

Your use of digital technologies in teaching and scholarship

Example statements to explore academic staff confidence with a number of digital practices. Staff could score each statement on an ordinal scale (strongly disagree - strongly agree)(not at all true of me - very much true of me).

Or staff could consider/discuss each statement in a qualitative way, asking:

- Is this true of me?
- What would I need to make this true?
- What would be the benefits of developing in this area?

Statements are all positive in relation to the target practices.

1. In-class teaching

- I use presentation technologies confidently (e.g. slides, video, simulations, live access to web sites)
- I use live technologies such as polling, live web viewing, to support active learning
- I support students to use their own devices for learning in class
- I set pre- and post-activities online so as to make the best use of class time

2. Teaching online

- I set up and facilitate online discussions (e.g. in the VLE/LMS)
- I teach students remotely in a live environment (e.g. webinar environment, video conferencing)
- I use web tools and services to engage students in their learning (e.g. twitter, collaborative tools)
- I produce a range of materials for online study (e.g. web sites, quizzes, online tasks, virtual presentations, apps)

3. Supporting students' digital learning skills

- I support students to use specialist technologies (e.g. devices, software and applications relevant to their subject area)
- I support students to produce digital materials of their own (e.g. presentations, videos, web sites, apps)
- I promote specific online resources and apps to support students' learning
- I introduce students to digital research practices (e.g. data analysis, survey design)

4. Supporting students' information skills and access to content

- I encourage students to find and share online references (e.g. using search tools, referencing tools)
- I help students to judge online content for its credibility and relevance

- I work closely with the library team to build students' information skills into the curriculum
- I ensure students understand digital copyright issues and reference online content appropriately

5. Supporting students' employability and/or citizenship

- I know what digital skills my students need for typical graduate destinations
- I help students to build a digital CV, e-portfolio, or personal blog to showcase their achievements
- I ensure students understand safe, responsible behaviour online
- I address current digital issues in my teaching

6. Curriculum design

- I consider digital capabilities when writing learning outcomes
- I prepare students for digital learning with carefully scaffolded activities, early in the course
- I design for alternative modes of delivery where appropriate (e.g. online, work-based)
- I include a range of assignment types including the submission of digital materials for assessment

7. Assessment and feedback

- I am confident designing effective online assessments (e.g. multiple choice and short answer questions, problems)
- I can set up peer review in online systems (e.g. the LMS)
- I give feedback in ways that students can access digitally (e.g. inline comments, audio comments, LMS rubrics)
- I help students understand feedback from Turnitin (or equivalent) and use it for development

8. Using digital data in research

- I use digital methods to collect research data (e.g. online surveys, video capture) or evidence of practice
- I use data analysis software suitable to my research/practice area (e.g. SPSS, NVivo)
- I manage research and/or practice data with an awareness of ethical issues
- I explore new scholarly/practice-based tools and methods as they become available

9. Scholarly/practice-based communication

- I blog or tweet regularly about my scholarly/practice-based interests

- I contribute actively at least one scholarly/practice-based network, discussion list or online community
- I use digital media in scholarly/professional presentations (e.g. images, data visualisations, video, animations)
- I use online collaboration tools as part of a research or specialist practice team

10. Scholarly/practice-based identity and reputation

- I keep an up-to-date profile of publications, teaching, awards and interests (e.g. via academia.edu, slideshare, departmental web page)
- I join in debates about digital technology in my research or practice area
- I release scholarly or practice-based content openly (e.g. publications, data, research reports, presentations, video)
- I use digital tools to track my research impact and/or my online reputation