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Creating and Implementing a Digital Pedagogy Framework

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FLIE at BU

FLIE supports staff in the design, delivery and evaluation of excellent and innovative education practice. We provide targeted staff development for academics through online materials, masterclasses and bespoke sessions to achieve pedagogic excellence.

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FLIE Overview

1. Fusion Learning
2. Education Enhancement
3. PREP
4. Postgraduate Certificate Education Practice
5. TeachBU
6. Learning Analytics
7. Our Research
8. Innovation and Excellence

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Our focus is to develop and support Fusion Learning, and teaching innovation and excellence across BU, as part of BU2025

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BU2025

Strategic Investment Areas

ACADEMIC
Pedagogical Excellence
Research
PGCert
PGRs
TeachBU
Policy, PREP

LEARNING TECHNOLOGISTS
TEL innovation & Excellence

TEL DEVELOPMENT
Systems enablers Inc.
VLE, Analytics

PROJECT MANAGEMENT

Fusion Learning Programme

Fusion Learning Research Principles

Excellent Learning Experience

REF, TEF, KEF

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Fusion Learning

BU's Fusion Learning combines **excellent education** with **research-led expertise** and **real-world application** to enable you to excel.

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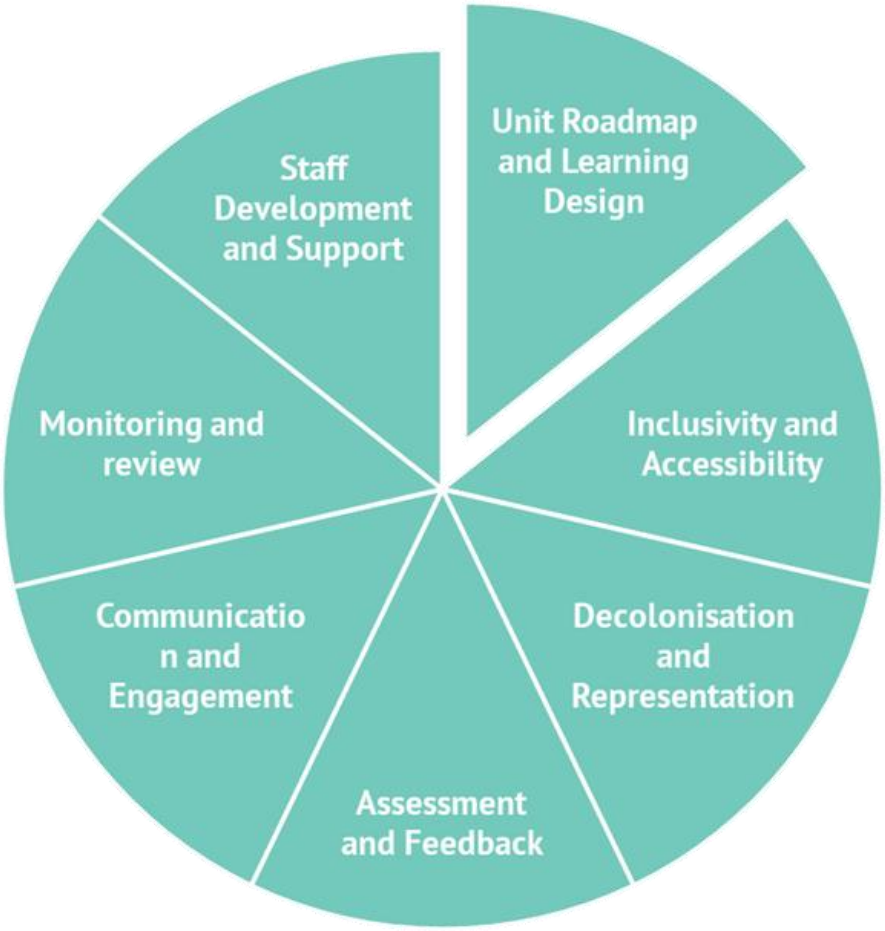
Digital Pedagogies Framework Themes



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Digital Culture: Changing Hearts and Minds

Digital Pedagogies Framework

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Explore

Introduction to the Digital Pedagog...

100% 1 of 1 Topics Completed

Unit Roadmap and Learning Design

67% 2 of 3 Topics Completed

Inclusivity and Accessibility

67% 2 of 3 Topics Completed

Curriculum Content Design

67% 2 of 3 Topics Completed

Assessment and Feedback

67% 2 of 3 Topics Completed

Communication and Engagement

67% 2 of 3 Topics Completed

Monitoring and Review

67% 2 of 3 Topics Completed

Staff Development and Support

100% 1 of 1 Topics Completed

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Digital Pedagogies Framework

	Good Practice Baseline	Silver	Gold
Unit Information On starting a new unit, students are provided with clear guidance on the content, aims and intended learning outcomes of the unit from the beginning.	Unit handbook is available under **Overview** or the **Unit Information & Organisation** content module. A Teaching schedule is available under **Unit Information & Organisation**. The **Assessment** content module is populated with assignment briefs and information on assessed activities. The **Your Feedback Matters** content module is populated as appropriate.	All Unit Template fields are populated including **Unit Information & Organisation.** A member of staff has provided a clear overview of the unit including key expectations of students.	A member of staff has provided a clear overview of the unit including key expectations of students via video or audio e.g. using **Video Note**.
Teaching Team Students have clear visibility of all staff involved with the unit, their role and research interests, with transparent communication lines on who to contact if they need support, when and how.	Staff involved with the unit are clearly listed with their correct role in the **Classlist.** Staff have updated their profiles on Brightspace so that photos are automatically populated in the **Classlist.** Staff contact details are clearly displayed with office hours/surgery times using the **Meet your Teaching Team template** under **Unit Information & Organisation.**	Different methods of contact are outlined with a clear set of expectations as to when to use each method, providing a clear line of support e.g. Chat, emails, **discussion forums** or any other innovative approach.	

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2021/2022

Unit Roadmap and Learning Design

On starting a new unit, students are provided with clear guidance on the content**, aims and intended learning outcomes** of the unit from the beginning.

The **Unit structure** is intuitive allowing students to efficiently navigate unit content and seamlessly access information and learning materials, allowing for a consistent user experience.

The purpose of all learning materials and activities is defined and its **relevance to learning outcomes** clear, encouraging students to engage with it.

Consider content mapping against the United Nations Sustainable Development Goals

Explore Linkedin Learning for embedding further discipline content.

- The Unit handbook is available under the **Unit Information & Organisation** content module.
- The Unit aims and intended learning outcomes area under **Unit Information & Organisation** has been populated**.**
- A Teaching schedule is available under **Unit Information & Organisation**.
- A member of staff has provided a clear overview of the unit including key expectations of students via video or audio e.g. using Video Note.
- Unit structure is clear and unambiguous either in a weekly or topic format using calendar dates.
- There is a logical workflow and progressive structure with content organised to no more than 3 levels; top level, module and sub module.
- There is clear and consistent labelling of modules and files.
- Descriptions have been added to module and content areas for context; why it's there and what it's for, with learning materials signposting back to unit expectations and reiterating learning objectives and assessments.
- Quick Links are utilised via the announcements tool to provide ease of access to content for students.
- New topics/discussions are communicated clearly with introductions attached to each module and introduced using audio or video e.g. Video Note.
- Release Conditions or date restrictions have been utilised to create a pathway for students to navigate through the materials, creating a customised learning experience, with clear guidance for students on how it functions.
- Recordings of teaching delivery are made available and renamed with clear titles and dates.
- Recordings of teaching delivery are contextualised noting key information areas.
    - Or key topics have been condensed into bite size recordings.
    - Or quizzes have been incorporated into recordings of teaching delivery e.g. the use of quizzes within Panopto.
- Unit format and layout is in line with Programme expectations e.g. this could include:
    - A Staff area set up with restricted access
    - An External Examiner area set up with restricted access in line with Faculty practice
- Innovative approaches have been taken e.g. flipped classroom, team-based learning, problem-based learning, enquiry-based learning.
- Extension materials are available for students who want to learn more about a topic.
- All content complies with copyright law.

Digital Pedagogies Framework

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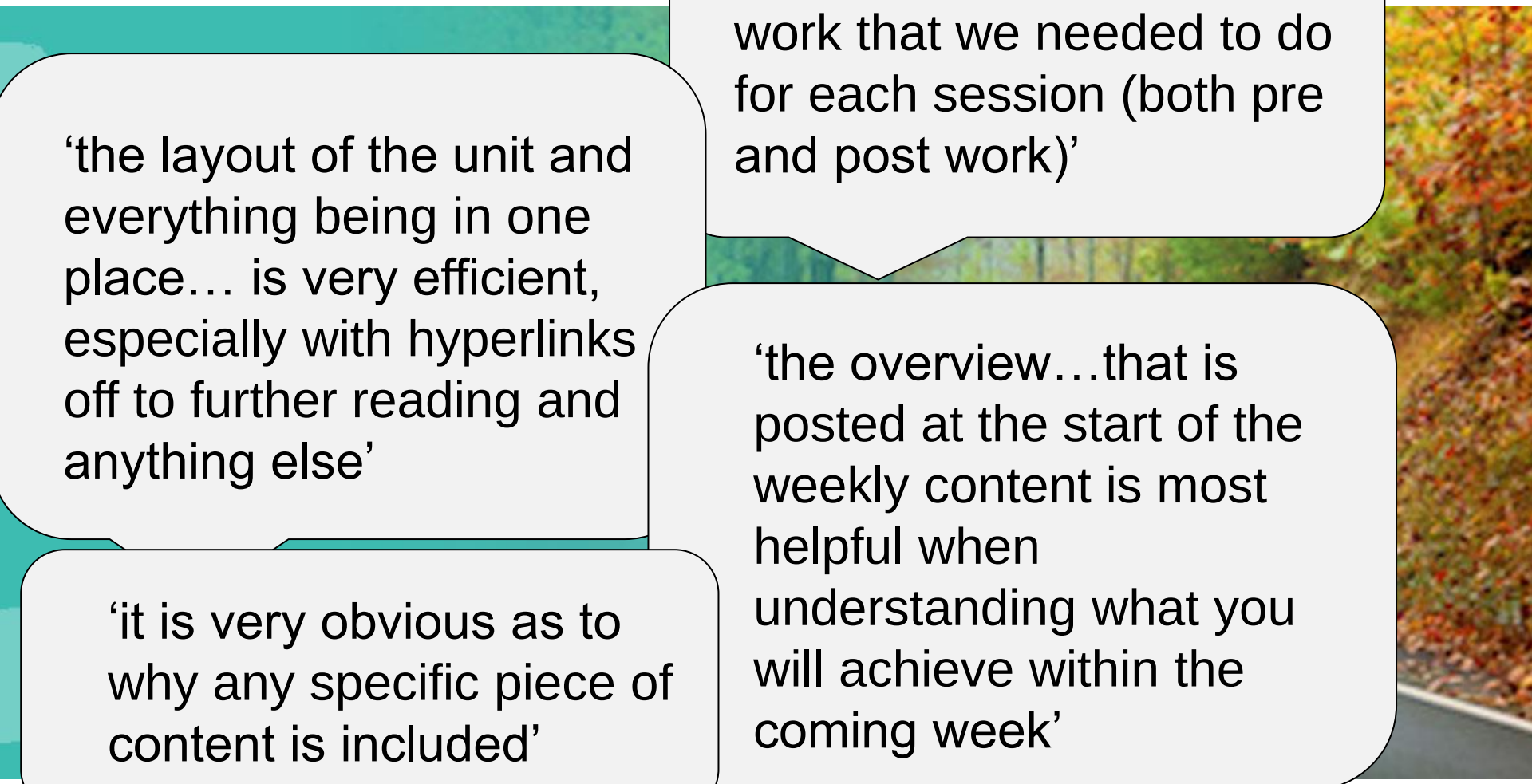
Unit Roadmap and Learning Design

‘it was easy to see the work that we needed to do for each session (both pre and post work)’

‘the layout of the unit and everything being in one place… is very efficient, especially with hyperlinks off to further reading and anything else’

‘the overview…that is posted at the start of the weekly content is most helpful when understanding what you will achieve within the coming week’

‘it is very obvious as to why any specific piece of content is included’



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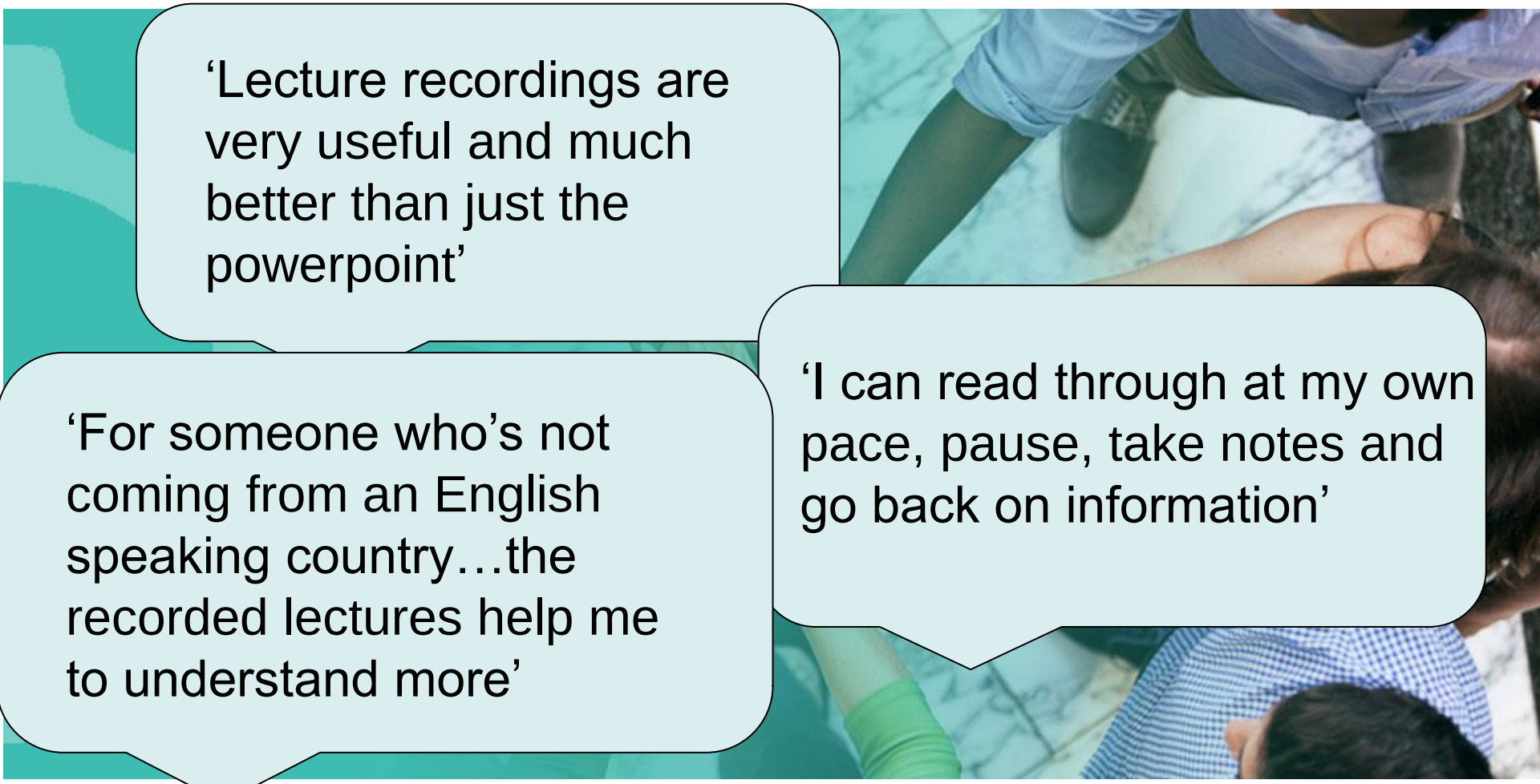
Inclusivity and Accessibility



‘Lecture recordings are very useful and much better than just the powerpoint’

‘For someone who’s not coming from an English speaking country…the recorded lectures help me to understand more’

‘I can read through at my own pace, pause, take notes and go back on information’

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Assessment and Feedback

‘every subject should do an end of week quiz to help recap what has been learnt throughout the week’

‘tests make the information easier to manage’

‘ the lecturer recently decided to implement audio as well as written feedback which works really well – far more can be understood via this method. I definitely like it!’

‘great support of assessment through seminars that give…examples of good/bad poster presentations’

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Communication and engagement

‘for general questions the discussion forums work great!’

‘the discussion board is seen by some as an easier way to have a detailed discussion about topics’

‘the lecturer is asking us more questions frequently. This are simple yes/no/I don’t understand and allow us to quickly get our understanding across’

‘teaching staff are very accessible and there to answer any questions’

‘they genuinely care about how we are doing so they don’t overload or overwhelm us’

‘it shows in seminars that they have taken our feedback on board’

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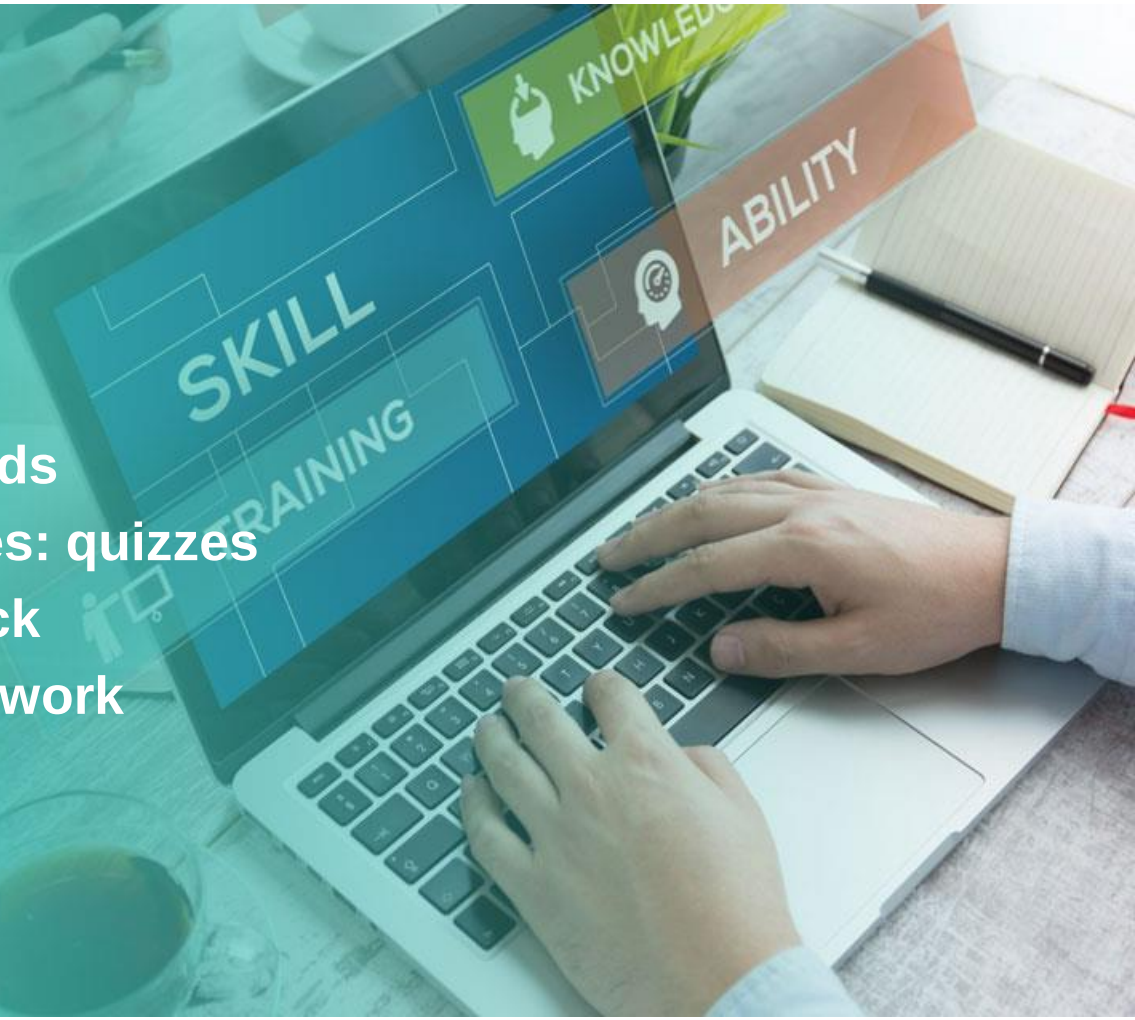
Student feedback themes

- All in one place
- Chronological order
- Weekly overviews
- Clear relevance
- Pre-recorded lectures
- Varied assessment methods
- Regular formative activities: quizzes
- Detailed & regular feedback
- Examples of good & poor work
- Voice-recorded feedback
- Q&A sessions
- Discussion boards



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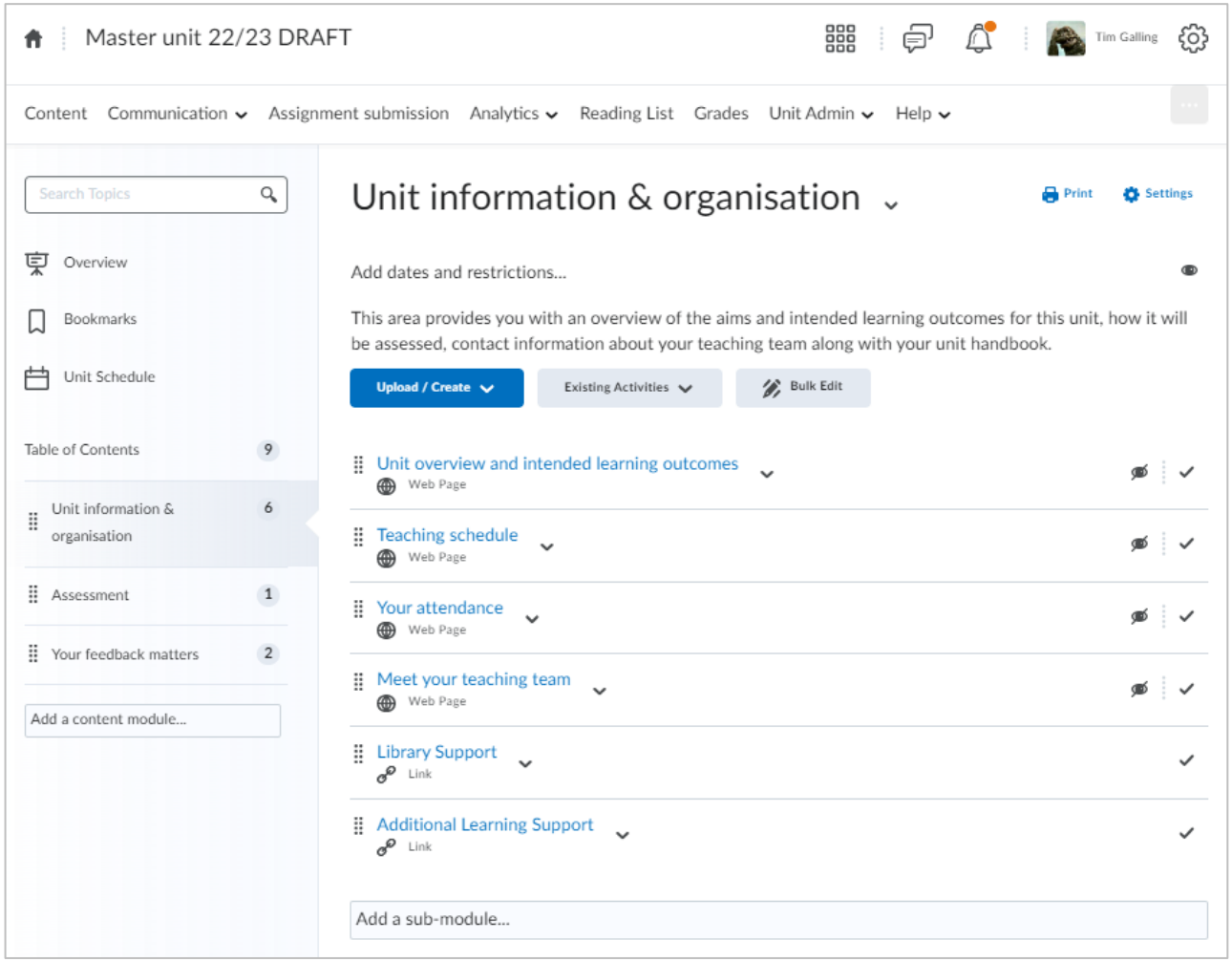
Encouraging consistency

Default unit template



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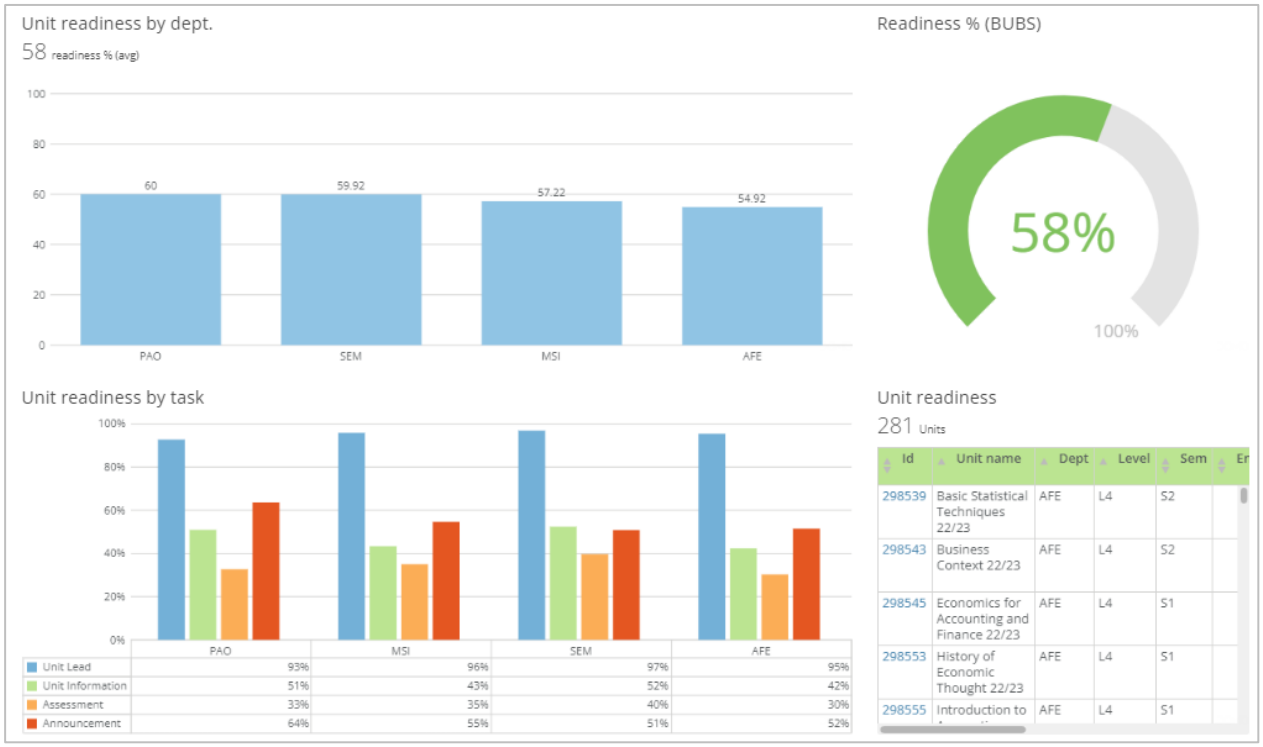
Readiness reporting

Metrics:

- Unit lead assigned
- Unit information added
- Assessment information added
- Welcome announcement

Reports available to:

- Faculty exec.
- Department exec.
- Programme Leaders



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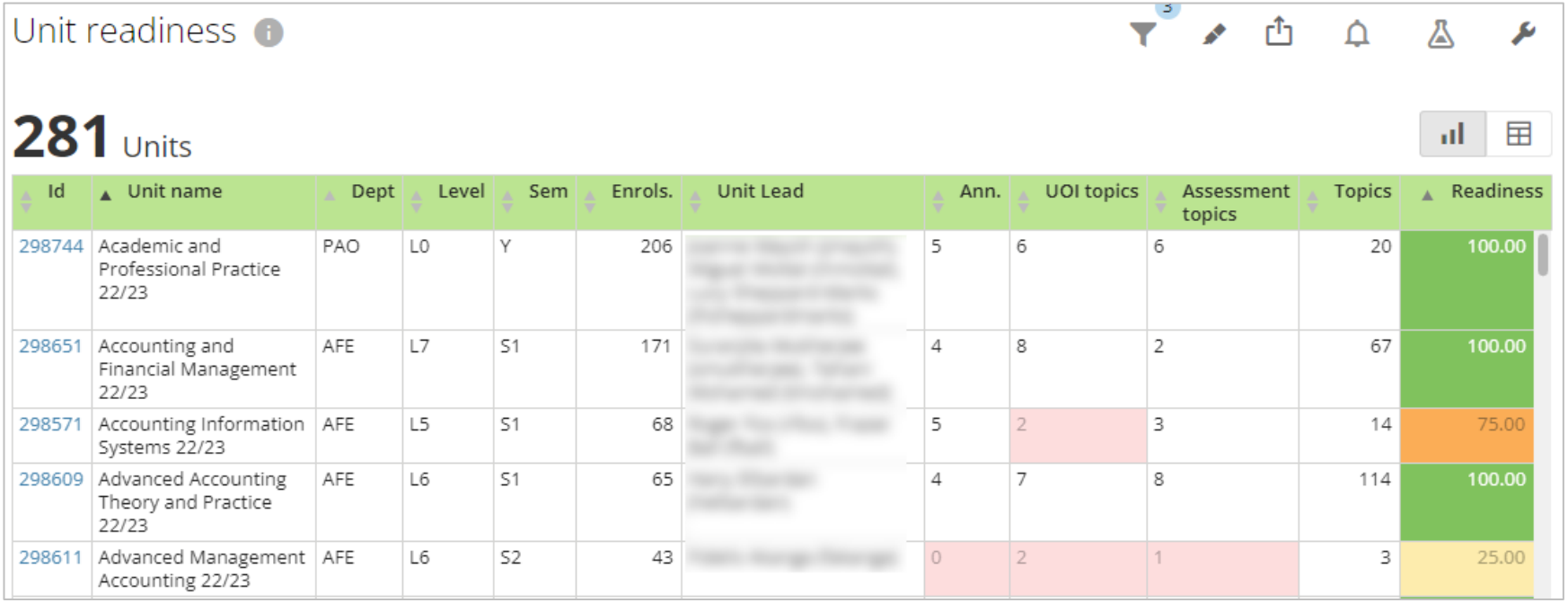
Readiness reporting



Unit readiness

281 Units

Id	Unit name	Dept	Level	Sem	Enrols.	Unit Lead	Ann.	UOI topics	Assessment topics	Topics	Readiness
298744	Academic and Professional Practice 22/23	PAO	L0	Y	206	[redacted]	5	6	6	20	100.00
298651	Accounting and Financial Management 22/23	AFE	L7	S1	171	[redacted]	4	8	2	67	100.00
298571	Accounting Information Systems 22/23	AFE	L5	S1	68	[redacted]	5	2	3	14	75.00
298609	Advanced Accounting Theory and Practice 22/23	AFE	L6	S1	65	[redacted]	4	7	8	114	100.00
298611	Advanced Management Accounting 22/23	AFE	L6	S2	43	[redacted]	0	2	1	3	25.00

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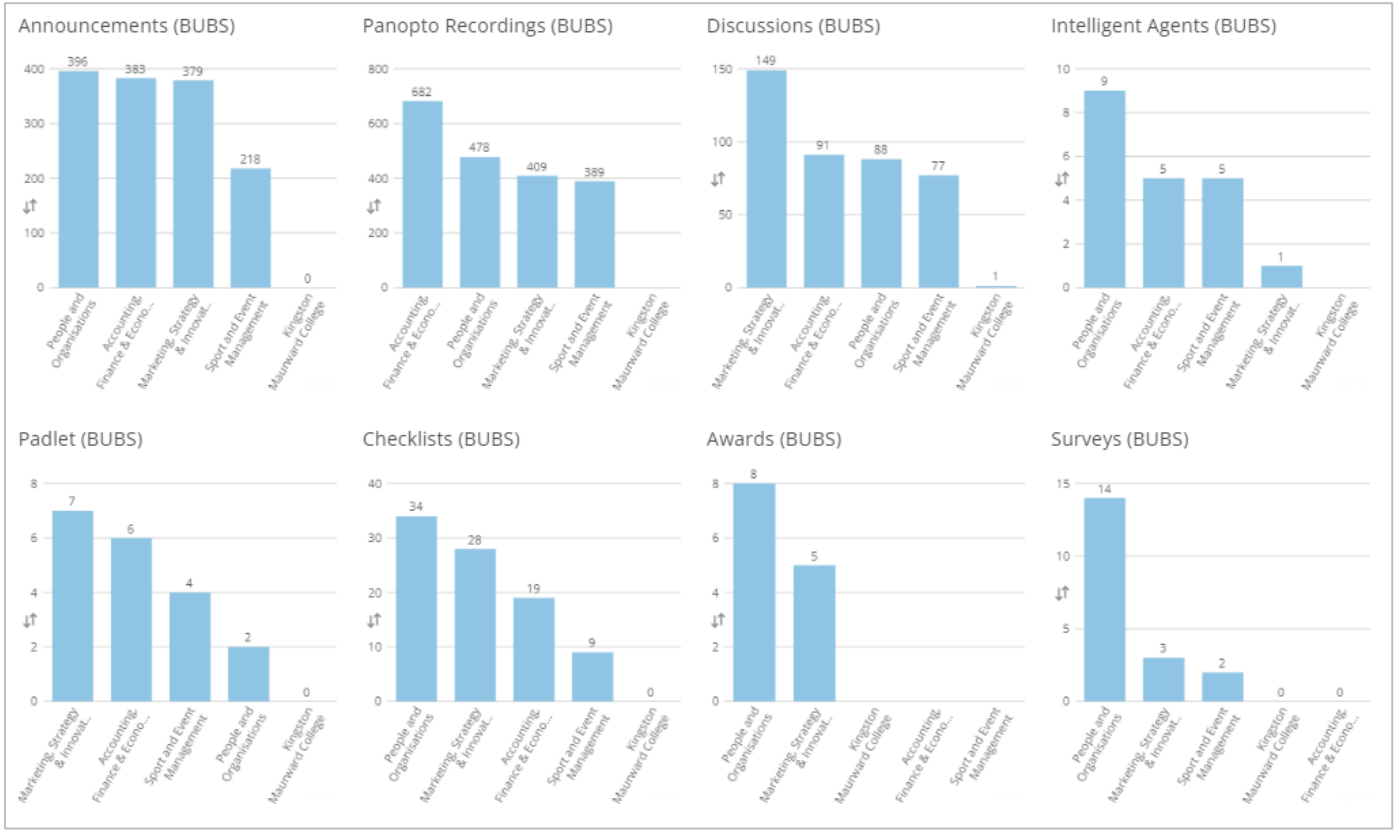
Sharing practice

Staff can drill down through reports to unit level.



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Further evaluation

Metrics from the Digital Pedagogies Framework

Digital Pedagogies Framework Report Data

Code	UnitName	Semester	DPF Score	Contains Unit Handbook	Contains Intended Learning Outcomes	Contains Teaching Schedule	Contains Unit Overview	Contains FAQ Discussion Forum	Total Quizzes by Unit	Total Awards by unit	Total Intelligent Agents	Total content items with Start and End Date	Total Release Conditions by Unit
146508_FST_PSY_L5_2021	Research Methods and Statistics 2 20/21	S1	10	Yes	Yes	Yes	Yes	Yes	13	0	2	24	1
301076_FST_PSY_L7_2223	Advanced Statistics 22/23	S2, Y	10	Yes	Yes	Yes	Yes	Yes	21	0	1	25	1
145178_FM_PAO_L4_2021	Business Simulation 20/21	S2	9	Yes	Yes	Yes	No	No	10	20	9	8	54
146538_FST_PSY_L6_2021	Psychology of Sexualities 20/21	S1	9	Yes	Yes	Yes	No	Yes	3	0	1	3	1
146946_FM_SEM_L6_2021	Performance Analysis in Coaching 20/21	S1	9	Yes	Yes	Yes	No	No	8	6	26	13	65
250305_FHSS_RSS_L4_2122	Principles of Food and Nutrition 21/22	S1	9	Yes	Yes	Yes	Yes	No	15	0	1	2	2
252113_FST_PSY_L4_2122	Experimental Methods and Statistical Analysis 21/22	S1	9	Yes	Yes	Yes	No	Yes	8	0	1	19	2
252121_FST_PSY_L5_2122	Biological Psychology 21/22	S1	9	Yes	Yes	Yes	No	Yes	57	0	3	19	8

Next steps: Mapping results to student activity and unit feedback surveys.

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Thank You

https://microsites.bournemouth.ac.uk/FLIE/