

Creating space when it matters

A digital capability approach to productivity

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Productivity is not the same as efficiency

Productivity in learning and teaching is not about doing more.

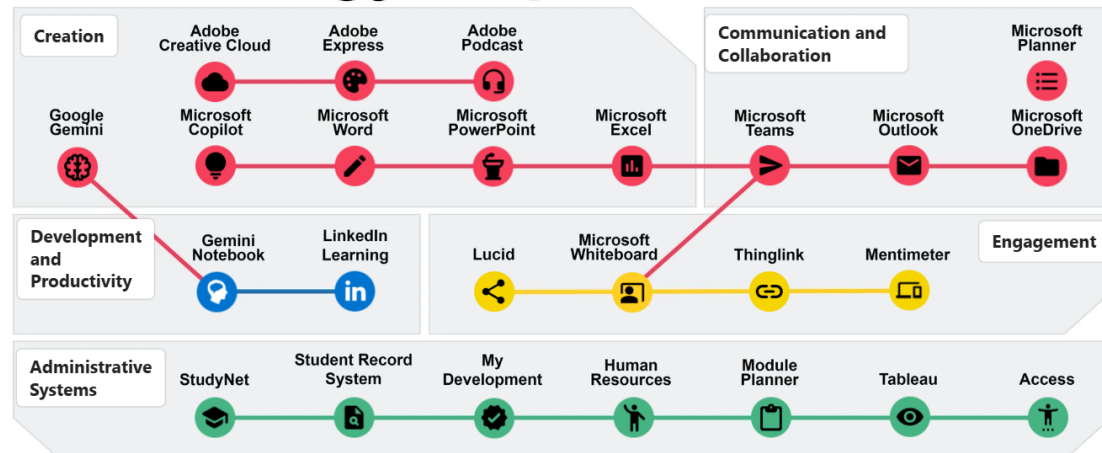
It is about creating capacity for:

- thoughtful course design
- creative teaching
- meaningful feedback
- collaboration
- student support



Herts Technology Map ?

Access Learning and Teaching Technology Map →



The productivity problem is often friction

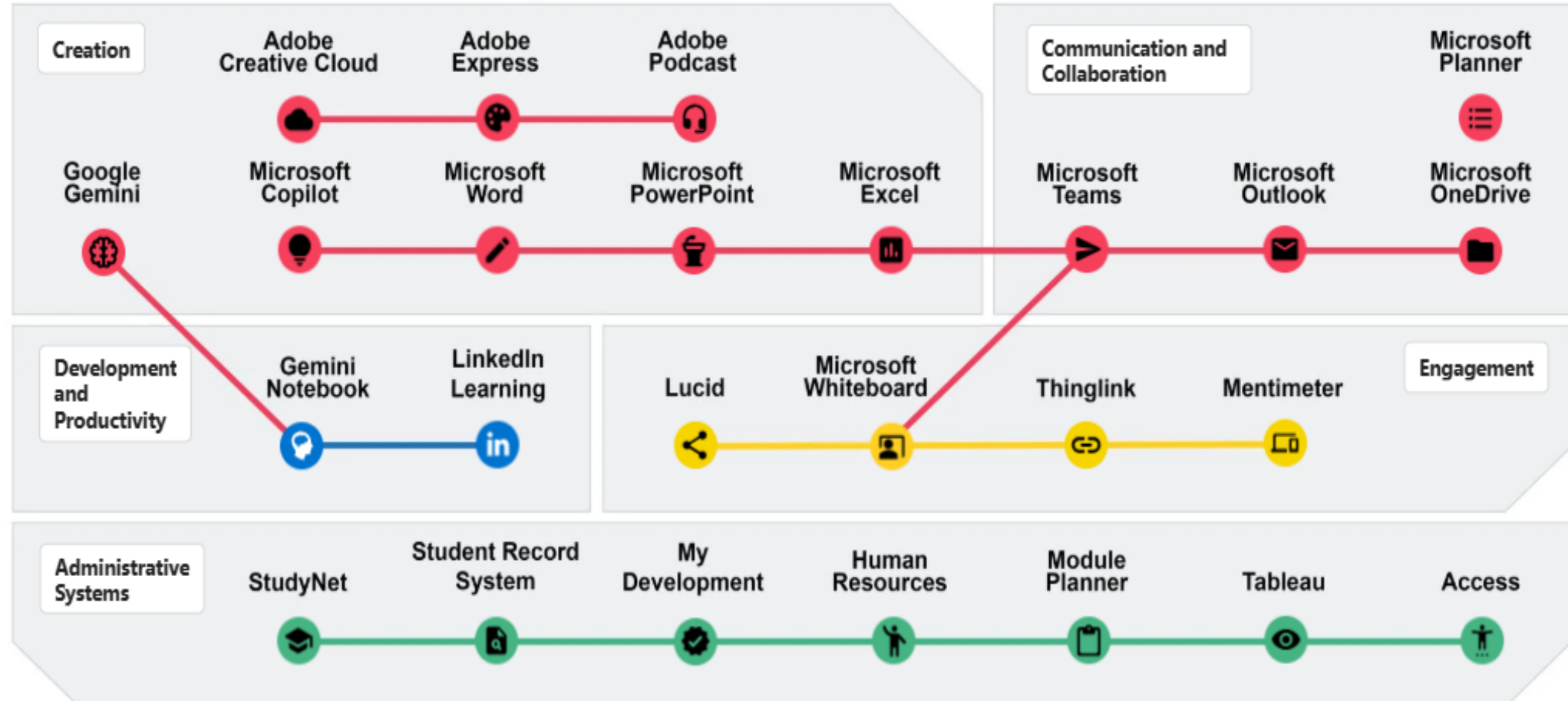
Small points of friction accumulate

- Recreating similar resources
- Switching between platforms
- Inconsistent processes
- Uncertainty about tools
- Not sharing resources

[Click here to view Technology Map](#)

Herts Technology Map

Access Learning and
Teaching Technology Map



Start with the task,
not the tool

Instead of:

“Which new tool should we introduce?”

Rather:

*“What is taking time away from learning
and teaching?”*

Then consider whether the task
can be:

- simplified and standardised
- shared reused
- supported
- automated appropriately



AI can remove friction,
BUT it cannot define

Potentially useful for:

- exploring initial ideas
- restructuring information
- producing a first draft

Still requiring human responsibility:

- academic judgement
- relationships with students
- disciplinary context
- accuracy, accessibility and ethics

Drafting learning outcomes

Explainer

Generative AI can support the drafting or refinement of learning outcomes by improving clarity, levelness, and the use of appropriate verbs. Academic judgement remains essential to ensure outcomes aligned and accurate.

How can AI help?

Rewording • Clarification • Refinement
• Level adjustment

⚡ Cautions

Ensure alignment and accuracy

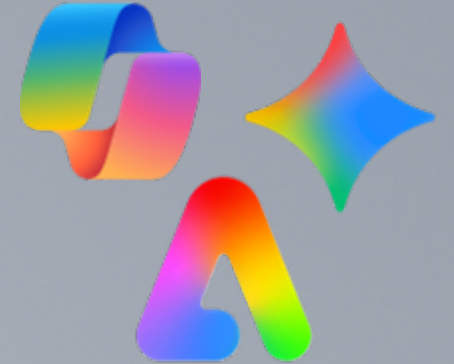
Verify learning outcomes before sharing with students

Consult colleagues

Check and edit collaboratively at programme level

Use appropriately

Do not produce entire programme specifications or definitive module documents



Drafting learning outcomes

Try out the prompts below:

Draft a set of learning outcomes for a
[module/topic] at **[level/year]**, specifying the
knowledge and skills students should develop.

Rewrite the following learning outcomes to
improve clarity and ensure appropriate use of
action verbs: **[insert outcomes]**.

Refine these learning outcomes to better align with
[level descriptors/framework] and improve
clarity: **[insert outcomes]**.

⚡ Reflections

Do the learning outcomes clearly describe both
knowledge and skills?

Have they been reviewed and refined collaboratively
where needed?

Move from one-off creation to reusable practice

Create once. Adapt thoughtfully.
Share appropriately.

Examples:

- reusable visual templates
- shared course assets
- repeatable workflows
- accessible starting points
- collaboratively maintained resources

Clinical Outcomes Associated with Early Intervention: A medical research study

Christiana Milton¹, Isla Baptiste², Quinn Higginbottom³

Abstract

The quick brown fox jumped over the lazy dog into a shimmering pool of rainwater that had gathered since the last frost. Soft clusters of leaves fall without a plan to the ground, mirroring the unburned chestnut thatch of the fox's dense coat. The fox looks to the west, only then realizing the horizon has begun to curve towards them. Perhaps they should not have jumped so soon. The hem of the pool expands indefinitely, ringing the sleeping dog. An outline appears just past the hand, suggesting the possibility of a door to somewhere else. Heat overtakes the travelers.

Results

The fox and the dog free-fall off the edge into nothing, which is to say, they were fine. Landing promptly on the other side of the world, they look up into what is somehow a giant hand, impossibly looking back at them. The hand bends toward them without beckoning, and the dog and fox survey their new landscape, the under-pool — or their second world. Flat, gleaming, and forever, this place serves as a canvas for whatever happens next. The mother of all creation in one single moment, this hand.

Discussion

An outline appears just past the hand, suggesting the possibility of a door to somewhere else. The fox, not one to lead the room in coordinated meditative stretching, bolts for the door, hoping to find some semblance of an exit around the hand's bend. What's the difference between an escape and an exit — one could ask — and could this barely defined shape serve as either?

We must compartmentalize what defines us, and what creates a version of us we'd rather not know; can you ever simply be a fox jumping over a dog you once understood?

Introduction

The quick brown fox jumped over the lazy dog into a shimmering pool of rainwater that had gathered since the last frost. Soft clusters of leaves fall without a plan to the ground, mirroring the unburned chestnut thatch of the fox's dense coat. The fox looks to the west, only then realizing the horizon has begun to curve towards them. Perhaps they should not have jumped so soon. The hem of the pool expands indefinitely, ringing the sleeping dog. An outline appears just past the hand, suggesting the possibility of a door to somewhere else. Heat overtakes the travelers.

Methodology

Known for his sweetness, this dog shakes himself awake with a gentle groan and cranes his loaf-like head towards the fox with a quizzical bent. As they lock eyes, what world they know is flipped completely towards the southern sky, and the pool ushers them swiftly over the edge of the horizon's curve.

The fox and the dog free-fall off the edge into nothing, which is to say, they were fine. Landing promptly on the other side of the world, they look up into what is somehow a giant hand, impossibly looking back at them. The hand bends toward them without beckoning, and the dog and fox survey their new landscape, the under-pool — or their second world. Flat, gleaming, and forever, this place serves as a canvas for whatever happens next. The mother of all creation in one single moment, this hand.

References

Warrington, F., and Suri, A. (2021). Impact of early clinical intervention on patient outcomes in UK healthcare settings. *Journal of Clinical Medicine*, 45(2), 134-142.

Gallagher, D., Garcia, R., and Evans, A. (2020). Evaluating service pathways for early intervention in adult care. *British Medical Research Review*, 28(3), 201-210.

Wilson, P., and Warrington, F. (2019). Early treatment strategies and long-term health outcomes. *International Journal of Medical Studies*, 17(1), 55-63.

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Topic title 2

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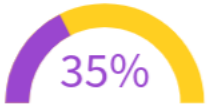
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Topic title 4

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Topic title 5

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References

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delete unnecessary pages before submitting

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- When finished, delete guidance slides 2 and 8
- Click 'Download' (top right)
- Choose the PDF standard file type
- Click 'all pages'
- Download and upload to Canvas assignment submission

Digital copy

- Click 'Share' (top right)
- Click 'View-only link'
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- Disallow other to 'Remix'
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Create link

Adobe Express for learning and teaching

Students and staff are using Adobe Express to:

- create research posters and conference materials
- design video and multimedia assessments
- develop digital portfolios and presentations
- produce engaging learning resources
- share and adapt remixable templates

Productivity is collaborative

From individual expertise to shared capability

- staff learning from staff
- students supporting students
- co-created guidance
- shared examples and resources
- support at the point of need



Herts Student Technology Mentors

- weekly Study Success Hubs support in LRC
- drop-in Adobe Express Labs
- online Digital 1:1s
- social media team
- peer-to-peer guidance
- digital confidence building
- student and staff support
- assessment support





***“There’s never enough time to
do all the nothing you want”.***
- Bill Watterson, Calvin and Hobbs

Thank you

Any questions?

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