The Lenses of Innovation: Digital education transformation at King's College London

21st February 2019, BCS
Session overview

- Education and Innovation concepts
- Digital Education in the context of King’s
- What is the CTEL and the team’s history
- Innovation through different lenses (people)
- Questions
Education
Back to the Future  A series of futuristic pictures by Jean-Marc Côté and other artists issued in France in 1899, 1900, 1901 and 1910.

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Recent funding changes

- Tuition fees started in 1998/99 (£1000)
- Tuition fee increased 2006/2007 (£3000)
- Tuition fee increased 2009/2010 (£3225)
- Tuition fee increased 2012/2013 (£9000)
- Student numbers cap removed in 2015/16
- Tuition fee cap 2017/2018 (£9250) and is currently under review
Information becoming key

- UNISTATS
- National Student Survey (NSS) and Postgraduate Taught Experience Survey (PTES)
- Teaching Excellence Framework (TEF)
TEF (1)

The government has stated that the TEF will aim to:
• ensure all students receive an excellent teaching experience that encourages original thinking, drives up engagement and prepares them for the world of work
• build a culture where teaching has equal status with research, with great teachers enjoying the same professional recognition and opportunities for career and pay progression as great researchers
The government has stated that the TEF will aim to:
• provide students with the information they need to judge teaching quality
• recognise institutions that do the most to welcome students from a range of backgrounds and support their retention and progression
• include a clear set of outcome-focused criteria and metrics.
Innovation
Efficiency innovation
reduce cost by eliminating resource time or by redesigning products/processes to eliminate components or replace them with cheaper alternatives
Types of innovation (2)

- Sustaining innovation
  sustaining innovation comes from listening to the needs of customers in the existing market and creating products that satisfy their predicted needs for the future.
Disruptive innovation describes a process by which a product or service takes root initially in simple applications at the bottom of a market and then relentlessly moves up market, eventually displacing established competitors.
UK higher education institutions’ technology-enhanced learning strategies from the perspective of disruptive innovation

This article examines 44 publicly available UK university strategies for technology-enhanced learning, aiming to assess the extent to which institutional strategies engage with and accommodate innovation in technology-enhanced learning.

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Digital Education in the context of King’s
Strategic Alignment: Vision 2029

A CIVIC UNIVERSITY AT THE HEART OF LONDON

EDUCATE TO INSPIRE AND IMPROVE

RESEARCH TO INFORM AND INNOVATE

SERVE TO SHAPE AND TRANSFORM

AN INTERNATIONAL COMMUNITY THAT SERVES THE WORLD
Education Strategy 2017-2022
1. Drive world-class learning and knowledge creation through research-enhanced education
2. Expand learning opportunities through flexing the curriculum and increasing access to co-curricular activities
3. Embed civic engagement and service learning across King's
4. Ensure all King's students are equipped for success
5. Support positive wellbeing as a fundamental ethos of the university
6. Embrace students as co-collaborators of the educational experience
King’s College London (1)

• Nine (9) Faculties in total
  • Faculty of Arts & Humanities
  • King’s Business School
  • Faculty of Dentistry, Oral & Craniofacial Sciences
  • Institute of Psychiatry, psychology & neuroscience
King’s College London (2)

- Nine (9) faculties continued
  - Faculty of Life Sciences and Medicine
  - The Dickson Poon School of Law
  - Faculty of Natural & Mathematical Sciences
  - Florence Nightingale faculty of nursing, midwifery & palliative care
  - Faculty of Social Science & Public Policy
The past to the ‘here and now’
History

Vice Principal for Education

CTEL

CUDL

KLI

2016
Milestone moments

- VLE (KEATS) development project
- Lecture Capture implementation
- Tuition fees and student expectations (NSS/PTES)
- Teaching Excellence framework (TEF)
- QAA – Consistent student experience
History.

2016

Chief Digital Officer (CDO)

CTEL

Digital Solutions

King’s Futures

King’s Online

Students and Education

King’s Learning Institute

2018
Challenges before CTEL was moved into IT

• Lack of overall institutional plan and direction for TEL/Digital Education.
• Six month discussion about basic Moodle upgrade each year.
• No method/process to add enhancements.
• No ideas generation/priority.
• No real sharing/collaboration.
Challenges before CTEL was moved into IT

- Strained relationship between IT and CTEL and TEL community more generally
- Lack of consistent engagement due to a variety of TEL teams size
- TEL forum that did very little (talking shop)
- Relationship with ‘IT Services’ supporting TEL were strained
- Lecture capture project was the catalyst for the change
Overview of King's Technology Enhanced Learning Strategy

TO DELIGHT STUDENTS AND ACADEMIC STAFF WITH A WORLD-CLASS DIGITAL (TECHNOLOGY) EXPERIENCE

FOR EXCELLENCE IN EDUCATION FROM A WORLD-CLASS UNIVERSITY

- Increase online education activities by 50% year on year (until 2020)
- 100% of staff and student to complete basic TEL training by 2018
- Increase TEL facilitated academic engagement with students (online and classroom) by 20% year on year until 2020
- Improve efficiency and standardisation in TEL workforce and content production
- Increase TEL research output by 10% year on year until 2020

Strategies:
- Understanding: Collating, researching and evaluating pedagogic and process needs for TEL
- Using: Promoting TEL through improved TEL training for staff and students
- Creating: Driving TEL best practice for pedagogy, process and content creation in-house and external teams
- Leading: New standardised and formalised governance structures feeding into relevant committees
- Developing: Horizon scanning, pedagogic innovation and software/hardware developments

Tactics:
- Undertaking:
  - 1 Education Analytics
  - 2 Education Knowledge Database
  - 3 Student and Staff Surveys
  - 4 Partnership KLI Changing Classroom
ture
  - 5 Evaluate TEL Projects
  - 6 Pedagogic Models
  - 7 Benchmarks

- Using:
  - 1 TEL Inductions
  - 2 TEL CPD Offered and Delivery Models
  - 3 TEL CPD Evaluation
  - 4 KLI Programmes Gold Standard in TEL

- Creating:
  - 1 Partnership KLI Academy of Educators
  - 2 Providing Templates and Guidance
  - 3 Produce Multi-use Learning Objects
  - 4 Produce KOOCs
  - 5 Share MOOCs
  - 6 Share King's Criteria
  - 7 Flipped Classroom

- Leading:
  - 1 Creation and Owner of TEL Policy and Guidelines
  - 2 Standardised Processes and Share Best Practice
  - 3 Promoting TEL Best Practice Across KLI and Faculties
  - 4 TEL Product Owners
  - 5 Leading TEL Projects
  - 6 Academic Recognition for TEL Projects

- Developing:
  - 1 Develop Physical Learning Spaces
  - 2 Standardised TEL Toolkit
  - 3 Develop Virtual Learning Environment
  - 4 Experimenting with New TEL (online and physical)
  - 5 Student Portal Development / Personalisation

Measures:
- KEATS Reports
- Google Analytics
- Number of Learning Objects / KOOCs
- Number of Unique Processes
- Number of TEL Tools
- Student Satisfaction Surveys
- Staff Satisfaction Surveys
2018

History.

- Director of IT Solutions
  - CTEL
  - Solutions and Digital Areas
  - Portfolio/Projects

- King’s Operations
- Students and Education
- King’s Online
- King’s Academy
Centre for Technology Enhanced Learning (CTEL)
Who CTEL are (1)

- The Centre for Technology Enhanced Learning (CTEL) is the Kings’ Digital Education Business Visionary.

- CTEL has a cross-college responsibility to centrally deliver innovative, sustainable and scalable technology to support the student and staff pedagogic experience.

- CTEL aim is to improve the digital experience for staff and students by providing pedagogic and technological expertise in learning technologies.
WHO CTEL ARE (2)

- CTEL is responsible (product owner) for all King’s institutional level education technology.

- CTEL takes a strategic look at TEL and is responsible for the creation and delivery of the King’s Technology Enhanced Learning (TEL) strategy, which supports the overarching Education Strategy (2017-2022) and Vision 2029.

- CTEL provides a consultancy and advice service.
Who CTEL are (3)

• CTEL is the central hub for TEL. It facilitates the governance and networks for Digital Education across King’s.

• CTEL also spearheads the delivery of Education Technology projects, acting on behalf of faculties and engaging with IT to deliver realisable benefits/outcomes.

• In partnership with Kings Academy, CTEL supports a suite of staff Continual Professional Development (CPD) to aid this dissemination.
Innovation through different lenses
**Achieved so far (1)**

- Released a wealth of online training content through the [Lynda.com platform](https://www.lynda.com/). So far 9000 users and over 20000 hours of training video viewed.

- We retired [Virtual Campus](https://www.virtualcampus.com/) VLE that was in use in the health faculties.

- Reviewed/updated policy on live recording to be future proof for blended learning delivery. This now covers lecture capture and virtual classrooms.

- Tactically released a [Virtual Classroom](https://www.adobeconnect.com/) environment (Adobe Connect).
Achieved so far (2)

• The first phase of VLE course templates released.

• TEL admin task of directly linking the timetabling system to the lecture capture schedule.

• A cross-university study on Lecture Capture from staff and student perspectives.

• Release a central support video service institutionally (Kaltura).

• Reposition our CPD offering in accordance with the new Education Strategy.
Achieved so far (3)

- Concluded a university-wide benchmarking activity for TEL.
- We are about to complete a proof of concept for learning analytics using the JISC tool.
- New archive and deletion policy for digital education content.
- First draft on defining what Blended Learning is in the context of King’s.
- KEATS and Mahara upgrade each year with minimal fuss.
The Future
The Future – disruptive or not

- Culture Shift
- Curriculum Design
- Education practice/recognition
- Blended Learning
- Assessment
- Analytics
- Personalised Learning
- Classroom design / online design
- Accessibility