IO5

The Design of Course Modules to Enhance Students' Readiness for Digital Learning

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How was student digital readiness incorporated into each of the three CPD courses?

Student Digital Readiness in the CPD Course, Online Education

During the Online Education course, aspects of student digital readiness were incorporated in the following ways:

- Module 1: Explicit reference was made to the MOOC A Digital Edge: Essentials for the Online Learner

- Module 2: Preliminary survey Exploring Digital Competence was circulated among course participants. Among other items the survey collected data pertaining to

  - empowering students (information on interoperability and conversion problems; lack of digital skills of learners during the creation of digital assignments, personalised learning opportunities)

  - facilitating learners' digital competences.

  - assessment (use of digital assessment tools to monitor student progress, analyse data to identify learners who need additional support, digital technologies to provide effective feedback)

- Module 5: Implicit reference to student readiness in the section on fraud and plagiarism, self-/peer assessment. Course indicates that teachers should not expect students to know about this or have the competences, and need to be prepared to provide support.

Student Digital Readiness in the CPD Course, Synchronous Hybrid Education

Based on the Design-Based Research Approach, the implementation of synchronous hybrid education has been conducted iteratively and including all stakeholders. The stakeholders include technical staff members, policy members, teaching staff members, but also students. IO5 led by DCU showed evidence that it is crucial to give students a greater voice and that the learner should be at the heart of the course. DCU was involved in several projects on student readiness (e.g. student success toolbox for flexible learners, http://studentsuccess.ie/) and created the online course "*A Digital Edge: Essentials for the Online Learne*r"..

Although the course of IO2 on Synchronous Hybrid Education (SHE) mainly focuses on the perspective of the providers of SHE (teaching staff and institutional policy staff) Student Digital Readiness is included in the CPD Course on Synchronous Hybrid Education in two ways.

1. First, by incorporating the research results of studies investigating engagement in this setting*. The research studies which are presented in the courses included the student voice as this research collected students' experiences both qualitatively (focus groups and interviews) and quantitatively (by means of questionnaires). This research presented new evidence of significant differences in student engagement based on the delivery mode (remote vs on-site in the hybrid environment). During the course the implications of these differences in engagement were discussed in relation to the literature on student readiness.

More specifically, we also included the design principles for improving student readiness in our own course: e.g., opening the discussion about well-being during online learning and about how to flourish online.

*Raes, A., Vanneste, P., Pieters, M., Windey, I., Van Den Noortgate, W., & Depaepe, F. (2020). Learning and instruction in the hybrid virtual classroom: An investigation of students' engagement and the effect of quizzes. *Computers and Education, 143.* https://doi.org/10.1016/j.compedu.2019.103682

Raes, A. (2022). Exploring Student and Teacher Experiences in Hybrid Learning Environments: Does Presence Matter? *Postdigital Science and Education, 4 (1),* 138-159. https://link.springer.com/article/10.1007/s42438-021-00274-0

2.   Second, although the audience of our course mainly included teaching staff and teacher training staff, during the course they had the chance to experiment the student perspective themselves, meaning that the challenges and opportunities of synchronous hybrid education were immediately discussed from both perspectives: Being an online learner versus Design for online learners. This also means that our participants were not perceived as passive recipients in learning but rather as co-producers, co-designers, or co-creators (Matthews & Dollinger, 2022).

Please find below some examples of the scripted discussions during the course on SHE in which the course participants were perceived as co-creators as their opinion was asked about several topics discussed within the course. (See IO 2 - Deliverable A5 for the student evaluation and A6 for a detailed description of the course activities)

- Discussion on "How to create a learning community?" (Module 1) During our course we explicitly mentioned that one of our aims was to create a Learning Community on SHE in which we would learn from each other. We chose LinkedIn as the platform and created the following group: https://www.linkedin.com/groups/9089974/ Yet, we discussed the design choice and asked the participants about their opinion about this choice. Discussion on the indicators of engagement: What behaviour do you exhibit when you are (dis)engaged?

- Discussion on the question: "What is according to you the most determining factor of being and staying engaged in an (synchronous) online course? → Results are discussed considering the ACAD framework (Carvalho and Goodyear 2014; Goodyear et al. 2021) (Module 2 and 3)

- Discussion on the learner's experience of turning on or turning off the camera? (Module 4)

Our last module (Module 6) was conceptualised as a DIY - Do it yourself course. For this course module, students were asked to present how they are dealing with SHE in their institution and we could learn from each other's experiences.

Student Digital Readiness in the CPD Course, Blended Education

During the Blended Education course, aspects of student digital readiness were incorporated in the following ways:

- Module 3: Key publications as shared by DCU (IO5 lead) were referenced and listed as supplemental resources/ readings.
- Module 4: Professor Mark Brown from DCU contributed to the weekly webinar which was recorded and shared. Key findings from Professor Brown's presentation were highlighted for participants.

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