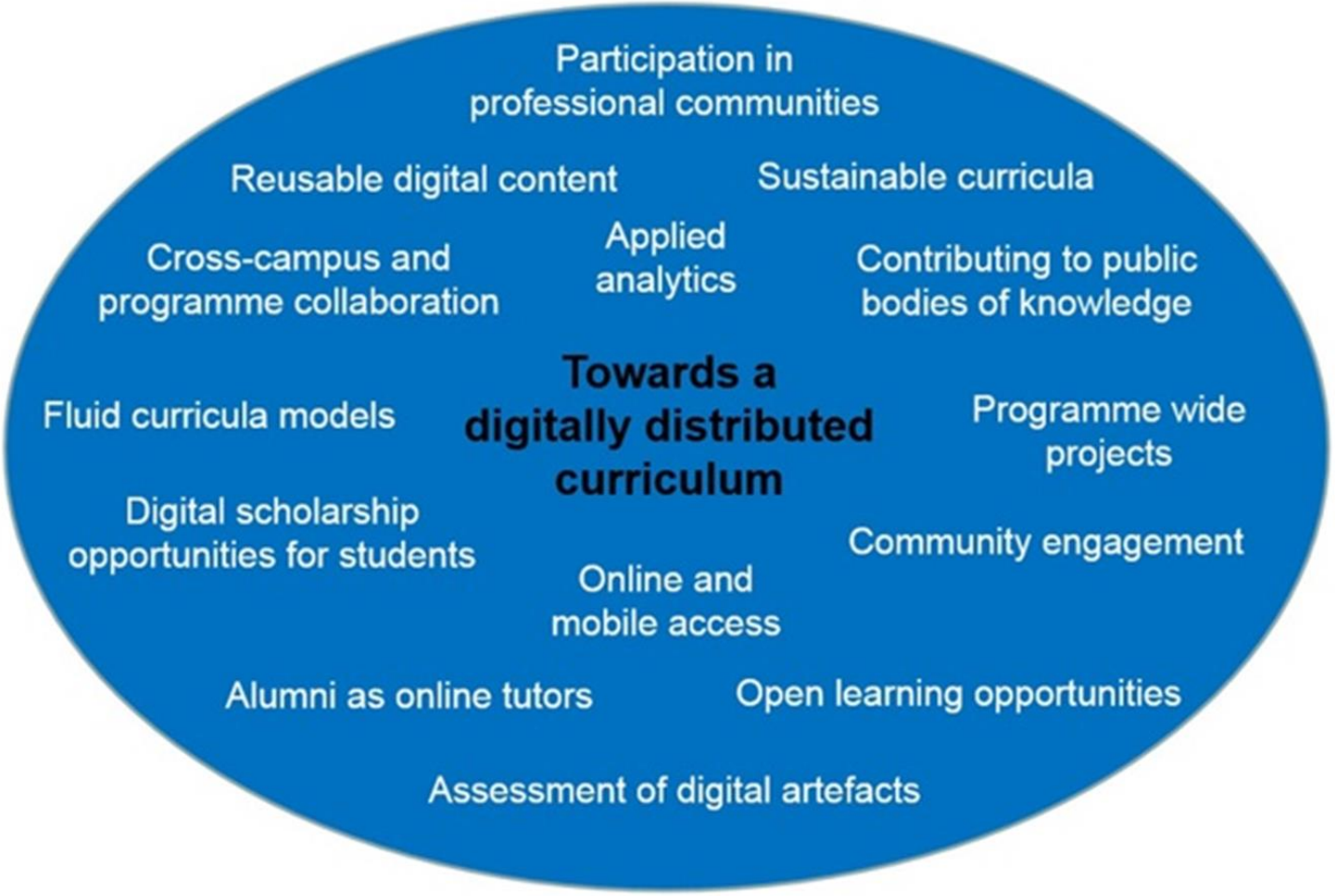
"...getting staff to separate who they are and what they do in terms of supporting thestudents from what they produce is quite difficult. It's quite a difficult thing for a number of staff to get their heads around. I think there is a natural assumption, because it's culturally engrained in how universities have tended to work up until this point, that academics are what they produce ... what they produce is a key part of their own identity. "

Implications

Where the physical and digital intersect



The digitally distributed curriculum



Conceptualising the Digital University: The Intersection of Policy, Pedagogy and Practice

Sheila MacNeill Bill Johnston Keith Smyth

Book from Palgrave (late 2018)

Developing research-driven curricula at UHI

- Three year initiative to further develop and embed 'student as researcher' activities in our courses
- Working initially with ten 'pilot' groups, to enhance and extend current practice and evaluate and share lessons learned in form of a 'toolkit'
- Strong emphasis on community engagement and partnership working at all levels of the curriculum

A natural extension?

Students as public scholars

Where does this leave us?

The business of higher education

Higher education as a public good

Or the shared project of tertiary education?

Thank you

keith.smyth@uhi.ac.uk