

# **SAINTGITS COLLEGE OF ENGINEERING**

## **DIGITAL POLICY**

### **INTRODUCTION**

SAINTGITS Group of Professional Institutions is committed to excellence in teaching, learning and research at undergraduate, postgraduate and research levels. In this context that the Digital Policy of the group aims to leverage from digital learning and teaching to achieve the vision of its all institutions. The policy has been developed by a working group comprising academic and professional services staff engaged in the process of teaching, research and administration at SAINTGITS in consultation with external experts.

Digital technologies offer multimodal approaches to learning and teaching which provide students with opportunities to learn in a variety of ways. Embedding technology in teaching and learning also offers the opportunity to develop students' digital literacies and skills such as problem solving, communication and collaboration. Digital learning and teaching at SAINTGITS shall promote inclusive, authentic learning environments underpinned by quality and excellence. In particular, digital learning and teaching should empower students as agents of their own learning and foster a sense of community.

### **DEFINITIONS**

Digital learning is defined as integrating digital tools and technologies using digital pedagogies to enhance learning and teaching and is often referred to as technology enhanced learning.

Digital pedagogy is the study of how digital technologies are critically examined and used to enhance the learning experience by fostering community and collaboration across diverse contexts and communities

Blended learning is defined as “the integration of classroom face-to-face learning experiences with online learning experiences”.

Instructional design is a system of procedures that consider the inter-relationships between various components to ensure effective development of digital education and training resources

Online learning is defined as “A form of educational delivery in which learning takes place primarily via the Internet. Online learning can serve those who are geographically distant and without access to traditional classroom education, so it includes ‘distance learning’

## **SCOPE OF APPLICATION**

- This policy applies to the adoption of digital technologies to enhance teaching, learning and assessment at SAINTGITS. It applies to students and staff engaged in, or supporting digital learning, teaching and assessment on face-to-face, blended and online programmes.
- This policy should be read in conjunction with other related policies, especially IT related policies as appropriate.

## **PRINCIPLES**

- Digital teaching, learning and assessment at SAINTGITS will be underpinned by the highest
- academic standards, supporting evidence and best practice.
- To ensure quality in instructional design and to ensure compliance with accessibility, copyright and data protection regulations, digital content and approaches to teaching, learning and assessment shall be designed in consultation with the Various Academic Committees and Academic Councils especially Internal Quality Assurance Cell, Board of Studies & Academic Council.
- Blended and online modules and programmes shall be designed in consultation with the Centre initiated for the same and in conjunction with Standard Operating Procedure for programme development.
- The Group will ensure that academic and administrative staff are enabled to acquire the necessary digital skills to perform their role, whether teaching face-to-face, blended or online and are provided with appropriate induction and ongoing professional development.
- Students will be provided with clear guidelines and support regarding their required level of engagement in blended and online activities, where appropriate, by their teachers / class advisors

- Staff will be responsible for the sharing, storage and updating of their digital content on the Virtual Learning Environment. Staff will be responsible for retaining a local back up of course content on College-approved ICT systems.
- Student online assessment records and content will be managed according to the MIC Records Management Retention Schedule.

Prior to the development and delivery of a blended or online module or programme, faculty will be provided opportunities to attend training and induction provided internal and external agencies/ individuals. Induction will also be provided to newly appointed faculty.

- To ensure the ethical and safe use of digital technologies for learning, students shall be provided with clear guidelines for communication and acceptable behaviour in online activities.
- The level of engagement and attendance in online activities (where applicable on blended and online modules or programmes) will be made clear to students by academic course leaders at the commencement of a module or programme.
- All blended and online programmes will be subject to the same quality processes that underpin all academic programmes of Colleges.

## RESPONSIBILITIES

The successful implementation of the Policy depends on a variety of stakeholders with the following responsibilities:

Stakeholder	Responsibilities
Students	<ul style="list-style-type: none"> <li>• Actively engage in digital learning in an ethical and responsible manner and in adherence with MIC's Academic Integrity Policy.</li> </ul>
Academic Staff	<ul style="list-style-type: none"> <li>• Support students' digital learning experience.</li> <li>• Attend induction and professional development in digital pedagogies and use of the Virtual Learning Environment</li> <li>• Ensure that digital learning content is designed in line with instructional and pedagogical best practice.</li> </ul>
Academic Leaders (Programme Leaders/Heads of	<ul style="list-style-type: none"> <li>• Ensure that induction, training and professional development in technology enhanced learning are availed by teaching staff.</li> <li>• Ensure Department-wide coherence in how digital</li> </ul>

Department)	learning is used and assessed.
Principal/ Deans	<ul style="list-style-type: none"> <li>• Ensure that induction, training and professional development in technology enhanced learning is attended by all staff who teach on blended and online programmes.</li> <li>• Ensure Faculty-wide coherence in how digital learning is used and assessed.</li> <li>• Ensure that professional development in technology enhanced learning is included in workloads allocation models and recognition frameworks.</li> </ul>
Library & Technical Staff	<ul style="list-style-type: none"> <li>• Support students' digital learning experience through the provision of appropriate digital resources and informal spaces.</li> <li>• Work with students to develop digital information literacies.</li> </ul>
Training Centre	<ul style="list-style-type: none"> <li>• Advise on best practice in digital pedagogies and instructional design.</li> <li>• Provide professional development and support to staff in technology enhanced teaching, learning and assessment.</li> </ul>
Management	<ul style="list-style-type: none"> <li>• Oversee the resourcing of ICT infrastructure for digital teaching and learning.</li> <li>• Embed professional development in digital teaching and learning in induction, workloads and promotion processes.</li> </ul>

## PERSONAL DEVICES

- College purchased personal devices — owned or leased by the College and provided to students at no cost to parents
- Bring Your Own Device (BYOD) — students bring in their own device, which is either purchased or leased directly by parents/carers from a third-party. This may include:
- any device, or

- any device but with specified features (for example software/applications as defined by the College) or
- a specified device as defined by the College — note that the College may also nominate a preferred supplier with whom the College has negotiated a better/more flexible deal for parents'/carers' direct purchase of a device, or
- a combination of some or all of the above.

## **POLICY REVIEW**

This policy will be reviewed at 3-year intervals, otherwise warned for an amendment.

By order

**Dr. Josephkunju Paul C**

Principal

7<sup>th</sup> October 2020