

Digital capability: an organisational agenda

Community of Practice Launch, May 2017

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Where has this agenda come from?

- Growing international activity e.g. EU, UNESCO, CoL, NMC...
- Centrally funded initiatives in the UK e.g. FutureLab, TRLP/TEL, Jisc DDL, FELTAG...
- Government strategy: Digital Inclusion, Digital Economy, Digital Strategy (2017)
- Since 2015: '*staff digital capabilities*' a top priority for Jisc (via institutional contacts)



**Government digital strategy
promises focus on skills and
industry partnerships**



Why is this an agenda in education now?

- student expectations
- student employability
- external metrics (TEF, NSS, OfStEd, KIS, area reviews...)
- expansion into new markets
- organisational effectiveness
- **human capacity building**
- **zeitgeist?** (Jisc, QAA, ETF, FELTAG, UCISA, HEA...)



- self-perpetuating agenda?
- human capacity building?



CC Eric Pickersgill via <http://www.boredpanda.com/portraits-holding-devices-removed-eric-pickersgill/>



The context is changing profoundly

... and profoundly changed by digital technology



CC Latrell G: <https://www.youtube.com/channel/UCMWPLYKFLAVGSuTFCbj2kGQ>



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Changes in subjects taught

new methods, questions, specialisms, practices, representations...



... making universities/colleges key sites
of digital innovation

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CC www.staffs.ac.uk



... making universities/colleges key sites of digital innovation

Changes in learner practices, experiences and expectations

jiscinvolve.digitalstudent.org



Changes in learner practices, experiences and expectations

- personal devices, media, networks, cultures of use
- blurring of information and communication practices
- continuous connection, recording and sharing
- modes of attention
- frictionless adoption, rapid feedback
- preferences for visual media



Learner identities are produced in 'our' digital systems

- registration
- learning pathways
- virtual learning environment
- assessment and grading (HEAR)
- library system
- development office...



Changing organisations (the 'digital university' or 'connected college')

- Distributed
- Dependent on digital data & systems
- *Offering* alternative modes of learning
- *In competition with* alternative modes of learning
- Meeting new external demands (e.g. skills for a digital economy)
- Monitored/regulated in new ways



Changes in educational work

Digital dreams...

- More productive, efficient, creative
- More flexible ways of working
- Teaching/scholarship beyond the walls
- New personal capabilities and interests



Digital anxieties...

Changing relationships with students and colleagues

New metrics and monitoring: KPIs, citation indices, NSS...

‘Always on’: never offline/unavailable/unseen

Uncertain time/place of work

New ways to fail e.g. copyright, IT skills, online exposure

Changes in the 'world of work' beyond **bit.ly/digitalknowhow (2015)**

CC Latrell G: <https://www.youtube.com/channel/UCMWPLYKFLAVGSuTFCbj2kGQ>



- Casualisation and precarity (Standing)
- Disaggregation of professional roles (Coppola)
- Constant restructuring and reskilling
- Automation ('Digital Taylorism' - the potential to standardise and automate intellectual labour - *'rises up the value chain'*: Brown *et al.* 2015)

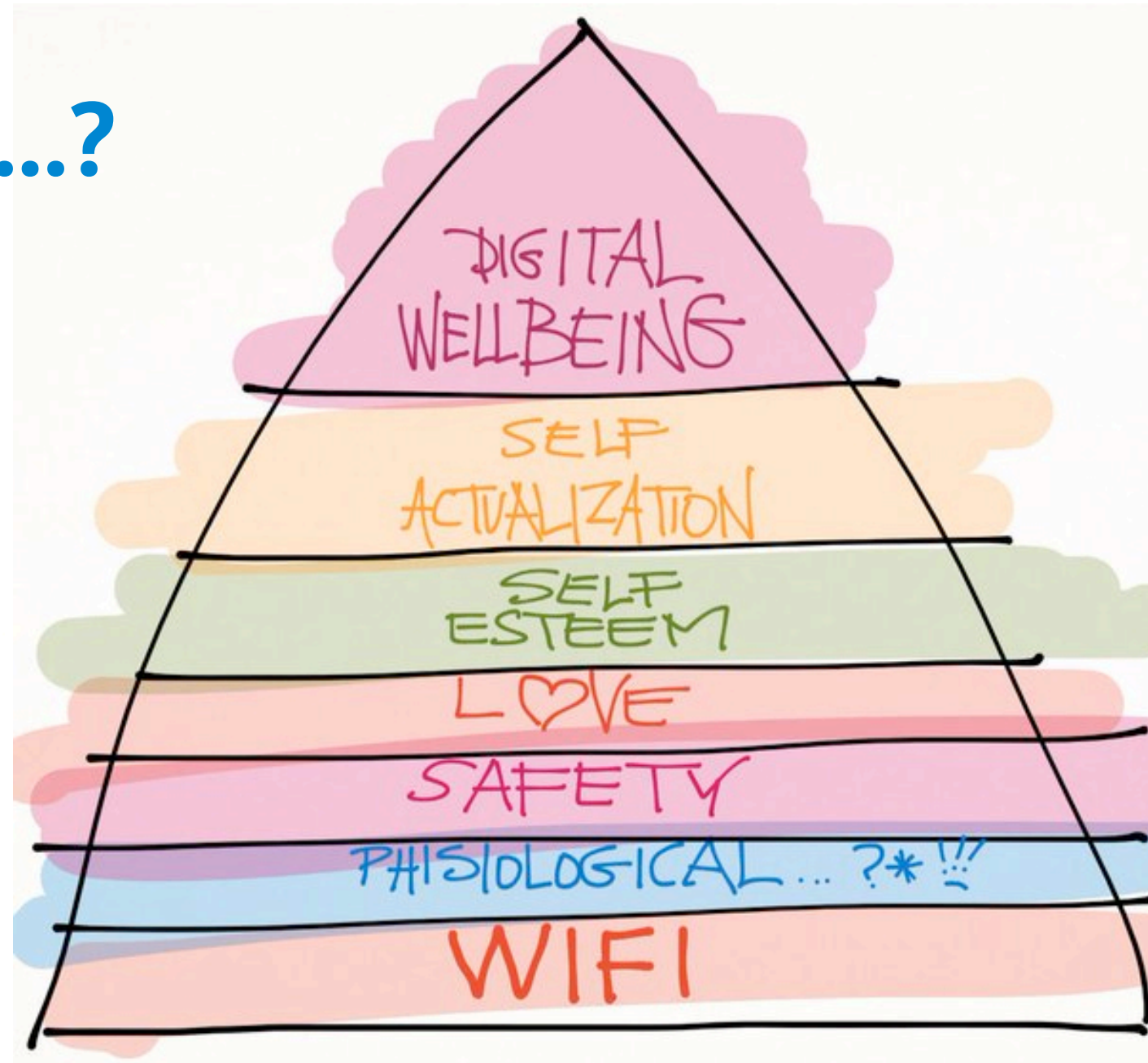


And even beyond work...?

Data-driven campaigns

Let's talk

And even beyond work...?



“Program or be programmed”

(Douglas Rushkoff 2013)

Be conscious and pro-active in the changing
digital world,
or be a victim of it.

Who is responsible? Who is empowered?



Who is responsible for: *the capacity to thrive (live, learn and work) in a digital world?*

Learning Literacies for a Digital Age

LLiDA menu

- [Home](#)
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Learning Literacies for a Digital Age (LLiDA)

Welcome to the **LLiDA project**, funded by the [JISC](#). This is a six-month study (1st August 2008 - end January 2009) into learning literacies in UK HE and FE, which we are defining as "the range of practices that underpin effective learning in a digital age".

From this page you can link to:

- Further information about the study;
- Information for institutional auditors;
- Information about our call for best practice exemplars;
- Partner networks and related events;
- 'Learning literacies' resources and background studies;
- An Inquiries e-form;
- A Project WIKI, where tools and outcomes will be shared as they develop



Who is responsible for: *the capacity to thrive (live, learn and work) in a digital world?*

**Foundational, essential, lifelong and lifewide:
'literacies' are both individual and social responsibilities**

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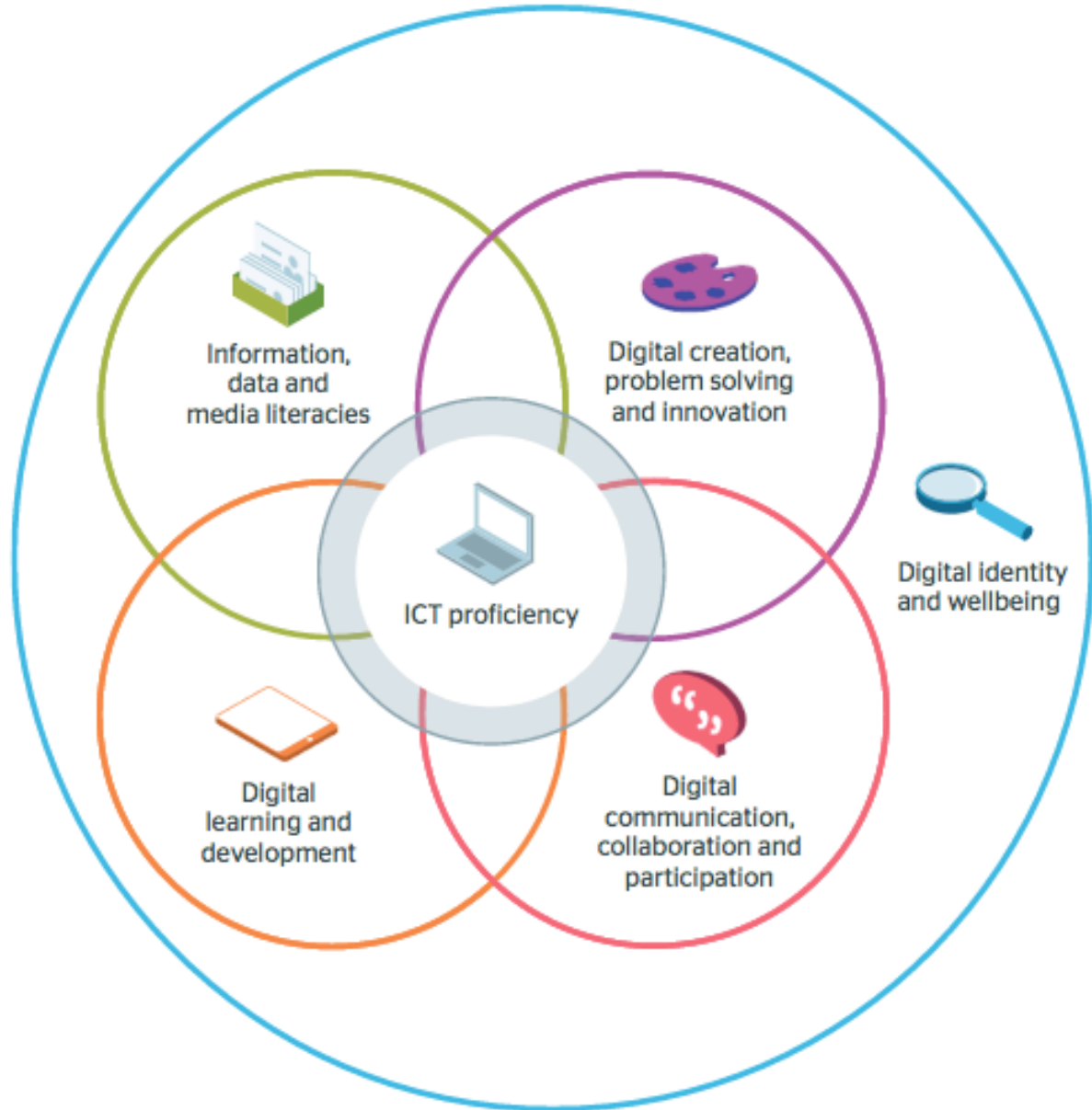


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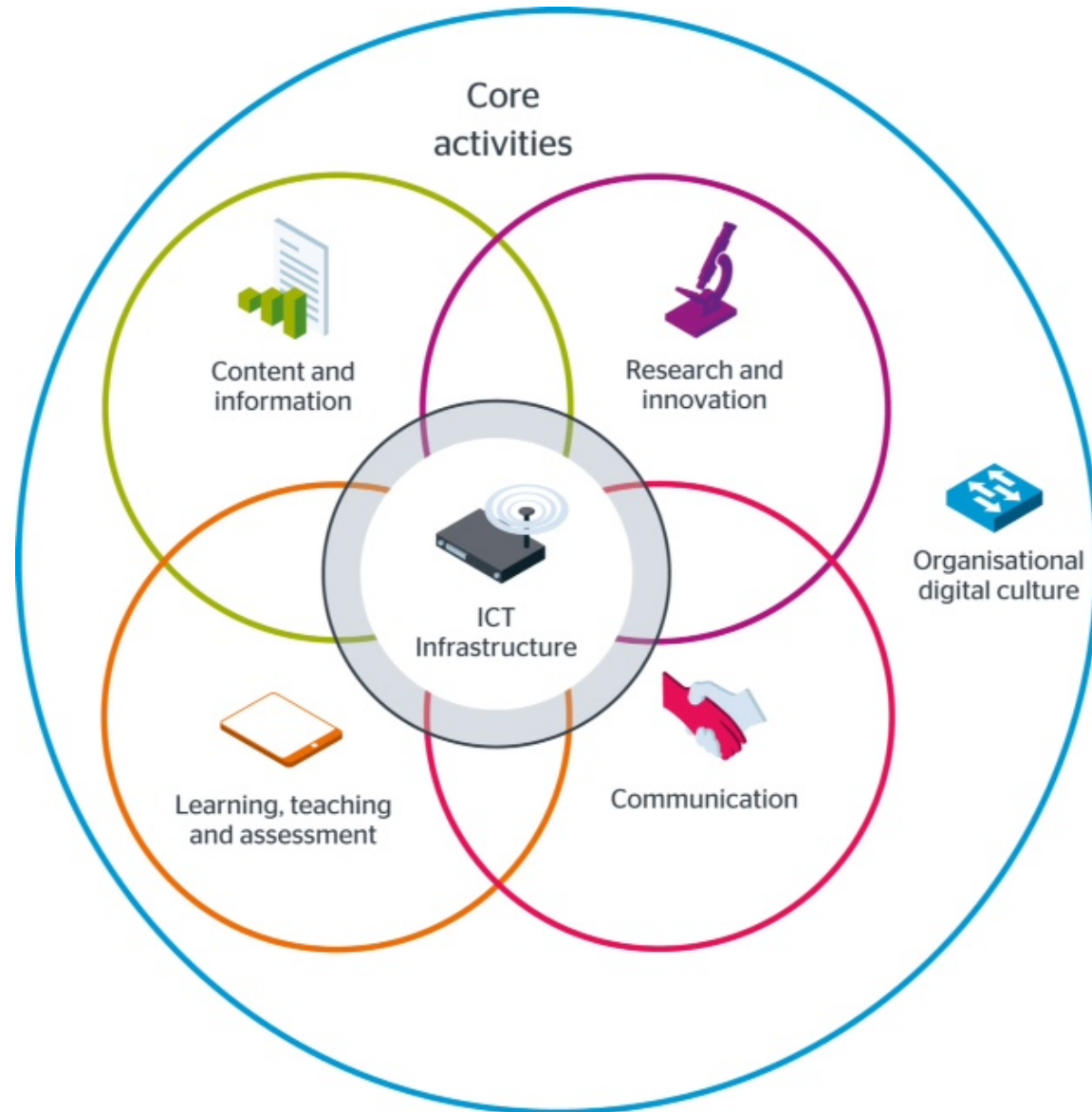
- **Capability** as a broader term than literacy
- Theories of human development (Sen, Nussbaum)
- Not personal, intrinsic abilities but capacity to act in a situation (*'knowledge inside and outside the brain...'*)

Digital capabilities framework - since 2010



- Data literacy
- Expanded idea of 'innovation'
- Digital well-being with digital identity (authentic, embodied self)
- Developing others
- Applicable to all

Digital capabilities framework - organisational



- Digital environment supportive of development
- Roles, rules, rewards, recognition
- Safety to innovate (walled gardens with pathways out)

Organisational responses

<http://ji.sc/building-digicap>

- Cross-boundary working groups
- Frameworks adapted/co-created by staff and students
- Profiles: recognition of new roles/responsibilities + mapping to existing professional requirements
- Meaningful outcomes for students (curricular and co-curricular)
- Digital badges, digital missions: make the mandatory more fun
- Staff/student SIGs and events on digital issues (formal/informal)
- Self-assessment and personal development planning (appraisal?)
- Digital environments & policies that support: identity work, sharing & collaboration, low-risk experimentation, social belonging
- Leadership development; students as change agents

“It’s not just the same organisation with more skilled people in it, it’s a different organisation.”

LT Manager, University of Lincoln

“I think it’s always with us because innovation is always with us... the technology will change, but people will continue to need support to engage confidently with innovation.”

Principal Lecturer, University of Brighton

“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”

CEO & Principal, Epping Forest College



Your contributions: #digicap

More about this today



- **Using the resources** we have, and developing more:
 - frameworks, profiles, guides, case studies, organisational change materials, curriculum change materials, self-development resources...
- **Sharing ideas and practice** across organisations and roles
- **Meeting** at events and in virtual networks (which ones??)
- **Making connections** with other agendas and professional bodies