

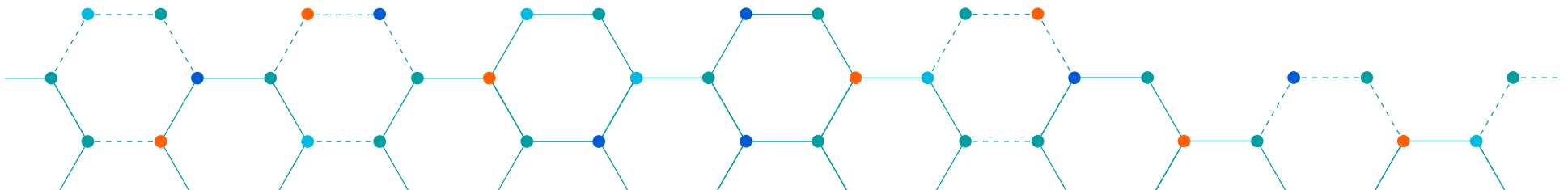
The Lenses of Innovation: Digital education transformation at King's College London

KING'S
College
LONDON

21st February 2019, BCS

Session overview

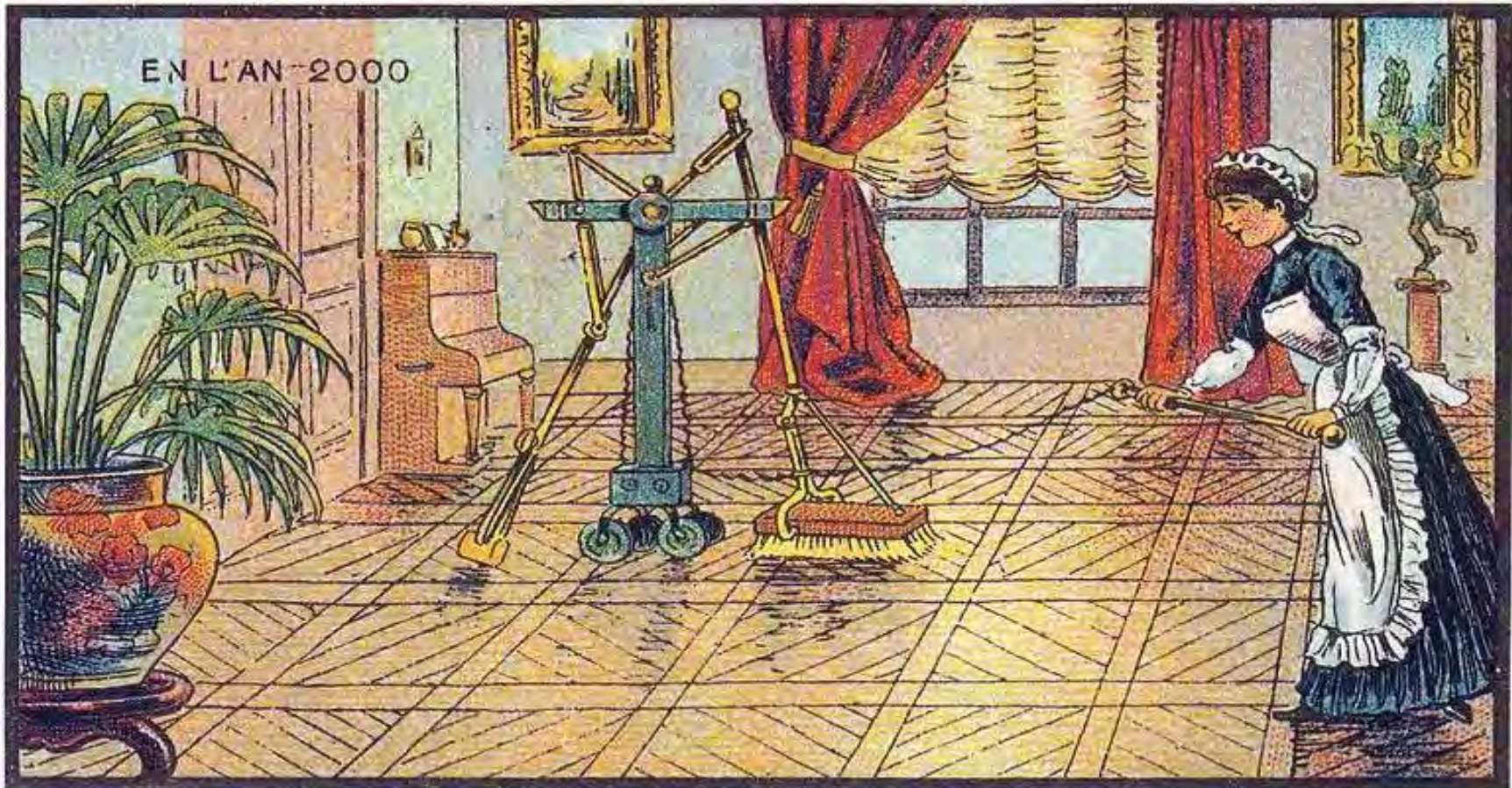
- Education and Innovation concepts
- Digital Education in the context of King's
- What is the CTTEL and the team's history
- Innovation through different lenses (people)
- Questions



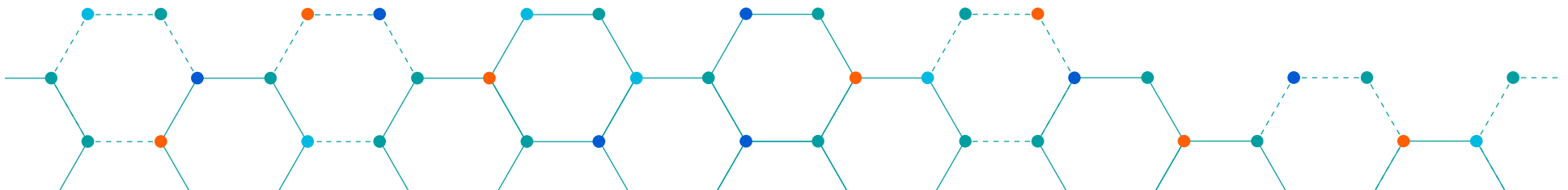
Education

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.



<https://publicdomainreview.org/collections/france-in-the-year-2000-1899-1910/>

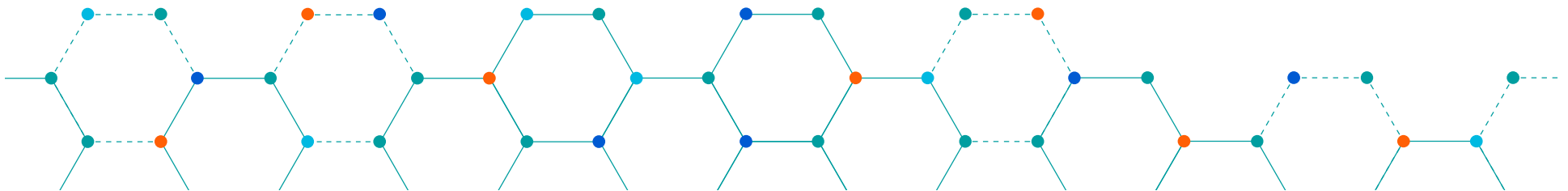


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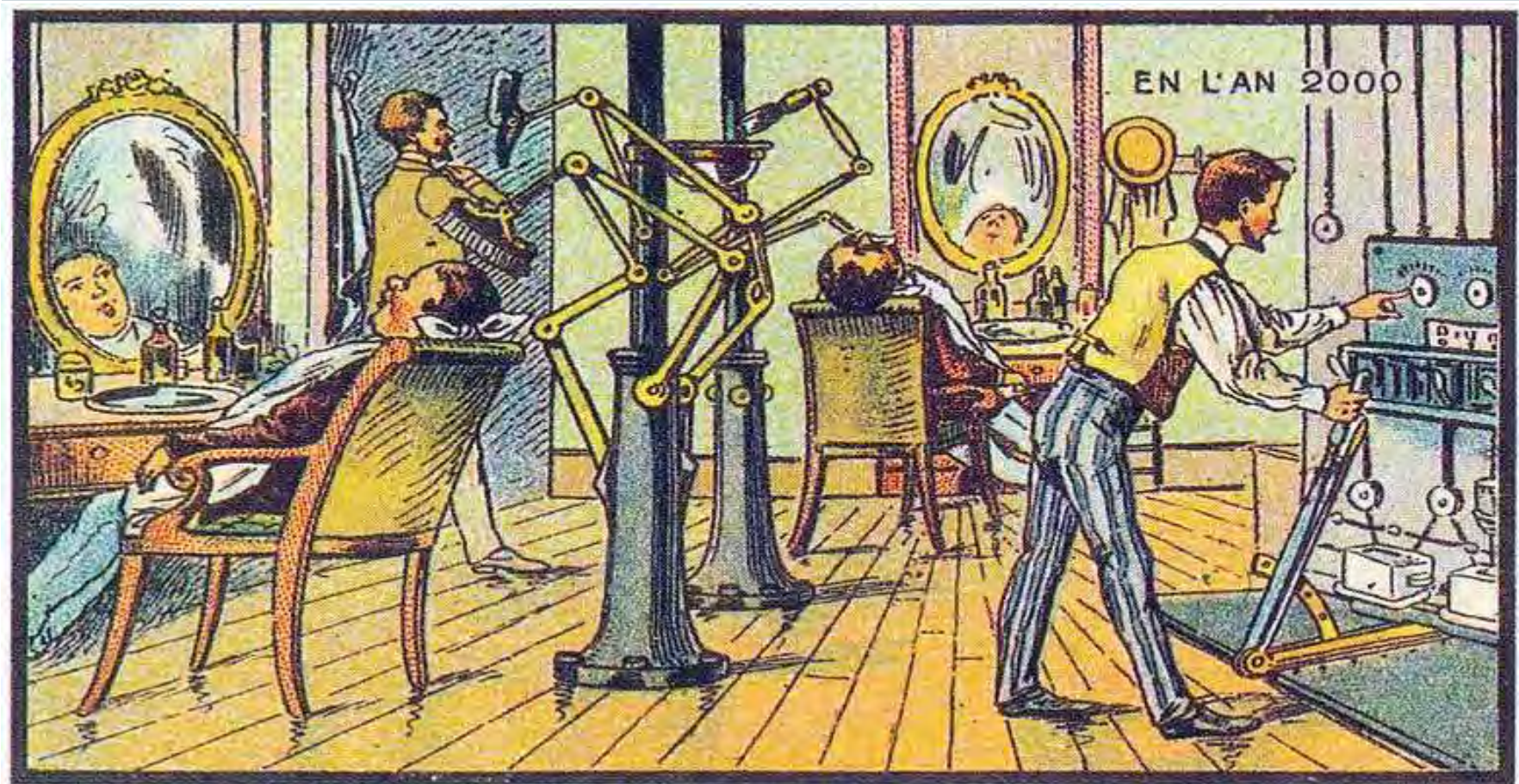


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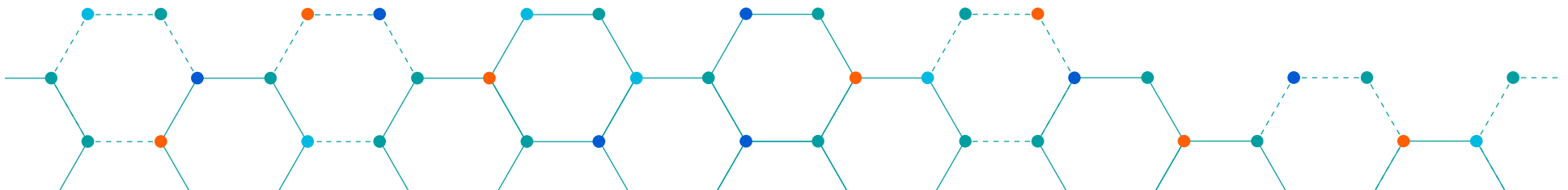


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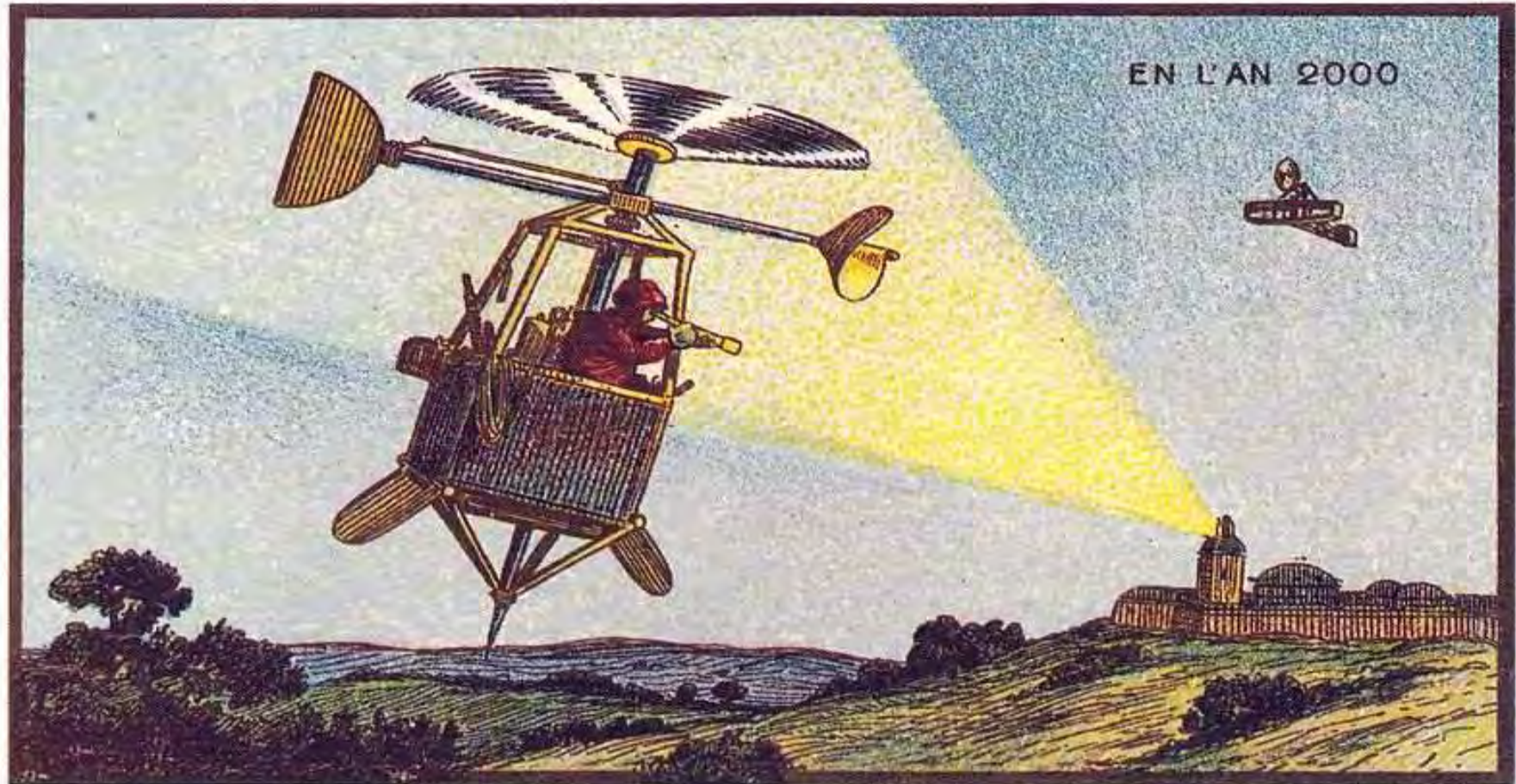


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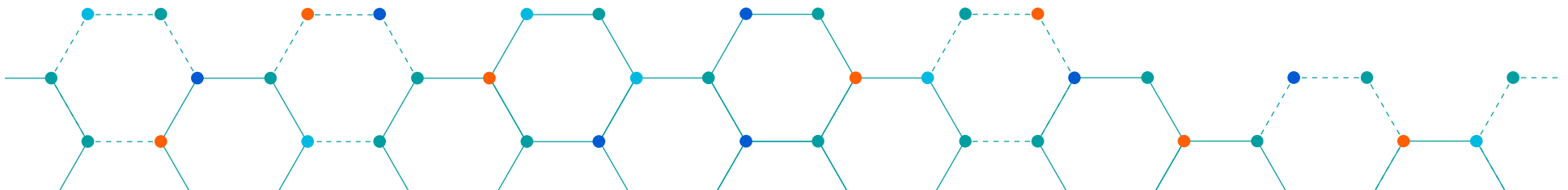


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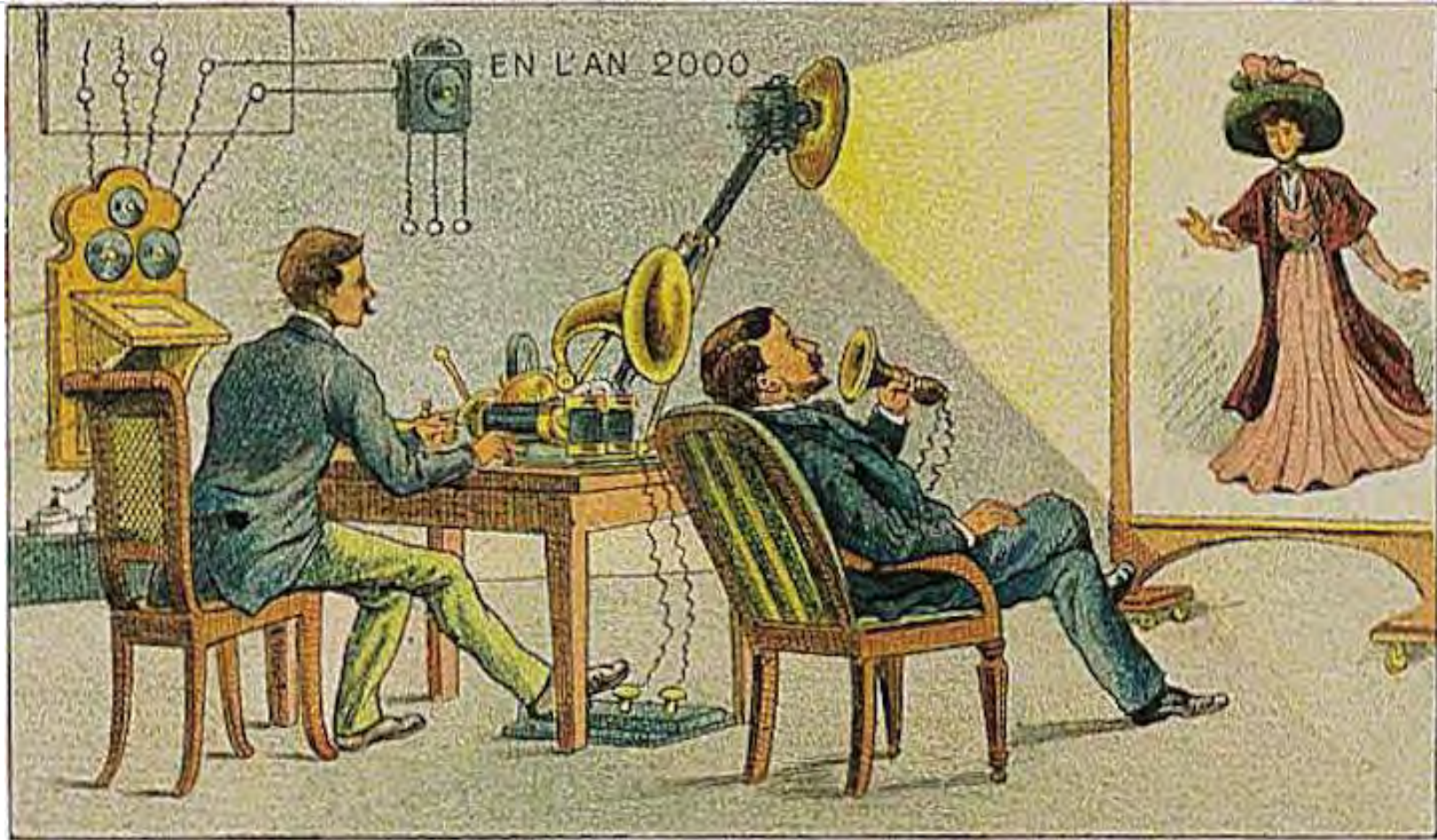


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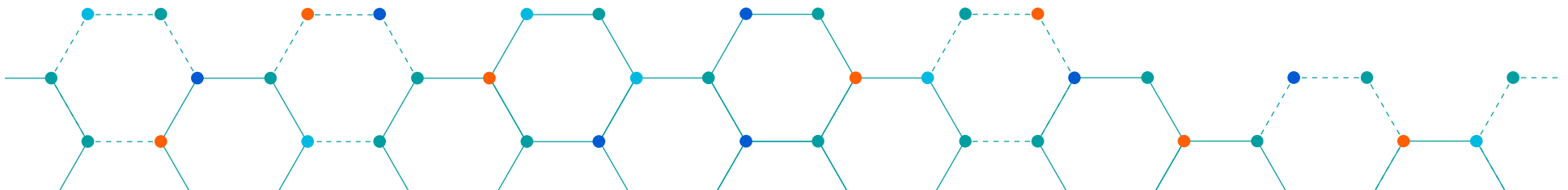


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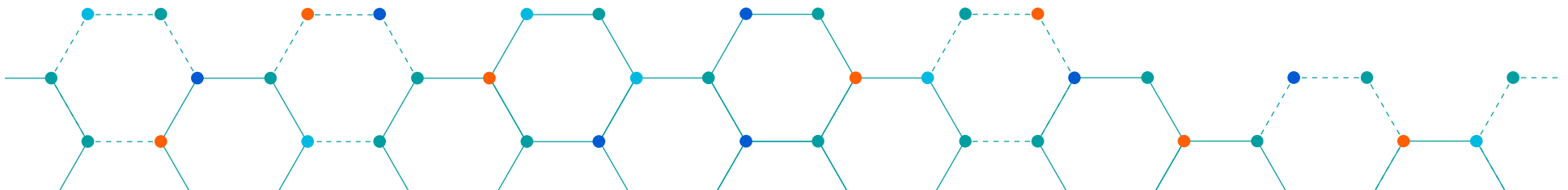


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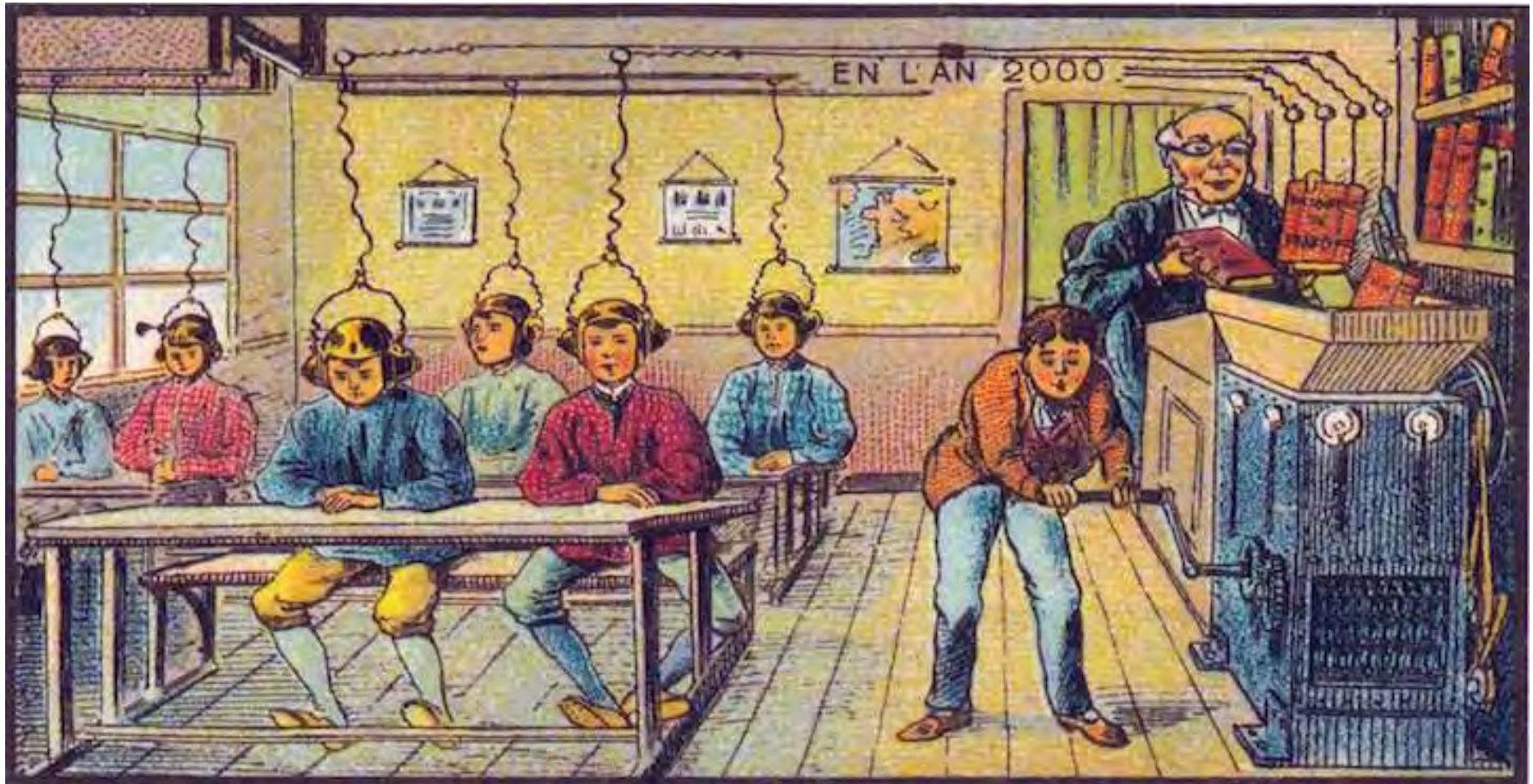


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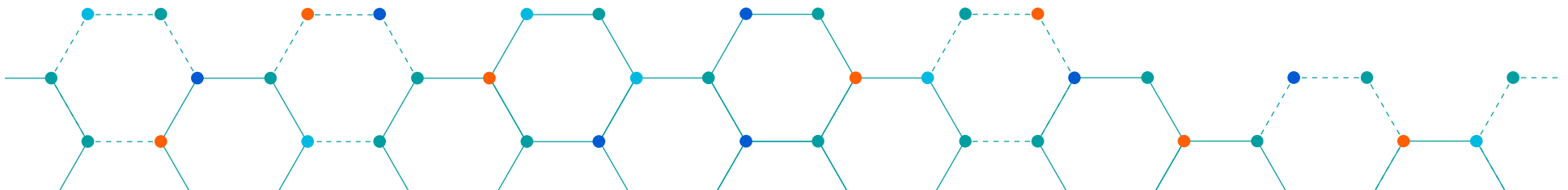


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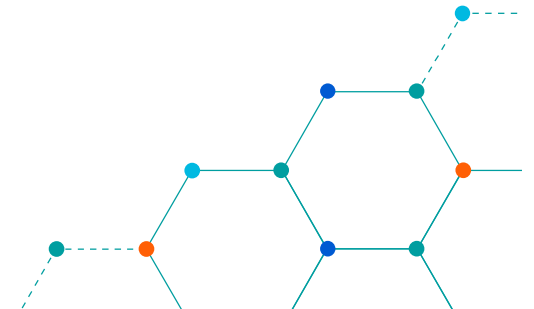


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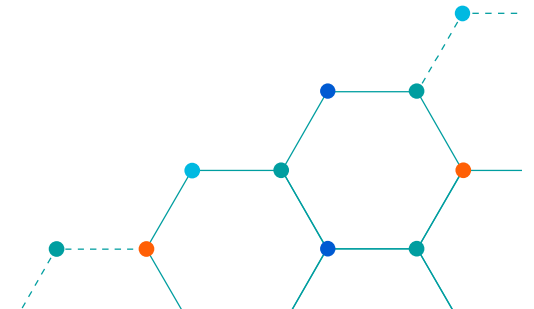
Recent funding changes

- 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

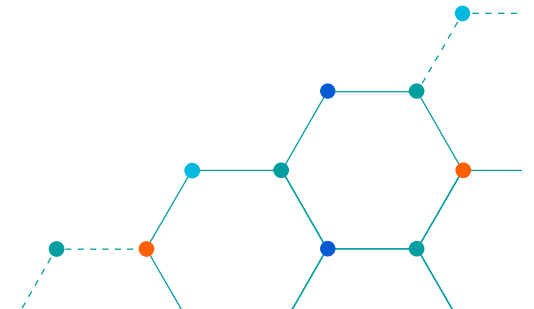
- UNISTATS
- National Student Survey (NSS) and Postgraduate Taught Experience Survey (PTES)
- Teaching Excellence Framework (TEF)



TEF (1)

The government has stated that the TEF will aim to:

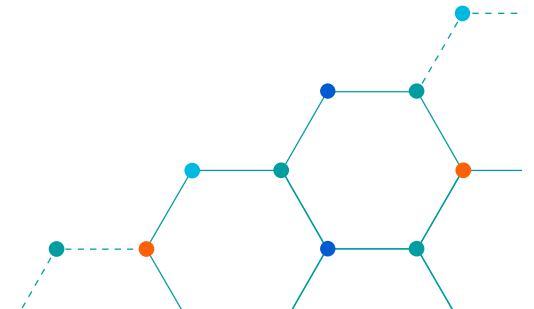
- ensure all students receive an excellent teaching experience that encourages original thinking, drives up engagement and prepares them for the world of work
- build a culture where teaching has equal status with research, with great teachers enjoying the same professional recognition and opportunities for career and pay progression as great researchers



TEF (2)

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.

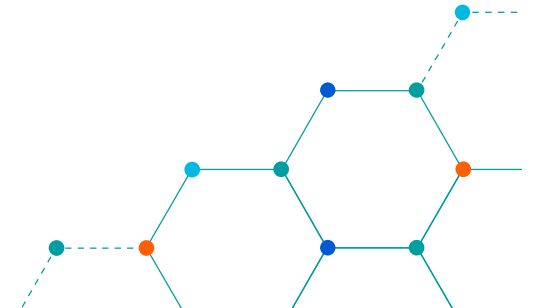


Innovation

Types of innovation (1)

- **Efficiency innovation**

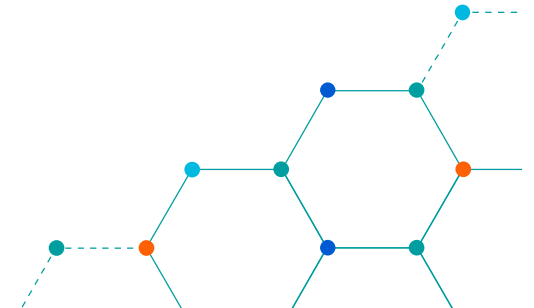
reduce cost by eliminating resource time or by redesigning products/processes to eliminate components or replace them with cheaper alternatives



Types of innovation (2)

- Sustaining innovation

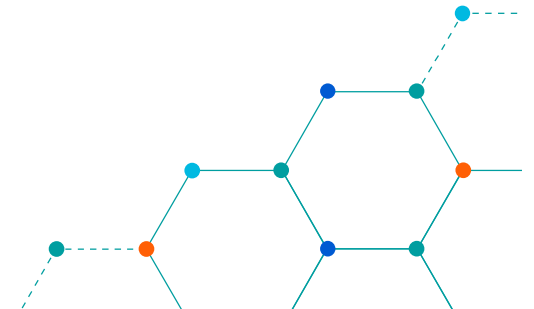
sustaining innovation comes from listening to the needs of customers in the existing market and creating products that satisfy their predicted needs for the future.



Types of innovation (3)

- **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



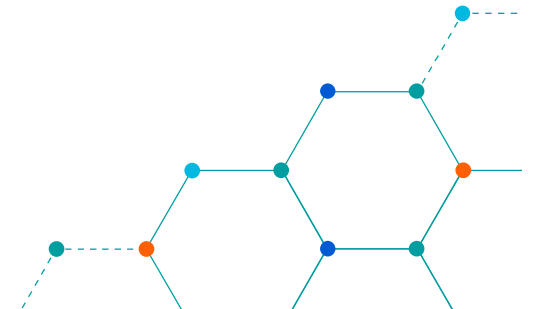
UK higher education institutions' technology-enhanced learning strategies from the perspective of disruptive innovation

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.

Michael Flavin King's College London

Valentina Quintero King's College London

Research in Learning Technology 2018, 26: 1987 -
<http://dx.doi.org/10.25304/rlt.v26.1987>

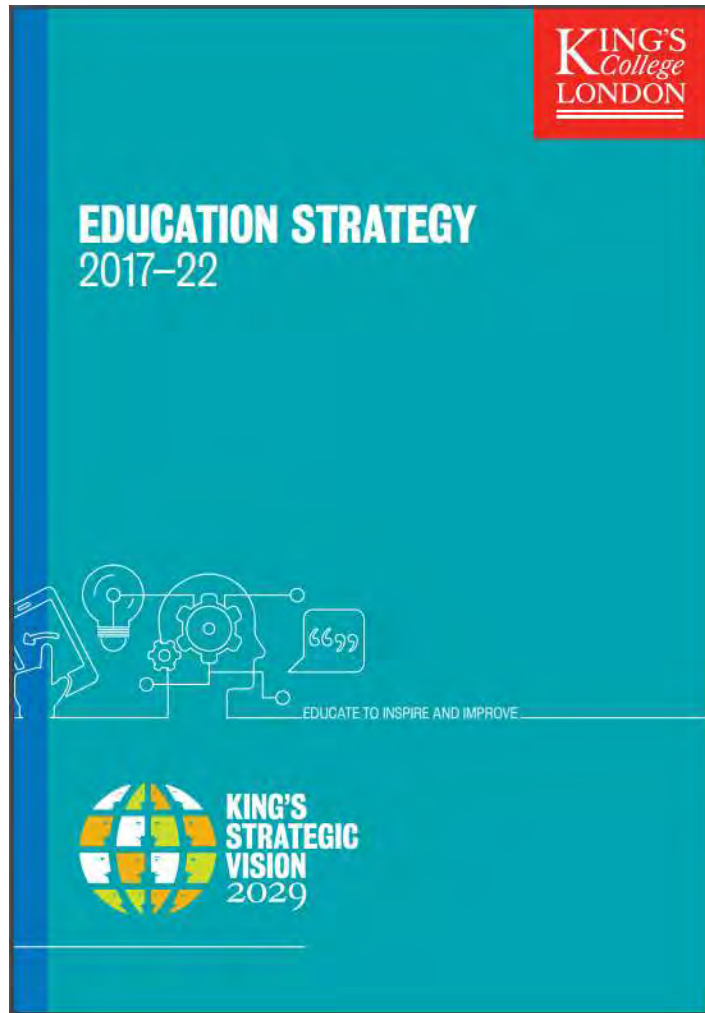


Digital Education in the context of King's

Strategic Alignment: Vision 2029

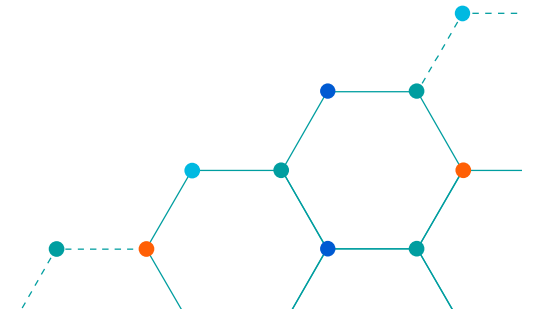


TEL Programme Strategic Alignment: Education Strategy



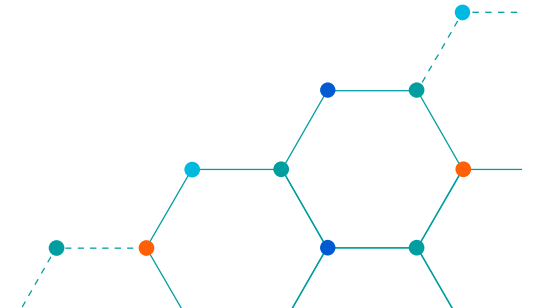
Education Strategy 2017-2022

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



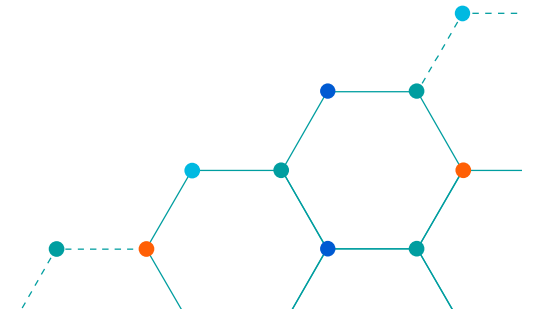
King's College London (1)

- Nine (9) Faculties in total
 - Faculty of Arts & Humanities
 - King's Business School
 - Faculty of Dentistry, Oral & Craniofacial sciences
 - Institute of Psychiatry, psychology & neuroscience



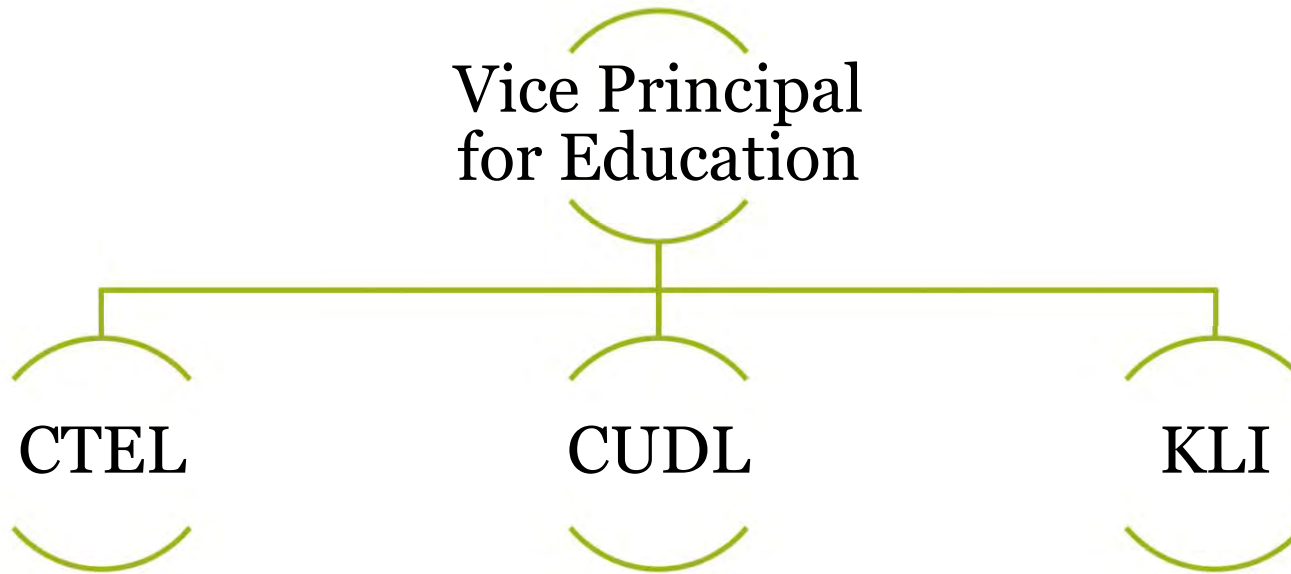
King's College London (2)

- 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

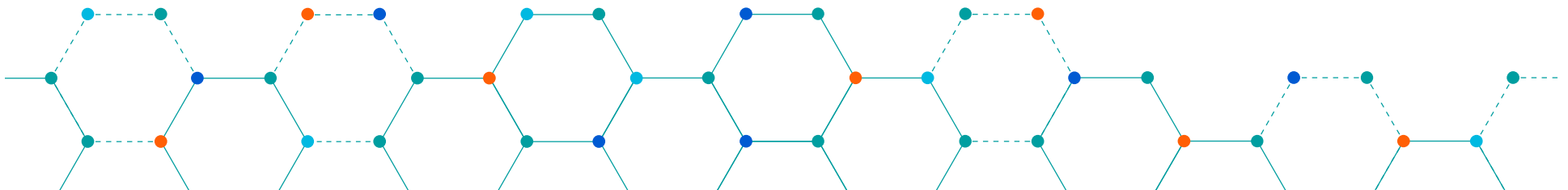


The past to the 'here and now'

History.

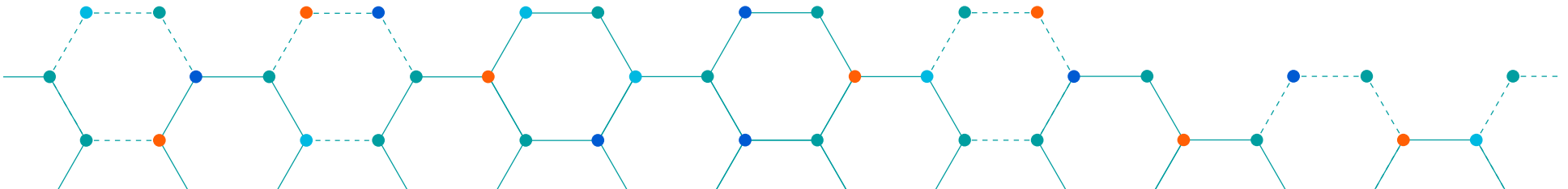


2016



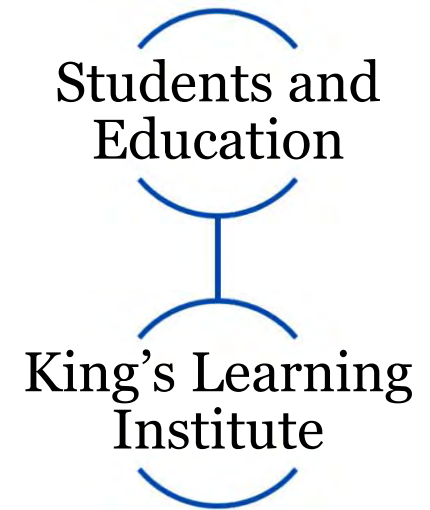
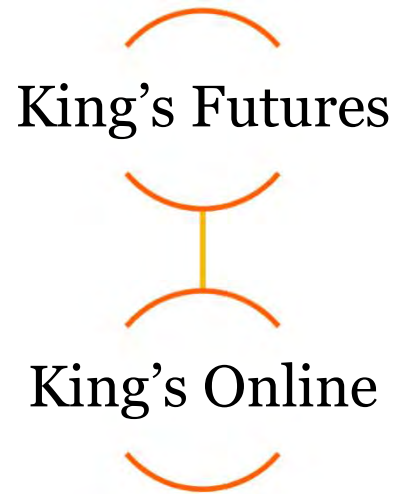
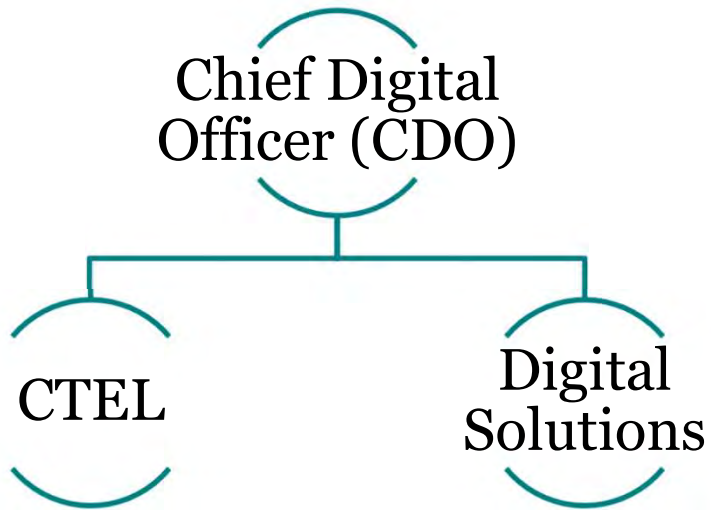
Milestone moments

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

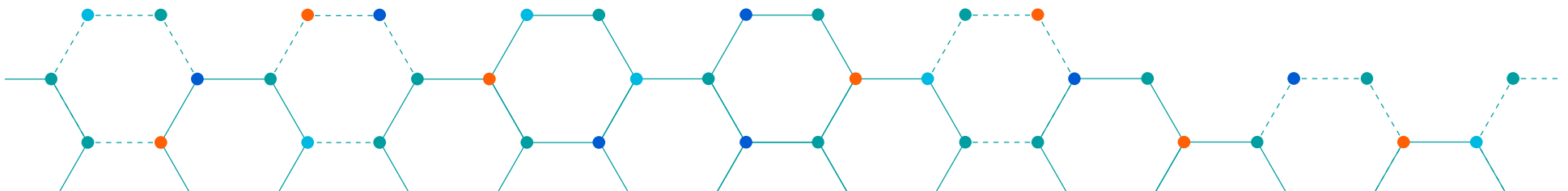


History.

2016

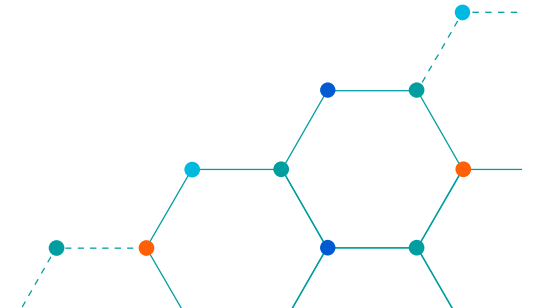


2018



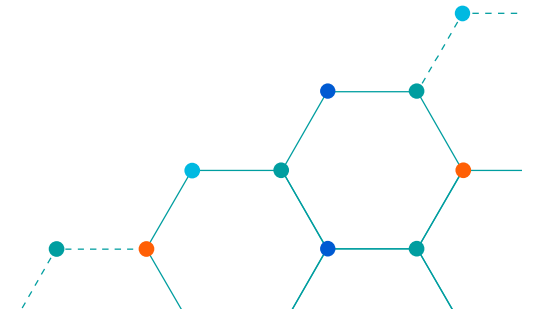
Challenges before CTEL was moved into IT

- 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



MODEL FOR DELIVERING IT SERVICES

- The scale to deliver and support enterprise-wide solutions
- Conformance with regulatory and quality requirements.
- The continued use and integration of legacy platforms.

Solutions

Services

Governance

Central IT

Bimodal IT

User Application Specialist

Sponsors

**Customers:
Students
Researchers
Academics**

- Simplify areas of significant complexity and volume and type of user demand
- Interpreter layer for IT and the business.
- Provide strategic overview in areas of competing voices.
- Setup for the business by the business
- Well aligned with affordability and competitive demands
- Trusted
- Easily understood and creates 'ownership'
- Very Agile

Digital Education (CTEL)

Academic TEL teams

Academic FPG

Education

Digital Research (eResearch)

Research Tech teams

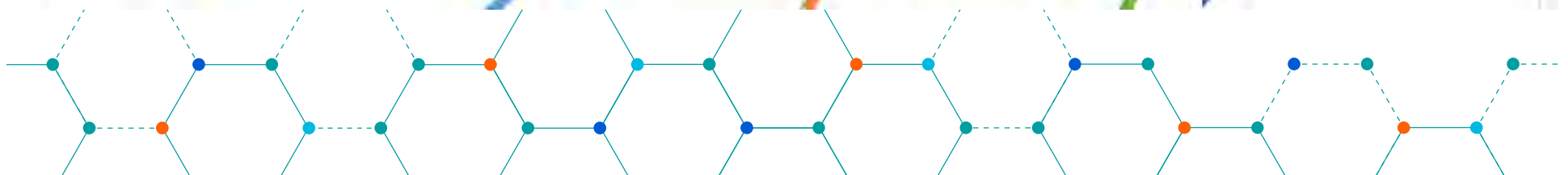
Research FPG

Research

If required

Other FPG

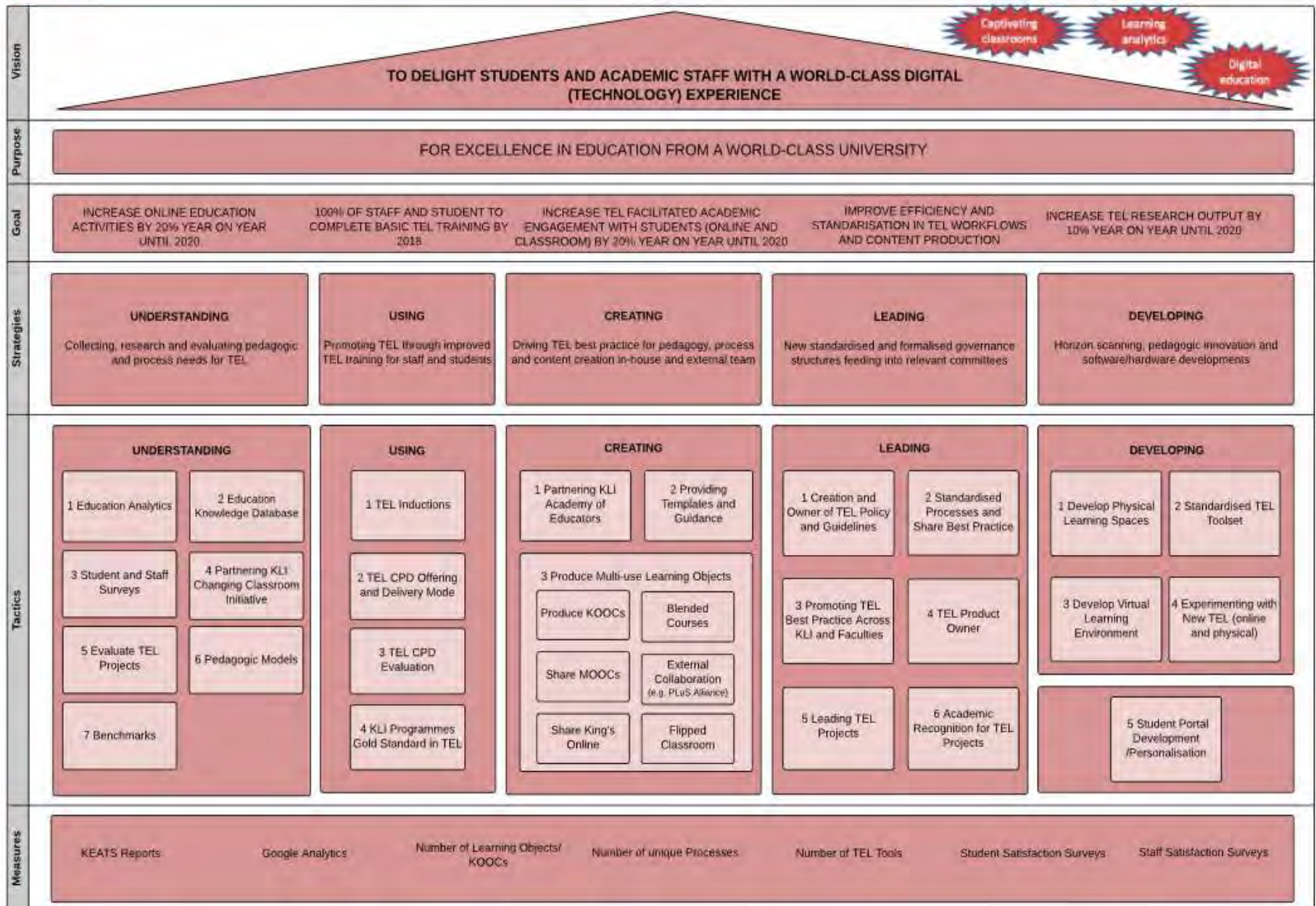
Professional Services



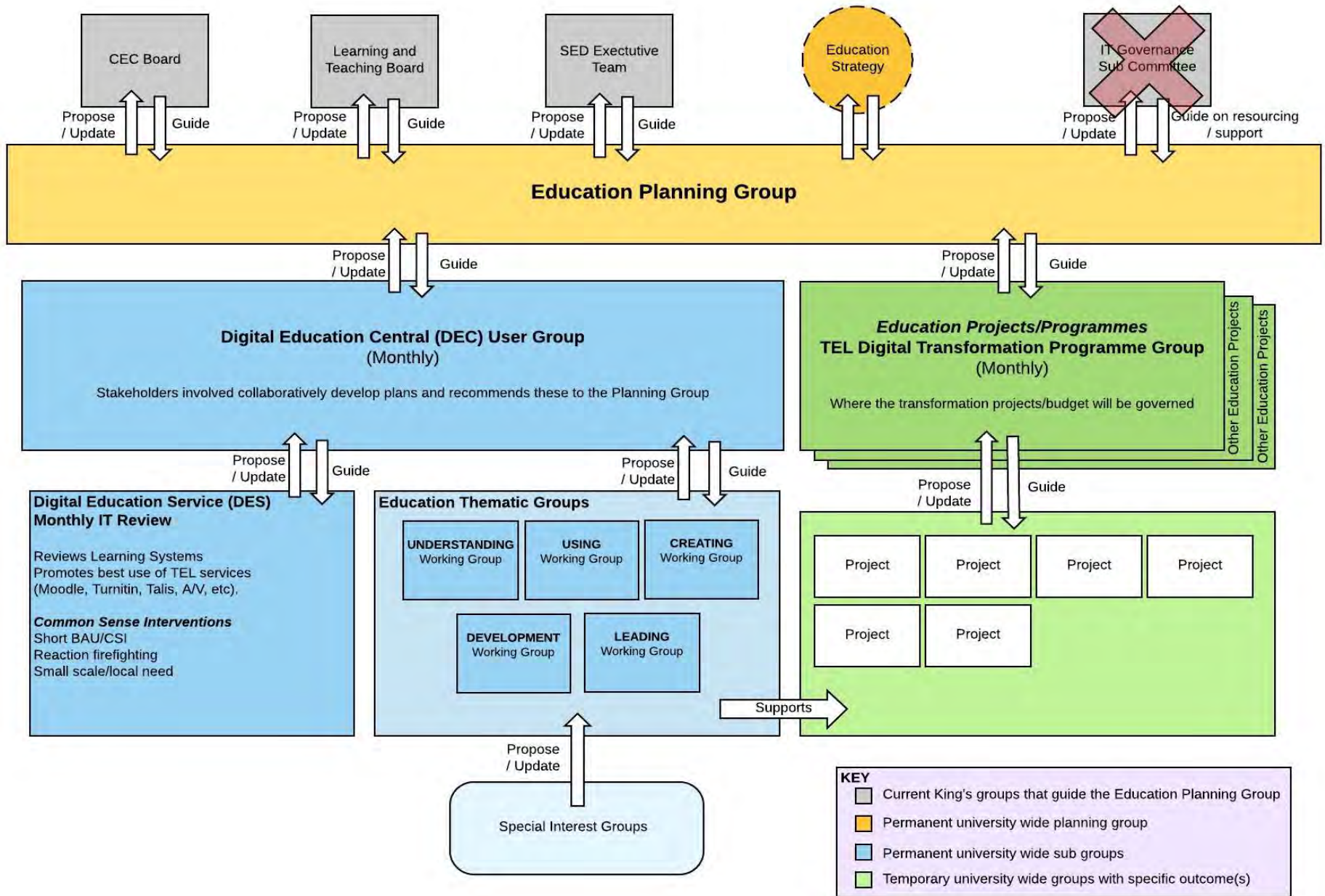


Overview of King's Technology Enhanced Learning Strategy

2016

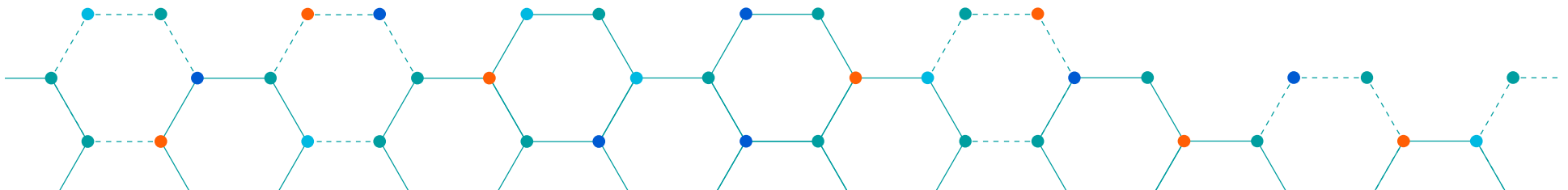
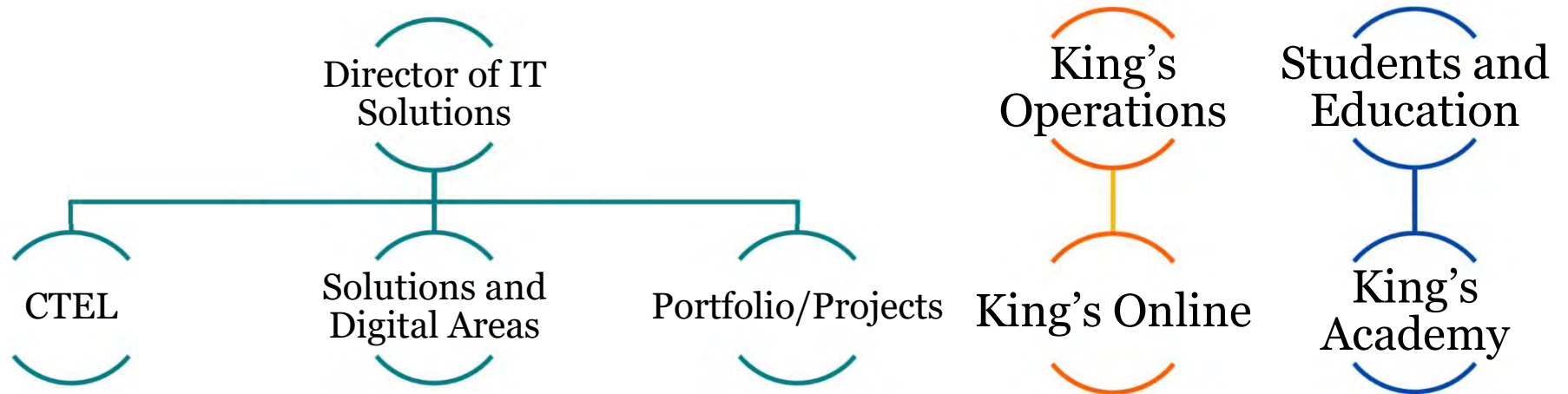


TEL Governance Structure v4 (July 2018 Draft)



History.

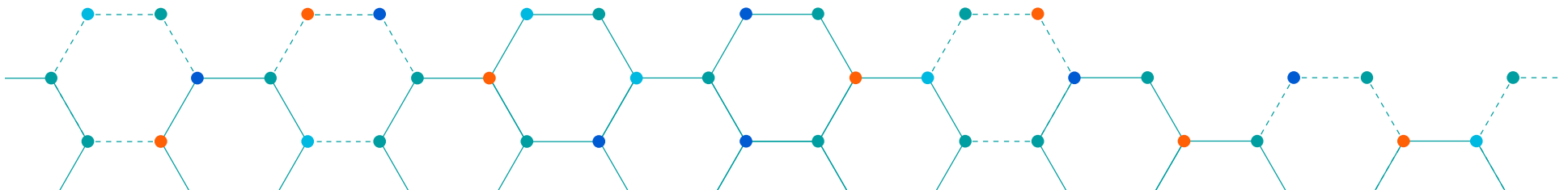
2018



Centre for Technology Enhanced Learning (CTEL)

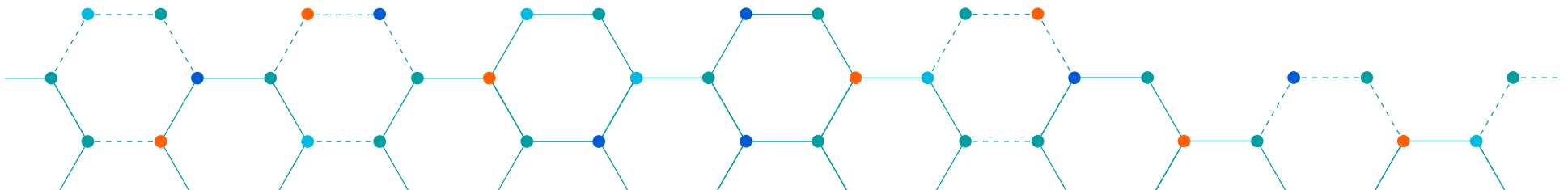
Who CTEL are (1)

- 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.



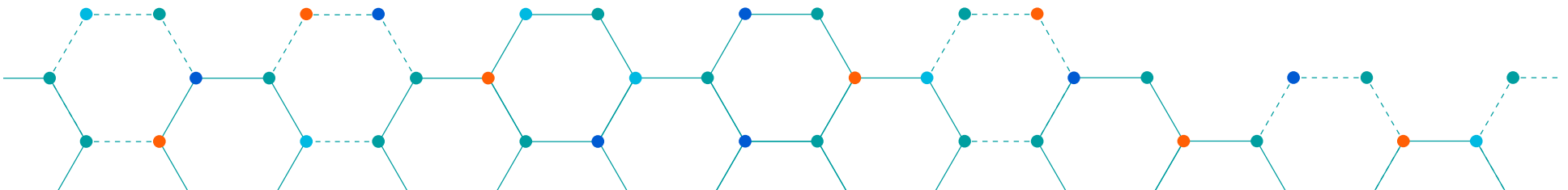
Who CTEL are (2)

- 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)

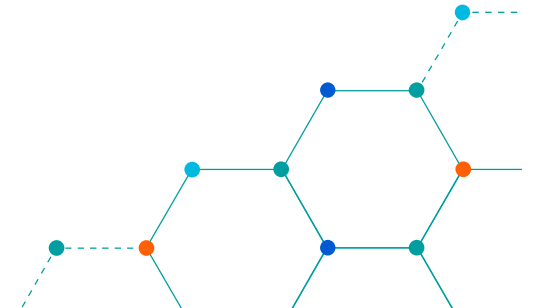
- CTEL is the central hub for TEL. It facilitates the governance and networks for Digital Education across King's.
- CTEL also spearheads the delivery of Education Technology projects, acting on behalf of faculties and engaging with IT to deliver realisable benefits/outcomes.
- In partnership with Kings Academy, CTEL supports a suite of staff Continual Professional Development (CPD) to aid this dissemination.



Innovation through different lenses

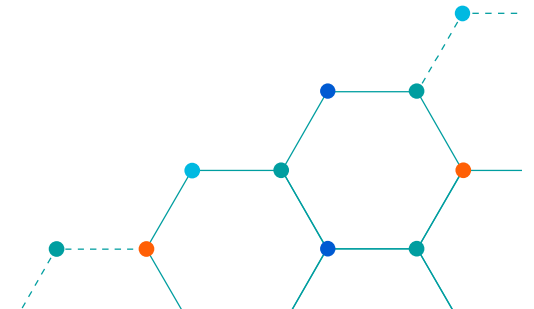
Achieved so far (1)

- Released a wealth of online training content through the [Lynda.com](#) platform. So far [9000 users](#) and over [20000 hours of training video](#) viewed.
- We [retired Virtual Campus](#) 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](#) environment (Adobe Connect).



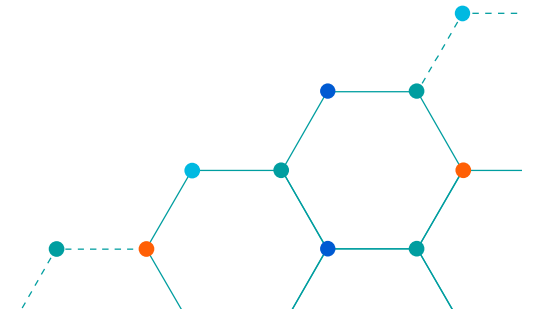
Achieved so far (2)

- 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.



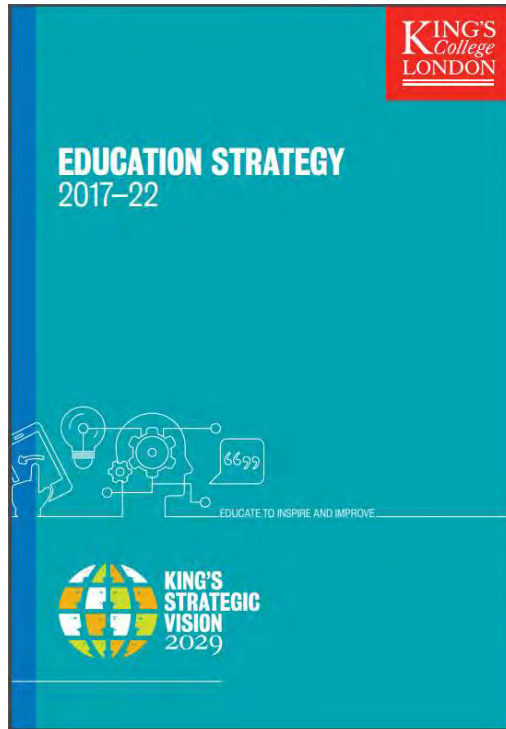
Achieved so far (3)

- 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

