Communities of practice

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

- Customer insight
- Analysis and synthesis
- Opportunity spaces
- Prototype insights & learnings

Research

- Hypothesis workshops
- Customer research
- Academic research

Prototyping

- Design sprints
- Feasibility & viability

Value proposition & recommendations

Doing

Ongoing coaching and capability building
Principles

Test our assumptions

Ask the people

HCD

Cx

Ux

Design Thinking

Xx
Building digital capabilities at Melbourne:

Evidencing the human at the centre of the digital

Engagement, Evidence, Insights

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July 2019
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
Insight: Students tend to have pragmatic, assessment-driven motivations about building digital capabilities.
1. Student insight example

Are research higher degree students different?

Insight: Higher degree research students have particularly complex digital capability needs and expectations.
2. Cx insights from academic interviews
Collaboratively grouping Cx insights into themes was an iterative process, but quick and easy for the project team to do.
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
- Communicate what digital capabilities are to students and how they manifest throughout their course.
- Promoting & making the Framework more obvious to students and academics.
- Map to Research Skills and Work Skills Development Frameworks
- Interactive examples behind the online iteration, to bring it to life
This fits with insights from the CX project

‘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?!
Thank you

Questions?

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