## LORETO SIXTH FORM COLLEGE

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# Library - Digital Strategy

*Creating our first departmental digital strategy*

# Context

- Background
- Role
- Organisation
- A note on this strategy

- How it started
- Progress
- Support
- Advice and guidance

# Starting our journey

- Does anyone have a map?
- Research, research, research:

- *Support documents*
- *Workshops and webinars*
- *Sharing best practice*

# How do we measure up?

## BUILDING DIGITAL CAPABILITIES: THE SIX ELEMENTS*

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

*Each of the elements are then broken down into more defined characteristics.

# BUILDING DIGITAL CAPABILITES MODEL

This highlights the different elements you work towards improving in order to increase your overall digital capability





| Digital communication, collaboration and participation (Participation) | |
|---|---|
| Digital communication | The capacity to communicate effectively in digital media and spaces such as text-based forums, online video and audio, and social media; to design digital communications for different purposes and audiences; to respect others in public communications; to maintain privacy in private communications; to identify and deal with false or damaging digital communications.<br><br>An understanding of the features of different digital media for communication, and of the varieties of communication norms and needs. |
| Digital collaboration | The capacity to participate in digital teams and working groups; to collaborate effectively using shared digital tools and media; to produce shared materials; to use shared productivity tools; to work effectively across cultural, social and linguistic boundaries.<br><br>An understanding of the features of different digital tools for collaboration, and of the varieties of cultural and other norms for working together. |
| Digital participation | The capacity to participate in, facilitate and build digital networks; to participate in social and cultural life using digital media and services; to create positive connections and build contacts; to share and amplify messages across networks; to behave safely and ethically in networked environments.<br><br>An understanding of how digital media and networks influence social behaviour. |
| Digital learning and development (Development) | |
| Digital learning | The capacity to participate in and benefit from digital learning opportunities; to identify and use digital learning resources; to participate in learning dialogues via digital media; to use learning apps and services (personal or organisational); to use digital tools to organise, plan and reflect on learning; to record learning events/data and use them for self-analysis, reflection and showcasing of achievement; to monitor own progress; to participate in digital assessment and receive digital feedback; to manage own time and tasks, attention and motivation to learn in digital settings.<br><br>An understanding of the opportunities and challenges involved in learning online; an understanding of own needs and preferences as a digital learner (eg access, media, platform and pedagogy). |
| Digital teaching | The capacity to support and develop others in digitally-rich settings, to teach, to work in a teaching or curriculum team, to design learning opportunities, to support and facilitate learning, to be pro-active in peer learning, all while making effective use of the available digital tools and resources.<br><br>An understanding of the educational value of different media for teaching, learning and assessment; an understanding of different educational approaches and their application in digitally-rich settings. |
| Digital identity and wellbeing (Self-actualising) | |
| Digital identity management | The capacity to develop and project a positive digital identity or identities and to manage digital reputation (personal or organisational) across a range of platforms; to build and maintain digital profiles and other identity assets such as records of achievement; to review the impact of online activity; to collate and curate personal materials across digital networks.<br><br>An understanding of the reputational benefits and risks involved in digital participation. |
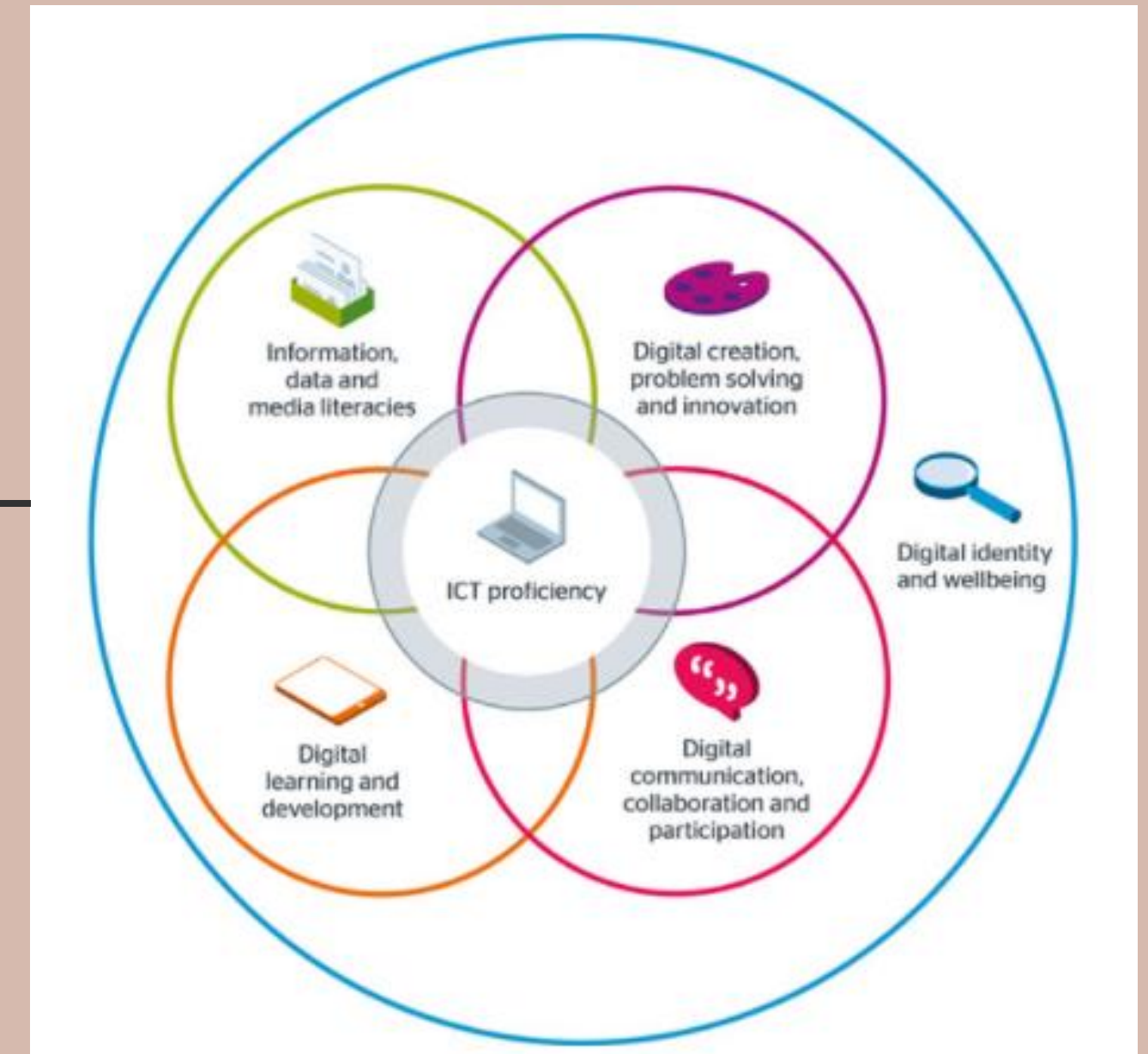
# THE DEFINING CHARACTERISTICS

Each characteristic contains a number of individual criteria which show how to meet all the aspects of each element.

*Utilising the framework*

## INSIGHTS

### THE GOOD, THE BAD AND THE UGLY

Continue - stop - start

### PRIORITIES:

- Upgrade, update and upskill
- Demand, deploy and deliver

### WHEELS IN MOTION

- Elements written retrospectively

## STRATEGIC AIMS & OBJECTIVES

Using the 6 elements and their characteristics identify key actions and expected outcomes

## JISC RECOMMENDATIONS

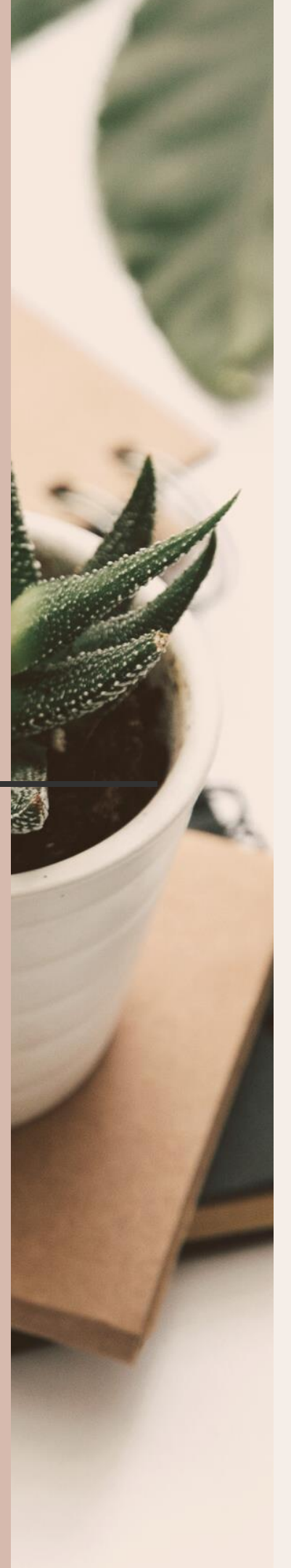Highlight the actions from the Jisc report

## DEPARTMENTAL DEVELOPMENT PLAN

Pull all these areas together and implement them into the DDP

## THE DIGITAL STRATEGY REPORT

Write a report that shares our rational and vision, monitoring and evaluation

What next?

## Priority one – Upgrade, update and upskill (2019-21)

| 4.3.1. Strategic aim | Strategic objective | | |
|---|---|---|---|
| 2.   Information, data/digital and media literacies | Objective/Action | Lead | Expected outcome |
| a)   Equip staff and students with information literacy skills to help navigate our online resources thus creating a confident user of social and digital media | *Design and create resources in both static and dynamic formats to be delivered regarding a variety of topics such as: Referencing and avoiding plagiarism, effectively searching the internet, and introduction to online resources | MF/RP | High quality learning material and lesson plans for session delivery. Students develop transferable skills evidenced in the work the produce and feedback from teaching staff |
| | *Train LSC staff in delivering online webinar-style workshops | | Confident and competent LSC team in supporting learning, evidenced in team reviews and appraisals |
| | *Train LSC staff in the use of and application of online resources | | |
| b)   Provide a good selection of digital resources in different formats to support teaching, independent research and different learning styles | *Provide internal and external access to up-to-date and relevant online and electronic resources such as: eBooks, eJournal & magazines, databases, and subscriptions via Shibboleth | Team | Monthly usage figures to show increased-steady access through monthly usage reports. Increased LSC resources being referenced in student work (staff feedback) |
| | *Audit current online and electronic resources, remove subscriptions with low-no use, and remove dead links | MF | Provision of curriculum related and general knowledge resources that are current and authenticated that generate positive feedback via staff/student survey |
| | *Provide an integrated 'discovery tool' by integrating eBook MARC records, eBook platform links, and journal articles links into the Library management system to increase accessibility | MF/RP | Increased usage figures of the catalogue. Turn away figures to determine resource needs through analytics |
| c)   Provide a single access point for our online resources and digital workshops | *Liaise with the Developers to acquire a SharePoint site | MF/HG/JE/SC | A one-stop platform that meets all the needs of our users. Increased usage figures of online resources and increased user satisfaction through student voice |
| | *Design, develop and maintain an internal web-based site to house the online resources, eDocuments and multi-media to support teaching and learning | MF | |
| d)   Support our college community in the use of emerging technology and digital communications | *Liaise with our JISC account manager regarding new resources. Assess and purchase appropriate and useful resources. Promote and market. | MF | Provision of curriculum related and general knowledge resources that are up-to-date and current that generate positive feedback via staff/student survey |
| | | | |
| | | | |
| **Final evaluation:** | | | |

## Priority two – Demand, deploy and deliver (2021-22)

| 4.4.2. | | | |
|---|---|---|---|
| 4.   Digital learning and development | | Lead | Expected outcome |
| a)   Complete digital CPD, and have one working lunch per term to share best practice, network and upskill | *Use the results from the skills audit to identify gaps and encourage the team to seek CPD courses to upskill themselves in order for them to meet the demands of our service users | MF/HG | Increased job satisfaction, efficiency and team spirit highlighted in team's reviews and appraisals |
| b)   Receive JISC/MS training and receive digital badges to highlight their skillset, so as to be recognised by the college community as 'go-to support' in terms of digitally facilitating teaching and learning | *Review centre timetables for quiet periods to enable staff to carry out CPD | MF/RP | |
| c)   Offer digital workshops for staff and students on a variety of topics, supporting transferable skills useful for education and employment | *Encourage the team to join networking groups such as JISC, COLRIC etc. | MF/RP/Team | |
| | *Promote our skill-set and offer our services out to wider college teams | | |
| | *Create a timetable for workshop delivery across the academic year | | |
| | | | |
| | | | |
| **Final evaluation:** | | | |

## ADVANTAGES

- Meeting standards
- Meeting service user needs
- Exceeding expectations
- Upskilling staff
- Sharing our experience
- Learning curve

## DISADVANTAGES

- Not a college-wide
- Not all departments want to get involved
- Can be difficult to get involved with other departments
- Lack of encouragement
- Time/budget constraints

## LEARNING

- There's no set format
- Every strategy will be different
- Don't expect everyone to just on board
- Some areas may not be ready to get involved
- Be prepared for setbacks

Thank you!

Please contact the new manager for further details, resources, and to view our strategy

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