



Presenters:

Caroline Miller, HOLEX Associate

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October 2020

Digital ACE Developing Materials and Resources

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Go to Webinar Housekeeping

Attendee Participation

Issue: You can hear audio, but not see the presentation.

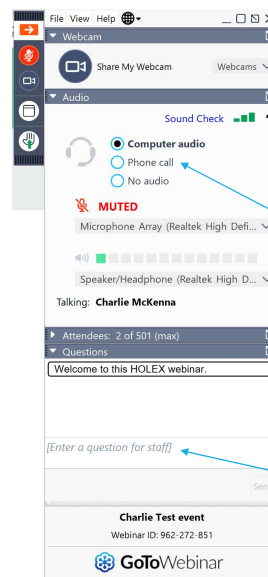
Possible resolution: if you have downloaded the Go to Webinar software, the application might be minimised.



If this is the case, you may see a 'daisy' symbol on your taskbar at the bottom of your screen. If you see the daisy and click on it, the presentation should open.

Issue: You can't see any menu options.

Possible resolution: you may see a small set of icons as below. If so, click on the orange arrow. This will expand the icons to reveal the Go to Webinar menu pane.



Issue: You can see the presentation, but not hear audio.

Possible resolution: although it is recommended to use 'Computer audio' as this is at no charge to you, you are able to switch to 'Phone call'. This will enable you to listen to audio via your telephone. Note that you may be charged for the call.

Issue: How to pose questions.

Resolution: You can enter a question for the webinar organisers via this question panel.

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Digital Ace Project

Digital ACE has been designed to support ACE providers on the next stage of their technological journey and help them develop their digital capability so that they can enhance their offer to learners, while still maintaining their learner centred and high quality approach to adult learning.

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Purpose of the Webinar

- ☐ To provide an overview of the materials and resources strand
- ☐ To build confidence to try out some new ideas
- ☐ To provide advice to the sector from the sector

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An overview of the report

At a gallop!



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Ideas to take away and try



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Overview of strand: Materials and Resources

- ☐ Action planning for the development of digital resources
- ☐ Staff's digital knowledge and skills
- ☐ Learners' digital knowledge and skills
- ☐ Legal and accessibility requirements
- ☐ Models of online and blended learning
- ☐ Effective use of videos in teaching and learning
- ☐ Collaborative tools
- ☐ Feedback and feed forward for learners
- ☐ Subject specific and other resources

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Development of the strand

- ☐ Working Group
- ☐ Research of existing advice and materials
- ☐ Case studies
- ☐ Shared materials

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Scope and Limitations

- ☐ How to use this guidance document
- ☐ Provide information and resources to get started
- ☐ Very broad and doesn't include everything
- ☐ Not every idea or suggestion will be useful in every situation

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Legal Matters

- ☐ General Data Protection Regulations
- ☐ Accessibility
- ☐ Copyright



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A Cautionary Tale

"I'm an adult education tutor in a local authority's post-16 learning service. I've been a tutor for 12 years and teach a range of subjects including ICT. I was doing some planning for one of my courses on our Virtual Learning Environment (VLE) and needed an image. I searched on Google Images and found a few; after checking carefully for any trademarks, copyright or watermarks, I found one I liked and downloaded it. I uploaded the image to our VLE and thought nothing more of it.

A few years later, I received an email from our marketing manager to say we have been contacted by a company who were claiming copyright infringement. After doing some checks with the company we verified the image they were referring to was the one that I'd used on the VLE.

The company were asking for a fee and for us to remove the image. I did try to explain that I had checked and not found any evidence of copyright. However, the decision was made, we paid the fee and I removed the image.

I did some research and suggested we bring in an expert to do a copyright workshop with staff, with a focus on finding and using images. This was well received, and I organised and facilitated the workshops.

The outcome of which was we were told how and where to find royalty free images, what we can and can't use, and how to correctly cite where we got the image from."

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Poll

How confident are you that your staff understand copyright in full and have not made the same mistake as this tutor did?

- Very confident
- A little confident
- Unsure
- Not confident

Tick just one

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Staff's digital knowledge and skills

- Sarah Bradley

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Developing Staff

Research shows that learners' digital experiences are strongly influenced by the confidence and capabilities of their teachers – JISC, 2016

Benefits of developing staff digital capabilities

- 1 Learner upskilling & reducing barriers to digital isolation
- 2 Staff retention
- 3 Continuity in the event of restrictions

➔ Moving from emergency response to meaningful, long term change

Sarah Bradley
Digital Skills Coordinator
Bucks Adult Learning

Pedagogy:
Designing learning through technology

Role:
Teachers as guides & facilitators of peer learning

Delivery:
Blended, flipped & asynchronous learning

Long term changes

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Acknowledge the learning process

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Acknowledge the learning process

2

Use the tools you have available

3

Build support networks

Reassure, build confidence

- **Everyone has different starting points** : move out of comfort zones one toe at a time
- **Acknowledge frustration barriers** : due to experience, skills & equipment



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Use the tools you have available

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Acknowledge the learning process

2

Use the tools you have available

3

Build support networks

Leverage your strengths

- **Find your (pocket) experts** : identify digital champions / coaches / mentors for specific skill areas
- **Define best practice** : provide training and guidance specific to your technology and processes
- **Share good practice** : encourage and inspire within teams and beyond
- **Make use of free CPD** : such as FutureLearn, Open University and Enhance Digital Teaching Platform



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Build Support Networks

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Acknowledge the learning process

2

Use the tools you have available

3

Build support networks

Create a digital culture

- **Create a culture of technology** : model best practice, enthuse, inspire staff and learners to embrace the opportunities digital learning offers
- **Encourage peer support** : through formal and informal channels
- **Share** : within teams, with the organisation and the wider FE community
- **Support learners** : reduce the burden on tutors with robust learner support/induction

Create a VLE for tutors to ask for ideas/help / share resources

Seek out and celebrate success stories

Identify your digital champions who can act as mentors

Practical steps

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Helpline for staff and learners

- Some services have established a helpline
- Answer the key questions for staff and/or learners
- Could be technical or things like access codes for sessions
- Takes pressure off the tutor to be an IT expert as well as subject expert

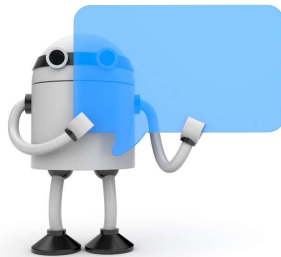
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Chatbots

Could they help to support staff and learners?

- Bolton College project
- Could chat bots help our sector with the key questions for staff and learners?
- Is it worth consideration for your service?



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Poll: Chat bots

Do you think a chat bot might be useful for your service?

- Yes, definitely
- Yes, possibly
- No
- I don't know

Tick just one

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Learners'
knowledge and
skills

■ Carol Kennett

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Induction A Tutors Perspective



By Carol Kennett

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Blended learning model



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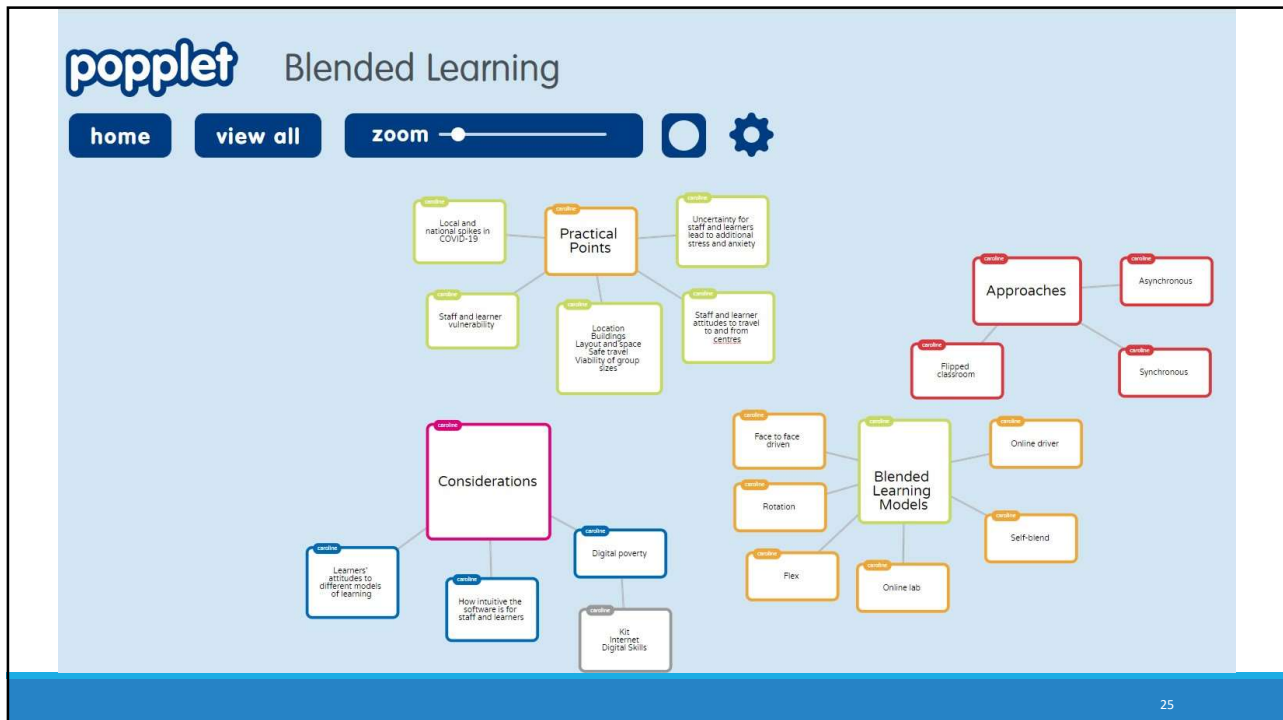
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Blended learning the struggles



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Videoconferencing

- Providers have used a range of platforms:
 - Zoom, Google Meet, Teams and others
- Principles are the same
- Discussion of points to consider when delivering using these platforms
- What facilities do you want the platform to have and which to use

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Worksheets and Quizzes

 + 
Worksheets and Quizzes

 Need  to have  a specific  learning  goal

 They  should not  be used  just  to fill in  the time

 Please  be careful  how  you  use  them

 Made  using  widgets

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Further topics

- Using videos and You Tube
- Collaborative tools
- Feedback and feed forward
- Additional information and resources

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Top Tips

See our Top Tips here (video made using Biteables):

http://bit.ly/DigitalACE_TopTips

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How to use the guidance materials

What they include

- Materials are not comprehensive
- Skim through to identify what might be of interest
- Use only what you think is useful to you
- Includes:
 - Ideas and advice
 - Links to useful further information, reading and videos
 - Annexes with lots of resources shared by colleagues for you to use, adapt or develop further
 - Case studies
- Will be a series of training sessions to follow

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Useful Resources

JISC

<https://www.jisc.ac.uk/blog/how-the-samr-learning-model-can-help-build-a-post-covid-digital-strategy-12-aug-2020>

Department for Education - GOV.UK

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care>

<https://www.gov.uk/government/collections/further-and-higher-education-coronavirus-covid-19>

<https://www.gov.uk/government/publications/face-coverings-in-education>

Ufi VocTech Trust

<https://www.ufi.co.uk/blog/reducing-risks-when-moving-training-online>

<https://www.ufi.co.uk/blog/four-common-pitfalls-online-training>

Nesta | The Innovation Foundation

https://media.nesta.org.uk/documents/nesta_playbook_for_innovation_learning.pdf

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Thank yous

Name	Organisation	Role
Tano Bellone	Bromley Adult Education College	Head of Centre
Sarah Bradley	Buckinghamshire Adult Learning	Digital Skills Coordinator
Rafael Canet	Newcastle City Council and the Open University	Adult Learning and Skills Coordinator for Quality and (e) Learning
Andrew Clarke	Tameside	Quality and Learning Manager
Fiona Felton	Hillingdon Adult and Community Learning	Programme Area Leader - Family Learning and Digital Skills & IT
Jonathan Hope	Skillset Learning - freelance trainer, working for Bristol and South Glos. councils predominantly.	Tutor, trainer, teacher, project manager, teambuilding leader
Carol Kennett	Manchester City Council	Digital skills tutor adult education
Jan Kolita	Cheshire West and Chester Council	Project co-ordinator, online learning, adult education
Jo Loss	Essex ACL	Learning Technologies Manager
Sara McCann	Newham Adult Learning Service	Curriculum and Quality Coordinator
Fay Stone	Southend	

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Any questions?

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Feedback

The Webinar survey will now appear on your screens after we close the webinar.
Your completion would be greatly appreciated.

Please note on the scores that **1 = Poor and 5 = Excellent**

1	2	3	4	5
				



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For any queries, please contact -

Charlie.mckenna@holex.org.uk

HOLEX Operations Officer

For project resources, please see -

www.holex.org.uk/digital-ace/

October 2020

Thank you for participating

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