

**Education and research improves lives, and technology improves education and research.**

**That's why we exist**

Our vision is for the UK to be world leaders in technology for education and research.

# Who are Jisc?

- A social enterprise
- UK-wide, covering all HEIs and colleges
- Provide a broad range of technology infrastructure, services, software, advice and thought leadership including digital teaching, careers, skills, research, cyber, networking, content, library management
- c 50% government funded, including the devolved nations
- c 15% member subscription
- c £130m annual expenditure
- c 900 staff



# Learning and Teaching Reimagined

[jisc.ac.uk/learning-and-teaching-reimagined](https://jisc.ac.uk/learning-and-teaching-reimagined)

**Learning and teaching reimagined**  
Change and challenge for students, staff and leaders  
July 2020

**Digital learning rebootec**  
From 2020's quick fixes to future transformation  
Report 4

**Employability rebooted**  
Democratising the future of work  
Report 3

**Assessment rebooted**  
From 2020's quick fixes to future transformation  
Report 2

**Digital at the core: A 2030 strategy framework for university leaders**  
October 2020

**Learning and teaching reimagined**  
A new dawn for higher education?  
November 2020

**Universities UK**

**emerge education**

**AdvanceHE**

**Jisc**

**emerge education**

**Handshake**

**Jisc**

**Jisc**

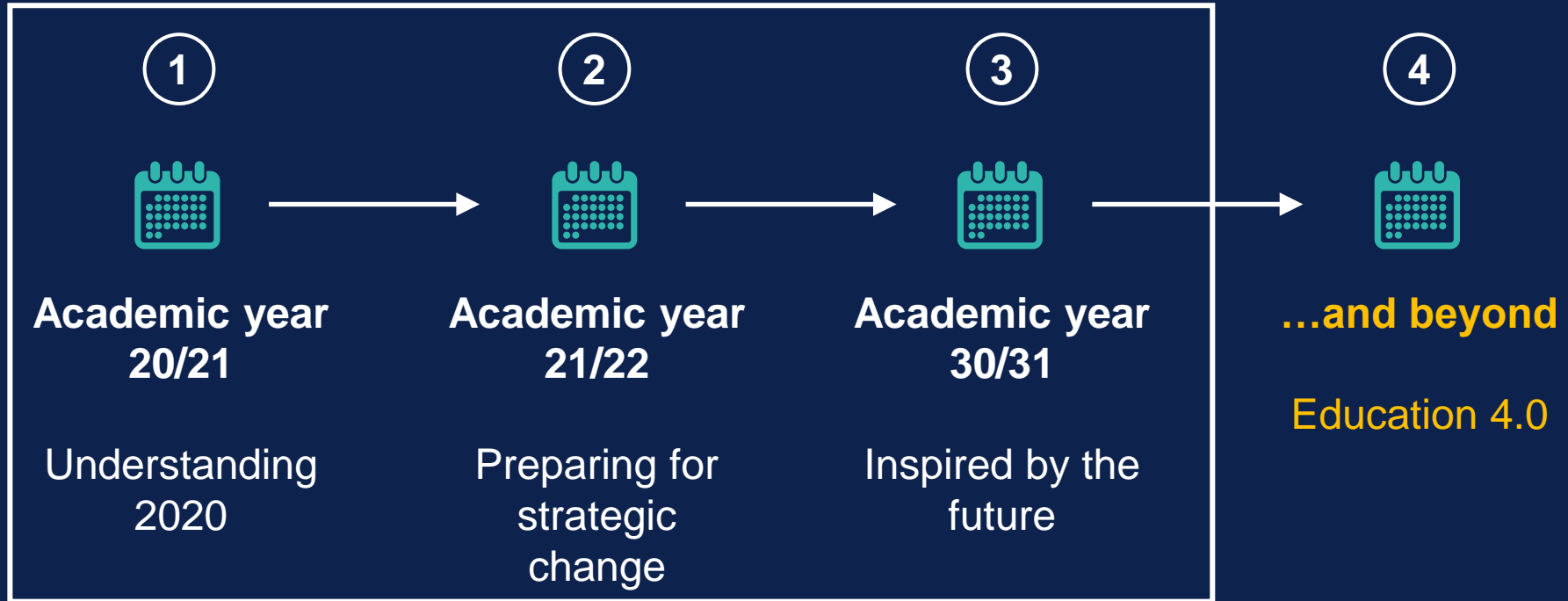
**emerge education**

**Technical services**

**salesforce**

# Evolution of teaching...

## LTR Programme scope

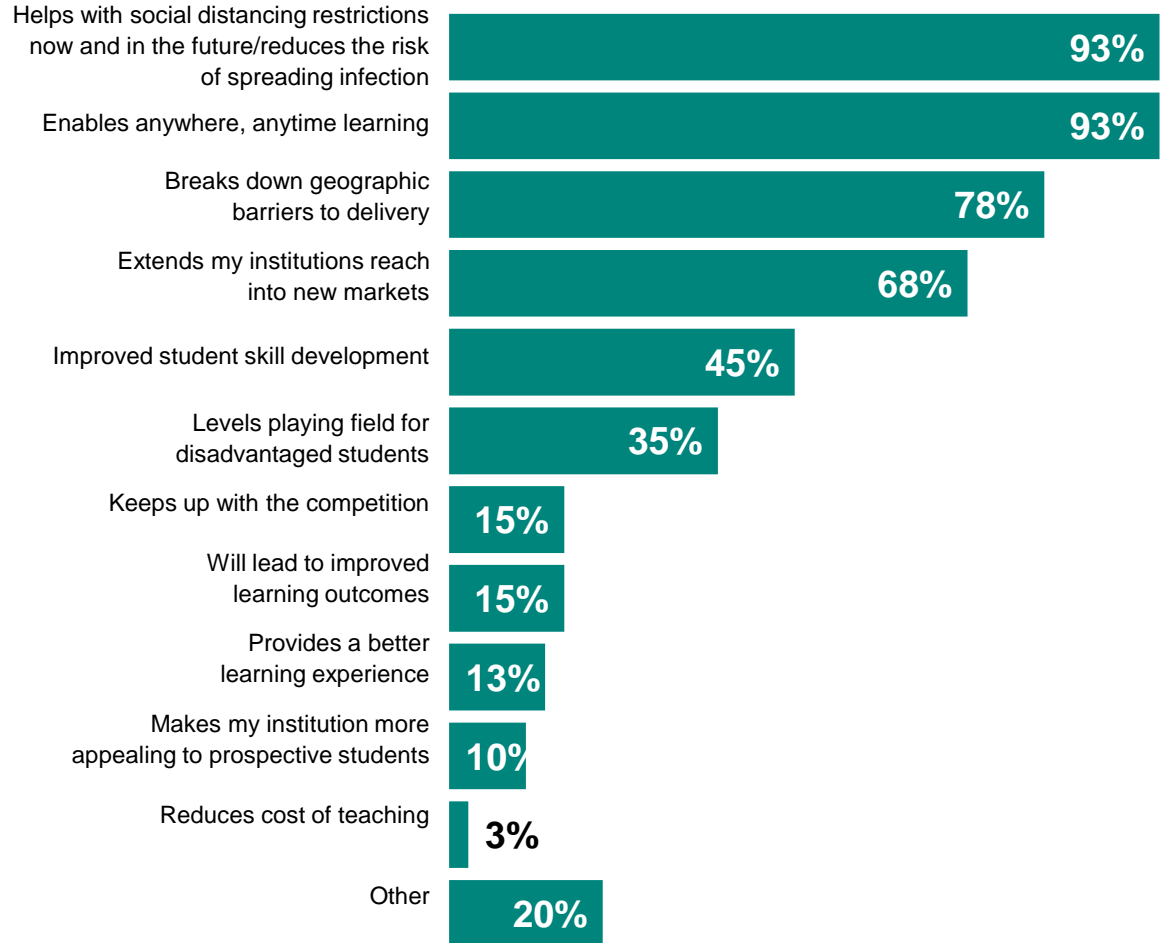


# Views from the UK 'frontline'

- The future of learning is blended, but learning in 2020/21 will be largely online and there is much more to learn. Amazing how fast UK institutions have moved to ensure this year's teaching learns the lessons
- Students are seeing the benefit from blended learning and there is evidence of greater engagement
- Students will benefit from greater support using it in their learning.
- Social engagement is perceived to be critical to learning and to the student experience
- Leaders and lecturers are concerned about disadvantaged students access to learning, equipment, connectivity, resources, software, space and support
- Staff lack confidence; concerned they don't have skills or time to develop. Uncertainty and rapid change is causing anxiety, but the crisis has sparked creativity and innovation
- Online learning has the potential to increase flexible and convenient learning opportunities if interactive, engaging, accessible and enjoyable
- Pedagogy and student experience are perceived drivers for sustained change, technology is an enabler alongside digital confidence and leadership
- Despite heavily use and reliance, leaders rate assessment and plagiarism detection technologies poorly
- Practical and creative subjects are clearly proving more difficult to move online than other disciplines

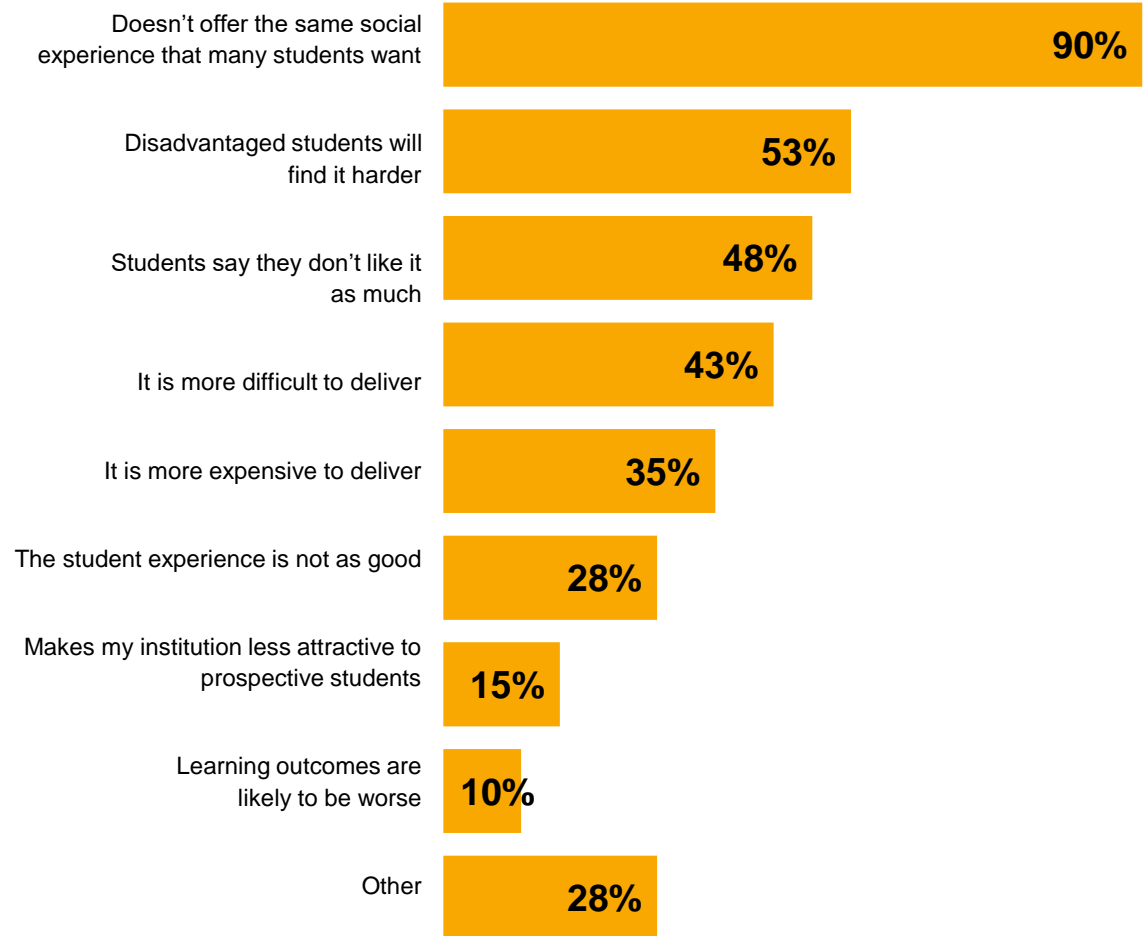
# Major advantages of online teaching and learning (lecturers views)

What do you think are the major advantages of online teaching and learning when compared with traditional face-to-face teaching? (Tick all that apply)



# Main disadvantages of online teaching and learning

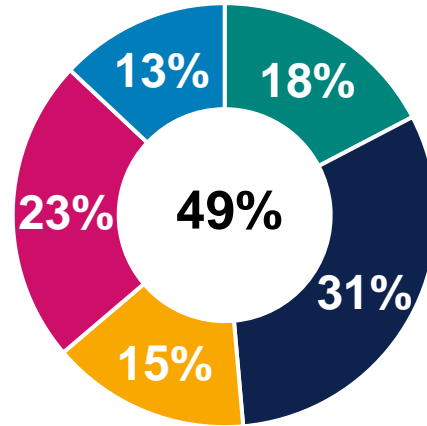
What do you think are the main disadvantages of online teaching and learning when compared with traditional face-to-face teaching? (Tick all that apply)



# Digital confidence

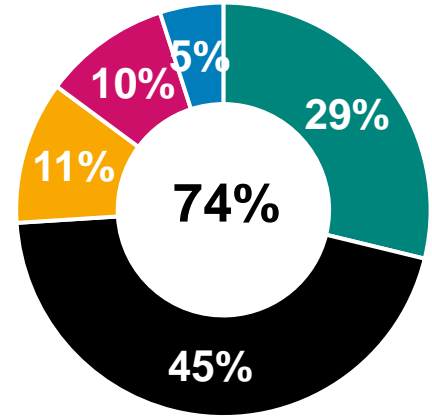
Thinking about your use of digital technology to deliver online learning and teaching, how confident were you at the following times?

At the beginning of lockdown in March 2020



- Very confident
- Fairly confident
- Neither confident nor unconfident
- Not too confident
- Not at all confident

Now as you start the academic year 2020/21

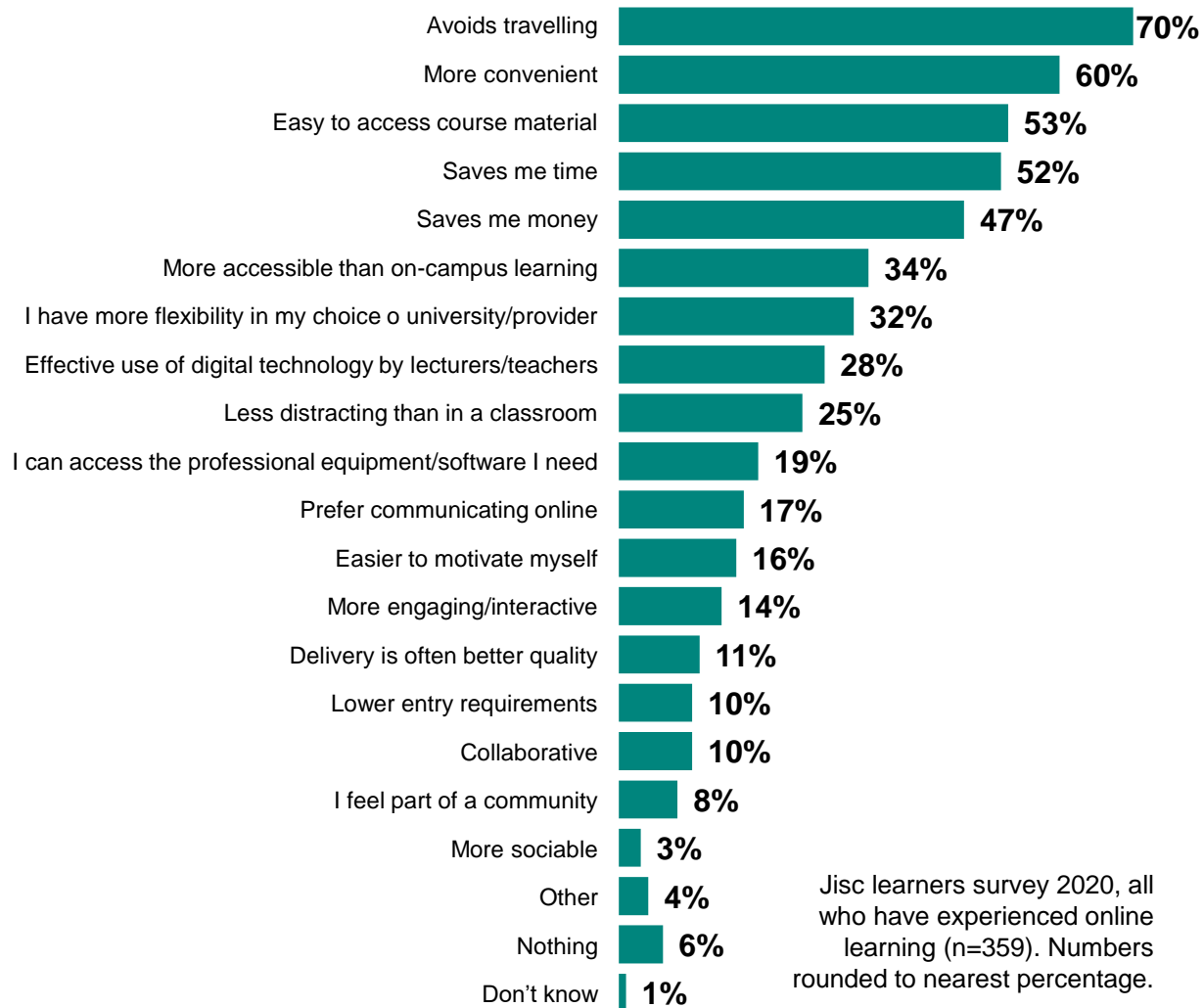


- Very confident
- Fairly confident
- Neither confident nor unconfident
- Not too confident
- Not at all confident



# What learners like most about online learning

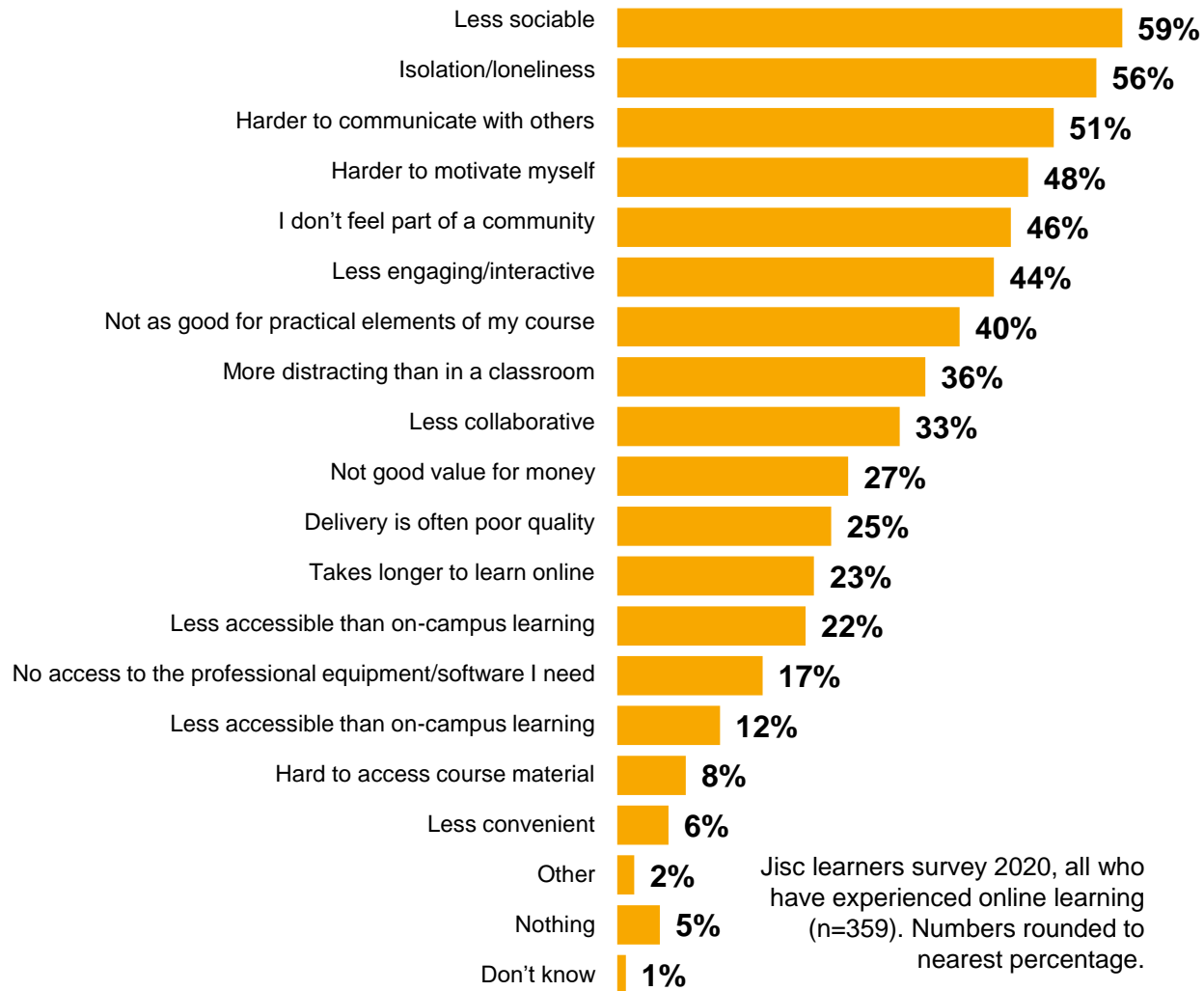
What, if anything, do you like most about learning online? (Tick all that apply)



Jisc learners survey 2020, all who have experienced online learning (n=359). Numbers rounded to nearest percentage.

# What learners like least about online learning

What, if anything, do you like least about learning online? (Tick all that apply)



# Preparing for 2021/22

1. Embed digital at the heart of university culture
2. Invest in the short-term but with a long-term strategic view
3. Explore new economic models for high quality blended learning at scale
4. Embrace blended learning in curriculum re-design
5. Expand the digital skills and confidence of students and staff
6. Communicate the benefits of blended learning
7. Strengthen the response to digital poverty

# Priority LTR recommendations



Universities to use **strategic and structural planning to effect and invest in digital transformation of learning and teaching**, ensuring sponsorship by governors and executives



**Sector to explore new economic models for developing digital teaching material**



Universities to **prioritise blended learning approaches where possible, and students to co-design curriculum**



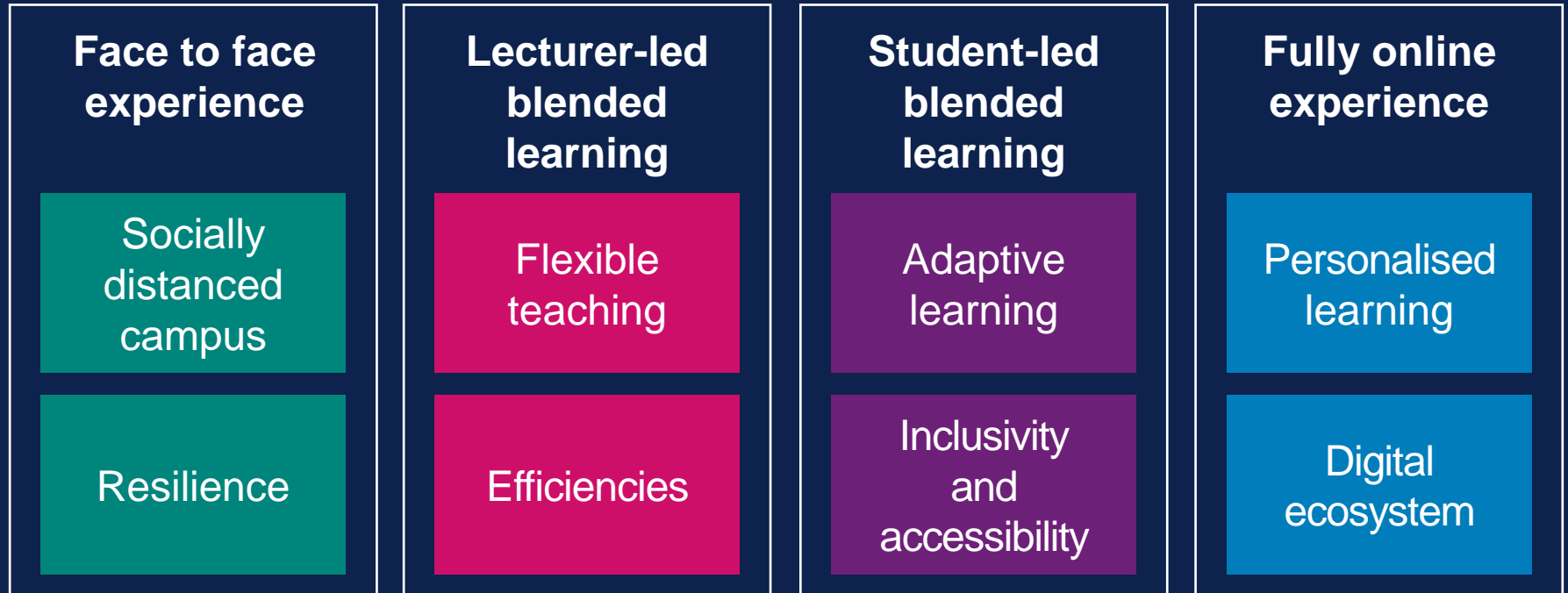
Universities, government and funders to provide additional funding or means to **reduce digital poverty as a barrier to students accessing higher education**



## Vision 2030

In 2030 UK higher education is regarded as world class because it is attractive to all students, seamlessly spans the physical and virtual worlds and is of the highest academic quality

# Expect a strategic shift from lecturer-led to student-led learning







# Guiding principles for 2030?

1. Digital fluency
2. Digital innovation
3. Integrated working
4. Engaging learning
5. Personalised learning
6. Transformed learning spaces
7. Always inclusive
8. Building learning communities
9. Learning infrastructure
10. Innovative learning

# And beyond....



# Education 4.0 key themes

	<b>Teaching transformed</b>	Using AI, mixed and virtual reality technologies to their full potential in university and college teaching, learning and assessment
	<b>Personalised adaptive learning</b>	Learning tailored to the individual and considers the learner's diversity, performance and behaviour (data)
	<b>Assessment re-imagined</b>	Using AI, digital experiential learning and micro-credentials to replace high-stakes approaches throughout lifelong learning
	<b>Intelligent digital and physical estates</b>	On-campus and online education environments that work together, respond to student interaction and are flexible to risks (Covid-19)

# University E4.0: reinvented learning

## Soft skills for the 4.0 digital workplace

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### Collaborators

- Active learning spaces
- Connected communities of learners and tutors
- Team working

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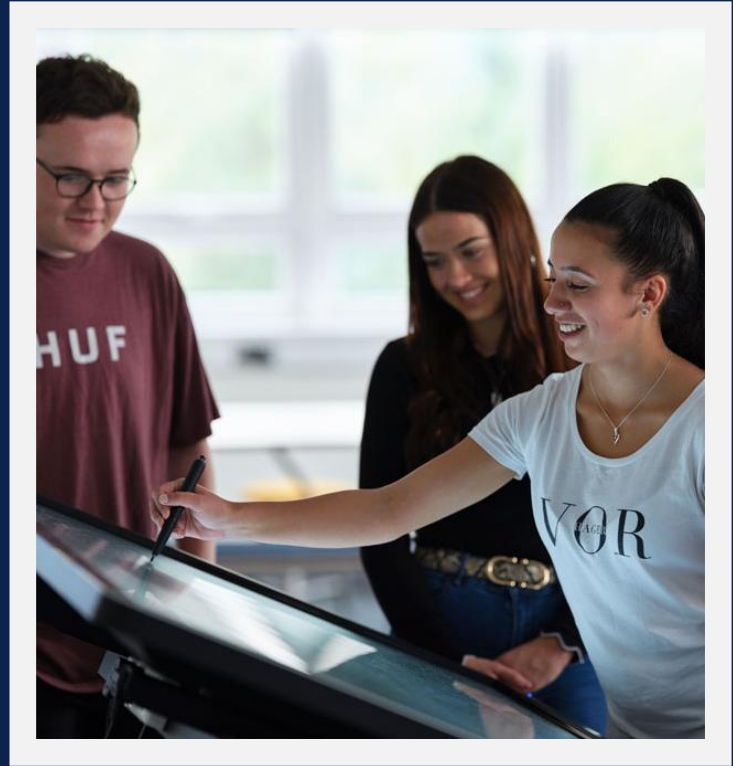
### Critical thinkers

- Co-designed curriculum
- Enabling challenge and debate
- Resilience to reality

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### Creative communicators

- Purveyors of profession and their knowledge
  - Context is key over content
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# What next? The AI opportunity for UK HE

## LTR accelerated



AI has the potential to add

**£232bn**

to the UK economy by 2030 and boost productivity in some industries by 30%

**National Centre for AI in Tertiary Education.**



The Centre will aim to implement AI solutions at **60 colleges** and **30 universities** within **5 years** growing the tertiary education sector by **£365m**



**Build back  
better,  
together**