Building digital capability service support webinar

15 March 2022

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# Transcript

## Speakers

Andrew McFadyen (AM), Becki Vickerstaff (BV), Patrick Turner (PT), Dan Fitzpatrick (DF)

### AM 0:03

So hi, everyone. And thank you for attending our quarterly support webinar. We are really happy with the guests that we have today. Sadly, due to unforeseen circumstances one of our presenters wasn't able to attend, with this we pass on our best wishes to him, but we'll be looking forward to maybe him speaking in the future. I would like to welcome as well, BV, who is my lovely colleague, and she is the higher education senior consultant working on building digital capabilities. And as I mentioned before, we've got a couple of great guests that we're looking forward to, to presenting for us today. So we have, to begin, a presentation by PT, who is IT systems trainer at Leeds Trinity University. And he'll be looking at how they have managed to embed building digital capabilities into to their systems and Staff Services. And also a presentation by DF, who's the - forgive me if I get your title wrong Dan - the Director of Digital Strategy at Education Partnership NE who will be looking at his approach to building a digital strategy and focusing on students and how he will be using the discovery tool in the building digital capabilities system to support him in organizing that and realizing that plan of the digital ability and digital development for the college group. And then we'll have time for some questions. So at the end of each presentation, please feel free in the chat, as we're going through, just to type in a question. If you can start that with a capital Q so we know it's a question. And we will collate those and pass them over to the presenters at the end of their presentation. And then the very end, we'll have maybe 15 minutes at the end just to go over some questions and updates and close the webinar. Next, however, I just want to hand over to my esteemed colleague, Becki, just to go through some of the bits and bobs.

### BV 2:15

Thank you, Andrew. And, again, another welcome to everyone who's joined us today. So I joined Jisc at the beginning of January as the higher education senior consultant supporting the building digital capability service. And I just wanted to take a few minutes to sort of reflect on what for me has been an exciting few weeks. So for those of you that may have been aware, last week saw the wonderful return of Digifest 2022. So what for me was really special was it was the first face to face event in the last two years. So it was really, really lovely to meet so many of our members and customers at Digifest, but also those that joined us virtually as well. So it was really nice to see that real hybrid approach, which we're all seeing moving through the sector at the moment. So for me, as I said, it was lovely meeting some of our members and hello to those of you that may be on the call today. But also attending some of those sessions and listening to how people are using technology and experiencing the digital world that we're living in at the moment which is, as we all know, rapidly changing. So for me Digifest was really lovely. And it was really nice just to meet people face to face and have those discussions as well. But following on from Digifest, we're really, really delighted that today, this webinar is actually forming part of our community fringe events. So a big welcome to those of you that are coming to us from those community fringe events. And some of you may not be aware of what the building digital capabilities service is and the discovery tool. So basically what we are going to be talking about today is really first focusing on that discovery tool and how some of our members and customers have been using that within the organization or institution. So for those of you that aren't aware of what the discovery tool is, the discovery tool really sits as part of the building digital capabilities service. And in essence, it's a self reflective developmental tool, which staff and students can use to self assess their own digital capabilities, and really identify their strengths, and also look for opportunities to further develop those areas of digital capability. And of course, from an organizational point of view, you have that aggregated anonymous data to really help you drive your digital decisions. So following on from that, I don't want to take up any more of our time with our speakers today. So I'm really delighted to hand over and introduce you to Patrick from Leeds Trinity, who's going to talk more about what they've been doing there with the discovery tool. So I'll hand over to Patrick now.

### AM 5:04

Thanks, Becki, I'll stop sharing so Patrick can share his presentation.

### PT 5:08

Yeah, thanks very much, Andrew and Becki, let me just share my screen, one second.

### PT 5:17

Okay, so hopefully, you can all see this now. So yeah. So when I was asked to do this by Andrew and Becki, what I thought would be useful would be to take you through kind of our journey over the last year, introducing the discovery tool, at Leeds Trinity, and the key milestones that we've kind of achieved, and where we're looking at going in the future. So as a little bit of a background about me, I've worked at LTU for seven years now, I used to work in the eLearning team, about a year and a half ago, a role was created, which was the IT systems trainer, and it wasn't actually created because of the pandemic, they just happen to fall at exactly the same time that COVID kind of hit - March 2020, I think it was. So it kind of came at a good time. What I was looking at initially, was creating a training portfolio or a structured training portfolio, to support all staff at the institution, and an introduction of new technologies. So mainly that was, like I said, Microsoft Teams, and the associated apps that come alongside Microsoft Teams, but it does also kind of more far reaching than all the IT systems at the university. So one of my first objectives that I myself was to look at how we could help staff with the development of their own digital skills, their confidence in using digital tools. And that's what I started looking at what was available out there to kind of assess their starting point. So we looked at a few different options. But the one that kind of jumped out at me as the best option for us was Jisc's BDC, the discovery tool. So we purchased that, we ran a very quick pilot with a few academic staff. And then what I did was, since then was create a layout on the discovery tool, which would help to point our staff in the direction of relevant training opportunities, and resources that we have internal and external. We also at the same time had bought into LinkedIn Learning. So we use it as an opportunity to point people in direction of that as well. And what might be useful is just to just zoom in on this picture here, to show you what the discovery tool looks like for our institution. When a user logs in, or staff member logs in. This is the kind of view that they get. So it took a bit, to be honest, it took a little bit of time to create it in such a way that made it easy for the staff to navigate around and get to the information that they needed. What I'm showing here is actually how we managed to make our own internal resources appear first in the list of the kind of the resource bank that's available to staff. So you have to be a little bit clever about how you do that to make sure that the first tile is your own institution’s. But there are ways of doing it. What you can also see on the right hand side, if I try and zoom in ever so slightly, is one of the key points for us was obviously pointing staff in the direction of resources and courses that were actually approved by the institution and also software that it suggests. So the Discovery Tool is great, because it obviously suggests loads and loads of different software and courses and websites for you to visit to improve your skills. But if your students are anything like ours, then we have to be careful with what we actually allow our staff to use. And they have to go through an approval process, which is why we've got this introductory notice at the top which talks about how it's good to have all these different kinds of tools available to us. But there are processes you have to follow. And that can be seen at the top here. We've then linked to the university's approved IT software and services. So that shows what they can currently use. So that is things like obviously Microsoft Teams and all the applications that come alongside that, or the software and tools that have been approved in the past that it's fine for them to use as well. On that page. We also have links to say you might have been suggested to use this tool, we haven't actually approved that. But the alternative is this one and you can use it and then point them in the direction of guidance. As I come down, you can also see that we've linked to other useful pages for our staff. So that first one there that says IT systems training website that is actually the page that I look after it's actually hosted on Moodle, which has our virtual learning environments. On there, we have things like upcoming training sessions that I'll be running quick fire videos, which gives them key tips about how to use some of the features within Microsoft Teams. detailed training sessions, if they can't attend face to face training sessions, they can watch pre recorded training guides.

### PT 10:24

I'm not going to go through all of these, but you can see the sorts of information that we're providing our staff with and there down the bottom, you can, you can just about see, I think it's not quite cut off. But we also point them in the direction of the Microsoft educator community, or the educator center, and also LinkedIn Learning, which I mentioned a moment ago, which we've bought into as well. So loads of really useful information provided to our staff there. So after that, I thought would be useful to just kind of take you through our key milestones. And what we've got here is kind of from January last year, to the present day, what we've actually managed to achieve. So back in January 2021, we held a learning teaching day, and I actually requested that I have a slot on that day, dedicated to the launch of the discovery tool. So all academic staff were invited to that learning teaching day. As always, not all of them turned up what we did get quite a high percentage of staff turn up to the day. And I had a 30 minute slot where I was able to explain the discovery tool, show them how to login, explain the signup process, and also kind of give them a little bit of a demonstration of the system where they can find things and navigation around the portal as well. What we also decided to do at that point was schedule a little bit of time in the day for them to complete one of the questions that's so there are a number of different question sets or surveys that they can complete. But the one we actually chose in January 2021, was the effective online teaching question set. And that was really decided to do that one because it was relevant at the time, staff had kind of been dropped in at the deep end whereby we'd kind of gone into a pandemic, Teams have been pushed out really quickly. And what we wanted to see was how people are actually managing to teach online effectively. So people completed that question set. And what we got after that was a few months kind of leeway, where we allowed that question set to stay open. So for people who couldn't attend the staff development day, they had an opportunity to go in in their own time, and complete the survey so that we could get the most data possible. I then analyzed that information. As you can see, there, we extracted all the useful information that we could out of it. And what it showed us was that there were four areas that we needed to focus training around. So we've those areas that we highlighted, I built that into my new IT systems training portfolio. Okay, so I was offering Teams training, a standard anyway, I was offering Moodle Training, I was offering other things like Panopto training, but they showed that there was a need for specific application training as well. So it's things like Microsoft bookings, Microsoft forms, tasks by planner, things like this, were kind of the requirements. So it allowed me to really tailor my training offering to staff. What I also did at this point was with the four areas that are highlighted, but I wouldn't say they were a problem areas, because we were still quite high up in terms of what we were achieving as an institution. But the four that stood out, what we also did was a mapping exercise with LinkedIn learning. So what we did there was we created, nothing kind of exciting, it was an Excel spreadsheet, which have direct links. So for example, one of our areas that was identified was collaboration between staff and students, for students and their peers. So we looked at with on LinkedIn learning was all the available resources, courses, learning paths, that all related to collaboration, and then we linked the two together. So what we're basically saying to the staff was, yes, you've been given an individualized report that shows you where your developmental areas need to be. But also, rather than you having to go off and find relevant courses to improve on that, we've kind of done that work for you. Here's a list, click on the relevant links, and it will open up directly in the LinkedIn learning course or learning path. And hopefully, you will you will improve in those areas that you you kind of highlighted as developmental areas. Since then, in June last year, I worked with HR and we decided actually we wanted to go a step further with the discovery tool. We have now successfully launched the discovery tool into academic staffs performing and developing development forms. So there is now a mandatory question that has been added to all their forms, which is basically saying every year they need to complete the

### PT 15:18

overall digital capabilities question set this time, so slightly different questions that they need to complete it, they will obviously receive an individualized report to the institution that is anonymous data, but we encouraged the staff member to discuss it with their line managers in their P and D discussions, look at maybe creating objectives for the next six months, based around some of the information that came out of there, this survey. So that has now been built into that process. And since then, we have also introduced it into the new starter process as well. So very similar to the P and D forms. But what we're now doing is the new starter and their line manager will receive an induction form in the first week of starting at the university. And before they still used to get that it would say these are the courses you have to complete as mandatory. So it's your normal stuff like fire safety, equality, diversity, all that sort of stuff. But now it's also covering things like you must do Moodle Training, you must do Panopto training, you must do Microsoft Teams training, and you need to complete the discovery tool. And then you can see here down at the bottom, we've said that the outcomes of those discovery tool reports are used to create specific objectives for that six month probation. So if it's highlighting that there's, there's a certain developmental need with something to do with digital capabilities, then that will be built into that probation. And now, we're moving on a little bit further, I'm currently working on a new project, which is a Digilearn program, some of you will be aware of it. So UCLAN do a successful Digilearn program. And we're looking at doing our own internal Digilearn program, which is a project where we'll have three progressive levels where staff can demonstrate their digital capabilities within their work in practice. So level one would be what's referred to as the practitioner level, which is the entry level. And what we're set here is the first criteria to be ticked off is that staff must complete the overall digital capabilities question set within the discovery tool. So they'll complete that they will also be required to do certain training sessions. So it'll be things like Moodle, training, and Microsoft Teams training. But hopefully, we'll also kind of advertise and promote the use or the benefits of using the overall digital capability tool to show that we are kind of got an invested interest in helping them to become more confident with using all the variety of variety of digital tools that we have available. Another step that we're looking at is launching the discovery tool to our professional services workforce. So currently, it has only been rolled out to academic staff. And that's because it has been built into their P and D process. But we are looking at releasing shortly sometime this year to professional services, especially since the Digilearn program will be launched to professional services at some point as well. We have also been exploring the possibility of using the discovery tool with students. Because obviously, as part of the service, we have got access to the students question set as well. Although after initial chat with the relevant departments at the institution, there has, there has highlighted quite a few things that we need to consider. So again, who is going to offer support to the students that it highlights that they need to improve in a certain area, there needs to be some sort of support mechanism in place, which obviously I can't personally offer that at the moment because I'm specifically working with staff. Also, it's looking at the sort of software that is available to them at the institution. So again, what is approved, if it starts suggesting to them that they should be using Google resources well were very heavily kind of wedded to Microsoft. So there's, it could be a little bit of conflict there. So it's definitely something we're looking at in the future. But like I said, there are a few things that we need to iron out first before we move on to the student part.

### PT 19:34

So then, what I thought would be useful is just to kind of give you my kind of key points to kind of make a successful implementation of this tool. And what I've really found is the main thing was to make sure you get the leadership team on board and fully invested in it. So explaining why we need the tool. It seems it's it worked out quite well for me with the pandemic happening. If there can be some sort of positive from the pandemic It was nice because it was kind of like saying, Look, everybody's been forced to use all these digital tools, we need to be showing that we're offering support in it, we need to be actively doing something. So this tool was great, because it's kind of said, we understand that you've been dropped in at the deep end, you're using things that you've never taught with before. And we want to help you there, there's a wealth of knowledge out there, internally and externally, we can point you in the right directions. So that worked really well for us. I'd also say that creating dedicated time or events, if you can, to the discovery tool would be a really good asset as well. I will probably say that having that learning and teaching day in January last year, kind of helped with the success of the implementation of it. Because it wasn't just like another program that was just thrown out in an email communication, to staff and, oh, look, we've got something new, click this link and get on with it, it was more like, look, we've got this, we're making a big deal out of it, it is a big deal. And we want to kind of show you it's a big deal by sticking at this specific event in place to demonstrate it, what I probably would have done differently, if I could, is between January and April, which is when I did all the kind of data analysis, I would probably have liked to have had another dedicated session in place where we could invite more people to it, having the one 30 minutes slot probably wasn't quite enough time, because we didn't capture everybody. And then you'll all know that if you give people or you send people a link to something and ask them to do it in their own time, you don't always get quite as good results that way around. So I probably maybe think about adding additional event opportunities in another really big point is to try and embed it into as many initiatives as possible, because that kind of highlights the importance of your tool. So we've seen a big increase in the usage of it. Now that it has been embedded into the new starter process, and also into the academic P and D process.

### PT 22:04

We will look at adding it into professional services’ P and D process and new starter procedures as well. And I think that is only going to kind of increase the usage even further. And the more people start to use it, the more benefits they see, it's giving them although we're only pointing in the direction of one question set, which is the overall digital capabilities, one, when the staff get on there, they do get oversight of the other question sets that are available to them as well. So we're not preventing them from doing the accessibility one, or the effective online teaching one, it's just we are specifically interested at the moment with the overall digital capabilities one. And also, it is just to keep promoting the service. So it's all good and well held hosting event in January 2021. But then it's just kind of keep on, I don't want to say ramming it down people's throats. But keep saying to people don't forget, we've got this tool, this is the benefit of this tool. I used it recently, this is a sort of information I've got out of my individualized report. It's a really big useful document that highlights what you're good at, but also what you need to develop on. It's not saying you're rubbish at something, or you're below the industry standards, or something that it doesn't frame it in that kind of terminology, it is really clear in saying this might be an area that you want to focus on for the future. So I think another take home message I haven't actually added here will be the way that you communicate that with staff. It's not it shouldn't be seen as a bad thing. If they need to develop in an area, it should be seen as a developmental opportunity, that without this tool, they wouldn't actually be able to see. So it's in all in all, I can't say enough for this tool for us. And I'm going to end there because I haven't got my timer up. I'm sure I must have done 10 to 15 minutes there. Andrew, if there's anything else you think I might have missed out there, Andrew or Becki, let me know. Otherwise, I'm happy to take any questions that people might have.

### AM 24:04

Thank you, Patrick. Can we give Patrick a special round of applause because bless him he contracted COVID this weekend and has been pretty poorly. So he's battled on through we really do appreciate that that was a really interesting presentation. So thank you so much. We've got a couple of questions. Patrick, if I can just hold on your voice for the next few minutes, if you don't mind. There was a point made by Clare, for those who are on the call who might not know who Clare is, Clare is our senior consultant for HE for the digital experience insights surveys, and she talked about collaboration and how she was particularly keen on how you touched on collaboration across your institution. Have you noticed any maybe extra sort of links within collaboration within sort of the teaching sort of faculties? Also, do you use the digital experience inside surveys as well or is that not something you offer

### PT 25:00

Yeah, it's not something I've been involved with digital insights. I know, people in my department have been investigating the system, whether it actually signed up to it yet or not, I'm not 100% Sure. So I can't answer that. And unfortunately, in terms of collaboration, that was just one of the four areas. And I will kind of just as a caveat, that the four areas that it's it pointed as our developmental areas, it wasn't say it didn't actually show that we were below industry standards, which was quite interesting, because I thought, actually, that knowing some of the people that work at our work, I thought, maybe we're going to be quite low down on some of these, but actually, we're of the industry standards on all of them, which was a really positive for us. And actually, that was quite motivating. But out of the seven areas that were identified, the four that were picked up was knowledge application, critical engagement, content creation and collaboration. So yeah, actually, since that, since then, I've seen in my training portfolio that I offer, there's been quite a large uptake in some of the collaboration training sessions, I would say, specifically around collaboration, but things like the Microsoft Teams training. There's also there's often quite a lot of questions about Oh, could you just explain how the breakout rooms works, but you just focus a little bit more on the whiteboard feature. And I didn't really think too much of it to begin with, but actually looking back on it now it was, they are all the useful collaboration tools within these systems. So it kind of hit home a little bit. So what I've started doing more recently is creating quick fire videos, which are released in our team's community, which everybody's got access to, which is just like one to two minute quick fire videos, which shows things like this is how you could effectively use the whiteboard to do collaboration within your teaching sessions. Or these are the new features of breakout rooms, which again, helps with group work. And, again, the collaboration elements of it certainly seen an increase in the uptake of requests for more specific guidance on things like collaboration.

### AM 27:08

Excellent Thank you. A couple of questions from S from Aberystwyth. So do you think you'll go for a similar approach when you launch the discovery tool for professional services staff?

### PT 27:19

Yeah, so the one difference we'll probably do is, obviously, when we launched it originally, with the academic stuff, we went for the effective online teaching. So we wouldn't go down that route, because it's probably not quite as applicable to most of the professional services team. But I would definitely hope to hold, wouldn't be a learning teaching day, I don't know what I'd call it. But I know it's a specialized event, based around the launch of it, what I think will probably happen is, it will probably tie in really nicely with the launch of the Digilearn project. So what we'll say is, we've got this Digilearn project, this is what it is, these are the three levels, the entry level requires you to complete this tool, which is the discovery tool. And I'll probably use that as an opportunity to promote the service and explain why that tool is the starting point for the Digilearn program. Because it kind of leads on to each of the other levels, you know what you need to work on, you know what you're good at, you know, what specific training sessions you're going to need to book onto. So actually, I think it will probably be, I’ll probably shoot myself in the foot here. But I think it will probably an easier process launching it to the professional services stuff than it was launching to the academic stuff, again, with academic stuff is always difficult to get them to carve some time out of their diaries to dedicate to their own development, rather than learning and teaching stuff that they kind of 100% committed to so yeah, I personally think it'd be easier. But I might regret saying that.

### AM 28:52

We’ll give one final question. Again, S has asked this as well. I wonder if you've had any feedback from the line managers on how they found supporting staff to evaluate the reports did you need to provide them with specific training or support material

### PT 29:07

So I actually didn't need to provide the line managers with any kind of specific training at all. I did present to them in kind of a heads of departments meeting about what the service is, why we're doing it, why we've decided to put it into P and D process and it was really well received, they could see the benefit of it, they could see exactly why we're doing it. And actually, the reports that come through is so easy to understand. It's not a laborious task at all. All it is we recommend to the staff that they read their individualized report, they don't have to share it with their line manager but what we say is pick out a couple of areas that you think you want to develop your skills in and discuss that with your line manager. So we're not saying show them the report, show them what it's saying that you need to develop in, saying you will look at your report yourself. You will decide what you Want to develop on over the next six months, and then talk to your line manager about what opportunities are available. And a lot, a lot of it's actually done automatically through the service, the BDC service and the way that we created that layout, pointing them in the direction of LinkedIn Learning pointing them in the direction of the Microsoft Education Center. And also points in the direction of my IT systems, training portals, which holds the majority of the training opportunities that are internal to, to the university anyway. So I'll be honest, and say, I've not had any support requests from anybody about it. And I've kind of hoping that's a good thing. I've not had any bad feedback from HR about it. So it's been going since June, I'm sure I would have heard back and have been a bit of pushback from anybody.

### AM 30:45

That approach really enforces one of the, I guess one of the great features of the tool, is that individuals driving their own development is with support from the organization as well. So that's a really interesting insight there of how you can enable staff and empower them to develop themselves within that supportive environment.

### PT 31:08

Yeah, and I think also added to that the benefit of it being anonymous data, when we first found that out, I was kind of a little bit like, “Oh, that's not going to be that useful, because we're not going to see individualized reports”. But actually, it works out better because you still get to see the data as a whole institution, you can still benchmark it against other institutions. So you get to see the whole are we above below in these areas, you can also break it down into subject areas. But also it gives staff that kind of added security to know Alright, well, nobody can have a look at my independent individuals report. So if it you'll say that I'm no good at everything, it doesn't matter, nobody's going to see that. It doesn't phrase it in that way anyway. Yes. But it's just, again, that security that they know that we're not kind of Big Brother ish. It is just a developmental opportunity for them.

### AM 31:59

Thank you. And that's a really important point, just to mention to the people as well, if they're interested in buying into service too, so thank you so much, Patrick, really appreciate that again, thanks, again, for sort of soldiering through, you're not feeling particularly well, so we really do appreciate that.

### AM 32:19

So next we will be moving on to Dan Fitzpatrick, who is the director of digital strategy at my old employer, Education Partnership, North East. Dan, obviously has a really sort of clear plan on organizing the digital strategy for the college. There's also a founder of the edufuturists podcast. If you aren't aware of that, check that out. I'm sure you’ll sort of refer back to that in this presentation, hopefully. So Dan if you're on the call, if I can then pass over to you now.

### DF 32:48

Hi, Andrew. Yeah, I'm just going to put my PowerPoint on the screen. Okay, so hopefully… that alright, can you see that?

### AM 33:03

It's just, yeah, there we go. Now it's worked. So I'm going to mute myself, and I'm going to hand over to you. Thank you so much.

### DF 33:09

Brilliant. Thank you. And yeah, thanks for having me. It's great to share this I just listened in. I picked up so many great tips there. So thanks for that. And I'm going to kind of present I guess, from the opposite side of the journey, kind of the start of the journey. And kind of looking at the why, or why do we want to go down this road? Or why do we want to use the discovery tool? So just a bit of background? So yeah, my name is Dan. I am the strategic lead for digital skills at education, partnership, northeast, so we we've, it's quite a big organization, I guess, for a college, because it's a group of colleges as we've got Sunderland college with three campuses, Northumberland college with three campuses. And we also have Hartlepool sixth form, approximately 21 and a half 1000 students. As Andrew mentioned, we I am kind of a co founder of an organization called Edufuturists. And one of the things that we do is a is a weekly podcast. So a lot of the kind of insights into why we're doing it, I guess, has come from this as well. So it's a great opportunity, every week to sit down with a some innovative person from around the world and kind of pick their brains about the cutting edge things they're doing in education with and I'll kind of mentioned some of those as we go through. So I'll kind of say what, what are the trends coming up, I guess, in education over the next 10 years as a as a strategy lead for EPNE. My mind's very much in the kind of the 10 years from now and then and then the steps of how to get there. And that very much includes the context that we're in. I'll kind of briefly show you what we're planning in terms of our response to the changes that that we see coming in education, and then kind of how the discovery tool from Jisc will help with that. So 100 years of technological change in terms of telecommunications, massive changes in terms of computing, massive, absolutely huge changes. Agriculture, I think it was 2016, the first ever automated, fully automated farm was launched in terms of construction, ground transportation, aerospace, music, television, how that's changed in the last 100 years. Education. So, this, this is obviously not, it's not always the typical classroom. But I suppose this is this, this kind of illustrates the point that we all the changes that we've seen over the last 100 years. Sometimes, our educational settings have not changed all that much, David Price, who is the author of 'open how we live, and work in the future' says that a time traveller from the 19th century, beams into today's world would be bewildered by everything you witnessed, but could instantly feel comfortable in a classroom. And, yeah, I guess this is where the crux of what I want to kind of focus on today is we will experience more progress in the next 10 years than in the previous 100 years. And we will reinvent every industry. That's Peter Diamandis, the entrepreneur said that, and I guess the point I'm trying to make here is if looking towards the next 10 years, if there's going to be the same amount of disruption and progress within technology than the has in the last 100 years, and we've just seen how much those different types of industries have been disrupted. There, we're looking at a very different world. And how does us as a, as an FE provider, how do we respond to that? If, and, and I'm being quite bold here, if we haven't always responded well, to the progress that's, that's happened? How are we going to respond well, to the progress that's coming, and it's going to be a lot faster rate. So I just want to pick up on three, three trends that that we kind of see, affecting education, but also affecting all industries over the next 10 years and further. So there are three things decentralization, extended reality, and personalization, just a quick jump into each of these. So the first one decentralization, I just want to show this clip. And it's from 1995 of Bill Gates on the Letterman Show in America. Now they're talking about the internet. Now, let's say 1995 here within 13 years after this, so we're looking at 2008, Steve Jobs, gave the iPhone to the world and the technological advancement just from an iPhone and now we pretty much have that technology in our pockets all the time. So just in a 13 year gap. This is how the Internet was being viewed back in 1995. Seem to be having a few issues here.

### [Technical problems with video]

### DF 39:02

I'm going to press play and hopefully something's going to happen. No, take me back… its not happening, right I'll just ask you past that point. If you do get a chance to go and have a look at that on YouTube. You can just type in Letterman and Bill Gates essentially David Letterman is taking the mick out of the internet, and Bill Gates is trying to give a bit of a case for the Internet and what you what you'll be able to do with it. And Letterman just rips it out of him, to be honest, and really, really goes for it and kind of mocks it to the point where he's like, I don't think this is going to have a real impact. How he was wrong, how we was wrong in terms of what happened over the 20 years after that and then into the world that we're living in today. And I guess we're in a similar position. And I just want to talk about one main technology that is that is kind of viewed as going to be a major disrupter. Now, but also over the next decade, and that is blockchain technology, Web3 technology as it's also known. And we're also seeing it right now we're having a massive disruption on economics in terms of currencies, to the point where a lot of people thought governments were going to ban it. But even just a couple of weeks ago, the President in America said he didn't want to ban it, but he wanted to actually pay to use it, to use the technology and to look how they were going to start creating their own digital currencies in America. The EU, just yesterday, I think it was, had a big vote on this type of technology in terms of economics. And they voted against banning certain elements of it. So this isn't going away. And we're also seeing NFT technology in terms of revolutionising ownership, and decentralizing ownership. So you don't have to go through a middle company to be able to prove ownership. And then also something called DAOs, which is using the same technology, and can automate governance and processes. We're, I think, what a lot of people said that we're kind of in the late 90s, if you feel the internet, how it was viewed in the late 90s. We're kind of in that stage now with this technology. So over the next 10 years, if you think when the iPhone 10 years, after the late 90s, came, nobody could have really foreseen that the next 10 years by the by 2030, what are we going to have: it's going to be something that we can't even imagine and some of the technological progress we're going to have. What does that mean for education? Well, basically, kind of hand in hand with that technology comes this idea of decentralization. So the technology essentially, let's let people own things on whether that be their currency, whether it be anything really, without, like I said that that middle corporation, that middle business, our education model is very centralized, what impact is that going to have on education. And we're already starting to see kind of the first seeds of this, I think. And I've put there because I with the podcast, and Edufuturists, as we've interviewed the people who own these, and I just want to focus on Josh Dahn, he launched Synthesis School, and he launched this school with Elon Musk, over in California, about four years ago. And it is essentially an online school that anybody in the world - I think they have to be over seven years old and I think it might go up to 14 years old - can join and learn cutting edge problem solving skills. So already, we're starting to see some parents taking their, their children out of a mainstream education, or supplementing it with online education, such as Synthesis School. Kidato, run out of Kenya, by a guy called Sam Gichuru, which is also kind of following those patterns. There's a lot of these kind of popping up now, what does that mean for a centralized education system? Could? Is there going to be a menu of choice for parents, for their children, for their children and for students in the next in the next few years? And could that be to the detriment of a centralized education system? I suppose we've already kind of witnessed the fact that the students can go and learn for themselves anywhere. The views of lots and lots of different courses and kind of not having to rely on that centralized model.

### DF 43:44

And also, I think we're about we're at the cusp of seen seeing decentralized qualifications as well. So once the technology does exist for somebody to just separate, or a student's separate to the centralized educational system, to go and get a qualification that's viewed as robust, but it's separate from the mainstream is separate from that centralized system. And we're looking at a really disruptive few years here for, for what the college the university can offer, I guess. In terms of extended reality, we've got things like the metaverse on the on the horizon, a lot of us will be using VR technology and where we at Education Partnership North East are installing our own immersive rooms. So kind of virtual reality but within a room and having to wear a headset. And we're really invested in that in that 360 immersive technology to give people kind of as much as real world experiences as possible, but from within the campus. But that again, that technology that what's going to be possible is going to take off soon in terms of what the metaverse is going to bring. And there are already companies starting to look at how to create campuses within the metaverse so that students can access, yeah, their campus, their courses from anywhere. What's that going to mean for us going forward? To go back there? There's some technology out there, which when integrated, I think with the metaverse is going to be really, really interesting. I spoke to a guy called Martin Baum, who works at the IE Institute in Madrid. And they've created something called a WOW Wall, which is a fully immersive teaching space with teachers and students online as you can see in the picture there. And they've created their own software that's AI based software that sits within there, that gives him at the end of the lesson an analysis of students’ concentration and the use of AI technology to analyze the concentration at what point in the lesson was the student concentrating most and other types of data like that. I think that paired with the extended reality is going to see some very big changes in terms of that remote education. Just keeping on, I think we're also seeing trends in personalization and how we deliver to students. A really good example, I'm not spend too much time on it now, but the Agora school in the Netherlands as a as leading the way in terms of this really, they're they pride themselves on having no curriculum, on having no classrooms. And students decide what they want to work on. And they they're essentially given a project manager to help them with that. But yeah, check them out, because they're really inspiring in terms of how they're personalizing learning for the student, and giving agency to the student. And they're seeing that their students are just being snapped up by the biggest companies in the world. There are innovative companies who want students with innovative minds and who are able to collaborate on projects who are able to think outside the box, they're just been snapped up from this school. You can't we yeah, we we've worked with Rob from Agora, quite a bit on Edufuturists, so you can you can check out the interview with him. And he also did a keynote for our award ceremony a couple of years ago, which was really inspiring. Yeah, we're starting to see that personalized, and I'm sure those of you familiar with Jisc's work as well will be familiar with what's happening at Bolton College with their Ask Ada chatbot. The technology has been worked on now to assist that personalization. So I guess that was a really fast tour of some of the trends, the three trends that we kind of are seeing coming to the world industry, but also that will impact education over the next 10 years. And our response at EPNE I guess, is we don't believe that technology will replace teachers. But teachers who use technology could replace teachers who don't. So how do we upskill, how do we deliver the capabilities to our teachers to our staff, that keeps them relevant, I guess? And this is part of our strategy, this is part of where we're going over the over the next few years. And as you can see there, we are really looking at using the discovery tool within our diagnosis, which is an obvious one because that's what it is, a diagnosis tool.

### DF 48:43

But then we see that impact in pretty much every other area of our strategy, which I've highlighted there in yellow. So we see as our vision up to 2030, to really run with our strategy, we need transformative digital capability. And regular use of the Jisc discovery tool is going to help us keep up to date with that and, and be able to allow our staff, our service staff, our teaching staff to be able to self assess on a regular basis. And we were hoping to do that every year and then and also for within our induction program so that they can keep up to date, I guess with the what we're providing in terms of that capability. We also see that we want that delivery of capability to be relevant and to be simple. And I think that's the discovery tool, where you can kind of use the different sides of that tool to be able to make it relevant to the member of staff that is doing it is a real attractive part for us. It's going to save us a massive job in terms of tailoring that to different types of staff and keeping it relevant. But yeah, that's just it, that's an overview, a very, very broad overview of kind of the direction that we're going in there. And just some of the ways that we were going to further integrated it is, we're building a bit of a badging model in terms of our digital CPD. And that kind of the badge that you get from doing that the discovery tool, we're looking at integrating that as kind of like the first badge really, in that credentials wallet. Yeah, and then that will feed then our, what we're looking at as our as our streamed CPD program. But yeah, that's kind of, I guess, it's, I only just started at EPNE in mid September and we are we're building the strategy, myself and my team are kind of building that strategy with a launch of next academic year, and the discovery tool is really going to kind of get us get our staff ready for that, get our staff to be able to self assess where they are, and to be able to start plugging those gaps. So yeah, we're looking forward to really rolling that out.

### AM 51:17

Thank you, Dan, I really appreciate that. What's really interesting to me, obviously, you've got a huge interest in edtech in general, it's really reassuring to me and I appreciate, this is pure, sort of internal promotion here that you are using a Jisc tool to support you in this journey as well. So that's really, really interesting for us to see how somebody with such a sort of a wide vision on edtech, and thinking about how they can support their staff. And obviously, the students too, know that part of your, your processes hoping to be learn anywhere as well. So that'll be really interesting to see how that works out over the next sort of year or so. We'd love to sort of come back to you sort of maybe a few months’ time and just see how you're getting on with everything too, as well. So really appreciate that.

### DF 52:11

Yeah, definitely would love to touch base and share our progress as we go through that.

### AM 52:16

And of course, I'm desperate to come and see the 360 immersive space as well, if we get the chance.

### DF 52:25

yeah, come see it. It's amazing, really is. And we're really starting to see impact learning. So it's, I think a lot that a lot of the kind of extended reality type technology is really having a lot of impact on student progress and giving them those experiences for industry.

### AM 52:45

Thank you so much for that, Dan, I really appreciate that we're sort of getting a little bit tight for time. We've got a few minutes left, just to run over some, some updates. If there's any questions, if anybody wants to grab the mic and ask a quick question or if we're all fairly happy, we'll move on to our next bit. Thanks, Dan. And I'll just share my screen. Really appreciate that.

### AM 53:08

And hopefully, you can see my screen. Becki, if you can let me know if you can see that. Okay.

### BV 53:14

Yep. Okay. Yeah, the next slide would be great. So huge thank you to both Dan and Patrick, for those really, really great sessions today. And just a few updates if we can today, for those of you that are subscribers to our building digital capability service and our digital experience insights survey as well. Just a reminder that our customer satisfaction surveys are, we really do value your input for those. So I think Andrew's going to be popping the links to those in the chat. So those are for our existing subscribers to both of those services. And it really does help us shape those services and listen to your feedback. And we would very much appreciate your feedback on those. And I'll hand over to Andrew to discuss the Digital Elevation Tool update too

### AM 54:06

Thanks, Becki, just as a quick heads up for FE digital leaders. We have our new digital elevation tool which is being promoted now. And we have a fringe event for Digifest fringe event which is coming up on Friday morning, which we would love to see you there as well. I'm just putting a link to that too, ooh it doesn’t seem to have worked two seconds so you can click on that and join that session on Friday morning at 10 o'clock.

### BV 54:40

Thanks, Andrew. And the other thing to mention to everyone today is that we are in the process of planning our next Community of Practice event with our fellow service digital experience insights as well. So we're hoping that we've fingers crossed that this will be a face to face event so if anyone has any would like to contribute to any sessions or has any idea for any sessions that they would like to present then, please do get in touch. But please keep an eye out for some upcoming information, where we're hopefully be launching the date and the physical hopeful venue keeping everything crossed for that as well. So if I'm Next slide, please, Andrew, be great. Perfect. And then just a quick note to really finish on today is that we are looking to really shape our community engagement. So we are looking to ask what you need from us and what we can do to help facilitate your use in the building digital capabilities service, and things such as the Insights survey as well. So we will be making some more engagement activities coming up over the next few weeks. So please do keep an eye out. So we are looking at developing some activities on coffee mornings. So where themes can hopefully be chosen by you. So we'd love your input on what would be helpful to you what's going to help you to really use the services and to explore implementation ideas. So we've had some fantastic ideas today from how Patrick's used it, for example, and how Dan's looking to use it as well. But if there are other people that would maybe have some ideas on what we can help really support you within the community. And we really want to make this community be driven by you, as our members and customers to the service. So we have some wonderful champions already. And again, huge thank you to Patrick Turner, and James and Sharon, who have been really, really pivotal in helping us drive that forward. But really, we'd love to hear from you on what, what would be helpful to you. So people that have recently signed up to the service. And I think Andrew is going to drop the link to the form. So if you aren't already a part of our community, Andrew's dropping the link in the form in the chat there. So please, please do sign up. And we would really love this community to be driven by you. So if anyone does have any ideas, please put them in the chat or please get in contact with us. And on our final screen, Andrew and I, my details, sorry, terribly English there, will be on the screen. And again, if you are interested in the building digital capability service, and you're not currently a subscriber, please just pop us an email at help@jisc.ac.uk with BDC in the title, and we would love to invite you for a call so we can show you more. Apart from that, I think, unless there's any further questions or comments in the chat.

### AM 57:43

No, I think that's it, Becki. Right on time as well. That's even better, that's pretty special thank you. And just to reiterate what Becky said big thank you to Patrick and Dan for their really interesting but very different presentations of some really great stuff being discussed, there it's lovely to see that the discovery tool can be used in lots of different ways to help organizations develop the way they wish to develop. So until next time, we will bid you a farewell and say thank you very much for attending. Thank you so much.

### AM 58:21

I just want to say we're

### AM 58:23

sorry, Kev. Yes, this has been recorded. So it will be on the building digital capabilities website. In about a week's time, I guess. Thanks, everyone.

### AM 58:33

Thank you everyone. Have a good day. Thank you. Bye