

**FOCUS ON: TEACHING AND LEARNING**

# **DIGITALLY ENABLED LEARNING**



# WHAT IS DIGITALLY ENABLED LEARNING?

Digitally enabled learning means using digital tools and resources to create learning activities and experiences. Digitally enabled approaches, combined with in-person and non-digital approaches, can help to create an *active, varied, flexible* and *inclusive* learning environment.

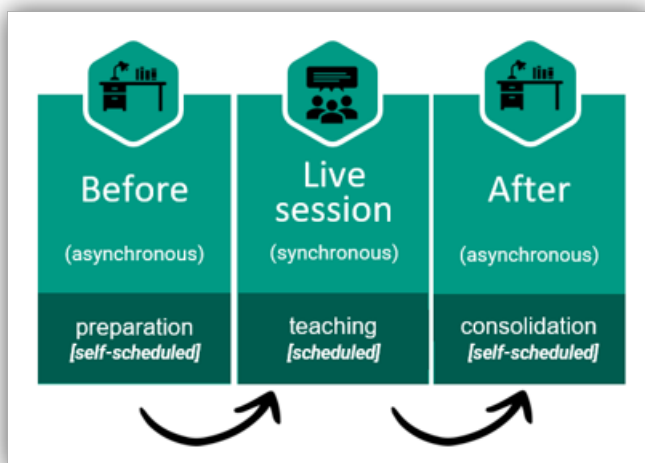
Digitally enabled learning is **more than providing access** to online resources or opportunities to revisit and review content. Digital tools and resources need to be:

- Intentionally used to provide **scaffolded activities** that students can **interact** and **engage** with.
- **Designed to integrate with** or support **in-person teaching**.

## DIGITALLY ENABLED LEARNING IN PRACTICE

The terms 'Scheduled' and 'Self-scheduled' activities in the [Module Descriptors \(MDF\)](#) help you describe how and when learning takes place.

- **Scheduled** activities are **synchronous**, and take place at a specific time with a **member of teaching staff present**.
- **Self-scheduled** activities are **asynchronous**, allowing **students some flexibility** to choose when to do these. They are a **required part of the programme**, planned by a member of teaching staff, and must be completed within a specific timeframe.



**Digitally enabled learning approaches** can be used in both scheduled and self-scheduled activities:

### 1. Scheduled activities:

- a. Scheduled activities can be **run online** (e.g. online tutorial).
- b. Digitally enabled learning approaches can also be used **within in-person sessions**. (e.g. using polling apps).

### 2. Self-scheduled activities:

- a. Digitally enabled learning provides many opportunities for designing and creating active **self-scheduled activities**.
- b. They can help **student learning** by connecting what happens either before and after a live session.

## Definitions

**Online:** an activity enabled through the use of a computer or device using the internet.

**In-person (face-to-face):** Activity held in the same physical location with other participants.

**Remote:** Not on campus, usually without the ability to be on campus.

**Synchronous (live):** Happening at the same time and involving others either in-person or digitally.

**Asynchronous:** Happening at a time chosen by an individual within a specified timeframe.

**Classroom capture:** Recording of a live teaching session, with students present. This can be on-campus and in-person, or digital

**Screencast:** Pre-recorded video of a computer screen with audio, primarily used asynchronously.



## WHAT SHOULD DIGITALLY ENABLED LEARNING AT READING LOOK LIKE?

As a campus-based university:

- **The majority of scheduled activities should be in-person**, but some can be designed to be delivered online. Digitally enabled learning approaches can be used **within in-person sessions**.
- Digitally enabled learning can be used extensively to **enable self-scheduled activities** and give students some flexibility when to do them.



## HOW DO I DESIGN DIGITALLY ENABLED LEARNING INTO MY MODULE OR PROGRAMME?

**Module Convenors** and those leading the teaching should include some digitally enabled learning in a module.

- Build on your existing practice of digitally enabled teaching.
- If you co-teach the module, work with your colleagues in planning use of digitally enabled teaching across the module.
- **Review your module** to determine where and how digitally enabled teaching could be included across your module. Examples of digitally enabled learning activities, for both scheduled and self-scheduled activities, are overleaf.
- Use a range of digitally enabled learning activities to maintain interest and engagement.
- Take advantage of CQSD workshops and sessions to help understand what digitally enabled learning could look like in practice.

**Programme Directors** should work towards increasing use of digitally enabled learning.

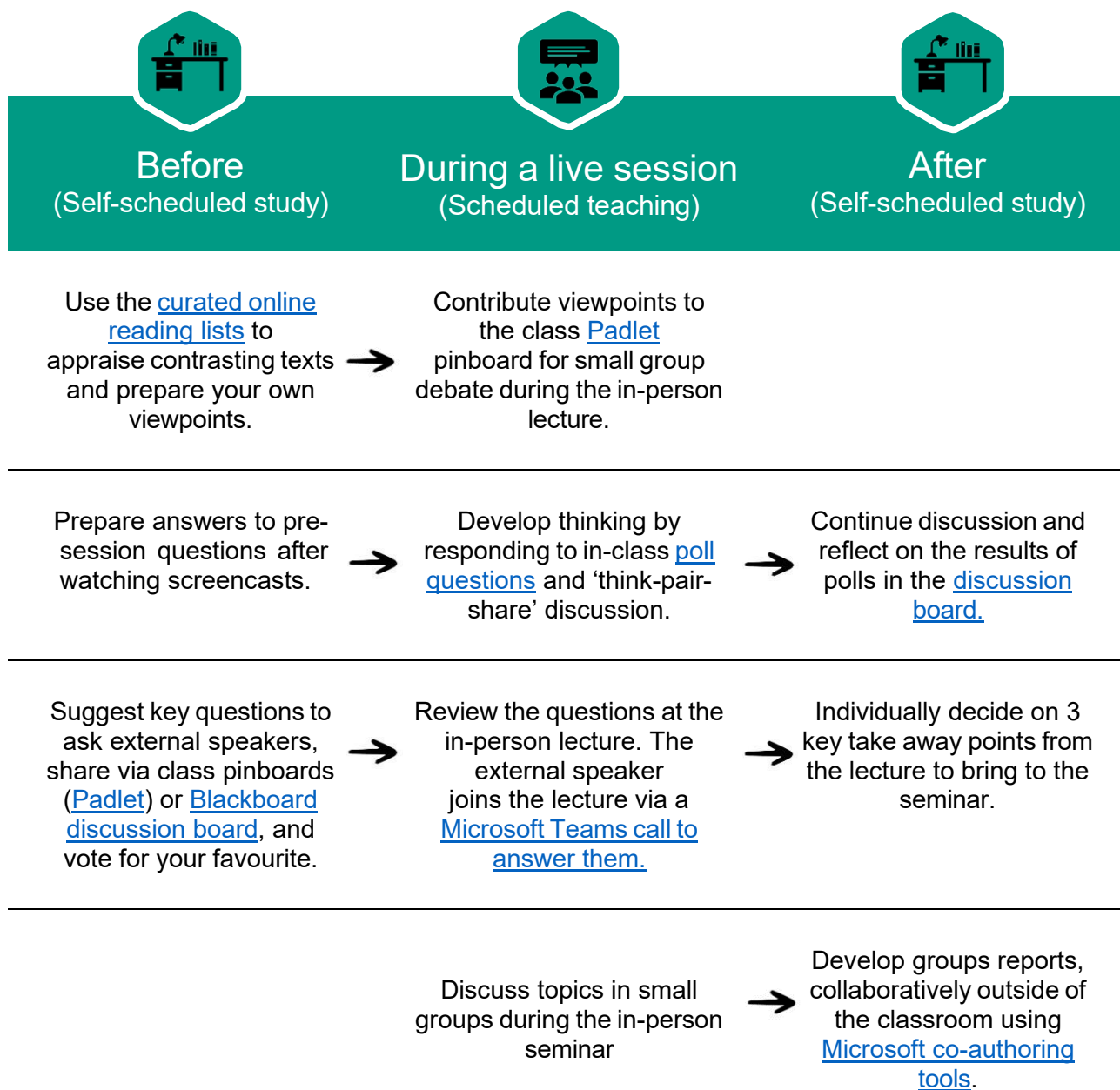
- **Review your programme**, focusing particularly on core modules, to **understand the spread and pattern** of digitally enabled learning across the programme.
- Digitally enabled learning activities should be spread across modules within a programme. The proportion of digitally enabled learning activities can vary from module to module depending on the context and the subject.
- Work with your Module Convenors in planning use of digitally enabled teaching across the programme.

## HOW DO I REFER TO DIGITALLY ENABLED TEACHING IN PROGRAMME SPECIFICATIONS AND MDFS?

- Please use the terms **digital technologies, digitally enhanced** or **digitally enabled teaching and learning** to describe your approaches in material and activities for a student audience. The term ‘blended learning’ is not being used with students, and therefore this will not be familiar to them.
- Use the “Structure” section of the MDF to signpost and explain the digitally enabled learning approaches used in your module, how you want your students to engage with them and describe how they will be supported.

## EXAMPLES OF DIGITALLY ENABLED LEARNING ACTIVITIES

The following examples show how related activities can happen before, during or after a live session. These can be a mix of digital and non-digital. The key to all of these is how they purposefully connect to each other to develop students' learning.



Find more digitally enabled learning activities in the [common active learning strategies adapted into different study modes](#) and see a full list of [university approved learning technologies](#).

## ADVICE AND SUPPORT

**For help** in implementing effective digital learning strategies in your teaching, please contact the Academic Development and Enhancement (ADE) and/or Technology Enhanced Learning (TEL) teams.

To contact us and explore other guides in our Focus On: series, please visit <https://www.reading.ac.uk/cqsd/teaching-resources>

