Mapping SEDA Values to 'digital' behaviours

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Introduction

The SEDA Values are necessarily rather concisely expressed. They can become over-familiar. We can recognise them, nod at them, and then go about our business. The SEDA website offers further guidance on what the values can mean in practice.

This note suggests how the Values can apply in the digital domain, where we all spend an increasing proportion of our time. It offers suggestions and prompts rather than a definitive list. Mini-scenarios support further exploration of the values in the light of new - specifically digital - situations and dilemmas. We hope you will find them useful in further animating the SEDA Values in your work.

The note concludes with an illustration of how additional values, beyond the SEDA Values, can be addressed and explored for the digital domain.

SEDA values	'Digital' behaviours
1. Developing understanding of how people learn	Develop and apply an understanding of how people learn in technology-rich settings, using provided and personal/social technologies Develop and apply an understanding of how people differ in their use of and confidence with technology for learning. Keep up to date with new opportunities and risks for learning represented by advances in digital technologies, networks and media.
2. Practising in ways that are scholarly, professional and ethical	Use digital technologies to support open access to learning and development materials and development opportunities e.g. webinars, OERs, MOOCs. Promote responsible development practice in spaces where the boundaries of personal/institutional, public/private, human and system are blurring, e.g. support the development of relevant policies on social media and workload management. Acknowledge other people's contributions to shared work and respect copyright and intellectual property in digital spaces, recognising that conventions may differ from print publication. Ensure transparent, ethical and safe use of learner data both by individuals and in processes and systems. Continue to value face-to-face, co-located, analogue and 'real world' experiences of learning and development, alongside and enhanced where appropriate by, digital tools and media. Collate, share and present evidence relating to technology-enhanced learning and other issues at the interface between education and digital media.

3. Working with and developing learning communities	Use communication technologies (email, Skype, social media) to support learning communities and relationships e.g. for collaboration, peer assessment, (co)mentoring, teaching/learning, sharing practice, open peer review. Use technology to support student engagement in their own learning e.g. by canvasing learner views, developing co-mentoring relationships online.
4. Valuing diversity and promoting inclusivity	Support access to learning opportunity by those who would otherwise be excluded through geographical or time constraints, sensory or physical disability, using digital technologies where appropriate e.g. distance learning, supportive technologies and adaptations. Use technology with respect for individual differences in learning and media preferences, in accessibility needs, and in prior experiences with technology e.g. offering alternative routes to assessment, offering materials in a range of media. Counter new inequalities that can be introduced by the use of personal technologies in learning, e.g. through loan and purchase schemes, guidance, anytime access to training and support. Encourage and model respectful behaviour in online spaces, mindful of the risks of flaming, bullying, intimidation, shaming, and the impact this has on digital participation and the digital experience – especially of women, girls and members of minority groups.
5. Continually reflecting on practice to develop ourselves, others and processes.	Continue to reflect on the educational impacts and opportunities of using current and new digital technologies and exercise both creative imagination and critical judgement with respect to the further introduction of digital tools and methods into learning settings and into individual practice.. Investigate, discuss and raise awareness of how digital technologies are reframing and may reframe human relationships, including learning relationships.

Beyond the five SEDA Values, other values are particular relevant in digital organisations and for digital development work. Two examples are included below.

Promoting wellbeing and sustainability in the use of digital technologies	Promote people's physical and mental health and wellbeing in digital settings, with awareness of e.g. the physical issues associated with prolonged keyboard and screen use, the potential for stress through information overload and 24/7 access to digital communications; the potential for personal digital data to be used to enhance self-monitoring and health. Minimise the impact of digital devices and activities – used in education - on the environment ('green computing'). Promote the use of digital approaches to minimise non-essential travel, energy costs associated with estates, and other environmental costs of education. Explore synergies between sustainability values and digital technologies when developing the curriculum.
Using digital technologies to break down educational barriers	Use digital technologies to enhance access to learning for those at an educational disadvantage. Be aware of the tendency of digital forums to validate opinion and to enhance connections only with like-minded others: consciously use digital forums to challenge assumptions, break down barriers of understanding and build relationships across boundaries e.g. subject specialist, cultural, national, political. Work to ensure parity of experience across campuses, including international campuses. Use digital media to enhance the international student experience e.g. through online induction, digital meet-ups. Explore synergies between internationalism/global citizenship values and digital technologies when developing the curriculum.

Mini Scenarios

Developing understanding of how people learn

1. The university has a new data analytics process which brings together data about how learners are engaging with university systems such as the virtual learning environment, library, careers and learning development, with other learner data such as attendance and grades. The proposal is to make this data available to students via a simple dashboard which shows how their profile matches with an 'ideal' student on their course. What development approaches and processes could you put in place to ensure that that staff make effective use of this data to enhance student learning? What concerns – if any - would you raise?

2. A new approach to teaching on a first-term engineering module is improving students' early engagement and grades, This involves students working independently in a 'gaming' environment which allows them to progress through a series of 'levels' by demonstrating their understanding of basic engineering and mathematical ideas. Based on the success of this approach the university is considering investing in a 'gamification' unit which will bring together existing technical and educational staff to produce similar resources for other first-year courses. What questions would you ask of the evidence and what alternative approaches, if any, would you suggest looking into?

Practising in ways that are scholarly, professional and ethical

3. Your unit has been involved in an externally-funded project to produce open lecture materials from a number of vocational courses. These have had very good uptake from other colleges and the lecturers involved feel that both their own and the college's reputations have been enhanced. You are now under pressure to offer the same opportunities to lecturers in other departments, but the two staff who were employed on project funding to provide technical and legal (rights clearance) support are no longer employed in these roles. What are the risks and opportunities? How could you continue to support the production of open lectures, and is it right to do so?

4. The new Pro VC Teaching and Learning has asked you to develop an online tutoring programme so that the university can offer a range of its professional development courses as MOOCs. The departments involved (Business Studies, Education and Healthcare) see no benefit to their paying students, and in fact are worried about devaluing their existing CPD offer. They have offered – reluctantly - to release a few members of staff, all of them on part-time contracts, for a half-day training event. What is your role here?

5. You have worked hard to bring in new documentation for curriculum review/QE which requires course teams to evidence how their course supports access and inclusion. This is being rolled out alongside a new system for recording curriculum data, designed to improve accountability and planning. The rationale was to cut down on change fatigue by introducing both new systems at once. However, instead of focusing on the educational changes which require them to think about new issues, teaching teams are entirely focused on the demands and limitations of the new technical system. What are the lessons here? How might you improve buy-in to the educationally significant issues?

6. The students' union has initiated a campaign about teaching quality which focuses on class sizes and contact time. They are demanding that online learning is not used to cut down on face to face contact time (in which they include lecture time) or to erode staff/student ratios on key first year courses. Some teaching staff who you know are making good use of online discussions and

activities are receiving low student satisfaction scores, which you suspect is because of this campaign. What might be done institutionally to address student concerns and turn this situation around?

Working with and developing learning communities

7. There is a widely held belief in college that students are more digitally capable than their lecturers. Many members of staff are reluctant to try new technologies and techniques for fear of looking foolish; many students are frustrated that their digital experience is not more consistent. Students on a few courses have set up Facebook groups to share apps and web sites that they find useful, but staff are worried they may be encouraging collaboration or simply spreading bad habits. How can students' digital practices be harnessed in support of a better learning experience, and how can staff be persuaded that this is a positive thing?

Valuing diversity and promoting inclusivity

8. The Faculty of Technology has established a social media site to support pre-arrival students where they can discuss issues relating to their studies and college life and meet other students online. The Faculty recruits many undergraduates from China, where access to social media is restricted, and a significant number from South America, where the culture of social media use is less well established. The International Office has received complaints that international students felt disadvantaged as they had not received advice and guidance that was available to students who were more comfortable with the online environment. UK students are extremely positive about the new site. Working with the International Office, what could you do to address this apparent inequity?

9. Departments in the Faculty of Arts commonly use external sites to showcase students' work (e.g. YouTube, personal blogs, axisweb and other online galleries). IT services is keen for them to use the new in-house e-portfolio system instead, as they can guarantee the security of material held on university servers, and ensure that it remains available to students into the future. The e-portfolio system can also be linked in to assessment systems and used to collect cohort data for reporting and curriculum planning. Members of the Arts Faculty feel the use of public digital media is an essential professional skill for their students to learn, as well as providing more creative flexibility than the e-portfolio solution. Where do you stand on this? What solutions can you suggest?

10. There is a long-standing policy that allows students who are identified as dyslexic to use a computer in many written exams. On some courses this is as many as 12% of the cohort. However, as coursework is now produced and submitted almost entirely electronically, students are beginning to complain about having to hand-write final exam papers. Ironically, dyslexic students are now being seen as having an unfair advantage. How can you work with course teams to support all students more effectively?

Continually reflecting on practice to develop ourselves, others, and processes

11. In a bid to enhance employability data, the university has asked you to work with teaching teams to ensure their courses equip students with 'skills for the digital workplace'. At your first workshop you encounter some hostile arguments, such as: 'digital skills aren't relevant to our students', 'employers prefer to train people on their own digital systems anyway', and 'who knows what jobs our students will be doing in five years time – if any'. How can you acknowledge and work with these issues, and what workshop

activities do you think will equip teaching staff (and their students) to cope with this agenda?

Additional values: promoting sustainability / internationalism in learning and academic practice

12. Your institution has recently announced that it will be prioritising sustainability (or) internationalism/global citizenship in the student learning experience. Staff are worried about having to accommodate another agenda alongside a recently announced initiative on digital literacy. While students are keen in principal, they too have limited time, what with an already-crowded curriculum, part-time work, and co-curricular activities. How can you bring these different agendas into closer alignment and persuade everyone that they can kill two birds with one stone?

Across values

13. The university has recently entered into franchise agreements with colleges in Malaysia and Brazil and encouraged departments to open their own channels of communication with their partners overseas. An enterprising geography lecturer has already agreed with her counterparts to teach a second year GPS module collaboratively across all three sites, using a third party online learning environment and Google maps, and starting in a couple of months' time. The departmental credit card has been used to buy a number of GPS devices to be shared by staff and students on the overseas campuses, where few people have location-enabled smartphones. A host of concerns has been raised: by IS over the use of third-party software, by Registry over ad hoc procurement, by the International Office about the parity of experience; by students in the current Geography cohort about sharing classes with students they do not know (for whom English is not a first language) in an online environment. How could you help unravel some of the issues?

Extended scenario for candidates for Senior and Principle Fellowship

You are asked to redesign a PGCert (or equivalent professional development programme e.g. at Masters level) to take account of the changes that digital technologies have brought about in teaching and learning practice and in organisational demands since the course was first established.

How would you go about this? Consider how you might:
- gather feedback and insights from former participants
- gather insights from current teaching staff
- explore innovative practice across the sector
- understand emerging practices
- draw on the findings of scholarship
- move towards technology-based or technology-rich modes of participation
- include new content and activities, and bring in new points of view
- support participants to collect, curate and showcase evidence in digital format
- take account of SEDA values especially around accessibility, sustainability and personal development