Entitlements and Enhancements for the Digital Student Experience

The aim of this session is to explore outcomes of the Jisc Digital Student project (http://digitalstudent.jiscinvolve.org) and decide which of the recommendations to institutions should be considered as student 'entitlements' and which can be considered as 'enhancements' to basic provision.
Digital Student project - HE study

- Literature review
- Institutional interviews
- Student focus group
- Student interviews
- Stakeholder interviews
What we did

» Stakeholder consultations with over 500 staff and students
  › 7 challenge areas
» School focused study
extensive, complex, ill-defined

intensive, simplified, well-defined

Attributes and identities

Situated practices

Functional skills

Access and awareness

Beetham & Sharpe 2009
## Transactional vs Transformational

<table>
<thead>
<tr>
<th>Transactional</th>
<th>Transformational</th>
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<tr>
<td>Accessing networks</td>
<td>Sharing ideas, engaging in dialogue</td>
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<td>Accessing hardware and software</td>
<td>Encountering threshold concepts and practices</td>
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<td>Accessing general and course-related information</td>
<td>Developing independent study habits</td>
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<td>Signing on to university systems</td>
<td>Collaborating on projects</td>
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<td>Booking appointments</td>
<td>Producing new digital artefacts</td>
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<td>Submitting work, receiving grades</td>
<td>Reflecting, reviewing, revising</td>
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<td>Expectations largely established in advance by transactions with</td>
<td>Expectations largely established during studies in dialogue with tutors and peers</td>
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<td>other service providers</td>
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The Digital Student – Outcomes (resources you can use)

» 50 institutional exemplars (based round the 7 challenge areas)
» ‘Digital Students are Different’ posters
» ‘Enhancing the Digital Experience for Students’ cards
» ‘The Student Digital Experience in 2020’
» ‘Enhancing the student digital experience: a strategic approach’ guide: jisc.ac.uk/guides/enhancing-the-student-digital-experience
Digital students are different
“Digital students are different posters”

Students have visited the digital environment, not just on their mobile phones, to understand what it means to be a digital student. The results are startling.

“Digital students are different posters”

“Please don’t make IT induction compulsory – everyone knows that stuff these days”

Students have visited the digital environment, not just on their mobile phones, to understand what it means to be a digital student. The results are startling.

“I want access to my social media and I want to use it alongside institutional services”

Students have visited the digital environment, not just on their mobile phones, to understand what it means to be a digital student. The results are startling.

For more information, visit: bit.ly/jisc-digitalstudentproject
2. How do we prepare students to study in digital settings?

- Before they arrive, students know how digital technologies will be used in their course of study and how they can best prepare for this (with their own devices, skills, and services).
- The induction process includes mandatory training in all institutional and work-related systems students will have to use.
- Identify learners who will need additional support to study in digital settings, assess their access needs, and provide targeted solutions.
- Students have training in the safety and ethical issues involved in participating online (e.g., privacy, data protection, IPR, and copyright, flaming, and bullying).
- Full or part-time online courses have a tailored induction process to ensure learners are up to speed technically and understand the demands of working independently.
- Early course tasks make use of digital devices/resources and introduce digital ways of working.
- Learners’ digital capabilities are assessed and progressed throughout their course of study (e.g., using an online journal or e-portfolio to reflect and gather evidence).
- Questionnaires, quizzes, or other diagnostic tools help students to understand their own digital needs and preferences and receive personal feedback and signposting to support.

Benefits:
First year student: ‘I was worried it was going to be completely different from school but we got a chance to try out the VLE and assessment system before we started.’

Course tutor: ‘Now that I’ve sat in on a few sessions that the library put on for them - about referencing online material, and copyright and so on - I feel more confident to give students the right advice going through the course.’
You have been allocated 1/2 cards to work with

Discuss which practice points are **entitlements** *(things all students should have provided by their institution)*

Discuss which practice points are **enhancements** *(things students would benefit from, over and above the basics)*

Which practice point has overall priority for you?
For further information and resources

http://digitalstudent.jiscinvolve.org

Jisc Digital Student

Investigating students' expectations of the digital environment

Outcomes

On this page we are sharing materials developed during the consultation process, and outcomes from the consultation events. All are freely available for download and re-use.

Download a full list of outcomes, with links.

Reports

- Students expectations and experiences of the digital environment: executive summary of the original HE study
- Full report of the original HE study
- Where did they get that idea from?: report into the expectations of incoming students from schools

Emerging recommendations from FE study
FE Digital Student consultations come to Edinburgh
New Digital Student materials now online
Conducting learner experience focus groups
FE Digital Student consultation events