

**Title:**                    ***“You can’t learn to swim by watching YouTube.”***  
**Developing staff digital capability through immersive**  
**online learning**

**Presenter:**       **Jonathan Rhodes, Elora Marston, Gemma Witton**  
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### **Session Learning Outcomes**

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

- Develop an understanding of why we chose to support, award and accredit colleagues' development and support the enhancement of staff digital capability.
- Understand how the SEDA values align to our staff development offering and how we share these with course participants.
- ‘You can’t learn to swim by watching Youtube videos’. Why becoming a student and immersing oneself in the online learning environment is so valuable for our tutor/participants.
- Understand how we evaluate effectiveness, how we plan to improve and why this is important in a rapidly changing educational environment.

### **Session Outline**

In this session we will share our journey: designing, developing and delivering two SEDA courses that support, award and accredit colleagues' development. These courses are accredited under the Professional Development Framework (PDF) named awards: Supporting Technology-Enhanced Learning and Leading and Embedding Technology-Enhanced Learning.

Both of these courses: ‘Learning to Tutor Online’ and ‘Digital Transformations’ promote the effective use of current and emerging technologies to support and enhance learning and teaching. The aim to: “ensure students are inspired and empowered to achieve their full potential at a 21st Century University.” What makes these courses so special? We believe that by designing a course that encourages tutors/participants to learn online, utilise technology and ‘become a student’, there will be greater opportunities for authentic (Wiggins, 1998), experiential, ‘deep’ learning.

To maintain a relevance to the approaches and technologies, and ensure effectiveness of learning and teaching, we engage in iterative and summative evaluation processes. This occurs before during and after each course and utilises accrediting body (SEDA), participant, tutor and external examiner feedback. We will share some of the lessons we have learnt and how we are using this feedback to improve our offering. We aim to ensure

staff develop the knowledge of not just 'how', but importantly 'why' to engage with and adopt approaches and technologies that support learning and teaching.

### **Session Activities and Approximate Timings**

We will encourage those present to share their experiences and utilise technologies, in session, to facilitate an exchange of knowledge. This exchange will offer session attendees the opportunity to form a 'Community of Practice' (CoP) (Wenger, 2006) and take-away the insights, garnered from peers, into their own practice.

- **20 minutes presentation:**
  - Sharing our experiences and introducing the discussion question for response via twitter/in-session, "*Consider when you were last a learner/student using technology to study online, share with us what you learnt about the experience.*"
- **25 minutes of Discussion:**
  - 10 minutes: Answering questions and providing further clarification regarding our presentation (designing, teaching and evaluating x2 SEDA courses).
  - 15 minutes: Sharing answers to the discussion question (above) and forming a CoP to explore the value inherent in tutors becoming students, to advance understanding and encourage 'deep' learning.

### **References**

Wenger, E. (2006) Communities of practice: a brief introduction. [online] [Accessed 21 October 2011]. Available at <<http://wenger-trayner.com/introduction-to-communities-of-practice>>

Wiggins, G.P. (1998). *Educative assessment: Designing assessments to inform and improve student performance*. San Francisco: Jossey-Bass.