



# DIGITAL STRATEGY 2022 - 2025


Strategic Plan Goal 9.01

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**Digital and the wider MIE Strategic Plan**

The IT & eLearning Department in MIE is tasked with creation of a Digital Strategy for the duration of the Strategic Plan, 2021 to 2025. Under the Strategic Plan, the IT & eLearning department leads on **Goal 9** – that is to ensure digital technologies will underpin and support all practices in MIE, and that we engage critically and creatively through use of these technologies to further our staff and our students’ digital education.



TEACHING	RESEARCH	UNIVERSAL ACCESS	SUSTAINABILITY	TECHNOLOGY
PRIORITY	PRIORITY	PRIORITY	PRIORITY	PRIORITY
We will provide a holistic educational experience for students, fostering critical thinking, compassion, agency, resilience, and communicative competence	We will enhance our research infrastructure by building a supportive community to stimulate excellence in relevant and applied educational research	We will promote access to education for all and prioritise projects and initiatives that achieve a more egalitarian, compassionate and equitable society	We will engage in sustainable practices in every aspect of campus life and embed teaching and learning for sustainability in our curriculum	We will evolve and adapt through engaging critically and creatively with developments in digital education

*Figure 1 MIE Strategic Plan Five Key Priorities (p. 5)*

## **Consultation Process**

As part of the initial consultation phase for this Digital Strategy, all members of the Leadership Team and Heads of Departments were invited to contribute to a consultation questionnaire from June to September 2022. The previous Digital Strategy (May 2020) was also shared with these staff, and other relevant colleagues were consulted from September and October 2022.

The previous Digital Strategy (May 2020) was superseded by the global pandemic where remote support and delivery became the urgent priority with less focus on our campus infrastructure. However, working remotely accelerated the requirement for all staff and students to have 24/7 access to files and course materials, no matter their location. As stated in the 2022 – 2025 MIE Strategic Plan, “we will ensure that digital approaches permeate our courses and Institute policies” and this new Digital Strategy is written with that in mind.

## **Digital Strategy & You**

The Digital Strategy will apply to all members of the MIE community including staff, students, and campus visitors. It will also ensure we can engage digitally with our schools, research partners and wider colleagues to increase efficiencies in our ways of working, teaching, and learning.

## **Why do we need a Digital Strategy?**

This Strategy will ensure we are flexible and agile in our approach to digital education, thereby ensuring MIE is a college of choice for new and additional students, in the near and medium term. This Strategy will act as a guide to ensure all decisions taken around technological projects over the next three years, are in line with the strategic priorities of the wider MIE community and are based on a pedagogy first approach to digital education.

This Digital Strategy is also written in the context of the **Quality Review** conducted in December 2022, and three previous internal **IT audits** (conducted by Evros Partners & Deloitte Auditors) since 2015.

The Digital Strategy also requires all staff and students to consider the concept of digital education and how it applies to them, in their own context, in school or work, wherever that may be. The four pillars outlined in the Strategy document enable staff and students to consider their own digital education, and ensures they understand how ‘digital’ impacts their professional lives during, and after, their time in Marino Institute of Education.

### **Mission and Vision of the IT & eLearning Department**

The mission of the IT & eLearning Department in MIE is to ensure MIE staff and students can work effectively using digital technologies, anytime, anywhere, and that our technological infrastructure (hardware & software) can support that mission. Digital technologies can act as a driver of change in the way MIE staff and students work on or off campus, or in their placement classrooms. The aim of this Strategy is to ensure staff and students are digitally capable to manage their work, in the most efficient manner, using globally supported technological tools.

The activities the IT & eLearning department support include, but are not limited to:

1. Support of all Teaching and Learning on campus
2. Instructional design and support for Remote and Blended Teaching and Learning
3. Technological self-efficacy of staff and students
4. Accessible content and universal design approaches to content creation
5. Online assessment & academic integrity support<sup>1</sup>
6. General administrative operations of the campus
7. Data security infrastructure, maintenance, and awareness
8. Remote and virtual server maintenance
9. IT Helpdesk and support queries
10. Other MIE infrastructure projects planned over the duration of the Strategic Plan

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<sup>1</sup> <https://www.qqi.ie/sites/default/files/2022-04/schedule-for-nain-academic-integrity-masterclasses-with-kane-murdoch-9th-may-13th-may-2022.pdf>

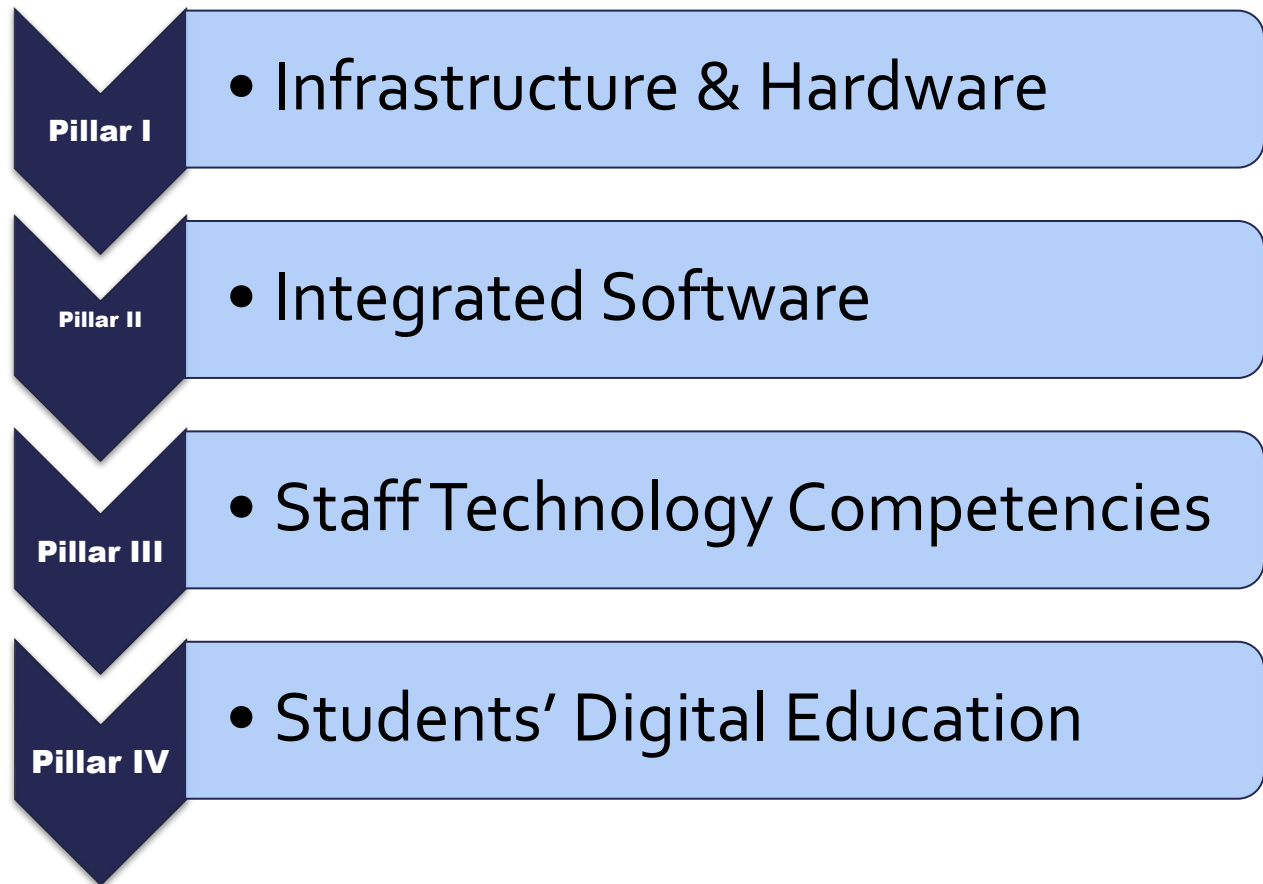
## **Main Strategic Priorities for Digital Development in MIE**

There are many key performance indicators (KPIs) in the technology section (Goal 9) and the list below outlines each KPI under our remit, over the next five years. The main themes are as follows,

- Develop and implement a five-year plan (SP 9.1)
- Incorporate instructional design across courses, building on sound pedagogical and universal design for learning principles (SP 9.2)
- Enhance the digital competence of all staff through continuous professional development (SP 9.3)
- Build in flexible approaches to teaching, learning, assessment, supervision, and research (SP 9.4)
- Ensure students can integrate digital technologies in a critical and creative manner in line with national and international policies (SP 9.5)
- Use digital technologies to personalise the experience of students (SP 9.6)
- Implement a system /dashboard for reporting key metrics and further enhance the student information system (SP 9.7)
- Streamline organisational support functions through the secure implementation of new technologies (SP 9.8)

These KPIs will be achieved under each of **Four Pillars of Digital Development for MIE**. The individual projects associated with each Pillar are outlined below.

**TEL MIE about IT – Four Pillars of Digital Development in MIE.**





### **Pillar I - Infrastructure**

The digital infrastructure of MIE needs to ensure a seamless approach to delivery of working, teaching, and learning for all, whether in person, remote or blended. Students and staff need to be able to meet, collaborate and work on campus, in multi-purpose rooms. All IT hardware in MIE is concentrated on physical '*kit*' around campus, and must comply with MIE procurement guidelines, for any spend over 1k. The IT & eLearning Department also submits an 'end of year' report to the DES on completed capital projects in any given financial year. The IT & eLearning department's overall objective for any such capital expenditure is to improve the digital experiences for staff, students, conference clients and any other visitors to MIE. We also aim to ensure that all rooms on campus are multi-functional to ensure maximum use of rooms in MIE.

1. Multi-function rooms (all with similar devices/set up) (SP 9.4)
2. Remote access to lecture spaces (SP 9.4)
3. Streaming capable lecture and meeting spaces (device agnostic) (SP 9.4)
4. Remote and ad hoc room booking system to allow maximum use of space (and reporting on use of those spaces) for staff and students (SP 9.4, SP 9.8)
5. MS SharePoint file sharing infrastructure (servers and backups) (SP 9.8, SP 9.6)
6. Digital displays at communal areas with real time information (SP 9.4, SP 9.8)
7. Wi-Fi Capacity in all spaces – offices, teaching spaces and shared spaces (SP 9.4)
8. Laptops for All project (SP 9.4, 9.6, 9.8)

## **Pillar II - Integrated software for all members of MIE community**

All software used in MIE should be licensed centrally. This ensures we can track who is using the licensed products and assures the IT department of the security and integrity of our network. The objective of this software purchase plan is to ensure a seamless, single sign on, user experience (UX) for staff and students, no matter their location, device or browser. Students have access to **Office 365** for the duration of their studies in MIE, and their accounts are managed using Azure & Active Directory. Our software licensing agreements also extend to our virtual learning environment, Moodle, and its associated LTIs, such as Zoom, Panopto, Teams, Vevox and Turn it In.

As a result, of our recent staff consultation, the following software projects are envisaged over the life of the Strategic Plan. They include but are not limited to,

1. Site wide rollout of **Office 365** including guidance on how to use it to manage files centrally (SP 9.3, SP 9.4, SP 9.6, SP 9.8)
2. Site wide rollout of **One Drive** with associated file management guidance (SP 9.3, SP 9.4, SP 9.6, SP 9.8)
3. **Research software** purchase to include nVivo, SPSS and EndNote, based on a cost benefit analysis (SP 9.3, SP 9.4, SP 9.6, SP 9.8)
4. Integration of **additional LTIs** to Moodle environment, as requested (SP 9.3, SP 9.4, SP 9.6, SP 9.8)
5. Student **timetable** software (no longer manual) and 24/7 access to 'real time' information (SP 9.3, SP 9.4, SP 9.6, SP 9.8)
6. **New room booking system** or software for all rooms to allow remote management of AV equipment, and centralised information for all staff (SP 9.3, SP 9.4, SP 9.6, SP 9.8)
7. Student access to room booking system (to allow collaboration/increased room use) (SP 9.3, SP 9.4, SP 9.6, SP 9.8)
8. Student attendance '**beacons**' pilot study (SP 9.3)

9. Accessible content for all, and **universal design principles** (UDL) adhered to in all courses (SP 9.3, SP 9.4, SP 9.6, SP 9.8)
10. **Copyright** compliance project & training/rollout (in conjunction with Library Team) (SP 9.3, SP 9.4, SP 9.6, SP 9.8)

### **Pillar III - Staff Technological Self-Efficacy**

A key feature of the new Strategic Plan is technological self-efficacy of staff in the Institute. Digital competency is required to ensure staff can use technologies effectively to do their work, and this competency extends to how students are prepared for their future places of work, be that a classroom or other organisation. The IT & eLearning department are focused on supporting digital competencies for all members of the MIE community, to ensure technological self-efficacy becomes a reality for MIE in the medium term. The Director of IT & eLearning's doctoral research was on digital competencies, which will guide implementation of this project. Hence, there are **8 key deliverables** in the new digital strategy, that will ensure increased technological self-efficacy for the Institute.

1. **DigComp Edu Framework**<sup>2</sup> competency measurement tool (SP 9.3) for all staff in the Institute
2. Research software competencies (SP 9.3) and guidance, for staff
3. Just in Time Learning provided on tools MIE supports (e.g., TELMiE about IT) (SP 9.3, SP 9.8) delivered online and in person
4. Develop a 'digital developer' type role in the IT & eLearning Team for staff development (SP 9.3, SP 9.8)
5. Joined up/Plan of Action on Mandatory Training Content for new/current staff (SP 9.3, SP 9.8)
6. UDL & Copyright compliance awareness in Moodle course content (SP 9.2, 9.3, 9.8)
7. Consistent delivery 'style' for all content in Moodle (ID & UDL template driven) to ensure a consistent course experience for students (SP 9.2, 9.3, 9.4, 9.8)
8. Begin to explore one module per course for blended learning delivery (using ID principles of course design) (SP 9.2, 9.3, 9.4, 9.5, 9.6, 9.8).

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<sup>2</sup> [https://joint-research-centre.ec.europa.eu/digcompedu\\_en](https://joint-research-centre.ec.europa.eu/digcompedu_en)

All staff competencies can be measured against the Dig Comp Edu Framework<sup>3</sup>, as this research-based assessment tool checks for a variety of digital competencies, applicable to all educators and educational staff. Once a gap analysis is completed for each member of staff in the Institute, dedicated ‘just in time’ guidance TELMiE about IT videos and in-person clinics will be created to bridge the digital competence gaps identified, for those staff.

Such digital development interventions will include ‘Monday Moodle Moments’, ‘Tuesday Team Tips’ & ‘Techy Thursdays’ (IT security) that will be expanded and improved over the course of the plan. There will also be annual **in person clinics/drop-in sessions (TELMiE II)** provided for all academic staff to include ‘**template**’ approach to their Moodle page (Y1), development of staff use of LTIs (Y2) and individual and personalized drop-in clinics (Y3). Guidance on all other tools in use in MIE will be provided by the IT & eLearning department as part of a wider staff digital development plan of action. This will include mandatory courses (such as GDPR, IT Induction, IT Security and health and safety education) and non-mandatory courses, on MIE platforms, supported by in person *digital development clinics/sessions* for all.

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<sup>3</sup> Ibid.

### **Pillar IV – Students’ Digital Education**

The extent of the IT department remit also includes provision of guidance for the creative technology lecturers on tools they can use in their course content. While we support all academics’ use of Moodle, we also ensure that any additional features that might be useful for our academic community, are available and integrated to the virtual learning environment. For example, many lecturers were using Padlet, and as a result, the IT department added the ‘Boards LTI’ to our Moodle instance to ensure GDPR compliance and SSO for students/staff.

As part of this Pillar IV, the competent use of digital tools across all course modules is envisaged where technology is not seen as separate, and where lecturers are modelling confident and competent use of technology to their students. The Teaching Council Céim<sup>4</sup> standards require this of our academic staff. The deliverables of the IT department in this regard are to increase the technological self-efficacy of MIE staff and students by ensuring all tools we support are integrated into our IT environment. Tools that will aid this process include the SELFIE EU Tool<sup>5</sup> approach and recent research in the area on digital cynicism, AI in education and academic integrity in education. Key deliverables under this Pillar include, but are not limited to:

1. Implement SELFIE with students during Creative Technology classes (SP 9.5)
2. Ensure all students complete ‘Introduction to IT’ sessions during Induction week to ensure they’re aware of all the tools used in MIE to support their learning journey

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<sup>4</sup> <https://www.teachingcouncil.ie/en/news-events/latest-news/ceim-standards-for-initial-teacher-education.pdf>

<sup>5</sup> <https://schools-go-digital.jrc.ec.europa.eu/>

- (e.g. Moodle, Teams, One Drive, Word and file management of same) (SP 9.3, 9.5, 9.8)
3. Give students access to ‘just in time’ learning content on MS Teams (Viva Learn) and/or Linked In training platforms (SP 9.3, 9.5, 9.6)
  4. Establish a Teaching and Learning committee that meets every term to create a peer community of practice amongst academic staff that promotes a ‘pedagogy first’ approach to digital integration (SP 9.3, 9.5, 9.6)
  5. Award funding for innovative and ‘best practice’ approaches to pedagogical use of digital technologies across all courses (one per year) (SP 9.2, 9.3, 9.4, 9.5, 9.6, 9.8)
  6. Meaningfully integrate learning resources/tools promoting academic integrity and digital literacy into course content in a coherent, consistent way across all courses in Moodle (SP 9.2, 9.4, 9.5, 9.6, 9.8)
  7. Pilot the use of a “module template” in individual modules (e.g., Y1 PME9112) as a model of best practice to demonstrate pedagogical integration of Moodle tools to create an engaging and interactive VLE (specifically existing embedded Moodle tools as opposed to external tools) that can be extended to all modules, over the course of the digital development implementation plan (SP 9.4, 9.5, 9.6).
  8. Establish a staff/student forum for discussing implications of developments in augmented reality (AR) and artificial intelligence (AI) for education. (SP 9.3, 9.5, 9.6).
  9. Establish a staff/student forum for discussing implications of developments in social media on an educational response to promote student mental health and wellbeing. (SP 9.3, 9.5, 9.6)

10. Ensure students' 'digital citizenship' needs are provided for in the Transition to HE Module and are embedded in other course modules. This module must include academic integrity training and development (SP 9.3, 9.5, 9.6).
11. Ensure the Digital Development plan accommodates the needs and requirements of all students in MIE into their plan of action (SP 9.5, 9.6, 9.8).



## **Conclusion & Next Steps**

We are at a critical juncture in MIE in relation to digital development for the Institute. The resource implications of this Digital Development Strategy should not be underestimated, but with good governance and measured implementation, this Strategy can become a reality for MIE. This will ensure the Institute is in a better position to leverage future educational offerings for a wider range of students (and staff) into the future. We look forward to the next few years, a time of digital development, change management and increased digital competencies for all members of the MIE community.

**End/.**