

Effective digital teaching

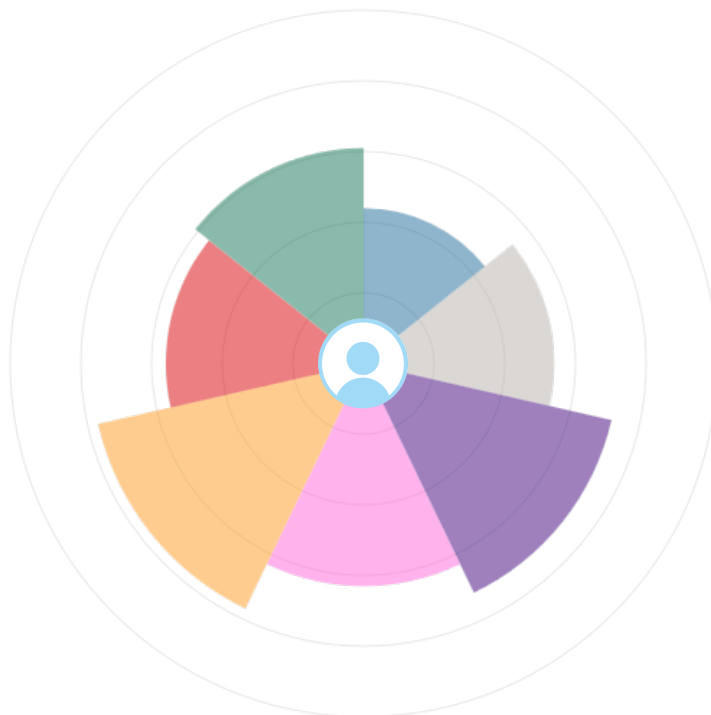
David Moloney Completed 17 February 2026 11:37

Welcome to your digital capability for effective digital teaching report. In your report you'll find information on what the different elements are, how you've scored and what you could try next. You'll be guided to a number of resources relating to each element.

This report is completely confidential to you - what you do next is up to you.

To navigate to the sections of the report of most interest to you, use the headings in the left hand menu.

Don't forget to give us your feedback (using the form on your dashboard) once you've read your report. To return to the dashboard click 'Exit' in the top left corner of this screen.

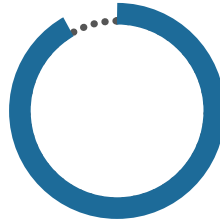


■ Knowledge and ideas ■ Critical engagement ■ Knowledge application
■ Dialogue and discourse ■ Collaboration ■ Content creation ■ Supporting online learners

Comparing the results between two completions.

16 February 2026, 16:18

Knowledge and ideas



Knowledge and ideas is about presenting theories, concepts and ideas for students to build their knowledge of the subject, make connections, reflect and engage with a variety of content. In a traditional context course materials may have been offered through lectures, reading lists, handouts and course texts. In an online context this could be online presentations, videos, text, audio, animations, data collections, electronic library resources and webinars. Key issues around providing digital content are ensuring accessibility and student engagement.

Your confidence level: Proficient

You appear to be very confident in adapting your existing learning content or devising new digital learning activities or content. Think about how you can develop this further.

Next steps

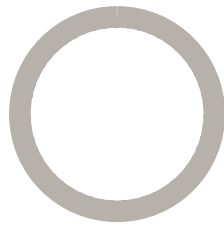
- Carry out surveys of your students to find out their background knowledge, identify their interests and discover what they find interesting or confusing in your subject area. Use this intelligence to consider new ways to teach your subject online
- If you have expertise in accessibility, think of ways you can support other staff who find this area challenging (eg produce how to guides, or have sessions to address concerns). Have a look at the accessibility and inclusion resource bank in this discovery tool
- Find ways to monitor and assess how much your digital learning

content encourages active engagement and thoughtful reflection

- Take steps to share your experiences and expertise with colleagues in your subject area. Look out for workshops and showcases that offer opportunities to discuss ways that online teaching can work best for your subject area. This can also help you continue to develop your own expertise in this area
- If you identify non institutional technologies that could give online students a more equitable experience, find out if the institution would agree to their use. You may need to make a case for a subscription and be clear about the pedagogical benefits, licencing and data protection. There could be issues about how students get support or help although they may use online communities/other students to get this (eg free or paid for technology or software that replicates what is available in specialist labs or studios on site)

- [AI for educators](#)
- [Blended and online learning design](#)
- [Digital education](#)
- [Fast switch to e-learning: video series](#)
- [Fostering a dynamic remote learning environment with student-centered tools](#)
- [Getting started with accessibility and inclusion](#)
- [Innovating pedagogy reports](#)
- [Online educator: people and pedagogy](#)
- [Optimizing high-quality digital learning experiences: a playbook for faculty](#)
- [Take your teaching online](#)

Critical engagement



Critical engagement is about offering students opportunities to critically engage with ideas and concepts in your subject area to encourage analysis and comparative skills. It is about building on their knowledge and making connections across concepts. Students might be encouraged and supported to carry out independent research or investigation into a topic which may be related to assessment activities. This includes searching, collating, curating, analysing and critiquing. In an online context students may need extra support with information, media and data literacy.

Your confidence level: Proficient

Consider how your experience could be recognised at appraisal or professional development meetings/reviews. Look for opportunities to share and build your expertise in professional networks, and consider participating in professional events such as conferences, webinars and online communities.

Next steps

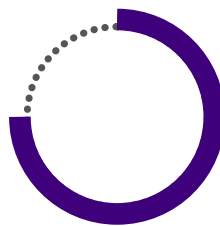
- Find ways outside formal events to share your expertise with colleagues within and outside your organisation around how use of digital technologies could encourage critical engagement (series of blog posts, briefing papers, videos)
- Find and develop a bank of Open Educational Resources (OERs) in your subject area and ask students to develop a set of criteria to evaluate these. This could then become a bank of quality OERs for future students to use
- Support and encourage students to develop confidence to interact and discuss concepts with others in the field through professional and

subject networks

- Consider asking students to curate and share resources online with tools such as Pinterest or Zotero

- 1 minute CPD on digital research and scholarship
- Develop critical thinking skills (Microsoft 21CLD)
- Journal of information literacy
- Pre-entry research and critical thinking tutorials

Knowledge application



Knowledge application is about students applying their knowledge in a practical context. In a traditional context this may happen in laboratories, studios, classrooms or fieldwork. An important aspect of this is providing formative feedback on practice. This is the most challenging aspect of moving from in-person to an online context as it may require students to be able to access specialist equipment. Traditional approaches for different subject areas and disciplines may require imaginative adaptation to offer off-site student practice opportunities and provide actionable feedback.

Your confidence level: Proficient

If you have expertise in this challenging area, find ways to support colleagues to adapt their traditional approaches to an online context. Try

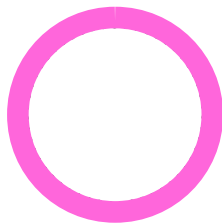
some of the suggestions below.

Next steps

- If you have experience of using games, gamification, simulations or virtual/augmented reality applications to help students demonstrate knowledge practice, produce some guidance for staff who may have little experience in this area
- If you have ideas around using technologies to replicate specialist spaces or equipment see if there are other departments in your institution that could help you develop online solutions. This may also benefit the wider sector
- Consider how traditional assessment and feedback approaches can be transformed to make it easier to evaluate online learners knowledge practice

- [Active blended and online teaching](#)
- [How do we teach practical courses online?](#)
- [Science in remote labs: guided experiments on authentic scientific equipment](#)
- [The OpenSTEM Labs](#)

Dialogue and discourse



Dialogue and discourse is about providing opportunities for students to have discussions and share ideas with teachers, other students and

potential others. In a traditional context this might be through seminars and tutorials. In an online context it is important to provide a balance of synchronous and asynchronous mechanisms to facilitate discourse with and between students. This also links to feedback from teachers and peers.

Your confidence level: Proficient

You seem to have some expertise in getting students to discuss and share ideas online. Think about how you can share this with colleagues within, and outside, your own organisation. You could try some of the following if you have not already done so.

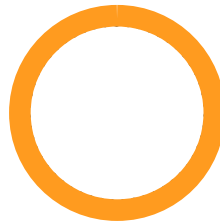
Next steps

- Establish some mechanisms that you have used successfully with students to create online discussion opportunities for colleagues so that they can gain experience of different tools and approaches as well as experience what it is like to be an online participant
- If you have successfully created opportunities for students to engage in discussions with people outside the course or organisation, record what has made this successful. This may be a daunting area for some staff to consider so highlighting ideas, pitfalls, benefits and lessons learned could be of value to colleagues inside and outside your organisation
- Getting students to provide feedback to other students online is another area where some colleagues may not have a lot of experience. Produce a guide for staff supporting students to do this. If you encourage students to self assess, you could offer advice to colleagues about the benefits of this approach in an online context
- If you have successfully integrated a balanced approach to synchronous and asynchronous communication mechanisms to support a particular learning activity - offer it as an exemplar to other staff to highlight that both approaches used together can be highly

effective

- 1 minute CPD on digital communication
- Building confidence in using online forums
- Teaching with Discord: a beginner's guide

Collaboration



Collaboration is about providing opportunities for students to work with others. This might be other students or could be professionals or practitioners in workplaces. Collaboration links to effective communication and student practice. In an online context, students may have to collaborate across different time zones with people they have never met face to face. Some students can find collaboration challenging and may need a lot of support to do this.

Your confidence level: Proficient

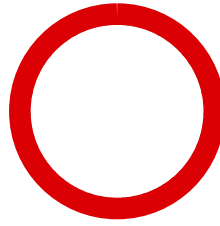
You seem to be very comfortable around collaboration with and between online learners. If you have a lot of experience in this area, consider how you could help and advise colleagues with less experience. Try some of the following if you have not already done so.

Next steps

- Record some of the challenges that you have experienced when asking online students to work together and provide some tips and solutions that you have found to be effective. Share these with colleagues
- Produce a guide around which technologies are most effective to support online collaboration in your subject area
- Involve students in 'co-creating' some online collaborative activities. This will help them understand the challenges and the potential benefits of working with others and may highlight different technologies that students are more comfortable in using
- Carry out a survey of your online learners to find out if they participate in collaborative activities outside their learning (some may already be using wikis, discussion forums or social software to work or play with others). Find out what they think successful collaboration looks like and what tools they feel comfortable with. This could inform the development of collaborative aspects of your course/s
- Review the collaborative technologies available in your organisation and compare these to those widely used by students
- If you have knowledge and experience of access and inclusion issues around online collaboration make sure you share this with colleagues. This is a challenging area which links to equality legislation

- 1 minute CPD on digital collaboration
- Get interactive: practical teaching with technology
- Oxford University flexible and inclusive (FIT) teaching resources
- Teaching with Discord: a beginner's guide

Content creation



Content creation is about students creating and sharing their own content. This may be produced during learning activities or for an assignment or other assessment requirement. It may also relate to students developing professional portfolios or sharing ideas and content across personal or professional networks. Student production of digital content links closely to developing digital identities and preparing for work.

Your confidence level: Proficient

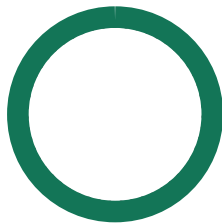
You appear to be very confident in getting online learners to develop and share their own content. Find ways to share this expertise with others in your own organisation who may be less experienced at this. Share your ideas with other professionals in your subject area.

Next steps

- You may find it helpful to discuss with colleagues how student media literacies are supported and find ways this could be integrated within assessed work
- Does your own digital profile act as an exemplar to students who need to develop an online professional or work-related profile? Make sure that you are utilising digital opportunities to enhance your professional profile
- Develop some assignments that encourage students to publish their content as a way to start developing an online portfolio or showcase to take forward to their professional or work lives

- 1 minute CPD on digital creation
- Designing learning and assessment in a digital age
- Designing out plagiarism for online assessment
- Edutopia assessment resources
- Future of assessment: five principles, five targets for 2025
- Making thinking visible: Opening windows into student learning and understanding

Supporting online learners



Supporting online learners is about helping students become effective digital learners so that they can progress in their subject area but also develop methods and practices to support lifelong learning for personal, work or professional reasons. This recognises that students may need different kinds of support for online learning and places emphasis on creating a sense of belonging, building confidence and digital capabilities, an awareness of digital wellbeing and obtaining feedback from students about their needs.

Your confidence level: Proficient

You appear to be very experienced at supporting online learners. Try some of the following if you have not already done so.

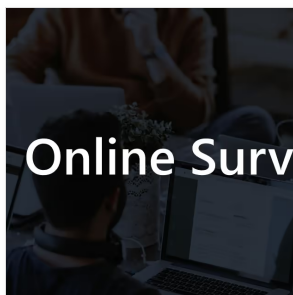
Next steps

- Spend some time thinking about the impact of your department's assessment practices on students with different needs. How could you change your approach/es to eliminate any disadvantages?
- Make FAQ (Frequently Asked Questions) web pages around student support so that students can access some information when no staff are available
- Find out if learner expectations are realistic and try to find ways to alleviate support demands by pre-empting student needs and using technologies to respond to some of them
- Involve students in identifying common support needs and finding solutions. This is an opportunity to let students establish boundaries and to consider how students might support each other
- Carry out an anonymous survey to establish any accessibility issues. Not all students will feel comfortable identifying a problem they have. Some accessibility challenges can be mitigated by applying solutions for all students. (eg alternative media formats, clear wording, not using idioms, removing cultural bias, etc)
- Provide choice for students so that they have some agency in selecting assignment options that they find interesting and take this further by involving students in creating assignment tasks
- Students interacting with content and others online leave traces which can be analysed. Work with others in your organisation to consider how you can use learning analytics to improve your course/s (making sure ethics are fully taken into account)
- Have a look at some of the Artificial Intelligence (AI) solutions being adopted in the education sector (eg to provide adaptive learning systems, using natural language solutions to provide 24/7 student support, assessment, learning analytics)

- [Assistive technologies and online learning](#)
- [Education for mental health toolkit](#)
- [Hwb- Supporting learners' digital identity and wellbeing](#)
- [Principles of good assessment and feedback](#)
- [Take your teaching online](#)

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