



<b>Framework</b>	<b>Digital Framework</b>
<b>Responsible Person</b>	Valentina Cattane
<b>Year</b>	2017-18
<b>Rationale</b>	<p>In the coming years, all the existing face-to-face and online courses offered by the Graduate School will be reviewed to make sure that pedagogically-sound learning technologies are incorporated. This is in line with our strategy, which aims to foster interactive and participative learning, and to offer courses that are inclusive and where learners are seen as co-creators. The main goals of this framework are to:</p> <ul style="list-style-type: none"><li>• Experiment with innovative approaches to online learning to be a champion of excellence at institutional and international level</li><li>• Enhance professional skills along with digital and employability skills, aligning them</li><li>• Engage the public with students' research through an informed use of technology</li><li>• Build interdisciplinary communities of practice on- campus and off-campus</li><li>• Meet students' needs to learn at their own pace and location</li><li>• Support the design of courses that are inclusive, interactive and innovative</li><li>• Support the creation of digital researchers that are ready to face the challenges of a digital job market</li><li>• Support the development of staff members' digital skills to make sure they can meet students' needs and preferences</li><li>• Standardise the process of data collection to make sure students' feedback is collected and implemented to enhance the courses offered and collaborate with students as co-creators of their learning journey</li><li>• Develop a pedagogically-sound approach to technology implementation in the courses and workshops offered</li></ul>
<b>Courses</b>	<ul style="list-style-type: none"><li>• A range of online courses on professional skills offered to Doctoral and Master's students will be re-launched in the 2017/2018 academic year to offer online short courses that promote self-directed learning, with interactive and student-centred activities, and relevant and tailored course resources. A goal in the coming years will be to constantly review the courses to make sure they foster a sense of community and collaboration that extend beyond the physical classrooms. Learners will engage in deeper learning through active creation of meanings in real life scenarios, authentic assessment and self-assessment.</li></ul>



	<ul style="list-style-type: none"> <li>• A suite of webinars that allow learners to interact with one another synchronously as a group as well as in teams working in virtual break out rooms. In the future, the Graduate School will seek to enhance participants' interaction during the webinars, encouraging constructivist approaches to teaching and learning, and facilitating the creation of interdisciplinary communities of practice.</li> <li>• One hour e-hacks that are offered on a monthly basis to the Graduate School team to explore the adoption of new learning technologies for teaching and learning purposes. In the future, the Graduate School will proactively seek new ways in which it can engage students as well as other staff members (e.g. library) with e-learning, developing hands-on and discipline tailored training sessions on innovative learning technologies.</li> <li>• New courses will be designed and delivered throughout the 2017/2018 academic year. The course series: "The Digital Researcher: Preparing for Employability in a Digital Age" will include a suite of blended courses. The courses aim to respond to the increasing need to develop and enhance students' digital skills. The courses will focus on using social media for public engagement and research dissemination; using technology to enhance time management; how to build your professional online identity; using technology &amp; social media for online collaboration; digital cyber security; and strategies to professional networking online.</li> </ul> <p>The drafted titles are:</p> <ul style="list-style-type: none"> <li>• The Digital Researcher: Using social media for public engagement and research dissemination (2 to 3 hour interactive workshop)</li> <li>• The Digital Researcher: Using technology to enhance time Management</li> <li>• The Digital Researcher: How to build your professional online identity (2 to 3 hour interactive workshop, including e-portfolio to showcase one's work)</li> <li>• The Digital Researcher: Using technology &amp; social media for online collaboration (considering the topic, I would suggest this to be delivered in a blended modality with a pre and post online phased and a face-to-face session in between the two online phases).</li> <li>• The Digital Researcher: Introduction to digital cyber security ( possibly 2 to 3 hour interactive workshop)</li> <li>• The Digital Researcher: Professional networking online</li> </ul>
<b>Collaborators</b>	Research Office; Library Services; Imperial Innovations; Educational Development Unit.
<b>References</b>	<p>Assuring Standards and Quality, QAA (2017): B3 <a href="http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/">http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/</a></p> <p>Jisc developing digital literacy</p> <p>Developing Students' digital skills, Jisc <a href="https://www.jisc.ac.uk/guides/developing-">https://www.jisc.ac.uk/guides/developing-</a></p>



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[http://www.cisco.com/c/dam/assets/global/UK/public\\_sector/education/new/pdf/Digitising\\_Higher\\_Education - V1 - Web.pdf](http://www.cisco.com/c/dam/assets/global/UK/public_sector/education/new/pdf/Digitising_Higher_Education_-_V1_-_Web.pdf)

Cambridge Center for Teaching and Learning, Digital strategy for education:

<http://www.cctl.cam.ac.uk/news/digital-strategy-education>

Imperial's Teaching and Learning Strategy:

<http://www.imperial.ac.uk/media/imperial-college/about/leadership-and-strategy/vp-education/public/LearningTeachingStrategy.pdf>

The Teaching and Excellence Framework: <http://www.hefce.ac.uk/lt/tef/>