

Designing learning for the future

Digital Education

Annual Report 2022-2023



Foreword



This annual report reflects our deep commitment to digital education for the benefit of staff and students at the University of Leeds. Amidst a period of rapid change in society, we can be confident in the collaboration and partnership model that supports our bold ambitions and strategic alignment in Digital Transformation and Student Education. The collective achievements of our community inspire and challenge us. Whether we learn something new following a chance meeting in the corridor or through an intentional workshop, we will never stop learning.

At the heart of that ambition is our people. The specialist teams represented in the Digital Education Service work in partnership with the academic community to support a high-quality student experience, independent of the mode of learning. Experimentation and curiosity paired with research and evidence have expanded the foundation on which we can engage with the future.

So much of the past year was about community and our students. This summer, I was delighted to sponsor an intensive 2-day workshop on Learning Experience Design with expert Niels Floor. The workshop provided a space for academics, professional services and students to join together and explore the design of meaningful activities to help the curriculum, regardless of the mode of study.

We launched the first Online Learning Summit at Leeds - a collective milestone in building an international community of practice around online learning. At the Summit, we highlighted the excellent work already underway in online learning and learnt from others about their successes and challenges.

Finally, this year marked the opening of HELIX, our new digital learning accelerator and a space designed for the wider digital education community to come together for engagement and innovation. This development represents deeply collaborative work to bring HELIX to life. HELIX is already exceeding expectations and proving to be a vibrant and invigorating space for radical collaboration and transformative practice.

We are at an exciting time in education where learning experience, ways of knowing and the opportunities afforded by innovative technology have created thresholds of excellence previously unknown. The time spent building connections and capacity has prepared us to remain responsive and flexible – we are navigating an emergent future of education with intentionality. It is time to explore!

Dr. Margaret Korosec

Dean of Online and Digital Education

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Welcome



I am delighted to present the Digital Education Service Annual Report 2022/23.

This year marks 10 years since the launch of the University's first massive open online course ('MOOC') on FutureLearn, led by Professor Jon Lovett in the School of Geography. In that time, the service has grown from a project team of three to an established professional service with 168 members of staff and more than 100 courses supporting over 2 million learners.

Having experienced sustained and rapid growth, our service has reached a pivotal point of maturity at the intersection between our institutional Digital Transformation and Student Education strategies.

Working with inspiring educators such as Professor Lovett to help reach a global audience remains a central part of our mission. We are now fortunate to also provide a much broader range of digital education support, adapting to meet the changing needs of the University and focusing provision where it is needed most.

Practically, this means prioritising activity such as continuing to embed our Faculty-based Digital Education Enhancement teams who are supporting academic colleagues in designing new educational provision; taking on support for Multi-mode teaching spaces as the experience of on-campus teaching continues to evolve; and developing our tools and guidance, such as the Digital Education Systems Help website which continues to be a valuable resource for staff and students. I'm also proud of the efforts this year that have gone into raising our game in relation to digital accessibility, ensuring that the design and development of our education, tools and systems is truly inclusive.

In addition, we're working hard to ensure that student voices play an active and intentional role informing educational design. During this year we have increased the involvement of students in our work helping to inform the design of courses, provide user feedback on new tools and engage in learning design activities. These contributions have proven invaluable, enriching our perspective and enhancing the student experience.

It also means continuing to be ambitious in our initiatives and taking a leading role in educational conversations both internally and across the sector. Our participation in the THE Digital Universities UK event and our inaugural Online Learning Summit reflect our commitment to sharing knowledge and best practice. And the opening of HELIX, an exciting new facility for immersive technology and innovation helps position us at the forefront of technological advancements in education.

Closer to home, this year we have completed several large systems projects, including the award-winning upgrade of Minerva to Blackboard Ultra. This has given us the opportunity to take a holistic view of our ecosystem, ensuring that our digital education systems are embedded into continuous improvement efforts and that we remain robust and responsive to the evolving demands of education in the digital age. Supported by the experience and leadership of our new Head of Digital Education Systems, Farzana Latif, we are working closely with partners across the sector to strengthen our negotiating power and allow us to swiftly influence suppliers in the face of new technologies including Generative AI.

Underpinning all this is our emphasis on skills development. The Service works widely with commercial and third sector partners on a broad range of educational projects which align with our mission and drivers. Through these projects, we have cultivated specialist expertise in areas such as evaluation and insight, engagement and communications, and media production and creative design which are now embedded in a holistic approach to designing innovative, impactful, and user-centric educational solutions.

The active participation of our staff in sector conferences and in sector-wide working groups further strengthens our contribution to the wider educational community and we continue to invest in our people, with initiatives such as LEGO Serious Play facilitation enabling us to lead design thinking approaches across the institution. By empowering our team, we ensure that our service remains at the forefront of innovation.

As we continue this transformative journey, increased collaboration with our academic and professional services colleagues under the leadership of Rachel Brealey as Chief Operating Officer will be vital. Working in close partnership with areas such as the Library, Student Education, IT and Organisational Development & Professional Learning will help enable a more user-focused service delivery approach across the institution, closely in line with our strategy. Over the next year, we will be focusing additional effort on this and reaching out to the wider University through the Digital Education Network – watch this space for more details!

Dr Megan Kime

Director, Digital Education Service

Improvements to the digital learning experience

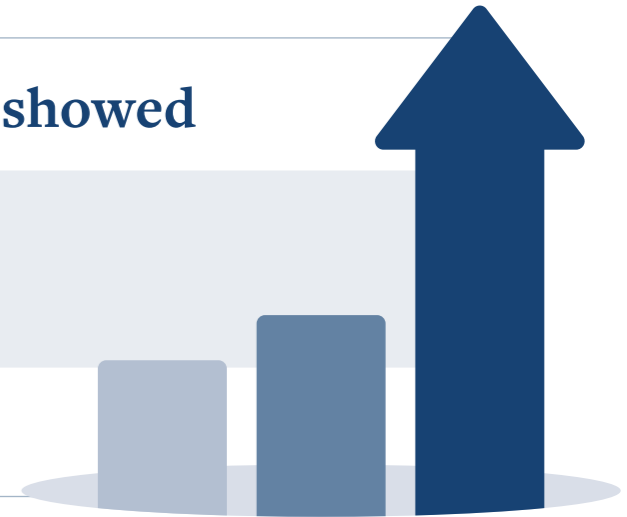


Improvements are having an impact.

The 2022/23 Jisc Digital Experience Insights survey showed

13% increase

across key metrics (compared to 2021/22)



82%

of students responded positively on the quality of the online and digital learning experience.



73%

of students responded positively when asked about how well the University supports online learning.



85%

of students responded positively about the quality of the online learning environment.



“Improving the digital experience of our staff and students is at the heart of our Digital Transformation strategy. It’s heartening to see improvements having an impact, but there is much more to do to achieve our ambitions.”

Professor Arunangsu Chatterjee
Dean of Digital Transformation

1. Putting Leads on the map



Our vision ...

For all our learners to engage with accessible and inclusive learning experiences, underpinned by innovative and intentional digital pedagogies and technologies.

We collaborate with our partners to harness the power of digital education to transform lives. We do this through an evidence-based, solutions-focused, design-led approach which concentrates on the impact of learning.



1.1 Online Learning Summit 2023



The University is increasingly becoming a space to host insightful, intentional conversations about digital education.

Having hosted Digital Universities UK in April 2023, Leeds hosted its first ever Online Learning Summit on 10 and 11 July 2023, bringing together a community of higher education leaders and online learning professionals from across the UK and beyond.

Taking place in the historic School of Music Centenary Concert Hall, #OLS23 explored how innovation and design can inform sustainable and scalable approaches to online education, with a focus on the specific needs of online learners.

As a fully hybrid event, a dedicated virtual venue was accessed by both online and in-person attendees, who engaged in live chat and submitted questions for Q&A. For those joining in Leeds, the event also included opportunities for networking as well as testing out cutting-edge equipment, including VR demos on a state-of-the-art 360° treadmill.

#OLS23: Online Learning Reimagined

- Key themes:**
- The online learning landscape
 - Online learning design at scale
 - Artificial Intelligence
 - Digital accessibility
 - Lifelong learning



“Online learning is steadily growing across different dimensions, not just necessarily in terms of numeric growth. It has growing applicability as a solution to some of the challenges that we know we face in Higher Education.”

Neil Mosley

“The Online Learning Landscape”



“If I had to capture OLS23 in one word it would be ‘community’. Everyone was approachable and open and genuinely keen to talk and share ideas which was brilliant.

It galvanised me to keep going so I came away determined to keep advocating, keep raising awareness, to keep challenging some of the misconceptions that are out there.”

Leah Holroyd

Learning Designer and Director, White Bicycle



1.2 HELIX: Creativity and enterprise

Open from September 2023

HELIX marks a new era in the exploration and implementation of digital technologies, connecting Leeds students with our worldwide community of learners and academics.

Designed to incubate creativity and innovation, HELIX offers access to leading extended reality (XR) and virtual reality (VR) technologies as well as cutting-edge video production facilities. The space also offers enterprise ideation and prototyping environments with a flexible classroom set up to support multi-mode learning.

HELIX was born from the desire to underpin the University's ambitious digital transformation strategy, positioning the institution as a leader in the Higher Education sector. This strategy firmly puts students front and centre of explorative and innovative teaching.

HELIX has six creative and enterprise spaces:

- **Co-lab shared workspace:** Staff and students collaborate on shared projects or find a quiet space to connect and focus.
- **HELIX Classroom:** Open plan multi-mode-enabled environment, set-up for flexibility to facilitate learning and design activities.
- **Enterprise Hub:** Networking and collaboration space to foster student enterprise and entrepreneurship.
- **XR Classroom:** Immersive technology equipment, including VR headsets and the UK's only Omnidock (360-degree treadmill) for truly immersive virtual reality environments.
- **Makerspace:** Workshop for ideation, design and prototyping Workbenches for up to 36 people, with access to craft equipment, 3D printing and cutting facilities.
- **Media Suite:** Fully equipped video and animation suites, audio recording and podcasting facilities.



1.2 HELIX: Creativity and enterprise

In HELIX, you can:

Teach and learn

in an open-plan, multi-mode classroom



Record podcasts

and high-quality audio in self-record booths

Meet and collaborate

in dynamic co-working spaces

Film video content

with a professional production team



Experience 360° VR

and create your own immersive experiences



Sketch your ideas

using full-size Lightboards and Wacom tablets

Progress your projects

from business plans to product prototypes

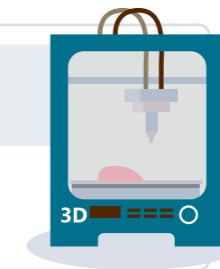


Host workshops

and events for small teams and large groups

Make your ideas reality!

with craft supplies, Lego kits, power tools, 3D printers and more!



“Our mission for HELIX is to catalyse innovation in learning, providing a home for learners and creators to explore and experiment with new technology.

Already, a dynamic and inventive community has emerged within this space - over the next 12 months, we will support this community to flourish into a vibrant collective, actively shaping the future of learning”

Chris Thompson

Head of Engagement and Innovation



1.3 Expertise in digital education



Investment through Curriculum Redefined and projects with external partners has enabled growth of expertise across a wide range of specialisms. The Digital Education Service is now established as a mature professional service, ready to support the University's ambitious strategic priorities at the intersection of Student Education and Digital Transformation.

At the heart of this are **168** skilled and dedicated staff across **6** teams...

- Online Learning
- Blended Learning Support
- Digital Education Systems
- Engagement and Innovation
- Operations and Business Support
- Student Education

6

Fellowships of the Higher Education Academy

Principal Fellow

Farzana Latif, Head of Digital Education Systems

Senior Fellows

Paul Cave, Digital Education Manager
Samantha Stark, Course Design Manager
Sarah Joyce, Course Design Manager

Fellow

Robert Jackson, Course Design Manager

Associate Fellow

Mark Hughes, Assistant Learning Technologist



3

Leeds Institute for Teaching Excellence: Fellowships in 2023-24

Adam Richardson

LITE Fellow for Induction in Online Academic Practice

Adam's Fellowship will support the development of a professional development programme for academic staff, exploring research and good practice around designing, developing and teaching fully online courses.

Gabriel Jones

LITE Fellow in Immersive Learning Design

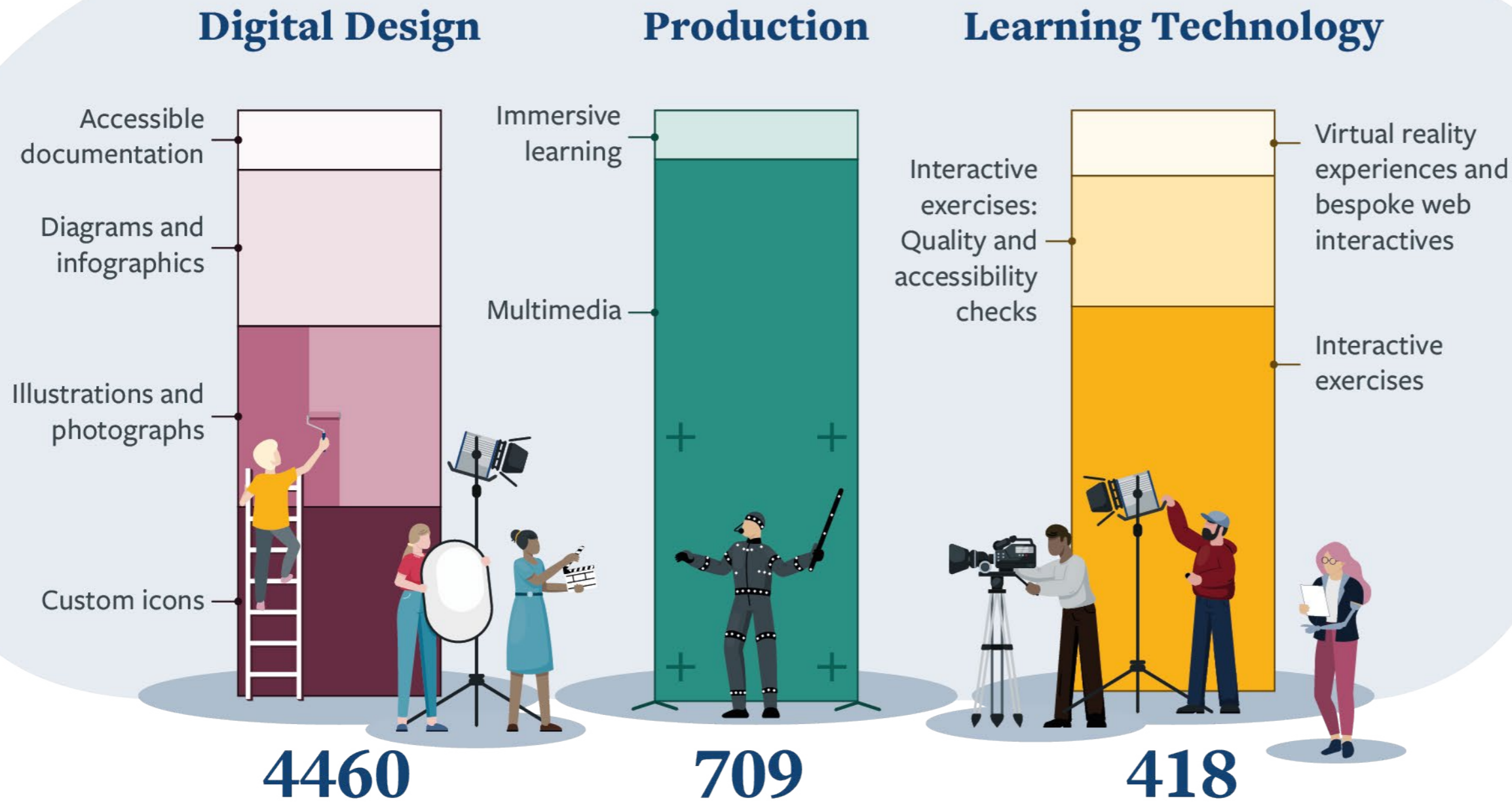
Gabriel will be working with the Evaluation and Innovation team to investigate the different stages involved in designing, prototyping, and evaluating new VR learning resources.

Lauren Mottle

LITE Fellow for High Quality, Accessible and Inclusive Online Learning

Lauren is researching inclusive and accessible online learning, working with teams across Digital Education to investigate how online learners define inclusive online learning spaces and how we can further embed inclusive practices across the Service.

1.4 High-quality digital media production



Total number of assets produced

Expertise in production, creative design and learning technologies supports the design and build of innovative online courses and digital education materials.

“I’m proud to lead an amazing team that has deep expertise across digital design, production and learning technologies.

Every member of the team is committed to creating inspiring and engaging multimedia experiences which enable our students to build deep and lasting connections to learning.”

Dr Sue Bickerdike

Digital Education Manager, Production and Creative

1.5 Delivering award-winning projects

We're delighted to see our projects and teams recognised through prestigious awards this year, both inside and outside the University.



Winner: The University of Leeds Minerva Project

Category: Digital Transformation

Association for Learning Technologists Awards (2022)

The Minerva Project was initiated in 2018 to upgrade the University's virtual learning environment (VLE).

The Digital Education Service worked in collaboration with IT and stakeholders throughout the institution to deliver substantial improvements to the system's reliability, security and accessibility.

The success and scale of these improvements were celebrated at the 2022 ALT Awards, where the project team's outstanding achievement was recognised by presentation of the prestigious Digital Transformation Award.

This sector-leading project has been used as an example for other HEIs including Cardiff, Manchester, and the University of Queensland. Judges praised the University's **“vision for improving learning, teaching and assessment through technology”**.



Highly commended: The Digital Heritage Hub

Category: Sector Support

Museums + Heritage Awards (2023)

The Digital Heritage Hub is a free online resource for organisations in the UK heritage sector, including heritage centres, museums and trusts. The Hub provides guidance for common issues around digital transformation, such as archiving digital content and using digital tools to drive visitor engagement.

Working in partnership with Cause4, Museum Development Yorkshire and with SMEs from the School of Performance and Cultural Industries and the wider sector, the Digital Education Service contributed 50% of the resources for the Hub.



1.6 University of Leeds Teaching Awards



Category: Sustained Excellence

Winner: Hayley Whitefoot, Senior Learning Technologist, Faculty of Engineering and Physical Sciences

Hayley has worked in digital education since 2016. She has supported over 500 teaching staff in the faculty, providing technical and pedagogical advice and leading innovative digital education pilots, guiding the Faculty through major challenges and changes.



Hayley Whitefoot
Senior Learning Technologist

Category: Sustained collaborative excellence

Winner: Lucy Hamilton and Hayley Whitefoot on behalf of Teaching and Learning Enhancement NeTwork (TALENT) - Digital Education Enhancement / Faculty of Engineering and Physical Sciences

The Teaching and Learning Enhancement NeTwork (TALENT) in the Faculty of Engineering and Physical Sciences was launched in 2018 by a handful of academics to share and support good teaching practice in a local, faculty context. TALENT is run collaboratively by its founding members, benefitting from insights from all schools. Everyone is free to contribute ideas and viewpoints, resulting in a diverse range of over 50 events that align with personal passions such as inclusivity, learning design, teaching non-native English speakers and automated marking.

“Supporting and developing academic staff (specifically in digital education) to deliver an excellent student experience is my passion and I’m always striving to improve how I do this.

Taking stock of my work over the last six years really made me reflect upon the milestones, the challenges and the lightbulb moments, and the transformations that I, my team, the faculty and the University have been through. I would like to say a huge thanks to our EPS academics, our local Digital Education Enhancement team and the wider Digital Education Service team for supporting me along the way.”

Category: Early-Stage Collaborative Excellence

Winner: The Baines Family Tree Project

The Baines Family Tree is an interactive family tree eLearning resource, conceived by nursing academics from the School of Healthcare. The activity was designed by learning technologist Gabriel Jones; with the technical support of senior learning technologist Daniel Ward.

“Congratulations...
The team has developed an online digital learning resource which supports students in applying theory to practice...
This resource has the potential for inter-professional learning across the Faculty.”

Amanda Harrison,
Pro-Dean for Student Education,
Faculty of Medicine and Health

2. Digital learning design



Our approach...

Our design-led approach to course development has collaboration at its heart.

We work together with academic teams, bringing our learning design and technical expertise to create transformative, accessible and inclusive online learning experiences.

Our models allow for scale, repurpose and innovation, growing the portfolio of short courses, microcredentials and fully online degree programmes.



2.1 Online degree programmes

To date, we have designed 6 online postgraduate programmes:

- Engineering Management MSc
- Artificial Intelligence MSc
- Sustainable Business Leadership MSc
- Digital Design & Communication MA
- Disability Studies, Rights and Inclusion MSc
- International Fashion Marketing and Design Management MA

Launched in September 2022, the International Fashion Marketing and Design Management MA programme has just completed its first year of teaching. One of the very few online fashion management courses, it draws on expertise from leading academics at the School of Design integrating the two areas of fashion marketing and design management.

New in 2023:

Disability Studies, Rights and Inclusion MSc

Around 1 billion people live with disabilities globally, and with an ageing population in many countries, this figure is set to rise. This innovative online degree will equip learners with the skills to help build more inclusive and sustainable societies.

The **Disability Studies, Rights and Inclusion MSc** was crafted with a wide range of learners in mind, including students with physical disabilities and neurodivergence. This meant it was vital to put digital accessibility at the forefront of considered learning design.

Whilst maintaining high levels of interactivity, the programme’s design team took a number of steps to avoid navigational challenges and ensure a smooth learner experience:

New in 2024:



Data Science (Statistics) MSc

Launching in January 2024, this online degree programme has been developed in collaboration with the School of Mathematics and the Leeds Institute for Data Analytics. The online Data Science (Statistics) master’s degree offers the opportunity to learn in-demand data skills such as data acquisition, data preparation, data wrangling, modelling and analysis, and how to deal with missing data.

This will be the University of Leeds’ first degree with Coursera, the global skills platform with an audience of over 113 million learners. It provides us with the opportunity to reach a much wider audience worldwide and will be complemented by a series of short courses as we build a pipeline for online learning. These courses address global skills challenges in STEM subjects.



“Online learning gives you the opportunity to refresh, to be creative, to experiment with multiple possibilities of learning, and recognise that everybody has a place and is valued. It allows us to think about ways in which people can flourish and ensure that they can articulate their ideas in a way that is accessible to them.”

Dr. Miro Griffiths

Deputy Director of the Centre for Disability Studies



2.1 Online degree programmes

In July 2023, students from the online Engineering Management MSc marked their graduation in person with a special celebration just for online graduates.

Online learning students had the option to attend their graduation ceremony on the University of Leeds campus with others joining virtually from around the world.



Engineering manager **Alaaeldin Aly** studied from his home in Gothenburg, Sweden, while also helping to raise his first child, born in 2019.

He said: “I had been thinking about studying at the University of Leeds for some time. It has helped to change my mindset on addressing challenges. It was a very good experience that allowed me to plan my life flexibly.

“It gave me the basis for a future management job and the confidence to engage with clients and peers within my company.”

“During the pandemic, I was looking at the next stage of my learning. I found this degree programme diverse and focused on the skills that future managers should have. It made me think about challenges like a manager, not just an engineer.”

Gani Sultanov

Online Engineering Management MSc Graduate

Fully Online Learning statistics

34.5

is the **average age** of online postgraduates



86%

of **students** are in employment



83

different **countries** of residence represented



Ryan Kean works as an engineer on a privately owned 90-metre yacht.

He said: “I had never set foot in the University before, so it was nice to take in the atmosphere of graduation and meet my fellow students.

“There were challenges with time difference and internet connection while at sea but everything I needed for my degree was online and recorded. I am very happy in my job, but this degree will open doors for shore-side engineering roles in the future.”



2.2 Opening up education through online courses



To date, we've had over 2 million learners on our short courses on FutureLearn and Coursera.

Our short online courses are free to access and openly available to learners around the world. They provide an entry point into academic expertise, reducing barriers to education.

Online short courses created by the University of Leeds are available to students via FutureLearn Campus and University of Leeds on Coursera. This gives students the opportunity to enhance their campus-based studies with subject specific online learning and skills-based courses for lifelong learning.

Over

100

short **online**
courses



With learners in

210

countries

This year marks 10 years since the launch of the University's first massive open online course ('MOOC') on FutureLearn, led by Professor Jon Lovett in the School of Geography. In 2022/23 we've launched another 14 open online courses across our platforms:



 **Future
Learn**

- Chemical Engineering: Shaping a Sustainable Future
- Renewable Energy: Sustainable Electricity Supply with Microgrids
- Social Model of Disability
- Evaluation for Arts, Culture and Heritage: Principles and Practice

 **coursera**

- Aeroecology: Exploring Biodiversity with Radar
- Exploratory Data Analysis
- Programming for Data Science
- An introduction to Programming using Python (IoC)
- Working with Integrated Development Environments (IoC)
- Working with Version Control (IoC)
- Foundations of Software Testing and Validation (IoC)
- Mathematical Foundations of Computer Science (IoC)
- Introduction to Technology Assisted Decision Making (IoC)
- Fundamental Skills in Engineering Design (IoC)

Over

2,000,000

learners on our short courses



2.3 Reaching underrepresented audiences

Kick starting tech careers for young learners

Click Start is a national training programme designed to tackle the UK digital skills gap and improve social mobility for young people. The University of Leeds, in partnership with the Institute of Coding, Nominet and other partners, is helping tackle this problem through a collection of free, online courses to improve learners' personal, professional and digital skills. Academic experts in the School of Computing have led on this collaboration with topics including, Robotics, AI, Python and Bitcoin.

Launched in July 2023, the programme offers online scholarships with 3 months of unlimited access to 18-25 year olds in the UK who are underrepresented in tech, including young people with caring responsibilities or living with disabilities.

Courses include:

- **Tech and digital skills.**
Top course:
Introduction to programming using Python
- **Professional skills.**
Top course:
Create a Professional Online Presence
- **Personal development skills.**
Top course:
Introduction to negotiation

CLICK START.

“As the academic lead for the Click Start project, it has been a delight to work with my colleagues in the Digital Education Service. Working together, we have developed high-quality short courses that are providing vital digital skills to improve social mobility and help grow the UK economy. The project is strategically important to the University in supporting our commitments to widening participation and improving equity and diversity in the workforce.”

Dr Samuel Wilson

Director for Student Education,
School of Computing



Celebrating 15 years of 10,000 Women

2023 marked the 15th anniversary of 10,000 Women, a business education programme designed to teach women entrepreneurs essential skills including marketing, leadership and financial planning.

Delivered online through Coursera since 2018, the open education programme also includes monthly webinars delivered by Leeds academics, regular newsletters and a new social media networking platform hosted on Graduway, which allows alumni to connect with each other directly. The programme is an international success and has now reached over 235,000 learners, including 49,864 online course completions from learners across 210 countries.

15 years of impact

To mark the 15th anniversary, 15 women from across India, Africa, China and Latin America were selected from over 600 applicants to attend exclusive coaching and networking events for the Growth Fellowship programme in New York and DC.

As part of the extended programming from March - June 2023, a series of 7 virtual training sessions were delivered by academics from the Leeds University Business School on subjects including digital marketing, consumer behaviour, innovation and entrepreneurship.

2.4 A design approach to learning across campus

Faculty-based Digital Education Enhancement teams and Digital Education Systems teams work closely together with subject experts to embed learning design approaches and help leverage digital education tools and technology to improve teaching.

Combining systems expertise with pedagogical practice, we help leverage digital technology to develop educational practice and transform the student experience. This might be through support to design new digital learning experiences, finding creative solutions to pedagogical challenges or embedding flipped learning methodologies.

Case study: Championing a human-centred approach to curriculum design

The University of Leeds is at the forefront of innovative educational change through its commitment to the Curriculum Redefined initiative, which aims to shape the future of student education through research-led teaching methods and cutting-edge pedagogies.

Collaborative partnerships between students, faculty and school educators, The Learning Design Agency (LDA), Organisational Development and Professional Learning (OD&PL) and the Digital Education Service are helping to design curricula that lead to meaningful learning experiences.

This has involved adopting a people-centred ‘design sprint’ approach that is rooted in collaboration with users to co-create innovative solutions.

Key principles of this approach include root cause analysis, systems thinking and iterative ways of working.

Early in 2023, Faculty Digital Education Manager Sarah Briggs worked alongside Design Thinking consultant Iria Lopez to co-design and co-deliver training sessions to over 50 colleagues across the University, helping to shape a cross-functional design thinking community.

Following this, staff from the Digital Education Service supported the implementation of early design sprint pilots in the School of Biomedical Sciences and the School of Design, which have laid the foundation for the broader adoption of the approach across the University.

In summer 2023, Sarah Briggs led a ‘mini design sprint’ for the School of Design alongside Associate Professor Dan Trowsdale. These pilots have already shown promise in fostering collaboration, innovation, and impactful educational solutions.

Case Study: Flipped classroom approach to flagship modules

In the Business School, a design approach to learning is having an impact on the teaching of flagship modules. Working together, academics and learning technology teams have developed a flipped classroom approach on some modules to tackle the challenge of large audiences. This has completely redesigned a number of the flagship modules and resulted in a more engaging teaching approach.

“A key focus of this project is to design and deliver engaging learning journeys that begin in Minerva and continue in the classroom. We have worked collaboratively with our academic colleagues to connect digitally enhanced materials with student-centred classroom activities. In doing so we have made learning a more active and collaborative experience for our students and optimised the time they spend with academics in class.”

Sean Gledhill

Senior Learning Technologist

“When teams embrace playful approaches to designing solutions, something joyful happens. They move beyond interesting conversations, and meaningful decisions are made.”

Sarah Briggs

Faculty Digital Education Manager and LEGO Serious Play practitioner



“I’d like to say thank Sarah and her team for the brilliant sprint delivered for the School of Design. It really helped us focus on the next phase of Curriculum Redefined as well as creating a much need space to create ideas.”

Claire Watson

Deputy Pro-Dean for Student Education (Faculty of Arts Humanities and Cultures)

2.5 Designing virtual resources

Case Study: Virtual fieldtrip along the Jurassic Coast

The Jurassic Coast is a 95-mile stretch of coastline along the south of England that is recognised as a UNESCO World Heritage Site for the outstanding universal value of its rocks, fossils, and landforms.

Working in collaboration with the School of Earth and Environment, the Production and Creative and Learning Technology teams have facilitated the creation of a virtual field trip of the site for students on the MSc Engineering Geology programme. By collecting drone footage, 360° videography and LIDAR elevation data, the teams have collaborated to build a unique virtual learning experience.

This resource provides an inclusive and accessible field trip experience of a site that has unique geological challenges and hazards. Through the use of the VR headsets in a face-to-face teaching session, students can explore the site from the safety of the classroom. This enables sufficient time and space to explore areas that would otherwise have been unreachable due to risks of landslides, rockfalls, tide times and inclement weather.

This project has been shortlisted in the prestigious Learning Technologies Awards, in the category for ‘Best use of blended learning - public and non-profit sector’.

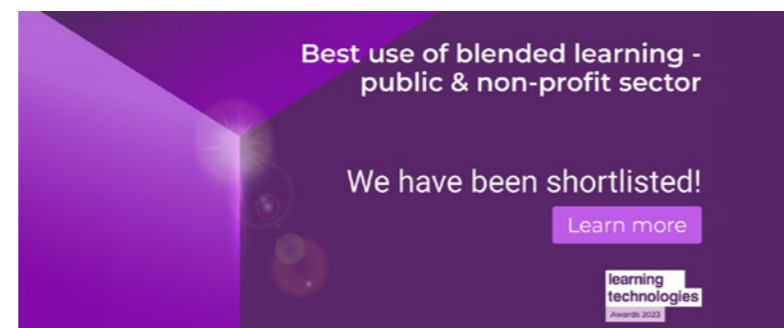
83%
of students
requested more
virtual learning
experiences



“The virtual field trip was well received by our students.... As a Faculty, we’re keen to explore how we might grow the provision of virtual field trips and field resources to enhance the experiences we can offer.”

Dr Mark Thomas

Education Academic Lead,
Faculty of Environment



The first virtual excursion of its kind

The virtual reality component, made up of 360° videos and images of the site, was constructed using CenarioVR software. Drone footage and teaching videos were then embedded within the application, allowing for an immersive learning experience where students can move around the base and top of a cliff to evaluate geohazards and assess risks.

Students enter via ArcGIS storymap, an application that allows maps and images to be linked and annotated, introducing different learning activities along the way. Terrestrial and airborne lidar models enable the students to carry out structural mapping, geohazard characterization, and change analysis.

As well as saving time and resources, student evaluations of the virtual fieldtrip have shown high levels of engagement and perceived educational value. Results have also shown that students develop an enhanced understanding of geohazard processes and achieve higher marks for virtual risk assessments compared with previous in-person trips.



2.6 Digital solutions for the Leeds community

Raising awareness of academic integrity

Faced with the rapidly changing landscape of digital tools such as ChatGPT, the University's cross-faculty Academic Integrity Working Group approached the Digital Education Service to adapt a series of online student tutorials for the different stages of a degree programme.

Guidance on topics including plagiarism, the use of AI, and the difference between collaboration and collusion was reformulated as scenario-based exercises, with students achieving recognition for completing individual topics.

The tutorials have been tested by Student Ambassadors, with the goal of creating a new template for adapting student-facing content in a more accessible and engaging format.



Helping mature students to master academic skills

In conjunction with Skills@Library, we developed a series of online resources to support widening participation objectives and close the 'degree award gap' between mature students and other students.

Representatives from the Mature Student Advisory Board (MSAB) and the Lifelong Learning Centre (LLC) identified the need for a specific skills-based resource to reflect the issues faced by mature students and instil transferrable digital skills that would enable them to succeed in their studies and future careers.

Resources were also designed to encourage mature students to apply for postgraduate research programmes, raising awareness of how research-based degrees differ from taught programmes.

Empowering staff to support students with their mental health

Each year, several mental health workshops are delivered on campus by members of the Staff Counselling and Psychological Support Service alongside the Role Based Mental Health Project team. The sessions bring together colleagues from across the university who may need to support students experiencing mental health crises, including LUU and Security Services.

We created a series of cohesive and easily accessible digital resources for staff who encounter students in crisis situations all year round. The Service's in-house design team provided videos, interactive flowcharts and infographics to cascade best practice and key processes across five areas, including reference information, just-in-time guidance and skills development.



“This is a great example of Services working collaboratively together to support our students.. By putting materials online, these teams are no longer reliant on episodic face-to-face workshops which may be challenging to attend. It also offers a refresher for all staff to ensure they follow the correct processes and procedures to provide best quality of care to our students.”

Simon Vallance

Digital Education Manager, Blended Learning

3. Continuous Improvement



Our commitment...

We are committed to continuous improvement. Each team proactively identifies areas for enhancement and innovative solutions while retaining a focus on providing high-quality learner experiences.



3.1 Continuously improving the digital ecosystem

Digital education is fundamental to how we learn and teach. So it's vital that the digital ecosystem – the tools and systems we use – are kept up-to-date.

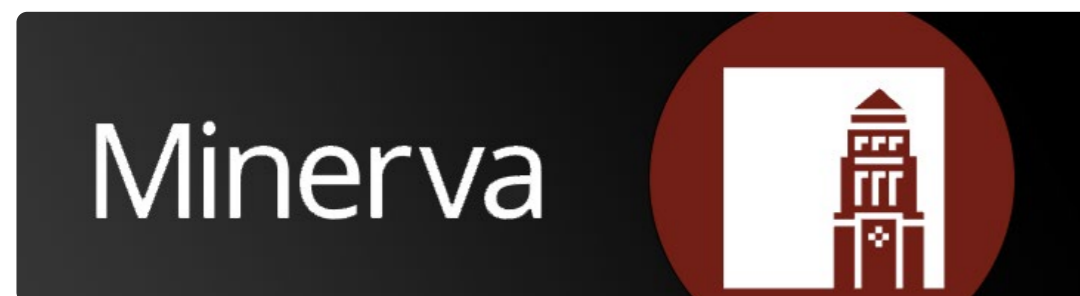
The Digital Education Systems team manage a robust programme of work to ensure that digital education systems and tools are fit-for-purpose, that updates and improvements are regularly implemented and that tools are centrally supported. The team actively tracks new developments to stay up to date on new tools and systems that enter the market to analyse their suitability for Leeds. The team also acts as a hub of expertise for staff and students using digital education systems and tools.

Important within this is the student voice. The team actively seeks feedback from both staff and students, using this to inform development of new tools and systems and fixes to current problems. Focus groups help ensure everyone has a voice in shaping the digital ecosystem.

Continuous Improvement: Processes and ways of working

There is a large amount of work which goes on behind-the-scenes to ensure that digital education courses, tools and systems are effective and robust.

Project management, financial administration and operational support all play a key role in ensuring the digital educational experience is continually reviewed and improved.



Evaluation Toolkit

An important area of focus for the development of new courses and programmes has been getting to know our learners. To support this, a new framework has been designed by the Service's Evaluation and Innovation team, which has been used to gather information through surveys and focus groups to inform a range of projects across the Digital Education Service.

A new Evaluation Toolkit is available for use by faculties and university wide for anyone wishing to take a consistent and holistic approach to evaluation, with guidance on key areas including:

- Example survey questions and interview scripts
- Best practice for data storage, ethics, and privacy
- Guidelines for analysis and creating data visualisations.

“The introduction of a continuous improvement (CI) approach to digital education is an important aspect of achieving the team’s strategic goals. While innovation has always been synonymous with our work, the initiative to formally train colleagues to become CI Coaches and practitioners, and embed CI discussions in our processes has helped to structure improvement activity and ensure a focus on delivering benefits. I’m really excited to see what enhancements the team can implement in future based on this approach”

Adam Storey

Continuous Improvement Coach

Our Virtual Learning Environment

Following a major internal transformation project to upgrade Minerva, the platform provides an innovative digital learning system that enhances the experience of students and improves the practices of both academic and support staff within the institution. The team continues to work with suppliers to implement key system updates based on feedback from users.



“Providing an effective virtual learning environment for our staff and students remains a priority for the Digital Education Systems team. We’re really excited about the progress made during the Minerva upgrade and remain committed to gathering feedback from our users to bring further updates to system functionality.”

Paul Cave

Digital Education Manager, Digital Education Systems

3.2 Digital engagement tools

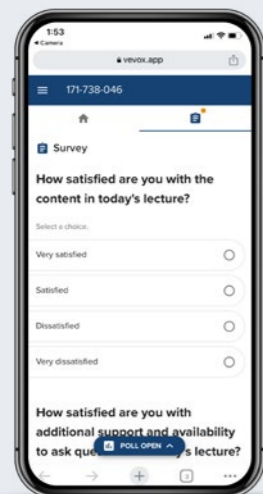
NEW: Vevox live polling

Launched at the start of the 2023/24 academic year, Vevox is a live polling tool which can be used in lectures, teaching practice or for meetings or events to improve engagement and support interactive, live quizzing.

It's centrally supported which means it receives regular systems updates and is integrated into the wider digital education ecosystem.

Live quizzing and polling are great ways to make teaching practice more engaging and interactive. Vevox is quick, accessible and easy to use. The instant feedback provides rapid, spontaneous results in a live environment.

Nearly 8,000 users have participated in a Vevox poll since launching in August 2023.



Why have we implemented Vevox?

Feedback from staff told us that the wide range of polling solutions used across the University were complex and sometimes difficult to use in a live environment. Also, because they weren't integrated into the digital ecosystem, they weren't always easy to use with other tools.

How can I use it?

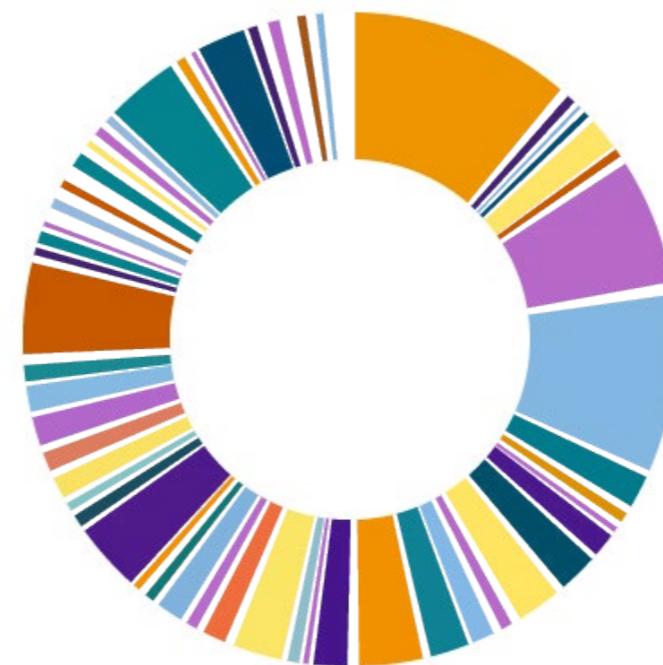
Whenever you need a poll or quiz, Vevox can be used in a teaching session, lecture or for a department meeting or event. It was trialled at the Online Learning Summit with great success earlier this year.

When can I get started?

Vevox is available now. Access your institutional account at vevox.com or head to the Digital Education Systems Help website for more details.

Top 10 Departments using Vevox

1. Faculty of Biological Sciences
2. LUBS
3. School of Healthcare
4. Student Careers
5. School of Psychology
6. Education
7. School of Law
8. School of Civil Engineering
9. School of Earth and Environment
10. Student Education Service



“As part of the University’s investment in digital technology and innovative ways to engage with our community, we’re really excited to introduce the polling solution Vevox to our staff and students and to use this to encourage engagement and participation across both campus and online settings at the institution.”

Dr Margaret Korosec

Dean of Online and Digital Education



3.3 Digital assessment

Robust, trusted assessment is key to students' educational experience. As more assessment has gone online, the Digital Education Systems team and Faculty Enhancement teams have worked closely to support improvements to the digital assessment process.

Enhancements this year include working with IT to introduce Single Sign-On to Gradescope and enabling submission of assessments through the Gradescope app, making it quicker and easier for students.

What's next for digital assessment?

AI is, of course, a major factor in authentic digital assessment. Engaging with the UK HEI community, we've shared feedback on the new AI writing detector feature from Turnitin, resulting in the ability to opt-out of the tool and agree further testing.

Transparent communication has also helped us develop product enhancements from both Gradescope and Turnitin. One development now on the roadmap is Student ID syncing which will make it easier to submit work – look out for more on that next year.

Digital assessment 2022/23

311,000

submissions on Turnitin



1,300,000

marks and feedback comments



43,000+

submissions to Gradescope
(Semester 2, 2023)



Staff and students increasingly expect to be able to enhance learning with easy-to-use digital tools that are accessible and inclusive.

The Digital Education Systems Help website is a one-stop shop for staff and students to find guidance on how to use digital education tools and systems. Alongside Faculty-specific support, the website provides over 650 pages of guidance and is a key starting point for anyone looking to engage with digital technologies. The site is also used to share information on new features, training and systems downtime.

“This resource has been critical in onboarding an entire institution and feedback I have received from colleagues is that they would have been lost without such a fantastic resource. No matter the digital literacy or capability of the member of staff, the ‘Digital Education Help’ website has offered a key resource for support.”

Dr Steve Montagu-Cairns

Academic Lead Minerva Ultra Project



3.4 Multi-mode teaching

The Digital Education Service will oversee the use of four multi-mode teaching spaces on campus during the 2023-24 academic year. This follows a successful two-year pilot of multi-mode teaching, overseen by the Education Spaces Group.

Multi-mode teaching allows teaching staff and students to put into practice new digital skills and lessons from fully remote teaching to better support a flexible, accessible and inclusive learning experience. The multi-mode rooms offer enhanced audio-visual capabilities which allow clear text, audio and video communication between those attending lectures on-campus and online.

To ensure the best possible use of the spaces, the Digital Education Service will provide a range of support options for teaching staff, sharing multi-mode guidance online and offering on-the-day buddy support from multi-mode assistants (MMAs).

Within each faculty, Learning Technologists will work with teaching staff to ensure the best possible use of the space to deliver the intended learning outcomes for each session.

Multi-mode teaching is part of how the University is delivering a digital transformation, for staff and students.



What is multi-mode teaching?

Multi-mode teaching happens when some students join a class in person while other students join the same class online.

How is it different from in-person, or fully online teaching?

In a multi-mode session, teaching staff need to respond to the needs of both online students and students in the room. Content should be interactive, enabling online students the chance to fully engage in their learning just as much as in-person participants.

What are the uses for multi-mode teaching?

Multi-mode teaching has been particularly important for students in medical faculties, such as Midwifery, as it allows student to fit lectures around their practice. It's also useful for large cohorts, allowing more students flexibility to choose when and how they learn, bringing experts into the room and reducing geographical barriers.

“Multi-mode teaching represents a transformative shift in higher education, blending the best of in-person and online experiences. Following a successful Education Spaces pilot, we have seen firsthand how a blended approach to learning can cater to diverse student needs, fostering a more inclusive and accessible educational environment. The Digital Education Service are now at the forefront of supporting this innovative approach across our academic programmes. As we move forward, we are committed to continually refining our practices, investing in professional development, and exploring emerging technologies, ensuring that hybrid teaching remains not just a transitory trend, but a sustainable and enriching model for teaching and learning.”

Phil Vincent

Head of Blended Learning Support

3.5 Staff and student engagement

Staff from across the service are involved in engaging staff and students with digital education, working on activities and projects in collaboration with other professional services and academic colleagues. Activity is led by guiding principles for how we want staff and students to feel about digital education.

“I value digital education provision at Leeds.”



“Digital education tools, systems and resources are easy to use and I know where to go for help.”



“I’m aware of how I can innovate and experiment with digital tools in my learning and teaching.”



“I can make my voice heard through opportunities for feedback and dialogue.”



Our areas of focus

Understanding and improving staff and student perceptions and experience of Digital Education.

A user-led experience which is designed (and continuously improved) with the experience of staff and students in mind.

Showcase best practice in digital education from across our teams and networks, highlighting the tools, technology and pedagogical support available

Open communication channels with staff and students allow our whole University community to shape areas for improvement and inform the future of digital education.

Strategic actions

- Celebrate successes and achievements through integrated, content-led campaigns which are aligned to the academic calendar.
- Match experience and perception by triangulating data from surveys and testing against sector benchmarks.
- Share thought-leadership in digital education, highlighting exemplar case studies at Leeds.
- Develop stronger partnerships across the University community, (including staff and students), growing sustainable networks to support engagement.
- Support the development of clear channels of communication for faculty, staff and student teams to understand how they can access support.
- Create, publish and disseminate training materials and web-based guidance for Digital Education Systems with staff and students in mind.
- Develop the Digital Education Network – a space for colleagues to come together to steer the development of digital education at the University.
- Develop a series of case studies and profiles to showcase innovative uses of digital tools.
- Role model creativity and innovation by experimenting with new ways of engaging staff and students, such as publishing podcasts, vodcasts and blogs.
- Foster a community of practice in HELIX by providing opportunities for the whole community to engage.
- Build regular opportunities for dialogue and check-ins with staff and students, through focus groups, drop-ins and social spaces.
- Build on work with student ambassadors to embed student voice in governance structures.
- Ensure communication channels are clear, easy to access and embedded within the user journey for staff and students.

3.6 Benefitting from student expertise

In 2022/23, **Digital Education Student Ambassadors** from a range of schools and faculties played an active role in digital education projects. Students were engaged in helping to develop new learning resources, provide feedback on courses and test new tools.

Activities include:

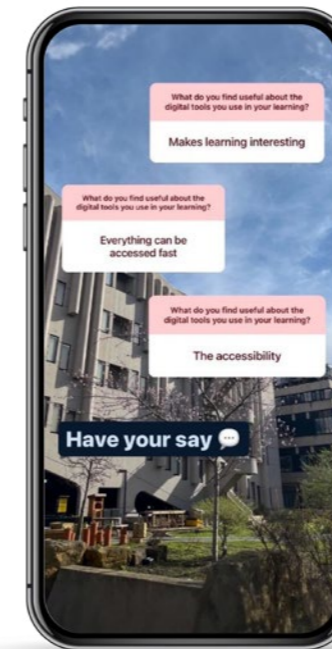
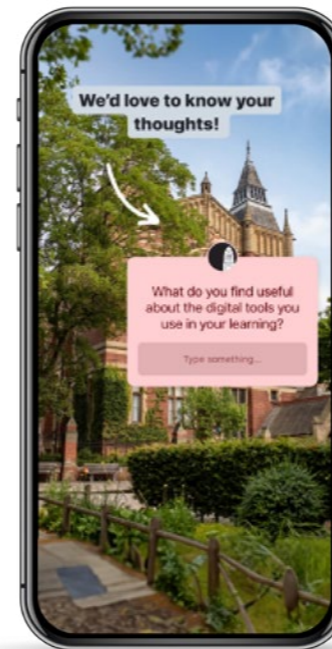
- Developing digital learning resources
- Reviewing online courses
- Testing VR software
- Filming and interviews
- Writing blogs
- Running focus groups
- Social media takeovers
- Supporting on-campus events
- Evaluating podcast tools
- Promoting student surveys

As well as gaining valuable work experience and developing their professional skills, Student Ambassadors also took part in training with the University’s Career Service, learning interview techniques and developing reflective skills to apply their experience to future roles.

“Being a Student Ambassador for DES has been one of the most interesting experiences - every activity was practical and useful for my current studies and future career. We were given the chance to liaise with new professionals and champion new initiatives, such as the HELIX space. We were also able to our contribute to the wider University by providing a student voice. I hope every student ambassador in the future can maximise their experience working with DES and develop their skills as I have. I’d like to say thank you very much to all of the DES team.”



Deo Subakti
Student Ambassador



Alexandra Noton
Engagement and Communications Lead

“Thanks to the hard work and enthusiasm of our 2022-2023 cohort, the role of Student Ambassadors has become increasingly influential on our work as a Service. We look forward to working with the next cohort in Autumn 2023!”

15 Digital Education Student Ambassadors

25+ projects

714 hours worked

8 Faculties

17 blog posts

2 Instagram takeovers

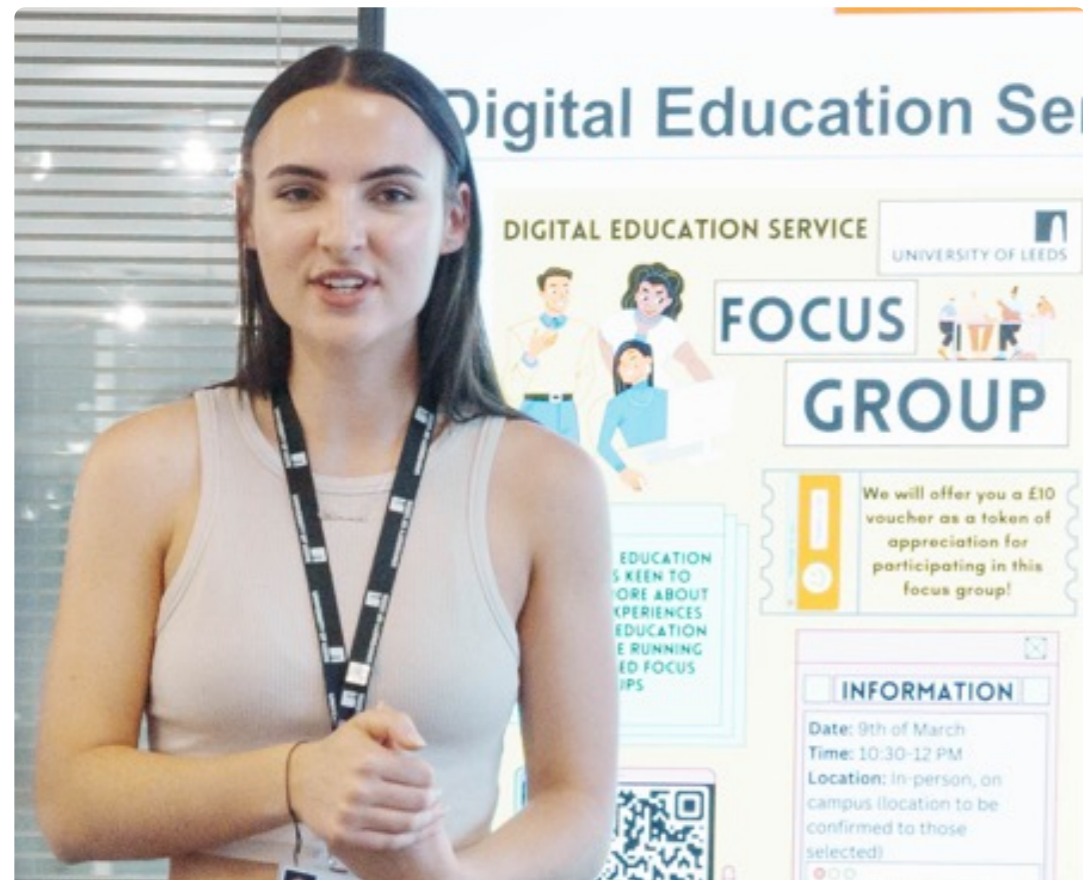
5,200 Impressions



3.6 Benefitting from student expertise

During 2022-23, 7 students completed internships in the Digital Education Service, from 3-month summer positions to year-long roles.

Anna Thew (BSc Social Policy) joined the Service's Engagement and Communications team from July 2022 – July 2023.



Anna Thew

Digital Education Service Intern

Can you tell us a bit about your role as Engagement and Communications intern in DES?

My role was quite diverse! Tasks included copywriting, proofreading, project planning and supporting the delivery of communications campaigns. I got involved with both student and staff engagement within the Digital Education Service and collaborated on external projects, including working on Goldman Sachs *10,000 Women*.

How has this internship impacted your personal and professional growth?

On a professional level, it provided me with valuable work experience in a professional setting. I gained skills like effective communication, project planning, teamwork, and time management. On a personal level, it was a significant confidence booster and I felt recognised for my contributions. This experience has encouraged me to pursue a career in political communications.

That's fantastic to hear! Could you share some advice for future interns within DES?

I would advise future interns to:

- Apply yourself: Take initiative and show genuine interest in your work, being self-motivated is crucial.
- Manage your time: Maintaining a healthy work-life balance is a valuable skill.
- Embrace mistakes: Don't be afraid of making mistakes. They are learning opportunities.



I would advise future interns to embrace mistakes. Don't be afraid of making mistakes. They are learning opportunities.

How did your work impact the Service's objectives?

I focused on enhancing student engagement, providing opportunities for students to actively participate and provide feedback on digital education initiatives. This included collaborating with Student Ambassadors and contributing to projects like HELIX.

It's clear that your contributions were impactful! Lastly, can you share some particularly memorable moments?

Absolutely, there were several:

- Instagram takeovers: Participating in Instagram takeovers of the official University of Leeds account was exciting. It allowed me to showcase creative campaigns and engage with a wide audience.
- Event planning: Being part of the team that organised student-focused events was both challenging and rewarding.
- Blog writing: Writing blogs was another highlight. It felt like I was making a meaningful contribution to communication efforts.

Thank you, Anna!

3.7 Digital accessibility

Improving the accessibility of our content, digital learning materials and administrative documents is vital to ensuring equal access to learning and teaching for all our staff and students.

Promoting digital accessibility for everyone

Setting high standards for digital accessibility gives people with disabilities an equal experience, and quite often helps everyone. When we don't prioritise accessibility, we inhibit the learning of thousands of students and make it harder for colleagues to teach, research, and provide vital services.

Global Accessibility Awareness Day

As part of the wider Accessibility Matters! campaign, the Digital Education Service marked Global Accessibility Awareness Day on 18 May 2023 by asking colleagues to consider the accessibility of their digital content, with the aim of improving the experience of all staff and students.

“Accessible online and digital resources starts with design... We will not have to fix content in the future if we design it with accessibility in mind from the beginning.”

Dr Margaret Korosec

Dean of Online and Digital Education

2022/2023: Accessibility on Ally

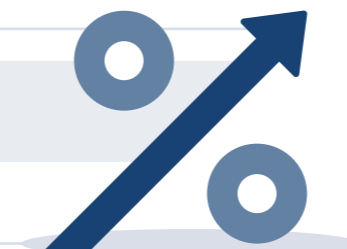
260%

increase Ally usage by staff building new module areas (compared with 2021/22)



8%

increase in staff engagement



94%

average accessibility score for digital files improved with Ally



41%

increase in student engagement on alternative formats



Improve your online content by making it more accessible

Get involved in Fix Your Content Day

18 May 2023



Case study: Fix Your Content Day 18 May 2023

Global Accessibility Awareness Day highlighted how all members of the University community can play a part in making the student experience more accessible. This year, checklists and guidance were shared to encourage educators to improve their learning materials through Ally, the University's institutional accessibility tool.

As part of the activity, the University came 5th in the Europe and Middle East category in Anthology's global Fix Your Content Day competition. Over 498 modules (15%) saw improvements to their overall accessibility scores – but roughly the same number saw a decrease in overall accessibility despite the changes, as a result of the increased total number of digital files.

This underlines that we have much more to do on accessibility, and the importance of making all our digital files and content accessible first.

3.7 Digital accessibility

How accessible is our online learning?

Our online degrees have been designed with accessibility in mind. Content is available in a variety of formats (audio, visual, transcripts) so students can learn in the way which best works for them. Careful colour-contrasting makes it easier for those with visual impairments to interpret information. All content meets global accessibility standards WCAG 2.0 and we're continuously aiming to improve that.

What are we doing to improve accessibility?

We're making it easier for teaching staff and academics to design accessible modules by working with Faculty teams on accessible design. Digital files can easily be made more accessible with quick fixes such as headers, image captioning and suitable colour contrast.

Case study: Designing accessible online content

During the development of the online Disability Studies, Rights and Inclusion MSc, a number of steps were taken to ensure all course content was highly accessible:

Accessibility-first tools:

Platforms, apps and digital tools used to deliver the teaching materials were selected for their highly accessible features. Content is accessed via one primary platform to avoid excessive searching and clicking.

Accessible video assets:

In addition to written transcripts and captions, video design and development carefully considered a range of accessibility needs. For example, the need for audio description, incorporating it into the narrative where suitable, and providing audio descriptions where necessary.

Extensive user testing:

Working in conjunction with a strategic user experience consultancy, live testers (including learners with physical disabilities and neurodivergence) were deployed to test the online learning experience.



How can we do better?

We're working with teaching staff and cross-functional groups to embed greater awareness and understanding of how accessibility can be designed into a modules programmes and services.

Digital Accessibility in Student Education Practice (DASEP)

The Digital Accessibility in Student Education Practice (DASEP) Group was established in July 2023 to champion and facilitate the integration of digital accessibility into all aspects of student education at Leeds.

The group is comprised of members of the Digital Education Service, LITE, Disability Services, IT, Student Education Services, SALIPs and students. The aim of the group is to create an inclusive digital learning environment, ensuring that all students, regardless of their abilities or circumstances, can fully participate in and benefit from our educational offerings.

Ally User Group (AUG)

The Ally User Group (AUG) was established to equip educators with the skills and knowledge to improve the accessibility scores of their content in Minerva. The group will share its findings and recommendations with DASEP and contribute to other operational activities at the University with regards to accessibility.

Developing our roadmap for digital accessibility

Over the next year, DASEP will be working with AbilityNet, a pioneering UK-based charity that helps organisations build more accessible digital products and services. Results of the initial AbilityNet survey will help the group to understand the University's digital accessibility maturity level, benchmarking our progress within the HE sector and generating actions to target key areas for improvement.

3.8 Designing for the future

We are going through a revolution in digital education.

From courses delivered entirely online, to digital enhancements such as virtual reality or interactive games, the process of teaching and learning has changed hugely over the last 5 years. Post-pandemic, much of what might have been considered innovative a few years ago is now expected practice.

Students rightly expect more from their degree, and they want to see new ways that they can explore and learn using digital tools. This means that it's equally important to ensure we focus on the fundamentals for effective digital learning and teaching, as well as providing opportunities for experimentation and innovation.

Innovation goes hand-in-hand with collaboration.

Our priorities this year have included a focus on learning design and technological innovations such as enhancing our digital ecosystem through the Minerva upgrade alongside building partnering relationships which help effectively integrate digital support for our community.

Within the University, this has meant fostering closer collaboration with faculty and professional services through our Digital Educational Enhancement and Learning Technology teams, helping to support our institutional priorities such as Curriculum Redefined. It's also meant being active within the broader Higher Education community, strengthening our relationships with suppliers and networks to successfully agitate for major changes to products like Blackboard Learn which will benefit students not just at Leeds, but across the sector.

Our work to enhance and enrich the student experience has put the University at the forefront of conversations regarding digital education. Staff from the Service regularly share insight and best practice with colleagues across the sector and are recognised for their expertise by being asked to lead community groups at a national and international level, helping to further enhance the digital education experience on behalf of our staff and student community.

What does this mean for the future?

Digital transformation remains a strategic priority for the institution and a key enabler for digital education. And we know that change needs people to be successful.

We're focused on leveraging the benefits of online learning and digitally enhanced education for an ever wider and more diverse audience by continuing to embed lasting relationships which will power change across the institution and wider HE sector.

From open learning projects and creating accessible content by design, to building a culture of innovation and agility, partnering with charities, third sector organisations and commercial clients to build exciting and innovative learning.

We're designing learning for the future.

Get involved!

Join the new Digital Education Network

The Digital Education Network (DEN) is a new institution-wide community of practice that facilitates and promotes exploring and experimenting with digital education. Monthly meetings provide a space for:

- Learning about new technologies
- Sharing good practice
- Exploring new ideas
- Networking

For more information, please contact Farzana Latif
– Head of Digital Education Systems: f.latif1@leeds.ac.uk



Pilots

Digital Badging

The Digital Education Systems team is exploring the work of digital badging suppliers to compare product features and to consider how these could be used within the University. Digital badges provide a visual symbol to indicate individual success, abilities, and skills in different learning settings.

Noteable

The Noteable computational notebooks pilot has been extended to 2023/24 with over 500 licenses already allocated to pilot participants. Noteable is in use across disciplines and can be employed in subjects as diverse as business, machine learning and linguistics.

Campuspress

Campuspress is a Wordpress-driven blogging platform which will be integrated into Minerva. Campuspress will allow instructors to use blogs in their modules and other opportunities, such as using the tool for academic and student blogging, will be explored during the pilot.

Podcasting

We'll also be taking steps this year into podcasting technologies and looking to build a capable and useful podcasting ecosystem for the University. This pilot will give us the chance to look at diverse podcasting applications, from learning and teaching content to marketing and public outreach.

If you'd like to get involved in our pilots, contact Stuart Robinson at r.s.robinson@leeds.ac.uk

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