

Jisc Connect More – Bristol 27 June 2017

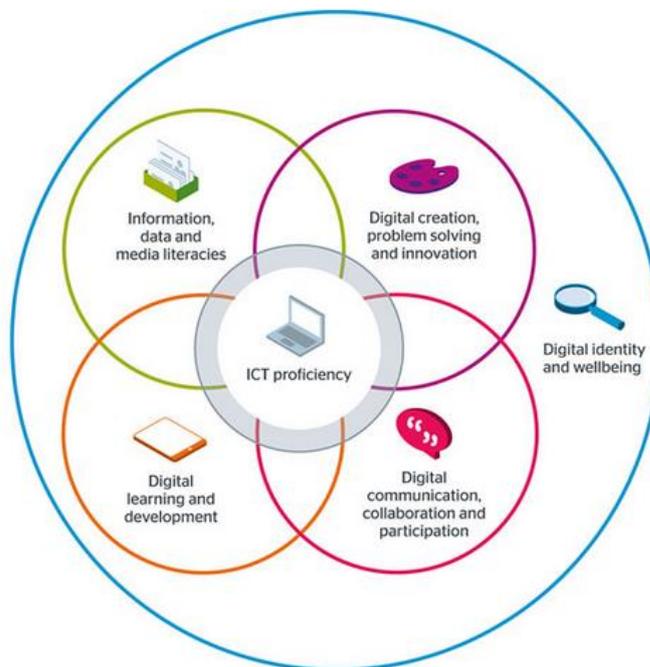
This was a one day event focused on developing digital capabilities for practitioners, teachers, librarians and advisers in UK higher and further education. This is a brief summary and reflection from the day, by Rachel Applegate and Yvonne Moore (Learning Technologists, Faculty of Engineering and Design).



Useful resources

[Jisc framework Digital capabilities – the six elements](#)

Digital capability framework



Beetham/Jisc 2017 model CC BY-NC-ND

Jisc Guide – [Developing organisational approaches to digital capability](#)

Summary and takeaways from the keynotes and breakout sessions

Keynote: Preparing staff and students to be digitally ready, Christine Percival (Digital Fluency Manager, Information Systems Services, Lancaster University)

Breakout: Designing and implementing a digital skills certificate using Xerte and Moodle.
Ben Gill, IT trainer adviser (Lancaster University)

Developing a **Digital Fluency Framework**

- A [one page overview](#), adapted from the Jisc framework

Digital skills certificate



- Online courses developed

Xerte

Interactive Learning Objects

Different page types for formative feedback, Powtoon animations

Moodle

Quizzes for assessment

Activity completion

➔ **Badging**

- Certification provides proof for employers
- Personalised pathways, but using the Digital Fluency Framework for rigour (to ensure the certificate gives a balance of skills)
- Students must complete one course from each category, for example:

Communication

File sharing & collaboration / Email & calendar / Online & real-time meetings / Online surveys / Blogging

Future developments

- Embed in academic programmes (pre-arrival)
- Develop staff role analysis
- Use of digital capabilities [discovery tool](#) to guide personalisation

Digital skills training

- Accessed via an online 'portal'
- Developing online courses (linked to focus on DL provision)
- Provision aimed at both staff and students (except for systems used only by staff (e.g. student records))

<http://www.lancaster.ac.uk/iss/training/>

<http://www.lancaster.ac.uk/learning-skills/>

Digital skills graduate interns

- Act as 'digital advisers'
- Run demos / training
- 1:1 advice
- Maintain knowledge base
- Create online course
- Two year [contracts](#) – requires investment in initial skills development

Student digital projects

- Working with academics
- [Funded scheme](#)

Reflections

Key points from a description of Lancaster University's approach to digital capabilities:

- Digital fluency is built into the University strategy and overseen by an Implementation Advisory Group.
- Digital fluency is embedded into normal University processes.

Positives about the approach at Lancaster

- The digital fluency framework and certificate join up skills provision and provide for easy demonstration of skills
- Badging looks like a great incentive – it creates a visually appealing record of skills development (good for students and staff)
- The web portal gives a clean and clear point of access to training provision
- There's a consistent approach for developing online courses
- The digital skills graduate interns scheme provides access to digital advisers
- A 'digital bursary' has been offered for the delivery of case studies (and sharing practice events) – 28 so far
- Their online training could be offered to other institutions under creative commons licence

Issues to consider

In this example, Digital skills provision is coordinated by the Information Systems Service. Whilst the single portal for access to training is clear and easy to access, the scope of training under the Learning and Teaching category looks quite limited (Moodle, TurningPoint). Presumably this focusses on 'how to' training. In developing a joined-up approach to skills training, there also needs to be a clear link with support for learning and teaching enhancement (i.e. 'why should I?', 'what tool do I choose?') so that provision is not over-simplified.

Thoughts about current provision at Bath:

Provision for developing 'digital capabilities' sits across numerous teams including

- Centre for Learning and Teaching (Academic Staff Development, Technology Enhanced Learning)
- Computing Services (IT Training, Audio Visual)
- Skills Centre / SU Skills Training (student facing)
- Library
- Other teams (digital communications, careers, research skills)

We have developed a digital literacies framework at Bath (PRiDE) but it's not embedded in staff development or students skills provision.

There is potential to link a digital capabilities framework with the Bath Course (staff) and Bath Award (students). There is also potential to link it to student-led projects for digital skills development (see [Digital Skills Centre TDF](#)).

Questions

- Does the TEL Advisory Group include student representatives?
- Could we develop an institutional approach to use of Lynda.com? Many other universities offer this service to staff and students including our GW4 partners.
- Is there a role for ePortfolios for showcasing digital skills?
- Will Xerte be moved to a secure server – could we develop a consistent approach to developing online materials using Xerte?
- Further consideration for introducing badging in Moodle?
- What parallels are there in the TEL Operational Plan?

Breakout: A digital literacies framework – its strengths, weaknesses and opportunities.

Fiona Handley, Senior Lecturer in Learning and Teaching (University of Brighton)

Developing a **Digital Literacies Framework**

- Based on Jisc Digital Capabilities (2016)
- Online portal
- Involves initial investment in development times (1FTE, 3 months)
- Ongoing maintenance costs are low (compared to student ambassador projects which have an ongoing running cost)

Who was involved in setting up the framework?

Centre for Learning & Teaching, Computing Services, Library, Student Services, Study Skills, Employability

- No single point of responsibility for student digital literacies – so chose to focus on skills development for academic staff, so they can support students. Roll out to students will be second phase.

How does it work?

- [Framework](#) based on 'topic' categories
 - Learning & Teaching, Research, Communication & Collaboration, Administration
- 20 'literacies', for example *Finding and creating resources* > Creating videos, Using OERs. Guidance structured as *What?* and *How?* with links to external resources
- Implementing the framework
 - A gradual process (3-5 years)
 - Major barrier is staff time, so needs to be embedded

Reflections

The PRiDE project was highlighted as an example of good practice by delegates from two other institutions (they noted the discipline specific focus as a useful approach). At University of Bath the PRiDE project went some way towards developing a framework for digital literacies, but it's not embedded in our practice.

When developing a framework like this, it seems very important to consider at the outset:

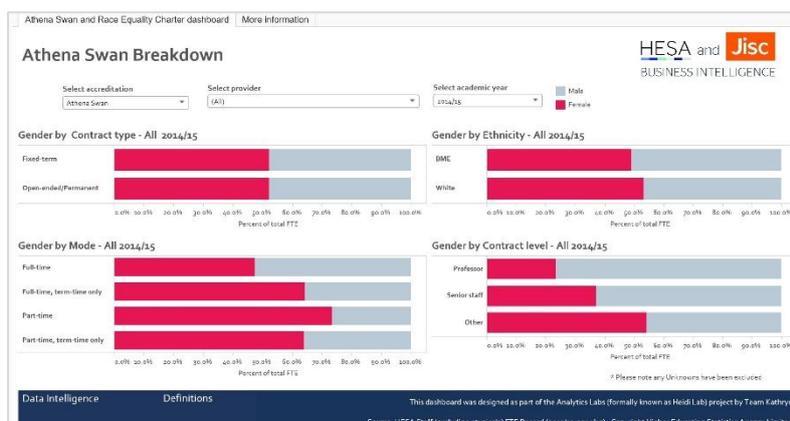
- How will you evaluate engagement and impact?
- How will you set goals to measure progress over time?
- How do you plan to support implementation of the framework?
 - Working with course teams, rather than individual academics?
 - Integrate the framework with existing CPD (e.g. Staff Induction, BCEAP, SDPR?)

These considerations also apply as we develop the Bath Baseline for Moodle.

Breakout: Lowering the bar to using data – interactive dashboards for education.
 Maieke Guy (QAA), Carolyn Deeming (Plymouth College of Art) and Janette Hillicks (Jisc)

This session allowed participants a look at [Heidi Plus](#) which is a Jisc systems that pulls together data from HESA and Jisc to enable subscribing institutions to make data driven decisions.

The [Analytics Lab](#) (aka Heidi Lab) project has been working on producing dashboards to enable easier interpretation and interrogation of data through data visualisation techniques. Only peer reviewed and data of a good standard is added to the system.



Example dashboard: <https://www.business-intelligence.ac.uk/978-athena-swan/>

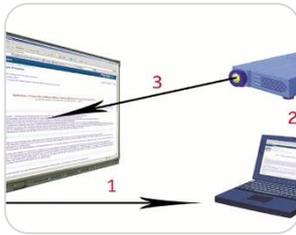
The dashboards were developed using software called [Tableau](#). The Lab are intending to look at further use of dashboards – for HR data or Estates data.

Reflections

- The data dashboards were interesting to gain a wider picture of the University amongst its competitors
- The University has access to this tool (<http://www.bath.ac.uk/opp/management-information/heidi/index.html>) but it is unknown who would be given access (is it available only for senior managers?)
- There weren't any examples of dashboards for learner analytics although this could be a future development and individuals can download a free trial version of Tableau to investigate the possibilities
- Could should a tool be used for visualising data related to students? The ability to see what is really going on could inform future decision making.
 - Attendance to lectures
 - Viewing of Panopto recordings
 - Assessments (types and results)
 - Use of the VLE
 - Use of any learning technology
 - Participation in forums

Breakout: Putting digital capability into practice.
Pete Gallop (Isle of White College)

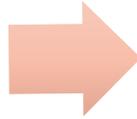
This session was a demonstration of how a college has moved from one digital environment to another.



Digital Environment 1

Projector connected to PC,
Interactive Whiteboards

- Office 365
- Moodle



Digital Environment 2

84 inch HD TV displaying
desktop from wireless
laptop/tablet

- Office 365
- Sharepoint
- Course Builder add-in
- Power BI
- LMS365

The aim of this development was to make the use of digital technology simple and intuitive for staff and students – by building course websites that incorporate Microsoft products:

- Scanning documents straight to the course – Office Lens
- Power BI - dashboards for displaying learner data (attendance, assessments etc.)
- Microsoft video (described as like a corporate YouTube space)
- Assignments and grade centre (Course Build LMS 365)
- SharePoint – as the file repository for storing and sharing documents

The new digital environment took several years to embed into effective practice, after some initial resistance from teacher staff.

Reflection

- Are we making the most of Office 365? There seems to be numerous tools that can be used that staff and students may not be familiar with (Office Lens, Office Mix etc.)
- How easy is it for staff to use mobile devices (such as tablets) to project to a screen? The freedom to move away from the PC at the front, or the ability to hand over the desktop to a student, would seem worth investigating.
- Is SharePoint available for staff? Is this a feasible content repository for TEL materials? Is this the best place for document/project collaboration?

Useful ideas from other sessions

The workshop *Beyond the profile-challenging assumptions to facilitate digital capabilities* (Non Scantlebury, Academic Engagement Manager, University of Hertfordshire) introduced a useful approach (starting with a word choosing exercise based on the principles of nonviolent communication) to help people consider their feelings and assumptions in relation their own digital literacies, and the organisational culture.

There was an inspiring Pecha Kucha style presentation (20 slides lasting 20 seconds each) on Learning Space Design by [Manuel Frutos-Perez](#) (Director of Learning Enhancement, UWE). The conclusion was that all spaces should be designed as a default to be flexible, digitally enabled spaces which facilitate group work. This included the idea of providing digital devices (preloaded with content, and ready-charged) to facilitate engagement and reflection.