Building digital capability service support webinar

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# Transcript

**SPEAKERS**

LG, ME, GS, EP, PT

**LG** 00:03

Lovely. So hello, everyone, and welcome to today's session. And for those of you who have not joined us before, this is one in a series of building digital capability support webinars that we run. I'm LG, senior consultant for learning and teaching in higher education. And really, this is your opportunity today to hear from each other, to share your experiences, make connections, and learn from everybody's experiences. So we very much hope that you will. Please do use the chat to make connections and chat to people who are doing similar things whose journey you'd like to follow. And we will have an opportunity for you to continue discussions within our team's community site after the event. And ME’s going to be doing some linking into the Teams site, please do go there. Hopefully, our speakers will be able to pop in at some point in the in the next few hours, in the next couple of days just to respond to any questions that we have. But hopefully we'll also have that opportunity within the session that we've got. So without further ado, I shall move on. Before I introduce all of our speakers for today, we just wanted to share a few introductions and updates from the team. ME, I'll just hand over to you to introduce your colleagues in customer success.

**ME** 01:27

Thanks very much, LG, and a good morning to everyone extend our welcome to you all here today. We're really lucky in customer success because we are continually growing and it's great to be able to share this with you. Many of you will have, we would have spoken in the past. And I'm a senior customer success advisor. Our role within customer success, if you haven't had much interaction with us is to support you through the life of your journey in building digital capabilities, so we will make sure that you're getting the very best from the service with the support of LG and AM as well as your consultants. So the team that we have at the moment is AM, she may well be on the call as well. AM recently joined us and she's our digital capability customer success advisor. We have RJ, who many of you will have spoken to in the past, if you’ve had any technical issues. And we also have NW, who's our customer fulfilment officer. So you may have spoken to her the early stages of your time with us with supporting you through the onboarding process. I'm really pleased to announce as well that this week, we are advertising for another customer success advisor. So the team will be even bigger next time we meet for the next support webinar. And we will obviously keep you up to date with the who's the best person to contact. But we will share our contact details with you. But if you need anything, then just email us at [help@jisc.ac.uk](mailto:help@jisc.ac.uk) and it will go to the right team, I can assure you. All right. Thank you very much.

**LG** 03:02

Thanks, ME. So I've introduced myself and spoken to many of you during your journey with you. But I'm also delighted that we've now also got with us our colleague, AM, who's taking over really the conversations with our FE colleagues, as your senior consultant. So I'm handing some of those conversations now over to AM, and also delighted to introduce DW, who's joining us as our new content curation manager. And DW is responsible really for the discovery tool, the resource content within the discovery tool. So that is all in excellent hands. So very much welcome. And hopefully you'll have an opportunity to have some discussions with them today. If you have any questions, please do post them in the chat. But for now we shall move on to the main business of today which really is just to introduce, and I'm delighted we have three of you joining us today to share your experiences and journeys around building digital capability and the use of the service with you all today. Our first speaker is GS from the University of Sunderland, who is going to share his experiences of working with our digital pursuits game and moving that into an online environment. He will be followed by EP from the University of Plymouth who's going to be sharing their approach with their student digital champions driving the approach. And finally we have PT from Nottingham College. And they're going to share their journey to date and how an immersive approach, supporting staff around their building digital capability has really been a beneficial approach. So without further ado, I will hand over to GS. We'll essentially have 15 minutes for each of our presenters today and there'll be plenty of time for questions and answers. After each session, we'll pick up any further questions right at the end. And I'll just finish off at the end with a few news and updates from the service team. But just a reminder, if you haven't already joined our Teams community, there is a form that you can use to join that. ME will pop the link into the chat. But please do pop there afterwards if you'd like to continue discussions. So thanks very much, GS, I shall hand over to you.

**GS** 05:27

Thank you very much. Let me just share my screen. Just give me two seconds, I'll get my screen share up.

05:38

Excellent. Thank you, everyone. And thank you, LG and Jisc for the opportunity to talk about digitising a board game. So I've entitled this digitise it yourself. And that was because during lockdown, I didn't have any resources. I had limited access to software, couldn't get a learning technologist to help me because they’re all very busy. For people who haven’t played digital pursuits before, there are two screenshots on screen. The one on the left-hand side is the board game, and the one on the right-hand side is online board game.

06:14

And just as a quick overview of who I am, I’m an organisational staff development coordinator for digital skills in the university. I am the only one who looks after the digital skills in a staff development team. I look after all staff. And I do work for researchers as well. I’m based in the HR department, but the university has also got a learning technology team who train and support academic staff in pedagogical aspects of digital skills. And today, what I really want to cover is the benefits of using the digital skills board game both online and on the physical board game. And I want to explain the journey of how I made it from the discovery tool to the board game to the online version. And I'm going to talk about future developments and I wish, and I will be using after a meeting I had yesterday, I want to use the board game or the virtual boardgame in the digital education plan of the university. Just as a quick overview, the university has used the discovery, the capabilities discovery tool, for a while, people who don’t know, I know EP is going to talk about it in the next presentation, there are 15 categories, it's a very good and excellent tool. And we've benchmarked a digital programme in 2019. Before all of COVID and lockdown happened. Based on the reports that we got from there, and we have an actual website or intranet for the digital programme. But on top of that, I went to a community practice event probably in London or maybe Edinburgh, I can't remember which one. One of the breakout sessions was about gamification and while I was there, I came across a game called Digital pursuit which was already completed and on a website via Jisc, the URL is on the second line of the of the slide. I played the game just with some of my peers at that time, it was only for five minutes or so and we flipped over to a different game. And I started to like the game straight away. It's based around the 15 categories or elements of digital capability and the boardgame Trivial Pursuit. It’s discussion based and it's about sharing experiences. So the discovery tool is someone does a survey, it belongs to them, so all of the recommendations belong to them, there's nowhere really to discuss your sort of outcomes of your discovery tool. So the reason, one of the reasons, why I like this it's tailored questions, the questions are all pdf so you can amend them. So on the actual board game, which we ran from September 2019 till about February 2020, about 100 odd members of staff have played this game in various sort of guises, we had conferences and all sorts. And just observing, observing and facilitating these sessions, when we played in teams it allowed the teams to reflect on what capabilities they had and where there was shortcomings within a team. But also in a team it allowed them to actually discuss what problems they had and actually came back with solutions. So a perfect example was in my team, our administrator changed the process from doing physical mail merges and putting them in envelopes to email merges with an online form as a response. And that just came from a conversation that came about from playing this game. And other things we’ve found when we‘ve played this, so we've had academic groups together, we’d had professional support groups together, that they have sort of discussed how they’ve used digital skills to fix problems. Another perfect example on this is a question within the digital skills game is, have you ever created an online video? And one of the professionals one group said yes, we have, we actually produced an online video for our centre in Malaysia for this really complex process. And they only have to do it once a year. And the knock-on effect of that was another support department started to create online videos for themselves. So they can actually remember how to do complicated processes that they want to do once a year.

11:04

Another benefit I found was when we had academic groups, they were starting to think about how they can incorporate digital skills into the curriculum. So with the curriculum, one conversation was about an e-portfolio, we use Mahara in the university, an academic used it, a different academic hadn't even heard of it. And because of the discussions, they started incorporating Mahara into the curriculum and started to get their students to use an e-portfolio. So I found loads of benefits, there were a lot of things like people putting links to things that they do at home to the things they do at work, for example scheduling. And so there's loads of positive outcomes from all of the sessions that we run with this boardgame. The one negative thing I would say is the setup and clean up time of the boardgame. At the conference, we had six of these boards on the go. If you have a look at the image, which is on the bottom there, there's a lot to actually get out, put back up, and at the conference we had 20 minutes turn around for the next group to come in. So I was beavering around just trying to get things all set up. And these two images by the way are what comes within the URL, you'll find a link to the actual board and a link to the question set. I’ll just very quickly go over what happened in March 2020, because you all know. The most significant thing was on March 20, I turned 50. And I didn't manage to get a holiday, and I still haven't. But Boris also announced the closure of pubs and the university announced that they're going to be working from home. So all the way from March/April all the way through to probably the end of June was just a mad rush. Like everyone, I'm sure all of you had to do the same. We were talking about collaborative working and getting people online. We had about 700 participants in three months just doing different events. So the staff development team, which I’m a member of, decided in June, let‘s sort of move it out and do some other types of training, we can’t just do this all the time, it’s very reactive. So one thing that I decided to do was a virtual version of this digital pursuits game. And I thought it was going to be very easy because of a piece of software I'm a certified trainer of called Smart Notebook. Unfortunately, the laptop I was using didn't have Smart Notebook on and I could not get a licence. And also the resource on my laptop wasn't good enough to actually get the software. Other things I was thinking about was Microsoft Teams whiteboard, anyone who uses Microsoft Teams, and remember the whiteboard in 2020, there wasn't much functionality on that there: pens, erasers, I liked the pens there wasn't much else on there. I first looked at looked at PowerPoint/storyline, I couldn’t work it out, I haven’t done much with animations. I didn't have the resource for physical teams to support me because they're all flat out. A couple of things were possible, which were OneNote, I’ve got an image on the right-hand side. I tried to make a virtual OneNote, it just didn’t work, it was too clunky. So I sort of put it on the backburner a bit but in July 2020 I was doing a session for our research team, which was talking about creating posters on PowerPoint. And one big thing we do on that poster design course, is put images in the background. And this is where I came to the realisation very quickly, because when I put an image in the background in the session, the image of the digital pursuits game was actually in the same folder as the image I was going to do. And it just triggered off something in my mind and started the cogs turning, I actually can just use PowerPoint for this in design mode. Other things we do with that, we can move shapes around, use block arrows, and we put content on the edge. So what you can see on the right-hand side is what is the final outcome. But I created 15 minutes after the session a first draft of this, put the board on there did a very scruffy looking table, didn't make it neat like it is there, got some icons on there. And the following day, I tested it in a team meeting. And everything worked. You probably see on we've got a virtual dice as well. So just using the internet for a virtual dice. So got it working, sort of launched it straight away from July. But unfortunately, because we were still in lockdown people we still more concerned about getting collaboration and Zoom meetings and Teams meetings working, the first uptake of the session was in November, and I last ran a session in September. I've had various groups kickstart placements, professional support and academic teams. I do adapt the rules depending on how much time that we've got, and, just as another thing, because we can have screen control, some groups let me control and some groups decided on the pieces themselves. So many variations of how people wanted to use it.

16:03

The advantages I find of the virtual boardgame, it's easy to setup. I basically just duplicate a slide, copy the whole presentation and then run a new presentation, as long as I've got a template there. It's also, and I've tested this when I've been on campus, it's it actually works on iPad teaching, which means I can actually work it on a smart board or an interactive board, and have a Teams meeting on the projector. So we can have people in the classroom, and we have people, online invitees. And also it's very portable, which is going to be very useful for me in the future, because we're going to be running out of staff and academics to play with the students. It's low-tech, all you need to use is PowerPoint, and a virtual dice. And the meeting software is independent as well, it works on Teams and Zoom. The only disadvantages, and it depends on what equipment you've got in locations, is it needs dual screens on extended mode, just because you want to ask the questions of people on Teams on one screen and you need the screen sharing on the other. A quick sort of overview I would give to anyone who wants to use it is that maybe Teams whiteboard, it is now improved, anyone who uses Teams knows the whiteboard’s got a lot more functionality than it did this time last year. I would also want to test that it works in the classroom, but I haven't actually done it in the classroom. But finally, and I have a lot of things confirmed in a meeting yesterday at the digital education plan, which is moving forward within the university, I'm going to use the game and distributed the game as a tool to go alongside the discovery tool to start the new strand of staff development and also go through the strand of putting digital skills into the curriculum. So we're going to probably have a different version of questions for the academic team talking about, just probably rephrasing the questions, have you ever done this with a group of students? And that's all I would like to say for that. Can someone give me how long I’ve got left to talk, and I’ll do a quick demonstration of the game. Lisa?

**LG** 18:23

We've got about sort of three minutes.

**GS** 18:25

Yeah, so I’ll quickly just show you the boardgame. And I’ll distribute this through LG, so LG will be distributing this. As you can see, this is a PowerPoint. If I just go into the home section, this is your standard layout of PowerPoint. And so when I'm playing the game, I just drag that in there, I minimise the board, I then get if I get to the right icon, a virtual dice, again, if I minimise this, you can get the vertical dice just to fit on a little window. If I get the thing to stop, roll a vertical dice, and let's just say I am an aeroplane there, I get three, so if I pick up my aeroplane, I move my counter three places, like so. And I’m just going to put it next to the black there. Now what you do then, is you ask a question. And the question on the set of cards that you get is, can you give me an example of a time when you synchronised files across different devices? And that's when you facilitate the discussion, so I normally let people do a hands up in teams to actually allow other people to answer as well. That's how a discussion would start. So really the game is just a tool to facilitate discussions around digital skills. I think that's all I would like to see. A couple of minutes, I'll just maybe take a few things by chat.

**LG** 19:59

That's fantastic. Thanks so much, GS. And do we have any questions for GS, please do feel free to ask on the mic or in the chat. I can see [participant’s] asked if we could have GS's PowerPoint slides to go with it.

**GS** 20:15

Yeah. So I distributed them to you yesterday LG so however we want to distribute them. We could put them on the Teams channel?

**LG** 20:27

Excellent. We'll do that after the session. Thank you.

**GS** 20:33

Yeah, the only thing I’d like to say, once I've made it low-tech, I classify it was low-tech as I was just using PowerPoint, I thought it'd be really good because it becomes more portable and distributable. So basically, anyone with a basic set of computer equipment would be alright as well. And I used an online dice, and you can use any online dice of your choice.

**LG** 20:57

Fantastic. [Participant’s] asked, ‘lovely game mechanics, is there a winner at the end of the session’?

**GS** 21:04

Well, you know, I found myself as a really bad facilitator that I started using Bruce Forsyth, because I used the line points make prizes. When I did the pilot I said what do points make and someone shouted out prizes. Really there is no prize on this. I think when I first did it I had some university pens which are given to university staff anyway, well, you know, it depends on if you've got budgets to give out prizes from this. I also change the rules as it goes along. If anyone has played Trivial Pursuit in the past, the game can last hours, and you don't want people to get bored. So I've given them points just for landing on a square, you know, give them a thing for that and let them move on. But it's really about how you facilitate the discussion. It’s facilitation skill needed. And we are now planning to distribute it to academics and hopefully the academics that have seen it want to maybe introduce it into the actual course as a game itself as well.

**LG** 22:12

Fantastic. And I've had a few more questions, and will you be using it as part of staff induction.

**GS** 22:20

No, I don't think so. Admin stuff induction is getting looked at, at the university. There's a lot going on in there. We currently have a long set of events. So I can't imagine how we'd fit in with all of the other things that go with the induction. But there was talk yesterday of introducing digital skills, and may be used in appraisal rounds as well. So maybe getting teams together pre appraisal, to look at digital skills, and then ask to do the digital skills as part of the appraisal.

**LG** 22:55

So fantastic, it’s such an engaging way of having this conversation. Brilliant. And there are a few more questions. I think just for time, if you're okay, GS, just to pop into the chat to respond to those, that'd be great. And we'll hand over to our second speaker EP.

**EP** 23:13

Thank you. I am just going to move some things around a little bit. I'll be with you. Hi, everyone, I'm just going to share my screen. Excellent. So hopefully you can see my PowerPoint slide at the minute, please shout if you can't, and I'll, I'll sort that out. So my name is EP. I'm here to talk to you a little bit today about how we're working with students at the University of Plymouth to promote and support not only the discovery tool, but digital capability development more widely. So I wanted to first introduce the team and the team in terms of the student digital champions that are working with us currently from across a range of disciplines and schools and institution. And a big shout out to V in the screenshot at the top who, without her we wouldn't have been able to run this programme. She's been sort of integral in coordinating the digital champion shifts and all of the activities we've done as part of the programme. So these are the students that we've been working with. And I'm going to talk a little bit about how we're sort of using their networks etc to promote the tool. But what I wanted to look at first very quickly is alongside this, we've got new this year, a new digital capabilities hub website for staff and students as a collaborative endeavour between our team in digital education and a team in our IT department called digital experience and platforms. And we've worked collaboratively to try and put a sort of one stop shop together for all the resources and activities for digital capability development. This was inspired by a Jisc webinar I came on and saw a speaker from University of Wales Trinity Saint David, who had done a similar thing. And it was based, again inspired from the University of Edinburgh. So it's just trying to make a place for both staff and students to be able to come and see any resources we've got. So I'll just quickly, forgive me moving between screens, but I will just quickly show you one or two of the resources that sort of come from that page. So basically, we've got a link that goes to the discovery tool, which we've all seen, we've also got a link that is for new staff and new students. So the new students I'm going to talk about in a little while, but just to talk to you about new staff, we've got a Xerte resource that's around new staff induction, where staff can look at all of the tools we've got by productivity or by capability area to match the six areas in the framework. So we've got that link from our main hub page. Similarly, if you're new to a management role in the university, we've got digital capabilities online module that you can use, and work through at your own speed. And the final sort of grid from the website that you saw is a resource and course finder where we've put a lot of the just resources that come as part of the discovery tool, but a lot of internal resources as well. And we've tried to put them in a place where you can look for them in various different filter methods, so you can have a look and if there are ones that you want to have a look at online, that's taking a second to load, whether you’re staff or students, you can search by capability area. And also you can look at University of Plymouth resources, external resources or any LinkedIn courses. But we've got about 250 resources on that page now to try and help

26:53

bring everything together. So if I just pop back to the PowerPoint for a second. So that was just a sort of to set a little bit of the scene of the wider work that we're doing around digital capabilities that both staff and student approaches. So if I focus now on the student digital champion part of things, so we've had the digital champions working with us in semester two of last year, and they've just started again with us two weeks ago for this academic year. And this is their website or part of their website to sort of show you the things that they're doing. So I've sort of highlighted that one of their big remits is to support students in raising awareness about the discovery tool, encouraging them to complete it, and just generally promotional work around it. So I'll show you some screenshots of the students in action in a second. But basically, we have focused on face to face contact at the moment, so the students are back on campus. So they've been working in the library, as you can see on there, they're offering training sessions for technology, and then we're shifting into more hybrid with both online and face to face interaction soon. So that's just to sort of give you a flavour of the overall things that they've been doing. But just before they started in induction week, so before they started face to face with students, we worked a lot of the last semester on preparation, because obviously we were still working remotely. And the time of year meant that the students, the wider student body didn't need as much support sort of ongoing, so we focused on doing some preparation. And this is their iPad. So basically, we give them a managed iPad that they can use for the whole time of the time they're on the programme with us. And we put links on them to help them when they go to speak to students to make it a little bit easier. So you can see that we link them to the discovery tool so that they can show the students they're talking to what the tool is. They go to their website, so they can encourage students that are looking at this promotional materials that they've done. And they created a whole load of discovery tool promotional posters during this time. So if I just show you one of those. So one of the sort of activities they did when they worked with us more online last semester was they created four or five different discovery tool posters. Why is it important? What are the benefits? So they did a lot of desk time around the discovery tool last semester and sort of the question sets, so that when they were speaking students, they were doing it from a position of being sort of informed. And additionally to that they spent some time using Miro boards to put together advertising plans. So how are we going to advertise this once we're back on campus and the online methods and so this is just one of the advertising plans that the student digital champions put together about how we could get this out to the wider sort of student population. So that was their sort of preparatory work in getting ready to go out and talk to students once the new academic year started. We found out really quickly after about two days of just having the iPads that there is always a place for an A5 paper flyer because they were working in places with the students and the students needed somewhere to - I’ll go back to the flyer for a second - the digital champions needed something to give to the students as an aide memoire, even though the things were on the mobile app. So we got a little flyer designed really quickly so that they had something to give to the students. And as you can see there, the focus for both new and existing students is looking at the discovery tool, as well as an introduction to technology Moodle course that we've got, which I'll show you in a second. So these are the fabulous student digital champions in action, two of them, and they work in shifts in the library. So they've been doing it for two weeks now. This is working on the careers, in our student hub, there's a career stand. So they have table toppers with this sort of poster on so that students know what to come and talk to them about. And whenever they talk to students, they promote the discovery tool and the resources that we've got on the website. They also work alongside library and IT skills staff, who are the front of the first port of call for students, IT queries and library queries as well. But basically, they are guiding students towards our digital champions to help them with queries about all sorts of things around technology. So again, they work alongside that team to be able to talk to as many students and help them

31:47

wherever they can. The additional place where they're working is working alongside our student learning team, that team have got a very well established writing cafe service, where students can go and get help with their academic writing in a sort of informal cafe setting. And K, who's one of our current digital champions worked for the writing cafe previously, and suggested that it might be good to have a digital pathway alongside the writing cafe so that students who wanted to get help with how Moodle works, or how Turnitin in work, or all of those sort of things. As well as the general digital skills development that comes as part of sort of working through the discovery tool and those sets of skills. So the digital champions have worked alongside the writing cafe, and the PALS team who provided them some training for them working side by side with students on a sort of more regular basis. So just to have a quick look at the your study Moodle site that I mentioned. So the student digital champions, their remits, at the start of this academic year, there were two things that they were primarily working on. One was the promotion and raising awareness of the discovery tool, how it works, explaining to students about the questions and the different categories they fell into. So one of their big remits in the start was to push and promote the discovery tool. Alongside that we had a new introduction to technology module that we were keen for all new students and existing students to work through and so the other part of their promotion was to work through explaining to students that this tool exists as well. So basically, the Moodle site has lots of information in for students that are new to the university, but what we made sure was that front and centre was a part around assessing your digital skills so that the students whether they'd spoken to the digital champions, whether they'd gone to this, your study Moodle site, which we hoped was in most programme Moodle sites, as we've done some promotion of that earlier on in the year. But it was trying to provide different pathways into the discovery tool that students could follow, depending on where they sort of where they began the journey. So we hoped that whether it was through Moodle, whether it was through the interaction with the digital champions in the library, or whether it was through the new hub website for staff and students that all roads lead to the discovery tool and the supporting sort of documents and resources that we have alongside. So just to sort of see where we are and the things that we wanted to do next, is we have 454 students, up until 30 September completed the discovery tool which we are super, super happy with given that the first official start if term was the 23 September. So the sort of promotion and the places that it's been linked to seem to be working, we obviously want to build on that now and push it further. And the ways that we're trying to do that is the university school reps and course reps are currently being put in place. So it's all happening this week and next week. And then once that happens, we will use the school reps and course reps as ways of getting the message out in a more online way. The student digital champions this week are currently designing some smaller posters that can go on screens around the university that promote the things that they're doing. So not only the discovery tool, but promotes the training sessions that they're running and the times that they're in the library. But we hope once the school and course reps are in place that there is a way to get the message out from more online and virtual ways. Because we've done a lot of face to face in in these first few weeks. So it will be nice to sort of balance that with some online messages going out. And similarly, the digital champions their individual networks that are starting to sort of send the awareness and advertising sort of campaign around from an academic staff perspective, and from our perspective, our team is primarily staff facing, we’re working directly with students by supporting staff. So as sort of learning technologists, our route into the sort of learning and teaching community a lot of time is we sit on learning, teaching or learning committees where we can promote the student digital champions and the things that they're doing. So we're sort of pushing it from that angle as well, encouraging staff across the institution to encourage their students to complete the discovery at all, if they haven't.

36:49

We're looking to see how we can make use of doing some bookable online appointments with the digital champions so that students who want to specific - we've done a couple of them, but they've been done ad hoc rather - but we want to look at our sort of way of we doing it sort of bookable online ones. And we're going to do more work with our student union. So University of Plymouth student union have been great in helping us get to do some advertising previously, but we want to do some more work with those coming up. And finally, we are obviously in a little bit of time going to look at the analytics and do some action planning from the data that's coming in. So look at where maybe the gaps are, or what the discovery tool analytics are telling us and decide what we need to do with that. But the digital champions are working with us until the end of November. So we have them for 12 weeks. So we're going to do hopefully a lot more good work with them over the coming weeks, but they have been fabulous. But I may be a little bit biased. So I will stop sharing my screen for a second.

**LG** 38:00

Thanks, EP, that's absolutely fantastic, and what brilliant engagement you've got already and a really great example of utilising the students to really generate some interest around it. So just have time maybe just for one question for EP. Obviously EP would be happy to pick up any conversations after in the Teams site, too. We did have, I think somebody was just asking about interest in the job descriptions around those student champions. So maybe that's something just to follow up with after

**EP** 38:35

Yeah, no worries. And we totally understand that there's lots of sort of student champion programmes running. And it's really we've been sort of inspired by wanting to do this for a little while. And so being able to sort of roll it out and have the focus around digital skills, which is something that's always been sort of raised as an area that needs more sort of attention. Hopefully, the two things working together have been beneficial, but yeah, happy to answer anything afterwards.

**LG** 39:04

Thank you. And [participant’s] shared a few links to some Jisc resources around the partnerships area too, but readers show the power of student partnerships, which you said, which is fantastic. And so thank you very much. And I'm going to hand over now to PT who has to leave us promptly at one so we'll move on to her session and stop talking. Thanks, PT.

**PT** 40:00

Thanks very much everyone. Just going to put my camera on for a minute so that you can see what I look like, that I am a real person. And then I'll share my screen with you. So just bear with me. And so when I launch something into the ether, please let me know that you can see it. Can you see that?

**LG** 40:00

Yeah that's looking good. Thanks.

**PT** 40:02

That's brilliant. Thank you very much. And so LG asked me if I'd just share a bit about how we've had to adapt our project plan. Given that in the last year in common with so many other people, many things that we've done have been blown off course. So I went to Nottingham College, I'm an organisational development advisor. And I'm part of a team that looked to introduce the building digital capability tool to our colleagues. And one of the reasons that we went for digital capability, rather than a perhaps more traditional way of just training people to use the packages that were that we were using, really came from this idea of sustainable development, that, you know, if you give a person a fish, they can feed themselves today, if you give them a net, they can feed themselves for life. And also that by building capability, you build somebody's ability to weather the storm. And little did we know, the storms that we might be weathering when we started this programme. So that was the rationale behind building digital capability, rather than moving away from traditional training. So like, every good team, we started out with a project plan. We ran a pilot study with our faculty of computing in it, who tested things almost to destruction for us. They got signed on, completed their profiles, set their learning priorities, and we evaluated from there, and it was clear that greater direction and support was needed. So we brought in our learning technology coach team, and my colleague, [participant] is on the call today. A is one of our learning technology coaches. And rather than simply direct people to the learning technology coaches, they became an integral part of the rollout and the programme. And we drew up a nice, neat faculty by faculty implementation plan, with a professional services plan to follow. So what could possibly go wrong? Well, this storm, the beginning of term in September, quickly followed by a second national lockdown, increasing workloads, lack of resources, both physical resources, laptops, computers. And suddenly people were in a position where they just were keeping their heads above water. So me coming along and saying, look, we've got this great tool and we're going to roll it out to you was just, no, we haven't got time. So we identified priority areas based on the degree to which digital capability was central to the delivery of the curriculum in that area, and the known capabilities of the staffing group. Now, not unsurprisingly, there was a little bit of pushback, no one likes to be told that they're a high priority area against a criteria like that. But some people did embrace it, they saw the needs, and they were prepared to accept the help. Now I liken it to throwing life preservers off the Titanic, there were some people who were so busy treading water, that they couldn't see the things that were hitting them side on were life jackets, others were prepared to embrace the support that they were being given.

**PT** 43:40

So how did we go about that? Well, what we did was, we acknowledged that there was no time to train off the job, that it wasn't possible to bring people into a classroom and do traditional training. So we put together a team to support each area, and on a sort of rolling programme. We worked with the heads of faculty, they briefed the project team, and highlighted areas and people that they'd identified as priorities. They then brief their staff groups. The staff in those groups undertook the building digital capability tool, they got a report, they then had a one to one coaching session with one for learning technology coaches, who helped them to identify the development priorities. And sometimes they put in a bit of steer using the information from the head of faculty. The coaches then joined their coachee to complete a real piece of work in real time. So that might be joining an online lesson to support the use of a whiteboard or a polling tool, might be about setting up a blog designing formative assessments. So that what they were actually doing with the learning technology coach was real. So I remember years ago, doing some Excel training and being given a spreadsheet of best times to and from Matlock. Now just because I live in Derbyshire doesn't mean that I've got any interest in bus times to and from Matlock. And when I got back to my desk and try to create a real Excel spreadsheet, I discovered that actually, I didn't know fully what I was doing. Whereas when somebody sits with you and create something that you can immediately use, that you can see the relevance of it, then, straightaway it's giving you the support and the relief that you need. So we termed this sort of immersive learning. And I'm just going pause there and see whether [participant] wants to come in there with anything based on his experience.

**Participant** 45:54

We went into the areas and I thought the take up from the staff was very good. And what they got out of it, they definitely improved their teaching and learning and their digital skills as well. So yeah, it was very well received.

**PT** 46:12

Thank you. And I think one of the things we noticed from your team, [participant], you went in and did it and you got less people coming back saying I can't remember. Whereas with traditional training sometimes you get that, where people when they come to use it they say I can't remember how to do it. But actually, because they were using it in real time. For a real piece of work, it became more sticky in inverted commas.

**Participant** 46:37

That's right, yeah.

**PT** 46:39

And so where are we now? Well, you can see that I've used the image lifeboat on that particular slide, because it did feel a bit like we were sending the lifeboat out. And we got in and got wet, if you like with the teams as they were learning on the job. So now, I guess where we are is more lighthouse than lifeboats. We’re satisfied we've got a model that works. We have had some areas that don't want to engage with that. Often that's come from managers saying their teams don't have time. And actually, the teams are saying, we really need this. So after a conversation last week, or the week before, with AM, and I'm going to try some bypass surgery, as AM called it, to see if we can find other ways to get directly to the staff groups instead of directing everything through their managers. So the message that we're putting out is we are here to help you that guidance, and support is available. And we know that it's not perfect. But what I've also learned recently about lighthouses, if anybody else has been watching the Rob Bell programme on television, is that lighthouses were responsible for a lot of the design and innovation in construction and technology that we take for granted today. And that's inspired me to think about see some of the changes in digital learning that we're doing at the moment will benefit all our learning interventions. And finally, sometimes the messages stand firm, keep broadcasting and people will take up and they will see the benefits of what we're doing. So that's me, and according to my timing, I've got about four minutes left. So, I’ll stop sharing my screen.

**LG** 48:49

Absolutely perfect, bang-on timing, thank you. And I think what I really liked about PT’s journey is that immersive approach to support had worked really well, so it's that approach where the discovery tool provides that useful starting point and then there are other things that you need in that journey to be able to really make that happen in practice. Thanks ever so much.

**PT** 49:15

I just realised you can all see me swinging my water can't you, I'm quite interested in GS's digital pursuits as well. And I'm guessing [participant] and I might be having a conversation around digital pursuits after this, because I think that's a good place for us to probably go with some of this. And as I said, we haven't cracked the nut. We've still got a long way to go. But what we do know is this approach of let's work on a real thing in real time, is really benefiting people. And they're seeing it as having a very positive effect on their developments.

**LG** 50:00

Fantastic. Thank you so much for sharing that journey. And I'm wondering, AM, if you were happy just to share your thoughts on some of the ways around some barriers that you were sharing. PT mentioned the bypass experience. I did like the analogies you were bringing in. So yeah, please.

**AM** 50:19

Yes of course, hello everyone. In my previous role within a college, I had some similar issues that PT had faced around lack of engagement, I suppose. And when I looked at it and sort of think about the issues, I had two main avenues of thought as either trying to bypass a certain team that were blocking the progress or trying to expand it, and what I sort of classed as installing stents into a vein, I suppose, to try and either bring in more people to support the process. And it was just a sort of an interesting thing, just to think about how can I get over this particular issue, or how can I maybe expand that support network, so that those who were blocking things were still involved, but didn't have to do everything on their own, or didn't feel that we're overloaded by work. And that sort of led to a bit of a discussion with PT a couple of weeks ago, and she mentioned, and also, she's gone for the bypass method, which I think, hopefully will defeat, I guess, what PT’s worried might be a heart attack. So that's great hearing it’s worked.

**LG** 51:36

That's right. So we're going to build that into our guidance, we enjoy the heart surgeon analogy, but thank you. So just mindful that we might start to lose people. So if I just pick up now and finish up just with a few news and updates from our side, if you're still around, we can continue the conversations shortly. Just to really add, we'll share with you the sort of growing community that we're working with at the moment. So we now have over 100 subscribing institutions, which is fantastic to see and corresponding growth with the numbers and usage there and the discovery tool. And that's, you know, working with 49 universities, with 45 further education colleges. So that's just a brilliant community that we now have to work with. And also, just while we're on numbers, just to let you know that in the resource bank itself in the discovery tool that's now grown to over 750 resources that we now have within the discovery tool collection. So we're really focused on getting that collection built up and expanding. But in terms of things that are coming up, we’re really excited to be doing some new things with our Teams community site just to try and give a little bit more engagement around that, and I'm working with AM on that, which is really good news. So we do have our inaugural coffee, it was a coffee morning, but seeing as we scheduled it for 12:30, it's going to be a coffee lunch. So please do come and join us it's a much more informal opportunity just to come and make connections with the community to really complement the webinar series that we put on. So that's happening on Thursday, 21 November, please do join us. And we will let you know how to do that nearer the time. And we also now have a date and just about to launch registrations for our wider community of practice event around building digital capability and the digital experience of students and staff that's taking place on 30 November. That will be online and you will shortly receive instructions on how you can register for that event. We're always looking for volunteers. So if you have some positive stories to share, please do let us know you'll be asked in the registration form. And we can include that within that event or in our upcoming support webinars too. Our next support webinar will be taking place on 14 December and between 12:00 and 13:00. So further details around that will also follow. In terms of service enhancements, I mentioned when we spoke in June that we were adding some enhancements around the data dashboards, that you'd now be able to drill down into those second level subject headings for the staff data at the moment. At the moment you can just do the first level. That will be launched in the next couple of weeks and there'll be some communications going around when that's available. And also mentioned that we were working on some updates to the higher education teacher profile and our learner profile. And thank you to everybody who has contributed and reviewed and participated in that process. We really appreciate that. They are now being in the process of being finalised and we'll be going through our branding process and we'll make them as available as soon as we can. And they’ll be available from our service site, I think ME’s going to pop a link in to where you can find the current role profiles. And we've also been working on a new mapping document. The mapping documents really help you to see quite easily whether there's a publisher collection of resources, and indicates how we've mapped them to our discovery tool question sets and the headings, mainly in case there's things in there that you'd really like to highlight and make available as part of your resource addition, that helps you do that mapping. So we have a new one coming up, we've been working with the Education and Training Foundation and the resources that they provide, and to ensure that they're in the discovery tool. So that will also be coming up in the next few. And there's a link there to where you can find all of our mapping documents, we have one for Microsoft resources we have on LinkedIn learning resources. And finally, just a reminder, really for any issues, any queries or questions, please do contact for [help@jisc.ac.uk](mailto:help@jisc.ac.uk) email address and pop digital capability in the subject line and that will get through to our team. So we have a few more minutes. And if anyone has any questions for any of our speakers, please do ask them. Is there anything coming up in the chat that we need to pick up on?

**ME** 56:30

No, lots of positive comments. And there's some great conversations already taking place. And just a massive thank you to all the people that presented today.

**LG** 56:41

Absolutely. And it's just so lovely when we get a chance to hear from you and hear your stories about the things that are working well and the things that aren't working so well. So a huge thank you again to our speakers today at what we know is a very busy time for everybody. So we'll say thank you. A reminder, please do pop in our team site. ME is there with a little channels and strands for each of the things that we've been discussing today. Our speakers will be popping in. So any questions that you've got that you haven't had answered, please do go and follow them up through that route. So thank you very much, everyone.

**ME** 57:23

Thanks, everybody.