Title: From Digital Resistance to Enhanced Capability:
          Negotiating a pathway of change

Presenter: Amanda Chapman, Isabel Lucas, Andy White
          University of Cumbria

Learning Outcomes

By the end of this session, delegates will be able to:

- Understand a different model to their own for the graceful pirouette to blended learning
- Discuss the outcomes of the staff digital capabilities survey through the lens of their own experience and organisation
- Discuss the proposed pathway to establishing a digital sustained legacy and how elements may apply to their context

Outline

This proposal spans a number of SEDA key themes in relation to curriculum development, staff experience and their digital capabilities.

This presentation will look at the University of Cumbria's response to the move to online learning, from our original position as a multi-campus University to where we see ourselves beyond the pandemic. As a disparate University with campuses across Lancashire, Cumbria and London we had been an early adopter of technologies such as Video Conferencing that were predominately used to support our campus deliveries, with rural connectivity and digital poverty of our students seen as a barrier. Our Learning, Teaching and Assessment strategy 2017-2022 has a 3-year project to improve the digital capability of our staff, which was progressing slowly but steadily when the pandemic hit.

With the directive to move online, like most Universities, the Centre for Academic Practice Enhancement published Principles, Guidance and Support for online Learning and changed the focus of our Academic Toolkit with videos and supporting material. We purchased new platforms and rolled out a comprehensive CPD programme to support staff and students.
During the academic year 2020-21, a student survey indicated a broadly positive response to online learning, with students enjoying the interactive aspects of sessions, the pre-recorded videos and the convenience of the asynchronous material.
A second staff survey, which is the follow up to an initial feedback survey in June 2020, is in progress, and one of the key aspects is the potential for sustained positive change. We are particularly interested in identifying those aspects of the Blended approach that staff and students want to retain when we are back to 'normal'. We expect the analysis of the staff survey will fall into the following 3 categories identified in the first staff survey: Digitally-Confident, Digitally-Enhanced and the Digitally-Resistant.
Our pathway for change will look at how we capture and maintain our successes, introducing a digital sustainable legacy for our staff and ultimately our students.

Activities and Approximate Timings

1. Facts and Figures – can you guess the learners' views? (an interactive introduction to the learner feedback on the online aspects of the learning in 2020)
2. The Cumbrian Pirouette (an overview of what we did and the rationale underpinning the strategy)
3. The digital experience of staff (presentation and small group discussion of the feedback from staff in relation to their digital LTA experiences; feedback on how this resonates with the institutions represented in the room and what we can learn from this moving forward)
4. Pathway for Change (presentation and small group discussion of the proposed pathway for sustaining positive change for a blended approach in a multi-site provider)
5. Q&A / open discussion

Preparation before the session

Please think about the following questions:

- What aspects of the move to online learning have you found most powerful in terms of learning and teaching?
- With hindsight, what one piece of training and/or kit do you wish you had had at the start of Lockdown #1?
- Can you think of an aspect of the online move you wish to keep but may be problematic for your learners / context?

References and sources *(word count not applicable)*
https://www.jisc.ac.uk/guides/digital-pedagogy-toolkit [accessed 29/01/21]
https://www.jisc.ac.uk/guides/transforming-assessment-and-feedback [accessed 29/01/21]
Crawford, J , Butler-Henderson, K , Rudolph, J, Malkawi, B, Glowatz, M, Burton, R, Magni, P and Lam, S 2020 , 'COVID-19: 20 countries' higher education intra-period digital pedagogy responses' , Journal of Applied Learning & Teaching, vol. 3, no. 1 , pp. 1-20 , doi: 10.37074/jalt.2020.3.1.7.