

MEANINGFUL IMPACT  
THROUGH TEL?  
FROM 'STATE-OF-THE-ART'  
TO 'STATE-OF-THE-ACTUAL'

NEIL SELWYN (MONASH UNIVERSITY)  
PRESENTATION TO NTEL2019  
SMU - 20/21 NOVEMBER 2019

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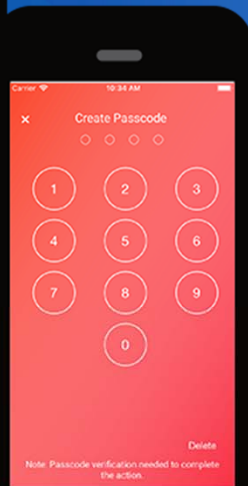
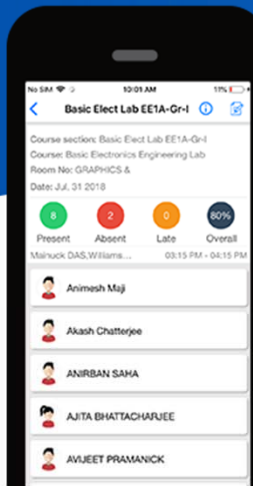






# Student Attendance Management System

From Thumbs to Cloud, enjoy Automated control of attendance








Notifications

**Deakin Genie** now:  
Hi Olivia, just a friendly  
reminder to research  
two-factor theory.

## Student Interactions with University Information Technology

Use Learning Management Systems	Accept Offer of Admission		View and Request Advisor Information	Personalized Dashboards
Check Admission Status	Access Course Content		View and Request a Transcript (Academic History)	Review and Pay Tuition, Fees and other Bills
Online Collaboration	Send Standardized Test Scores		Fill out an Admissions Application	Email
Manage Housing and Meals	E-textbooks		Progress Alerts	Campus Maps
Use Campus-wide Wi-Fi	Social Media as a Learning Tool		Access Campus Portal	Career Center
Apply for University Housing and Dining	View and Request a Degree Audit report		Finalize New Student Items (Examples: Health Insurance, Identity Card)	Submit Thesis and other Graduation Documents
Register for Campus Events	Search Tools		Change and Maintain Bio/Demo Information	Success Analytics
Foundation and Alumni Association Interaction	View Midterm/Final Grades		Register for Classes	Competency-based Education
Apply for Graduation and Finalize Diploma Information	Purchase Athletic Tickets		E-portfolios	'What If' Program Research and Advisement
Use Mobile Device as Identification	Fill out Employment Information for a Campus Job		Access Financial Aid Award Letter; Accept and Check on Financial Aid	Fill out Electronic Direct Deposit for Campus job
Fill out Timesheet for Campus Job	Utilizing Laptops/Tablets/Mobile in the Classroom		Access Library Resources	Register as a Prospective Student (Recruit)
Change Academic Major	Accessing Recorded Lectures		Search for Classes in Course Catalog	Coursework Completion



**idealistic**

**realistic**



**state of the art**

**state of the actual**



<nothing to see here>

**‘It’s Complicated’**

<nothing to see here>



**Being constructively critical**

**#1. LANGUAGE MATTERS!**

**TECHNOLOGY**

**ENHANCED**

**LEARNING**

**TECHNOLOGY**

**ENHANCED**

**LEARNING**



**TECHNOLOGY**

**ENHANCED**

**LEARNING**

**TECHNOLOGY**

**ENHANCED**

**LEARNING**

**MEANINGFUL**

**IMPACT**

**MEANINGFUL**

**IMPACT**

**MEANINGFUL**

**IMPACT**

#Inside Digital Learning

## Learning Engineers Inch Toward the Spotlight

What is a learning engineer, and how is it different from other roles?

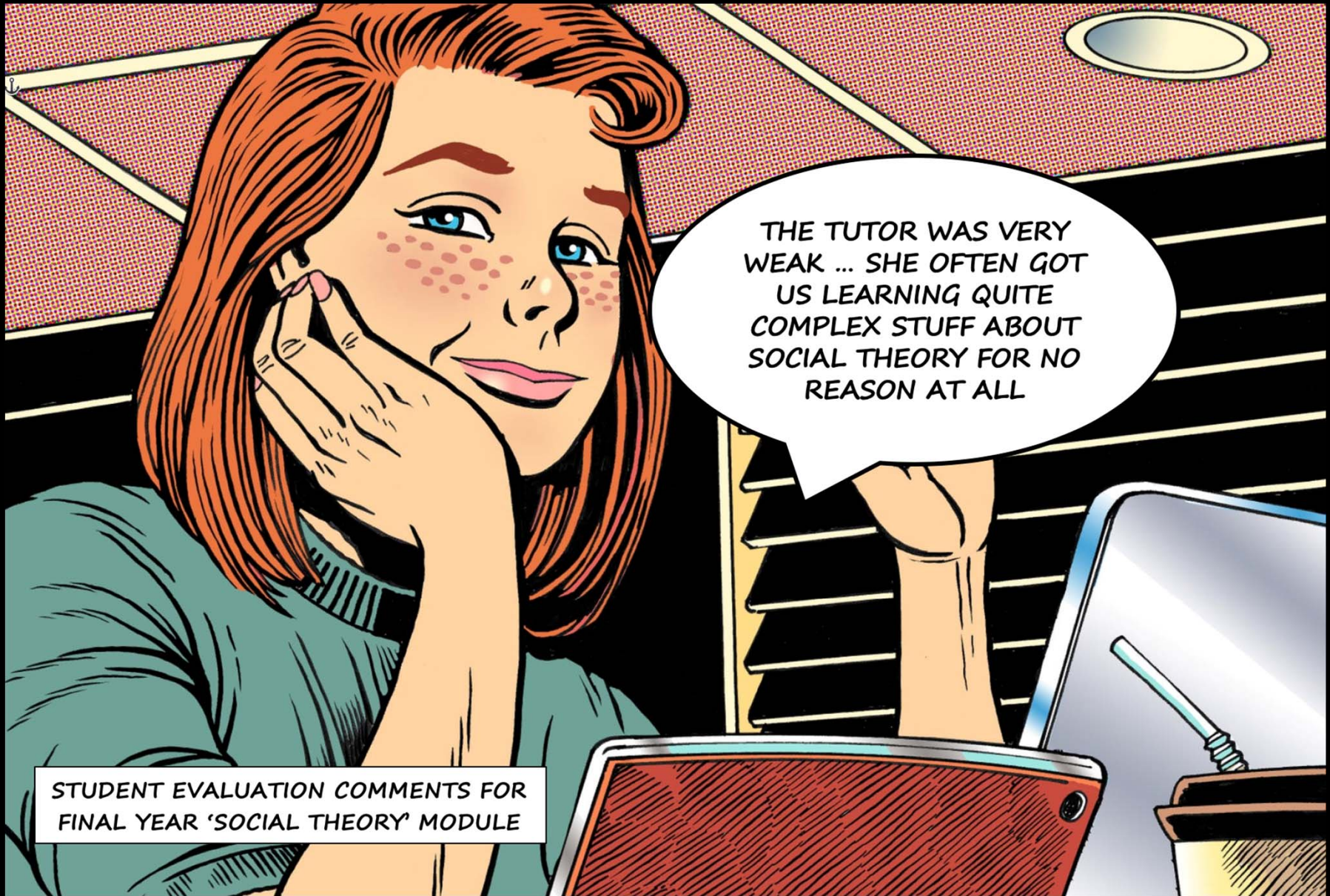
By **Mark Lieberman**

// September 26, 2018



ISTOCKPHOTO.COM/JAUHARI1





THE TUTOR WAS VERY WEAK ... SHE OFTEN GOT US LEARNING QUITE COMPLEX STUFF ABOUT SOCIAL THEORY FOR NO REASON AT ALL

STUDENT EVALUATION COMMENTS FOR FINAL YEAR 'SOCIAL THEORY' MODULE

**seeing 'TEL' in sociotechnical terms**

**Technology Enhanced Learning**

**Virtual Learning Environment**

**Learning Analytics**

**Technology Facilitated Studying**

**Student Management System**

**Learning Surveillance**

**#2. CONTEXT MATTERS!**

### Student as Individual

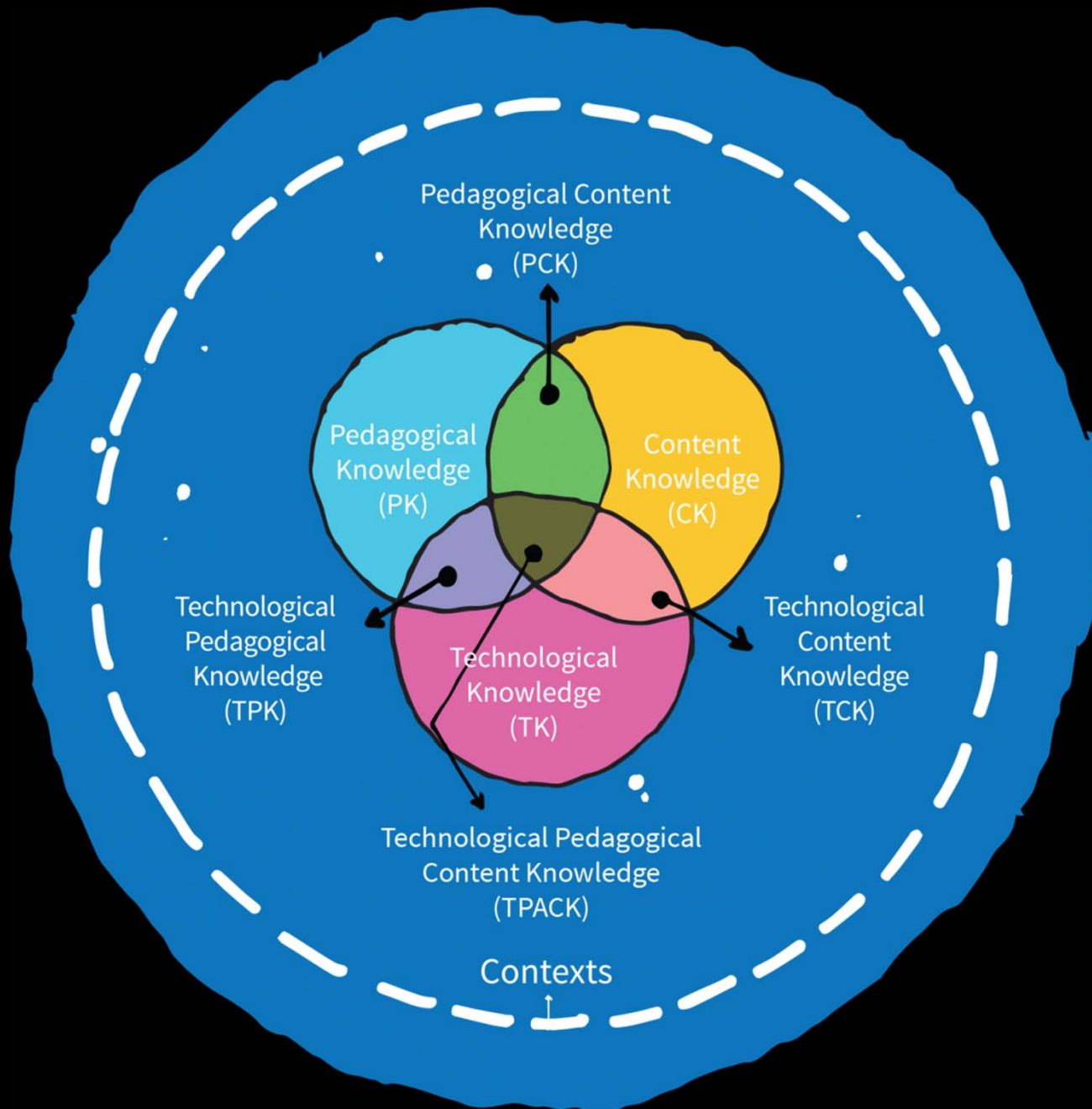
- **Theory: Constructive (Individual)**
- Students learn by actively exploring the world around them, receiving feedback and drawing conclusions.

### Student as Social Being

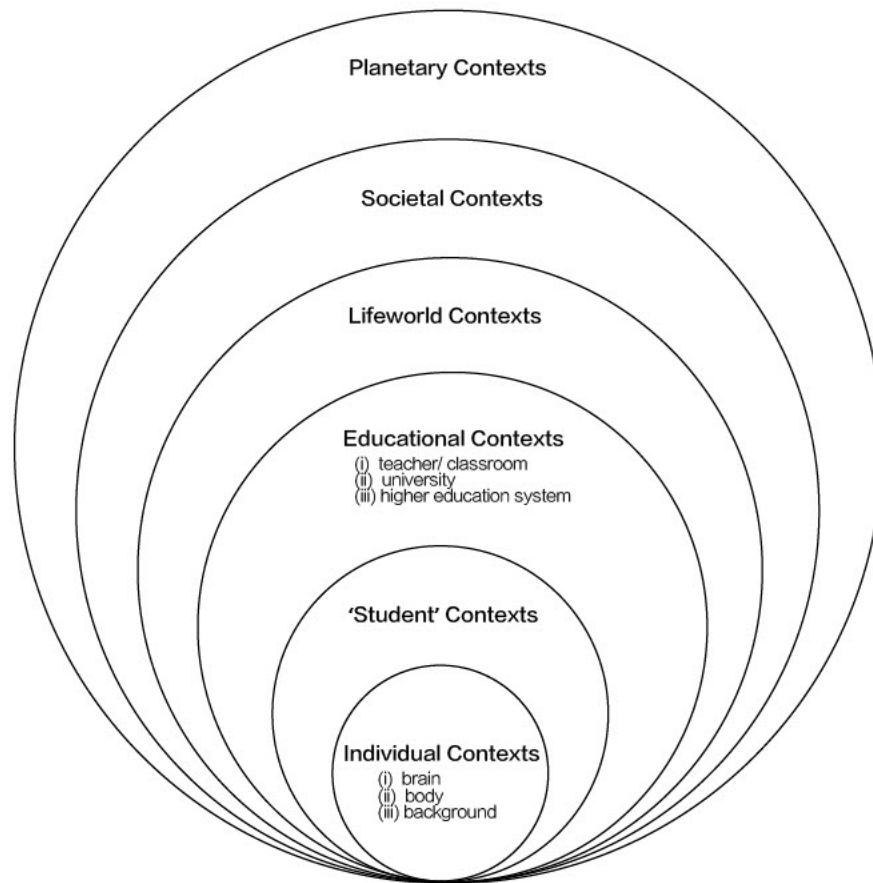
- **Theory: Constructive (Social)**
- Students learn by engaging in dialogue and developing a shared understanding of concepts with peers and instructors

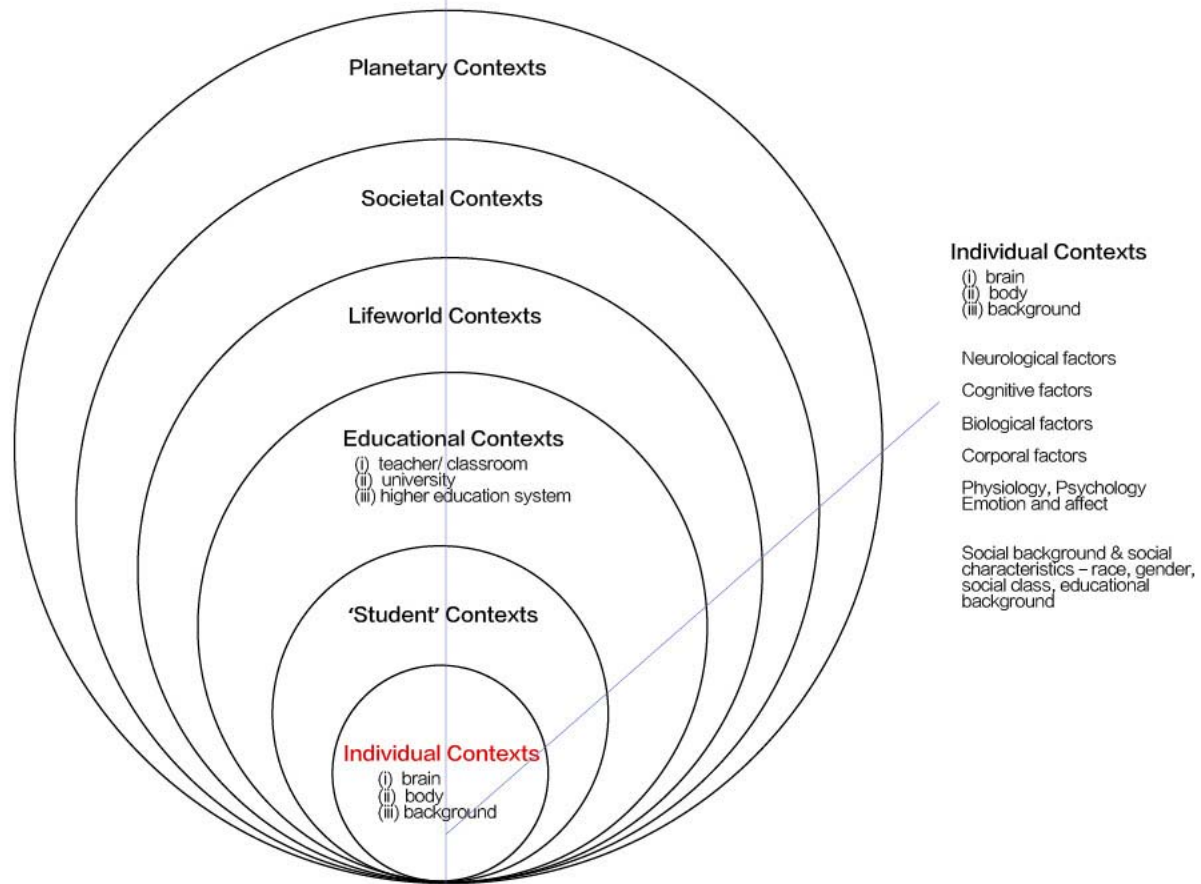
### Student as member of community/ citizen

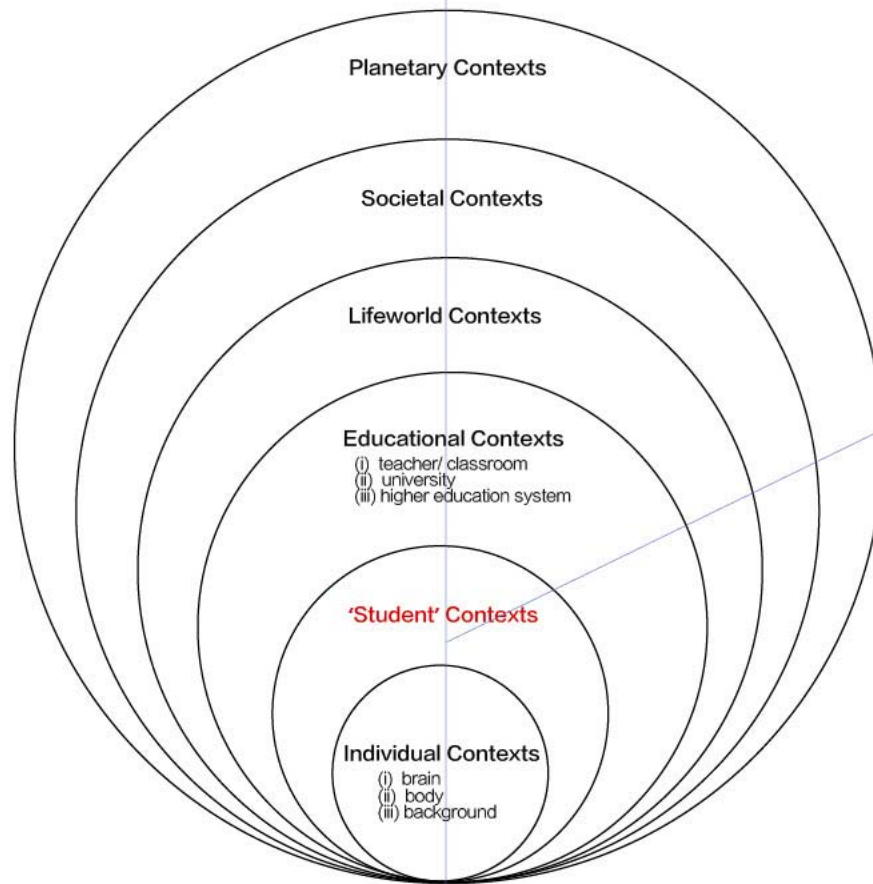
- **Theory: Situated**
- Students learn by participating in communities of practice, progressing from novice to expert through observation, reflection and mentorship. The context of learning is authentic.





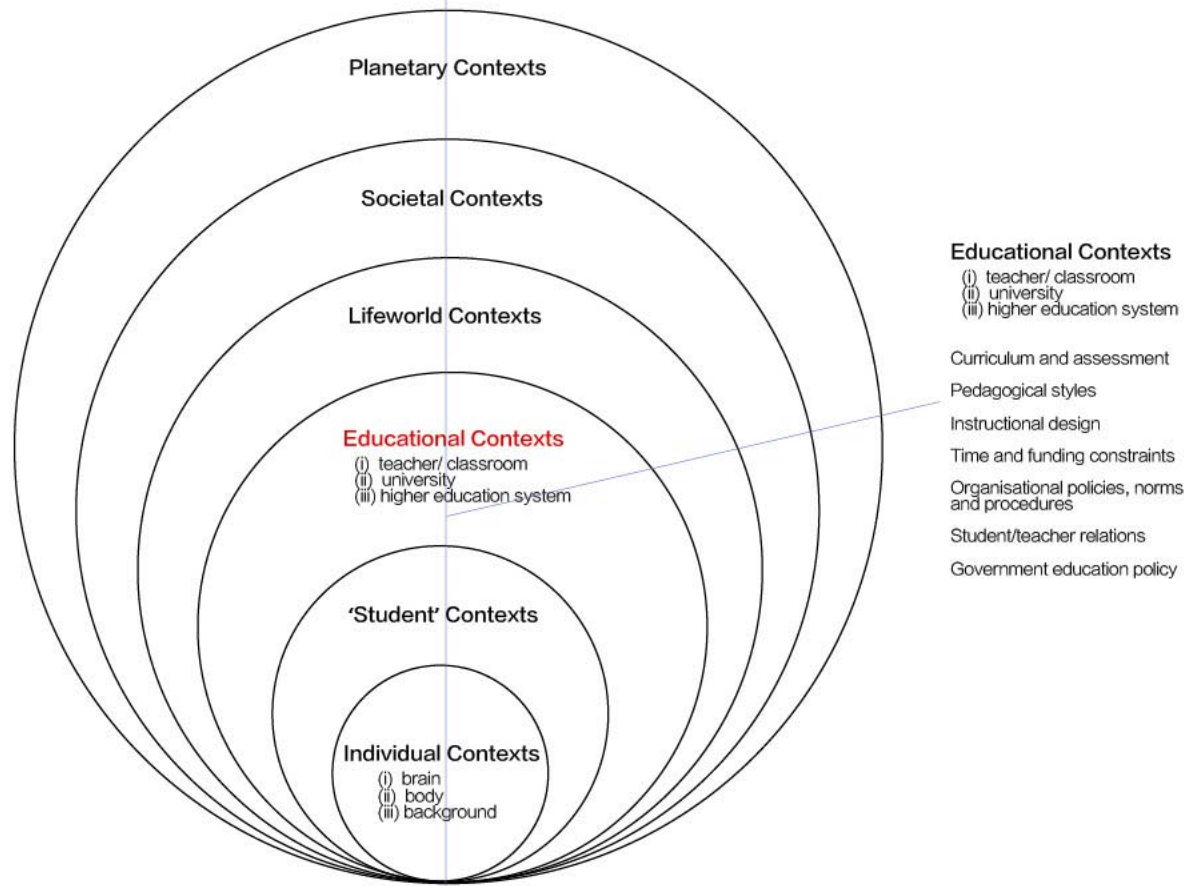


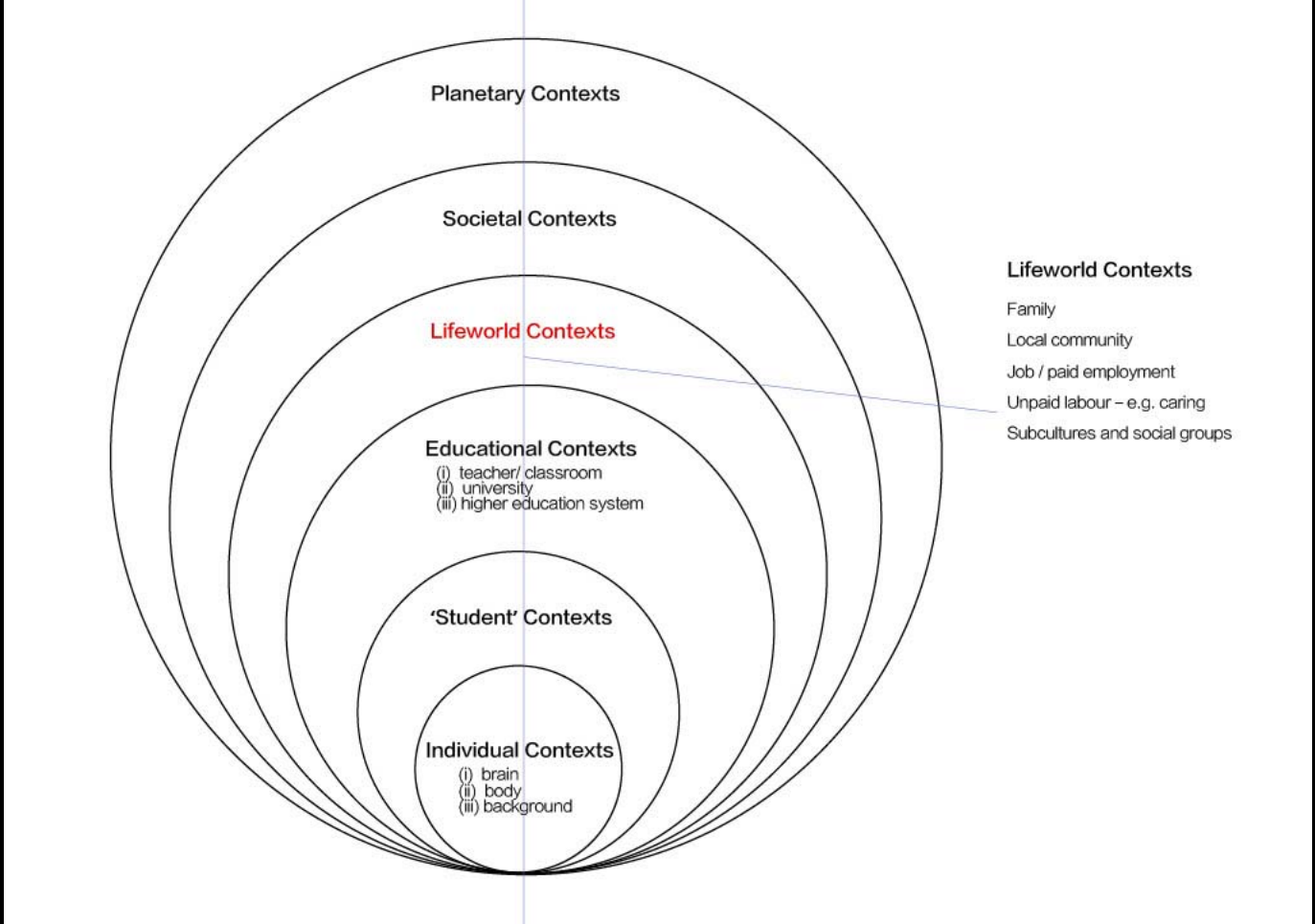


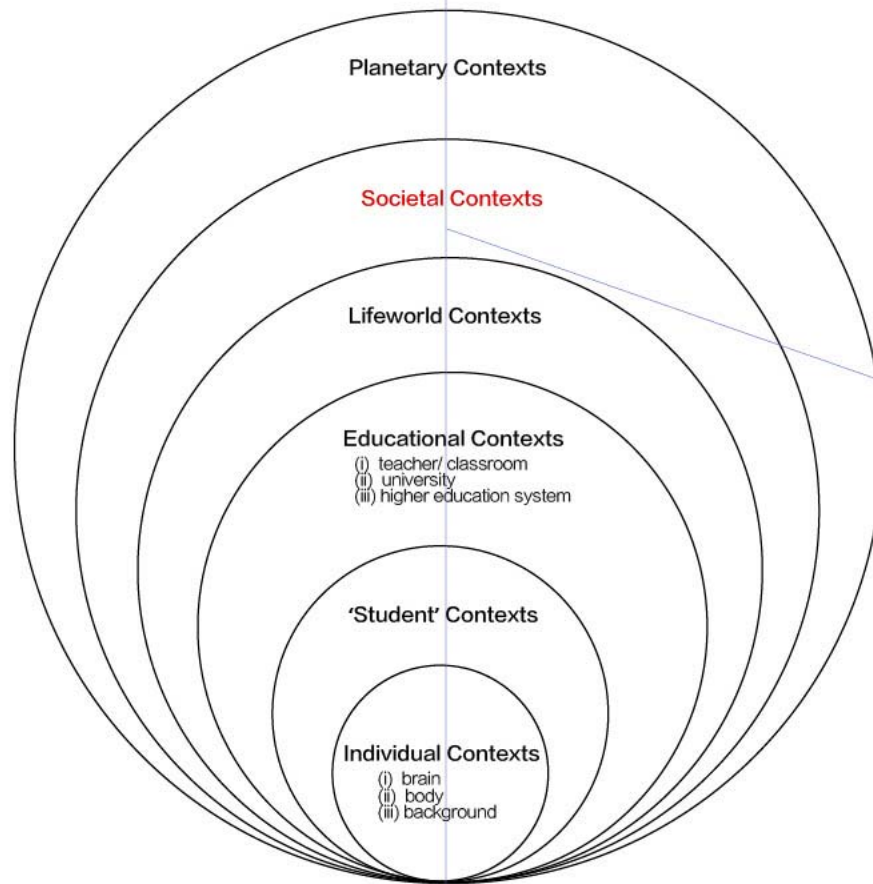


**Student Contexts**

- Prior educational experiences
- Current educational expectations and goals
- Peer group
- 'Student identity'



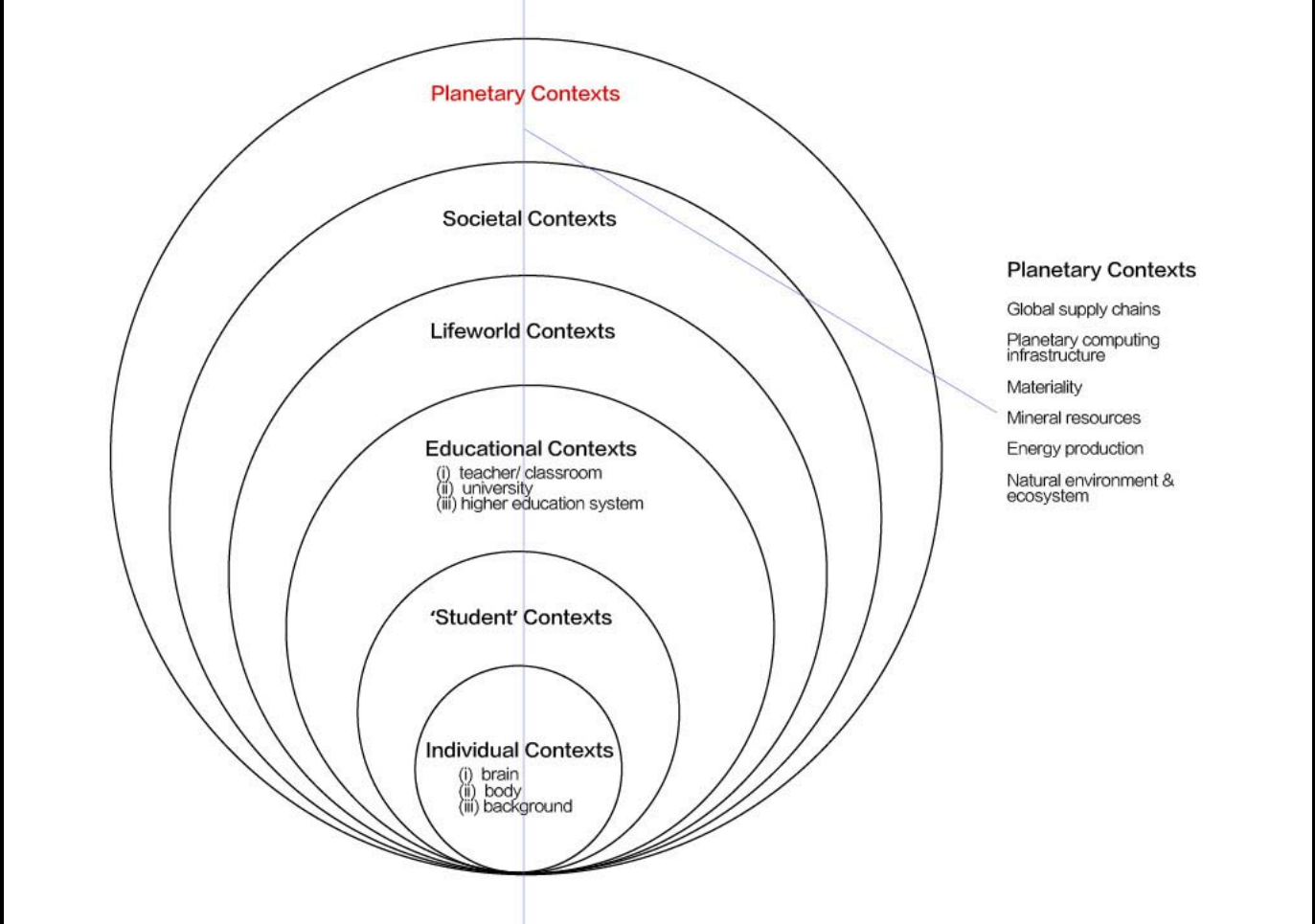


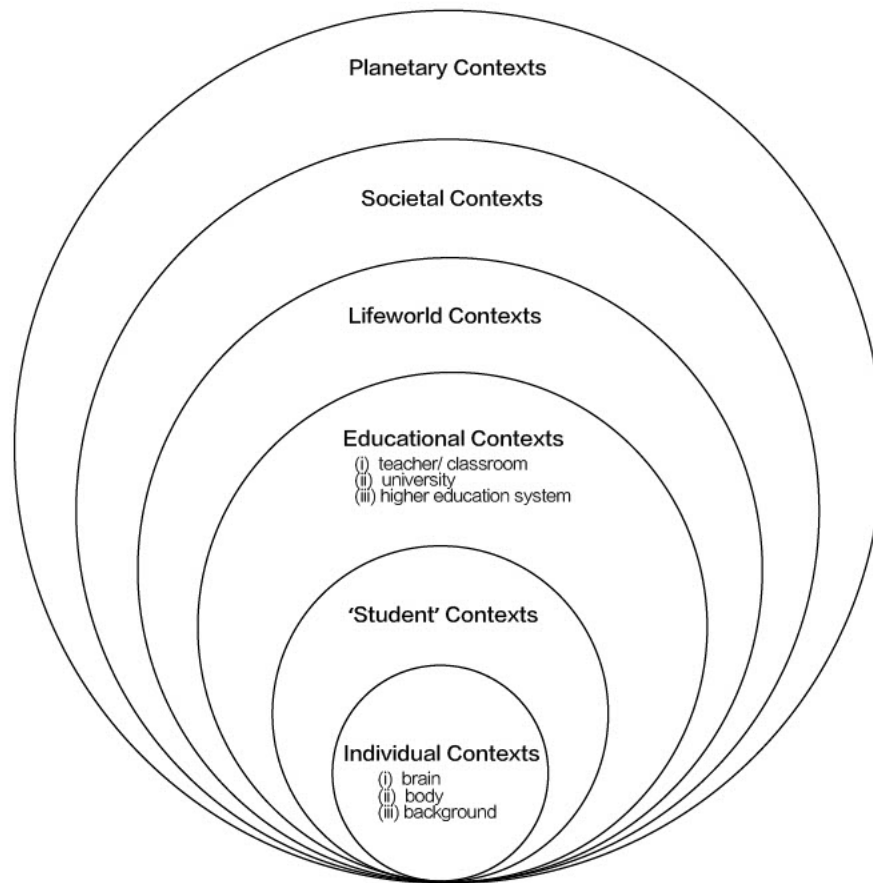


**Societal Contexts**

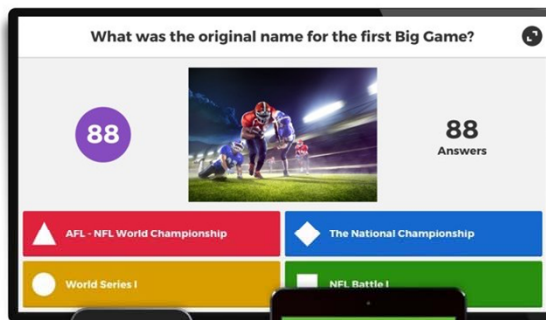
- Politics and political systems
- Economic systems (e.g. capitalism, market economy)
- Cultural systems (e.g. media religion)







**HOST FUN  
LEARNING  
GAMES**

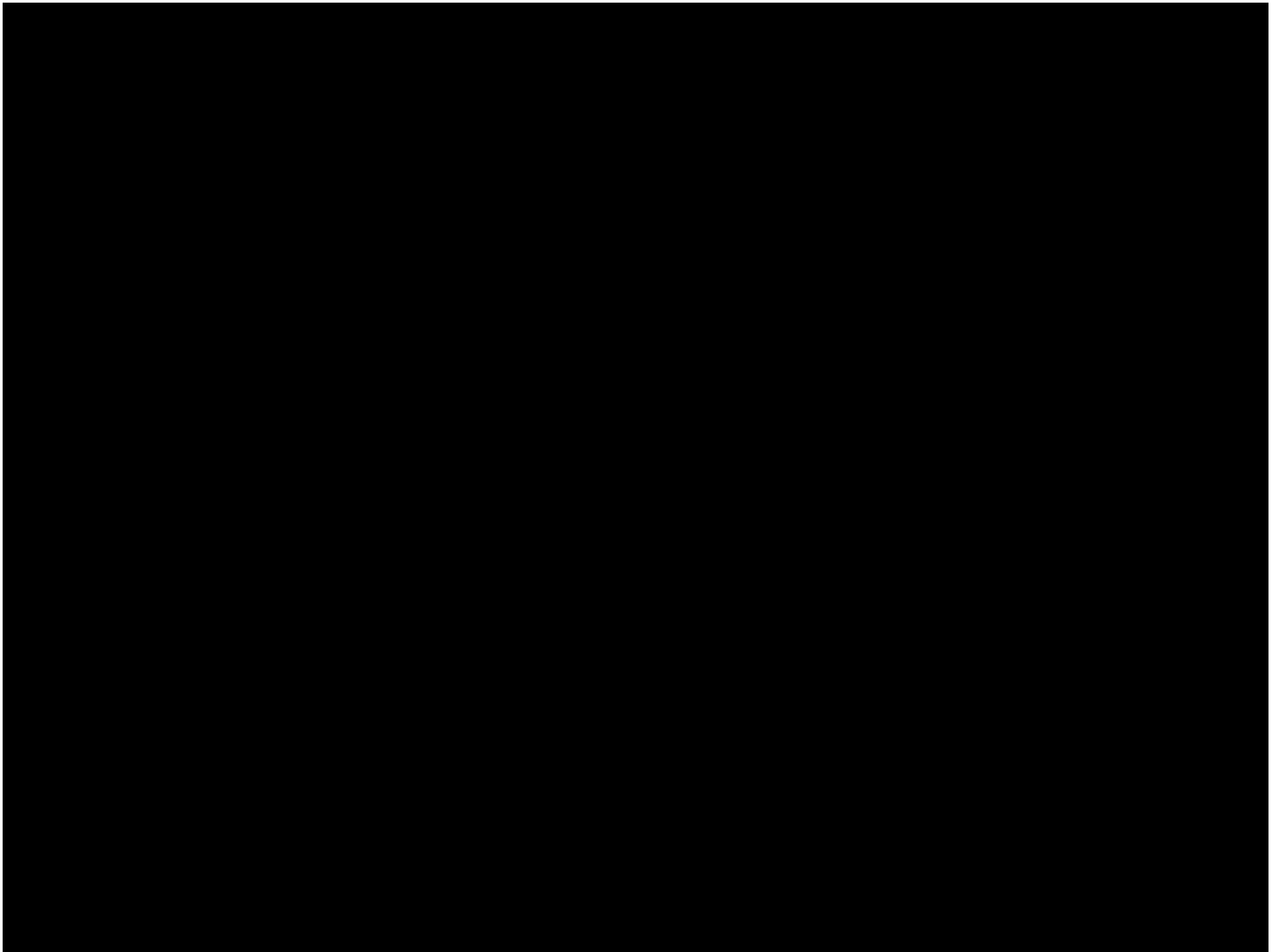


**MAKE LEARNING  
AWESOME**

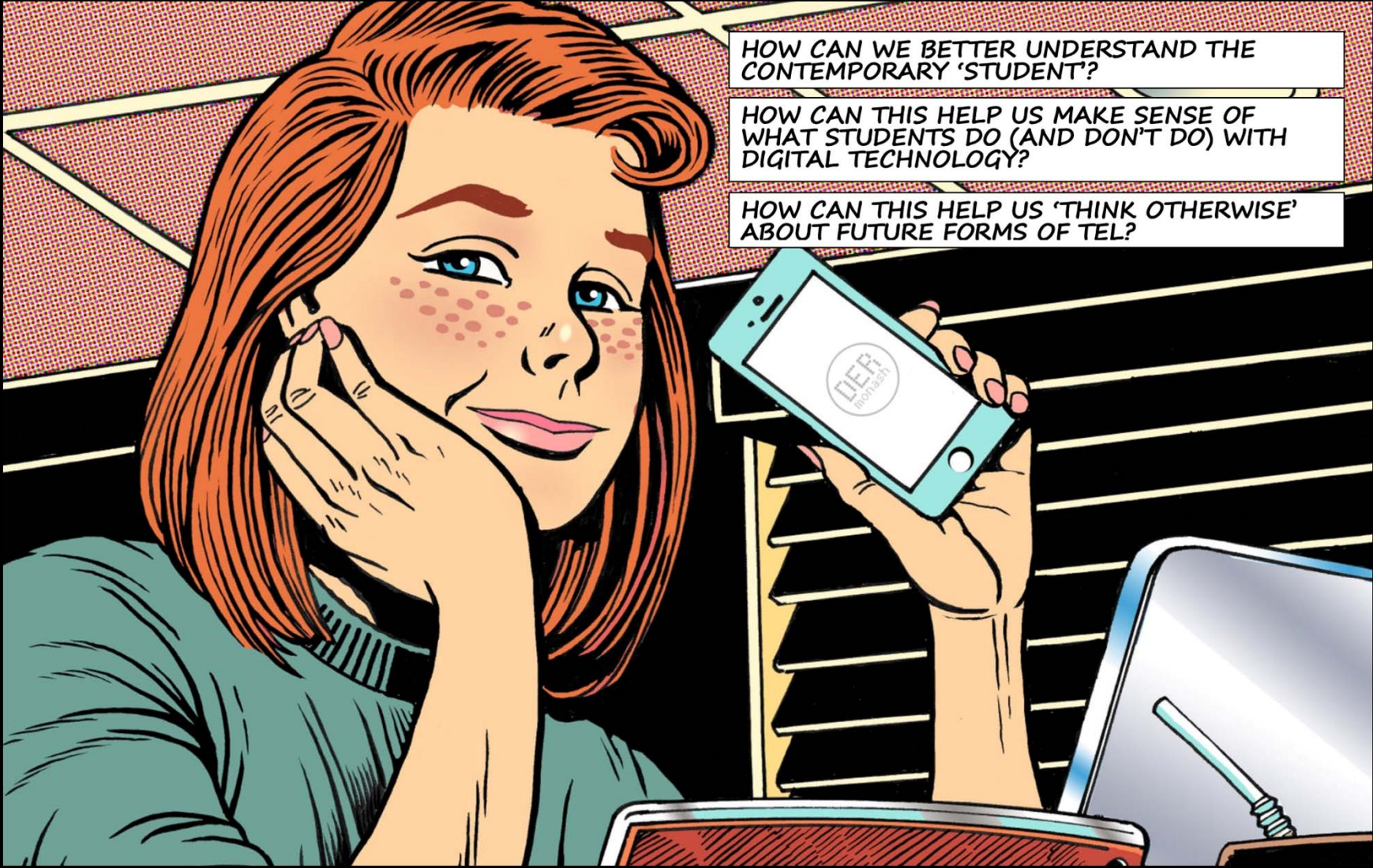


... THIS PERHAPS MAKES MORE SENSE?







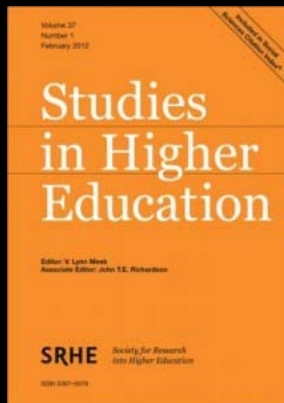


HOW CAN WE BETTER UNDERSTAND THE CONTEMPORARY 'STUDENT'?

HOW CAN THIS HELP US MAKE SENSE OF WHAT STUDENTS DO (AND DON'T DO) WITH DIGITAL TECHNOLOGY?

HOW CAN THIS HELP US 'THINK OTHERWISE' ABOUT FUTURE FORMS OF TEL?





*Studies in Higher Education*, 2017  
Vol. 42, No. 8, 1567–1579, <https://doi.org/10.1080/03075079.2015.1007946>



## What works and why? Student perceptions of ‘useful’ digital technology in university teaching and learning

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Digital technologies are now an integral aspect of the university student experience. As such, academic research has understandably focused on the potential of various digital technologies to enable, extend and even ‘enhance’ student learning. This paper offers an alternate perspective on these issues by exploring students’ actual experiences of digital technology during their academic studies – highlighting the aspects of digital technology use that students themselves see as particularly helpful and/or useful. Drawing on a survey of 1658 undergraduate students, the paper identifies 11 distinct digital ‘benefits’ – ranging from flexibilities of time and place, ease of organizing and managing study tasks through to the ability to replay and revisit teaching materials, and learn in more visual forms. While these data confirm digital technologies as central to the ways in which students experience their studies, they also suggest that digital technologies are not ‘transforming’ the nature of university teaching and learning. As such, university educators perhaps need to temper enthusiasms for what *might* be achieved through technology-enabled learning and develop better understandings of the realities of students’ encounters with digital technology.

**Keywords:** student experience; technology; internet; undergraduates; student conceptions

### Introduction

Differences have long persisted between the well-proven *potential* of technology-enabled learning and the less consistent *realities* of technology use within university teaching and learning. On the one hand, the potential of digital technologies to enhance student learning has been well established. Benefits include the enhanced diversity of provision and equity of access to higher education, alongside the increased efficiency of delivery and personalization of learning processes. Much enthusiasm has also surrounded the development of digital technologies along increasingly personalized, remote, adaptive and data-driven lines. Digital technologies of this nature are clearly integral to the future of university education around the world.

The imperative for technologically driven forms of higher education is seen to be exacerbated by the changing backgrounds and dispositions of the people now entering universities as undergraduate students. While the crude essentializing notion of the ‘digital native’ who was ‘born digital’ has been rightly criticized, the belief remains among many commentators that incoming cohorts of university students are more

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**What forms of digital technology use do undergraduate students report as being notably helpful or beneficial in terms of their university studies?**

**What are the characteristics and contexts of students' beneficial technology use?**

**What meanings and wider connotations related to university study and the student experience are associated with these perceived benefits?**

	Used as part of university studies	Reported as 'Useful' or 'Very Useful'	Reported as 'Very Useful'
Learning Management System	99.8	94.8	57.8
Use internet search engines to find information	99.4	96.9	68.3
Library website	98.2	83.4	40.2
Use library online resources to find information	97.2	93.7	66.2
Watch or listen to audio recordings or videos about your subject/ discipline (e.g. YouTube, Vimeo)	92.8	84.4	40.6
Search for papers/journals on non-university provided scholarly websites	91.8	81.5	45.7
Use social networking sites for working with other students on your courses (e.g. Facebook)	89.0	74.8	36.5
Finding information through Wikipedia	87.5	65.3	24.0
Other university websites	84.0	52.3	11.9
E-books or e-textbooks	83.9	76.8	37.6
Use web-based document for working with other students on your courses (e.g. Google Docs, Wikispaces)	73.6	71.5	33.9
Web-based citation/bibliography tools	72.3	63.3	31.3
Freely available courses and educational content from outside of my university (e.g. i-Tunes U, Khan Academy, OERs)	65.6	64.6	29.8
Simulations or educational games	57.2	52.1	18.6
Software specific to my study area	56.9	64.3	28.4
Twitter	48.1	14.5	3.5

**Table 1.** Students' use and perceived usefulness of digital technology resources in relation to their university studies.

Note. Data are percentage of sample (n=1658) responding to each survey item.

Practice	Description	Digital devices/ practices most cited in relation to this factor	per cent citing
<b>Organizing &amp; managing the logistics of studying</b>	Managing schedules, timetables, fulfilling deadlines and course requirements, 'keeping in the loop' re. university and course information and news.	Learning management system as repository of resources & information.	46.9
<b>Flexibility of place &amp; location</b>	Flexibility of location, ability to engage 'remotely' with academic work off-campus, engaging at a distance and not having to be 'present', being able to be mobile, portability of university work	Library databases and library websites; Laptop computers.	32.7
<b>Time-saving</b>	Saving student time, quicker processes, more immediate outcomes, convenient scheduling of activities.	Writing notes/ word-processing; Library databases and library websites; Online assignment submission.	30.6
<b>Reviewing, replaying &amp; revising</b>	Catching up on missed material, repeating viewing of materials to improve understanding	Lecture recordings (audio/video) of university lectures.	27.9
<b>Researching information</b>	Researching information for assignments; quantity and quality of information access	Library databases and library websites;	27.9
<b>Supporting basic tasks</b>	'Easier' writing of assignments; 'easier' and 'helpful' information management and retrieval of resources	Writing notes/ word-processing; General internet search engines (e.g. Google).	26.4
<b>Communicating &amp; collaborating</b>	Asking questions and exchanging information; working with other students; sharing ideas; preparing group work.	Facebook and other social networks; Google docs, wikis, collaborative documents.	16.8
<b>Augmenting university learning materials</b>	Watching lectures, tutorials and talks from outside university; cross-checking and comparing with other sources; 'going elsewhere'.	Watching videos from sources outside university; Wikipedia	14.6
<b>Seeing information in different ways</b>	Visualizing concepts through video, animation or annotations; allowing real-time lecturer demonstrations and 'board work' in lectures;	Watching videos from sources outside university.	11.7
<b>Cost saving</b>	Saving money and expenditure	E-readers, online journals and books	4.4
<b>Gauging a sense of progress</b>	Identifying gaps in understanding and knowledge; seeing what other students think; being tested; receiving feedback	Clickers, live polls in lectures; Quizzes.	4.2

**Table 2.** Cited reasons for digital technology being particularly useful in relation to students' university studies

<b>Organizing &amp; managing the logistics of studying</b>	Managing schedules, timetables, fulfilling deadlines and course requirements, 'keeping in the loop' re. university and course information and news.	Learning management system as repository of resources & information.	46.9
<b>Flexibility of place &amp; location</b>	Flexibility of location, ability to engage 'remotely' with academic work off-campus, engaging at a distance and not having to be 'present', being able to be mobile, portability of university work	Library databases and library websites; Laptop computers.	32.7
<b>Time-saving</b>	Saving student time, quicker processes, more immediate outcomes, convenient scheduling of activities.	Writing notes/ word-processing; Library databases and library websites; Online assignment submission.	30.6

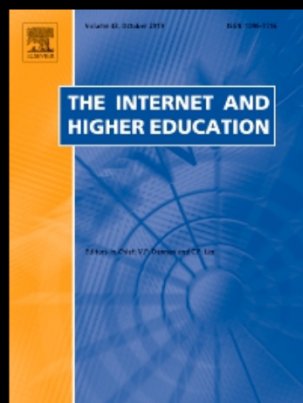
<b>Reviewing, replaying &amp; revising</b>	Catching up on missed material, repeating viewing of materials to improve understanding	Lecture recordings (audio/video) of university lectures.	27.9
<b>Researching information</b>	Researching information for assignments; quantity and quality of information access	Library databases and library websites;	27.9
<b>Supporting basic tasks</b>	'Easier' writing of assignments; 'easier' and 'helpful' information management and retrieval of resources	Writing notes/ word-processing; General internet search engines (e.g. Google).	26.4

<b>Communicating &amp; collaborating</b>	Asking questions and exchanging information; working with other students; sharing ideas; preparing group work.	Facebook and other social networks; Google docs, wikis, collaborative documents.	16.8
<b>Augmenting university learning materials</b>	Watching lectures, tutorials and talks from outside university; cross-checking and comparing with other sources; 'going elsewhere'.	Watching videos from sources outside university; Wikipedia	14.6
<b>Seeing information in different ways</b>	Visualizing concepts through video, animation or annotations; allowing real-time lecturer demonstrations and 'board work' in lectures;	Watching videos from sources outside university.	11.7
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<b>Gauging a sense of progress</b>	Identifying gaps in understanding and knowledge; seeing what other students think; being tested; receiving feedback	Clickers, live polls in lectures; Quizzes.	4.2



**I'm not a morning person. Having online lectures helps me with time management because I can fit the lecture when I can (829).**

**'Video Lecture' enables me to access online lectures if I am unable to attend lectures on campus. To be completely honest I have only attended one lecture on campus and very rarely use 'Video Lecture' but it is definitely the most USEFUL service. (523)**



ELSEVIER



## Students' use of Wikipedia as an academic resource – Patterns of use and perceptions of usefulness

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### ARTICLE INFO

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Available online 5 September 2015

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Undergraduates  
Survey

### ABSTRACT

Wikipedia is now an established information source in contemporary society. With initial fears over its detrimental influence on scholarship and study habits now subsiding, this paper investigates what part Wikipedia plays in the academic lives of undergraduate students. The paper draws upon survey data gathered from students across two universities in Australia ( $n = 1658$ ), alongside follow-up group interview data from a subsample of 35 students. Analysis of this data suggests that Wikipedia is now an embedded feature of most students' study, although to a lesser extent than other online information sources such as YouTube and Facebook. For the most part, Wikipedia was described as an introductory and/or supplementary source of information – providing initial orientation and occasional clarification on study topics. While 87.5% of students reported using Wikipedia, it was seen to be of limited usefulness when compared with university-provided library resources, e-books, learning management systems, lecture recordings and academic literature databases. These findings were notably patterned in terms of students' gender, year of study, first language spoken and subject of study.

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### 1. Introduction

As many internet users will be aware, Wikipedia is an online encyclopaedia provided in an open format where users can create, amend and delete entries and information as they feel fit. Perhaps the most appropriate source of background information about Wikipedia is Wikipedia itself. Here we learn that (at the time of writing) 288 different language versions of Wikipedia have been established since 2001, with the original English-language version remaining the largest with over 4.6 million articles. The Anglophone version of Wikipedia hosts around 23 million user accounts and nearly 75,000 active editors. These figures are dwarfed by the usage statistics associated with Wikipedia. As the sixth most used website in the world, Wikipedia attracts over 18 billion page views and approaching 500 million unique visitors each month. In this sense, Wikipedia represents one of the largest and most recognizable reference resources of current times.

The role that Wikipedia plays in contemporary education has understandably become a topic of much debate and disagreement. On one hand, the educational value of Wikipedia has been welcomed by some educators. Wikipedia is seen as “a unique opportunity for educating students in digital literacy” (Okoli, Mehdi, Mesgari, Nielsen, & Lanamäki, 2014, p.2381). The website has also been heralded in terms of its

democratization of knowledge creation (Konieczny, 2014). As John Willinsky (2009, p.xiii) has argued:

“Today a student who makes the slightest correction to a Wikipedia article is contributing more to the state of public knowledge, in a matter of minutes, than I was able to do over the course of my entire grade school education, such as it was”.

In contrast, a variety of concerns have been repeated regarding the quality of information on Wikipedia – most notably its accuracy and scope (Denning, Horning, Parnas, & Weinstein, 2005), as well as students' varying abilities to make discerning and critical use of Wikipedia content (Shen, Cheung, & Lee, 2013). Nevertheless, by the beginning of the 2010s Wikipedia was beginning to be seen as an accepted – if not wholly welcomed – feature of higher education. As Head and Eisenberg (2010, n.p.) conceded:

“Wikipedia meets the needs of college students because it offers a mixture of coverage, currency, convenience and comprehensibility in a world where credibility is less of a given or an expectation from today's students”.

These debates need to be contextualized against the emerging empirical literature on the realities of students' digital technology use in education. Indeed, any discussion of students' use of Wikipedia needs to be set as part of the wider literature on information-seeking behavior with electronic sources (e.g. Nicholas et al. 2009) – particularly online media that support the creation and sharing of user-generated

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E-mail address: neil.selwyn@monash.edu (N. Selwyn).

**To what extent is Wikipedia being used - and valued as useful - by undergraduate students?**

**How does Wikipedia use and usefulness vary between different groups of students e.g. in terms of subject disciplines, age and stage, gender, educational attainment, cultural and linguistic diversity and so on?**

**What role can Wikipedia be said to play in the academic lives of undergraduate students?**

	Used as part of university studies	Reported as 'Useful' or 'Very Useful'	Reported as 'Very Useful'
Learning Management System	99.8	94.8	57.8
Use internet search engines to find information	99.4	96.9	68.3
Library website	98.2	83.4	40.2
Use library online resources to find information	97.2	93.7	66.2
Watch or listen to audio recordings or videos about your subject/ discipline (e.g. YouTube, Vimeo)	92.8	84.4	40.6
Search for papers/journals on non-university provided scholarly websites	91.8	81.5	45.7
Use social networking sites for working with other students on your courses (e.g. Facebook)	89.0	74.8	36.5
<b>Finding information through Wikipedia</b>	<b>87.5</b>	<b>65.3</b>	<b>24.0</b>
Other university websites	84.0	52.3	11.9
E-books or e-textbooks	83.9	76.8	37.6
Use web-based document for working with other students on your courses (e.g. Google Docs, Wikispaces)	73.6	71.5	33.9
Web-based citation/bibliography tools	72.3	63.3	31.3
Freely available courses and educational content from outside of my university (e.g. iTunes U, Khan Academy, OERs)	65.6	64.6	29.8
Simulations or educational games	57.2	52.1	18.6
Software specific to my study area	56.9	64.3	28.4
Twitter	48.1	14.5	3.5

**Table 3.** Students' use and perceived usefulness of digital technology resources in relation to their university studies.

Note. Data are percentage of sample (n=1658) responding to each survey item.

**University attended:** respondents from University A were 1.75 more likely to report finding Wikipedia useful than those from University B;

**Year of study:** fourth/final year students were more likely to report finding Wikipedia useful (1.0) when compared to students in Year one (0.39), Year Two (0.73), and Year Three (0.67);

**Subject of study:** students studying any subject than Education were more likely to report finding Wikipedia useful – i.e. Medicine (3.61), Sciences (4.09), Engineering (4.75), Business (2.69), Social Sciences (3.10), Law (2.46), Humanities (3.43), Creative Arts (4.56);

**Traditional age students:** (i.e. aged 20 years or less at entry) – were 1.93 more likely to find Wikipedia useful than mature aged students (i.e. aged 21 years or more at entry);

**Working in paid employment:** those also working in part-time paid employment were 1.58 more likely to report finding Wikipedia useful than those not working;

**Amount of paid employment:** 6 to 10 hours a week (1.70); 11 to 20 hours (1.03) and more than 20 hours (1.04).

## **An entry-level initial introduction to a topic or area of study**

*“I think usually uni readings are overcomplicated and do not explain things very straightforwardly. Wikipedia explain concepts clearly so that I am more able to understand the uni readings”*

(F, Uni A, STEM)

## **An unofficial source of clarification & interpretation**

*“For example, in sociology, some of the theories that you get, they’re just worded so weirdly and you just don’t understand what it means. So you just go to Wikipedia just to get a simple definition of what it is and an example of it. Then I can relate to what the author actually said”*

(M, Uni A, Non-STEM)

## A bibliographic source

*“I don’t cite Wikipedia ... but I use the citations that they have there”*  
(F, Uni A, non-STEM).

## A last minute over-reliance

lower-level *“simple tests, where you just have to remember content”*  
(M, Uni A, non-STEM).





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 **Routledge**  
Taylor & Francis Group

## Digital downsides: exploring university students' negative engagements with digital technology

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### ABSTRACT

Digital technologies are now an integral feature of university study. As such, academic research has tended to concentrate on the potential of digital technologies to support, extend and even 'enhance' student learning. This paper, in contrast, explores the rather more messy realities of students' engagements with digital technology. In particular, it focuses on the aspects of digital technology use that students see as notably unhelpful. Drawing on a survey of 1658 undergraduate students from two Australian universities, the paper highlights four distinct types of digital 'downside'. These range from low-level annoyances and interruptions, to ways in which digital technologies are seen to diminish students' scholarship and study. Against this background, the paper considers how discussions of digital technology might better balance enthusiasms for what we know might be achieved through technology-enabled learning, with the often unsatisfactory realities of students' encounters with digital technology.

### ARTICLE HISTORY

Received 9 February 2015  
Accepted 7 July 2016

### KEYWORDS

Students; digital; technology;  
student experience

### Introduction

Digital technology is now woven deeply into the fabric of university teaching and learning – from the institutional provision of 'learning management systems' and e-journals to the widespread use of word-processing, email, Google and Wikipedia. Students' use of digital technology is now seen by many people *within* higher education as an unremarkable feature of contemporary university; an expected part of the routine of academic study and campus life. Conversely, digital technology continues to be discussed *outside* of higher education in portentous terms of systematic change and reform. Current cohorts of students are portrayed as having 'grown up digital', and therefore reliant on digital technology in ways that earlier generations were not (Prensky 2012). As such, universities are said to be struggling to keep pace with the 'disruptive' nature of new technologies and the demands of these ever more digitally attuned students (Losh 2014). All told, the over-riding sense is of the fundamental re-alignment and reform of university teaching and learning along digital lines.

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**What forms of technology use are seen by undergraduate students as unhelpful, and why?**

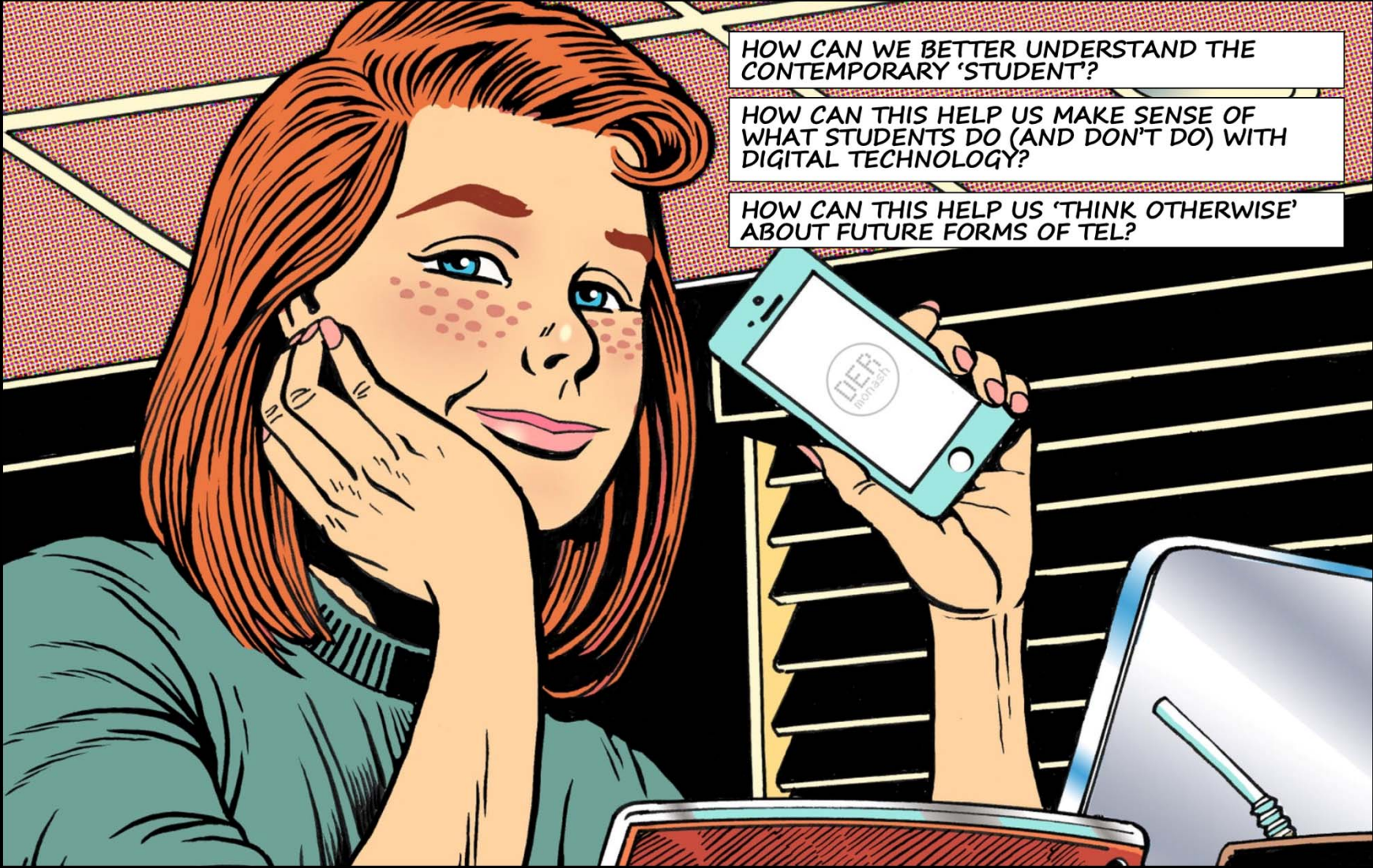
**What meanings and wider connotations are associated with these perceived 'downsides'?**

**Is there an increased sensitivity or vulnerability to these forms of technological 'failure' amongst particular groups of students?**

Theme	Description	Digital devices/ practices most cited in relation to this factor	%age citing
<b>'Distraction'</b>	Technology as a distraction - diverting student's attention from work.	Social media (Facebook, YouTube) and Smartphones as a source of procrastination; other students' use of digital devices in lectures	25.0
<b>'Disruption'</b>	Discrete instances of technology 'failing' to function - preventing students from working.	Lecture theatre projectors, lecterns, smart boards; lapses in internet connectivity, power failures, systems 'going down'	27.7
<b>'Difficulty'</b>	On-going difficulties and inconveniences encountered when using technologies. Making it harder for students to work.	Inconsistent design of LMS pages and mandated software applications; physical strain and health issues; difficulty of note taking and reading through technology.	23.5
<b>'Detriment'</b>	Technology leading to diminished forms of higher education - e.g. lower quality provision, compromised practices and experiences.	'Death by PowerPoint' lectures, poor quality PDF and other forms of scanned documents; reduced breadth and depth of online discussion forums and online lectures; diminished obligation of teaching staff to engage with students/teaching obligations	19.1

**Table 4.** Cited reasons for digital technology being particularly unhelpful/ unsuccessful in relation to students' university studies.

NB. Data are percentages of overall sample (n=1658). Respondents could cite up to three different reasons.



HOW CAN WE BETTER UNDERSTAND THE CONTEMPORARY 'STUDENT'?

HOW CAN THIS HELP US MAKE SENSE OF WHAT STUDENTS DO (AND DON'T DO) WITH DIGITAL TECHNOLOGY?

HOW CAN THIS HELP US 'THINK OTHERWISE' ABOUT FUTURE FORMS OF TEL?

**so what?**

**How many of our 'TEL' concerns are not about technology ... but about reforming our institutions?**

**How many of our 'TEL' concerns are related to issues outside of the university and/or the 'learner'?**

**Is 'good enough' TEL all that can possibly be achieved?**

**Should we be spending more time acknowledging the things that EdTech cannot do ... and exploring how else these things might be achieved?**

**so what now?**



# Conditions for Success

Technology enabled learning is successful when...

- 1 technical infrastructure is reliable and high capacity;
- 2 teaching spaces are technologically flexible and technology friendly;
- 3 digital technology is part of common understandings of teaching and learning;
- 4 there are permissive approaches to configuring systems and choosing software;
- 5 there is a legacy of innovation that staff can build upon;

- 11 learners recognize and value the benefits of the technology based practices;
- 12 university technologies mirror students' everyday technology practices;
- 13 technology enabled activities fit with learning preferences.

 INSTITUTIONS

EDUCATORS 

 LEARNERS

- 6 educators actively design their use of digital technology to support learning, not just teaching;
- 7 the uses of digital technology fit with familiar ways of teaching;
- 8 digital technologies are used to engage with students;
- 9 digital technologies and teaching are deliberately orchestrated;
- 10 educators create digital content fit for different modes of consumption;

<nothing to see here>