Building digital capability
Your digital super-power

What one digital thing are you really good at? What do your friends ask you to help them with?

Add in your superpower to our word cloud

www.menti.com
Code 46 99 11
Add up to 3!
Why is digital capability important?

» Changing world and working landscape

» Digital capabilities are key employability skills – and we need to go further

» Changing expectations of learners

» We need all staff and students to acquire the digital skills and capabilities for living, learning and working in a digital world

» Graduate work is being transformed by digital technologies and data (IPPR 2017: Managing automation)

» 40% of employers claim that they struggle to find candidates for ICT roles. (European Commission (2017): ‘Factsheet: The Digital Skills Gap in Europe’)
What the students are telling us

80% of HE learners feel that digital skills will be important in their chosen career...

... but only 50% agree that their course prepares them well for the digital workplace

Half of learners didn’t know or weren’t sure what digital skills their course required before they started it

40% agreed that they have been told what digital skills they need to improve
‘In my view digital capability is a key skill for the current and future of our young people. It is at the heart of transformation of learning and enables learners to maximise their success not only with their studies but throughout their life and work in the future.’

(CEO & Principal, EFC)
Introducing the digital capability framework

Learner profile

This is a version of the Jisc Six elements of digital capabilities (http://ji.sc/digicap_tool_frame) model, specifically addressing the capabilities of learners. No one individual will have all of the capabilities included in this profile. It is intended to demonstrate how new areas of practice are emerging, and how individuals might use their digital skills in different areas of their designated roles.

The profile provides enough detail to support practical interventions with learners. It is not written in learner-facing language, and is not in the version designed for use by learners directly (for example to assess their own digital capabilities and confidence). The profile can be adapted to suit the needs of different learners in different settings.

The profile might be used in the following ways:

- Embedding digital capabilities into a curriculum (a separate checklist (http://ji.sc/digicap_checklist_dev) is available for curriculum teams, based on this profile).
- The profile can be used directly by a curriculum team to identify suitable learning outcomes and activities to cover a range of the digital capability elements.
- Developing local versions of the framework, ideally in collaboration with learners and curriculum staff. These local versions might be adapted to the needs of a whole organisation, and worked in appropriately. Learner-facing language. They might be specific to a division of the organisation such as a faculty, college, school, subject area, and worked in language appropriate to those subjects.
- Designing or curating resources for use by learners outside of the curriculum, such as guides, workshops, activities, plenaries, or content. This could be done by learner representatives such as student union reps, learner voice reps or digital champions.

The profile is only intended as one example of how the six elements might be interpreted and implemented. It is one of a number of profiles based on the Six elements model. For more information on all profiles and other related resources please see the Building digital capability project page (http://ji.sc/building-digicap).

All available from:
http://ji.sc/building-digicap
Introducing the digital capability framework

Outer layer (identity) = graduate attributes or final learning outcomes
Middle layer = digital practices and associated learning activities
  » problem solving and innovation
  » communication and collaboration
  » handling information, media, data
  » learning and development
Inner layer = functional access and skills

All available from: http://ji.sc/building-digicap

#digitalcapability http://ji.sc/building-digicap
‘The extent to which the culture, policies and infrastructure of an organisation enable and support digital practices.’
Helen Beetham (2017)

The service will support organisations to develop its organisational digital capability
Features of the Digital discovery tool
What is the Discovery tool?

It is:
» A self-administered quiz about professional digital practices (in education)
» Designed to give useful feedback including 'next steps' and links to resources
» Reflective, informative and developmental
» Continuing to develop

It is not:
» An objective measure of digital performance
» Designed to provide detailed data about what staff can/cannot do (see tracker)
» A complete learning resource or course of study
Discovery tool – where are we now?

» Over 100 organisations participating in our discovery tool pilot – recently closed on the 31st May 18

» Access for the pilots continues until Friday 13th July

» Question sets:
  – core set for all staff
  – for teachers (HE / FE & Skills)
  – Learner
  – Pre-arriving and induction student question set
  – Library and information staff
  – Researchers/research professionals

» The discovery tool, as part of the Building digital capabilities service, will continue to run as a full Jisc service from September
Navigating the user dashboard

This icon takes the user to the six-elements of digital capability framework where all the elements are explained.
Each assessment has three question types

1. **Confidence**

   Move the pointer to show how confident you feel about handling data in your job role.

   - Not at all confident
   - Completely confident

2. **Best fit/Depth**

   Which best describes your attitude to data protection at work?

   - I rely on IT Services to keep me safe
   - I follow basic guidelines
   - I know my data protection responsibilities
   - I keep up with the latest cyber-security threats

3. **Breadth**

   Which of these data-related tasks can you do?

   - Create a chart or infographic from data
   - Sort data in a spreadsheet
   - Find statistically significant differences
   - Spot patterns and trends in data
   - Judge the statistics used in public debate
   - Code or collect data into categories
   - None of these
Each element has:

- **Level**: developing | capable | proficient
- **Score**: how you assessed yourself to achieve this level
- **Next steps**: what people at this level can try to develop further
- **Resources**: links to selected resources for further exploration
Provides institutional leads with:

- Overall number of staff that have completed assessments (by department)
- Scoring bands by organisation (developing / capable / proficient)
- Scoring bands by department
- High level subject areas (from Sept)
- Sector comparisons for both

Updated monthly (fortnightly from September)
Total completions for staff stand at 4,812 (as at 31st May), made up of:
- 1352 FE and skills
- 3042 HE
- 418 Other
- From 66 institutions (staff pilot), 11 institutions (learner pilot)

Total completions for students stand at 413 (from April – May)

Overall experience of the tool
- HE and FE staff and student feedback broadly similar
- 8 out of 10 felt tool was easy to use and the interface was well designed.
- Over 7 out of 10 staff rated the tool as either ‘good’ (median) or ‘excellent’
- Students were slightly more negative, median judgement was also ‘good’ but more likely than staff to say it was ‘average’
- Synthesis of institutional lead perspective in train.....
Positive comments

- 'I enjoyed using it. The report accurately recorded my strengths and weaknesses’
- 'Did give me an idea of specific areas which would be worth working on’
- 'I thought the data and insights it provided just based on a quick assessment was really good’
- 'it really makes you think about what you actually do, as opposed to what you think you do’
- 'Made me think about things in more detail, and actually assess responses'
- '[I’ve] shied away from this area, so having an abundance of help/feedback was great.
- 'Really useful, and I particularly like how it is relevant to skills for both my course and my future career'
Persistent themes

» Liked because:
  › ‘Makes you think’, reflect, review
  › Range of skills and practices: some may be unfamiliar
  › Next steps and resources
  › Ease of use (for many)

» Question design:
  › difficulty knowing how to answer questions (textual cues improved)
  › confidence question ‘too subjective’, wrongly located?
  › depth question emphasises judgement over use: also subjective
  › breadth question well liked – focus on this format?
Persistent themes

» **General content issues:**
  › Too much (time, extent, information: NB this could be a navigation issue)
  › ‘Not relevant to me’ (‘too generic’; but specific examples exclude some users)
  › Capability vs practice (‘could’ versus ‘do’ - particularly an issue with social media)
  › ‘Assumptions’/bias (‘more use is better’)
  › ‘Not responsive to me’
  › Language/terminology (mostly: ‘too difficult’ – glossary of terms and links)

» **Context issues:**
  › Lack of clarity about purpose and ownership
  › Cynicism: monitoring; lack of support
  › Risk of demotivating and demoralising
Building digital capability service, including discovery tool

- Approval to run as a full service from September 2018

The full service will include for the tool (as part of the wider service):

- Free (reduced) version available to staff
- Full version of the tool at a charge

Pricing based on Jisc banding for an organisational licence for a year

20% discount for pilot institutions if you sign up by 31st December 2018

Expression of interest form available [ji.sc/register-digital-capabilities](http://ji.sc/register-digital-capabilities)
New digital capability resources

» New service web site in development


» Four new institutional case study videos: [https://ji.sc/digicap_films](https://ji.sc/digicap_films)
Launched in May 2017, ran again in November 2017 & May 2018 with 100 delegates from across FE and HE

Next event – November 2018

See our summaries of these events at:


Join CoP mailing list [www.jiscmail.ac.uk/jisc-digcap-ug](http://www.jiscmail.ac.uk/jisc-digcap-ug)

‘Valuable for inspiring new ideas and making new contacts, for sharing resources.’
» Interested in the service?
  › Sign up at: ji.sc/register-digital-capabilities

» Follow developments
  › Project blog: https://digitalcapability.jiscinvolve.org

Communication
  › Email the project team at: digitalcapability@jisc.ac.uk
  › Follow #digitalcapability on Twitter

» Resources
  › Online guide – Developing organisational approaches to digital capability
  › Six elements framework:
  › Digital capability institutional videos https://ji.sc/digicap_films
  › Senior leaders briefing http://bit.ly/jisc-leaders
  › Digital leaders programme http://jisc.ac.uk/training/digital-leaders-programme