DIAL: Digital integration into arts learning

1. Policy and strategy

What institutional policies and strategic/vision statements have a bearing on digital literacy, digital competence, 'C21st graduate attributes' etc. e.g. learning and teaching strategy?

**UAL Statistics and strategies:** Aligning and embedding DIAL project to UAL strategies. What are UALs past, present and future strategies (specifically in relation to technological and digital strategies) in response to the aims and objectives of key UAL strategies.  
http://dial.myblog.arts.ac.uk/2012/01/23/university-strategy/

<table>
<thead>
<tr>
<th>University of the Arts London Statistics 2009 – 10</th>
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<tbody>
<tr>
<td>Number of students at the University</td>
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<tr>
<td>20,049 students</td>
</tr>
<tr>
<td>19%</td>
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<tr>
<td>UK</td>
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<tr>
<td>12,007</td>
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<table>
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<tr>
<th>Number of students at the University by course level</th>
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<tr>
<td>4,116</td>
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<td>Further Education (FT)</td>
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<tr>
<th>Number of students and courses by College</th>
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<tbody>
<tr>
<td>Camberwell</td>
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<tr>
<td>1,744 students</td>
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Six distinctive and distinguished Colleges make up University of the Arts London:  
- Camberwell College of Arts  
- Central Saint Martins College of Arts and Design  
- Chelsea College of Art and Design  
- London College of Communication  
- London College of Fashion  
- Wimbledon College of Art

Located within London, the Colleges are at the heart of their respective communities. Drawing on and contributing to the local culture, they foster closely-knit and welcoming environments in which to study, supported by all the resources of the larger University and the wider arts community.
2. Institutional initiatives

What institutional initiatives exist, including externally funded ones and including the project itself? What are the aims, objectives, and resources?

a. The Information Strategy Steering Group

The Information Strategy Steering Group was created in June 2011. As part of its remit: ‘The Steering Group provides the forum in which mutual understanding of and support for current and potential Information Strategy projects is secured, and where issues or potential problems of duplication or integration are identified and addressed. It will prioritise the portfolio of projects put forward each year by Central Services and the Colleges to ensure that investment opportunities are maximised for the benefit of the University.’

In undertaking this role, one of the stated functions of the Information Strategy Steering Group is:

‘To assess proposals for new projects to ensure they are consistent with the aims and objectives of the Information Strategy and that they deliver maximum benefit to the University in support of academic excellence and business success. This will include prioritising the portfolio of projects that should go forward each year.’

Information Strategy Projects:
Review of Current/Completing Projects and Proposals for New Projects
Introduction

A recent review of IT-led projects review has been carried out as a ‘light touch’ and voluntary exercise, seeking primarily to capture institutional learning on project management. Status reports were received for nine current projects and six completing projects. These were:

**ALTO (UK)** – open educational resources
**ALTO (UAL)** – open educational resources
DIAL – digital literacy - [http://dial.myblog.arts.ac.uk/](http://dial.myblog.arts.ac.uk/)
EPortfolios - [http://workflow.arts.ac.uk/](http://workflow.arts.ac.uk/)
Online Marking/Assessment Tool
VLE Review - [Future-learning-technology](http://future-learning-technology)
CALMView – archival management system
Research Management System

Smartcard/Access Control
CMS/Portal
Library Resource Discovery – e-Library
Kings Cross Library
Library RFID
[Lynda.com](http://lynda.com) – online training videos for IT
eNova – research profiles
### b. UAL projects who have collected Baseline data

<table>
<thead>
<tr>
<th>ALTO UAL</th>
<th>About: <a href="http://alto.arts.ac.uk/filestore/about.html">http://alto.arts.ac.uk/filestore/about.html</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project blog:</strong></td>
<td><a href="http://blogs.arts.ac.uk/alto/reports/">http://blogs.arts.ac.uk/alto/reports/</a></td>
</tr>
<tr>
<td><strong>ALTO UAL Baseline:</strong></td>
<td><a href="http://alto.arts.ac.uk/filestore/about.html">Introduction to ALTO</a></td>
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<tr>
<th>ALTO UK</th>
<th>Project blog: <a href="http://blogs.arts.ac.uk/alto/alto-uk/">http://blogs.arts.ac.uk/alto/alto-uk/</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALTO UAL &amp; UK Baseline:</strong></td>
<td></td>
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<tr>
<td>Open Educational Resources at the UAL – <a href="http://alto.arts.ac.uk/filestore/about.html">ideas and info for baselining at the UAL</a></td>
<td></td>
</tr>
<tr>
<td>UAL focus and discussion group meeting notes: <a href="http://alto.arts.ac.uk/filestore/about.html">Open Education at the UAL</a></td>
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<tr>
<th>VLE Review</th>
<th>Project blog: <a href="http://blogs.arts.ac.uk/future-learning-technology/">http://blogs.arts.ac.uk/future-learning-technology/</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DIAL Baseline:</strong></td>
<td><a href="http://blogs.arts.ac.uk/future-learning-technology/">Moving towards Moodle</a></td>
</tr>
<tr>
<td>Additional projects to be added.</td>
<td></td>
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</table>

**What does the institution/project say are its priorities? How is Digital Literacy defined (if at all) and what other terms/language are used? What is being invested?**
c. e-learning strategy group (details to follow)

d. Desktop Strategy – Consultation phase: To provide a versatile desktop environment that meets the diverse needs of students and staff while ensuring ethical and financial sustainability through the application of best practice IT guidelines and standards and fit for purpose management practices. This Strategy will enable Colleges to pursue independent visions for desktop provision but deliver the benefits of centralised management and support to appropriate and agreed levels.

- Strategic Aims
  - In supporting Aim 4 of the Information Strategy 2010/11-2014/15, this strategy has three aims to deliver:
    - Aim 1: Provide versatile desktop environments that deliver a positive experience for users.
    - Aim 2: Ensure that desktop environments are manageable in order to promote consistency, usability and ease of support.
    - Aim 3: Implement the desktop environments that are ethically and financially sustainable.


e. A request for your investment ideas -
   http://blogs.arts.ac.uk/rector/2012/01/23/a-request-for-your-investment-ideas/

f. Student employability and enterprise in the spotlight -

g. New Student Enterprise & Employability Service (SEE) Working closely with colleagues in the individual Colleges, the SEE team aims to equip students and graduates with the skills to develop their practice, products, knowledge and intellectual capital through tailored advice and support. The new service will bring together the work of Creative Careers, the Enterprise Centre for the Creative Arts (ECCA), Artquest, Own-it and ArtsTemps, and will be coordinated to focus more closely on the specific needs of University of the Arts London students and emerging graduates. During this transition period, we aim to maintain a good level of support.

- ECCA – provides support to UAL students and graduates around setting up a business or working for yourself
- Creative Careers – provides careers advice and information for UAL students and graduates
• Artquest – Provides critical engagement and practical support to visual artists and craftspeople
• Own-it – Intellectual property advice for the creative sector
• ArtsTemps – UAL’s in-house temping agency
• Creative Living – online guidance for creative people
• Creative Choices – essential kit for your career
• Creative Opportunities - job vacancy and work placement website for UAL students and graduates
• Prospects – the UK’s official graduate employment site
• Business Link – a comprehensive resource centre on all self-employment matters
• HMRC – register your practice or business, or seek advice on tax-related matters

h. **Communities of Practice funding to build networks:**
The Medium Term Strategy 2010-15 identifies the development of communities of practice in one of its aims: To increase our institutional impact by encouraging and supporting the development of communities of practice, fostering a culture of inclusivity both across the university and within the creative sector. In developing the strategy it was noted that innovation, new ideas and approaches have tended to emerge from grass roots activity, and by working collaboratively and in cross disciplinary contexts. [http://dial.myblog.arts.ac.uk/2012/01/30/communities-of-practice-funding-to-build-networks/](http://dial.myblog.arts.ac.uk/2012/01/30/communities-of-practice-funding-to-build-networks/)

i. **Academic planning sub committee:** Flexible Learning at UAL – initial thoughts document (waiting for link to file)

j. **UAL Research Online** is the online showcase of the research produced at University of the Arts London. We hold, manage, share and preserve the research material produced by the University's researchers, and ensure that it reaches the widest possible audience. Items in the collection are globally available and free to view and download by anyone connected to the Internet. Built by the JISC-funded Kultur project, and launched in February 2010, UAL Research Online is the first repository specifically designed for research in creative arts design and media. It currently contains journal articles, monographs, book chapters, conference papers, conference proceedings, exhibitions, video, audio, images, websites, and selected post-graduate theses. It is also able to manage software, datasets, workshop presentations, and patents. It does not hold student work, with the exception of approved PhD theses. UAL's teaching and learning materials can be found at
Jorum Open, the UK-wide repository of free online educational resources.

k. Database of thousands of Arts London Images, provided by the Department of Communication and External Affairs. You can request a login and then request images to use and download. https://images.arts.ac.uk/asset-bank/action/viewHome

l. Workflow http://workflow.arts.ac.uk is a highly flexible e-portfolio system which allows users to store their media files in the cloud, and design and publish web pages with full control over sharing options. It was introduced at UAL to support personal development and learner-centric learning and teaching. To date it has been used for the presentation of graphic design work for assessment, as a vehicle for personal development for painting students, and as a tool for tutors to aggregate web-based content (blog feeds, videos, photo galleries, etc.) on custom designed pages for course work. CLTAD are actively developing the tool, adding new features to allow greater personalisation of content, and supporting its use through workshops and one-to-one training.

3. Infrastructure

How well does the University support students and staff to use the technologies they need or elect to use for study, research, teaching etc. (i.e. hardware, software, networks and ICT support)?

a) UAL Staff ‘flexible’ development & learning #UALgaps: “The Development & Learning team offer a service based on a commitment to inclusivity, the notion of lifelong learning, and a belief in continuous improvement, so we evaluate what we do to provide you with a meaningful and responsive service”
http://dial.myblog.arts.ac.uk/2012/01/08/development-learning-podcasts/

b) Development and Learning at UAL
http://dial.myblog.arts.ac.uk/2012/01/08/development-and-learning/

c) Centre for Learning & Teaching in Art & Design (cltad) training:
http://dial.myblog.arts.ac.uk/2012/01/07/ual-training/

d) Student course inductions and workshops: an example of how course inductions are carried out: http://process.arts.ac.uk/content/good-practice-digital-and-technical-areas-0

How are institutional spaces adapted to support digital practices?
e) **Learning zone** (information to follow)

http://www.arts.ac.uk/library/about/learning-zone/

An existing initiative the “Learning zone” is based on peer support, where they employ students to support staff. The student’s union president suggests there’s a big gap between the work of the learning zone and the rest of the institution. The Learning Zone is a dynamic social learning space for students that supports the development of study and transferable professional skills. It combines traditional and modern tools alongside state of the art technology in a flexible and informal space where group study can take place alongside individual study. Student assistants and professional staff are available to advise and guide students as they explore innovative ways of doing their coursework. The Learning Zone is fully accessible to all users including hearing loop, adjustable workstation, and specialised software.

f) **New king cross development** UAL dealing with Transition

| ![Image](image1.jpg) | Inside University of the Arts London’s new building for Central Saint Martins at King’s Cross. 4,000 students and 1,000 members of staff at CSM are beginning the new term at King’s Cross, in the new purpose built campus that forms a key part of the regeneration of the 67 acre site. |
| ![Image](image2.jpg) | At 11.00 Pulp played a surprise gig finishing with ‘Common People’ and a rousing singalong. As tears were mopped Jarvis Cocker reminded everyone that the spirit of Central Saint Martins was not in the buildings, but carried by the staff, students and alumni as they set up in their new King’s Cross building. |

### 4. Support

What are the ToR of professional services with a remit to support student digital literacy? How do they provide support? What are the ToR of professional services with a remit to support staff capability? How do they provide support?
a. **IT Competencies**

The University has revised its basic IT competencies, those skills that all users of a computer at the University need to have. You should be able to check your own skill level by printing off the skills assessment questionnaire (no link location found for this on this page? [http://my.arts.ac.uk/learn-it/2whatweoffer.htm](http://my.arts.ac.uk/learn-it/2whatweoffer.htm)), This policy and documentation is unclear and confusing. These competencies have very little relevance to practice based competencies, software creative applications etc.

b. **Unknown at course level:** some baseline examples: DIAL focus group transcript (section) 18/01/12 - [Learning and Teaching day 2012](#):

CF: One of the primary goals of the project is – Improved Graduate Employability – which is also extremely topical at the moment, It would be good to talk bout that. I guess the way I feel about that as a student or teacher- is what's been taught, during the time that you your time at UAL and that's preparing you for industry for practice, and what with regards to digital literacy- and what are the key...I am unaware of UAL, and this is part of the project, in regards to a base line, in terms of getting an overview of the UAL landscape, what processes are in place, indeed are there processes, do we need skill sets, do we need to acknowledge that students that come in, need to maybe be assessed.

R 9: Transferable skills, use for industry, it doesn't matter what they studied but to prepare themselves, for opportunities to learn digital literacies and enable/make their CV better more versatile for potential employers

CF: Has anyone ever had the their Digital knowledge assessed? Or How do your teachers know where you need support? What are the processes in place?

R 10  Form assessments, experience, I remember at interview- checking out my Blog, and learning about this, so this is one way of looking at digital literacies.

CF One for me is when you apply for jobs. Especially at UAL, when you put your key strengths down, and so in a way that’s logging where you are at that point, then you can think, then you can look back say a year later and its nice to see that record, and you think, I know all that. There is no way of projecting that.

R 11 One of the things you always do is looking at things like applications on line, and what the assessment of documenting someone's digital literacy, in terms of where you stood, what you are applying for.

CF: I think there are different subjects, if you are a Fine Art painters, What is important? what digitally is important to a Fine artist?
R 11 – Exactly, obviously to your needs.

R12 - I had to have a test a practical test, and although a long time ago, also we actually had a course here that used a CAD CAM? And we were finding on the course, students of different ages, and different abilities, using computers a lot and using software, didn't know how to save, so we can do some tests during interview, not so that we can say 'no' you can not come on the course or not but we can preempt or tell who needed more support, and if we could maybe put something in to do some basics.

CF: Yes, I found that useful myself just getting an overview of what students know. So you can gauge where to support,

R12 - It was a very basic test, Can you do this, can you save that?

CF - And again, you keep thinking that it is not just about software applications, but information literacy's, navigating, and searching for things.

R13 - Following on from that, something that happened with my students and the induction group, separate groups, I do a questionnaire on their digital technology, blogging, from online to use of digital technology Smart Codes and their aspirations what you want to get out of learning DL.

CF - That's good for our base line

R13 - It makes our job easier, so you get a full survey

R14 - Something that happened across the Board, is how we are being taught how to learn digital literacy, and what is fundamental for students, what's going on when their producing a kind of finished product. What is happening on their computer? Because everyone, whatever their background are taught how to use these complex tools, once it's been made. This is what teachers have been telling us, there is a problem that their experiencing of using these tools comes with a fundamental misunderstanding of how they work.

What opportunities do services have to develop their own digital literacies (could include admin and estates staff as well as the obviously student-facing services).

c. The Introduction to Study in Higher Education (ISHE) staff website was created to support the delivery of ISHE and the first year curriculum, see website here - [http://www.arts.ac.uk/induction/](http://www.arts.ac.uk/induction/) - lots of great project briefs, ice breaker activities, tips, checklists and case studies that will be useful when
planning for inductions and new students.

d. Innovation, new ideas and approaches is this area have tended to emerge from grass roots activity (primarily technical staff), and by working collaboratively and in cross disciplinary contexts. Some example below ‘Un-funded grass roots activity web 2.0’:

<table>
<thead>
<tr>
<th>Un-funded grass roots activity web 2.0</th>
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<td><strong><a href="http://process.arts.ac.uk/">http://process.arts.ac.uk/</a></strong></td>
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An open online resource showing day to day arts practice and research of staff and students at UAL.

**process.arts** is an ongoing agile web development project which relays fully on community participation to keep it going, the project is currently a voluntary managed project no one is employed to support this service. The overall concept is to increase community of voluntary participants to allow specialist sections/subjects and areas of the site to develop independently. The process.arts site is a good proof of concept of a sustainable social academic media content community.

**2006:** Began to explore how UAL can document students and staff working in studios

**2007/8:** The site was developed during a 10 day secondment at CLTAD Centre for Learning and teaching in Art and Design

**2009:** process.arts was given free space on the UAL server to run a pilot

**2009:** The concept and participation functionality was developed during a 25 day UAL fellowship

**2010:** 3.5k CLIP CETL funding to support a pilot

**2011:** 5k ALTO project funding to update and develop the drupal code and UAL agreed a 3 year free server commitment, became a part of the ALTO ECO system

**http://learningtechnologysupport.com/**
Learning Technology Support is an integral part of the London College of Fashion in that it offers support and solutions to staff and students for the following services:

Computer Open Access rooms for staff and students using computers and reprographics

Workshops for staff and students on all the software used within the London College of Fashion.
- Advice and expertise in graphics, office and video software
- Technology support for teaching rooms, lecture theatres, RHS
- Learning environment design and development
- Management of desktop printers and PC technology
- Reprographics, including photocopying, printing, binding
- Production of video and on-line content
- Loan of laptops and AV equipment for staff


London College of Communication tutorials and updates on film making software and equipment. Videos feature FCP editing, shooting tips and equipment run throughs.

**MA Visual Arts: Digital Art; 2011-12**

This space is for any interesting exhibitions, events, lectures, workshops, news - anything that you think all the other students would like to know about. You can edit this page and add text, images, maps etc.

[http://thepracticeexchange.blogspot.com/](http://thepracticeexchange.blogspot.com/)

The Practice Exchange is a year long series of seminars exploring practice-led art and design research across UAL and beyond. It was set up in 2010 by Marsha Bradfield, Ana Laura Lopez de la Torre and Scott Schwager. [http://thepracticeexchange.blogspot.com/](http://thepracticeexchange.blogspot.com/)
Work based & work related learning within Higher Education - FdA Graphic Design. Camberwell - Two years shaped by regular consultation with key industry figures. Practitioner led workshops, internships, live projects, studio visits and collaborative primary research ensure our students graduate with up to the minute knowledge of the communication design industry now.

PGDip DVC blog - http://pgdipdvc.myblog.arts.ac.uk/

Foundation 3D wiki - This information was designed for CCW Foundation students and others who may not have any experience working in 3D- (although you will all know more than you think). Some of the information may seem obvious, but the site will try to give you advice and hints on various topics; gathering a basic toolkit, working with a range of materials for the first time, and negotiating a complex job with technical staff.

Other sites will be listed here: http://process.arts.ac.uk/category/discipline/research-practice/ual-blogs-websites

What other sources of support do staff and students have for their digital literacy development e.g. online diagnoses/resources, peer support, mentors, personal tutors...?

e. My CPD http://my.arts.ac.uk/mycpd/ launched last year or more as a pilot, it is unknown how this site is being used or if the pilot is ongoing (data requested)
   - My CPD (Continuing Professional Development) is an online tool which you can use to access and record development activities, share knowledge and expertise, and interact with colleagues.

f. Lean IT offer 1 to 1 surgeries (no information or evidence of this could be found)

g. The QAA Institutional Audit - http://intranet.arts.ac.uk/quality/aa/qaaaudit.php

What would progress look like from start-up to end-point? Is it realistic to expect progress in some of these over just two years?

- Senior Management support and buy in
- Course leaders support and buy in
- Improve professional identity, surface common interest.
Visible change and improvement in staff DL skills in flexible learning (Web 2.0 tools/communication)

Impact and change at course level, course changes

More flexible approaches to staff development CPD and PPD

More flexible approaches developed and integrated at course level

Improved communication, awareness and debate regarding UAL DLs

Improved support procedures and increased confidence of student individuals who wish to develop a professional online presence

UAL clarification of issues regarding impacts and/or benefits of implementing or not DL standardisation procedures and policies for staff and students

What are the ToR of other services with a remit to support digital infrastructure (IT, estates)? How well are these coordinated?

Unknown at present

5. Practice

What technologies do staff, students etc actually use?

Blogs:

a. Piloting a blog service for University of the Arts London - including user feedback slides - http://prezi.com/1cu8dudhdta_/piloting-a-blog-service-for-university-of-the-arts-london-including-user-feedback-slides/

VLE:

b. Moving towards Moodle - http://dial.myblog.arts.ac.uk/2012/01/29/moving-towards-moodle/

Websites/web 2.0:

c. See section 4d (Innovation, new ideas and approaches is this area have tended to emerge from grass roots activity (primarily technical staff), and by working collaboratively and in cross disciplinary contexts. Some example below ‘Un-funded grass roots activity web 2.0’:

d. “Students and graduates would like a space to communicate together a social space similar to Facebook but not like LinkedIn, somewhere in-between. Graduates have a lot of information and sound advice they could easily and willingly communicate to current students given the right forum/platform…..Students would like more
information and guidance in developing their own personal unique web environments, they like to use institutional and social tools but they would also like to be able to develop their own websites personal websites, they would like this integrated into the study as preparation for professional practice.” Feedback notes from Enterprise week workshop - http://dial.myblog.arts.ac.uk/2011/11/18/feedback-notes-from-enterprise-week-session-%E2%80%98sharing-knowledge-improve-and-develop-professional-identities%E2%80%99/

Software:

e. Each College has a wide variety of software and equipment to meet the specialist needs of each course, form video to laser cutting. There are certain key technologies, which came through a pilot survey (http://dial.myblog.arts.ac.uk/category/survey/) that students would like and view as priority. “Most students claimed they prefer to access information at Uni and at home from PCs and laptops …… According to the majority of the people interviewed the use of the Internet, Word, Excel, Power Point and Photoshop” – ‘Illustrator, indesign’ (http://dial.myblog.arts.ac.uk/2012/01/31/dial-survey-central-st-martins-college-of-arts-and-design/)

An all staff/student online survey is currently being developed/used to collect this data - https://docs.google.com/spreadsheet/viewform?formkey=dC1vbXk1MGtvamtM3k5d3pSNzNIWWc6MQ

What do staff, students (etc) actually do with the technologies they use, and within the policy and support frameworks provided?

Blogs:

f. Online Reflective Practice group: Baselining notes #1 - http://dial.myblog.arts.ac.uk/2012/01/25/online-reflective-practice-group-baselining-notes-1/

Online Reflective Practice group: Baselining notes #2 - http://dial.myblog.arts.ac.uk/2012/01/25/online-reflective-practice-group-baselining-notes-2/

Case study/action research: Striking a balance between practice and open practice? What are the challenges, limitations and benefits of introducing blogs to better support ongoing evaluation and timely feedback for students working in video and
animation? - http://process.arts.ac.uk/content/striking-balance-between-practice-and-open-practice

An all staff/student online survey is currently being developed/used to collect this data -
https://docs.google.com/spreadsheet/viewform?formkey=dC1vbXk1MGtva mtmVksyd3pSNzNIWWc6MQ

Of particular interest will be practice in the curriculum i.e. how far is digital capability considered in practice as a learning/graduate outcome in curriculum design?

Key streams for Technology Board:

  g. London College of Fashion has recently carried out an in-depth survey in Teaching and Learning, Skills Development Staff and Students, Support and administration, Marketing and promotion and communication. (Waiting for more information)

Academic planning sub committee:

  h. Please see ‘Flexible Learning at UAL – initial thoughts’ new document (waiting for link to file)

What kinds of learning experience are offered and assessed?

No data at present.

What co-curricular experiences build real-world digital capability and fluency? e.g. non-compulsory modules, graduate awards, portfolio/CV building etc

  i. UAL Teaching Awards 2012 –
http://www.arts.ac.uk/citad/ualteachingawards2012/

  j. creative enterprise awards 2011 -
http://see.arts.ac.uk/events/entweek/enterpriseweek2011/creativee nterpriseawards2011/

  k. See section 4d (Innovation, new ideas and approaches is this area have tended to emerge from grass roots activity (primarily technical staff), and by working collaboratively and in cross disciplinary contexts. Some example below ‘Un-funded grass roots activity web 2.0’)}
1. Workflow ([http://workflow.arts.ac.uk](http://workflow.arts.ac.uk)) is a highly flexible e-portfolio system which allows users to store their media files in the cloud, and design and publish web pages with full control over sharing options. It was introduced at UAL to support personal development and learner-centric learning and teaching. To date it has been used for the presentation of graphic design work for assessment, as a vehicle for personal development for painting students, and as a tool for tutors to aggregate web-based content (blog feeds, videos, photo galleries, etc.) on custom designed pages for course work. CLTAD are actively developing the tool, adding new features to allow greater personalisation of content, and supporting its use through workshops and one-to-one training.

Of course the picture will inevitably be very different in different departments and courses, so the challenge will be saying anything useful. The temptation will be to describe 'best practice' but we need some indication of the scope and extent of that best practice, and what 'standard practice' really looks like.

6. Expertise (and maybe attitudes?)

How capable do staff and students feel with digital technologies? How relevant are their skills for their specific roles?

a. “Most said students are usually of the younger generation, and so their skills not need to be evaluated. However staff should be in order to “keep up with the times”. A few said nobody’s skills need to be evaluated.” [http://dial.myblog.arts.ac.uk/2012/01/27/575/](http://dial.myblog.arts.ac.uk/2012/01/27/575/)

b. “We take it for granted, all of us know how to use online services.” - [http://dial.myblog.arts.ac.uk/2012/01/26/dial-survey/](http://dial.myblog.arts.ac.uk/2012/01/26/dial-survey/) (all below from same survey)

c. Knowing where to search. Because there can be all this stuff out there but if you don’t know where to look… there should be resources to teach others how to narrow things down.

d. Knowing where to look and how. We should be told more about resources available, more advertising done for them.

e. Knowing how to search for information.

f. I can pretty much find out what I want…

g. We’ve grown up with digital skills…

h. Would like to know how to use photo/video media more…

i. Would like to use more programmes: such as Final Cut Pro and Adobe Photoshop… but there isn’t anyone here to teach us that.
j. There’s an assumption of what students are capable of and what they know... there should be support for those who want it. There should be a search engine in Blackboard to make it easier to find things.

k. Video-editing.

l. Searching online for the right thing.

m. Skills using photoshop/illustrator are important. These skills will help us get a job after university, and they should be taught to students here.

n. Photography to document work.

o. Video editing. But mostly we need more computers and staff available to help.

p. Meeting notes: Open Education at the UAL -
   [http://dial.myblog.arts.ac.uk/2012/01/20/meeting-notes-open-education-at-the-ual/](http://dial.myblog.arts.ac.uk/2012/01/20/meeting-notes-open-education-at-the-ual/)

q. For the DIAL project, we are focusing on digital literacy and presentation skills. This could be how you use online tools to help create presentations (eg Prezi), using video conferencing software (Wimba, Skype) or putting your slides online (Slideshare). We are kicking off with video... Out of 16 scenarios, ‘being filmed while speaking’ rated as the fourth most nervewracking, only marginally behind ‘speaking without preparing’, ‘formal presentations (examined)’ and ‘presenting in front of a large audience’ – and more nervewracking than ‘formal presentations’, ‘speaking without notes’ and ‘pitching your work to a potential client’.
   [http://dial.myblog.arts.ac.uk/2012/01/15/presentations-video/](http://dial.myblog.arts.ac.uk/2012/01/15/presentations-video/)

r. Tony Pritchard interviews participants of the 2011 Design for Visual Communication courses for their advice to the new 2012 students.
   [http://dial.myblog.arts.ac.uk/2012/01/13/my-advice/](http://dial.myblog.arts.ac.uk/2012/01/13/my-advice/)

s. Students would like more information and guidance in developing their own personal unique web environments, they like to use institutional and social tools but they would also like to be able to develop their own websites personal websites, they would like this integrated into the study as preparation for professional practice.

t. It’s about getting Library Services staff more aligned with where students are. Students tend to be good at social media but not
necessarily at evaluating materials. They are aware of the limitations of Wikipedia, for example, but not much beyond that. We also want to see a greater democracy of access with staff getting students to develop those evaluating skills but not necessarily (or not only) in the context of a ‘session’.

http://dial.myblog.arts.ac.uk/2012/01/23/information-literacies-some-help-with-evaluation/

u. Online Reflective Practice
http://dial.myblog.arts.ac.uk/category/online-reflective-practice/

An all staff/student online survey is currently being developed/used to collect this data -
https://docs.google.com/spreadsheet/viewform?formkey=dC1vbXk1MGtva mtmVksyd3pSNzNIWWc6MQ

7. Stakeholder needs/views/expectations

What are the challenges that mean practice needs to change? e.g. new graduate outcomes, new student expectations...

a. Technology trends for consideration -
http://dial.myblog.arts.ac.uk/2012/01/31/technology-trends-for-consideration/
b. Open Educational Resources at the UAL -
http://dial.myblog.arts.ac.uk/category/open-education/

What are stakeholders saying? What do they need/want/expect from their use of technology?

See above

What do students need/want/expect from their use of digital technology in study/research/professional development?

Review in process

How do staff feel about using technology for research, for teaching, in professional/admin roles?

Review in process
Assessing these last three will be difficult and collating instruments to do this will be a significant task (and an important outcome) for the programme.

Review in process

Practice, expertise and views may usefully be amalgamated in questionnaires, focus groups, interviews etc and in fact it’s generally better to ask about confidence/competence while also addressing specific practices and future requirements.

Review in process