Pedagogy Matters: Episode 10 Transcript

Hello, welcome to the latest

episode of the Pedagogy Matters podcast.

The purpose of this podcast is to bring to

the fore some key topics of conversation

in relation to learning and teaching,

to discuss to breakdown aspects

of practice and provide snippets,

advice and guidance as to how to

integrate these into our daily practice.

Today I'm delighted to be joined by Keith

Smith, professor of Pedagogy, who works

in the US with the Highlands and Islands.

Keith how are you? I'm good Johnny.

Thanks for having me good.

So Keith, today I will talk a bit

about blended delivery and also

I understand a little bit from

kind of conversations you've been

involved in this for quite awhile.

Is that fair to say in terms

of your role in your college?

Yeah, I've been a University of the

Highlands and Islands for seven years

now I'm working in a role that's very

much about developing and enhancing,

learning and teaching.

Due to the nature of the University,

and also because someone interests a

lot of that very much focused their own

blended and online learning and teaching,

although.

Prior to continue hi,

I'd say I've probably been involved in

technology enhanced learning in some

form or another for probably about oh,

25 years, wow,

but you seem quite a few crazy

things come and go in that time,

then a few changes and a few things

that always threatened to change

but never actually did.

The Ellie is not dead,

doesn't like being dead anytime recently.

Imagine yeah,

in via legal problems with some point today.

No doubt.

'cause yeah, there's lots of

continual discussions on VLES,

what the purpose is, how they use,

how we, how we use affectively.

But yeah,

and obviously you know from conversations

with myself and other colleagues,

I think it's a really interesting

time in one of the earlier podcasts,

worker spoke to John really

from Newcastle College.

He uses him hinge point in terms

of right now we might well be a

hinge point for broader education

to look at how we deliver.

It's really interesting.

I'm going to pick on the initially

in terms of the term blended,

delivering blended learning.

You know, I'm not sure about yourself,

but in the last 12 months has been

a lot of different terminology used,

so it may be useful to explore

color in your world.

What is meant by that blended delivery?

Oh,

that's that's a good and a

tough place to start.

And I think, yeah,

you're right,

you know there's so many different

definitions we can kind of put onto.

These things are particularly

blended learning for me.

Blended learning has always been

about the mindful design of learning

and teaching opportunities that

use mindfully designed range of.

Classroom based or field based or

location based with technology.

Enhanced learning opportunities

for the betterment of the learning

and teaching experience.

So I think for me, blended learning.

Listen approach is about.

Using the best of what's available

to us. Uh, to provide a better learning and

teaching and student support experience.

Then, if we're teaching, you know,

purely in one mode or another.

I think that's a really interesting phrasing

and kind of choice of words to describe,

and I think it's very accurate.

By the way, as well, because yeah,

I think the kill and you said there is

to enhance the learning experience,

so I've been rolling out.

You'll see it getting involved in in

technology announcement for 25 years.

Obviously people can't go Kotlin

down corridors with iPads, you know,

because it's all quite the new thing

to do and it doesn't enhance learning,

so it's got a drawback to impair back to.

Or how can we improve the outputs

for all learners in terms of their

learning experience.

So again, at the minute is lots

of different terminology in terms

of blended hybrid hyflex.

I'm sure you've heard many others

as well and I'm sure they all have a

place in a different interpretation,

different context,

but I'm a big believer in keeping

things really quite simple.

You know,

in how we can kind of make a simple

for myself for students to really

come back to what you said there

is to how we enhance alone.

So yeah, I think we sort of start with,

you know,

kind of bit about maybe some experience of

within the University of round what's up.

Blood is blended learning approach

is our current designs you've used.

Pre covered and they will look at

really and how cool they have changes.

That's OK with yourself.

Yeah,

absolutely joining well I think

maybe I'll give you a little bit

of background and might benefit the

kind of the listeners that maybe only

have a general familiarity with the

University of the Highlands and Islands.

So you hi is a geographically in

digitally distributed University

that is made up of central office of

University and 13 academic partners,

mainly HNF ecologies,

but also some specialist research centers.

Across the whole Highlands.

Magnus region,

so covering in terms of landmass and area.

That's pretty much equivalent to

the size of Belgium.

Yeah,

and then we go is an expensive

area and we sit within and have

locations within both urban and

rural communities and settings

across the Highlands region so.

As an institution.

Let's see what you know.

We're also attaching institution.

We cover FE&HE,

so technology and kind of blend it.

Or networked approach is I've

always been right in the heart of

how we think about designing and

delivering the curriculum and how we,

and also how we facilitate

learning and teaching.

And there will be very few courses.

Very few courses that don't

have some meaningful element of

technology enhanced learning.

In the delivery and in the

wider St support that's offered,

but I guess maybe quite unique to you.

Hi, is our model of network delivery OK?

And in essence, what that means is that.

Great number of our courses can be studied

by our students regardless of where that

subjects being taught from an regardless

of where they are based within you,

hi, network or even beyond with you.

Hi network. So let's give you an example.

Most of the engineering is

taught from Perth College, UHI,

one for academic partners.

But if you were a student in Orkney

who wanted to study engineering,

you could go to any college UHI

which is your local academic partner.

You would access prior to call that you

have access to all your lectures and

tutorials through video conferencing.

And you would also have other learning

activities and engagement with peers,

both through video conferencing but also

in the virtual learning environment

and your your academic support.

Contact with always be in

your own academic partner,

So what that extension means is that

so we've got a particular approach

to network delivery that means you

can study any number of our courses

from regardless of where you're based

within the University network without

being disadvantaged in any way.

And video conference has always

been key to that. We are.

Europe's largest education user,

video conferencing technology and

we have video conference suites

in all of our academic partners.

All 13 of academic partners,

but also in our range of 70

or so regional study centers,

which again are kind of located

throughout the Highlands region.

That approach to network delivery.

Video conferencing, the viali.

Local academic support.

That's been a mainstay.

Off you hi and how we think

about in design and deliver the

curricula for a number of years.

Aspects of that have had to fundamentally

change due to covert and particularly

went and went into lockdown and

students don't have access to campus

and so it didn't have access to video

conferencing suites and so forth.

Now it's really interesting.

You can install a lot of my questions

or anybody by expanding your answers

have been doing this for quite awhile,

so let's talk precor very briefly when

you talk about those studies centers.

So I'm sitting in.

As you allude to,

Orkney and engineers take place in Perth.

Was that Perth being told their classroom

and then learners in a different center,

beaming in the classroom?

Or was it all asynchronous?

Or how did that work in a pretty

cool yeah so so so the way it

would have worked pre covered is

that they would have been in that

particular example with engineering

there would have been live lectures,

traditional lectures if you like.

Taking place on campus at Perth

College but with learners from

across the UHI network joining those

lectures through video conferencing.

In some cases it might be

an individual at home,

joining through video conference

to that lecture.

In other instances,

it might be small groups of students

at other locations within you.

Hi,

other academic partners who might

come together in a classroom or a

video conference suite to join that

lecture as a group so that that would

that would tend to be how it's done.

Uh.

In some instances where the student

cohort is distributed across you

hi and lots of small pockets,

then maybe they would have been face to

face lecture with an on campus cohort.

It would just be in a video

conference lecture for any students

that were on that course.

That kind of joined by video conference.

Listen and I guess talking

quite broadly there.

What were your main bit of?

I'm gonna say learning or

professional development kind of

key areas of focus in that world.

Pre covered wasn't around the

content delivery or was it around

excessive learn or was it kind

of everything you know kind of?

What were the main aspects of learning

and that will dictate pre covered?

Yeah so I think the key characteristics

of how we approach things pre covered.

I would say that we had a.

Strong commitment to.

Blended learning in teaching.

Yeah,

but with a focus on active

student engagement.

So of course you know they'll

be delivery of content,

but that that would always be

seeking to balance that out with

opportunities for peer peer

engagement for opportunities to

engage both synchronously and

seek and asynchronously.

And looking at the powder,

the design of everything hangs together

in terms of providing a kind of creative.

And well balanced learning

teaching experience,

and it will vary and obviously would vary

from course to course in terms of the

specific pedagogic approaches being taken,

but I think that that kind of mindful

approach to blending and the other

thing that I would say is that.

We moved to a new learning teaching

enhancement strategy going five years ago.

The focus of that strategy was to provide

a common language for how we think about,

develop and share learning and

teaching across the UHI network.

And it was values based and

linked to exemplars.

And a lot of those exemplars unlock

the guidance in this strategy is around

things like making sure we provide

a connected learning experience for

learners so they can engage with not

just their peers in their own cohort,

but engage with learners and professional

communities beyond the course itself,

we've been moving increasingly

towards aspects of open education

practice and creating and using and

repurposing open educational resources

within the context of what we do.

But we also moved on and this

is this is interesting.

Actually we might come on to this.

In the same academic year that covert hit,

we just moved to Brightspace's new virtual

learning environment for the University,

and we linked to that.

A set of benchmarks use of

technology in learning and teaching

that defined as a minimum,

making active use of bright

space to engage our learners.

And making sure that at least two or

three opportunities for active engagement

with and through the technology,

regardless of what other learning

might be happening in the classroom

or out in the field and so forth.

But moving to a new Valley and

staff and students only been six

months into becoming accustomed

to that Valley when covert.

It did bring a new dimension

to what we have to do.

Not imagine, I think,

from from conversation with colleagues

in both Scotland and England.

You know, the last 13 months is really shone.

A light on the Valley and its importance

and significance and stuff skills.

And it's.

Purpose within the education experience

and I think that's really interesting

because there's this whole conversation,

so I had a lot of conversations with

colleagues at the minute around.

What does August look like?

And I appreciate them in August

we don't let them in or the full

rules or criteria or guidelines

as to how we can deliver,

but it's going to be a lot more like a

pre covid world where we can actually

choose to agree and also a lot of the

elements that you've touched upon there.

I'll see you know with these quite quickly.

In this episode there's a

lot of learning to be hard,

then it'll be shared their across the sector.

Around,

can you experience in your journey over time?

But I think I'm getting progress

now is you touched upon a couple

times about how cool but has really

impacted on this space as a person.

Best laid plans which worked pretty well.

Whereas actually.

Cool math run quite a few

spanners in the works and in

that space with you this year,

as well as being relatively smooth.

How's it work for yourself?

I think I think you know every every

kind of universe in every college,

every educational institution.

Has had some significant challenges.

I love those challenges being common.

But institutions will have their

own particular challenges,

so a significant one for us,

given our use of video conferencing

before like pre Corvette and and

having video conferencing hardwired

throughout the campus is a key

challenge for us was to move from.

Large class lecture style teaching.

Yeah, and I don't mean lectures and you

know we were always trying to focus on your.

Interactivity, engagement even

in video conference lectures.

But we have to move from video

conference delivery through Hardwired

video conference suites to doing

something equivalent fully online.

So we had to look very quickly and

provide guidance very swiftly relating to.

Alternative alternative approaches to

supporting particularly large cohorts.

In terms of the synchronous online teaching.

Guiding staff to make decisions on the

best approaches for cohorts of different

sizes and what technologies were best,

how to ensure there was still a really

strong element of interactivity and

engagement and also making decisions

about what would be the synchronous

technologies that are not going to support

the video conference setup that we had

which included all these studios that

could be accessed from across the network.

The other thing that was significant for us,

even though we did a lot of kind of

networked delivery and a lot of kind

of blended learning and teaching.

We don't have very many fully

online programs either at college or

University level within the institution.

And similarly,

although we've got a staff and

student base that overall a really

pretty familiar with technology.

Our students did not self select

the study field it fully online.

Yeah, and our staff very few of

them apart from those who teach

an online Masters programs,

which is quite niche.

None of them had taught fully online.

So I think the big challenge there for us.

Alongside looking at how we make a move

from video conferencing to synchronous

online technologies for teaching was

to recognize that the shift from even

blended delivery to fully online.

Isn't just a shift and modes of delivery,

it's a shift in mindset,

yeah,

and you know you have to understand

and help staff understand.

Then you insist of going from,

you know technology enhanced or

supported learning and teaching

to predominantly a fully online

learning and teaching and what

that means in terms of adequate

opportunities for students engaged.

Actively in what they're doing and

engage with and learn from one another.

But also to look at the contingencies

in materials based subjects or that

maybe construction or maybe art.

Or looking at the contingencies for

things like moving to virtual field

trips or fully online work placements.

So these all became really kind

of big challenges for us.

Challenges in common with other institutions,

for sure,

but particularly challenged particular

challenges in the context of you.

Hi.

Given the links that we have into the

wider communities that we can where

we're located and given the strong.

The occasional dimension of our programs

will have that will involve hands on

work will involve people being out in

the field or normally out in a work

environment as part of their studies.

So those were all significant,

and I think the final thing which I

would throw into the mix there was that

an absolute alluded to this already.

We were six months into using the new Valley.

So staff were still developing the

practices in new Philly and students were

still becoming accustomed to New Valley.

So when we made the kind of rapid move

to fully online learning and teaching,

one of the big challenges for us,

it was something where we can act

it immediately on was to help

staff establish I cannot.

A baseline of support for students

across all our units to modules,

and putting in suggesting the

minimum that needed to be in place.

In that initial period,

to provide a really well supported

student experience that included

really simple things, Johnny.

So yeah, and at simple things like

making sure that all your unit or

module spaces has a questions for him,

so that if students have got

any general questions about what

they're studying or the contingency

arrangements they could post it there.

And the answer was there for everyone to see.

We also encourage staff to create a

virtual office hours sessions for all

the courses to run at least once a week,

and we also encourage staff to

create social announcements.

Discussion forum in older viali

spaces so that our students could let

their peers know what was happening

away from the formal studies,

including including the digital spaces

where there was self organizing and

with supporting each other from a

kind of social kind of perspective.

So there were some of the kind of big

challenges and how we frame some of

the initial response not to read it.

At some point it's gonna lose

2 at the very end there,

and that was going to one

of the questions I know.

For a lot of the connections

in conversation with you,

so far as I run the social

interaction site for students and

for for staff and for their peers,

so that's interesting in terms of obviously

providing that space for the students,

they can have those conversations

both about their stories.

But also I would say that the studies,

but that being a conscious part

of from all the Christmas stuff,

can adjust to share and promote and

going to be part of their program is

that is that kind of understanding.

Yeah,

that was certainly the rationale,

and that's what we were.

Working with staff to try and

ensure happened.

I think that whole can a social

dimension I think is critically

important and we mentioned the virtual

learning environment and there's

lots of great things you can do

with virtual learning environment,

but certainly.

I observed and I think we as

an institution we saw as other

colleges and universities will have

seen that when we made the move

to online learning and teaching.

Actually.

Are institutional technologies particularly?

We're really quite limited in

that social dimension.

Yeah,

so if you went into some sort of

emerging emergency situation on campus,

students could self organize and cluster

in the foyet in the canteen and so forth.

And our institutional spaces particularly.

They're not set up in a way that

allows students the clustering

support one another because they're

not really based on the learning and

teaching architecture that based on

information architecture where your

student is a matriculation number or

a student court or student ID attached

to an EFI unit or in some of our instances,

a module that's part of an HE course and that

that relationship between student

record system in the Valley.

Really kinda designs in and designs out.

Which students get to engage with

one another in an online context and

what resources they get to use so

our whole notion of creating these?

Uh, social announcements.

Areas within the family as he was

to allow students to engage socially

but also let their peers know where

outside the Valley where it's like

the institutional spaces they

were starting to self organize.

Think you know that that is one thing

we have seen that I think will fit 19.

Has revealed that particular

weakness in the Valley.

It's all predicated on matric numbers and

module codes and who we say our learners

can or can't access and work with.

That's been a that's been a

revelation and that's something we

need to sort out going forward.

If we're going to have.

More resilient uses of technology.

In the future, I think, no.

I think it's really interesting Keith,

and again from just picked up my social

life and kind of social circles.

Everything now has to be planned

and you're absolutely right there in

terms of we're now planning interaction

for students to interact with each other.

So it's about,

yeah,

how do we provide that flexibility

or opportunity for students to do

that themselves over time there as well?

That's really interesting point,

which yeah,

might as well have been overlooked,

but I think it's really important

that as as colleges and universities

that moving forward,

it blended click curriculum models

is how do we provide those ad

hoc opportunities for students?

Vibrate and communicate with

each other as well.

No, no,

it's really interesting.

Another postcard I was going

to pick on just to query a bit

more so you mentioned precord.

He did a lot of pre conference

so video conferencing.

Over covered,

then had to kind of really

reflect and look at different

synchronous style activities.

First question, what's the difference?

You know?

I mean this in a in a non stupid way,

so video conferencing,

competitor synchronous activities,

what sort of things are the

differences between that?

So what would a video conference

have looked like in the past compared

to what was happening over covered?

Yep, so.

We we had or have a confirmed, uh,

I guess traditional video conference setup,

yeah?

Is Cisco based?

We've got video conference suites.

Within all the buildings across the

whole University in original study centers,

I guess the main difference between

video conference as a technology and

teaching with it versus something like.

Blackboard collaborate Ultra

or Webex or or Ms teams?

Is that video conference?

Is more if I cannot.

A straightforward broadcast technology,

so you would have your speaker.

You present that you would have all

your kind of students there taking

part in the lecture or tutorial,

or every session was being

run through video conference.

And the kind of the means

of engagement would be

directly through the video conference

technology itself and whatever activities

the lecture was introducing to the session.

So you wouldn't have,

for example, a chat area.

You don't have a whiteboard.

You wouldn't have the ability to

easily break people out into groups,

so that has been like the main

difference in the video conference

technology that we have.

Really effective it.

You know it can support very large

cohorts as well as very small cohorts,

but you know you have a lot of people

in video conference when it's kind of

set up in the way we've gotta know.

Run very smoothly and very effectively,

and you can have for joining

from wherever they need to be.

But and moving to using synchronous

virtual classroom technologies,

if you like as opposed to video conferencing,

then certainly there was work to be done

to alert staff to the range of functions

that could be used in synchronous

virtual classroom technologies to

think about the ways in which they.

We have to tailor what they're doing,

so if they were previously.

Teaching kind of very large

cohorts on campus,

with others joining by Kinneavy.

See what was what was alternative

going to like online.

So we found a number of staff

that have kind of developed.

Really effective flipped style

approaches with kind of short videos

to be viewed by lots of students,

but then that leads into online synchronous

tutorial sessions or workshops,

sessions or seminar sessions,

so it was more about it wasn't just moving

from one synchronous technology to another,

it was actually moving from a broadcast

focus synchronous technology to

making effective use of interactive

synchronous virtual classrooms.

If you like that was that was the leap.

Turn on, that's fantastic.

I think it's really clear.

And yeah,

that's kind of thought it would be,

and I think that's been a challenge

for everybody,

but it's every other college or

providers didn't see how that

starting point of being online,

so they kind of.

They jump straight in the second

part I think.

But now that's really interesting,

and especially on the flip

learning bit because again,

conversations I'm having at the

minute and that being part of

different groups which we looking at.

Well now we've returned partly to face

to face delivery is how can we bring

what we've learned in the classroom,

and I think we're Hanneman.

Open in the classrooms.

How can we bring the whole experience?

Step back to our course delivery

or program delivery thing actually,

or which bits can we encourage?

Flip learning?

How can we promote their face to face on?

As you said there in terms of tutorials or

different elements to really enhance skills,

skills, development,

knowledge development and what this

could be looked at, flip there as well,

which I guess takes us neatly

on the next bit in terms of.

Right, so you know,

solve the problem.

You know after I've done a football come.

So I guess really kind of

what lessons have you learned?

What are your thoughts right now?

Moving forward in terms of actually,

where do you see large part of your

delivery going or what a bit of

learning that I guess you were taking

forward the last 1213 fourteen months?

OK, I think there's a number aspects this,

so maybe just pull out some of the the ones

that float immediately to the top, I think.

I think we absolutely,

as with every other institution,

I think we absolutely have to.

Embrace the increased use when

I make enough technology.

Yeah,

because it is providing more

flexibility and choice,

and when done well,

more opportunities for active engagement for

our learners. And I do think we're I think

we can't afford to talk about a return

to campus based classroom based teaching

as it looked before Cover 19 because I

think one of the things we've shown is

that even subjects were used to say,

well, you can't really teach that online.

We've shown that actually.

There's a hell of a lot you can do online,

even even if you're effectively

taking a blended approach.

So if I think about my.

Eldest daughter, she's at one of the

colleges that make up University hires,

Nylons used in our portfolio year.

She's been into campus twice

since Covid hit us last year,

but one of those occasions was to create

that was to collect whole of Kit Art Kit.

Paper paints, pastels,

everything that you would need if she was

in the studio on campus to do art studies,

but bring it back home and through

a combination of well designed

activities and real time tutorials.

She's not getting the same

experience as she did on campus,

but she's getting.

She's still getting really good one.

Yeah, and then she's still getting

through a course and that I think that

just that's one very simple personal example,

but I think the fact we can

do things like this,

and we've proven we can do it.

And it can be done well,

I think raises the expectations and

raises the bar for ourselves in terms

of supporting learners who for whatever

reason can easily get onto campus.

That might be through disability

that might be through being in a

small rural community that might be

through having caring commitments.

We've shown we can be far more

flexible in how we engage your

learners through technology,

and I think we can't afford to lose that.

But I also think that.

Kovitz also revealed shortcomings in

traditional forms of assessment essays,

particularly exams.

I think it's it's showing that we can do.

Specialist forms of assessment.

Well, even at a distance,

so there's some really nice examples

around of nursing students being observed

through synchronous technologies.

In doing mockups of kind of

patient examinations and so forth,

are some really good things,

but I think that. We need to.

Keep an eye.

On how we can do this all in a robust.

And resilient.

And sustainable way so,

and I think for me that means a lot of

focus on a lot more focus on activity design,

moving away from thinking that

we have to create all the content

that I've learned to engage with.

'cause there's so much out there already.

In terms of building upon what we've put

in place over the last year.

We need to keep an eye on how it

can be sustainable going forward

as well as effective, I think.

Wrapped up in that I think is a

realization that online or good blended

learning doesn't necessarily have to

be relying on us as the truth is that

educators writing lots and lots of content,

'cause that's already.

Yeah, I think we need to recognize that

some of her best uses of technology.

To support learning and teaching or

using those technologies as digital

spaces for engagement with our learners

and for learners to engage with one another.

And I think any approaches

that that can harness.

The digital skills offer learners or help

them to develop their digital skills.

Through creating.

Or creating or curating resource is that

they need this part of the learning.

I think really essential.

So to give you really just

a really simple example.

We talked with discussion boards,

early African,

yet the questions for so that if

there's a general question about an

assignment or contingency arrangements,

the questions posted in there for

everyone to see the answer to.

How often, though,

do we take this year's questions

forum or discussion forum and turn it

into an FA Q page for next semester?

We just don't do that, but we should.

And equally activities that might.

Allow learners to use and further

develop their own digital skills

and literacies as part of a

meaningful learning experience.

Take another simple example.

A collaborative Glossary where each

week you ask two or three students

in the class to define two or three

key terms that's coming up in next

week's lecture or next week seminar.

Next week's workshop.

They created as a live resource

throughout the semester.

You get vendor,

semester.

You've got a kind of a Glossary

of terms relevant to that course

might include links to videos,

links to kind of readings and so forth,

and there's a really good resource

that you can use next time round and

they don't have to create themselves.

And it's using technology for

what is good for and for what

people use it for anyway.

In the real world,

which is to collaborate and

to create and to share things.

And we need to bring more of that kind of

more flows maker pedagogy type approaches

into uses of technology going forward,

so it's meaningful,

so it's active,

but so it's not all,

solely reliance or is heavily relying

on the shooter to create materials and

write lots of content, because actually.

That's not that.

That's not where it's at.

That's not the most important

thing and good content.

It's only one small part of a good

online or blended learning experience.

Interactivity, active engagement,

peer learning.

They've all got to be at the forefront.

Thank you so really again,

reading lesson points I can wrote

on those three words that you

said in terms of it being robust,

resilient and sustainable.

Which I totally agree, but I'm going

to throw one more word in there,

which is a word that the most

has different connotations.

Sometimes depending on on people education,

but efficient.

And what I mean by that is I have

colleagues in the past where.

Is an actual step back?

What can you do on in your

curriculum in your course?

In your program,

the unit or whatever?

What can you can make blended which then

gives you more time to deliver face to face?

And I've had many conversations with many,

many colleagues around.

Look with Tim.

Efficiency means costs,

even know not my world.

In terms of this space is if

you've got my back on sport.

If you got four teachers teaching

following groups in that mean Physiology,

well, actually let's share the resource.

Is that one person deliver an element

online or Christmas user online?

Because then it frees up.

Potentially those are three

teachers to do some deal face

to face seminars with learners

to make sure they understand it.

So no teaching at all from scratch.

Induction online curated by teacher

one teachers 2-3 and four then have

the time to really deep deep dive in

and kind of dig in to make sure the

learners understand this information.

I think back in the different

points you resonated,

there can really reflect that for

me and I guess the challenge.

For August and beyond is that this

is knew to a lot of the sector,

you know,

as a real planned blended approach

and will have you know,

like his 52 lots of different

varieties and approaches.

Which is fine because there's no.

There's no kind of Golden standard

kind of really strong understanding

of what makes this Gray really,

as of yet, in a tertiary Fe college,

but I think those those key questions

you said those key points in terms of robust,

resilient,

sustainable.

There's a lot of materials out there

and come back to the peer engagement,

the interaction,

the impact of everything that we do that's

got to be the key to this because then,

if that's what helps learners

improve and kind of develop, there.

Yeah, absolutely.

I couldn't agree more and.

I really like your connect your

kind of take on efficiency there.

I think that type of efficiency

is really important and I think

going forward you know post

August we need to make sure that.

An aspect of being efficient in terms of,

you know, learning and teaching,

and you know that the learner experience

is to make sure that our staff.

Are not stretched unnecessarily in

terms of what they're expected to do,

and I think, hybrid learning and teaching.

Hyflex is, some people are calling it.

There are some real dangerous

in there if we find

ourselves in a position where

our staff are expected to teach

in multiple modes concurrently.

Yeah, that's just not sustainable,

and that's not efficient.

There shouldn't be any reason

for someone to have to deliver.

Or prepare, let's see a lecture

or a lesson for classroom delivery

and have to do the same one in

a recorded format for another

cohort or for the same cohort.

But for those that may be studying in a

different mode to the peers we need to,

we need to look really carefully at

what can we do that. It makes sense.

Can be repurposed.

Required, you know, not,

not unnecessarily, unnecessarily,

but repurposed.

We're possible we need to make sure

we're not asking our staff to duplicate

teaching effort across different modes.

Yeah, and actually,

we need to think about that that that

whole efficiency thing in terms of firm.

Weiter kinnekulle hearts as well,

so I think often we will be kinda.

'cause we're responsible for

all units are on their own.

Modules will be thinking about,

well, what can we do to make our own

teaching you a bit more efficient and

effective at the same time using technology?

Actually, there's there's

other ways to think about that,

so I mentioned things like

a virtual office hours.

Yeah, you could do that in the

context of a single unit or a module.

But actually,

if you've got a course team that

know the whole program very well,

why not have a virtual office?

Hours session is open to anyone in the

course instead of repeating them across.

Different units and modules.

I think I definitely think in terms of.

A fish and see there's another option

and sample effective going forward.

I think one is to look at where

resources already exist that can

be shared with colleagues that

might be within the institution.

It might be by harnessing open

educational resources are already.

Freely available out there,

I think that becomes really important thing.

The other thing that would come through

important going forward is to bring

to the surface and share all the

good experience that will inevitably

be there across our colleges and

universities in terms of effective

teaching with technology it was there.

Prior to corvettes there will be

practices of a marriage during Corvette.

But and here's here's the real challenge.

A lot of the people that are doing

really good things with technology.

Regarding teaching at the level,

the teacher teaching discipline a teacher,

the subject they teach.

They don't always know it's worth sharing.

Yeah,

because for them it's just what they do

and they might not consider themselves

specialists in blended delivery

or online learning and teaching,

but they might be doing.

And very often people are doing one or

two or three things amazingly well.

We need to identify those colleagues

and you know,

find ways to share what they're

already doing so it can be reproduced,

harnessed in other areas of the

College of the University,

and I think that's also really big

part of this all being sustainable.

If you like going forward,

I'm recognized and drop on the

expertise that's already there

because it is already there,

even if those that are expert

don't necessarily consider

that their works were sharing.

I think we've got to harness

that you're after.

Reiki, thank.

Teaching lecturing is probably

most lonely job out there,

and what I mean by that is you

teach by yourself.

Yes, you teaching students in front of it,

but teach yourself 800 hours a year or more.

You know in in very,

very rarely get some some

feedback from tangible feedback.

And yet it's quite isolating in

the opposite race and actually

one of the things that we did

see the end was kind of pulleys,

Dunkerton development groups

just to provide spaces for

lectures to talk to each other,

and the same discipline,

and not just one to it.

There's many different ways,

but you're absolutely right there.

And one of them going to measure meant to

mention before was in terms of efficiency.

Came across a great example pre summer

where we are now ready for a mere presence.

My last year around obviously

challenge grades is 1 tool which is

being used as a retrieval practice

or start activity and one lecturer

let me set a Microsoft form at

the end of every lesson asked

every learner right put in there.

One question.

One answer from today's session.

You know I got $20 in a room

after 10 weeks that builds up,

but Bank of 200 questions

across comic series.

They left that straighten the challenge.

Great job done.

So when it comes back to being efficient,

I think that's some prime examples of how

we can use a tech to do the work for us.

But we've got to think differently

about different perspectives

about our Microsoft form.

In that case, could have been used.

And finally,

I'm going to say before asking for

some kind of some recommendations or

advice is I think you mentioned a big

risk are quite a few big risks there.

I guess my concern or big risk is

that when we do get back into the real

world and in full face to face June, July,

August or whenever, that maybe is that.

Unfortunately these opportunities

might not be curated,

planned out as effective as

they can be to encourage.

Maybe lectures and managers without the

skill set or understanding to think.

Differently about cooking,

design and so on.

But how it can be done in practice?

Because again, I've got no doubt

there's another former College in Maine.

Pre code will look great 10% online.

OK so 10%. What does that mean?

That's up to you.

The ideas of some areas was fantastic.

The ideas of so much more.

There is.

Watch a stick that you not online well.

It may not be what right?

So I thought how we do this

and there's no

such thing as a broad brush

in every college manager.

Lecture will be interpreting this

in different ways and it's hard

because there is no magic answer.

But that's the key thing for

me is to is to engage in that

dialogue and in that thought

process in those ideas are wrong.

Actually spend about it.

I'm like what have we learned.

What does the sector need from us

from an Indian engineer and from

English offer massive mighty.

How do we draw out of our programs

and that that's a key but for me?

I agree entirely, and I think I think

we we can't need to recognize that

as we approach August, September.

For some institutions,

I think we need to realize that.

Uh, we're not post pandemic.

We're certainly not post pandemic

in terms of the learning that

they're still there for us to to

learn within our institutions.

And I think it's going to be really.

It's going to be absolutely necessary

for colleges and universities.

You too you make those decisions,

but what what the new year

is going to look like.

Get in place everything we can to make it as.

Meaningful and effective

for learners as possible,

but I think we need to recognize

that the upcoming year as a period

of time where we absolutely are

still in transition out of this

thing and into whatever comes next.

And I think we should be using the

time we have now and across the next

year within all our institutions

individually to be thinking about.

How are we defining the curriculum?

Yes,

I'm a are we recognizing that the

curriculum is now called located space?

It's in the classroom and it's online.

It's at home and it's on campus.

You know,

for some people you know that

the curriculum extends and wraps

around where they're working.

If they happen to be working

and studying at the same time.

So we need to.

We need to challenge ourselves to say,

what do we think the curriculum is

and what does it look like now?

And I think we also need to

challenge ourselves to. Define.

What will you know?

We're bout to bark in a piece of

work to do just this at you hi.

Post covert given everything with

no land and all the possibilities.

That we can see as well as the

challenges we've had to address.

What will our signature pedagogic

approaches in our institutions

look like going forward?

How are we going to define those?

Because they need to find now,

because if we're going to harness.

The lessons learned and and

kind of take this forward,

so we're enhancing,

learning and teaching overall within the

sector and within their institutions.

We need to make ourselves to

define what the curriculum or

signature pedagogies are and

what they're going to look like.

Because we can't.

I don't think we can rely on.

Are kind of the understanding and

knowledge we had before that was

formed by decades and decades

of what we were already doing.

We've got to define what this means

going forward now, and a central level.

I think there's.

A real can eat for some discussion around.

The way in which our colleges and

universities are gonna set up.

In terms of state,

in terms of where things are kind of

intersected between across physical

and digital spaces between work and home.

All of this really needs thought

about kind of really carefully cause.

Though I don't think there's

any doubt that there's a

momentum, though, that will mean that

education is going to change going forward.

Certainly tertiary education and expect

it will in the school sector as well.

I think those institutions that think

they can take a step back how it was.

Before covette I think there are going

to be taking a step back in time because

I think other institutions will learn

from this and will move on from it and

use it as an opportunity to acknowledge

the real challenges and difficulties,

particularly learners

over the last 12 months.

But to define a better way of doing

things going forward, you know.

And those institutions that don't take

the current period and then the next

year or so to think about that I think,

will find themselves out of step.

Yeah, nothing against.

Some points,

and I think all codes are spoken to are

very keen to learn from us like it's

just at the time is difficult when we start,

you know we've got 400

lectures or where do we start?

How we find a consistent approach across

the piece and you're absolutely right there,

but signature pedagogies now was the

time and the conversations we've

had more broadly across sectors,

so it's like a two before your

action research project.

Really,

the next four years to to understand

and look at how the shape of this

is now the ship moves over time to

look at actually what is effective.

What is effective in level 4 computing

as opposed what is effective in

level 7 childcare?

Is it really will come back to

curriculum level by learner level

as well as to what works.

And yeah,

and once we can build up a picture

over time that removes any individual

teacher preferences to looking

at or what is effective then for

that skill set for those learners

for their development for their

needs for the next steps for

the next destinations and so on.

So forth.

Yeah, absolutely.

And I think I would add just briefly to that,

and it's something that I think

colleges have been better at

this sometimes in universities,

but I think.

Altach institutions.

I've got to kind of look at.

What opportunities are providing

for learners to support?

One another and learn with one another,

and this is a very specific point here,

and it goes back to the earlier

point about the relationship between

the student record system and the

Valley and how it can it designs in

or out who you get to work with.

And we've seen some really inventive

approaches during covert where

learners at different levels from

different cohorts in different

disciplines are being brought together.

I don't think.

Does any other type of institution

bar a college or University?

That says you're old and you

people your own level 4,

so you will work together.

Euro level sit and you're a bit more

experience so you will work together

or your master students you know

you guys. Can you know there's lots

of things you can do together in any

other professional context and any other

organization in any other industry.

You take the new people and you get

them to work with the more experienced

people because the more experienced

people got something to share,

the newer people will often ask really

important questions just by being you,

but any other type of organization that's

involved in people doing things and

doing things together you deliberately.

You deliberately mix up the range

of people and the range of skill

sets and experience these informal

test your education.

We do exactly the opposite.

Yeah, and we style of people into

particular groups particular levels.

Yes,

there are obviously good reasons for that,

but does that reflect how people learn

and work together in real world?

Absolutely not, so I think.

Vertical learning paths through

the curriculum involving less

experienced learners working

with more experienced learners,

I think become absolutely critical,

critical and I think horizontal

pathways that allow students across

different subjects and disciplines

that are related in real life to also

work and collaborate with one another.

I think that's an important part

of the the kind of picture here

as we go forward and digital just

adds to that because,

you know,

through further harnessing digital

technology.

You can be engaging your learners whatever

level with other cohorts in another college

or another institution or University.

You can be engaging them with

professional groups and communities.

You know the ones are going to come on and

join when they finish the course of studies,

so I think.

Back to that whole notion of not gonna

silo in people through technology

and through educational systems,

not silently selling them

anymore than we need to.

And actually looking to break

some of those silos where it's

going to create a more active,

engaged learning experience.

And that goes back to my point earlier

as well about some of the best uses of

technology in learning and teaching hours.

Digital spaces for engagement

and peer support,

and not just within siloed specific groups.

We need to be thinking much

more broadly than that.

Excellent, I think we'll finish on that.

I got some really important

point to finish on there.

I just lost my trailer for last week,

so I was writing down some of the key

points that you said in terms of the

active engaged learning experience

that peer support and remote was going

to say is actually what technology can

do is it can take things off the two.

Hard to do pile.

Remember 4 head engineer

said that actually not.

It's too hard that just goes

into what do pale you know?

Talking about MISD or different areas?

But actually is right because sometimes

you do have things that go on there

and this has been a DNS meet on the

set there for a long time is how do

we engage our Level 7 with our level

falls? How do some mentor and how

do we do this? How do the other?

It went too hot to power because that

same deals because of people being

at home with her in different days.

Actually digital cannot unlock that as well.

I've heard some I don't notice from kind

of great examples of where this is actually

happened over lockdown, which is great,

but it's actually helping out being

more conscious than the more explicit,

more planning the programs there as well.

And again, what's the end purpose as opposed

to getting somebody into be a guest speaker,

will actually helping their mental

health and their support help me guide,

or how we do different

elements there as well.

Smokey, that's fantastic.

Now there's lots and lots of information

there and let someone finish off in

terms of kinda wanna take it easy

recommendations in terms of focus

on how the learning space or learn

environment can be active and engaged.

Learning experience with peer support and

can appear interaction because ultimately

whether it's face to face or online,

that's often the hook.

And that's often the element harness

Israel Student Development Corporation

and those were three words I'm going

to finish on is broken at the future,

whatever we.

Decide the future.

Looks like it being robust,

resilient and sustainable.

'cause I've got those three things

great that can be rolled over the

next year and the next Gen and added

two and develop and so on so forth.

It's not just.

A lot of sticky plasters Witcher last 14

months has been because I've been necessity.

I was actually now how can we

make those things so Keith?

Thank you very much.

Very fantastic speak to you and look

forward to hearing the next steps are up

there as well and speak again in the future.

Pleasure.

Thank you very much Johnny.

Thank you for your time.