**NATIONAL DIGITAL LEARNING COUNCIL**

**THURSDAY 12 NOVEMBER 2020**

**MICROSOFT TEAMS MEETING**

**In attendance:**

Chris Britten (Chair) (CB)

Gary Beauchamp (GB)

Kay Morris (KM)

Alison Howells (AH)

Dilwyn Owen (DO)

Alyson Nicholson (AN)

Hannah Mathias (HM)

Paul Watkins (PW)

Maldwyn Pryse (MP)

**Apologies:**

Mike Jones (MJ)

Ruth Conway (RC)

**Officials:**

Chris Owen (CO)

Kevin Palmer (KP)

**Guest Speaker:**

Mark Jones (Mark J)

Marian Jebb (Marian J)

**Secretariat:**

Rachel Broad (RB)

1. **Welcome and Introductions**
	1. CB welcomed all present to the meeting. Apologies from MJ and RC.
2. **Minutes of the previous meeting**
	1. The minutes of the last meeting were discussed and agreed as an accurate reflection of the meeting.
	2. GB suggested that future minutes are agreed in advance of following meetings.
	3. Several actions were carried forward from the last meeting and remain ongoing;

*Action 6: KP to facilitate GB and Research Policy Team working together*

*Action 7: KP to invite GB to work on definitions of Blended Learning*

*Action 11: MF to liaise with HM over working together.*

*Action: 15 GB to share links to documents containing the phrase ‘digital skills’ with KP for review*

1. **Remote asynchronous learning design**
	1. KP presented an overview of remote asynchronous learning.
	2. E-learning modules in development, to go live end of November underpinned by a systematic approach to remote asynchronous learning design called the Welsh Collaborative for Learning Design.
	3. KP will take members comments around synchronous learning back to colleagues to make sure the impression isn’t being given that synchronous learning isn’t a consideration.
	4. CB welcomed the work KP and the wider team have been undertaking on a relatively new concept.
2. **E-learning resources for exam years**
	1. KP presented an overview of e-learning resources for exam years.
	2. Focus being given to learners most affected by COVID-19 in exam years and resources to support their learning. Mainly focussed on GCSE and A Levels, and in with WJEC qualifications.
	3. Undertaken a significant audit of what exists in system already, i.e. Hwb/Bite size. Schools suggested revision guides were required – concept has been taken to wrap content in a manner that is pedagogically focussed to prepare learners for exam/assessment.
	4. MP asked about availability of resources in bilingual form – KP confirmed they will be bilingual, unless the exam/assessments are not being undertaken in Welsh language schools.
	5. Originally designed for pupils, however, with announcement that exams will be replaced by assessments the functionality can be extended to include support for teachers who have to lead the assessments. KP suggested it could help with the challenge of standardisation in assessments.
	6. KP believes the intent is to cover the whole examination curriculum and not just the adaptive curriculum for this year.
3. **WISERD Update**
	1. CO explained KAS looked at rates of participation in remote learning and relationships between participation patterns and student characteristics.
	2. WISERD put forward bid for Sêr Cymru funding – their EOI outlined 4 main questions;
* *How have patterns of digital learning by school type and geography changed due to the Covid-19 pandemic;*
* *What inequalities in digital learning have emerged during the Covid-19 pandemic;*
* *What can Hwb data tell us about learning from home in the current period;*
* *How can the Hwb platform be used to provide further updates to the WG as they develop their COL plan.*
	1. An initial workshop offered limited findings. CO has since met with the WISERD team who are now focussed on two main questions;
* *How have patterns of Hwb usage changed during school closures;*
* *Are there patterns of usage that are particularly associated with regional, school or student body characteristics?*
	1. CO wanted to clarify GB’s earlier comments on 99% of Hwb usage. Since Hwb was brought online in 2013 arbitrary figures have been used to identify school engagement (10 logins per month to the Hwb platform would identify a school as actively engaged). 99% of Hwb usage is based on this.
	2. GB wanted to bring to the attention of the group as he felt the representation of Hwb from this statistic was negative and the analysis was far too simplistic.
	3. Hwb use the data sets in terms of trends of usage and where schools are/aren’t engaging with the platform, the team work with regional consortia colleagues to target those schools – it’s a very reactive approach and meets the current needs of the Hwb team.

*Action 1: CO/KP to discuss re-baseline the scope of this work.*

1. **Professional Learning Journey & Digital Professional Learning Journey**
	1. Mark J presented an overview of the Professional and Digital Professional Learning Journey.
	2. PLJ looks to combine variety of different models out there into a single model and supporting schools with resources to use in National Professional Inset Days.
	3. There are 19 case studies showing how schools have addressed different parts of the PLJ. They focus on ‘why and how’ rather than ‘what’ they did. Second phase of the project hoping to build up to 40-50 playlists.
	4. With the development of the Digital Competency Framework (DCF) something was needed to cover the wider digital agenda such as schools infrastructure; e-safety; staff development; professional learning etc.
	5. The DPLJ will be an overarching model supported by the 360 Digi Cymru self-evaluation tool and a series of resources to support schools with the wider digital agenda. 360 Digi Cymru will be integrated with 360 Safe Cymru to form a 360 Cymru toolset.
	6. Next steps – the outline structure of the website will be done early December with a view to launch around 5 February ahead of Safer Internet Day on 9 February.
	7. HM highlighted lots of similar work already done for the FE sector and potential duplication of effort.

*Action 2: Mark J/Marian J to link up re: common ground in Digital 2030 and DPLJ.*

1. **Post-16 – Digital 2030**
	1. Marian J presented an overview of Digital 2030.
	2. The framework has ownership from the sector and provides a shared vision for what digital learning should be; how it should look, with a set of high level aims and objectives.
	3. Starting to plan for the future and move to a more sustainable model, taking into account what has been learned over the past few months. Developing a high quality more consistent offer for blended learning building on what is already in place. There is scope for a more collaborative approach and will be talking to the sector in the coming months.
	4. AN advised the group they have just completed digital pedagogy course for Work Based Learning providers and looking to see if there is any benefit in repurposing to build the confidence and competence of teachers that have been overwhelmed by the current environment.
	5. There are a number of other projects underway – a digital experience insights survey to the 3 main P16 sectors to survey staff and students about their experiences and expectations. The responses will be collated to gain a sector view and a state of the nation. It will help to identify future priorities/solutions.
	6. HM highlighted some additional projects funded by the Professional Development Fund. HM involved in Advanced Pedagogy & Blended Learning, the content of which will be going on Hwb. There is also Virtual Worlds for Teaching. It is important to be aware that this stuff is happening to avoid re-inventing the wheel.
	7. CO highlighted the challenge to make sure the scrutiny groups we are dealing with don’t see blended learning as putting devices into the hands of learners, as opposed to the change in culture. Anything that can be done to reiterate the message is welcomed from the policy side.
2. **Members updates on work with policy leads**
	1. CB wanted to put on the record an acknowledgement that the work CO and his team have been involved with has been phenomenal.
	2. CO explained the team secured £80m over two financial years to support in-school infrastructure. That translates into more than 300,000 bits of network infrastructure and over 130,000 devices. Procurement on a national level resulted in savings of 40% off retail value.
	3. Hwb continues to grow in usage – over 30,000 classrooms set up since September which is more than the whole of last year. 2.4 million logins in October representing a 114% increase on the previous year and over 8 million page views.
	4. CO explained that the Hwb team launched Adobe Spark earlier in the year with over 30,000 unique logins since launch. Hwb have also secured a national deal with Adobe Creative Cloud offering significant economies of scale for schools.
	5. The Hwb team will be launching the Digital Resilience in Education Action plan shortly, incorporating online safety and cyber resilience in one place.
3. **Ministerial Reporting**
	1. To aid the Ministerial report members are requested to each submit a short paragraph on any engagement; reflections or commentary on this last year. Anything to do with the world of digital that can be fed back to the Minister from members’ individual perspectives.

*Action 3: Send contributions for Ministerial report to RB/CB by 23 November.*

1. **Summary of actions and next steps**

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| Ref | Owner | Action |
| Brought forward from previous meeting |
| 6. | KP | Facilitate GB and Research Policy Team working together.  |
| 7. | KP | Invite GB to work on definitions of Blended Learning.  |
| 11. | MF | Liaise with HM over working together.  |
| 15. | GB | Share links to documents containing the phrase ‘digital skills’ with KP for review. |
| Agenda item 5 |
| 1. | CO/KP | Discuss re-baseline the scope of this work.  |
| Agenda Item 6 |
| 2. | Mark J / Marian J | Link up re: common ground in Digital 2030 and DPLJ.  |
| Agenda item 9 |
| 12. | All | Send contributions for Ministerial report to RB/CB by 23 November. |