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| **Project Information** |
| **Project Title (and acronym)**  | Digital integration into Arts Learning (DIAL)  |
| **Start Date** | November 2011 | **End Date** | July 2013 |
| **Lead Institution** | University of the Arts London |
| **Partner Institutions** | N/A |
| **Project Director** | Nancy Turner (Previously Shân Wareing 2011/12) |
| **Project Manager & contact details** | Chris FollowsEmail: c.follows@arts.ac.ukMobile: 07703 887845 |
| **Project website** | [DIAL projects and activities](http://process.arts.ac.uk/content/dial-projects-and-activities) and [DIAL project](http://process.arts.ac.uk/category/project-groups/dial-project) |
| **Project blog and Twitter ID** | [DIAL blog](http://dial.myblog.arts.ac.uk) and general overview of DIAL related [web activity](http://www.netvibes.com/dialproject#UAL_digital_literacies)Twitter: [@DIALProject](https://twitter.com/DIALProject) and [@ProcessArtsUAL](https://twitter.com/ProcessArtsUAL) |
| **Design Studio home page** | <http://jiscdesignstudio.pbworks.com/w/page/50732585/DIAL%20project>  |
| **Programme Name** | Developing Digital Literacies |
| **Programme Manager** | Sarah Davies |

1. **Summary**

The DIAL project partially funded by JISC Developing Digital Literacies Programme, was a two-year project (November 2011 to December 2013) at the University of the Arts London. The project set out with a broad aim of exploring UALs digital literacies landscape, past, present and future, its key aims being cultural change and improvement of graduate employability.

The project method as outlined in the original bid involved communities of staff and students within the larger university community (based on courses, disciplines or other naturally occurring communities) self-identifying with the goals of improving their collective digital literacies, initially with significant support from the project team. Over the project life-time, processes, resources and toolkits were developed so the communities could be increasingly autonomous in their development programmes. Within the community, individual and collective aims and anxieties were identified, along with current skills and experience. In this way the resources produced became a collective and sustainable resource but so too did the project team members. Community members have collaborated to increase the overall digital literacy of the whole community.

DIAL encouraged and supported these self-identifying individuals and groups to articulate their digital literacies goals and aspirations, assess their existing skills and confidence levels, and develop processes to support their development, including the generation of resources. The project attracted a good cross-section of interests from staff, and students from a variety of contexts. DIAL made best use of cross-college collaboration, forming meaningful partnerships between central services, UAL departments, live projects, industry specialists, course teams, alumni, expert groups and individuals. DIAL has been described as the ‘scaffolding’ that supports and integrates interests across boundaries and departments.

The project team acknowledged from the outset that digital literacies (DLs) in art & design practice based subjects could not be a one size fits all solution. DIAL has worked hard to try and understand and be responsive to the different DL cultures found at UAL as evidenced by the project case studies. DIAL has also identified key areas where further work is needed to address UAL DL development needs.

DIAL facilitated the establishment of 9 projects emerging from self identied DL needs across groups that included course directors, academic staff, central services staff and students. Individuals in the groups had varying levels of experience and expertise yet all went on the DL learning journey together regardless of skill or status within the institution. DIAL project teams saw individuals addressing fears, curiosities and digital ambitions together with an aim of making sense of UALs evolving digital landscape. The DIAL CoP model had success in reaching diverse groups that included those unlikely to have been engaged through other means. We feel this is a key success of the DIAL approach.

UAL has committed to continuation of the DIAL approach to DL development beyond the life of the funded project. The distributed approach to DL support and development is one recognized as sustainable and effective for the institution. The DIAL team can be seen [here](http://dial.myblog.arts.ac.uk/contact/) and all DIAL [projects and activities](http://process.arts.ac.uk/content/dial-projects-and-activities) have been described and documented. The key achievements of the projects are outlined further in the next section.

1. What are the headline achievements of your project?
	1. **The DIAL communities of practice (CoP) model for DL development**

DIAL has developed a successful and sustainable cross college model for creating and sharing DLs resources and processes. Many of the DIAL CoPs, resources and processes will continue to develop beyond the DIAL 2 year funded project period and many individuals and departments will continue the DL related work in their local areas.

**Nine (9) DIAL Projects**

DIAL developed and supported 9 projects, see [DIAL projects and activities](http://process.arts.ac.uk/content/dial-projects-and-activities) including:

* [Professional Online Identities project](http://process.arts.ac.uk/category/project-groups/professional-online-identities) - The POI project will identify and develop specific digital literacies/hard and soft skills (Presentation and Relational skills) in maintaining professional online identities with the aim of enhancing student/graduate employability and industry readiness. See [Project overview](http://process.arts.ac.uk/content/professional-online-identities-project-overview)
* [Things unlimited project](http://process.arts.ac.uk/category/project-groups/things-unlimited)  - This project focuses on digital information literacy, addressing this initially through a process of discussion and confidence building with Library Services staff. See [project overview](http://process.arts.ac.uk/content/things-unlimited-project-overview)
* [Video presentation skills](http://process.arts.ac.uk/category/project-groups/presentation-skills) – this project aims to explore the skills and knowledge for delivering video presentation skills workshops and the student skills required to create talking head videos about your professional practice. The project has produced workshops plans and created video resources to share as OERs. See [project overview](http://process.arts.ac.uk/content/video-presentation-skills-project-overview)
* [Open education and Flexible learning](http://process.arts.ac.uk/category/project-groups/open-and-flexible-learning) – This group aims to highlight the open practice work of individuals and groups who share personal and professional practice as ‘open educational resources’ OERs online through participatory blogs and online community networks.
* [Online Reflective Practice group](http://process.arts.ac.uk/content/cltad-teaching-development-projects) – The aim of this group was to focus on increasing capacity for learning openly and in collaboration with others, see [outputs and resources](http://dial.myblog.arts.ac.uk/category/online-reflective-practice/) created for the online reflective practice project, part of CLTAD Teaching Development Projects.
* [Drupal UAL](http://process.arts.ac.uk/category/project-groups/drupal-ual) – The project aims to encourage and develop a new open support network for UAL staff and students to explore, experiment and share ideas and knowledge of using and developing Drupal ‘open source’ web environments and projects.
* [Assessing Digital Literacy level of pre-degree students](http://process.arts.ac.uk/content/assessing-digital-literacy-pre-degree-students) – This project focuses on assessing the level of digital literacy of pre degree students applying to the BA (Hons) Graphic and Media Design course at LCC.
* [Using video for messages, information and personal tutorials](http://process.arts.ac.uk/content/using-video-messages-information-and-personal-tutorials) - Course director exploring the possibility of filming himself giving messages/information to students on the course – kind of ‘v-mailing’.
* [iPads into a technical workshops](http://process.arts.ac.uk/content/using-ipads-technical-workshops) – This project explores the possibility of introducing iPads into a technical workshop environment.

**Six (6) General Interest Cluster Groups**

As well as general activities, which are not listed here, DIAL also created **6 ‘general interest cluster groups ’** these were open DIAL/community-managed clusters of resources around a recurring theme or existing initiatives DIAL had identified across the colleges. DIAL set these up as a means of pulling together, supporting, promoting good practice and sharing common interests across colleges, departments and DIAL projects.

* DIAL created [Copyright Issues](http://process.arts.ac.uk/category/tags/copyright-issues) tag group: This group aims to bring together debate and support around all the copyright developments and issues relevant to digital literacies UAL practice.
* DIAL created [Making online learning videos](http://process.arts.ac.uk/category/project-groups/making-online-learning-videos) tag group to capture and share cross college innovation in this area.
* DIAL supported the development of [The Learning Studio](http://process.arts.ac.uk/category/project-groups/learning-studio) (LS) and created an online group. The LS is intended as a space where staff can learn together, growing into a collaborative learning community, based on their own professional practice.
* DIAL support the development of the open group and forum – [Enterprise and employability in the curriculum](http://process.arts.ac.uk/category/project-groups/enterprise-and-employability-curriculum) The Art of Enterprise and Employability in Art and Design HE. A space for learning and teaching development and staff and students to share ideas and support practice in embedding enterprise and employability practice within the curriculum.
* [Digital literacies in the arts](http://process.arts.ac.uk/category/tags/digital-literacies-arts). To support a wider debate on defining DLs at UAL and to cluster focus groups feedback, findings and resources and other DL work happening across UAL
* DIAL created cluster group [Social Media UAL](http://process.arts.ac.uk/category/project-groups/social-media-ual) aims to encourage all the different UAL social media groups together to share good practice and UAL social media vision.
	1. **Production and sharing of open educational resources (OERs)**

DIAL has released all its resources as open educational resources (OERs) including video tutorials/workshop documentations, talking head video feedback/reflection videos, conference papers/recordings, case studies, project stories/journeys, workshop templates, surveys, project processes and approaches. As conceived in the original bid these resources are seen as key in spreading expertise beyond the immediate community, creating a sustainable and growing resource base for DL development in an art and design context.

In addition, the extensive dissemination work completed by the project team have also all been made openly available. Please see dissemination list from the [project blog](http://dial.myblog.arts.ac.uk/category/dissemination/) and [process.arts](http://process.arts.ac.uk/category/tags/dial-dissemination) and [DIAL advisory board](http://dial.myblog.arts.ac.uk/category/project-board/) meetings.

*Case Study Example of DIAL OER:*

The [Video presentational skills project](http://process.arts.ac.uk/category/project-groups/presentation-skills) produced a number of OER resources including: an in-depth reflective case study with online video tutorials for staff to support the delivery of similar group demonstrations. The resources also include a number of how to do: ‘video presentational skills’ online video tutorials/workshop documentation examples for staff and students.

* 1. **Development of local expertise**

The DIAL project has produced many new and evolving sources of local expertise, namely all those who have contributed to the success DIALs unique DL model, these include individuals involved in the DIAL project from: project conception, management, coordination and project development and innovation. All these individuals have brought their own existing and new specialist expertise which, in combination, has created a collective set of expertise that can have impact within as well as outside the initial community focus. The project team and participants have shared their experience and expertise openly online, many exploring open educational practice (OEP)for the first time. This report highlights the complex patchwork of interconnected expertise that makes up the DIAL project.

 *“There was a growing feeling among project leaders that DIAL’s aim to produce ‘resources’ was worth exploring. Among some there was a transition from seeing resources as handbooks or handouts towards seeing them as primarily residing within the new awareness and expertise of their communities, whilst also finding expression in certain online artefacts and practices. This is reminiscent of the last of the common characteristics of the DIAL projects: their aspiration of making use of the differing levels of expertise within their target communities.” (*[*DIAL Evaluation Report*](http://dial.myblog.arts.ac.uk/2012/11/06/dial-evaluation-report-year-1/) *Duna Sabri October 2012).*

* 1. **Influencing & supporting strategic planning through change partnership projects**

The project has worked at the local level but has also engaged in connecting services providing DL related support. DIAL projects involved many of these key services and have resulted in new connections and ways of working emerging across these areas. Two examples are outlined below Organisational Development and Learning (involved in the [Professional On-line Identities project](http://process.arts.ac.uk/category/project-groups/professional-online-identities) (POI) collaborative work along with [DIAL](http://dial.myblog.arts.ac.uk/) and the Student Enterprise and Employability unit ([SEE](http://see.arts.ac.uk/)) unit within the institution as well as the UAL Library. DIAL has influenced change in the UALs approach to staff training by introducing and demonstrating the DIAL model of staff and students learning and developing learning needs together in CoPs.

**Case Study examples:**

* + 1. **Organisational Development and Learning working in partnership with DIAL:** OD&L are considering how best they can align in partnership with DIAL to take forward the collaborative work carried out to date. Four areas have been identified – Please see notes ([Read more here](http://dial.myblog.arts.ac.uk/2013/05/20/dial-meeting-notes-from-organisational-development-and-learning/)) from Anna Petts Head of UALs Organisational Development and Learning [OD&L](http://www.arts.ac.uk/humanresources/support/development/).
* **Demonstrating value** – raising the profile of DIAL through targeted learning provision, aligning Learn IT’s provision with relevant DIAL projects to create awareness and understanding, in particular how it supports and enables the student experience – one of three strategic priorities for UAL for 2013 – 14.
* **Scheduling and planning** – OD&L are currently revising their approach to course enrolment and scheduling and there is an opportunity to align DIAL training to this to proactively promote training and engage staff with DIAL projects.  OD&L to support with the scheduling of training, although recognising constraints with training space/resources.
* **Delivery of** – instructor led training (ILT) has many benefits but there is potential in developing more innovative mediums such as social media and e-learning, to provide knowledge and skill in DIAL related technologies to help augment ILT delivery or replace it.
* **Competencies** – identifying and putting in place digital literacy competencies that clearly articulate the necessary blend of knowledge and skills required to support and engage with technologies, relevant to delivering the student experience and/or enable staff to confidently interact.  A competency framework woven into recruitment, performance management and career development as well as other people practices could prove beneficial.
	+ 1. **Library Services Strategy**: DIAL have been working closely with library services and DIAL projects specifically [Things Unlimited](http://process.arts.ac.uk/category/project-groups/things-unlimited) project will go on to inform future library DL policy and processes.

UAL departmental perspective on DIAL impacts and longer term success in terms of stakeholder gains and institutional impact by Pat Christie, Director of Information Services: *‘The learning gained through DIAL will undoubtedly feed into the development of a new Departmental Staff Development Framework that we intend to launch in 2013/14 as it has raised our awareness of and commitment to digital literacy as a core competence for staff (we hope to create a suite of online resources that relate to digital literacy). It has also provided us with opportunities to experiment with different approaches to learning, initially for our staff, but also potentially for students (our hope is that the 23 things approach that we used for DIAL can be adapted for a range of topics and purposes) and provided us with a practical way to learn about and address issues around OER, licensing and the open access agenda.’ Read more* [*here*](http://dial.myblog.arts.ac.uk/2013/07/19/appendix-6-local-strategy-impact-example-pat-christie/) *or in Appendix 6*

* 1. **Contributing to UAL policy development in DL related areas**
		1. **Open UAL** (see draft [policy proposal](http://goo.gl/CY2580)) DIAL are key contributors to the proposal and group members, having been actively involved in all the UAL open educational initiatives and practicing open education throughout the project – <http://dial.myblog.arts.ac.uk/2013/05/14/open-ual/>
		2. DIAL has been regularly contributing to UALs new **IPR policy**, **IT strategy** **Information Strategy Steering Group ISSG** and **E-Learning Strategy** Group (ELSG).
	2. **Engagement with the digitally scared or the digitally ‘left-behind’.**

As noted at the outset of this report, the DIAL CoP model had success in reaching groups unlikely to have been engaged through other means. |The project acknowledged early on that DLs are often not gained through a prescribed set of competences, DLs are complex and sometimes conceptually difficult to understand, they are personal/individual, they area affective as well as skills based, and they should therefore not be over simplified or too prescribed. We need time, space and support to assess our individual DL abilities, anxieties and needs. The DIAL model provides a support framework that encourages staff and students to embrace long term DL as part of day-to-day progressive practice at a pace and within a conceptual framework that’s appropriate and comfortable for them.

 *“The aspirations for each of the projects have their roots in group leaders’ reflections on their own roles and emerged from long-standing challenges that they wanted to tackle, and perhaps up to then had not had the time or resources to attend to them.  The issues they wanted to tackle could not be dealt with in a piece-meal day-to-day way but, they felt, would benefit from an injection of attention and resource that DIAL was to bring.  However, the resourcing of the projects, with one exception, relied exclusively on the goodwill and enthusiasm of the project leaders and, furthermore, the goodwill and enthusiasm that they were expected to generate among those that they sought to engage in their project community”.*

*“There was an affective dimension to all the projects that was related to the particular kind of digital literacy that they sought to develop.  The relationship between the affective and the technological varied from project to project.  For example, online reflection dealt with teachers’ fear of learning in public, open access resources touched on the discomfort of making curricular resources public, and presentation skills development addressed anxieties relating to presenting oneself.” (*[*DIAL Evaluation Report*](http://dial.myblog.arts.ac.uk/2012/11/06/dial-evaluation-report-year-1/) *Duna Sabri October 2012).*

A great example of this occurred during a DIAL presentation at the [academic leaders forum in June 2012](http://dial.myblog.arts.ac.uk/2012/07/11/staff-and-student-engagement-in-digital-literacies-with-ual-academic-leaders-academics-and-students/) .. At the end of the presentation one programme director noted that he was really fearful of all things digital and declared himself as ‘digitally illiterate’. He went as far to say he felt physically sick when made to engage with digital technology. Whilst we would all acknowledge this is not uncommon it is often difficult for individuals to self identify in such an open and explicit way. Since this time I have heard this many times from other staff and students.

*“I was the tutor who felt physically sick having to engage with the digital. I can see that potentially it could enhance the student experience and, dare I say it, the tutor experience! However, the language of the digital may as well be in Swahili (sp.?) for all I can understand. I’m grateful that the DIAL team clearly understand this, and want to help us use a VLE (I now know what that stands for) as part of our Learning & Teaching tools. Clearly we must embrace, challenge, utilise and subvert the digital”.* **Michael Spencer** [blog post comment](http://dial.myblog.arts.ac.uk/2012/07/11/staff-and-student-engagement-in-digital-literacies-with-ual-academic-leaders-academics-and-students/#comment-8054)

DIAL went on to work with Michael who is the course director for Performance Design and Practice course/subject area at Central Saint Martins. Michael invited DIAL to collaborate with his course for the [POI project](http://process.arts.ac.uk/category/project-groups/professional-online-identities) Professional Online Identities project. The POI project at CSM included a whole programme of students. The projects were supported by the programme director who was self-identified as needing help and took up DIALs request for help and support.

DIAL followed up on the Michael’s requests and subsequently, his programme team, staff and students have become the most active and involved project for DIAL developing some significant projects together please see:

* The Performance Design and Practice course (PDP) [kick off meeting](http://process.arts.ac.uk/content/meeting-and-survey-notes-online-identities-project) for the online identities project.
* The [POI programme](http://process.arts.ac.uk/content/professional-online-identities-poi-programme-2013) designed for the PDP programme.
* The [resource group](http://process.arts.ac.uk/category/project-groups/professional-online-identities) designed for their PDP programme.
* Also see Michael’s personal project ‘[Using video for messages, information and personal tutorials’](http://process.arts.ac.uk/category/tags/v-mail).
* Other proposed projects for the PDP programme – [No Name | CSM digital baseline](http://csmdigitalbaseline.myblog.arts.ac.uk/2012/11/27/no-name/) and [this is the real me fredmeller | CSM digital baseline](http://csmdigitalbaseline.myblog.arts.ac.uk/2012/11/27/this-is-the-real-me-fredmeller/)
1. **What were the key drivers for undertaking the project?**
	1. *“Institutionally, there was a sense that digital literacies were a fundamental requirement to progress institutional goals across multiple fields of activity: Heads of Service in HR, Library and IT, and Learning and Teaching, were all focussing on the digital literacies of staff and students as a potential barrier to the success of numerous areas of work. However, there was a sense of frustration around how to take this area forwards. The JISC call for projects seemed an opportunity to break through the impasse we were facing”* Read more reflections from the project Director [here](http://dial.myblog.arts.ac.uk/2013/06/01/some-perspectives-on-dial-from-professor-shan-wareing/)*.* *(****Professor*** [***Shân Wareing***](http://dial.myblog.arts.ac.uk/2013/06/01/some-perspectives-on-dial-from-professor-shan-wareing/)*, Pro Vice Chancellor Learning and Teaching Buckinghamshire New University and formally DIAL project director and initiator of the DIAL project)*
	2. The DIAL project was very timely for our institution, as UAL had just had recommendations from an IT service review, which suggested they needed to look at staff development around the use of technology. UAL were looking at looking at culture and transformational change through digital literacies and developing confidence and capability. A major challenge at UAL was dealing with constant change and building staff confidence. UAL has fantastic programmes, but sluggish infrastructure and wanted to get beyond expectations and create an environment where experimentation and sharing can be encouraged.
	3. The project aims (from original bid) were to overcome three significant existing obstacles to the effective development of digital literacies at the University: 1) Ensuring students and staff perceive the relevance of a range of digital literacies to their own professional and personal lives, so they are motivated to explore and2experiment, activities which are essential to maintaining currency2) Sustaining change cost effectively 3) Providing training and development in a context where skills and experience vary enormously within and between groups of students and staff, and where existing skills are hard to diagnose efficiently and accurately.
2. Describe the educational/organisational context in which you undertook your project
	1. UAL 6 collegesUAL are a world-leading university for teaching and research in the fields of arts, design and communication, offering a unique range of courses, which nurture creative ability from across the world. UAL are a specialist collegiate university: each College has a particular academic ethos within a practice-led tradition, informed by its own distinctive history and relationships. UAL Colleges work together to enrich the experience of its student and staff communities across the University, and to increase its impact on the creative and cultural sectors, not only in London and the UK, but also globally.
	2. Old and New media: The emphasis on making skills and crafts are at the core of art and design practice. Traditionally digital integration into art learning has been a complex and controversial issue, many staff and students support the more traditional practices over new digital practices and tensions can arise on the budgetary allocations allocated to digital over traditional making processes.
	3. On writing the bid: Professor [*Shân Wareing*](http://dial.myblog.arts.ac.uk/2013/06/01/some-perspectives-on-dial-from-professor-shan-wareing/), DIAL Project Director (Nov 11 to Nov 12) based the bid on several years exploring Wenger’s theory of Communities of Practice from different angles and seeing the project as an opportunity to test out/realise a number of ideas arising from that theory, which seemed to address a number of problems Shân saw inherent in more conventional approaches to addressing digital literacies.

Problems in developing digital literacies which seemed apparent from Shân experience included:

* Mobilising staff’s motivation and interest to participate in training and apply newly acquired knowledge.
* Difficulty in addressing the logistics and cost of providing training for the number of people who required it, across sufficient applications and processes.
* Difficulty in identifying training priorities and approaches, given the complexity of needs, different people have very different requirements, based on disciplines, roles, and their own preferences and goals.
* Difficulty in maintaining currency: the digital world is changing so fast, that training content is out of date very quickly, and staff need regular retraining.

**Communities of Practice Approach could potentially address all of these issues:**

* Communities jointly identify goals and directions, provide local 1:1 support very readily and prioritise training needs – for certain people or certain skills – more effectively and strategically than an institution can. Communities can be self-sustaining, once they have learnt how to teach themselves the digital skills they need.  They will contain different skills sets and different approaches to learning.
* Shân recruited DIAL project manager Chris Follows as he was already working firmly within a Communities of Practice model and was strongly committed to its philosophically, and also had the connections, contextual knowledge, and personal and professional skills to implement such an approach on an institutional scale. Chris has been researching open communities of practice and rich media online content communities for a number of years (see C. Follows [SCORE](http://process.arts.ac.uk/category/project-groups/score) fellowship work and his [work with process.arts](http://process.arts.ac.uk/content/processarts-overview-and-context-1st-draft)).
1. How did you approach the project?

The DIAL project employed a variety of approaches and a variety of models of engagement. The key approaches included capitalizing on self identifying CoP, establishing partnerships with other projects/units within UAL, building cross college collaborations, fostering project engagement and capacity, employing locally embedded DIAL coordinators, and utilizing students as digital change agents.

* 1. Working with self identifying individuals and groups

As noted earlier, the fundamental premise of the project was to work with and through self identifying CoP. This work was initiated in several ways:

* + **Engaging with self identifying groups.** Most projects started with an informal conversation or contact with interested individuals. DIAL would then support and advise interested parties before submission of an official expression of interest (see [**expressions of interest**](http://dial.myblog.arts.ac.uk/expressions-of-interest/)**)**. The expressions of interest proposal was reviewed against the project aims and objectives and, once approved, was converted into a project overview template (e.g. [example here](http://process.arts.ac.uk/content/things-unlimited-project-overview)).
	+ **General Interest Groups.** DIAL also created ‘general interest groups ’ these were open DIAL/community-managed clusters of resources/general interests around a recurring theme or existing initiative DIAL had identified across the colleges. DIAL set these up as a means of pulling together, supporting, promoting good practice and sharing common interests across colleges, departments and DIAL projects, theses included: [Copyright Issues](http://process.arts.ac.uk/category/tags/copyright-issues) group, A [Making online learning videos](http://process.arts.ac.uk/category/project-groups/making-online-learning-videos) group, the [The Learning Studio](http://process.arts.ac.uk/category/project-groups/learning-studio) (LS) group, [Enterprise and employability in the curriculum](http://process.arts.ac.uk/category/project-groups/enterprise-and-employability-curriculum),[Digital literacies in the arts](http://process.arts.ac.uk/category/tags/digital-literacies-arts) and [Social Media UAL](http://process.arts.ac.uk/category/project-groups/social-media-ual).
	+ **Capitalising on good will, interest and enthusiasm**: UAL staff and students saw the rewards of personal development as being enough to take part in projects, the more complex, time and work intensive projects, mainly projects with complicated problems and who carried out workshops and created rich media resources required some small funding and extra support. This was done through paid additional staff hours, paid student temp support or workshop equipment (e.g. Lego).

“*The aspirations for each of the projects have their roots in group leaders’ reflections on their own roles and emerged from long-standing challenges that they wanted to tackle, and perhaps up to then had not had the time or resources to attend to them.  The issues they wanted to tackle could not be dealt with in a piece-meal day-to-day way but, they felt, would benefit from an injection of attention and resource that DIAL was to bring.  However, the resourcing of the projects, with one exception, relied exclusively on the goodwill and enthusiasm of the project leaders and, furthermore, the goodwill and enthusiasm that they were expected to generate among those that they sought to engage in their project community”. (*[*DIAL Evaluation Report*](http://dial.myblog.arts.ac.uk/2012/11/06/dial-evaluation-report-year-1/) *Duna Sabri October 2012).*

* 1. DIAL partnerships with reciprocal benefits

DIAL managed the primary day-to-day work of the DIAL project with other wider college demands and expectations well. DIAL did not try to not replicate, reinvent or has the capacity to address all of UALs digital literacy challenges, although DIAL has an obvious common interest in all the DL related projects across the UAL and there was a general presumption or expectation that DIAL (a project addressing digital literacies) should be aware of/involved in or addressing as broad a DL field as possible (See [Digital Literacies & arts practice](http://dial.myblog.arts.ac.uk/2013/05/31/digital-literacies-arts-practice/) DIAL cluster group to share an capture wider UAL DLs). Therefore we found DIAL took on a natural wider consultancy role as it held a unique overview with valuable insights of the UAL digital landscape, across all the colleges of the university and this expertise was called upon many times with expertise from other areas equally informing the work of DIAL.

*“It has been useful to join group discussions about digital literacy. Developing digital literacy is not the scope of the student engagement project, but is a related area of interest/concern, and it is very useful to work with the DIAL team to ensure that we are not duplicating efforts, and are pooling resources. As a new project manager DIAL has been a useful resource for my reference, and discussions with Chris about how to progress the project have been informative and helpful.” By Charlotte Webb ‘My digital life’ project manager,* [*Read more*](http://dial.myblog.arts.ac.uk/2013/05/23/benefits-of-dial-to-the-student-engagement-digital-project/)*.*

*“The Teaching and Professional Fellowship “Learning videos- do they work for you” benefitted from its close association with the DIAL project. The project proposal’s aim and objectives were developed with the personal support from the DIAL and ALTO project managers, and with the help of video resources and papers on OER made available via Processarts, and the DIAL blog”. By Gabriela Daniels,* [*Read more*](http://dial.myblog.arts.ac.uk/2013/05/23/dial-support-for-the-teaching-and-professional-fellowship/)*.*

*“At UAL a policy proposal that would include measures to link open education and digital literacies in such a way (working title Open UAL) is being discussed by senior management, this is directly based on the experience of the ALTO UK and DIAL projects”. By John Casey,* [*Read more*](http://dial.myblog.arts.ac.uk/2013/05/14/open-ual/)*.*

*“DIAL’s advocacy for sustained cultural change has been an invaluable inspiration in evaluating and refining our priorities and approach. DIAL’s participative, forward-looking and integrated perspective has highlighted the important areas of staff/ student collaboration, harnessing the power of mutually supportive practice communities and the merits of embedding relevant technology in purpose/subject-specific contexts. The DIAL resources attached to these core attributes have influenced a staged approach at GSA which aims to provide developmental and iterative initiatives to support existing expertise as well as encourage adapted forms of engaging with emerging technologies”. Read* [*more here*](http://process.arts.ac.uk/content/developing-digital-literacy-gsa)*. By Vic Boyd – Glasgow School of Art*

* 1. **Networked groups and cross college collaboration**

DIAL successfully explored new ways of developing cross college collaborations, these new partnerships proved a valuable and sustainable method of the departmental embedding DLs long term (e.g. [Professional On-line Identities project](http://process.arts.ac.uk/category/project-groups/professional-online-identities) (POI) collaborative work [DIAL](http://dial.myblog.arts.ac.uk/), [SEE](http://see.arts.ac.uk/), [OwnIT](http://www.own-it.org/aboutus) and [Learn IT](http://www.arts.ac.uk/humanresources/support/development/learn-it/)**)**

**From Christine Kelly from Learn IT (Development and Learning):**

“*It has highlighted the benefits of pooling the talent and expertise within these teams, enhances this and future projects within the UAL and shares knowledge and expertise of each department.”* [*Read more*](http://dial.myblog.arts.ac.uk/2013/05/20/reflections-on-the-dial-learn-it-collaboration/)*.*

**From Katie Mills from SEE, Student Enterprise and employability:**

*“Having produced this summary and reading through the impact and value of the project it really comes to light just how valuable it has been, particularly in testing new models for internal collaboration and in relation to our own team and staff’s awareness to the importance and valuable of digital skills and professional identities within our area of work. I really hope you get further support and funding to take this work forward and we/SEE are eager to remain involved and build on the great work done so far.”* [*Read More*](http://dial.myblog.arts.ac.uk/2013/06/06/dial-project-update-below-form-dials-see-project-partner-katie-mills/)*.*

**From Silvia Baumgart – Own-it a UAL service for IPR:**

*“Overall in my experience is very difficult to engage students in the subject matter of IP but putting it in the context of digital identities make it more relevant to the students so it is a great way of making it accessible. Inserting it in the DIAL project has certainly created awareness amongst the students, who took part and it is more likely that they engage with the Own-It service when they need to later on.”* [Read more](http://process.arts.ac.uk/content/poi-programme-ip-and-creative-commons-sessions-feedback).

* 1. **Building project engagement and capacity**

Managing DIAL project [engagement, project capacity](http://dial.myblog.arts.ac.uk/2012/10/29/uals-dial-project-engagement-and-project-capacity/) and expectations is a continuous challenge for the DIAL project. DIAL did not have the capacity to ‘launch’ the project university wide or could afford to be seen as a UAL service.

* + DIAL focussed on meaningful local engagement but simultaneously informally published all its progress and activity openly/publically online, visible and accessible to all. By sharing project progress openly online DIAL could be perceived as appearing like its presenting finished project work, concepts or complete resources instead of presenting work, analysis and experimentation in progress. For this reason ‘open practice’ or communicating the conceptual idea of DL development via open practice became a key focus for the project. Therefore DIAL is equally followed/acknowledged by UAL staff and students as those following outside UAL via its social media, blogs and web networks.
	+ The nature of the project (e.g. exploring DLs through self identified CoPs) means, since the start of the project we have been and continue to be in a [sense making](http://process.arts.ac.uk/content/cynefin-framework-kuh-nev) development cycle. At the time of writing, some projects have completed whilst others are in early stages of development. The DIAL project are dealing with many complex issues, all probing and trying to make sense of their chosen DL specialism, the amount of time this takes is unknown. Each group continues to respond and analyse their findings and continues to do this until either abandoning the project (yet to happen) or refining to such a degree that their specialisms can be presented as transferable examples of good practice that others can adapt and use in different contexts.
	+ DIAL has been actively engaged across all stakeholders including senior management, college, staff, student, service/department HE sector and sector bodies (CCSkills). DIAL lacked direct employer engagement, however, the project team feel this will follow in the phase of the project. DIAL presented at many internal and external events and conferences (excluding general meetings which happen weekly): Please see dissemination list from the [project blog](http://dial.myblog.arts.ac.uk/category/dissemination/) and [process.arts](http://process.arts.ac.uk/category/tags/chris-follows-presentations) and [DIAL advisory board](http://dial.myblog.arts.ac.uk/category/project-board/) meetings.
	1. **DIAL coordinators**

DIAL employed two coordinators 2.5 days a week for 6 months**.** Conceptually this was a difficult role to take on given the nature of digital literacies research and project work. Other challenges within the role included managing a fast and heavy workload and working openly online. Both coordinators found having a clear job description gave focus to the role particularly given the DIAL project was developed along side on-going digital developments across in the institution. Please see full Job Description [**here**](http://process.arts.ac.uk/content/dial-coordinator-job-description).

 The journeys of DIAL coordinators [Rossella Emanuele](http://process.arts.ac.uk/users/remanuele) and [Kaye Pryce](http://process.arts.ac.uk/users/kpryce) are documented in their [*Confessions of a DIAL coordinator’*](http://confessionsofadialcoordinator.myblog.arts.ac.uk) blog. It takes the format of a journal, tracking the developments and identifying what in future DL coordinator roles may involve.

Kaye and Rossella’s dedication, enthusiasm, expertise and skills were a great benefit to the DIAL project. It’s hoped some of the issues and interests explored through DIAL could initiate a period of new research and development for them both:

*“The DIAL project: I must admit, six months ago, I had no idea what this meant, was or what impact it would have on my digital literacy skills, digital competency levels or my digital life. Six months on, not only has my digital knowledge and experience soared, but I have a far greater appreciation and understanding of DIAL’s scale and possibilities.”* Kaye Pryce [read more](http://confessionsofadialcoordinator.myblog.arts.ac.uk/author/kayepryce/).

 *“I feel that the DIAL experience has helped me identifying a research area, which I would be interested in developing further, which focuses on the relation between the Fine Art Curriculum and Digital Literacy. I feel that my experience as a Fine Art Lecturer and as a DIAL Coordinator have equally informed my current knowledge and understanding of the Art & Design Curriculum in relation to Digital Literacy and I believe this is an area that will greatly expand in Art & Design Education in future. In this respect I believe there is a need to find new strategies to further integrate these two fields.”* **Rossella Emanuele** [read more](http://confessionsofadialcoordinator.myblog.arts.ac.uk/author/rossellaemanuele/).

* 1. **Students as digital change agents or pioneers**

DIAL’s approach was the same for students and staff, we wanted to try and encourage DIAL engagement by responding and supporting self identified and specific needs.

* + **Student support, advisors and web developers:** We started the project with an enterprise week [presentation](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/) and a student survey carried out by students ([six students + six colleges](http://dial.myblog.arts.ac.uk/2012/01/24/dial-researcher-field-worker-pilot/)) to help with the baselining process. Later, student engagement became embedded in projects including; student innovators helping lead projects ([Drupal UAL](http://process.arts.ac.uk/content/drupal-ual-project-update)), Students and staff involved in the pilot development of workshops including [Video presentation skills](http://process.arts.ac.uk/category/project-groups/presentation-skills) project. And the [PoI project](http://process.arts.ac.uk/content/audio-recording-developing-professional-online-identities-project-introduction) was a direct response to various meetings, panel sessions and focus groups with students, fundamental to its development see related meetings:
* [Enterprise Week Improving Your Prospects through Online Profiles](http://process.arts.ac.uk/content/improving-your-prospects-through-online-profiles)
* [Feedback notes from Enterprise week session: ‘Sharing knowledge improve and develop professional identities’](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/)
* [Meeting and survey notes for online identities project](http://process.arts.ac.uk/content/meeting-and-survey-notes-online-identities-project)
* [Professional Identities Workshop #legoseriousplay](http://dial.myblog.arts.ac.uk/2013/04/22/professional-identities-workshop/)
	+ **Communication:** Running one of our projects as a programme we found it difficult to communicate to lots of students, all of the time, many students did not know about some of the other POI individual sessions or did not know the link between the POI programme and the training they were attending, therefore the context/connection to the wider programme was not always made. We hope better curriculum integration will improve programme communication and participation, course calendar and v-mails should help; tutors should also be reminded or advised to mention the programme at beginning of sessions.
	+ **DIAL researcher:** To enhance and build on DIAL student engagementand communication we commissioned a student rep/researcher, who helps communicate student perceptions and needs. The DIAL researcher helps with evaluation, [video documentation/interviews](http://process.arts.ac.uk/category/tags/dial-researcher), devising and delivering student surveys ([see/download here](http://process.arts.ac.uk/content/survey-impact-study-use-digital-creative-educational-practice)) and to create more meaningful student engagement through student social media channels, DIAL students will be developing the DIAL [Facebook](https://www.facebook.com/pages/DIAL-UAL/140558392717560?fref=ts) next term, Autumn 13. The [DIAL researcher](http://process.arts.ac.uk/content/dial-student-researchers-ambassadors-developers-designers) will also help with the planning of DIAL’S future approach and the roles including the **DIAL ambassadors** (see below).
	+ **DIAL ambassadors:** DIAL recently received funding from the **HEA, changing the Learning Landscape** <workshop> project funding. DIAL will commission ‘digital **DIALogue**’ student champion/online stewards (renamed by students as **DIAL ambassadors**) for UAL over a period of two months (October & November 2013, reporting in December via project manager). The DIAL ambassadors will work closely with the UAL DAIL team to gain skills and knowledge to support and encourage other students to explore the wealth of online DIAL project resources and groups created over the time of the project. With the one-to-one support and guidance of the DIAL project manager, the DIAL ambassadors would disseminate the DIAL resources across the six colleges of the university and the sector with an aim of developing student communities of practice (CoPs) online and on location to grow and enhance current groups and create new student led CoPs and interest. Read [more here](http://process.arts.ac.uk/content/digital-dialogue-student-champion-online-steward-ual).
	+ **Student designers:** The DIAL project has proposed the following design brief for a student designer from the new 20:20 Design funding call an ArtsTemps funded project, aimed at offering more internal design opportunities to our graphic design students and graduates. 20:20 Design offers 20 hours free design work from a UAL graphic designer, towards a project of your choice: [Open UAL badges DIAL pilot design project](http://process.arts.ac.uk/content/open-ual-badges-dial-pilot-design-project).
1. What deliverables has your project produced?

Hundreds of DIAL Online Resources: By far the DIAL communities of practice and the wealth of content produced within the DIAL [projects and activities](http://process.arts.ac.uk/content/dial-projects-and-activities) are our biggest resource, as well as producing resources & case studies, the group/community are also seen as a live and agile resource, which continue to grow and become self-sustaining:

*“There was a growing feeling among project leaders that DIAL’s aim to produce ‘resources’ was worth exploring. Among some there was a transition from seeing resources as handbooks or hand-outs towards seeing them as primarily residing within the new awareness and expertise of their communities, whilst also finding expression in certain online artefacts and practices. This is reminiscent of the last of the common characteristics of the DIAL projects: their aspiration of making use of the differing levels of expertise within their target communities.” (*[*DIAL Evaluation Report*](http://dial.myblog.arts.ac.uk/2012/11/06/dial-evaluation-report-year-1/) *Duna Sabri October 2012).*

The DIAL DL model: we have enquires from other colleges wising to adopt the DIAL model and approach (update on UCL collaboration to follow). DIAL has made its project approach, processes and resources as explicit as possible in order to share with the wider sector: The [DIAL blog](http://dial.myblog.arts.ac.uk/%20DIAL%20blog) is being used as a resource and support sector collaboration: Providing specialist perspectives of sector/subject specific DLs (resources of expertise).

*“The DIAL resources attached to these core attributes have influenced a staged approach at Glasgow School of Art which aims to provide developmental and iterative initiatives to support existing expertise as well as encourage adapted forms of engaging with emerging technologies.” Read more here on* [*process.arts*](http://process.arts.ac.uk/content/developing-digital-literacy-gsaprocess.arts) *and DIAL blog –* [*http://dial.myblog.arts.ac.uk/about-dial/#comment-10476*](http://dial.myblog.arts.ac.uk/about-dial/#comment-10476)

Video Resources:

* Video presentation skills, reflections: on developing VPS workshops – [Here](http://process.arts.ac.uk/category/project-groups/presentation-skills).
* Documentation of follow up VPS workshops: Applying lessons learned from [VPS pilot workshops](http://process.arts.ac.uk/category/tags/vps-pilot-workshops) and workshop documentation and final [VPS workshop LCF](http://process.arts.ac.uk/category/tags/vps-workshop-lcf) documentation following lessons learned from pilot workshops.
* Student Teacher videos: 60+ self-reflective videos [CLTAD Teaching Development Projects](http://process.arts.ac.uk/category/project-groups/cltad-teaching-development-projects).
* IPR videos and resources – General resources ([here](http://process.arts.ac.uk/category/tags/copyright-issues)) and DIAL project hope to follow up next year in collaboration with UALs Own-IT team in experimenting with new approaches to communicating IPR and copyright issues using workshop recordings or specially recorded information combined with graphic animations and illustrations, [see more](http://process.arts.ac.uk/content/ipr-animation-experiments).

Workshops/teaching templates: ([VPS](http://process.arts.ac.uk/content/video-presentation-skills-project-overview)) and new approaches and methods ([LSP](http://dial.myblog.arts.ac.uk/2013/04/22/professional-identities-workshop/) Lego Serious Play) Online reflective practice (ORP) The monthly activities for the two core units, with examples of participants’ posts, have been published under a CC 3.0 license (links below): Learning & Teaching for Art & Design in HE unit: [Monthly activities & examples Teaching Development Project unit: Monthly activities & examples](https://docs.google.com/document/d/11h0-p7Utpxv6Znh46XOsPEFVkD0zvbDdw1rzY3YhIig/edit).

Open Blogs and resource CoPs: DIAL [projects and activities](http://process.arts.ac.uk/content/dial-projects-and-activities) and DIAL Project Outputs: Online Reflective Practice group [see here](http://dial.myblog.arts.ac.uk/2012/07/17/dial-project-outputs-online-reflective-practice-group/).

Case studies: learning journeys CoPs e.g. Video Presentation Skills team, POI team and [blog](http://confessionsofadialcoordinator.myblog.arts.ac.uk) of DIAL coordinators, ([ORP](http://dial.myblog.arts.ac.uk/2012/07/17/dial-project-outputs-online-reflective-practice-case-studies/)) Online Reflective Practice [case studies](dial.myblog.arts.ac.uk/2012/07/17/dial-project-outputs-online-reflective-practice-case-studies), Digital literacies for [open education](http://process.arts.ac.uk/content/digital-literacies-open-education). We are also in the process of gathering [DIAL vox pops](http://process.arts.ac.uk/category/tags/dial-vox-pops) videos and student feedback from the DIALogue student researcher.

Prototype: The [Things unlimited](http://process.arts.ac.uk/category/project-groups/things-unlimited) project focuses on digital information literacy, addressing this initially through a process of discussion and confidence building with Library Services staff. A prototype has been developed [see examples here](http://arts.ac.libguides.com/discover/a_to_z). The Things Unlimited project focuses on digital information literacy, addressing this initially through a process of discussion and confidence building with Library Services staff. The prototype aims to: Provided a medium for library staff with specialist knowledge to share this with other staff – Provided a medium for engagement with other University colleagues on digital information literacy – Each resource also acts as a source of data and information for further publications and user facing guidance.

Open Practice unit development: [Here](http://process.arts.ac.uk/content/open-practice-unit-ual)

Open Scholarship Policy – Draft document: <http://goo.gl/CY2580>

DL attributes for employability: (specifically attributes for developing professional online identity and presentation skills) Complete Dec 2013 see [DIAL researcher information](http://process.arts.ac.uk/category/tags/dial-researcher) and [Digital literacies in the arts](http://process.arts.ac.uk/category/tags/digital-literacies-arts) where these details aim to be published.

POI training programme: - [Here](http://process.arts.ac.uk/content/professional-online-identities-poi-programme-2013)

DIAL coordinators JDs (and a case study pilot) [Here](http://process.arts.ac.uk/content/dial-coordinator-job-description)

Developing Badges model and designs: [Here](http://process.arts.ac.uk/category/tags/ual-badges)

Survey templates: (To be added) An all staff/student online survey is currently being developed/used to collect this data – [https://docs.google.com/spreadsheet/viewform?formkey=dC1vbXk1MgtvamtmVksyd3pSNzNIWWc6MQ](https://docs.google.com/spreadsheet/viewform?formkey=dC1vbXk1MGtvamtmVksyd3pSNzNIWWc6MQ)

Info graphic: Assessing Digital Literacy Levels of Pre-Degree Students: [Information Graphic](http://process.arts.ac.uk/content/assessing-digital-literacy-levels-pre-degree-students-information-graphic)

Student survey template See [Survey for Impact study](http://process.arts.ac.uk/content/survey-impact-study-use-digital-creative-educational-practice) ‘The use of Digital in creative & educational practice’

**Baseline**. The DIAL project begun five months behind schedule therefore had to produce a very quick (less than 2 week) [Baseline report](http://process.arts.ac.uk/content/dial-ual-baseline-report) at the beginning of the project, therefore we decided to continue the [baselining](http://dial.myblog.arts.ac.uk/category/baselining/) process throughout the project. DIAL created a baseline blog for each college and the university as a whole. The [digital baseline blogs](http://dial.myblog.arts.ac.uk/digital-baseline-links/) were launched by Nigel Carrington | Vice-Chancellor’s Page [Digital technologies for learning and teaching](http://blogs.arts.ac.uk/vice-chancellor/2012/06/12/digital-technologies-for-learning-and-teaching/) and have been in an on-going agile development process since. The blogs rely on UAL staff and students for contributions and will run until November 2013. There’s has been limited response (in terms of contributions) to the baseline blogs but interest is growing as the DIAL project has evolved.

**Emerging definition of DLs at UAL**: To support a wider understanding of DLs at UAL, DIAL have begun a wider UAL debate to help define UALs institutional understanding of terms associated with Digital Literacies in all aspects creative practice; including media literacies, information literacies, digital practice, digital citizenship, online identities, digital/social/cultural competencies, participatory culture, digital attributes, open practice, digital fluency etc. **Digital Literacies: arts practice** (general top level working definition)

*Self-identified digital skills and attributes needed to support personal and professional digital practice, ranging from awareness and participation, application of good practice through to participation in emergent and innovative digital practices.*

 Glossary of Terms: A ‘glossary of terms’ was recommended at the final DIAL advisory board meeting, please see a APPENDIX 2 for full [GLOSSARY OF TERMS AND ACRONYMS FOR DIAL](http://process.arts.ac.uk/content/dial-glossary-terms-acronyms-digital-literacies-ual-draft).

DL Focus Groups: We have established a UAL wide focus group around understanding digital literacies at UAL. The group will debate and draw up collective ideas about how best to map digital literacies across UAL as a whole with an aim of understanding how UAL communicate art & design specific digital literacy definitions and competencies.

1. What benefits has your project delivered and who are the beneficiaries?

Nine DIAL Projects:

* 1. The Professional Online Identities Project

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| **Area / Project** | [Professional Online Identities](http://process.arts.ac.uk/category/project-groups/professional-online-identities) (POI) Develop professional online web skills & online identities, with the aim of enhancing student/graduate employability and industry readiness. Also see connected projects: [Drupal](http://process.arts.ac.uk/category/project-groups/drupal-ual) - [V-Mails](http://process.arts.ac.uk/content/using-video-messages-information-and-personal-tutorials) and [Video presentation skills](http://process.arts.ac.uk/category/project-groups/presentation-skills) |
| **DL Skills****Participants** | [Identity work](http://process.arts.ac.uk/content/lego-serious-play-identity-work), [IPR & Copyright](http://process.arts.ac.uk/content/mystery-revealed-copyright-design-trade-mark-and-patents-students-workshop-1), [Creative Commons](http://process.arts.ac.uk/content/creative-commons-sharing-and-promoting-your-work-online-workshop-2), [Web design](http://process.arts.ac.uk/content/objective-design-process), [Blogging](http://process.arts.ac.uk/content/design-implementation-blogging), [Open Source use](http://process.arts.ac.uk/content/drupal-ual-open-source-web-development-drop-session), [Rich media handling](http://process.arts.ac.uk/content/dissemination-and-good-practice-saving-rich-media-use-online), [Coding](http://process.arts.ac.uk/content/web-coding-freeformers-lcc), [Social media](http://process.arts.ac.uk/content/poi-programme-feedback-understanding-good-practice-improving-social-visibility) |
| **DL Skills Project staff** | All project staff involved said how much more aware they were of the importance of these skills and how it will impact on future development. |
| **Who & numbers** | **BA Students** = **60+** **Alumni** = **10** CSM PDP students Yr. 1,2,3 & All students | **STAFF** = **20** CSM course staff, Course Director, Central services & all UAL staff for training | **CSM, LCC, LCF, WCA, Sector, Departments,** [SEE](http://dial.myblog.arts.ac.uk/2013/06/06/dial-project-update-below-form-dials-see-project-partner-katie-mills/), [Learn IT](http://dial.myblog.arts.ac.uk/2013/05/20/reflections-on-the-dial-learn-it-collaboration/), [OD&L](http://dial.myblog.arts.ac.uk/2013/05/20/dial-meeting-notes-from-organisational-development-and-learning/), [Own-IT](http://dial.myblog.arts.ac.uk/2013/05/21/poi-programme-ip-and-creative-commons-sessions-feedback/), [CC Skills](http://process.arts.ac.uk/content/meeting-ccskills-see-and-dial) |
| **Activities** | Attended training & student planning of [POI Programme](http://process.arts.ac.uk/content/professional-online-identities-poi-programme-2013) | Attended training & planning and delivery of [POI Programme](http://process.arts.ac.uk/content/professional-online-identities-poi-programme-2013) | Cross college Planning Team Meetings  |
| **Short term results/ outputs** | New areas of trainingBetter experienceNew CoPsOER resources | PPD, New course awareness & context for integrating professional web skills into curriculum. New training, CoPs, OERs  | New cross college [collaboration and partnerships model](http://process.arts.ac.uk/content/networked-groups-and-cross-college-collaboration), wider debate |
| **Medium term results / benefits** | CSM Stage 2 POI training guaranteed Aut’ 13 term professional practice unit, and Yr. 3 is Optional  | Curriculum stage 2 embedding of POI programme in Aut’ 13 term | Model for POI future curriculum integration in other UAL courses |
| **Long term results/ sustainable outcomes** | Students are more confident, [Improved student experience](http://process.arts.ac.uk/category/tags/dial-vox-pops) & aware of sharing professional practice online for possible improved employability  | A pilot for POI Curriculum embedding demonstrates this CSM course as an innovator in this area and possible wider integration. The POI will continue an extra year until Dec 2014  | Become sector leader and encourage more collaboration, part of DIAL 2014. OER resources & DL case studies |
| **Participation** **And****Dissemination** | **College:**- [POI Programme](http://process.arts.ac.uk/content/professional-online-identities-poi-programme-2013) (9 training sessions)- [Developing your online professional identities](http://process.arts.ac.uk/content/feedback-notes-enterprise-week-%E2%80%98sharing-knowledge-improve-and-develop-professional-identitie)- [Improving Your Prospects through Online Profiles](http://process.arts.ac.uk/content/improving-your-prospects-through-online-profiles)- [Meeting and survey notes for online identities project](http://process.arts.ac.uk/content/meeting-and-survey-notes-online-identities-project)- [Audio recording of intro](http://process.arts.ac.uk/content/audio-recording-developing-professional-online-identities-project-introduction)- [Professional Identities Workshop](http://dial.myblog.arts.ac.uk/2013/04/22/professional-identities-workshop/) (reflection)- Staff IPR workshop- [IP and Creative Commons Sessions Feedback](http://dial.myblog.arts.ac.uk/2013/05/21/poi-programme-ip-and-creative-commons-sessions-feedback/) (Students)- [The Objective Design Process with Mark Wells](http://process.arts.ac.uk/content/objective-design-process-mark-wells) (Reflection, comments)- [Objective design process](http://process.arts.ac.uk/content/professional-online-identities-and-objective-design-process-1-3) (staff/researcher feedback 1 of 3)- [UAL badges first meeting](http://process.arts.ac.uk/content/ual-badges-first-meeting)- [Feedback on understanding good practice for improving Social visibility](http://process.arts.ac.uk/content/poi-programme-feedback-understanding-good-practice-improving-social-visibility)- Staff researcher feedback- [LSP feedback](http://process.arts.ac.uk/category/tags/lsp-feedback) (students)- [Web coding with Freeformers at LCC](http://process.arts.ac.uk/content/web-coding-freeformers-lcc)**External:**- [EGOER and open practice identities Abstract and Full Paper](http://process.arts.ac.uk/content/egoer-and-open-practice-identities-abstract-and-full-paper) |

* 1. The things unlimited project

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| --- | --- |
| **Area / Project** | [Things unlimited project](http://process.arts.ac.uk/category/project-groups/things-unlimited)  focuses on developing digital information literacy with Library Services |
| **DL Skills****Participants** | The aim of this project was to develop a learning resource, intended primarily for Library Services staff, as a vehicle for sharing skills and information, and bringing together useful resources on a given topic. See [Resources Page](http://arts.ac.libguides.com/discover/a_to_z). |
| **DL Skills Project staff** | This project also developed the skills of those project staff involved e.g. developing new models for digital information literacy, production of OERs, additional research. |
| **Who & numbers** | **STAFF** = **52** Library services staff & **3** project staff | **Department** All Library services, central services, **6 x Colleges:** LCC, CSM, LCC, CCW  |
| **Activities** | Discussions and focus groups, confidence building with Library services staff.  | Departmental support, interest and encouragement. |
| **Short term results/ outputs** | PPD - Production of learning tools for library staff, providing a medium for library staff with specialist knowledge to share this with other staff.Started a process of engagement with OER production  | DIAL coincides with Library Services initiatives on staff development and strategic ambitions to extend the library services offer in digital information literacy, so students, researchers and other user groups will ultimately benefit. |
| **Medium term results / benefits** | Created a [prototype](http://arts.ac.libguides.com/discover/a_to_z) ‘tool’ with an aim of launching over the summer 13. Looking at a self-sustaining model & converting resources to OERs | Provided a medium for engagement with other University colleagues on digital information literacy. Wider debate |
| **Long term results/ sustainable outcomes** | Integrate a new staff development process, tool and model long term. Make training more efficient and open, encourage sharing via OERs | Project will change and inform new staff development approaches apply new models. More collaboration with DIAL 2014.  |
| **Participation** **And****Dissemination** | **College:**- [Presentation](http://process.arts.ac.uk/content/things-unlimited-library-services-conference-2012) - Library Services Conference 2012- [Staff survey](http://process.arts.ac.uk/content/survey-results) - Library Services staff conference- [Online Forum](http://process.arts.ac.uk/content/summary-process-arts-forum) - [Prototype](http://arts.ac.libguides.com/discover/a_to_z) Resources landing page **External:**- [Poster session at LILAC 2013](http://process.arts.ac.uk/content/feedback-lilac-conference)- [ARLIS annual conference](http://process.arts.ac.uk/content/arlis-annual-conference-dial-slides) DIAL slides- [DIAL at the Library Services Conference](http://process.arts.ac.uk/content/processarts-dial-library-services-conference-2012) 2012- [Blog](http://dial.myblog.arts.ac.uk/category/information-literacies-group/) - [Website](http://process.arts.ac.uk/category/project-groups/things-unlimited) |

* 1. The Video Presentation Skills project

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| **Area / Project** | [Video presentation skills](http://process.arts.ac.uk/category/project-groups/presentation-skills) project aims to explore the skills and knowledge for delivering video presentation workshops and the student skills required to create talking head videos about professional practice.  |
| **DL Skills****Participants** | Improved confidence and ability to structure video presentations, and each student now has a video pitch, which they can use to promote their business or project. Awareness of the technical challenges involved in creating videos. |
| **DL Skills Project staff** | Creating a bespoke workshop models as part of a course, embedding employability and enterprise skills. OER production. Awareness of the technical challenges involved in creating these video skills workshops |
| **Who & numbers** | **MA Students** = **20+** MA London College of Fashion, ‘Fashion Entrepreneurship’ | **STAFF** = **4** - course leader, project staff and course team London College of Fashion and SEE | **College, Department & Institution** SEE and LCF |
| **Activities** | 3 x Pilot workshops, followed by improved & reviewed 1 day workshop | Collaborated to develop Pilot workshops, & improved & reviewed 1 day workshop | Collaboration between academic staff, departments, LCF, SEE and [Speaking Out](http://speakingoutevents.com/education/lcc/). |
| **Short term results/ outputs** | Improved confidence and ability to structure video presentations. OER resource videos | Produced ‘pilot’ workshops plans, research & created video resources to share as OERs | New collaboration, college resources, wider debate |
| **Medium term results / benefits** | Each student now has a video pitch, which they can use to promote their business or project. | Tried and tested workshops, lots of lessons learned and shared, pilot for curriculum integration. Inform teacher training | Professional quality videos being presented by UAL students. OER resources & DL case studies  |
| **Long term results/ sustainable outcomes** | Improved confidence in online presentation skills, Improved student experience & possible impact on graduate employability | Curriculum integration being explored, college/sector reuse via shared resources including a detailed description of workshops. More work DIAL 2014 | Course, college, UAL become leaders in this field, share with sector best practice, more college collaboration DIAL 14 |
| **Participation** **And****Dissemination** | - VPS Final workshop documentation ([here](http://process.arts.ac.uk/category/tags/vps-workshop-lcf))- [VPS pilot workshops](http://process.arts.ac.uk/category/tags/vps-pilot-workshops) - video reflections- [Website](http://process.arts.ac.uk/category/project-groups/presentation-skills)- [Blog](http://dial.myblog.arts.ac.uk/category/presentations-skills/) |

* 1. Open Education and Flexible learning

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| **Area / Project** | [Open Education and Flexible learning](http://process.arts.ac.uk/category/project-groups/open-and-flexible-learning) – This group aims to highlight the open practice work of individuals and groups who share personal and professional practice as ‘open educational resources’ OERs online through participatory blogs and online community networks.  |
| **DL Skills****Participants** | Awareness of open education resources and open practice, some practical skills on production and use of OERs |
| **DL Skills Project staff** | Understanding of college specific issues and how to approach and address OER and open practice adoption and communication with staff and students |
| **Who & numbers** | **STAFF** = **40 +** All colleges | **College, Department & Institution**CSM, LCF CCW, Own-IT, JISC, SCORE, UKOER, [ALTO](http://blogs.arts.ac.uk/alto/) & [ALTO UK](http://blogs.arts.ac.uk/alto/alto-uk/)  |
| **Activities** | Focus groups, workshops and meetings. Explore, how creation and use of OERs can contribute to the digital literacy of staff and students in art and design. PPD | Project collaboration DIAL & ALTO, cross college collaboration, policy  |
| **Short term results/ outputs** | Generating debate about the OER that addresses peoples’ fears, (mis)conceptions, and aspirations for what it might achieve and links to digital literacies. | Through joint research and focus groups developed new categories for open educational practice, see [here](http://process.arts.ac.uk/content/4-categories-open-educational-practice).DIAL supported the development of a new UAL [open educational practice unit](http://process.arts.ac.uk/content/open-practice-unit-ual).  |
| **Medium term results / benefits** | Link between open practice is acknowledged by DIAL and ALTO, future work identified - Improved student and staff experience. | DIAL is part of a policy proposal that would include measures to link open education and digital literacies ‘[Open UAL](http://goo.gl/CY2580)’ which is being discussed by senior management, this is directly based on the experience of the ALTO UK and DIAL projects. |
| **Long term results/ sustainable outcomes** | Work will contribute towards institutional wide awareness and support for open educational practice | New UAL institutional policy proposal to support UAL open education. More work with DIAL 2014 and colleges in this area planned |
| **Participation** **And****Dissemination** | **Colleges:**- [CSM Focus](http://dial.myblog.arts.ac.uk/2012/01/20/meeting-notes-open-education-at-the-ual/) group - LCF OER & Copyright workshop about 15 people - [links](http://dial.myblog.arts.ac.uk/tag/open-practice-focus-group-meetings/)- OER Workshop at UAL CLTAD Learning and Teaching Conference- LCF OERs and Learning Resource Management – small focused meeting about how to manage course materials - [CSM OER Focus group](http://dial.myblog.arts.ac.uk/2012/04/13/open-education-week-at-the-ual/) (teachers full and part, DIAL critical friend, and teaching techs. Interest expressed in joint development of a drawing course)- Chelsea Focus group- [Wimbledon College](http://process.arts.ac.uk/content/what-does-open-educational-practice-mean-you) Focus group (What does open educational practice mean to you?)- Staff [open education case study](http://dial.myblog.arts.ac.uk/2012/03/27/introduction-project-management-dial-open-education-at-ual-case-studies/)- Open education at [UAL year one evaluation](http://dial.myblog.arts.ac.uk/2012/11/06/dial-evaluation-report-year-1/)**External:**- [DIAL at HEA](http://dial.myblog.arts.ac.uk/2012/07/05/dial-at-hea/)- [Open Practice Workshop](http://dial.myblog.arts.ac.uk/2012/07/16/open-practice-workshop-at-seda-summer-school-tuesday-10-july/) at SEDA Summer School- [DIAL at Cambridge 2012 OER12](http://dial.myblog.arts.ac.uk/2012/07/30/dial-at-cambridge-2012-oer12/)- [DIAL at Crowd and cloud: towards a collaborative future](http://dial.myblog.arts.ac.uk/2012/09/18/dial-at-crowd-and-cloud-towards-a-collaborative-future/) Del 2012- DIAL blog: [Open education](http://dial.myblog.arts.ac.uk/category/open-education/)- [Open and Flexible Learning group](http://process.arts.ac.uk/category/project-groups/open-and-flexible-learning) on process.arts- [Technology: the new mainstream ALT-C symposium](http://process.arts.ac.uk/content/technology-new-mainstream-alt-c-symposium)- [Recording ALT-C:](http://process.arts.ac.uk/content/recording-alt-c-mainstreaming-grass-roots-innovation-open-educational-practice-benefits-and-) Mainstreaming grass roots innovation in open educational practice: benefits and challenges- DIAL created a '[open education at UAL](http://www.arts.ac.uk/cltad/researchprojects/openeducationatual/)' page and [promoted at OER13](http://www.ucel.ac.uk/oer13/sponsors.html)- [Case study Pt1:](http://process.arts.ac.uk/content/case-study-pt1-oep-processarts-ual) OEP & process.arts at UAL- [Case study Pt2:](http://process.arts.ac.uk/content/case-study-pt2-oep-processarts-ual) OEP & process.arts at UAL- [Embed, don't Bolt-on:](http://process.arts.ac.uk/content/embed-dont-bolt-promoting-oer-use-uk-universities-0) promoting OER use in UK universities |

* 1. Online Reflective Practice group

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| **Area / Project** | [Online Reflective Practice group](http://process.arts.ac.uk/content/cltad-teaching-development-projects) – The aim of this group was to focus on increasing capacity for learning openly and in collaboration with others, see outputs and resources created for the [Online reflective practice](http://dial.myblog.arts.ac.uk/category/online-reflective-practice/) project part of CLTAD Teaching Development Projects. |
| **DL Skills****Participants** | Online reflective practice, Open educational practice, online rich media tools, Tool-specific knowledge, video skills, online community networking. Skills and knowledge for the building of personal reflective learning networks |
| **DL Skills Project staff** | Improved delivery of PG Cert through the development of online reflective unit |
| **Who & numbers** | **Student teachers** = **70**CLTAD PG Cert primarily UAL staff, plus others from RCA and other institutions | **STAFF** = 2 x PG Cert teachers | **College, Department & Institution** |
| **Activities** | Familiarity with tools that enable online reflection and the documentation of process. Self and peer assessment | PDF here:[TDPResearchJournalActivities](http://dial.myblog.arts.ac.uk/files/2012/07/TDPResearchJournalActivities.pdf) |  |
| **Short term results/ outputs** | Understanding the benefits and challenges of online reflective practice  | Advanced and informed research in this area | Informed the open practice unit development |
| **Medium term results / benefits** | Willingness to try new tools and processes - Willingness to find the answers oneself - Greater tolerance of complexity | Better understanding of the role of compulsory, course-based online reflective activities in developing particular aspects of participants’ digital literacy | A modest number of participants incorporated online reflective practice into the curricula of the courses they teach during this academic year. |
| **Long term results/ sustainable outcomes** | A small but significant proportion of those who have completed both units are *continuing to use their blogs*.  | Understanding of staff motivations for online reflective practice. OER workshop resources & DL case studies for staff. | A significant number of participants have expressed an intention to introduce online reflective practice into their courses into the future. |
| **Participation** **And****Dissemination** | - [Blog](http://dial.myblog.arts.ac.uk/category/online-reflective-practice/)- [Website](http://process.arts.ac.uk/category/project-groups/cltad-teaching-development-projects) |

* 1. Drupal UAL

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| **Area / Project** | [Drupal UAL](http://process.arts.ac.uk/category/project-groups/drupal-ual) – The project aims to encourage and develop a new open support network for UAL staff and students to explore, experiment and share ideas and knowledge of using and developing Drupal ‘open source’ web environments and projects. |
| **DL Skills****Participants** | [Understanding open source](http://process.arts.ac.uk/content/what-drupal) web development in context, Drupal basics, open source web design, web servers & hosting, open source communities |
| **DL Skills Project staff** | Setting up open source web server/site communities, communicating open source in context of UAL and education, open source [collaboration/community](http://process.arts.ac.uk/category/tags/drupalcon-2012) |
| **Who & numbers** | **BA Students** = **5** | **STAFF** = **15** | **3 x Colleges, Department & Institution** |
| **Activities** | Participation in Drupal drop-in sessions & training. [Student developer](http://process.arts.ac.uk/content/feedback-report-dial-and-drupal-ual-draft-060613) also attended [Drupal Con 2012](http://process.arts.ac.uk/category/tags/drupalcon-2012)  | Formed a new community of practice, devised new training and support, cross college.  | Gained UAL [communities of practice funding](http://dial.myblog.arts.ac.uk/2012/01/30/communities-of-practice-funding-to-build-networks/) and college wide interest for this project  |
| **Short term results/ outputs** | Awareness and interest in open source, new [International links](http://process.arts.ac.uk/category/tags/drupalcon-2012) - Improved student experience | New UAL community of interest, experimented with student & staff collaboration | New awareness: Open source and Drupal not represented at UAL in any way.  |
| **Medium term results / benefits** | New long-term community being formed with student developers. Trailing UAL badges with this Drupal community 2013/14 | Developed a wider UAL Cop and working process including UAL sandpit Drupal environment to host multi Drupal installs  | DIAL will be presenting Drupal UAL in Sept 2013 at UAL CoP event, will raise awareness of DIAL; OER resources. |
| **Long term results/ sustainable outcomes** | Community aims to grow and establish as part of UAL with students as equal community leaders | DIAL will continue Drupal UAL as part of DIAL 14 encouraging more staff to take part  | DIAL will continue Drupal UAL as part of DIAL 14 and seek UAL support & interest |
| **Participation** **And****Dissemination** | Drop-in - WCA DMC Digital Media Centre [INFO](http://process.arts.ac.uk/content/drupal-drop-sessions-wca-24-may)Drop-in - LCF JPS OA 504 [INFO](http://process.arts.ac.uk/content/drupal-ual-project-update)Drop-in - LCC Digital space [INFO](http://process.arts.ac.uk/content/drupal-ual-project-update)Drop-in - WCA Digital Media Centre (second session) [INFO](http://process.arts.ac.uk/content/drupal-ual-project-update) |

* 1. Assessing Digital Literacy level of pre-degree students

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| **Area / Project** | [Assessing Digital Literacy level of pre-degree students](http://process.arts.ac.uk/content/assessing-digital-literacy-pre-degree-students) – This project focuses on assessing the level of digital literacy of pre degree students applying to the BA (Hons) Graphic and Media Design course at LCC.  |
| **DL Skills****Participants** | Assessment of personal skills |
| **DL Skills Project staff** | Awareness and understanding of DLs in students  |
| **Who & numbers** | **Pre degree students** = 65 | **STAFF** = 5 course team at LCC |
| **Activities** | Online Survey of DL skills and levels | Evaluating survey results, course team |
| **Short term results/ outputs** | Engaged with course earlier than normal | Survey [data and awareness](http://process.arts.ac.uk/content/assessing-digital-literacy-levels-pre-degree-students-information-graphic) amongst staff of DLs in course context |
| **Medium term results / benefits** | Students should have a better experience starting the course with staff preparations based on survey results | Developing digital literacy skill workshops for GMD students that will meet the needs of a diverse range of learners for Autumn 2013 |
| **Long term results/ sustainable outcomes** | Improved student experience | Course has more info and is better prepared for Autumn Term 2013 students |
| **Participation** **And****Dissemination** | The Programme Director will report via updates using one of the UAL in house tools - myblog.arts |

* 1. Using video for messages, information and personal tutorials

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| **Area / Project** | [Using video for messages, information and personal tutorials](http://process.arts.ac.uk/content/using-video-messages-information-and-personal-tutorials) - Course director exploring the possibility of filming himself giving messages/information to students on the course – kind of ‘v-mailing’.  |
| **DL Skills****Participants** | Receiving video pod casts, Receiving video emails, experimenting with new forms of communication |
| **DL Skills Project staff** | Creating video pod casts, using iPad mini, using cloud services (Drop Box) Creating video emails, experimenting with new forms of communication |
| **Who & numbers** | **BA Students** = 120 current BA PDP students | **STAFF** = 1 Course Director - Performance Design and Practice CSM |
| **Activities** | Experimenting with new forms of communication and documentation | CSM course director exploring the possibility of filming himself giving messages/information to students on the course – kind of ‘v-mailing’. In addition and linked to this, I want to explore ways of filming scheduled Personal Tutorials |
| **Short term results/ outputs** | We hope to see evidence of better/ improved communication  | Evidence that students actually get the messages and so communication issues improve. Secondly, feedback that student’s have access to a better, more appropriate record of their Personal Tutorial, than a completed form. |
| **Medium term results / benefits** | We hope to see improved student experience  | Possible adoption of this process beyond the 3 month pilot phase  |
| **Long term results/ sustainable outcomes** | We hope to see improved student experience | A case study for other courses facing similar communication and documentation issues. |
| **Participation** **And****Dissemination** | Video feedback from teachers and students (Autumn 2013) |

* 1. iPads into a technical workshops

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| **Area / Project** | [iPads into a technical workshops](http://process.arts.ac.uk/content/using-ipads-technical-workshops) – This project explores the possibility of introducing iPads into a technical workshop environment. |
| **DL Skills****Participants** | Using tablets in workshop environments, App experimentation and integration, new digital learning processes and integration, new modes of communication |
| **DL Skills Project staff** | Using tablets in workshop environments, App experimentation and integration, new digital L&T processes and integration, new modes of collaboration |
| **Who & numbers** | **BA Students** – 350 - Undergraduate/postgraduate students using 3D Technical Workshops comprising: Metal, Wood, Foundry, Laser Cutting and Ceramics. | **STAFF** = 10 Technical staff from 3D Technical Workshops. | **College, Department & Institution** – Chelsea College of Art and shared research with other UAL iPad projects at LCF & CSM |
| **Activities** | Explore new ways for students to access, communicate and share information with peers, academics and technicians. | Encourage communities of practice record / document / communicate workshop activities | Cross college interest in sharing practice  |
| **Short term results/ outputs** | Improve student experience progressive practice | All staff have ipads to experiment with | College funded 8+ iPADS on request |
| **Medium term results / benefits** | Know more Autumn term 2013 | Confidence and experimentation case studies Autn13 | Link into a future wider [Mobile Device Management](http://www.apple.com/ipad/business/it-center/deployment-mdm.html) Project |
| **Long term results/ sustainable outcomes** | Know more Autumn term 2013 | The development of an apps catalogue for later deployment to iPad devices | Know more Autumn term 2013, support Bring Your Own Device (BYOD)  |
| **Participation** **And****Dissemination** | Presentations at technical and UAL away days |

1. What other impacts has your project had?
	1. Organisational
		1. Improved understanding of the relevance and importance of digital skills and professional online identities for finding and sustaining work, employment and creative practice has influenced strategic decisions
	2. Cultural and attitudinal change
		1. Open practice: Raised the profile of UAL in this area through open development and OERs and supported a process of engagement with OER production, cross UAL within individuals and departments.
		2. Reciprocal benefits: DIAL has highlighted how multiple DL projects directly related or not can have reciprocal benefits and this type of sharing should be encouraged and exploited to its full potential.
		3. Pat Christie, Director of Information Services “The Project has enabled us to take more responsibility for developing learning materials in an incremental manner rather than always looking externally for solutions that are often one-offs and not specific to our needs. Hence, it has introduced us to a more empowering and efficient delivery mode for staff and student training… It has enabled greater networking with colleagues engaged in similar activities, and many useful exchanges with the DIAL Project Team, as well as with colleagues in other institutions doing similar projects.” [Read more](http://dial.myblog.arts.ac.uk/2013/07/19/appendix-6-local-strategy-impact-example-pat-christie/)
		4. External collaborations: DIAL and SEE met with <http://www.freeformers.com/> and looked at possible collaborations with them and UAL students and alumni with an aim of delivering web code training and industry connections. This was a great collaboration pilot with an external company, the first pilot session ran at LCC, it was a great day and the students all seemed to be having fun and learning lots. The turn out was amazing and it would be great to have the UAL Communications teams talk about this and give advice to other UAL Coms teams for future sessions generally? Read more [here](http://process.arts.ac.uk/content/web-coding-freeformers-lcc).
	3. Unintended outcomes
		1. How the DIAL projects and activities could support existing and developing UAL initiatives by providing a specific DL context for their objectives e.g. Own IT IPR & copyright, Development and learning, SEE etc.
		2. The project has also led to further pilot initiatives and new partnerships which may otherwise have been overlooked.
2. How will the project be developed further/sustained?
	1. DIAL will continue into 2014: The institution will fund DIAL until December 2014. DIAL will have an eLearning DL focus, building on work to date in this area. Many of the DIAL projects will be further developed and new projects created.
	2. Student involvement: DIAL will commission and encourage more voluntary support and research from students as DIAL researchers and DIAL ambassadors.
	3. Curriculum integration: The [POI programme](http://process.arts.ac.uk/content/professional-online-identities-poi-programme-2013) will be embedded into the Performance, Design and Practice, Stage 2, Unit 5 curriculum in Autumn 2013 following its early piloting success.
	4. Local adoption of projects:
* Library Services things Unlimited project: This model will be used for future staff training and information management. [Read more](http://dial.myblog.arts.ac.uk/2013/07/19/appendix-6-local-strategy-impact-example-pat-christie/)
* Organisational, Development & Learning: Student & staff training [Read more](http://dial.myblog.arts.ac.uk/2013/05/20/dial-meeting-notes-from-organisational-development-and-learning/).
* Departmental partnership between [Learn IT](http://www.arts.ac.uk/humanresources/support/development/learn-it/) - Learn-it strongly believe that UAL promoting and supporting students and staff with the professional online experience, should be a high priority within the student experience. The work involved in piloting this project and the content could effectively be evaluated and developed further into an optional or mandatory part of the curriculum across ALL colleges.
* SEE: is currently reviewing its entire support and service programme at UAL and will continue to ensure professional digital skills are reflected within our support and service offer to students, graduates and staff. SEE will also continue to utilise the internal network of staff to enhance and support our programme delivery utilising and engaging staff in our events, workshops and programmes where possible and strategically valuable.
	1. Video Presentation Skills: Possible curriculum integration, Induction support ISHE and [badges](http://process.arts.ac.uk/content/open-ual-badges-dial-pilot-design-project)). These resources will be embed into other presentation skills projects on the curriculum via: [speakingoutevents.com/education/lcc/](http://speakingoutevents.com/education/lcc/) . Project owners will identify further steps including devising staff training and trailing out the resource packages with tutors, who would use them to teach their students video presentation skills.
	2. Badges: SEE and DIAL and looking into the development of a larger badges model for employability attributes please see [UAL: Badges](http://process.arts.ac.uk/category/tags/ual-badges). DIAL applied and received a small amount of funding to explore badges designs, following our first meeting there seems to be great potential for badges use with SEE future work. DIAL will pilot the design and integration of badges on some of the DIAL projects.
	3. Mini MOOC: Seek funding for a DL Mini MOOC possibly in collaboration with Own-IT, SEE and OD&L.
	4. Celebration/benchmarking event Feb/March 2014: Between August and December 2013 the UAL DIAL will continue to run with the support of CLTAD at UAL. Over this period we aim to celebrate, embed, share, critique and raise awareness of the JISC DIAL project work carried out over the JISC funded period (Nov 2011 to July 2013). We also aim to lobby for further internal funding to continue DIALs digital literacies work beyond 2013.
	5. Online reflective practice project, Future actions:
* Capitalise on the driving force of summative assessment and use this to ensure the regularity of reflective activities is maintained throughout the two core units
* Use good examples of collaborative reflective practice in the induction stage
* Experiment with introducing an e-portfolio tool rather than a blog tool for early activities, as a stepping-stone to completely open practice
	1. Digital literacies for open education

Looking forwards, the ALTO UK project found that the creation of OERs provides an excellent diagnostic opportunity to identify digital literacy needs (both hard and soft) in the context of a practical environment and that it would be sensible to build such activities into staff development and student curricula. The benefits of this would be to develop embedded understanding of digital literacies/fluencies amongst students and staff and help participants better understand premise of their professional digital trace and consequent profile. At UAL a policy proposal that would include measures to link open education and digital literacies in such a way (working title [Open UAL](http://goo.gl/CY2580)) is being discussed by senior management, this is directly based on the experience of the ALTO UK and DIAL projects. Read more about the [Open Scholarship Policy – Discussion Document](http://blogs.arts.ac.uk/alto/2013/02/28/open-scholarship-policy-discussion-document/)

* 1. Old and New media

DIAL would have liked to explore more OEP and DLs from the non-digital perspectives, its part of what we do as practice, take the open studios, studio critiques, open exhibitions etc. for example. The DIAL project model relies on supporting self identifying individuals and groups to meet face-to-face as well as to share resources, processes and support online, if we can get the two working together I think this will be ideal. DIAL project would be interested in exploring non-digital practice and it s relationships with digital practice?

1. Lessons learned and reflection
	1. Tools:
	* Bring your own Device: College digital spaces: Different colleges have varying resources and open access ‘digital spaces’: can be difficult to run training or integrate with courses as an outside project or even a department.
	* Course staff equipment: Building a ‘use case’ for right tools for the job, not iPad for sake of an iPad.
	* Bring your own environment: Online Infrastructure: In-house UAL digital tools and processes and 3rd part tools and processes need to meet somewhere in the middle. Need good digital/web Infrastructure.
	* Finding a balance between face-to-face and digital: Don’t rely on one or the other, find a mutually complementary processes, always have back up/alternative strategies.
	1. People/ Individuals & development:
	* Managing Expectations: essential in everything you do from project management to one-to-one development, it’s a daily task.
	* Guidance and support for DLs: Staff and Students need training; guidance and support in DLs specifically web literacies.
	* A deeper Understanding of what student DLs needs: DIAL learnt that students from across all years preferred and appreciated being asked/supported and encouraged into developing their 'specialist learning and professional practice' digital literacies and skills.
	* Student support: Via DIAL ambassadors and [DIAL researchers](http://process.arts.ac.uk/content/dial-student-researchers-ambassadors-developers-designers) works well, read more.
	* Open practice and online reflection: Very useful for others and hugely rewarding but challenging for most.
	* Alumni need DL support: DL training seems to be an important need to stakeholder group looking for support.
	* Staff and students working DLs out together: encouraged to learn and teach DLs together, experimenting with different approaches and combinations of virtual and face-to-face interactions.
	1. Delivery College/department integration & Processes:

University Integration:

* + Trust & confidence: Dealing with DLs can be tricky and sensitive work; It’s OK to make mistakes, even if you’re an expert. Be persistent and keep trying, DLs do not come as a one size fits all solution; no one has the all the right answers.
	+ Small steps towards local strategy: Once the trust and confidence starts to spread across a community/department and ownership of DLs expands.
	+ Partnerships for sustainable growth, exchange expertise: Developing and delivering DL training and resources try and avoid becoming another short course department use in-house departments to your advantage.

College integration:

* + Understand the disciplines, culture and processes: DLs are complex, understanding or having team’s who understand the disciplines, culture and processes are essential.
	+ Defining DLs and competencies: needs to be an agile on-going process.
	+ Proof of concept/use case:With tensions between funding allocations/focus between old and new media, colleges should be sensitive to how and where money is spent and encourage fair systems of ‘proving a case’ for funding, the DIAL supports this model.

Curriculum integration:

* + How/do we need to embed DLs: Courses may see DLs as optional extras as an optional add on of day or two training at the end of a course rather then integral part of professional practice. Should DL development and training sit inside or outside the curriculum?
	+ Communication email & course calendars: We found emails to be the least successful, course integration; officially via course & calendar most successful
	+ Context: We found many of the students taking part in some POI training sessions were not told about or were aware of the wider POI programme, students need to be more aware of the training if in context and the rage of training available to them.
	+ Little time for DLs with busy courses & teams: The difficulties of running these projects with busy course teams and department staff

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**Appendix 1** DIAL Groups project updates for DIAL draft report June 2013

**Appendix 2** Glossary of terms & acronyms for digital literacies at ual draft

**Appendix 3** DIAL coordinator final reflections

**Appendix 4** Student Reflections

**Appendix 5** Staff Development (Online reflective practice TDP project)

**Appendix 6** local strategy impact example

**Appendix 7** Project Director reflections