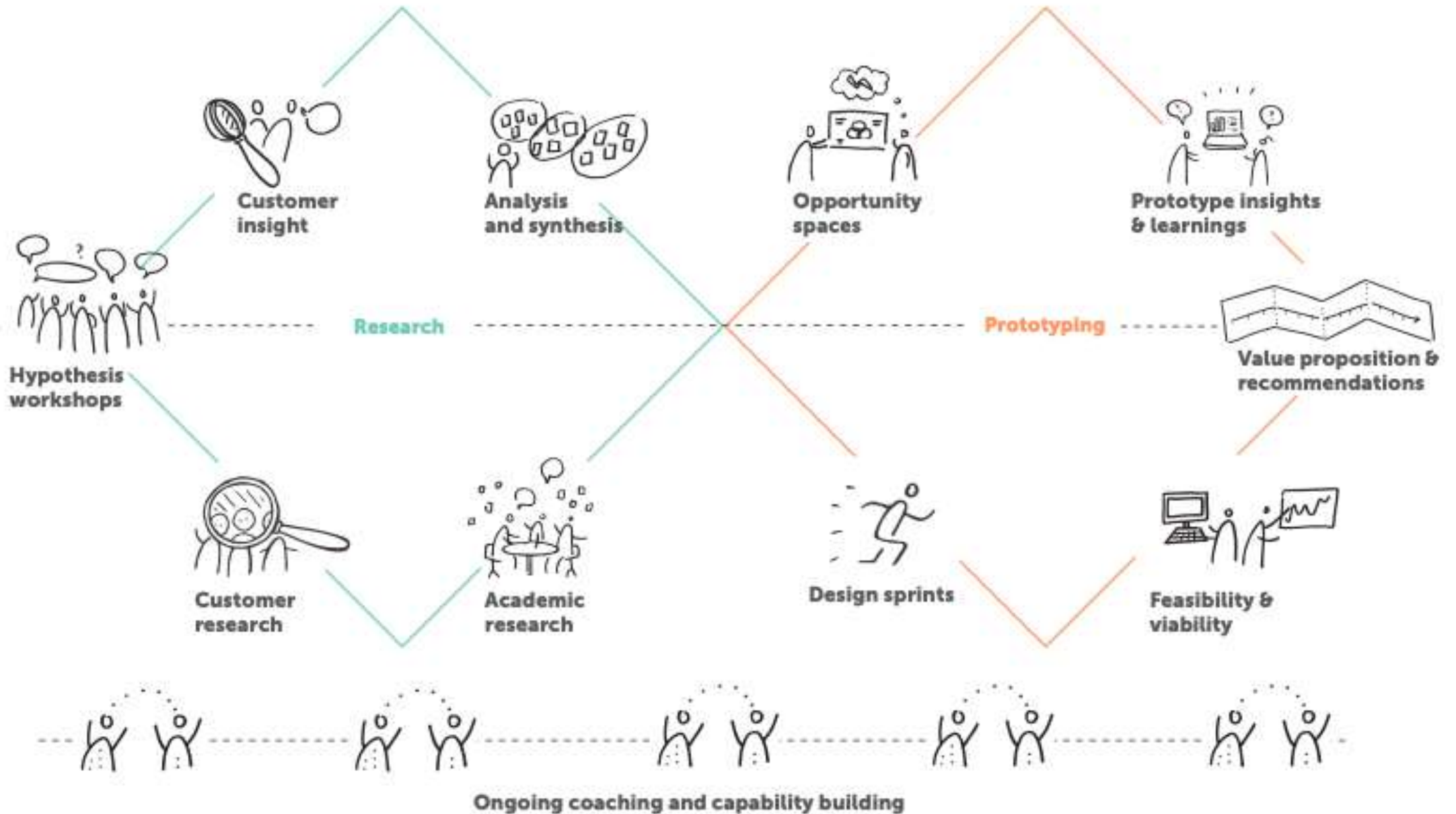


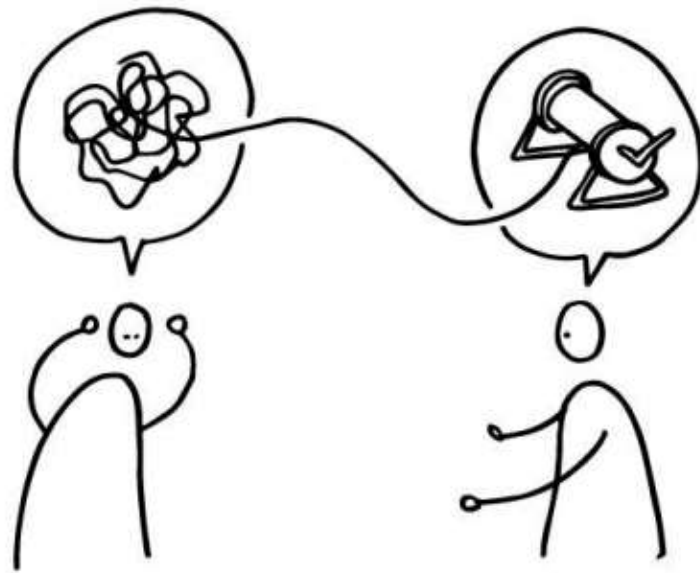
# Communities of practice



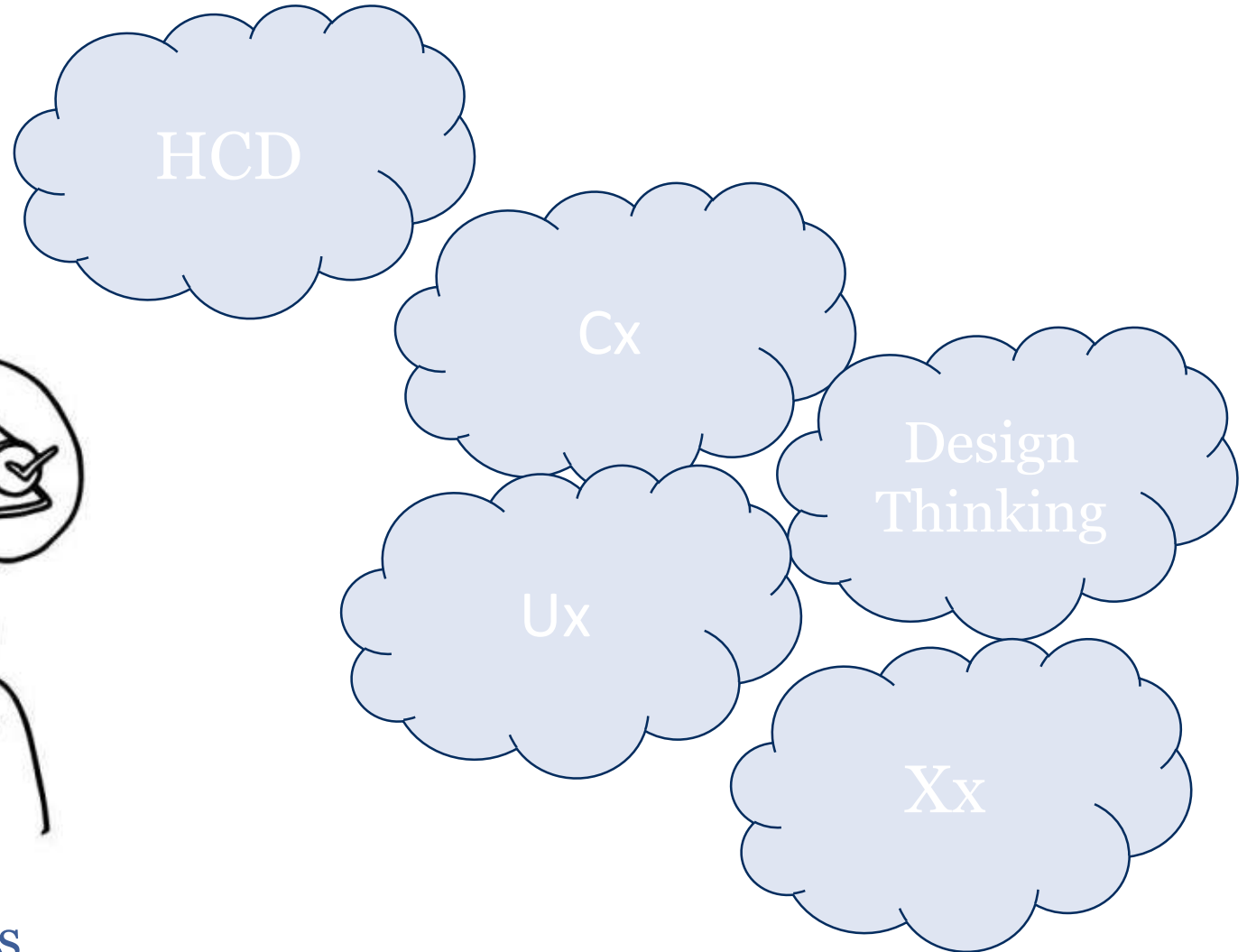
- formed specialist teams
- developed exemplars
- developed champions
- identified early adopters
- formed a university-wide working group



# Principles



Test our assumptions



Ask the people





# Building digital capabilities at Melbourne:

Evidencing the human at the centre of the digital

Engagement, Evidence, Insights

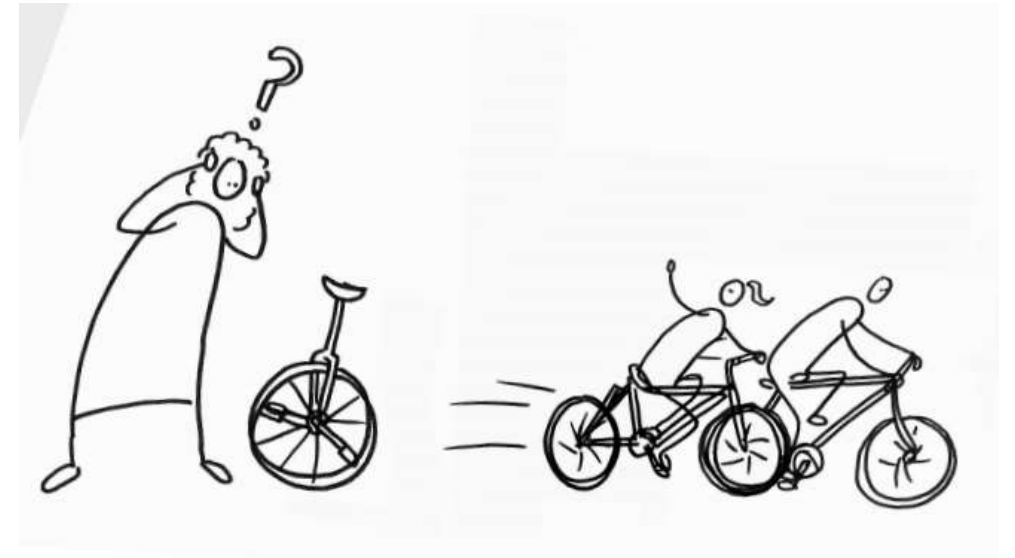
Mary-Louise Edwards (Education Librarian, Digital Capabilities Project Coordinator)

Dr Trent Hennessey (Learning & Teaching Coordinator)

July 2019







# Testing our assumptions:



## Hypotheses statements:

*Students understand the digital capabilities they need for study and work*

*Students understand the digital tools they need for study and work*

*Academics see the value of using the framework*

# 3-part methodology

## 1. Students

- Human centred design – interviews
- Short and fast interviews with undergraduate, graduate, and research higher degree students

## 2. Academics

- Human centred design – interviews
- 60 min interviews with academics and teaching staff from each faculty

## 3. Library staff

- Survey questionnaire
- Diagnosing:
  - staff confidence
  - digital teaching practices
  - desired professional development



# **1. Cx insights from student interviews**

# 1. Student insight example

Time is a challenge for me – I will learn what I need if it's a necessary part of my course

As an undergraduate, I'm not thinking about digital skills/tools I need beyond my next assignment

My assessments dictate the software and tools that I use

My lecturers choose traditional methods of assessment

**Insight:** *Students tend to have pragmatic, assessment-driven motivations about building digital capabilities.*

# 1. Student insight example

Are research higher degree students different?

*“Sometimes I need more hands on help for statistical analysis methods that I can apply directly to my research.”*

*“I am at Uni. Uni should teach me research skills.”*

*“When you’ve studied mostly in Asia there are different academic expectations of what being a good academic means than to the west... it’s helpful to get a foundation in western study skills”*

**Insight:** *Higher degree research students have particularly complex digital capability needs and expectations.*

## **2. Cx insights from academic interviews**



# INSIGHTS FROM ACADEMICS

## Support and professional development

- Academics want a clear, practical tool that is applicable to their work.
- Professional development seen as critical for skills and confidence in embedding scholarly and digital literacies throughout curriculum and teaching practice.

## Clarity

- There are diverse views around the meaning of digital literacies.
- Academics understand that digital literacies are multi-dimensional and transferable across scholarly disciplines, and into the workplace and living in the 21<sup>st</sup> century.
- There is confusion and uncertainty around technologies and skills versus capabilities versus literacies.
- Academics identify that student entry-level digital literacy is unknown, uneven, informal, and non-critical.

*Collaboratively grouping Cx insights into themes was an iterative process, but quick and easy for the project team to do.*

## Institutional culture and practices

- Academics think digital literacy should be supported and scaffolded throughout courses from first year.
- Academics feel there is limited institutional support, limited innovation, coordination, and agility in the digital literacy space, and that as an institution, UoM is behind in understanding and delivery of digital literacy

## Scope and domain

- Academics understand that digital literacies are both generic and discipline-specific.
- Recognition of the need for digital literacy discipline specificity and opportunity for cross-disciplinary collaborations.

## Impact

- Academics understand that digital literacies impact employability.

## Learning and assessment

- Digital literacy should be embedded across the curriculum.
- Diversity of ideas around delivery e.g., peer-to-peer learning, expert guidance, technical assistance.
- Completion of assessment may require digital literacies but digital literacies may not be explicitly assessed.

# **3. Staff survey findings**

### 3. Staff survey findings

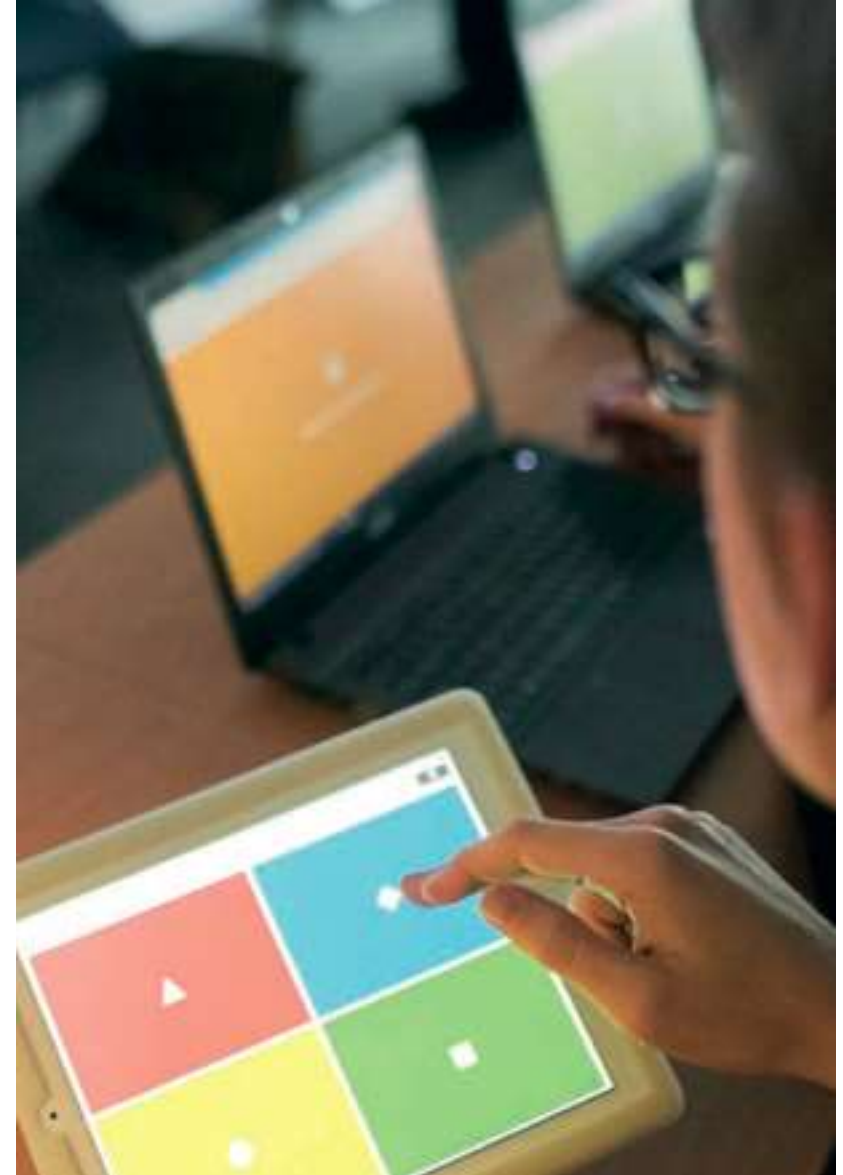
#### Participants?

Predominantly Scholarly Services staff involved in developing digital capabilities for students, academics, and professional staff.

#### Key finding?

*A perception-reality gap*

Staff reported low levels of confidence in building digital capabilities despite engaging in a wide range of digital teaching practices.





# Findings from Scholarly Services staff survey (Dec 2018)

- **An engaged and expert cohort** of digital professionals
- **40 out of 60 specified activities were carried out by over 60% of respondents** (around 2/3 of staff do around 2/3 of these digital activities)
- Particular strengths in online teaching, developing digital content, and digital PD
- **Around 2/5 are *highly engaged***, e.g. will:
  - Use the framework for planning and advising academics (42/38%)
  - Actively look for new tools to try (44%)
  - Review the evidence base for digital practice (38%)
  - Discuss how to progress students' S&DL with academics (45%)
  - Discuss students' digital skills for work (36%)



## Desired professional development to build staff capabilities

- Share digital teaching ideas online
- Create an app or interactive game
- Create video materials to support staff or students
- Apply good user-experience design when creating materials
- Use advanced functions in data analysis software
- Set live online research tasks for students
- Help students assess their digital capabilities
- Help students understand the digital skills they need for successful study
- Help students understand the digital skills they may need for work
- Digitally record your work for reflection or review
- Use diagnostics to monitor the impact of your work
- Support researchers to manage data securely and effectively
- Support teaching staff to navigate the new LMS
- Support teaching staff to consider new digital approaches
- Support teaching staff to develop their digital capabilities
- Support teaching staff to develop their students' digital capabilities

## FINDING:

**Staff could pinpoint desired professional development when asked to identify and rank a large range of digital capabilities**

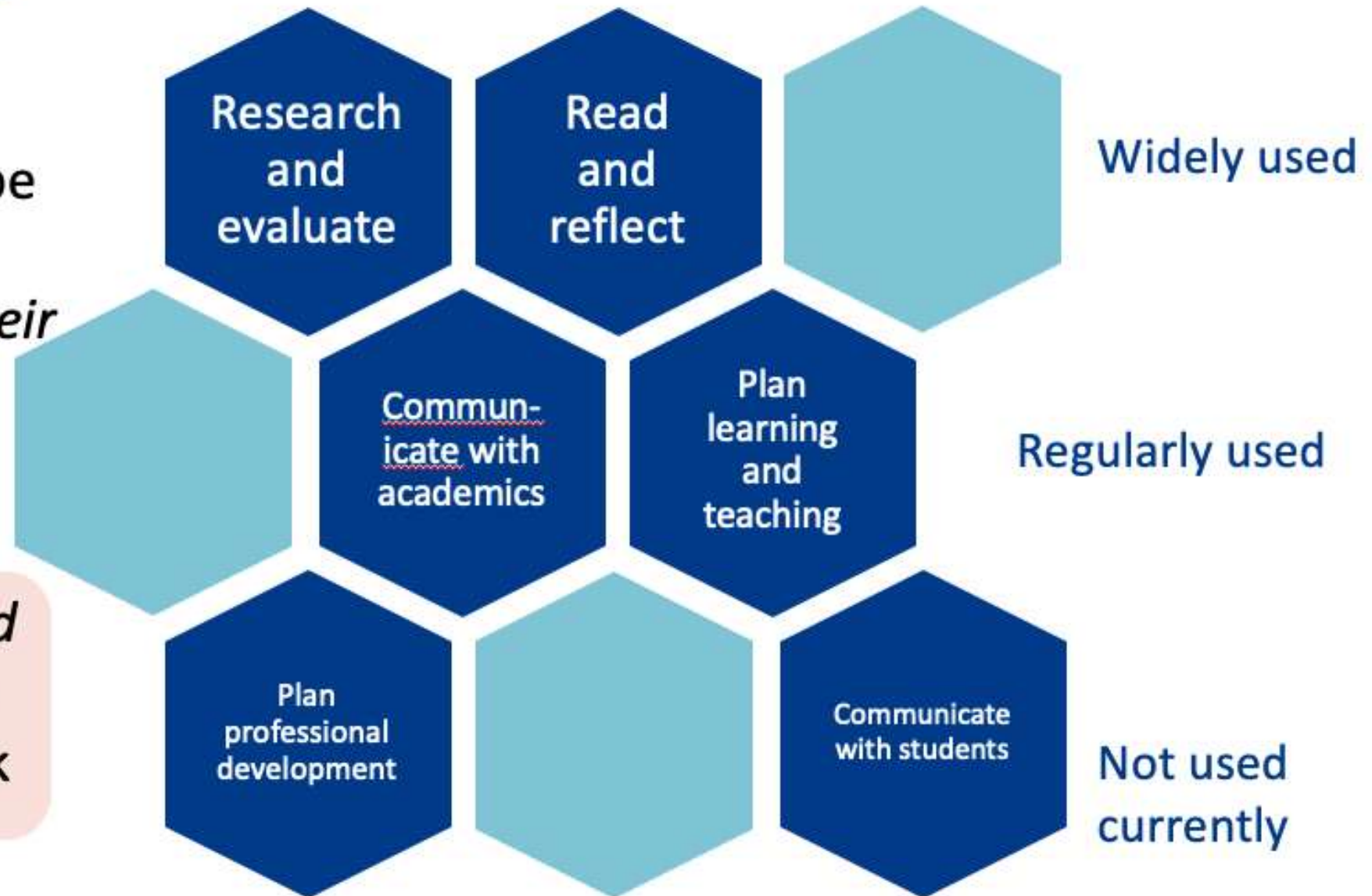
# **Translating findings and insights into recommendations and actions**



# Findings from Scholarly Services staff survey (Dec 2018)

The framework could be used to *communicate with students about their digital skills and practices*, and to *plan digital PD of staff*

More *examples of good practice* are needed to support the framework







# How could the framework be used more effectively (free text responses)?

**Real world examples from practice by librarians, and academic driven ones as well**

**Promoting & making the Framework more obvious to students and academics.**

**Communicate what digital capabilities are to students and how they manifest throughout their course.**

**Interactive examples behind the online iteration, to bring it to life**

**Map to Research Skills and Work Skills Development Frameworks**



## **This fits with insights from the CX project**



Human  
Centred  
Design  
Process



**'A clear, practical tool'**

**Digital literacy supported and scaffolded throughout courses of study**

**Generic and subject specific aspects**

**Multiple modes of delivery**

**Links with employability, curriculum refresh, assessment renewal**

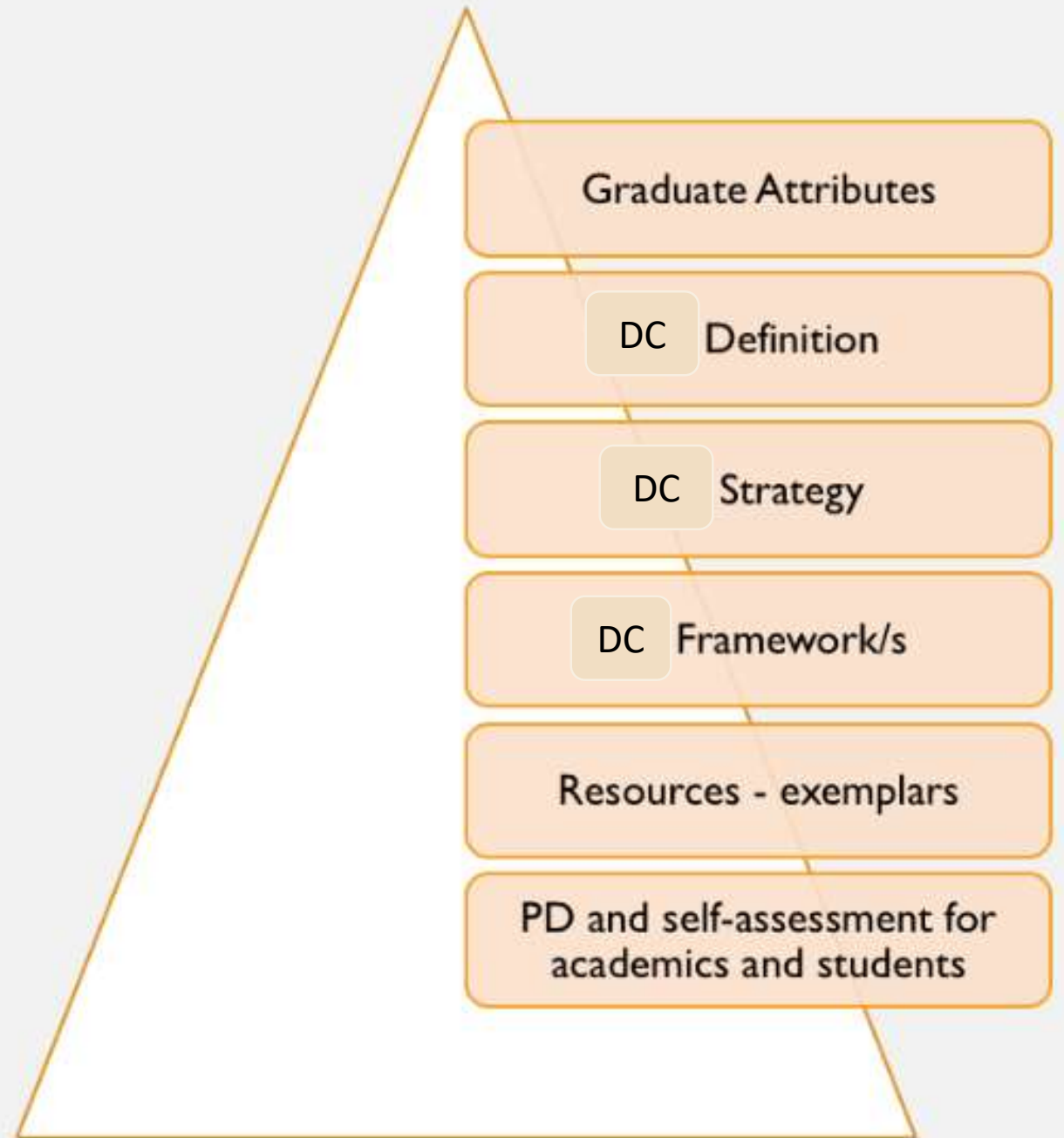
**New partnerships needed**

**2019**

## **Digital Capabilities Project**

**"Building digital  
capabilities at  
Melbourne"**

**\*Interactive web site**





# Smooth sailing ahead, right?



Affirmative?!



THE UNIVERSITY OF  
MELBOURNE

# Thank you

## Questions?

## Partners and Drivers:

Andrea Phillips, Dr Jo Blain, Assoc Professor Paul Gruba, Dr Kwang Cham, Assoc Professor Kris Elliot, Lisa Kruesi, Tim Beaumont, Scott McDonald, Dr Davina Potts, Deb Jones, Catherine Manning, Bronwyn Disseldorp, Jennifer Warburton, Kylie Tran, Kat Frame, Tom Hyde, Peta Humphreys, Ashley Sutherland, Eileen Wall, Gavin Leys, Tin Pham Nguyen, Penny Chan, MAKE team