

Digital wellbeing to institutional compassion: a co-created journey?



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Bournemouth University

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Background



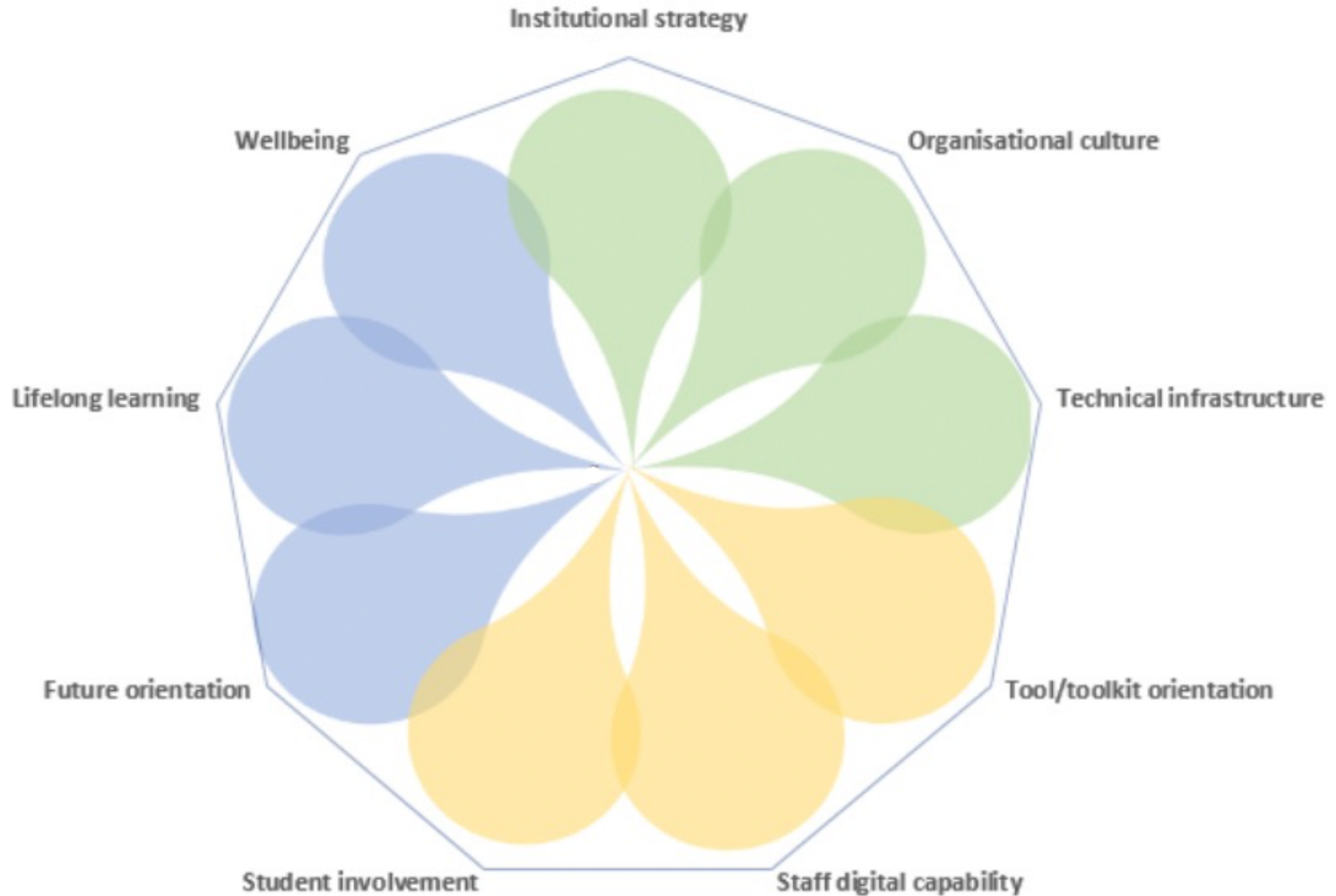
- We have been researching digital learning and TEL toolkits for the last 5 years – with ALT member contribution throughout
- This has led to the development of a Digital Learning Model which identifies key aspects and overlays a maturity framework
- Maturity assesses how well an activity is carried out.

Scale:

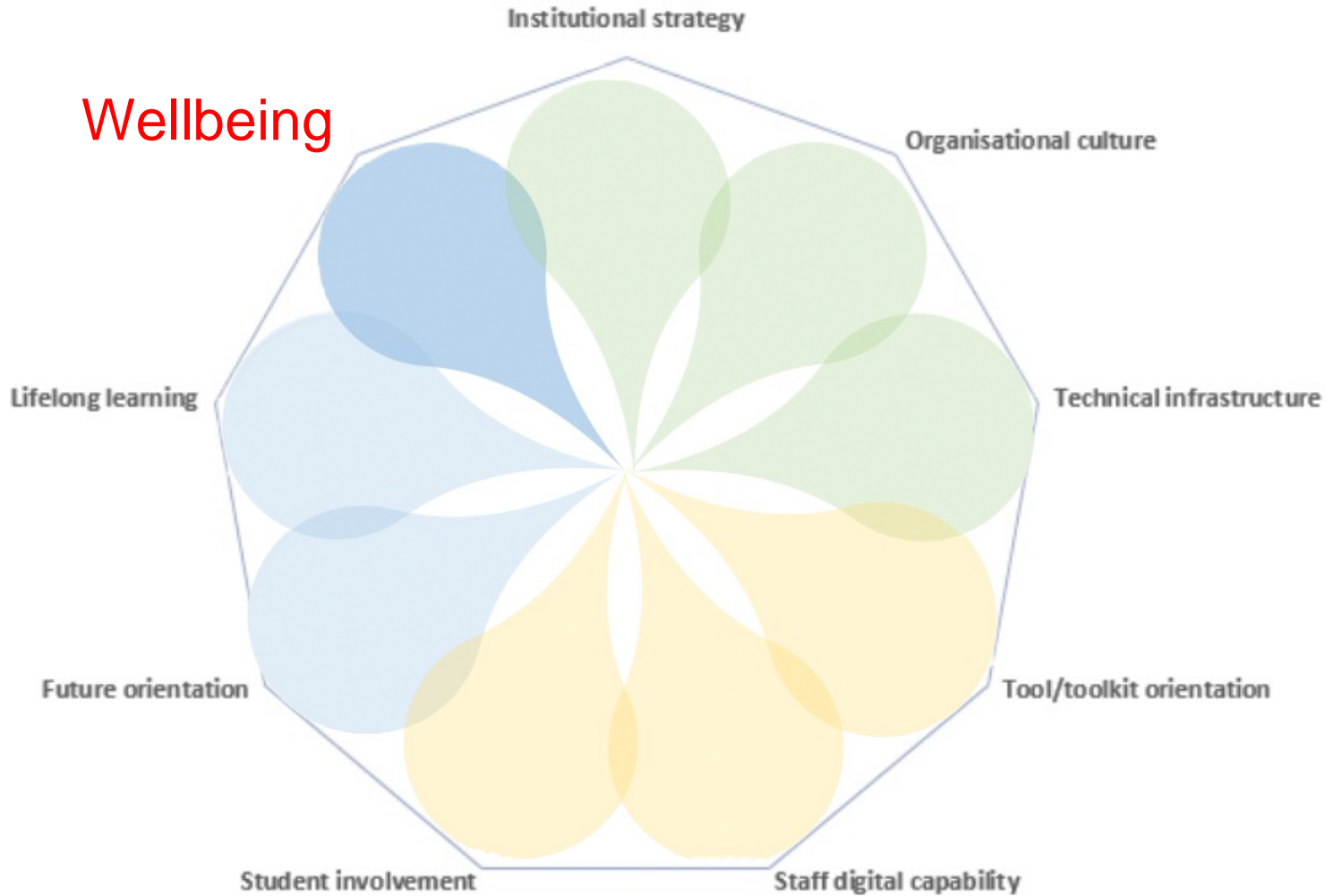
0 – not even undertaken, to

5 – excellent

Digital Learning Maturity Model



Digital wellbeing



Defining digital wellbeing

“the impact of technologies and digital services on students’ and staff’s mental, physical and emotional health”

(Jisc 2020)

Defining digital wellbeing

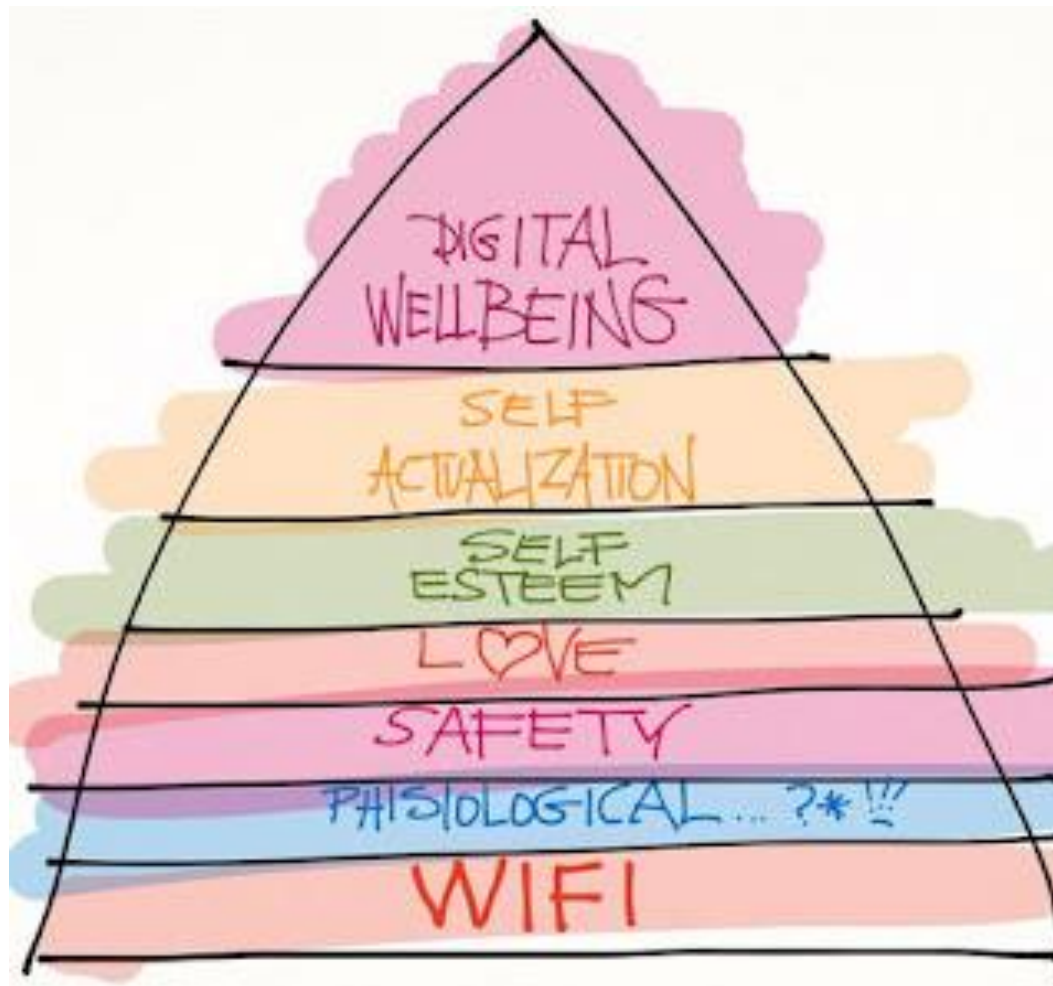


Image by Simon Rae

Digital wellbeing

Theme	Dimension	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5
3c	Wellbeing and Institutional compassion	There is no consideration of staff/student wellbeing	Some staff give consideration to staff/student needs	Tools are chosen based on their wellbeing impact	Those involved are asked for their response to digital learning	Staff/student feedback informs digital learning	Staff/student feedback drives digital learning

Audience feedback #1

- Using the maturity model, what is your **current level** of co-creation?

0. There is no consideration of staff/student wellbeing

1. Some staff give consideration to staff/student needs

2. Tools are chosen based on their learning and wellbeing impact

3. Those involved are asked for their response to digital learning and wellbeing resources provided


4. Staff/student co-design informs digital learning and wellbeing

5. Staff/student co-design drives digital learning with a wellbeing focus

Digital wellbeing & co-creation

Theme	Dimension	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5
3c	Wellbeing and Institutional compassion	There is no consideration of staff/student wellbeing	Some staff give consideration to staff/student needs	Tools are chosen based on their wellbeing impact	Those involved are asked for their response to digital learning	Staff/student feedback informs digital learning	Staff/student feedback drives digital learning

Level of co-creation



Barriers to success delivery



Report

Digital leadership in HE: improving student experience and optimising service delivery

A joint report between Jisc and UCISA.

About this report

Published: 22 March 2019

Updated: 22 March 2019

Audience feedback #2

What are your barriers to enhancing digital wellbeing?

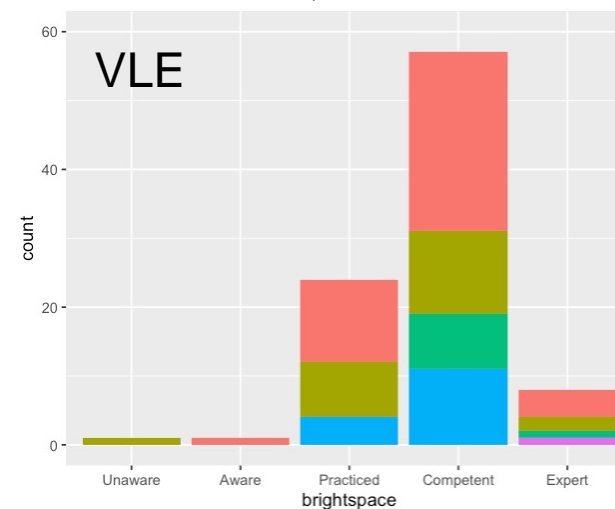
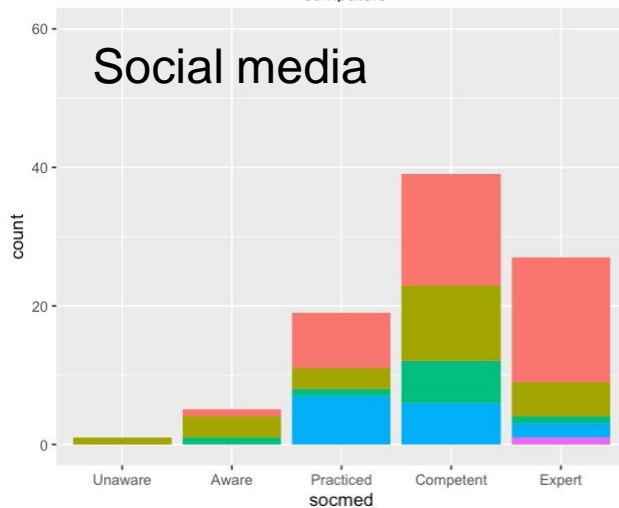
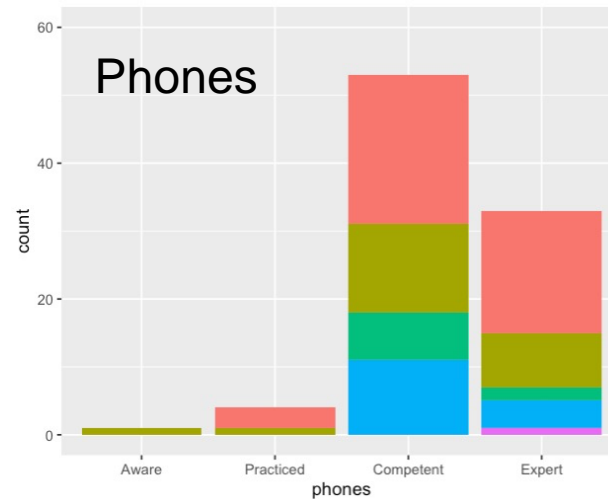
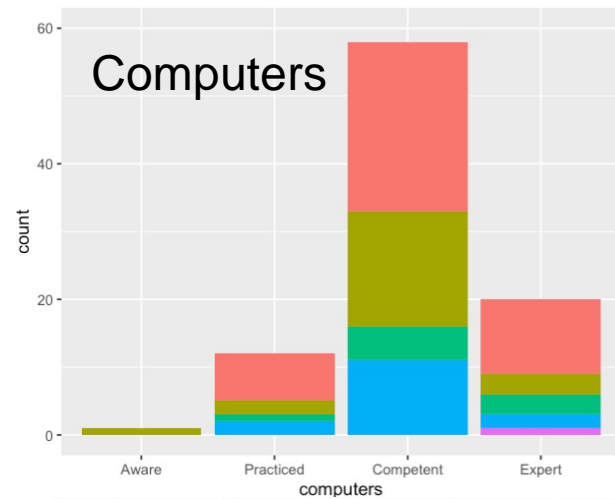


Please share your views and examples using the
comment facility

Student case study

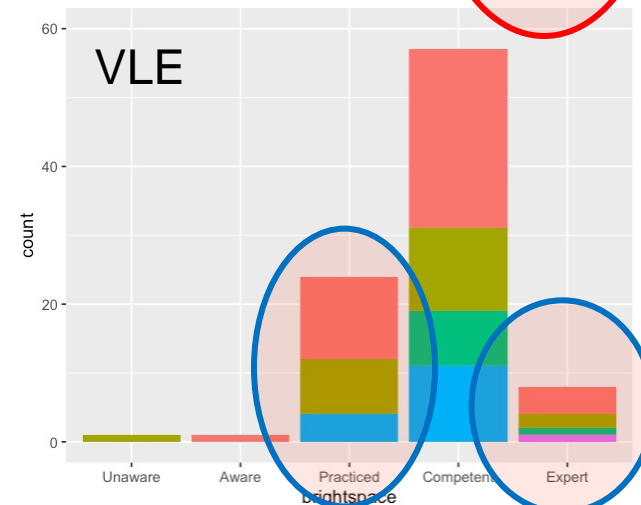
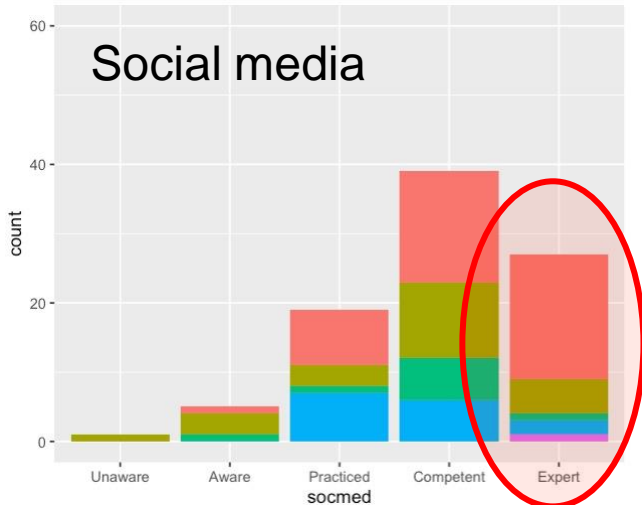
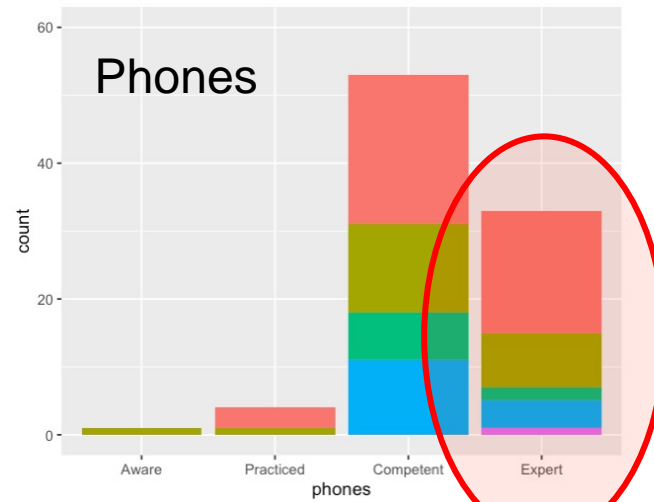
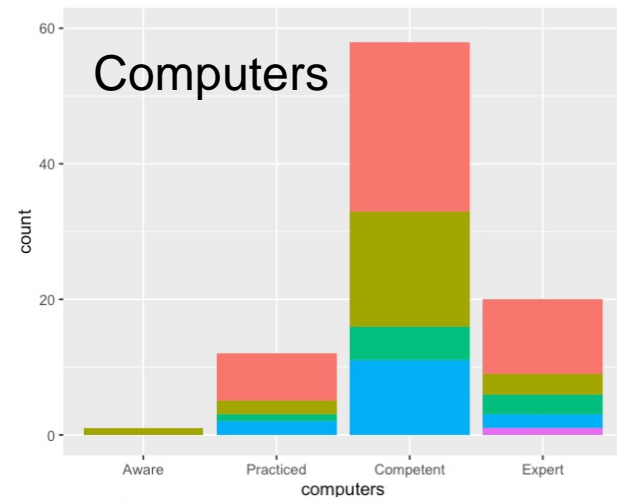
- Self-report questionnaire in one institution
- Focus on use of VLE and digital wellbeing
- UG and PG students
- Across 3 faculties
- Conducted in June 2021
- $n = 92$

Student case study - Confidence

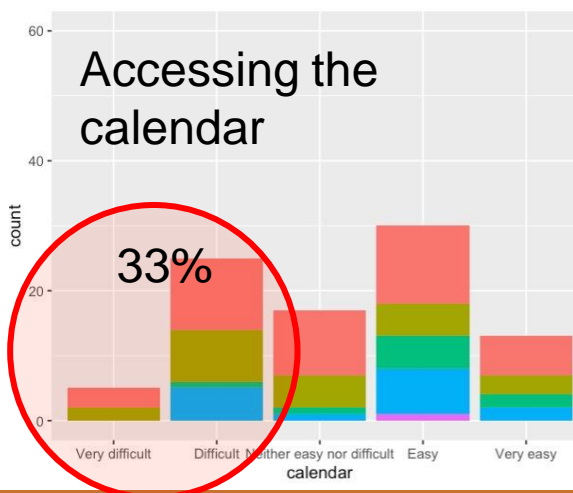
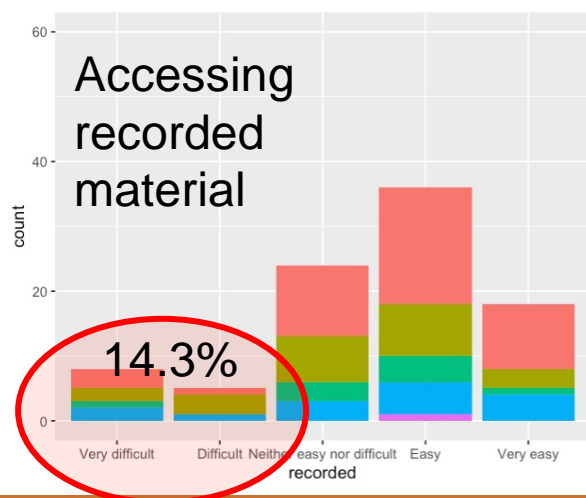
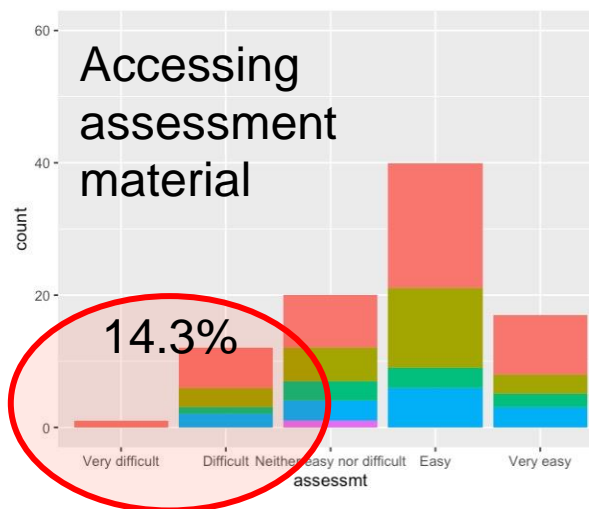
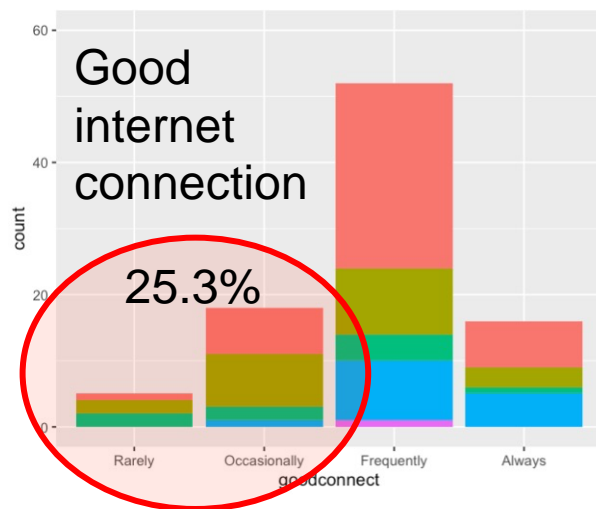


All plots have the same y-axis

Student case study - Confidence

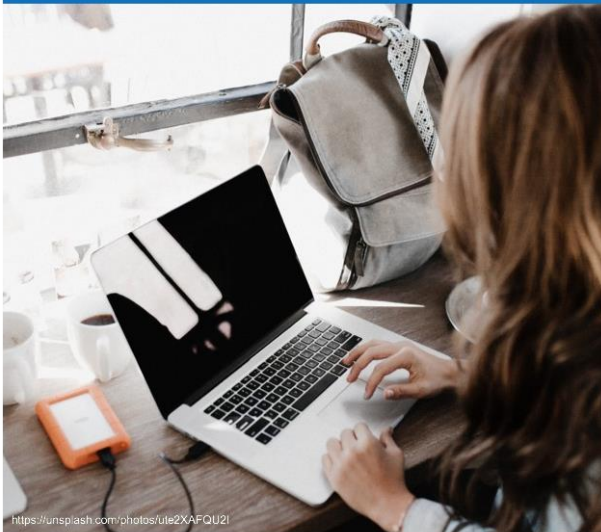


Student case study - Access



Student case study - Results

**Student wellbeing survey |
Interim results
August 2021**



<https://unsplash.com/photos/ute2XAFQU2I>

Authors: Dr David Biggins and Professor Debbie Holley

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18 page interim findings report
available on SlideShare

bit.ly/digitalwellbeing2021



Matching feedback to the model

Student feedback	L0	L1	L2	L3	L4	L5
Listen to our issues rather than make excuses						
Be more understanding especially with non-visible disabilities and health issues!!!!						
I would find it helpful if lecturers took the time to get to know students - on an individual level						
If [the VLE] was more organized ...						
Make [the VLE] clearer and easier to access/submit. Really dislike the system						
[Staff] get used to technology prior to trying to undertake a class with it						
Empathy!! when work environment is challenging						

Matching feedback to the model

Student feedback	L0	L1	L2	L3	L4	L5
Have felt very unsupported by a course tutor over the last 18 months at times						
Do not assume everyone knows how to use some things and what some things are						
Be better at supporting students who need help or who are behind						
Be more mindful about the situation, be more kind						
With dyslexia it's hard to grasp what's needed and expected in the essay ... And we all don't learn in the same way.						
Go back to on campus teaching as I can't learn online						

Matching feedback to the model

Student feedback	L0	L1	L2	L3	L4	L5
I find the Padlet useful to ask questions, it would be beneficial if this would be used in all units especially since working remotely.						
Apply one well thought through structure consequently to all units.						
Less spamming of irrelevant emails						
more regular communication, ... more frequent and detailed emails.						
Spread out assignments so as not to burn out students.						
Many things including Risk Assessments and Unit briefs are not dyslexic friendly. Please create version's that are easier to read.						

Matching feedback to the model

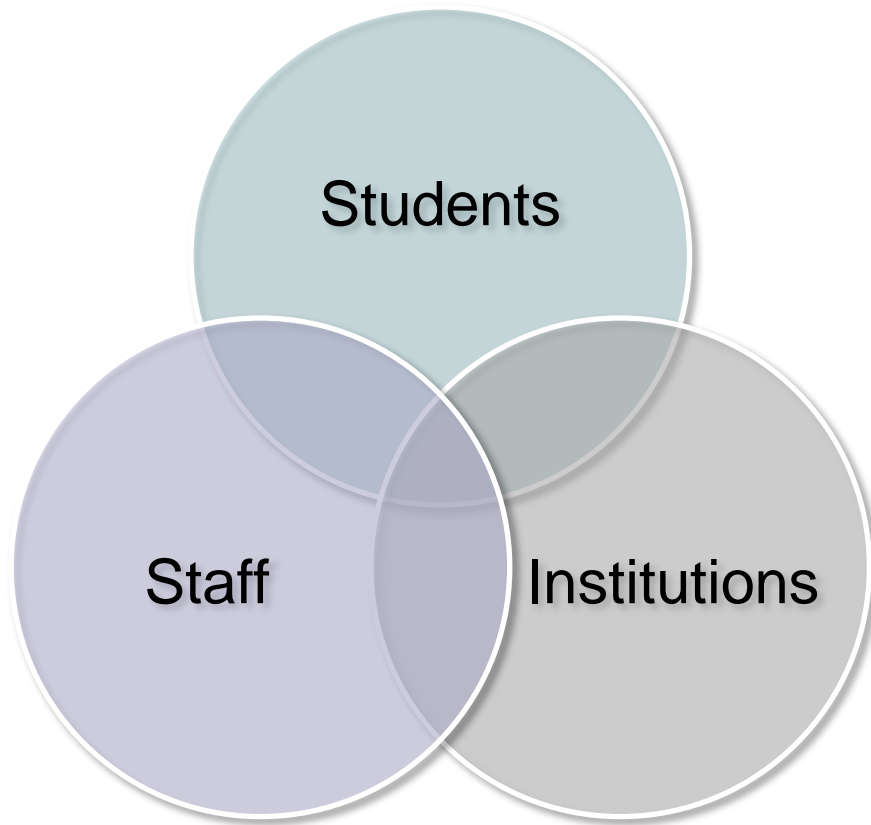
Student feedback	L0	L1	L2	L3	L4	L5
Respond to emails in a timely manner.						
Staff should set expectations on the first lesson.						
Sometimes not all lectures are recorded.						
Understand that not all of us work at the same rate/retain information at the same time						
The university needs to move with the times and allow remote learning if that is the preferred option for students, and only insist on face to face when it is absolutely essential to the learning for that day, or it will go the same way as Blockbusters!						

Is the institution doing enough?

43% of our students say no

Maturity level is between 0 and 1

Improving digital wellbeing



- Students
 - Want staff and institutions to improve
 - Not given enough choices in how they learn
- Staff
 - Lack of technical skill, empathy and understanding
- Institutions
 - Variable approach to using the VLE and TEL tools
 - Learning design and useful tools are not applied consistency

How much co-creation?

36%

In a Jisc Insights report agreed they were given the chance to be involved in decisions about online learning

89%

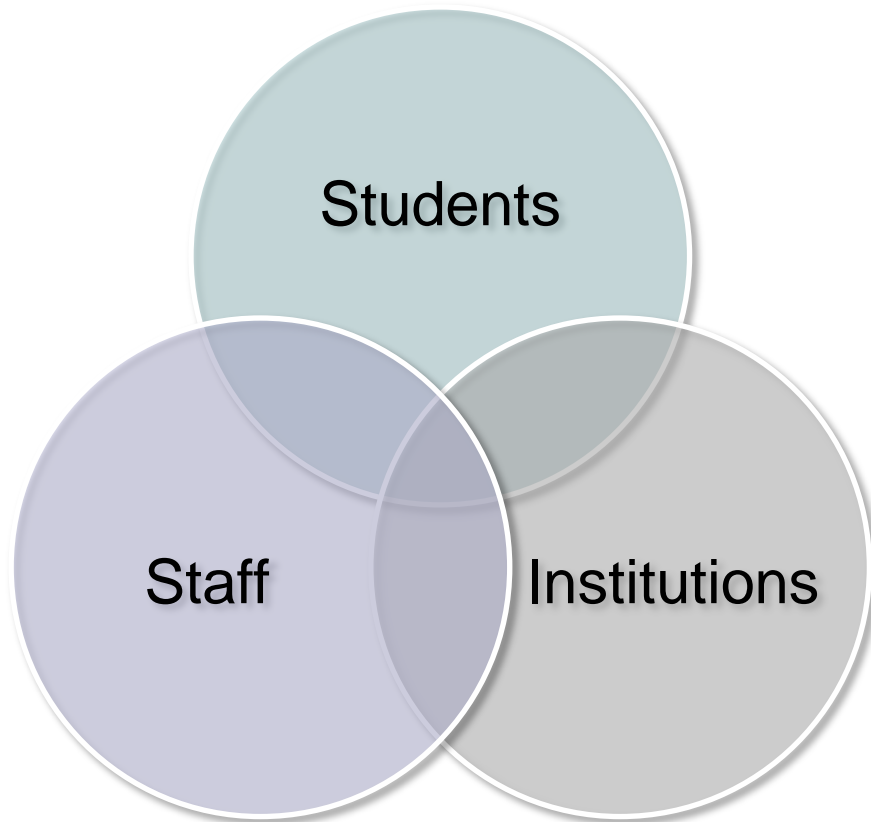
Of our students agreed or strongly agreed that students **should have control** over the digital tools they use

Audience feedback #3

Please consider what is your **desired level** of co-creation in institutions and add your thoughts to the
Comments

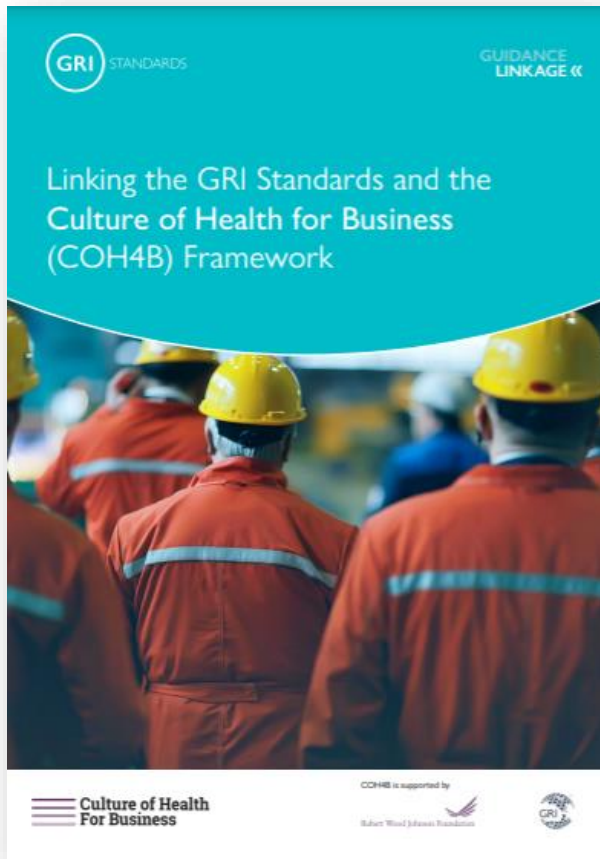
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The so what: building a compassionate university



- What students can do
 - Utilise wellbeing service (only 33% of BU students had engaged)
 - Take a more proactive role in safeguarding their wellbeing
- What staff can do
 - Listen better and empathise
 - Become better and more confident in digital learning
- What institutions can do
 - Build in compassion as a performance indicator; start to think about wellbeing indicators
 - Balance standardisation vs originality
 - Promote & support staff & student wellbeing
 - More personalised approach to learning (higher maturity levels)

Standards are already available



Health is essential for everything else that we do in life.

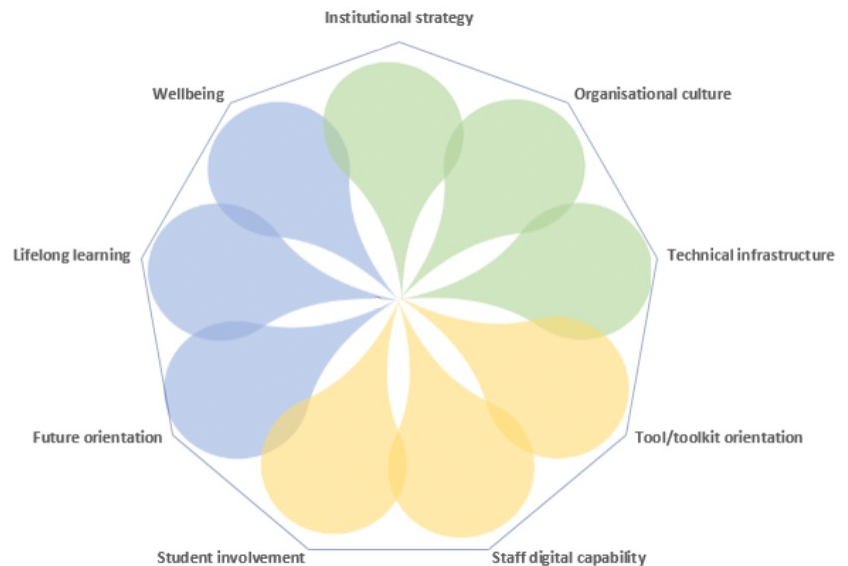
This framework provides businesses actionable guidance to **improve the health and well-being of employees, communities and others impacted by the company.**



[Link to document](#)

Back to the DLMM

- Wellbeing is only one dimension of the model
- Envisaged that institutions will self-assess against the model
- Then compare themselves against sector benchmarks
- The DLMM prompts the creation of tailored digital learning plans
- Next steps
 - Validation of the model
 - Deriving actions that guide institutions to develop their maturity level



Post-presentation collaboration

If anyone is interested in co-creating an ALT blog post on this topic or using the DLMM, please get in touch

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