Quality and Digital Learning: Considerations and Tensions

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The benefits beyond peer review

Considerations for reflecting on digital learning at programme level

The tensions in reflecting on impact

The Value of Self-Assessment
DCU Digital Learning Review, 2020

- Provoking reflection, promoting discussion

- Building trust, unearthing practice

- Reflecting on the current status, positioning for the future

- Shared Understanding

From institutional-level to programme level

Less Time		Engaging Staff
Less Autonomy	BUT	Engaging Students
Fewer Resources		Context Specific

The "RUFDATA" approach

RUFDATA Category	Digital Learning at Programme Level
Reasons/ Purpose	To demonstrate impact of digital approaches on the student experience
How will outcomes be **Used**	To inform future decisions, to build pedagogic practice
Evaluation **Foci**	Explore Practice; Examine impact; Identify and understand silos
Data/ Evidence Gathered	Both the numbers and the narrative
Audiences- of the output AND process	Broad- and context specific
Timing of an evaluation	A formative, and feed-forward process, rather than "Big Bang"
Agency- people conducting the review	Primary stakeholders, varied voices

Saunders, M. (2000). Beginning an Evaluation with RUFDATA: Theorizing a Practical Approach to Evaluation Planning. Evaluation, 6(1), 7–21. https://doi.org/10.1177/13563890022209082
http://irenehayden.weebly.com/uploads/3/0/6/5/30656195/evaluting_blended_and_online_learning_using_rufdata.pdf

Tensions in Reflecting on Quality of Digital Learning in Programmes

Impact of practice by design vs practice by necessity

Technological vs pedagogic drivers for digital learning

Practitioner autonomy vs institutional alignment

Digital enthusiasts vs non-enthusiasts

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