

10 Elements of Flexible Digital Education

1. Learning Resources



Delivering high quality library e-resources and an electronic reading list

Building / authoring accessible and diverse online learning resources

Setting up online repositories for student led or student suggested resources

Creating resources from student-produced digital artefacts

2. Creating a Digital Community



Creating an online space for student/staff welcome and introductions

Introducing yourself, your learning topics through content capture recording

Setting online 'induction' tasks that act as scene setting or capability tests

Maintaining an online 'room' for student discussion and mutual help

3. Collaborative Research & Analysis



Creating online fora for collaborative analysis and research

Forming and supporting student research and project groups online

Allowing sources, data and evidence to be curated, shared and manipulated online

Showcasing collective analysis and research as the module progresses

4. Presentation & Response



Presenting episodes of 'lecture' or 'seminar' content as online broadcast or narrated 'content capture'

Encouraging online commentary, response and critique in relation to content

Establishing online fora for themed postings and discussions

Facilitating an inclusive online environment

5. Interaction & Co-production



Enabling forms of online engagement to stimulate interaction: chat, comment, polling, voting

Offering online affirmation of, and feedback for, student contribution

Setting up spaces of student co-creation and editing: online 'maker-culture'

Inspiring student confidence as digital curators of knowledge

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6. Academic Guidance & Support



Clarity of online academic presence, support, guidance

Providing a digital map of the learning journey

Offering online support sessions to whole cohorts

Deploying content capture to offer advice and guidance on assignments

Signposting students to online academic support and study skills

7. Formative Assignments & Feedback



Replacing 'hard-copy' or in-class assignments with alternative (online) versions

Setting collaborative, formative digital tasks which benefit the whole cohort

Delivering impactful online feedback on formative assignments

Designing assessments that define and develop digital capability

8. Peer-to-Peer Guidance



Setting up online cultures of student-to-student feedback and peer marking

Online sharing and commentary between student research / project groups

Allowing students to annotate and edit each other's work (ethically)

Enabling co-produced online outputs

9. Summative Assessments



Replacing 'hard-copy' or in-class assignments with alternative (online) versions

Creating authentic assessments. Perhaps in collaboration with employers, civic society or other stakeholders

Setting group work and group presentation assessments online

Online and audio feedback techniques

Enabling digital creativity and online showcase

Choosing assessments that have a digital legacy

10. Module Evaluation & Review



Offering students mid and end-point feedback opportunities, online

Moving module questionnaires online

Delivering whole cohort online feedback to students

Producing student-facing online module reviews that have value for the next cohort

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1. Learning Resources

1. Use **Microsoft Sway** to build a 'pathway' or 'narrative' of priority learning resources and add a self-assessment Microsoft Form. This allows students to manage and reflect on their journey through a key set of learning resources. Making a tutorial using Sway: <https://www.youtube.com/watch?v=mf2YzUEbUIM>
2. Curate your Reading List in **Talis Aspire**, which links directly into digitally accessible resources through the library and other online sources. Creating / Editing a Reading List: https://www.youtube.com/watch?time_continue=2&v=0OWJAAgZ4lc. Consult with your Faculty Liaison Librarian: <https://www.keele.ac.uk/library/contactus/>
3. Use **OneNote Class Notebook** to allow students to collaboratively produce learning resources as groups, to then be shared with the class. Using **OneNote Class Notebook** within Microsoft Teams: <https://www.youtube.com/watch?v=Mg7AGJISFT0&t=403s>
Class Notebook for Students in Teams: <https://www.youtube.com/watch?v=qcJXZ4jBRgQ>
4. Use **Wakelet** to capture, organise and share multi-media resources to students through the KLE or Microsoft Teams. [link to example wakelet(s) & link to training to use wakelet]
5. Encourage students (and staff) to use tools such as **Mindmeister** to map, curate and re-arrange the learning resources and concepts they are working with. Mindmeister is a collaborative mind-mapping tool that can be added to Teams as a component. [link to Mindmeister training and examples]

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2. Creating A Digital Community

1. Create Induction student groups / whole cohorts in **Microsoft Teams** and allow students to post short messages or videos using **FlipGrid**, setting out their expectations from the module. (link to relevant Teams training) (link to FlipGrid training)
2. Set up a peer-to-peer **Microsoft Team Chat** that allows students to talk through issues with their Student Voice Representative as the module / programme progresses. [link to Teams training]
3. Develop a virtual scavenger hunt or Escape Room - Using **OneNote Classroom** - where the group have a list of items to find or puzzles to solve. Use **Microsoft Teams Chat** channels to encourage collaborative problem solving and social chat [link to OneNote and Teams Chat guides]
4. Embed a **Padlet** in your Module KLE that allows students to answer an introductory question or 'challenge', to post introductory profiles or summaries of their learning interests. Use Padlet to allows students to add links to online resources as the module develops. [link to Padlet examples / guide]
5. For smaller cohorts, experiment with a regular, virtual 'coffee and chat' using synchronous video calls or chat function in **Microsoft Teams**, to discuss general progress / understanding. Utilise the functions familiar to you via **Teams Meetings & Calls** experience.

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3. Collaborative Research & Analysis

1. Set up student research groups with their own **Private Channel** within a **Microsoft Module Team** to allow for synchronous / asynchronous collaboration on documents and data. Then open to the general channel to allow cross-group discussion and peer support / feedback. (link to Teams training)
2. Use the **KLE's Discussion Forum tool** to organise student groups, post sources, questions or problems for students to comment on in threads. Use forum for tutor interventions and feedback, making it clear when you will be 'present' / when you will respond by.
3. Use **Microsoft Forms** to allow students to collect data and analyse it online in Microsoft Excel. (link to MS Forms Guidance) / (link to Excel Guidance / O365 collaborative apps training)
4. Provide space in a **Microsoft Team** to allow students to share / access data sets for analysis through SPSS / R. (link to Teams training) (link to SPSS training) (link to R training)

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4. Presentation & Response

1. Enable Staff and students to narrate lectures / shorter presentations using PowerPoint / Snagit and upload them to the KLE or MS Teams. Uploading through **Microsoft Stream** can provide subtitles and transcripts. Use this content capture to form the start of an online discussion / live tutorial.
 - Recording a Narrated Presentation with PowerPoint <https://keeleacuk.sharepoint.com/sites/KIITE-EdTech/SitePages/Recording-a-presentation-with-PowerPoint.aspx>
 - Using Snagit <https://keeleacuk.sharepoint.com/sites/KIITE-EdTech/SitePages/Snagit.aspx>
 - Uploading videos to MS Stream (link to guide on uploading to Stream)
 - Adding Stream Videos to MS Teams (link to guide on adding Stream videos to MS Teams)
2. Use the multiple Channel functionality in **MS Teams** for synchronous or asynchronous group discussion and debate around different topics. Sharing of documents and live collaboration on documents are part of the functionality. (link to training on using Teams)
3. Use **Microsoft Teams Live Events** for conducting live presentations from individual or multiple presenters, providing students with a space for asking questions / discussing the presentation. (link to training on using Teams Live Events)
4. Use **PlayBack Lecture Capture** to capture live lecture presentation: either a traditional lecture or shorter live session used to provide supplementary material for students (*option only available for campus-based recording*):
<https://www.keele.ac.uk/playback>

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5. Interaction & Co-production

1. Use **Mentimeter** to provide **real-time interaction** between staff and students, Mentimeter can be accessed remotely by students and using live polling, quizzes etc. It allows students to provide instant feedback on questions or topics to staff. (link to guidance on Mentimeter)
2. Support students to **share their skills and co-produce resources** online. Skills can be shared via video, discussion, or documents (<https://iet.open.ac.uk/file/iet-teaching-at-a-distance-10-maker-culture.pdf>)
3. Empower students to present their solutions to the class digitally and reflect on how they could apply or build on them. Presentation can be via poster, video or live demonstration, with the whole class joining discussion about what should happen next: (<https://iet.open.ac.uk/file/iet-teaching-at-a-distance-10-maker-culture.pdf>)
4. Deploy **Microsoft Sway** as a collaborative tool to allow students to produce a journey through ideas, resources or solutions: co-creation of a learning resource / revision guide in MS Sway which can then be shared with their peers. [Guide on using MS Sway]
5. Use 'co-production' and 'project-building' apps such as **Padlet** (see '2. Creating a Digital Community'), **Pinterest**, **Trello** or (within Microsoft Teams) **Planner** to allow students to curate ideas, resources and questions to support project-based or problem-based learning

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6. Academic Guidance & Support

1. Support students in the general transition to online learning: KIITE and IDS provide resources on a dedicated [website](#). The EdTech team provides drop-in sessions for staff to answer technical queries and provides guidance in the use of the digital tools to engage with students: <https://keele.ac.uk/sites/KIITE-EdTech>
2. Ensure student participation in our Pre-arrival Online Induction Programme (available through KLE and MS Teams) <https://www.keele.ac.uk/induction>
3. Hold virtual office hours for students on **MS Chat** (text chat in Teams) or **Google Hangout** (messaging, linked to Gmail) setting out clear expectations to students as to when and how you will be available for support. (link to MS Teams and Google Hangout guidance)
4. Use **MS Teams calls** or **Google Meet** to provide virtual 1:1 meetings (audio or video) to provide guidance and support to individual students. (links to using MS Teams and Google Hangout)
5. Use **Induction Groups, Padlet, Microsoft Teams Chat** (etc., see examples in sections 1 and 2) to encourage student responses to module progress, and to offer whole cohort feedback

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7. Formative Assignments & Feedback

1. Assess ongoing digital contributions and artefacts that students produce during module, e.g: light-touch assessment of discussion and chat postings, digital annotations, curated resources, (see sections 2.3 and 4 for examples). Consider doing this *instead* of setting an 'additional' formative assignment.
2. Explore diversity of **Blackboard KLE assignments**. Tests can deliver automatic feedback (link to KLE training guides.) Use **Feedback Studio** within **Turnitin** to return marks, text and audio feedback to the learner. Multiple members of staff can collaborate to provide layers of feedback. (link to guides on marking in Turnitin).
3. Use **Microsoft Forms** as a live polling tool to gain an instant insight into the thinking of large groups of students. (link to guide on using MS Forms)
4. Use **OneNote Class Notebooks** to provide a personal workspace for every student, a content library for handouts and a collaboration space for lessons and creative activities. (link to guide on using OneNote Class Notebooks).
5. Set Student Group Projects using **MS Teams**: <https://www.youtube.com/watch?v=Yn0WtuiPOIU>

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8. Peer-to-Peer Guidance

1. Create an informal social space for student-to-student comment within **MS Teams** (channels, see section 2) or design learning activities that privilege peer-to-peer feedback in this space. (link to training on MS Teams)
2. Use **OneNote Class Notebook** to host a collaboration space for peer-to-peer activity (link to training on OneNote Class Notebook)
3. Offer the opportunity for students from previous module / programme cohort to mentor and offer support to the current cohort, using guest access to discussion fora in the KLE, or adding mentors to **Microsoft Teams** channels.
4. Add **Student Voice Reps** to the online cohorts above, either as observers of active participants, to encourage more inclusive and authentic student voice and feedback on programmes
5. Set up **assignments** (see sections 7 and 9) that stipulate or encourage **peer-to-peer feedback** on digital outputs, artefacts, projects.

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9. Summative Assessments

1. Create assignments submitted to and marked through **Turnitin within the KLE** Assignments: <https://keeleacuk.sharepoint.com/sites/KIITE-EdTech/SitePages/Turnitin.aspx>
2. Deploy MCQs and other forms of **Blackboard tests** setup through the KLE: <https://keeleacuk.sharepoint.com/sites/KIITE-EdTech/SitePages/KLE--Tests.aspx>
3. Conduct live viva voces or panel assessments through **MS Teams video meetings**: panel cohorts can have private channels setup for discussion between themselves. (link to training on MS Teams) & (link to guidance on delivering viva voces through Teams)
4. Use (3) to invite external participants into the assessment process, choosing employers / civic organisations etc to add an assessor voice
5. Use **PebblePad** to create reflective and developmental portfolios: staff members can create templates for students to complete and submit through the assignments feature and can grade and give feedback. (link to training on PebblePad)

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10. Module Evaluation & Review

1. Collect and collate whole cohort, anonymous feedback via **MS forms**. (link to training on MS Forms)
2. Use **Mentimeter** to allow students to give anonymous feedback as part of module evaluations. (link to training on Mentimeter)
3. Use **KLE announcement tool** to offer tutor feedback in response to student module evaluation (mid-module or end of module)
4. Set formative or summative assignments ask students to produce a **digital response to the module** (short vlog, blog or set of supplementary learning resources), which can act as a legacy for i) module choice info ii) marketing of programme iii) next cohort's resources
5. Use a form of **content capture** (e.g. **Snagit**) to produce a tutor reflection on the evolution of the module, and build that into the Learning Resources or Induction space of the next iteration (see sections 1 and 2)