Using the cards

There are three sets of cards: *Digital practices*, *Modes of support,* and *Sources of support*

**Preparing the cards**

1. Print several sets of each to allow for different activities and/or for different groups to do the same activity.
2. Leave space for annotation on the cards.
3. Include a few blanks for participants to add their own items to each set.

**Using the cards**

Participants sort the cards as directed, to explore the current or desired support for developing digital capabilities. Ideally the whole group agrees where a card should go: the conversation is as important as the result. However, the sorting could be done in separate, role-defined groups e.g. staff/students, to see if there is agreement about the outcome, or in pairs/small groups, working on the same or a different task.

Sample sorting tasks

1. Sort each pile of ‘practices’ cards into ‘support available’ and ‘support not available’. A middle pile could be ‘in development’. Look at whether the ‘available pile is well coordinated and signposted. Look at whether the ‘not available’ pile includes items that are strategically important and need to be developed. Encourage annotation and adding of new items. Do this for staff and students.
2. Card sort Modes of support into a ladder, with your preferred Mode at the top. And/or card sort Sources of support into a ladder, with your most used or first used Source at the top. (Individual or paired activity)
3. Staff/students sort the ‘digital practices’ cards in order of priority for support, with the practice they think it is most important to support at the top. They can decide whether ‘importance’ refers to the practice, or the urgency of the need. (e.g. an important practice might go to the bottom if it is already embedded and there is no need for support).
4. Following the previous activity, or separately, match up a number of chosen ‘practices’ with one or more ‘Modes of support’ and/or ‘Sources of support’, deciding which are best for delivering and developing each practice. This sorting exercise is about planning future support, not about what already exists.
5. For a course, department, or a particular role, create a map of the digital activities undertaken. Add the Modes of support and/or Sources of support available for each activity with a note about where each is in practice located. Consider using this map to signpost support more effectively.

Digital practices (staff)

Teaching in technology-rich spaces

Teaching online

Developing digital teaching resources

Accessibility and inclusive practice

Using institutional IT systems and services

Using personal devices and services (‘Bring your own’)

Digital research and scholarship

Using digital information resources

Digital safety and respect agenda

Health and wellbeing related to IT use

Managing digital identity and reputation

Digital practices (students)

Learning effectively online

Using digital learning resources

Using accessible and adaptive technologies

Using institutional IT systems and services

Using subject-specialist software and systems

Using personal devices and services (‘Bring your own’)

Digital research and scholarship

Using digital information sources

Digital safety and respect agenda

Health and wellbeing related to IT use

Managing digital identity and reputation

Modes of support (staff)

Part of accredited course

F2f training or workshop

Online course

Drop-in support or help-desk

Digital mentoring or buddy scheme

Online subscription service e.g. Lynda.com

General online resources e.g. how-to videos

Professional network or community

Informal support from colleagues

Support from a mentor/manager/appraiser

Modes of support (students)

Part of taught course

F2F training/workshop (not on course)

Online course

Drop-in support or help-desk

Digital mentoring or buddy scheme

Online subscription service e.g. Lynda.com

General online resources e.g. how-to videos

Informal support from other students

Support from a digital buddy or peer mentor

Sources of support (staff)

Friends and family

Colleagues informally

Mentor, manager, supervisor or appraiser

IT or e-learning staff

Library staff

Online resources

Self-help

Sources of support (students)

Friends and family

Other students informally

Course tutor or lecturer

Learning support staff

IT or e-learning staff

Library staff

Online resources

Self-help