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Digital Transformation Impacting Programme Delivery at CCT College Dublin

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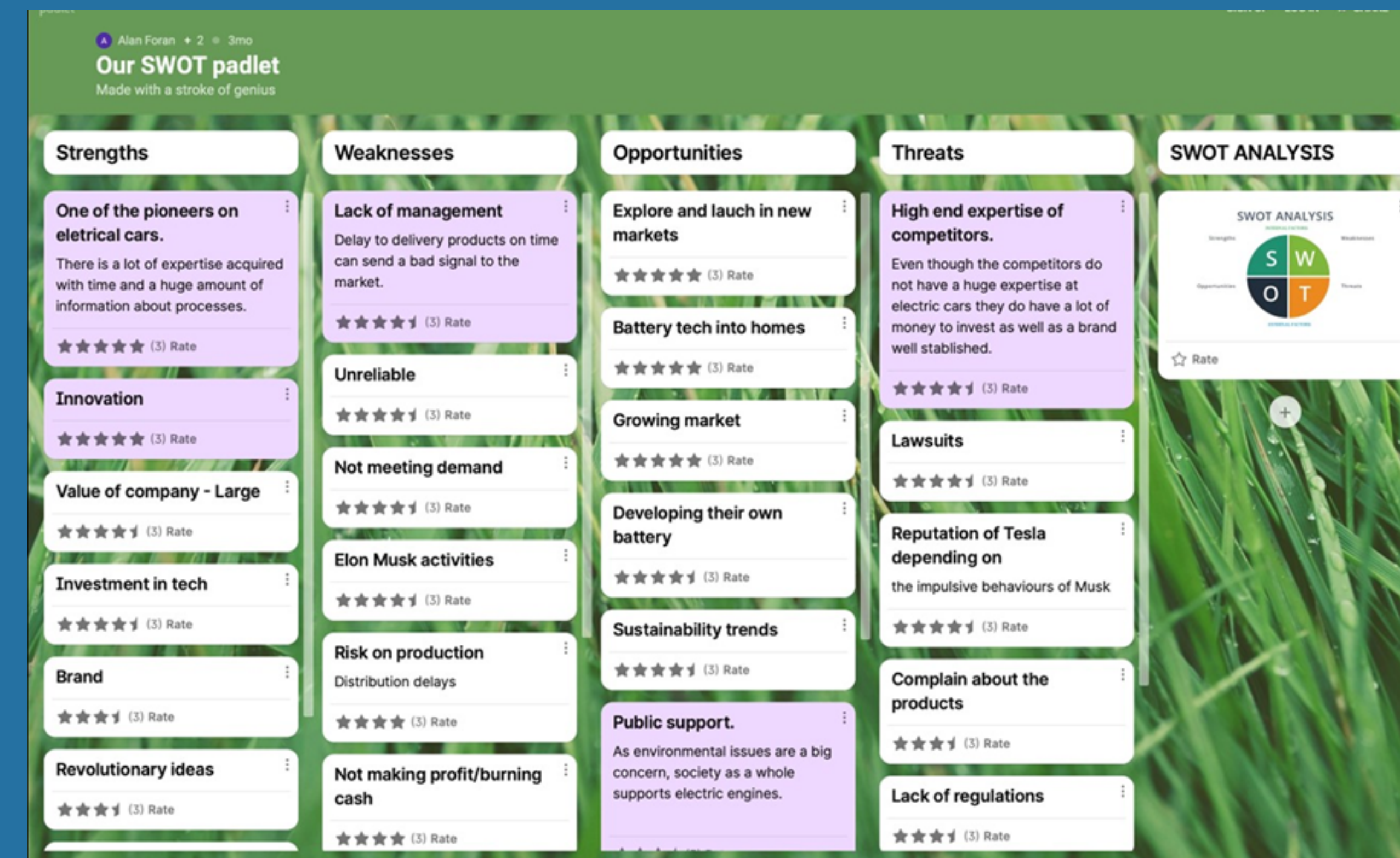
Digital Transformation Impacting Programme Delivery at CCT College Dublin

Abstract

Since its foundation in 2005, CCT College Dublin has had a strong focus on digital innovation to enhance the teaching and learning experience. In February of 2019, prior to the onset of the COVID-19 pandemic, the National Forum for the Enhancement of Teaching and Learning's Irish National Digital Experience INDEx Survey indicated that 78.3% of students positively rated digital teaching and learning approaches at CCT (31.9% excellent and 3.4% best imaginable). With the emergency online pivot in March 2020 and QQI's approval of CCT's blended learning extension of scope application, CCT has subsequently upgraded all of its classrooms for hybrid delivery and promoted the Community of Inquiry pedagogical approach (Garrison, Anderson and Archer, 1999) for the virtual classroom. Digital transformation at CCT is informed by sectoral research and a partnership approach engaging all stakeholders. This poster highlights recent developments pertaining to digital transformation involving faculty in the context of programme delivery. Scores for digital infrastructure and support in the 2022 CCT Annual Student Engagement Survey were extremely high with 90% of respondents positively rating the virtual classroom at CCT (good, very good or excellent). 88% of respondents also positively rated the navigation and layout of CCT Moodle's instance as well as the software and platforms used to support the delivery of programmes.

1. Interactivity and Collaboration

To maximise student engagement in the virtual classroom, faculty employ a 'pedagogy first' teaching approach (Flynn and Lowney, 2020) as well as the Community of Inquiry Model (Garrison, Anderson and Archer, 1999). Student engagement is further encouraged by the use of interactive apps, as promoted in CCT's online teaching toolkit. Padlet, as an example, has revitalised the teaching of SWOT analyses and can also be used as an engaging alternative to breakout rooms.



"Tools such as Padlet made the lesson really enjoyable"

Student module survey feedback to Strategic Management on the Bachelor of Business Honours.

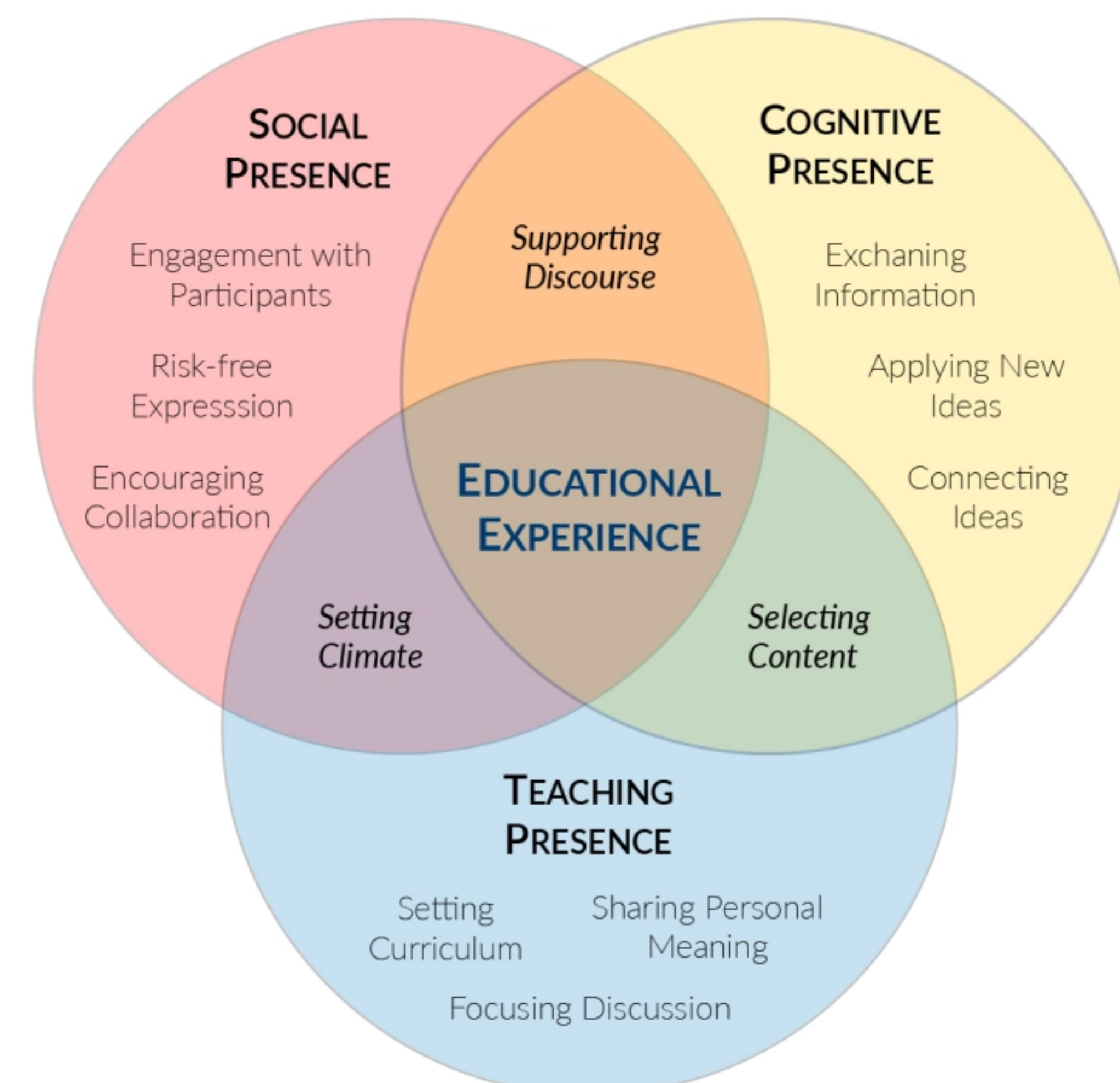
3. Accessibility and Inclusion

In 2021, CCT installed the Accessibility Block, a plugin which enables learners to customise Moodle pages in terms of colour, font style and size. The Accessibility Block's Assistive Technology Bar (AT Bar) also provides speech to text functionality, a dictionary and other accessibility features. CCT has also created a universal design toolkit that promotes resources such as Ahead's HIVE platform.



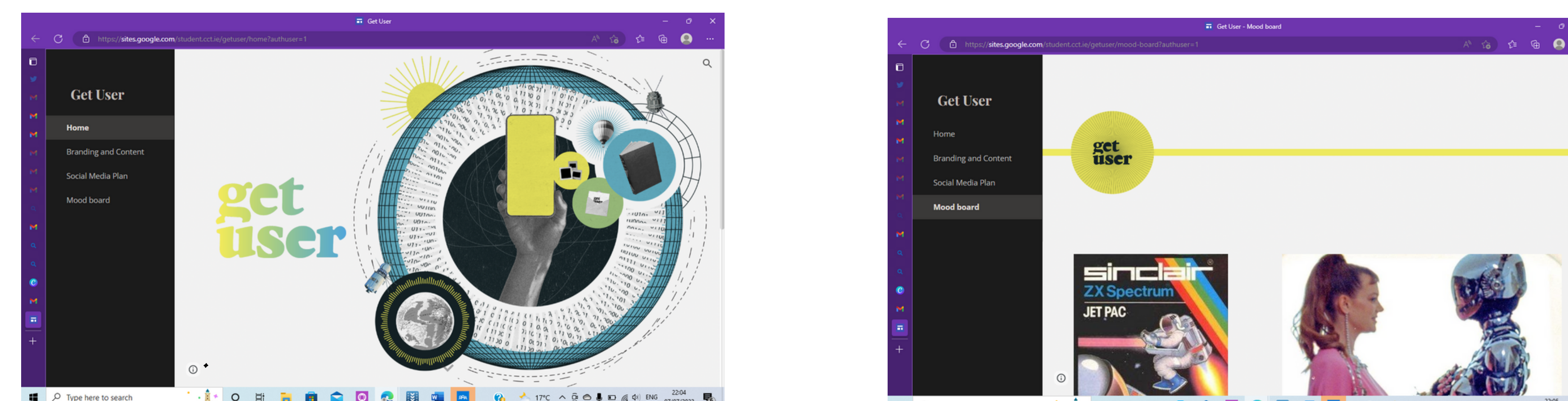
CCT College uses large 'buttons,' on Moodle created through HTML to provide clear and simple access to online and recorded classes

The Community of Inquiry Model



2. Technology Enhanced Assessment

The pivot necessitated the use of alternative assessment informed by good practice Sambell & Brown, (2021) whilst prioritising academic integrity (Costello 2020), as reflected in guides on the CCT Learning Space at learningspace.cct.ie. Students on the Social Media Marketing module on the BA Honours in Business as an example, use e-portfolio to create a social media plan incorporating artifacts such as mood boards, links and written work.



90% of respondents in a module e-portfolio survey with learners described e-portfolio as an effective assessment. Comments included:

"e-portfolio was a different way of showing our business idea. Different from a Word document, it allowed us to make the idea more realistic, by adding photos and even videos of our products."

Anne McGlynn, External Examiner stated:

"It is greatly encouraging to see the use of authentic assessment that reflects real world skills and serves students into the future."

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Key Words

DX, E-LEARNING, STUDENT ENGAGEMENT, E-PORTFOLIO, ACCESSIBILITY