Building digital capability service support webinar

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# Transcript

**SPEAKERS**

LG, ME, LF, MEw, FM, NR

**LG** 00:03

Welcome, everyone to today's session. This is one of our regular series of supporting webinars for the building digital capability service. And it's really here just to enable the sharing of practices around the service around building digital capability for your staff, and students. And I'm delighted that we've got three volunteers here today, three colleagues from three different universities, just to share their experiences to date of working with the discovery tool. And it picks up really a number of themes that we know, have been areas of interest around implementation approaches, around engaging staff and students in different types of activity. So that's the focus of today's session. I'll hand over a moment to our first speaker. If you do have any questions, please do pop those into the chat and say hello, if you haven't already. And we'll pick those up at the end of each session. And then we have some time at the end for any further discussion. Just a note as well to say that we're just picking up engagement around our new Teams site. All our presenters have offered to pop into there after the session, and continue any of the discussions or questions that you may have around their sessions in there. And if you aren't already a member of the team site and would like to be ME can pop a link into the form that you just need to register to join that site. But just a quick introduction to myself, hopefully, I know many of you already. But I'm LG, the senior consultant, for learning teaching and around the service. And I'm here today with my colleague, ME, that many of you will have been in contact with.

**ME** 01:52

Hello, everybody. Yes, I'm a senior customer success manager. And I've got a team of people to work with us there to help support you through through the process of rolling out and making sure you get the very best out of building digital capability. So I'm monitoring the chat as well. So please do put any questions in and we'll pick them up as we go along. Thanks, LG.

**LG** 02:17

Okay, so we've got, as I said, three presenters today. We have colleagues from the University of Hull, from Ulster University and also from the University of Cambridge, I've mentioned just the follow up activities we've got around the team site afterwards. And we'll just finish the session today with some news and updates from the service. So without any further ado, I'm going to hand over to LF, academic library specialist at the University of Hull and colleague ME, teaching enhancement advisor, and they're going to talk about their short private online courses for staff. Thank you. Hello, everyone, can you hear me?

**LF** 03:06

Hello everyone, can you hear me? Yay. It's been a while since we've used zoom thanks to the switch to teams. So MEw and I are really happy to be able to come and speak to you today about what we're planning to do in a couple of months time. And that's really driven our title, high aspirations. This is a journey, MEw and I have been on for a very long time, where quite regularly the library, MEws team in the Teaching Excellence Academy, IT and human resources got together and acknowledged, there's a big problem with digital literacies and how we promote staff to develop them. And very little has happened for a long time. And finally, we think we might have a solution. So for a few years, we've been running these week long courses that focus on digital literacies. And we've had the digital researcher first run in 2018. And then the digital teacher which really kicked off in the pandemic year 2019. And what we've decided to do is introduce a third course, which would tentatively calling Digi skills, I say tentatively, that is what we're calling it, and that will look more broadly at digital skills. So all of these courses are what we call SPOCs. So they are small, private online courses. Small in that unlike a MOOC there are only around 100, 200 participants so relatively small, they are private in that they're only open to our institution. They are online in that they're wholly focused online, there's no face to face interaction. And they are courses. And as I referenced these, they're very much influenced on a MOOC style education. So there's lots of collaborative learning, asynchronous communication, so people don't need to tune in at any particular time. We've had people join us from all over the world on these courses, and they've appreciated that flexibility. Because we're expecting somebody to do stuff every single day, it helps them have that flexibility around work and studies. And that flexible learning is really important for our participants. Because of the scale of this, while it is small. It's still quite a fair bit of work when you've got 150 people signed up to a course. So it is informal assessment, and discussion and participation, we just request and require people to do a measurable thing every day, which is usually take part in a discussion forum post. We've used as much, it's actually a multimedia content, it should say content. Of course, people consent when they sign up to the course as well. But multimedia content as much videos we can include in there. And we've been doing digital badging for that. So we started off using was it Credly, MEw?

**MEw** 06:13

Yeah, Credly. And then we've moved over to Badger in the last couple years. That has been the one which has got most people fired up to finish these courses, the completers, who have to collect every single badge.

**LF** 06:27

I think it's helped us as educators to see the progress more readily, we get that snapshot of how many badges earned per day. So there's a day one or day two, day three, day four day five badge, as well as one for the overall course. So that's worked very well. And we've put a big focus on accessibility. So all the way throughout, making sure contrast ratios, heading titles, subtitles, all of those are in place, and that we can increase our engagement. And a lot of our students have English as a second language. So having that time to digest, type their responses and think has been really, really valuable.

**MEw** 07:02

And I think as well, it's fair to say at that point that general accessibility has been a theme throughout both courses that we've we've learned so far. And we've obviously reflected on it and brought it to people's attention. And I think we'll continue to do so with the future, of course, as well.

**LF** 07:17

And I mean, I think it's fair to say Digital Research inspired the Digital Teacher, lots of our academics came and they learned through this means and they were like how do I do that in my module? That's why the digital teacher came along. And I think the crux of this, particularly with both the digital teacher and the digital researcher, has been applied to practice. So in the digital researcher, we may introduce a social network for professional networking. The intention is students go and try that network that day, they would do something with it. So we're getting them to not just look at things theoretically, but go and do something with that. And it's been quite successful, hasn't it MEw, yeah. So over the two courses, we've had over 1000 people sign up for them. And as you can imagine, there's always some dropout. But actually, our enrolled to completed rate is about 50%. I think it's technically 50.4%, or something like that. But we're very impressed with that. While it looks awful for your traditional kind of turn up face to face course, for this kind of MOOC style course. It's very good. Your average completion rate of a MOOC is about 10%. So we're really happy with how many people turn up to this

**MEw** 08:44

I think, especially as we consider that a lot of these courses have been run over the last kind of 18 months where obviously there's been a lot for people to deal with and, and complete so we've been really happy with that rate during that time especially.

**LF** 08:59

I think it's it's been a very interesting journey that we've we've been on because the Digital Research was something very new for us. We were struggling to get people to engage with these things quite often their skills, people thought they had all their skills, people weren't necessarily aware that they needed and we really managed to get this kind of like jazzy community established it was this cool thing DigiRes Hull and, and he got quite a few people to sign up to it. And a very rich focus on research literacy, so mostly around scholarly communication. So how you engage your social network and promote your research blog. stuff around intellectual property rights, copyright licencing. The latest version of it, we're running this year. All of that kind of initial stuff is crammed into the first three days and the subsequent two days at the end of the course now focus on Digital Research instruments and ethics. So we have evolved these and as you can imagine, digital teacher focuses on online pedagogies using our VlE, effectively, using our VLE accessibly, and helping our staff to think about blended delivery modes as well.

**MEw** 10:11

I was just gonna say on that one as well, that's been interesting how that's evolved over the year, we've run that I think four or five times over the last 18 months. And we've actually moved much more towards blended but also included much more of the Jisc digital framework in there, including the online teaching self assessment tool. So that's been really helpful in trying to promote kind of subtly promote the development of digital capabilities in there as well.

**LF** 10:39

I think the painful thing for MEw and I is if we go back the problem of well, how do we get people to develop their broader digital skills and not just to do teaching, not just to do with research, but to do with how effectively use a Windows PC, how I develop an accessible Word document, how I'm effective in how I manage my emails. They're not the most jazzy topics, and nobody would sign up for a workshop about email management. And that's where we came on the idea of bringing a Digiskills course we realise digital teacher works digital researcher works, can we develop a course that takes this to broader digital capability. So we revisited the Jisc digital capability framework, and we've structured a course around this. You'll notice the centre bit I've removed so IT proficiency, we're kind of stepping back from in this course, you know, some of the very basic core things about how a computer works, how we turn it on how we log in, we've had to admit, you know, users are going to have a reasonable level of technical proficiency to do this course. But we are focusing on all of the other aspects of it in here. And the lens that we're looking at this through is Microsoft 365. And we're hoping this will be our selling point. So the digital teacher kicked in, by chance alongside the pandemic. It was always coming, but that was the big kick to get it launched. And people were panicking about emergency online teaching. And that's why people signed up. Digital researcher, people always want to promote their research and be successful. And that was very easy to encourage people to sign up. With this one, we're hoping Microsoft 365 will be that carrot to get people to sign up and the university has, relatively recently just moved 365. And so we've had that big transformation there. And this is what our programme looks like. So Monday, we'll focus on digital communication Tuesday, digital creation, Wednesday, looking at identity and well being, Thursday information, data and media literacy. And then finally Friday digital learning and development. And I'll hand over to MEw to look at how we'll develop each app. Sorry how we will encourage engagement with each of those topics during the day.

**MEw** 13:12

Yeah, so the idea behind it is to give people access to kind of learning content and bite sized pieces, we always say that we would set to no more than an hour's kind of content per day. But especially with this one, I think we want to almost bring people's attention to the wealth of resources that are already out there. So that they can then start to kind of plan their own journey. So they'll start with the digital discovery tool, that'll be the very first thing they undertake. So we're already getting a vague understanding of their strengths and weaknesses. And each day, obviously, will be released per day. So essentially, we lock all of the content down until they've performed some kind of activity like LF mentioned. So we were trying to engage people in discussions and get that peer to peer sharing. So for example, once they've completed the discussion on day two, half, six, on day three, all the rest of that content becomes available. And part of that is to promote engagement, but also not to overface people with a whole week's content in the first day becuase we know some people will try and rush ahead and do the whole thing in one go. But the whole point of this is to try and scaffold that learning and also, as we say, promote that peer to peer. So you have plenty of opportunities for reflection, self reflection, as part of both the discussion questions, but also, we're constantly asking them to reflect back on the survey they've taken and see how the areas in which they'd like to improve. But then we're also considering this time to use short quizzes. We've always used discussions as our main part of like kind of informal assessment. But with some of the areas with this, we thought actually, it might be quite nice to use a quiz to test that knowledge to test to see where they are, and again to help them reflect so again, very light touch probably five or five or six questions on that days topic just allow them to confirm their their understanding to see if they need to branch out and do any more work in those areas. So yeah, hopefully just plenty of things for them to try out, plenty of discussion, plenty of conversation with others. Again, a lot of it to just be to ease that kind of anxiety around kind of the use of digital tools, which a lot of our staff still face. So hopefully, it'll be really well received and there'll be plenty of opportunities for engagement.

**LF** 15:26

And this is our first course that we're running in this mode, we're encouraging professional services to really get on board with that. We want administrators we want people working our students hubs to get involved and improve their skills. This isn't just about academics. And our plan is to, once we finished all this, chop it up into five pieces and have them as five short standalone courses for students. I'm hoping to get a student intern to help with that particular project.

**MEw** 15:56

I think that's that's the interesting point, because we've had in various forms Microsoft 365. Now for about a year really, we pushed out Teams last summer, and we've pushed out various bits. And we've got people to a baseline of how to set up a meeting in Teams and do all of that emergency stuff they needed to do. But what LF and I've always talked about was around the business affordances that Microsoft can bring. So we're hoping that this week just sparks some of those conversations. So fingers crossed, as I say, the high aspirations are still there.

**LF** 16:27

And I think on that note, we've got about 60 seconds of our slot left. So just to reiterate what LG said, well, we'll both or at least I will be on the Teams site. If anyone's got any questions or follow up discussions. We're in for the rest of this meeting as well. So I'll happy happily answer things in the chat as well.

**LG** 16:50

That's fantastic. Thanks very much LF and MEw, do we have any questions for our presenters? We've got maybe a couple of minutes just for a couple of questions. Before we move on.

**ME** 17:00

There's nothing in the chat at the moment, LG, but do post your post your questions or unmute yourself and have a chat with LF and MEw.

**LG** 17:10

Maybe I just started us off - I was just wondering if you thought about the data set side from the discovery tool, and how some of that data might help to inform the way that the course is developing or shaping up? Have you ever had got any plans around that?

**LF** 17:27

We're thinking that for the first run, we'll probably just wait and see what we get, because this will be the first time we get a broad chunk of staff to complete it previously, it's been very focused on certain academic student use. So the date, the of the first run will define what the next version of this course looks like. Because it will see where we've got some areas of staff development, and maybe some areas that we're really good at.

**LG** 17:59

Thank you. Thank you. I think we've had another question then as well. around what you see the benefits are for running a course like this over self paced resources and courses.

**MEw** 18:11

So for me, sorry, I'll jump in. But the main benefit is that kind of peer to peer sharing that we try and promote through things like the discussions, it was so powerful in the early DigiRes,, and then even well, I don't want to I don't want to say even more so but equally during digital teacher, especially when people were in that kind of panic mode and trying to figure their way through situations very quickly, they were sharing amongst themselves. And from a facilitator point of view, there was very little work for us to do, because we just sat back and let those discussions and conversations happen. So I really think there's a there's a thing there about building a community around these conversations. Whereas we know full well that a lot of our research, a lot of self paced training is still very much seen as a click through exercise, health and safety, things like that people get through it as fast as they can take the quiz hopefully pass it if not take it again and right now proficient in health and safety or wherever it may be. So we were wary about getting to that point. That said, we do offer a self paced version of the digital teacher, for example, because again, we want people to have access to that material. So it'll probably get to a point where we can make a self paced version of this. But I think we're just this is our first attempt to try and get something happening. And it seems a sensible way to try it.

**LF** 19:29

The only thing I'd add to what MEw said is time, there's something very powerful about an academic knowing that in three weeks time, they're going to spend an hour a day doing this in two weeks time they're going to do it in one week, they're going to do it. It's that kind of commitment to make it happen. And then the other aspect of it, I don't know if MEw will agree, but it's almost like a call. I mean it does get this kind of community and people talk about it afterwards. It's like a thing in itself. Funny enough, we're running the digital researcher this week. We just did the digital teacher a couple of weeks ago. And I think my only reflection is that we might need to revisit our principle around no asynchronous content, because over the last year, people are now so used to Teams live calls, we might want to throw in a couple of optional ones, to offer that as an aspect. But I'm not sure, I think we'll see how it goes over the next day, and maybe offer that as an option.

**LG** 20:25

Thank you. And I think you've answered our last question, though, which was around, you know, have you found that people have, they've been part of a course of stuck together as a community? And it sounds like there there is that real community feeling at the end of these?

**MEw** 20:39

Yeah. And I think it's, there's still a conversation about how you continue that. And we did that to some degree with digital teacher, we've created like a team for digital teaching. And it's been really, really useful resource. And a lot of the people who had come through the course are in that site. And it's a bit of a free for all. And it could be something very similar that we could offer for the digital skills.

**LF** 20:59

It's also worth noting that the digital researcher was originally led by MEw and myself, but is now co-led by an academic who was a participant in the first run, and was very, very keen. And we were like, would you come back and facilitate this with us? And they now take quite a leading role in that as well.

**LG** 21:19

That's, that sounds fantastic. I mean, I think it's a space to be watched as well, isn't it? So we'd very much like to come back and share your experiences once you once you run it.

**MEw** 21:27

If we come back, you know, it's been a success! No we should share the failures from this, just as valuable.

**LG** 21:36

Okay, well, thank you. Thank you both so much. And we'll move on now to our next presenter. And we have FM, instructional design consultant from Ulster University, and FM is going to share some of the activities they've been doing to engage staff and students.

**FM** 21:55

Hi, LG. Hi, everyone. Thank you for the introduction, the so I'm going to just share a student example from Ulster University, where there's been some peer support with regard to sharing digital experiences to develop digital capabilities. And then I'll share a staff example and then just finish with some final reflections. So yes, the the student one was part of an enterprise programme that was run by careers and employability. So it took place in March 2019. So it was around the time that we first had the discovery tool. So it was quite a, just good timing, as far as getting it integrated into this programme. So it's kind of one off programme that involves three weeks online and two day residential. And it was for a range of students, it was students from creative kind of disciplines, or developing a portfolio, or maybe more self employed and to give them extra skills around employability, entrepreneurship, and enterprise skills as well was really the the aim of the programme. So as part of this was the opportunity, in the first week online, to integrate the discovery tool. So it was an activity where they were asked to explore their digital skills using the tool based on the report to think about what skills they would like to improve and why, and how would that help with them succeeding in the digital workplace. So what was interesting, really, so this was done through discussion boards within the virtual learning environments that were set up for the programme. So they, what was interesting was that the students were, you know, starting to support each other with having that relevant, lived experiences that often was very discipline specific for them. And they were able to give support, and, and from looking from the outside. And, you know, from more than structure side, it was, you know, it was support that that I just didn't really feel that we would be able to give them because it was you know, it was such an authentic lived experience. So for example, as part of there was a ones from kind of more music backgrounds. And they were, there was some discussion around the merits and how to go about setting up their own sort of web presence and they were given support and advice with that and how best to kind of promote themselves online. So kind of from that then on, we've gone on to develop more of a campaign around digital capabilities, so set up a website presence on the Ulster University website, and ran a promotional campaign both for staff and students. And as part of that, it was bringing together a lot of the resources as well, that were available often in different kind of professional services and departments. And I'm really trying to bring that into one coherent place just to, to raise awareness of what was available. So as part of this, we wanted to do some sort of initiative with staff. So we ran five workshops, 5 workshops in February 2020. So it was just a little bit before, you know, that the move to to online, so the So the aim of that was advertised to all staff at the university. So we run workshops across the four campuses, and we had just under 50 staff taking part. And we facilitated it as part of the office for digital learning, myself and some colleagues and also invited digital services within the university to, to join that as well. So the aim was to promote the capabilities and the range of resources but also to share ideas and experiences and and sort of seeing what was coming through from the student pilot really, seeing what was possible there. And having that my colleague a that I shared an office with at the time, CT had recently purchased some Lego, and was doing some serious play workshops around that, we sort of seen an opportunity here to maybe use the Lego for that. So we asked, within the workshop, they were firstly using the discovery tool, and then they were asked to build and share their favourite digital educational experience. Initially, in the first one, we said, favourite, but we actually thought to be more inclusive, we were kind of willing to, you know, that we're happy for positive or negative, you know, it was kind of just something that they kind of felt, you know, strongly about. So just to share then on some of the builds that came from the staff. So it was just fascinating, I'm saying that it was really interesting, and we got them each to present, you know, to stick around and actually say what it was that they had built and why. So, so these are just some examples, from within sports science, they were using like biomechanics, to, to, to check you know, the movement of athletes. So, so that was really interesting. Within geography and environmental sciences, there was a, you know, the recent how great the the BBC blue planet, obviously, is for the technology used, to bring the the ocean to life within their discipline. And then it was technicians from this school of engineering, that were supporting collaborative platforms within class, and so that it was a immersive solstice that was being used at the time. So they were just describing the experiences of that. And then within food science, they were using interactive apps in the class in order to get feedback and engagement from their students. And actually, the interactive apps was probably the most common thing that was being discussed and from within the builds. So that really was something that staff were just finding really useful. And finally, and then a digital pen that was being used for low tech and within faculty admin, and how useful that is, for just making minutes, minutes of meetings, for example. So we evaluated the workshops. And from this, it was quite a large percentage of staff that felt that the workshop had helped them change how they thought about their digital capabilities. We asked them to rate the usefulness of it. And you can see it's quite high there as far as the signposting to further support and sharing digital experiences in particular, that they found really useful. And just to share some of the feedback and comments from staff. So it kind of falls into kind of about 4 things, really. And the first was the usefulness of being able to get that sense of where they're at, you know, as far as that and also the breadth of what constitutes digital, which I think is just great for the discovery tool, and for doing that. And interestingly, you know, some said that they knew more than they expected, or then they realised, but others maybe they know, realise there's so much more to know. So it could be one or the other, really. And, yeah, there was a few comments about you know, could they have done that just discovery tool in advance because we've actually asked them to complete it when they were in the workshop and bring their own device. And and maybe that's something to think about again but we kind of wanted to be there to support them with it just for this kind of first launch of it. And then there was lots of comments about the usefulness of sharing experiences and learning from each other, that they've increased their confidence to try new things or inspiring them to try different things. So they think that's just lovely feedback to be getting. And then also as far as the usefulness of being able to be aware now of the different resources available, and where to go to sort of get that support when they need it. And yeah, a few comments if I did kind of just, that's really lovely to see how much resources that there is available. So kind of just to finish off with some current reflections, the tool was also used at the start of this year, with a number of business studies and marketing modules, just with first year students at the start and an initial reflective activity, where they give like a reflective report and also an action plan as to how they would be using that. And then over their their first year. And so the academic involved was, as far as the feedback from well, hard reflections on it was that, you know, it really, it really let the students kind of see what they maybe still needed to know. So maybe things that they thought that they were really quite proficient in and kind of realising that but there's there is more that they could be doing with regard to that. I think it's just acknowledging the increase in staff and student digital capabilities to to the pandemic teaching response. And, like, I would support the staff with their kind of digital skills, and particular in the last year or so. And it's just an example from last week where an academic had contacted just ask her to share video content. And she had just cced some of her colleagues and, and by the time I was just given the response, one of the other academics had actually shared a video, he had created a screencast, of how to do it. And I think it's amazing, like, you know, the difference and the progress that has been made with that. And then, also, we took part in the Jisc digital experience insights survey and took part in semester one, and from that, it's, you know, it's shown that the students are going to other students for help with their learning online. And nearly as much at Ulster the result with nearly as much as going to the lectures and the national result that the students actually edge slightly ahead. So it just shows the potential there for that students support instead and peer learning. And recently at Ulster, we've also just fought that there's been formed an ICT skills working group led by the Students Union, which is looking also to sort of coordinate some of these things and to offer training at kind of key points for the students. And then just finally, I'd like to be delivering and facilitating more of those building digital capability workshops that we did with staff, I think it will be particularly interesting for next academic year to be able to share all that those skills that have been learned, you know, to to the pandemic teaching response. So, and they're, they're also really enjoyable workshops to facilitate. So I'd really like to be doing more of them. So I'll just hand back to, to LG.

**LG** 33:47

Thank you, FM, lots of messages in the chat, really loving the creativity of the approach there with the Lego. If you could pop a link in to the chat, just we've had a number of other sort of games based approaches shared in our part of our community sessions in the past, and there's some links to some of those other game based approaches available from our community site. So do go and have a look at those too. Do we have any questions ME, has anything come through in the chat there?

**ME** 34:18

No, nothing at the moment. I've just put another link in there to say go back to our Team's channel, which I've been posting a few pieces in from for these chats and for the form if you haven't already signed up.

**LG** 34:32

Great, thanks, ME. But I think what I'm getting through from both of the sessions this morning already just around that usefulness of that supportive community based approach and the value that participants get from from considering and reflecting on their skills in that community supported environment because it just shows you there the value of that coming together to share experiences and using the reports to sort of proceed and feed into that discussion. So thank you very much FM. So our final session today is colleague NR, from the University of Cambridge, and NR is portfolio manager there. And that it's going to take a slightly different approach, just talking us through their initial starting points and planning around using the discovery tool and all of the activities that they've done to date. So I'll hand over to you, NR, thank you.

**NR** 35:34

Thank you very much. Hopefully, you can hear me and see my screen. I'm also not a zoom girl more of a team's kind of gal. So hopefully, that's working for you. Good afternoon, everyone. And thank you to LG and the Jisc team for inviting me along to talk through our journey so far here at Cambridge. And we're very much newbies as LG mentioned, we're in the very early stages of our journey, which has just been over six months. And so back in December 2020, I was asked to have a look at the discovery tool and to evaluate if it was something that we could use here at Cambridge. And if I could build a project around it. So I spent some time developing an understanding initially of the digital capabilities framework, and looking at the self assessment tool to see what we could use it for. I then spent some additional time looking at the case studies from other HEIs to see how they'd implemented the tool which I found really, really valuable and useful. And a special thanks to GS from University of Westminster, who took the time to have a Team's call with me to talk through their implementation and share insights, which also was very valuable. We then defined the project by looking at the checklist provided by Jisc in order to establish motivation, purpose and scope, which you can see on the screen here. And so we decided the motivation and purpose was around helping to inform business decisions in terms of our digital strategy. And to determine how we approach the implementation of tools and technologies and to provide insight into the areas of focus and types of user support needs, we need to fulfil. At the time, we've got lots of ongoing projects, so not only was it to ensure the tools and technologies are being used to their advantage, and to streamline processes and increase efficiency, but also to support the strategic change driven by some of these programmes that we've got going on at the moment. So we've got RPS, which is a reimagining professional services programme, agile working, we've got a digital presence strategy, looking at our content, and also digital workplace. And also to allow individuals to take responsibility to developing their skills, even using the training and resources. So we follow, we decided we would roll out, we wanted to use a tool for everybody, but we'd follow a phased approach. So we decided to kick off with a pilot and then follow with a phase one rollout to professional services. Phase two would cover academic and research staff. And then phase three would be students. And so we looked at benefits, barriers and challenges and measurements of success as well as part of that definition. And everybody felt that it was beneficial. And the project was then approved. So we kicked off with our pilot. So in preparation for the pilot, we did a quick high level mapping of some of the university's training resources mainly as a proof of concept. And we then ran a pilot with our Cambridge champions. So they're a group of sort of trusted colleagues. They're enthusiastic and like to input in projects and ongoing things. So a nice group to pilot things with. 87 of our champions took part, and 31 of them completed a feedback form as a survey. And you can see their results here. The majority of people found the tool easy to use, they could see value in using it, and they'd be happy to share it with their line manager. And there was a big push to people that thought it would be more valuable if it was aligned to job role profiles. And the majority of people then also found that the report was easy to understand, that just summarises what I've said. We had some really good positive feedback. So someone said they loved the reports and recommendations. People really appreciated the opportunity to take part, easy and quick to use, very insightful. So some great positive feedback. We have some neutral feedback around people finding it interesting but felt some of the questions might be a bit irrelevant. And we also had an IT person who took it and felt that he perhaps wasn't the key target audience. And we've had a handful of negative feedback comments. Some of them again, relating to being a bit too generic and not particularly tailored to individuals roles And somebody felt that it made them feel inadequate in a lot of areas, some of which were probably not relevant to their job roles. And we can see very roughly from our high level data that there were a few areas that came out that we fell below the average sector average. But we also had a key takeaway that a lot of UIS and IT staff were involved in the pilot and perhaps inflated some of our scores. So we didn't have a big enough data set to really inform key decisions. However, let's say following the pilot, we decided there are a few things or quite a few takeaways from that. So we realised we needed to undertake a full comprehensive mapping of the full the whole university training provision. So both the training from our UIS training team, so our information services, our team team, and our professional, personal and professional development team, including all of our curated LinkedIn learning content. Related to this, we also discovered that we needed some development work on our training system, which is system called UTBS in order to include the level indicators for the training, and resources that we have available, And to add Jisc as a training provider, so we could link from the Jisc resource records in a neat and tidy way to ensure good user experience. And in order to address the comments around the tool, being too generic and not tailored to people's roles, we needed to consider whether it was feasible to update our role profiles that we have here in Cambridge. They currently list a very limited amount of high level IT skills, but no digital skills. But however, after discussion, we decided would not do this. But instead, we would look at how we build the discovery tool and digital skills development into our staff development and review process, which is their annual, annual sort of appraisal review. And the idea would be to encourage the application to individual job roles through development conversations between individuals and their line managers. And so the image on the screen, it could be misconstrued as how I was feeling when I realised how much work needed to be done. But it's actually used to reflect the area of focus for our quick win. So while we realise there's quite a lot of work to undertake, we decided to focus on a couple of quick wins. So the first one was to focus on digital wellbeing. So it's one of the topics we appear to fall below the sector averaging. It's a very current topic, with a large percentage of people working remotely. And also the national recognition of digital burnout and Zoom fatigue. And we didn't have any training materials, or resources in this area. So we ran three pilot sessions. In April 2021. We had a session around digital productivity and high performance in an always on world, digital resilience when remote working. And the third session was on managing digital distractions when remote working. We invited some guest speakers and we kept the sessions to around 45 minutes. We allowed them to be open to everyone, but we did ask people to book into their system just so we could track numbers and capture who was attending and which department they were from. In addition to that a need also arose for focusing on creating guidance on best practice and etiquette for hybrid meetings. And so not only was that around determining what software we would use to install in our meeting rooms, but also the practical guidance on how to use equipment alongside the best practice and etiquette. So a really quick zoom through so our digital digest sessions - so these were our digital wellbeing events. And they were very much experimental. And we were really pleased with the uptake. So for our digital productivity and high performance in an always on world. We had 92 attendees, which was which was great. We had some really nice feedback comments. So people loved it, and they found the session really useful. Speakers were really great, format was great through to some Q&A at the end, which people really liked. Digital resilience when remote working, we had 148 attendees, which was even better. So people liked the timeframe again, it was engaging and interesting, presenters were excellent. And our third session managing digital distractions when we remote working, we had 149 attendees, even one more but that was even better. And we did have some comments to say that they were the best digital wellbeing events that you know sort of talks on those topics that people have gone to, which was also very encouraging. And we did send out a statement because they were very much experimental, so we wanted to check if we'd pitched them right if the session was of the right duration, and how people found them. So you can see we've had some really positive responses. So the majority of people found this session very useful, very, very high percentages. And people didn't feel they were too long. So we sort of pitched the timing quite, just about right, they enjoyed the format. They felt the content wasn't pitched to high, which was good. They'd recommend it to a colleague. And they found the, they did not find the contact engagement had lots of disagrees and strongly disagrees, which obviously meant they did find it engaging. And they left the sessions with practical takeaways. So from that, we sort of confirmed in terms of key takeaways. So they did enjoy having a switch of voice. So that sort of guests presenter that and the host worked quite well. And they liked having their practical suggestions and takeaways. And there are a few of other things they thought perhaps it would be good to have a moderator. Some people found the chat was quite distracting, which is a bit ironic in the one when we were talking about reducing digital distractions, but I think that's quite a personal thing. And perhaps we could consider smaller sessions, so they could be more interactive. And from that, we also asked the question around other topics within the Digital wellbeing arena that people would like further sessions on. And we've got lots of feedback on things to, which really helped us in terms of thinking what we could do moving forward. We also recorded the sessions. So we've done some post production work on the videos to actually turn them into reusable resources for a wide audience. And we've created a one pager, which is a handout which links to the videos and also collates all of the resources. So our speakers recommended different apps, books, articles, collated that altogether and turned it into a resource which has been really popular. So in terms of progress, and next steps, so where we stand now. And while all of this work has been going on over the last six months, our digital workplace programme's approved, which is one of the university's recovery plan projects. It's a large project, which has four work streams, enabling infrastructure, digital working practices, investment options, and policies and standards. So the discovery tool is core to the digital working practices work stream, which has the objective to develop digital proficiency through training, create new working practices, and deliver productivity benefits afforded by technology, and the deliverables deliverables you can see on the screen here. So a defined set of standard practices for how staff should use digital tools. This is something really important at Cambridge, because we have, we don't have very standard things in place for people using set tools. So it's a bit of a free for all. So we've got lots of people using lots of different things, which obviously has quite a few disadvantages. So we're really trying to defragment the amount of tools and pieces of software that are being used and standardise as much as possible. A comprehensive, accessible and user focused provision of information and guidance that acts as a single source of truth. The training suite which upskills staff allows everyone to work in a consistent way. And a common language or framework which is familiar to all and removes unnecessary jargon. And that's one of the things we really like about the Jisc framework is the definitions are really, really clear and very understandable for people who aren't necessarily technically minded. Following on from the success about digital wellbeing, we're running digital digest series 2. So you've got another set of three talks. The first one kicked off yesterday. When we have practising digital self care for ourselves and others, we had over 50 attendees on that one. And then we've got two more talks scheduled for July, including one on how technology shapes our sleep and well being. And our guest speaker for that is Dr. Michael Brandner, who's the director of the sleep and health research programme at the University of Arizona. So while the development around our UTVS system's being tested on a testing server, we're building a digital skills SharePoint page to host us around the discovery tool. And we're also getting senior level endorsement. So Ian Leslie, who's our Director of UIS is recording the introductory video to digital skills and using the discovery tool, which includes him sharing his personalised report from the self assessment. We're aiming to do a soft launch of the discovery tool at the end of July. We're initially going to target people that took part in the pilot for our new staff review and development performance. They're a nice, nice audience who are keen on development plans and looking at how they can develop their skills. And we're also going to roll out to our established network of mentors and mentees and some other groups across the university with the aim of doing a stronger launch, to all our professional services stuff shortly afterwards. And then the last point is kind of planning for phase two. So preparation for rolling out to academics. And that's me, sorry, if I ran over. If anyone's got any questions, I've also put my contact details on the screen if anybody wants to speak to me directly.

**LG** 50:34

Thank you, NR. I mean, I think we're probably all blown away with the amazing work that you've been doing in a relatively short space of time. So thank you so much for sharing all of that with us. I took away some really key points around, you know, how data can inform the development of those more tailored training opportunities for staff. And then there's that connection back isn't there with the resources you create, feeding back into the discovery tool for others around those digital wellbeing areas. So that was, that was fantastic. The value of a pilot activity, I think, in just helping to shape the learning and the rollout plan moving forward. So yeah, I will stop speaking there and see if anyone else would like to ask NR any questions, please feel free to unmute yourselves and speak or just add any thoughts to the chat? Yeah, lots of thank yous really, for sharing all those great experiences. Okay, well, if people would like to just spend a little bit of time reflecting on that, just a reminder that hopefully all our presenters will be available in our Teams community site, just to follow up on any questions or discussions around that, but I'll just say a final thank you, unless we've got any last minute questions. Okay, thanks, NR. I'm just going to finish off just with a couple of news and updates around the service before we finish. I'll just get my slides back up. First of all, just to share a little update, really, in terms of the overall community that is continuing to grow. So we're now working with over 90 subscribers from both higher, further education, but also internationally. We're seeing around well over 34,000, now individual users of the tool and over 32,000 question sets being completed. So a real a real growth, though, which is fantastic to see. In terms of things that are coming and new. One of the new things we've had since our last webinar is we've shared a mapping document, we developed it in collaboration with Microsoft colleagues, around the Microsoft educator centre courses and pathways. And there's now a mapping of those courses and pathways to our discovery tool question sets. It's s available from the subscribers hub, from the guidance on using the discovery tool page. And that's gonna pop that link into the chat. And it's just under the adding the room resources section of that page. So for any of you who are keen to to encourage use of those courses and pathways, you can use that mapping to help you when you're adding those resources, and identify the right tags to use to apply them to the relevant question sets and sections within those . Events - we had a we had a fantastic community event and thank you to all of you who contributed and joined us for the event on the 19th of May. All the presentations are now available from those sessions, well the keynote presentations and our member story sessions are all available from our community site. There is a new, well the next digital capability, designing for digital capabilities in the curriculum course aimed at teaching staff is taking place on the first and the eighth of September online. And if any of your staff are interested in participating in that, then we will also share a link to where you can find out more. Our next support webinar will be around September and October. It'd be really great for us to just hear your thoughts on one on any themes that you'd like to see happening as part of these workshops. But also if you've got practices and examples of practice that you'd like to share, please don't feel nervous about coming and sharing them. The community is a very supportive one. Doesn't matter where you're at in your stage of the journey. If you've got things you'd like to share them please do let us know and we can build that into the programme. Coming soon one new feature just to mention, so many of you will be familiar with the discovery tool data dashboards. And the ability that you have to filter your data down by subject area for staff and students. Well, for your staff data dashboards, you will be able to group staff results by the second level subject headings, as well as the top level, which is how it works at the moment. So this is going to affect the staff overview and detail pages of your data dashboards. If you would like to see a little bit more about what those subject area and hierarchies look like, you can access those from our staff signing up guide, there's a section in there, which outlines for further education, what those subjects headings look like, and the same for higher education. So that's coming soon, that will be in place for September. Any questions or queries around that let us know. And just to also share that we'll be doing some updates to our role profiles, two of them at the HE teacher profile and our learner profile, just really to bring them up to up to date with the emphasis that we now have on a more blended and online approach So finally, just to say if any of you do need to get in touch with us just a reminder to use our help@jisc.ac.uk email address and just put digital capability in the subject line, and one of the team will pick that up in appropriate fashion. Okay, so we're just before time, or can I just check for any colleagues if you have any further questions, queries and final comments.

**ME** 56:44

Nothing else in the chat at the moment.

**LG** 56:48

Fabulous. Well, thanks so much everyone for taking the time out of your lunch or lunch breaks to join us today. And a reminder to please follow up any thoughts questions in the team site, presenters will be available and also any thoughts on themes and examples of practice to share for future events. And with that I'll say a final thank you to all our presenters today. Thanks to you all for joining us and we'll see you soon.

**ME** 57:16

Thanks, everybody.