Middlesbrough College: Digital Culture 2.0

Building digital capability case study

# Subtitles for YouTube video

1

00:00:04,020 --> 00:00:10,980

Digital culture came about pre-pandemic and

it came as a result really of just wanting

2

00:00:10,980 --> 00:00:16,020

to upskill our entire workforce on their

digital skill set, no matter what their

3

00:00:16,020 --> 00:00:19,620

role was. So we knew we needed to do some

work with our teaching staff, of course,

4

00:00:20,580 --> 00:00:24,720

because of the things that we were going to be

looking to do with our digital strategy overall.

5

00:00:24,720 --> 00:00:29,160

But we knew that we also wanted to make sure that

our business support staff, our learning support

6

00:00:29,160 --> 00:00:34,980

staff, our apprenticeship advisors - everyone

- was catered for with the digital upskilling

7

00:00:34,980 --> 00:00:40,560

initiative, and we wanted to make sure because

of that that it was tailored to their needs. So

8

00:00:40,560 --> 00:00:48,300

we decided to use two phases. The first phase was

much more about the why: why and where of what you

9

00:00:48,300 --> 00:00:54,660

would be using your digital tools for. The second

phase was much more about actually picking those

10

00:00:54,660 --> 00:01:00,000

tools that were relevant to you and, especially

for our teaching staff, relevant to your learners

11

00:01:00,000 --> 00:01:06,840

and how you can use them most effectively. The

digital culture initiative is made up of three

12

00:01:06,840 --> 00:01:11,760

separate levels. So everyone has to start at our

Digital Explorer level - it's our entry level

13

00:01:11,760 --> 00:01:18,060

badge - then they can progress to our Digital

Pioneer badge, and finally Digital Innovator.

14

00:01:18,660 --> 00:01:24,660

So the very first criteria on our Explorer

badge is to complete the exploring your overall

15

00:01:24,660 --> 00:01:31,020

capabilities question set and that was very

intentional. We wanted to make sure that staff

16

00:01:31,020 --> 00:01:37,500

were getting an awareness of where their digital

skill set was before we started asking them to

17

00:01:37,500 --> 00:01:43,500

improve it in any way. For the Pioneer badge they

will then choose a different question set based on

18

00:01:44,100 --> 00:01:50,520

what their role is in the college - so for example

our HE staff will take the HE question set,

19

00:01:50,520 --> 00:01:56,220

our FE stuff will take the FE and skills question

set, our library staff will take the library

20

00:01:56,220 --> 00:02:02,760

and information question set, and then for the

Innovator badge we ask them to retake the original

21

00:02:03,780 --> 00:02:09,660

exploring your overall capabilities question

set to see that distance traveled. So the Jisc

22

00:02:09,660 --> 00:02:15,240

discovery tool was a crucial part of the whole

initiative and really important in making sure

23

00:02:15,240 --> 00:02:20,400

that our staff had an awareness of where they were

because - and I think - quite a lot of them were

24

00:02:20,400 --> 00:02:26,040

surprised in the way that they were better in some

things than they expected and other areas that

25

00:02:26,040 --> 00:02:30,720

they hadn't really considered before. So my name

is Emma Simpson, I'm the teaching and learning

26

00:02:30,720 --> 00:02:36,000

mentor for apprenticeships at Middlesbrough

College. My role is around quality and teaching of

27

00:02:36,660 --> 00:02:43,260

apprenticeships so I do a lot of developmental

with new staff and walkthroughs, pop-ins and

28

00:02:43,260 --> 00:02:49,920

just working on developing their needs. Obviously

starting with the Explorer we did the Jisc tool,

29

00:02:50,700 --> 00:02:55,560

and that gave me a really good insight into what

I already know, what I need to know and what I

30

00:02:55,560 --> 00:03:01,440

need to learn. And then just moving upwards. And

then, now, I'm moving on to my Innovator where I'm

31

00:03:01,440 --> 00:03:06,840

going to finish that Jisc tool to see how far

I've traveled and how much progress I've made

32

00:03:06,840 --> 00:03:12,900

within the digital capabilities. I think it's

massively helped. I think it's given me so much

33

00:03:12,900 --> 00:03:20,040

more confidence to be able to help other people.

I think a lot of our staff do need more help

34

00:03:20,040 --> 00:03:24,240

with their digital skills and it's given me more

confidence to actually give them that training and

35

00:03:24,240 --> 00:03:29,400

give them help. I've been helping a lot of the new

staff going through their digital badges as well

36

00:03:29,400 --> 00:03:33,720

and I think without doing that myself I wouldn't

have had that confidence. I got a lot of support

37

00:03:33,720 --> 00:03:38,820

from all the staff here and I got a lot of support

in pushing me to do my digital badges straight

38

00:03:38,820 --> 00:03:44,460

away, how to do them, and the importance of that,

I think. Hello my name is Jamie Donnelly and I'm

39

00:03:44,460 --> 00:03:49,080

the programme leader for the BSc sound and music

technology degree here at Middlesbrough College.

40

00:03:49,080 --> 00:03:54,120

As a lecturer in higher education within a

further education college, sometimes our CPD

41

00:03:54,120 --> 00:03:58,260

seems like it's tailored more towards the further

education side, which can be difficult to engage

42

00:03:58,260 --> 00:04:03,300

with as a higher education team. Through the Jisc

discovery tool, the questions were set up in a

43

00:04:03,300 --> 00:04:07,920

way that allowed it to be HE-centric, and from

that we were led to HE-specific resources that

44

00:04:07,920 --> 00:04:11,940

were very helpful in ensuring that our students

were getting that higher education experience.

45

00:04:12,480 --> 00:04:17,160

I was led towards the Microsoft Learn programs,

which I engaged with, and from that was able to

46

00:04:17,160 --> 00:04:22,140

apply and be accepted into the Microsoft Innovator

Educator Expert programme, which linked me with a

47

00:04:22,140 --> 00:04:27,360

global network of other educators to help really

upskill what I was bringing into the classroom.

48

00:04:27,360 --> 00:04:32,640

So due to the field that I'm in - being sound

and music technology - my digital competencies

49

00:04:32,640 --> 00:04:38,280

were quite high at the time of taking the Jisc

discovery, however, I was made aware of things

50

00:04:38,280 --> 00:04:42,780

like screen time which was something that I

hadn't actually considered prior. Since then

51

00:04:42,780 --> 00:04:47,460

I've been very conscious to reduce my screen

time so that I'm not actually always plugged

52

00:04:47,460 --> 00:04:51,300

into the computer and actually getting some time

away to be able to work on things that really do

53

00:04:51,300 --> 00:04:56,700

matter to my students. To support staff in using

the Jisc discovery tool for the very first time,

54

00:04:56,700 --> 00:05:02,760

we've taken some of the resources off the Jisc

website and we have that bunched together on one

55

00:05:02,760 --> 00:05:07,620

of our Inspire Mbro websites, where staff can

view those - how to get started with the Jisc

56

00:05:07,620 --> 00:05:12,420

discovery tool. One of the first criteria that we

have, as well, is we want staff to either attend

57

00:05:13,140 --> 00:05:17,520

a face-to-face introduction to the discovery

tool and the whole digital culture initiative,

58

00:05:17,520 --> 00:05:22,500

or watch one of our webinars that have

been pre-recorded. What we do is we take

59

00:05:22,500 --> 00:05:28,020

staff through from start to finish, so on how

you log in, how you find your question sets,

60

00:05:28,020 --> 00:05:34,320

how you take the questions, and also how you then

find your reports at the end and download them.

61

00:05:36,000 --> 00:05:39,900

We also go over the whole of our initiative

as well, how you submit your evidence and

62

00:05:39,900 --> 00:05:45,960

so forth to make sure that everyone knows what

they're doing to get their badges before they

63

00:05:45,960 --> 00:05:52,440

start really gathering that criteria and their

evidence to submit, to achieve them. I think the

64

00:05:52,440 --> 00:05:57,840

biggest challenge with the tool, and the whole CPD

initiative, was maybe a little bit of scepticism

65

00:05:57,840 --> 00:06:03,660

originally. I think that staff felt, "Oh, right,

well do I really answer these questions truthfully

66

00:06:03,660 --> 00:06:09,360

or do I try and pick the answers which make me

look the best because someone might be watching".

67

00:06:09,360 --> 00:06:14,820

So we had to do a fair bit of work of saying

to staff, "Look this is for your development,

68

00:06:15,720 --> 00:06:19,620

this isn't for me to kind of look over your

shoulder and see what score you got. You're

69

00:06:19,620 --> 00:06:25,500

not getting a score: it's just a tool to help

you develop your own skills in the areas that

70

00:06:25,500 --> 00:06:30,060

you need that development". And one of the things

that I think really helped is saying to staff,

71

00:06:30,060 --> 00:06:35,520

""Look this is a tool, which helps you and

provides you with resources, that you don't have

72

00:06:35,520 --> 00:06:39,960

to take, you don't have to go through every single

resource that the tool pushes you, it's for your

73

00:06:39,960 --> 00:06:46,260

own development for your role at Middlesbrough

College. Or if you ever want to leave us". And

74

00:06:46,260 --> 00:06:50,940

that was something - for the whole initiative

- was something really key in trying to get a

75

00:06:50,940 --> 00:06:55,680

bit of buy-in from staff, was saying this isn't

something that Middlesbrough College is saying you

76

00:06:55,680 --> 00:07:01,140

have to do, and you have to do it, and here's a

tick box to say you've done it, and now it's done.

77

00:07:01,800 --> 00:07:06,540

It was trying to get across that message of this

is continuous professional development - true

78

00:07:06,540 --> 00:07:14,520

CPD - and, you know, once we did that I think a

lot of that scepticism did fall away and staff

79

00:07:14,520 --> 00:07:20,640

were really, you know, kind of encouraged to

go on that journey of developing their own CPD

80

00:07:21,240 --> 00:07:27,180

to tailor their needs. I think some of the main

benefits of using the Jisc discovery tool that we

81

00:07:27,180 --> 00:07:32,820

found is, first of all, improved confidence

because by and large I feel that staff feel

82

00:07:32,820 --> 00:07:38,520

that they're actually better in many things than

they originally thought. So we have many staff

83

00:07:38,520 --> 00:07:43,320

who thought, you know, first of all they thought

it was going to be a test and they were really

84

00:07:43,320 --> 00:07:48,780

pleased that it wasn't, that it was, you know,

there were no wrong answers. It was much more

85

00:07:48,780 --> 00:07:55,440

about giving honest answers and the tool would

then provide you with resources based on where,

86

00:07:55,440 --> 00:08:00,360

you know, holes in your skill set were. So

I think that they really enjoyed the fact

87

00:08:00,360 --> 00:08:04,740

that it was a developmental tool

rather than a kind of, you know,

88

00:08:04,740 --> 00:08:09,360

a carrot and stick kind of thing, with it being

a bit more stick. It was definitely more carrot.

89

00:08:10,320 --> 00:08:17,460

And I think the other benefit is just awareness.

Just awareness of different areas of digital

90

00:08:17,460 --> 00:08:22,020

expertise that they hadn't considered before

and the way that the Jisc discovery tool breaks

91

00:08:22,020 --> 00:08:27,360

them up into multiple different sections I think

was really useful to our staff because it meant

92

00:08:27,360 --> 00:08:31,680

that they could feel confident in some areas, and

realize that they had some work to do in others,

93

00:08:31,680 --> 00:08:37,020

but it wasn't just a "I'm good with my digital

skills" or "I'm bad with my digital skills".

94

00:08:37,020 --> 00:08:47,133

To find out more visit our website:

digitalcapability.jisc.ac.uk

95

00:08:47,167 --> 00:09:04,033

or email us at help@jisc.ac.uk with 'building digital capability' in the subject line.

Youtube video: <https://www.youtube.com/watch?v=Bab1RrOg6L4>