May I have this dance?

Exploring the steps and moves involved in creating balanced and powerful partnerships to deliver innovative client services

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Prologue
May I Have This Dance?
Overview

• Behind the scenes
  • What do we understand as ‘collaboration’?
  • Involvement in significant collaborative projects
  • The evolving academic environment
  • The imperative for collaboration across the university

• On the stage
  • The University of Queensland Library
  • *Strategic framework for Information & digital literacy*

• The choreography
  • The steps and moves to practice and perfect in order to create and support partnerships
What exactly do we understand as ‘collaboration’?

- Context of collaboration
- Levels of collaboration
- Focus of interaction
- Features of collaboration
- Collaborative processes
- Perceived outcomes of collaboration

(Pham & Tanner, 2014)
The context of collaboration

- Organisational and management contexts
- Research contexts
- Development contexts
  - UN 2030 Agenda and the Sustainable Development Goals
- Educational contexts: school or university
  - The library and information service, its parent body and wider community
Levels of collaboration

• Networking
  • Dialogue and informal communication
  • Foundation of building relationships

• Coordination
  • Short-term relationship
  • Working towards complementary goals

• Cooperation
  • Higher level of commitment
  • Sharing of resources to achieve mutually agreed outcomes

• Collaboration
  • High degree of commitment in sharing roles, resources and knowledge from the parties which work together to achieve a common goal
  • The relationship structures are formal with a clear vision of leadership and long-term outcomes
Focus of the interaction

• Knowledge creation, transfer, exploitation or utilisation

• Education and research sources:
  • Improving teaching and learning practice
  • Enhancing the curriculum
  • Developing research skills

• Libraries consider the interplay with:
  • Access to information resources
  • Information and digital literacy skills
  • Research support
Features of collaboration

- Complementarity and equality of participation between different domains of expertise
- Respect for the knowledge and competence of different professionals
- Interdependence, mutuality and commitment to working together to achieve common goals
- Shared effort, shared responsibility and accountability
- Shared resources
- Shared values
- Shared outcomes
- Voluntary participation
Collaborative processes

• Developing a common vision or conceptual framework
• Cultivating and managing relationships
• Activating and synthesising knowledge
• Communication
  • Open dialogue between the parties
  • Negotiation and enhancing communication across professional boundaries
• Shared planning and decision-making processes
• Shared problem-solving
• Collectively creating rules and structures for successful activities
• Reflection on practice to enhance professional development
Perceived outcomes of collaboration

Achievement of mutually beneficial goals or aspirations
- Enhancing efficiency
- Generating creative solutions to problems
- Higher quality student learning
- Better developed research skills
- Successful research grant proposals

Often unexpected – but very valuable – outcomes or benefits
Project 1: Australian ePortfolio Project (AeP)

- Major national research project to examine the use, and the potential use, of ePortfolios in education, employment and community
- The project identified four individual, yet interconnected, contexts where strategies could be employed to support and foster effective ePortfolio practice:
  - Learning and teaching
  - Academic practice
  - Technical standards
  - Government policy

(Hallam et al, 2008; 2009)
Collaboration with a wide range of stakeholders, representing:

- Student learning
- Tertiary education leadership and management
- Educational technologies
- Learning and teaching innovation
- Academic teaching practice – multiple disciplines
- Careers and employment guidance
- Community of practice: library and information professionals
- Local, national and international focus
Project 2: University of Southern Queensland

• Review of staff development for the cross-functional teams encompassing:
  
  • Library Services:
    • Library Engagement, Academic Student Learning and Development, Content and Library Quality and Planning
  
  • Advancement of Learning and Teaching:
    • Educational Excellence and Innovation (EEI), Program Quality and Enhancement (PQE), Educational Design and Development (EDD) and Media Design and Development (MDD).
  
• Digital Life Lab

• The matrix of cross-functional teams was designed to offer a more integrated approach to service delivery across the various USQ campuses

• Strategies for staff development to engender successful collaboration
Global economic forces, constant technological change and the growing demands of clients are requiring those who deliver services in libraries and higher education learning environments to innovate their leadership and operation to ensure survival.

(Cantwell, 2013, p.182)
The evolving academic environment

• Changing technologies
  • Social media, mobile technologies

• Changing nature of academic life
  • Online delivery, flexible pedagogies, participative learning

• Changing user needs, changing working styles

• Naïve belief in self-sufficiency in information skills

• Focus on the student experience
  • Student retention, student success, employability

• Less emphasis on the library as place

• Seamless services and disintermediation

• Increasing client expectations

• All set against increasing financial uncertainty
  • Institutional cutbacks, increasing pressure for accountability
Inevitably, this demands a response...

• The typical ‘autonomy’ of the academic library needs to be reviewed
• The role and place of the library in the academic community needs to be reconceptualised
• New models of collaboration need to be developed
• Fresh and improved partnerships can better leverage resources
• Shared expertise offers the potential for better services and access to wider collections

(Kaufman, 2012; Giesecke, 2012; Melling & Weaver, 2012)
To maintain and develop relevancy, academic libraries need to:

• Adopt more participatory and collaborative approaches to library services
• Adapt their roles to proactively identify and seize new opportunities
• Establish stronger relationships across the university

(Delaney & Bates, 2015)
Collaboration can:

• Facilitate the transition from traditional teaching methods in universities, tackling the challenges posed by:
  • Dramatic changes in the learning paradigm
  • Modes of delivery
  • Diversity of students
  • Expansion of resources
• Support academics to aim towards devolved and shared responsibility for the teaching and learning process
• Enable the pooling of expertise and exploitation of available resources and technologies in ways that maximise learning opportunities for students
• Help restructure work practices, which is crucial for the innovation of educational environments

(Pham & Tanner, 2014)
Librarians have the chance to:

• Seek to become genuine partners with **faculty** in student learning, curriculum development and delivery

• Play a leading role with **educational technologists** in complex initiatives where learning, technologies, scholarship and libraries intersect,

• Facilitate seamless access to **student affairs** and **learning support**

• Discover opportunities to work with **students** as partners in the design and delivery of new services

• Redesign the ways in which librarians interact with the **research community**: HDR students and academic researchers
What are the challenges and risks?

- The residual perceptions of the library as the home of books
- Increased centralisation can reduce the opportunity for contact with clients
- Often, faculty staff do not regard librarians as peers
- Researchers have a low awareness and limited view of what librarians can offer them
- Power asymmetries exist between different professional groups
- The physical geography of the campus is not conducive to interaction between different organisational units
- The imperative that librarians have the relevant skills, confidence and expertise to move into new collaborative roles
Leadership: librarians as choreographers
On the stage: University of Queensland Library (UQL)
THE UNIVERSITY OF QUEENSLAND

STUDENT STRATEGY
2016-2020
WHITE PAPER

[Image of students on campus]

[University of Queensland logo]

Create change
Digital technologies have fundamentally altered the way we live and work. They have broken down barriers and given rise to a wave of new job titles, a growing virtual workforce and an explosion in personalized online services – all of which are having a profound impact on what and how we choose to learn.
Key strategies

1. GAME-CHANGING GRADUATES
   To graduate students who use their intellectual assets to build meaningful careers, become effective leaders, and turn their ideas into impact.

2. STUDENT-CENTRED FLEXIBILITY
   To provide our students with flexible options that support and service their priorities, meet their expectations and personalise their learning experience.

3. DYNAMIC PEOPLE AND PARTNERSHIPS
   To strengthen a dynamic and enterprising culture that supports continued innovation, adapts to change, and is shared, valued and enriched by students and staff.

4. AN INTEGRATED LEARNING ENVIRONMENT
   To build a vibrant, practical and digitally-integrated environment that supports and enhances on-campus learning, community engagement and student life.
The role of UQ Library

Library staff will strengthen the Library’s role as an essential partner in research, teaching and scholarly communication. This will be through engagement and collaboration with all levels of the UQ community, at multiple points in their research, teaching, learning and publishing. In doing so, we will ensure that the Library supports the University’s strategic directions.

(UQL Strategic Plan 2013-2017)
The strategic value of information & digital literacy

• NMC Horizon Reports
  • Watching brief on digital literacies over the years
  • Tracking the shift from one-way learning activities to collaborative content creation
  • Potential to improve digital literacy viewed as a “solvable challenge” (Adams Becker, 2017a, 2017b)

• Recent research-focused projects relating to digital literacies in the academic world
  • European Union, UNESCO, OECD
  • JISC: a number of funded projects, eg LLiDA (Glasgow), PriDE (Bath), The Digital Department (UCL)
  • Leeds Metropolitan University, London School of Economics, the Open University

• Practical activities
  • Deakin University, La Trobe University, University of Adelaide

• Research activities
  • Jo Coldwell-Neilson, OLT Fellow
  • “Fellowship will build a shared understanding of digital literacy. It will develop a digital literacy benchmark for students entering and graduating from Australian higher education (HE) institutions, bridging the gap between school skills (as defined by the Australian National Curriculum) and workplace skills (as demanded by employers)”
Building digital capabilities

• Digital technologies create new opportunities for the collaborative co-construction of knowledge

• The active processes of managing, synthesising and re-purposing data and information are highly valued

• We need a clear understanding of how the ways that students and researchers think, interpret and communicate ideas are influenced by their interactions with digital information resources

• However – real concerns about a patchwork pattern of information and digital literacy skills

• “A university-wide approach... which attempts to involve all faculty and students” is recommended

(Alexander et al, 2016, p.11)
Our changing understanding of ‘information literacy’

- 2000 Association of College and Research Libraries (ACRL): Information Literacy Standards
- 2004 Australian and New Zealand Information Literacy Framework

The information literate person can:

1. Identify
2. Find
3. Evaluate
4. Apply
5. Acknowledge

Image: www.melangeinfo.com
Learning environment

Image: Janson Hews
The central issues

• Digital literacies represent the capabilities which fit a person for living, learning and working in a digital society (Jisc, 2017)

• The UQ Student Strategy emphasises the impact of digital technologies on life

• Employers expect graduates to have well-developed digital capabilities to hit the ground running, and to act as change agents

• Universities have the responsibility to develop students who can thrive in the digital world
And in different disciplines and professions?
Are there some common denominators?

• Are there some common, foundational elements of ‘digital literacy’?

• Is it possible to identify these and distil them into a model or framework?

• Can a model be used to guide the development of skills across the different disciplines?
Six elements of digital literacy

(Jisc. 2017)
Information and digital literacy:
A strategic framework for UQ Library 2016-2020

Acknowledging the strategic value of information & digital literacy

- IDL to support learning
- IDL to support research
- IDL to support digital scholarship
- IDL to underpin a connected future
Information and digital literacy represent the core capabilities which fit an individual for living, learning and working in contemporary society. It is the set of integrated abilities encompassing the reflective use of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.

Alignment with the portfolio of UQ strategies?

- UQ Student Strategy 2016-2020
- UQ Strategic Plan 2014-2017
- UQ ITS Strategic Plan
- UQ eLearning Services
- UQ ITaLI: Learning at UQ
- UQ Faculty & School T&L plans
- UQ Faculty & School research requirements
- UQ Library Strategic Plan
Consultation with other stakeholders
Guiding principles

The UQL Information and Digital Literacy Strategic Framework is guided by five core principles:

**Collaboration**
The responsibility for developing information and digital literacy is not limited to UQL staff. Programs are designed and delivered in collaboration with academic staff, learning designers, education technologists and others, with a shared focus on student learning.

**Alignment**
*In the context of teaching and learning:* Information and digital literacy is fully integrated into the curriculum and contextualized in students’ learning and assessment activities.

*In the context of academic research:* Information and digital literacy is fully integrated into the research lifecycle.

**Innovation**
The development of information and digital literacy skills utilizes contemporary pedagogies and online tools in new and transformational ways.

**Sustainability**
The scope and reach of UQL information and digital literacy activities are extended through the adoption of new, flexible forms of delivery and support.

**Evaluation**
Information and digital literacies are reviewed and evaluated as part of the process of continual improvement.
Guiding principle

Information and digital literacy is not the sole responsibility of UQL staff. Programs are designed and delivered in collaboration with academic staff, learning designers, education technologists and others, with a shared focus on student learning.
**Strategies**

To foster and support opportunities for effective collaboration across the university, UQL will:

1. Ensure that the *UQL Information and Digital Strategic Framework* is aligned with the university’s strategic directions and academic policies

2. Promote and contribute to a university-wide culture of learning in a digital environment

3. Promote stakeholder acceptance of and engagement with the *UQL Information and Digital Strategic Framework*

4. Actively participate as members of key university and faculty committees

5. Support synergistic interactions between stakeholders, including but not limited to library staff, academic staff, ITaLI, eLearning Services, integrated student support and the Graduate School

6. Provide opportunities for academic staff to develop their understanding of and skills in information and digital literacy
**Alignment**

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**Guiding principle**

<table>
<thead>
<tr>
<th>In the context of teaching and learning:</th>
<th>In the context of academic research:</th>
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</table>
## Strategies

<table>
<thead>
<tr>
<th>To achieve alignment of the development of information and digital literacy skills with the curriculum, UQL will:</th>
<th>To achieve alignment of the development of information and digital literacy skills with all stages of the research lifecycle, UQL will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ensure that the concept of information and digital literacy is incorporated into university and faculty learning plans</td>
<td>1. Work with key stakeholders to ensure that information and digital literacy outcomes reflect specific research requirements</td>
</tr>
<tr>
<td>2. Promote information and digital literacy as part of the graduate profile to prepare students for an unpredictable future</td>
<td>2. Support the professional development of researchers, especially research higher degree students and early career researchers</td>
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<tr>
<td>3. Work with key stakeholders to ensure that information and digital literacy outcomes reflect specific discipline and/or professional requirements</td>
<td>3. Develop and deliver training programs specifically tailored for the information- and data-intensive points of the research lifecycle</td>
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<tr>
<td>4. Seek to have information and digital literacy seamlessly and incrementally integrated into the continuum of student learning within a discipline</td>
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<tr>
<td>5. Participate in and contribute to faculty initiatives relating to curriculum design and curriculum renewal</td>
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**Innovation**

**Guiding principle**
The development of information and digital literacy skills utilises contemporary pedagogies and online tools in new and transformational ways.

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**Evaluation**

**Guiding principle**
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**Sustainability**

**Guiding principle**
The scope and reach of UQL information and digital literacy activities are extended through the adoption of new, flexible forms of delivery and support.
Impact indicators

The characteristics of a university which demonstrates systemic and mature practices in information literacy are delineated by Webber & Johnston (2006)². While the criteria encompass institutional factors such as academic management, approaches to teaching and learning, students, academic staff and library staff, consideration should also be given to the characteristics which extend further into the wider university community.

A number of indicators are proposed to measure the quality and impact of information and digital literacy activities coordinated by UQL:

- The concept of information and digital literacies is included in key documents across UQ
- UQL representation on key university, faculty and school committees
- The extent and nature of collaboration with academic staff
- The extent to which information and digital literacy is embedded in academic programs
- The impact of information and digital literacy skills development on the academic quality of student work
- The extent of use of library resources by students
- The achievement of the graduate profile requirements of the professions and employers
- The level of student satisfaction with information and digital literacy skills development activities.
Information and digital literacy: A strategic framework for UQ Library 2016-2020

Key actions for the Library
Key actions

The following table outlines the key actions required for the implementation of the UQL Information and Digital Literacy Strategic Framework. Specific actions are presented relating to:

- Planning and Resources
  - Policy
  - Infrastructure and support
  - Teaching and learning
  - Academic research
  - Digital scholarship
  - Evaluation
- Marketing and Communications
- Learning Resources
- Training and Development for UQL Staff

The table includes the allocation of responsibility and oversight, as well as the level of priority (A, B & C).
<table>
<thead>
<tr>
<th>Teaching and learning</th>
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<tr>
<td>PR-TL1 Develop a strategy to review the university and faculty learning plans and to negotiate the inclusion of the theme of information and digital literacy</td>
</tr>
<tr>
<td>PR-TL2 Develop a strategy to examine discipline-specific and professional statements of graduate profiles to identify the requirements relating to information and digital literacy</td>
</tr>
<tr>
<td>PR-TL3 Develop an Information and Digital Literacy Curriculum Mapping (IDLCM) process to identify current practice and potential opportunities of embedding information and digital literacy activities in academic programs</td>
</tr>
<tr>
<td>PR-TL4 Work with faculty and school staff to develop and deliver information and digital literacy programs and resources to align with the specific educational contexts and with student learning outcomes, including online activities, Library 101, LibGuides, face-to-face activities etc.</td>
</tr>
</tbody>
</table>
The IDL team

- Strategic opportunities
- Core business
- Collaborative activities
- New initiatives
Core business

• Developing and delivering IDL programs and resources
  • Working with the liaison librarians
  • Coordination of IDL activities

• Technology trainers
  • Microsoft Office, Prezi, EndNote, RightNow…
  • ePortfolios, Learn.UQ, miSI.net, Computing@UQ, eduroam…

• Student IT Support & 3D printing

• Importance of growing the business…
New initiatives

• Continuous improvement
  • Improving our capacity to develop digital learning resources
    • New online content
    • Video content to achieve a wider reach, anywhere, anytime
  • Technology trainers
    • Creating a Structured Thesis (CaST) workshops
    • Infographics

• HASS: Digital Librarians in Residence
  • Focus on skills development and support resources

• Centre for Digital Scholarship
  • Textual data analysis: web scraping, Leximancer
New initiatives cont.

• Online learning module for new researchers
  • Brought media designers on board
  • Details
  • Student collaboration
  • Will lead to a revamp of Library 101 (2019)

• Marketing and communication
  • T&L Week 2018
  • T&L Week 2017
    • Themes // Student Strategy
      • Active and flexible learning
      • Employability
      • Entrepreneurship
Collaborative activities

• The eLearning Systems and Support team with UQL
  • What can be done differently, by drawing on respective strengths?
• Seeking to streamline and coordinate things:
  • Mapping IDL activities in the Schools and Faculties, identifying the ‘best fit’ and new opportunities
  • SCARS, Graduate School, Research Management Office
• ITaLI: Jisc student survey 2018
• ITaLI: Learning Designer Reference Group
• HASS: Innovative Assessment Reference Group
• T&L grant applications with ITaLI and engaged academics
Collaborative activities

- HASS: Cirrus and AustLit
  - Annotation of text, images, video, and audio for student assessment across a range of disciplines
  - Student-created research outcomes such as online exhibitions, illustrated articles
  - Reviewing informational websites that use digital humanities principles of online communication and data management
  - Working with images, diagrams and/or illustrations, available through the Fryer library or other digital collections, to compile a digital portfolio presenting a synoptic and critical evaluation of one philosopher's philosophical worldview

- Law Faculty, Fryer librarians and faculty librarians: students working with the Burnside Collection (letters from Nauru)
Strategic opportunities

• Student Strategy Learning Analytics Steering Group
  • Using eAssessment and learning analytics to:
    • Track and provide feedback to students about their learning
    • Help academics understand how to provide more meaningful learning experiences

• ePortfolio Steering Committee
  • Students using ePortfolios to reflect on and evidence their learning

• Higher Education Academy fellowships
  • Library staff acknowledged to be key players to support learning
Strategic opportunities cont.

• UQL Digital Taskforce
  • Strategic funding from the VC
  • Team of 7 staff, from the IDL team and faculty librarians
  • Goal: to provide students with the digital capabilities that they need to succeed at UQ and beyond
  • Deliverables: digital literacy modules that will be embedded into courses at the students point of need
    • Eg Finding media
  • Collaboration with ITaLI, Student Affairs, Employability, Graduate School Faculties and students
  • Excellent buy-in from academics and learning advisors
  • They can see the benefits in the library helping to develop students who are equipped to study in the digital environment, while they can concentrate on their content

Digital Essentials is a suite of online modules that aim to develop key digital skills. The modules are designed to cover skills from across Jisc's six elements of digital literacy:

- ICT proficiency
- Information, data and media literacy
- Digital learning and development
- Digital communication, collaboration and participation
- Digital creation, problem solving and innovation
- Digital identity and wellbeing.

https://web.library.uq.edu.au/teaching-digital-skills-your-course
Digital scholarship is evolving as new technologies allow researchers to engage with content:
- Both traditional physical materials and, increasingly, digital materials
- Born digital or digitised

Digital humanities allow closer connections between research and teaching, enabling students:
- To engage with original materials
- To expose and explain previously unseen patterns to create new knowledge
- To adapt and repurpose content for new creative works
- To build new skill sets
<table>
<thead>
<tr>
<th><strong>Text analysis</strong></th>
<th><strong>Data analysis</strong></th>
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<tr>
<td>Text analysis software can be used to access and interpret text and produce quantitative data that can be analysed.</td>
<td>Data analysis software can help to examine data to discover useful information. Use data analysis tools to collect, evaluate and present data and draw conclusions.</td>
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<tr>
<th><strong>Data visualisation</strong></th>
<th><strong>Geographical information systems (GIS)</strong></th>
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<tr>
<td>Data visualisation software is used to produce visual representations of data to convey meaning.</td>
<td>Geographic information systems (GIS) software is used to capture, analyse and present spatial or geographical data.</td>
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<th><strong>Media creation &amp; editing</strong></th>
<th><strong>3D modelling software</strong></th>
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<td>Media creation and editing software is used to produce and edit video, audio and graphics.</td>
<td>3D modelling software can be used to create and modify 3D models.</td>
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Strategic directions in research

• Significant national and international drivers influencing university strategy and policy
  • In turn impacting on research practice and researcher behaviour
• Changing nature of scholarly communication
• Principles of Open Access and FAIR (Findable, Accessible, Interoperable, Re-usable)
• Increasing emphasis on research integrity
• Growing need to demonstrate the reproducibility of research
• Emerging value of research data as an asset
• All underpinned by ‘digital’
• Information and digital literacies are central to all research activities

• Research collaboration
• Research data management
• UQ eSpace (institutional repository)
• Scholarly publishing
• Research metrics

https://web.library.uq.edu.au/library-services/services-researchers
Guiding the IDL initiatives

• Collaboration
  • eLearning co-located with IDL team
  • Online learning resources: ITaLI, Graduate School, Student Services, faculty librarians
  • T&L grant to investigate students’ IDL skills gaps and provide strategies to build skills
  • Sharing practice and ideas across the Library, across the university

• Alignment
  • Mapping librarians’ IDL activities across all courses and programs
  • T&L grant proposal to focus on the contextual differences across the disciplines

• Innovation
  • Digital librarians-in-residence
  • Poster Fairs to showcase impact of IDL activities on T&L at UQ

• Sustainability
  • Extending the reach of IDL development – strategic funding to move into digital content
  • New training activities for students and academic staff

• Evaluation
  • Review and feedback
• A university-wide approach is needed
  • To align the Library with the institution’s strategic directions
  • To provide opportunities to build and showcase excellence and demonstrate impact across learning, research and digital scholarship

• The IDL Strategic Framework is
  • A conversation starter to facilitate:
    • A common language
    • A shared philosophy
  • A document to help the Library:
    • To demonstrate the roles it plays in supporting learning and research
    • To align itself with the ICT agenda across the institution
    • To articulate its investments in online systems and e-content
    • To open up opportunities for new ideas, new collaborations
    • To encourage the library staff to develop new skills and understandings
The steps and moves to practice and perfect in order to create balanced and powerful partnerships
• Collaboration
• Alignment
• Innovation
• Sustainability
• Evaluation
Evaluation is a critical step

- To measure performance
- To demonstrate impact
- To communicate success with your partners
The dance assessment rubric

• Creative dance sequence
  • Develops a dance sequence that is creative, complete and displays lots of effort and practice

• Dance terminology/positions/steps/directions
  • Always able to explain or demonstrate dance terms, positions, steps and directions with no errors
  • Accurately performs all dance steps with ease

• Choreographed sequences/overall performance
  • Performs complete dance with lots of confidence and enthusiasm, making few errors
  • Always demonstrates enthusiasm by showing energy in movements and giving their best
The dance assessment rubric cont.

- **Group work**
  - Works very well with their group all of the time
  - Contributes lots of ideas
  - Contributes suggestions for modification
  - Listens to others
  - Displays patience
  - Motivates other group members

Image: Howard Schatz
So, are you ready to dance?
Gill Hallam

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Image: Edgar Degas
References


Jisc (2017). *Building digital capabilities: The six elements defined.* [http://repository.jisc.ac.uk/6611/1/JFL0066F_DIGIGAP_MOD_IND_FRAME.PDF](http://repository.jisc.ac.uk/6611/1/JFL0066F_DIGIGAP_MOD_IND_FRAME.PDF)


