

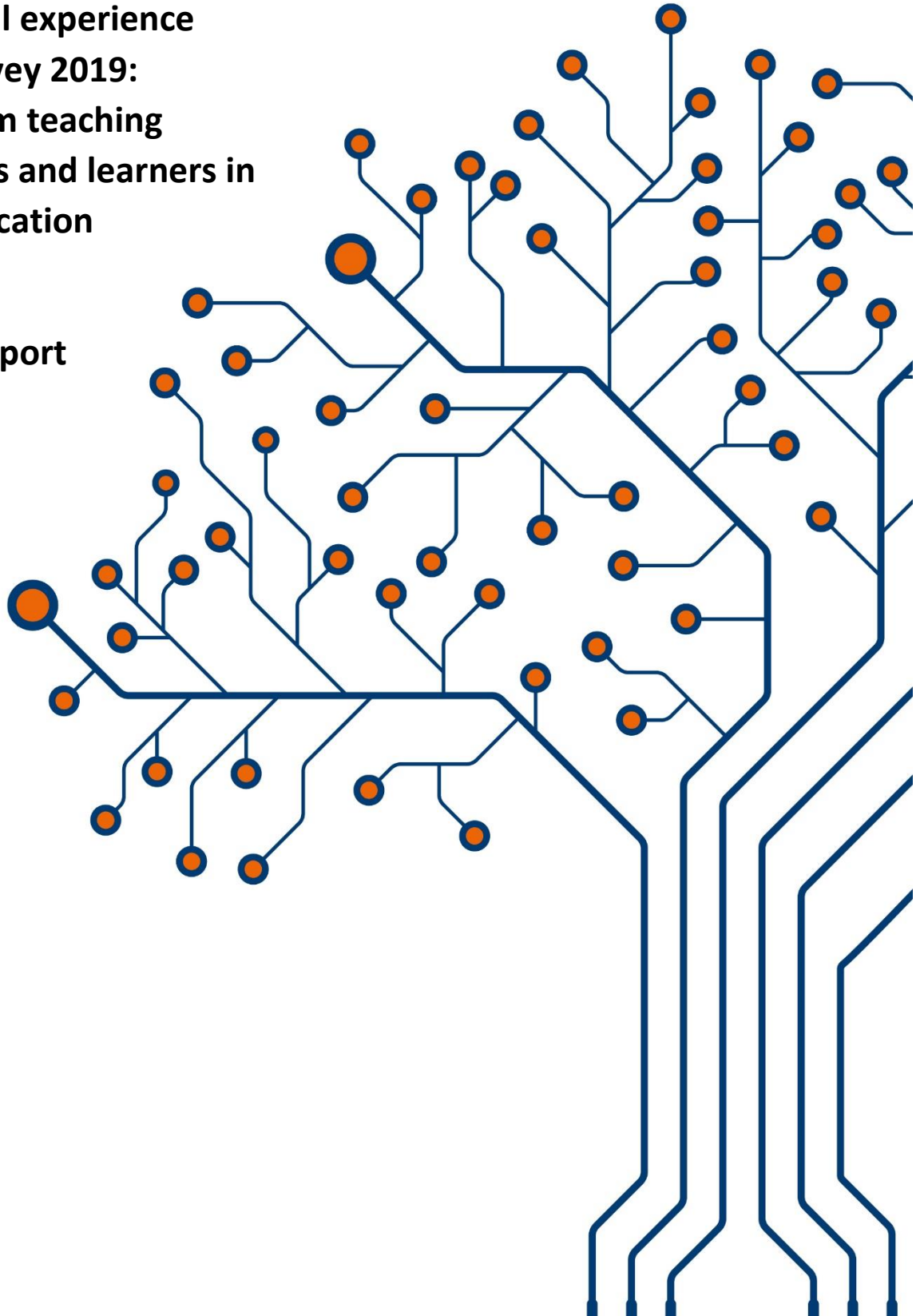
# Digital 2030



Llywodraeth Cymru  
Welsh Government

**Wales digital experience  
insights survey 2019:  
findings from teaching  
practitioners and learners in  
post-16 education**

**Summary report**



**Jisc**

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## Digital 2030 vision

*Post-16 learning providers will seamlessly integrate digital technology into delivery; and encourage innovation in using inclusive, accessible and bilingual approaches to enhance the learner's experience. Based on an awareness of the digital skills needed to support the Welsh economy, providers will equip learners and staff with the digital capabilities and confidence they will need to succeed in everyday life and in work.*

## Wales digital experience insights 2019

The data summarised in this report comes from a relatively small sample of adult community learning (ACL), further education (FE) and work based<sup>1</sup> (WBL) learners and teaching practitioners across Wales, and as such should be considered to:

- Act as a pilot project that offers a general overview of the expectations and experiences of FE and WBL learners and teaching staff in Wales (the ACL data<sup>2</sup> is included in this report but is be considered too small to create a reliable summary overview.)
- Illustrate that the Jisc insights surveys offer a relevant, convenient and cost-effective way to measure the implementation and progress of most of the Welsh Digital 2030 strategy

As part of this project the objectives were mapped across the Jisc insights surveys. A total of 80% of the Digital 2030 objectives are covered to some extent by one or more questions within the insights survey question set for learners and teaching practitioners. The number of objectives covered by the surveys are summarised in the table below and identified in detail in associated sector briefing reports.

The data collected this year from FE and WBL learners and teaching practitioners illustrates that the needs and expectations of FE and WBL learners and teaching staff are qualitatively different, and therefore the strategies for improving both infrastructure and digital teaching and learning are likely to require a sector-specific lens.

		Objectives covered
1.	Leadership and management	3/6
2.	Curriculum delivery and assessment	6/6
3.	Widening participation and learner support	5/6
4.	Employer and community engagement	3/5
5.	Staff development	5/5
6.	Enterprise systems and infrastructure	5/6
		27/34 (80%)

<sup>1</sup> WBL responses were submitted from both colleges and ITPs, providing a small, but diverse and significant data set.

<sup>2</sup> ACL data was submitted by 2 organisations and did not sufficiently represent local authority provision to be representative of Adult Learning provision

## **FE and WBL learners have different expectations and experiences**

The learning goals and the learning environment of work based (WBL) and further education (FE) learners are very different, and this impacts on their experiences and expectations surrounding digital technologies.

These two learner groups are very different in terms of their age; 70% of FE learners are under the age of 19, whereas 60% of WBL learners are over 30 years of age.

The learning experience of a typical FE student is very social; they are working with peers in class situations, where digital learning often involves the use of competitive, classroom-based quizzes and small group work. Every day they attend a place specifically designed for learning; they are surrounded by other students who are following the same structured time plan of lessons. They are constantly able to compare and contrast how others use, interact and judge the digital infrastructure and digital teaching experiences. They are likely to have to collaborate with others, eg during group activities. When they are asked what digital experiences they want more of, they request “more interactive polls/quizzes in class” (ie digitally enabled social learning experiences) and ‘more practice questions online’ (ie digitally enabled resource access).

In contrast, WBL learners are more isolated during their learning experiences. Around 60% are trying to learn within a working environment, probably in quiet spaces where they have access to a desktop or laptop and wifi (such as an office) and surrounded by other adults who are at work. Alternatively, 21% said they carry out their learning activities at home. WBL learners have far fewer opportunities to experience, explore, discuss, compare and contrast their digital learning experiences than FE learners. They are more goal-driven and time-pressured: they want to complete a defined module of learning quickly and efficiently and tick it off their list of to-dos’. When they are asked what digital experiences they want more of, they request solo resource-access activities: “more practice questions online”, “more references and readings” and “more course related videos”.

In relation to digital infrastructure, just over 30% of FE and WBL learners have problems accessing reliable wifi, illustrating the need to improve access to reliable networks. Over 60% of FE and WBL learners use a personally owned desktop and smartphone to support their learning; 70% of WBL learners agree their organisation supports them to use their own devices in contrast with only 51% of FE learners.

In relation to digital teaching and learning experiences, 61% of WBL learners agreed that their online assessments were delivered and managed well, in comparison with only 46% of FE learners. When asked how much they want digital technologies to be used on their course, 40% of FE learners said ‘more than now’ in comparison with only 21% of WBL learners.

## **Most FE and WBL teaching practitioners have been in post for over ten years**

A total of 68% of FE and 57% of WBL teaching practitioners have worked in their role for ten years or more, suggesting that working practices (including expectations regarding the use of digital technologies in teaching practice) may be relatively entrenched in a significant proportion of the workforce.

When asked how long they had worked within the current organisation, FE teaching practitioners continued to illustrate stability, with 54% having worked at that organisation for ten years or more. In contrast, only 25% of WBL teaching practitioners had worked at the current organisation for ten years or more, with 46% stating they had been there for fewer than four years. This suggests there is more mobility (and therefore more opportunity to experience different forms of digital infrastructure and teaching and learning) within the WBL teaching practitioner workforce.

FE teaching practitioners are used to designing and facilitating class-based social digital learning activities (such as polls or quizzes), and their digital learning environment is likely to be an organisationally-customised version of a widely available virtual learning environment (such as Moodle or Canvas) through which they publish their teaching notes and assessment requirements for students to read and download. In contrast very few WBL teaching practitioners rely on a virtual learning environment, and instead tend to interact with learners via e-portfolio systems such as the City & Guilds Learning Assistant.

Feedback suggests that teaching practitioners consider the use of digital technologies in their teaching to be an optional extra component within their job role, although they are aware of the importance of learning digital skills for students' future careers. This tension, together with a lack of reward and recognition for staff who do put time and effort into utilising the transactional and transformational potential of digital technologies, creates important blockers to embedding technology-enabled teaching and learning into widespread practice.

In relation to digital infrastructure, nearly 40% of FE and just over 30% of WBL teaching practitioners have problems accessing reliable wifi, illustrating the need to improve access to reliable networks.

In relation to digital teaching and learning experiences, only 28% of FE teaching practitioners agreed their system for online marking and providing feedback was easy to use (30% disagreed), in comparison with 42% of WBL teaching practitioners (only 18% disagreed).

## Next year's insights surveys contain new performance metrics that map well to the Digital 2030 vision

### Digital 2030 vision

The Digital 2030 vision has been converted into three core themes:

1. Learners will be equipped with digital capabilities and confidence
2. The learning experience will be enhanced through the integration of digital technology
3. Staff are equipped with digital capabilities and confidence

These three themes map extremely well to the forthcoming version of the insights surveys (for 2019-2020). This updated insights question set will have five top level questions that act as summary key performance measures for an organisation; previously it only had two. The aim here is for these five questions to provide a quick way to summarise current state and change through time.

These five questions fit very well to the Digital 2030 vision, as follows:

- Overall, how confident are you at trying out new technologies? (maps to 1 above)
- Overall, how would you rate the quality of your organisation's digital provision (software, hardware, learning environment) (maps to 2 above)
- Overall, how motivated are you to use technology to support your learning/teaching/work? (maps to 3 above)
- Overall, how would you rate the quality of digital teaching and learning at your organisation? (maps to 2 above for teaching practitioner surveys)
- Overall, how would you rate the quality of support you get from your organisation to develop your digital skills? (maps to 1, 2 and 3 above)

## **Further Education: Insights overview for each key area of the vision**

This section summarises and presents findings from the FE insights survey against the three core themes of the Digital 2030 vision.

### **Learners will be equipped with digital capabilities and confidence**

Less than half of learners agree that digital skills are important in their chosen career, a similar proportion agree their course prepares them for the digital workplace. Also, less than a half agree they have regular opportunities to review and update their digital skills, and the guidance or direction received may not be directly related to preparation for the digital workplace.

Generally, learners are confident in using mainstream technology such as finding information online and word processing, and nearly a half produce work in digital formats other than Word or PowerPoint. Roughly half access course materials online in their own time.

Less than a sixth of learners use assistive technologies either through necessity or an optional choice. Of those however, nearly three quarters say they are provided with support from their learning provider.

### **The learning experience will be enhanced through the integration of digital technology**

Three quarters of learners rated the quality of digital teaching and learning on their course as better than the 'average' midpoint rating, over half were happy with the amount that digital technology is used on their courses, but less than a half agree that online assessments were delivered and managed well. Only two thirds of learners feel they have access to reliable wifi at their learning provider, and just a half feel that their organisation supports them to use their own digital devices.

A substantial two fifths of learners said they would like to see the use of technology improved, particularly in the areas of interactive polls/quizzes in class (27%), online practice questions (25%), course related videos (22%), and finding resources on the virtual learning environment (13%). Learners' views on technology use for learning delivery are reflected in teaching practices: Only half of teaching practitioners rely on the virtual learning environment for their teaching, and three quarters use live polls or quizzes in class.

Examples of a digital technologies that teaching practitioners do find useful included Kahoot, Google Classroom, Moodle, YouTube, Socrative and Padlet, as well as some subject specific apps including GeoGebra, FlipGrid, H5P and AnswerGarden, and nearly two thirds use a digital system to give personalised feedback to learners, but only just over a quarter agree that the systems available are easy to use.

Although roughly a sixth of learners and nearly a fifth of teacher practitioners use assistive technologies, awareness and organisational support for this is very limited. Only a quarter of teaching practitioners agreed that they are informed about these technologies, and a

quarter of those using the technologies said they receive no support. Some learner and teaching practitioner free text answers suggest they regularly use technology to translate between languages as part of their learning/teaching.

Three quarters of teaching practitioners agree their organisation informs them of their responsibilities regarding managing learner data securely, but only two fifths agree they are informed about their responsibilities regarding their own health and wellbeing in the digital workplace, and only just over a half agree they are informed about digital copyright and licensing.

Only just over a half of learners agree the organisation helps them stay safe online, and a similar proportion agree they can access health and wellbeing services online, but over a third did not agree that data privacy was protected.

### **All staff are equipped with digital capabilities and confidence**

Only a third of teaching practitioners agree they are given guidance about the digital skills they are expected to have, and similarly small proportions feel they get regular opportunities to develop their digital skills. Only a quarter felt they actively develop their digital skills.

While 85% of teaching practitioners never teach in a live online environment, a similar proportion still create learning materials in a digital format other than text or PowerPoint, with only a sixth receiving recognition or reward for developing the digital aspects of their roles.

Two thirds of teaching practitioners said they wanted digital technologies to be used more in their teaching, and an almost similar proportion feel that they are early adopters of technology, but only a sixth said they were given time and support to innovate. A half said the support they do get comes mainly from other teaching colleagues, and a third use online resources, but only a sixth use an online network or forum to broaden that support.

Only a quarter of teaching practitioners agree they are informed about assistive and adaptive technologies, yet nearly a fifth use these technologies, while 6% said they are vital to them. Of those teaching practitioners using assistive technologies, roughly three quarters say they are provided with support from their organisation.



## **Work based learning: insights overview for each key area of the vision**

This section summarises and presents findings from the WBL insights survey against the three core themes of the Digital 2030 vision.

### **Learners will be equipped with digital capabilities and confidence**

Two thirds of learners recognise that digital skills are important in their chosen career, however only just over a half feel their course prepares them for the digital workplace. Over two thirds of learners agree they have regular opportunities to review and update their digital skills, but it is not clear whether this is guided or directed towards preparation for the digital workplace.

Generally, learners are confident in using mainstream technology such as finding information online and word processing, however less than a third produce work in digital formats other than Word or PowerPoint. Also, less than a third access course materials online in their own time.

Nearly a fifth of learners use assistive technologies either through necessity or an optional choice. Of those, only two thirds say they are provided with support from their learning provider.

### **The learning experience will be enhanced through the integration of digital technology**

Four fifths of learners rated the quality of digital teaching and learning on their course as better than the 'average' midpoint rating, over two thirds were happy with the amount that digital technology is used on their courses, and nearly two thirds agree that online assessments were delivered and managed well. Only two thirds of learners feel they have access to reliable wifi at their learning provider, but a similar proportion agree that their organisation supports them to use their own digital devices.

A significant fifth of learners said they would like to see the use of technology improved, particularly in the areas of practice questions (32%), references and readings (25%), course related videos (24%), and finding resources on the virtual learning environment (19%). Learners views on technology use for learning delivery are reflected in teaching practices: Only just over a quarter of teaching practitioners relying on the virtual learning environment for their teaching, and a similar proportion using live polls or quizzes in class.

Examples of digital technologies that teaching practitioners do find useful included e-portfolios, City & Guilds Learning Assistant, OneFile, and OneDrive. Almost four fifths use a digital system to give personalised feedback to learners, but less than a half agree that the systems available are easy to use.

Although nearly a fifth of learners and a quarter of teaching practitioners use assistive technologies, awareness and organisational support for this is limited. Less than half of all teaching practitioners agreed that they are informed about these technologies, and roughly

a quarter of those using the technologies said they received no support. Some learner and teaching practitioner free text answers suggest they regularly use technology to translate between languages as part of their learning/teaching.

Over 90% of teaching practitioners agree their organisation informs them of their responsibilities regarding managing learner data securely, but only around half agree they are informed about their responsibilities regarding their own health and wellbeing in the digital workplace, and only two thirds feel informed about digital copyright and licensing.

Over two thirds of learners agree that the organisation helps them stay safe online, and nearly three quarters agree they can access health and wellbeing services online. Around a fifth of learners did not agree that their data privacy was protected.

### **All staff are equipped with digital capabilities and confidence**

Less than a half of teaching practitioners agree they are given guidance about the digital skills they are expected to have, and similarly small proportion feel they get regular opportunities to develop their digital skills. Just over a quarter felt they actively develop their digital skills.

While nearly 90% of teaching practitioners never teach in a live environment, only just over a half create learning materials in a digital format other than text or PowerPoint, with less than a sixth receiving recognition or reward for developing the digital aspects of their roles.

Nearly two thirds of teaching practitioners said they want digital technologies to be used more in their teaching. Nearly half feel that they are early adopters of technology, but less than a fifth said they are given time and support to innovate. Over half said that the support they do get comes mainly from other teaching colleagues, and a third use online resources, but only around a tenth use an online network or forum to broaden that support.

Less than a half of teaching practitioners agree they are informed about assistive and adaptive technologies, yet nearly a third use these technologies, and just under a fifth said they are vital to them. Of those teaching practitioners using assistive technologies, three quarters say they are provided with support from their organisation.