

JISC Developing Digital Literacies programme

Case studies template (non-mandatory)

It is a good idea to use a template to standardise the writing up of case studies, mini-projects, and other examples of digital literacy development. The template does not have to be identical to this one, but using this or similar will ensure that key issues are captured and that case studies are easier to cross-reference and search across the programme.

Item	Prompts These might be given to case study authors to ensure consistency, or might be notes to the team. Adapt these to suit the needs of your project.
Title	<u>Extending the provision of skills training for the University's doctoral researchers</u>
Subject area	Doctoral research
Scope and context	<p>Background Graduate School provides skills training to all the University's doctoral researchers -Reading Researcher Development Programme (RRDP).</p> <p>Currently, the Graduate School provides 15 online training modules via the Epigeum courses placed on Blackboard. http://www.reading.ac.uk/graduateschool/skillstrainingprogramme/gsonlinecourses.aspx</p> <p>However, we recognize that these need to be further extended and exploited in order to meet the generic skills training needs and professional development of our doctoral researcher community, and contribute to our meeting our increased recruitment targets.</p> <p>Working with the Digitally Ready Team/ITS to develop a long-term strategy for the Graduate School's online training provision.</p> <p>Using two to three current Epigeum modules:</p> <ol style="list-style-type: none"> 1) Analysis of how we can improve and modify them. 2) Using these ideas, experiment with them practically. For example, filming a relevant RRDP session and editing and embedding them in the Epigeum sessions. 3) Trial the modified sessions on a cross section of doctoral researchers.

Rationale and aims	<p>A number of our doctoral researchers find accessing the RRDP problematic:</p> <ul style="list-style-type: none"> • Those who spend periods of time ‘working away’. With the further internationalization of the University, this number will undoubtedly increase. • Part-time doctoral researchers who, due to work/personal commitments, find it difficult to attend training within normal working hours. (P/T researchers account for 25% of our doctoral cohort.) <p>Therefore the aims are:</p> <ul style="list-style-type: none"> • To develop a long-term strategy for the Graduate School’s online training provision. • To identify ways to improve the Graduate School’s online training provision: <ul style="list-style-type: none"> ▪ for doctoral researchers unable to attend face-to-face sessions; ▪ as a means to enhance the learning experience of researchers who can attend sessions. • To investigate how we can modify our current online training so that it imparts to users a sense of belonging to Reading and creates a virtual research community,
Digital literacies addressed	N/A
Overview	<p>After beginning the project, we subsequently discovered that Epigeum who provide our online training modules would be updating the suite of courses. Therefore we did not feel it would be appropriate to modify courses that may be then modified again by Epigeum. However, what was apparent was the lack of awareness amongst current PhD students of the Epigeum courses, how they would benefit them and how they would complement their face-to-face skills training sessions. We always intended to use video as a means of communication with our PhD students, therefore we have planned two films: 1) Specifically about the Epigeum online courses – how to access them and appropriate and timely use of them. 2) Getting the most out of face-to-face and online training – how PhD students should manage their training during their studies and why and how it can benefit them. These two films are targeted at both current and prospective students and their sponsors. The films are currently in production and should be available for publication in summer 2013. The films are being made by a current Film, Theatre and Television PhD student. This has added benefit as he is part of our target audience.</p>
Digital resources and know-how used	Video planning by Project Leader Emma Minns. Video production outsourced to FTT PhD student who already had the skills necessary.

Benefits and impacts	<p>The plan is to raise awareness of our training using the films at our welcome events and measuring impact at the end of the autumn term 2013.</p> <p>This project has made me consider how we communicate to our PhD students and why we need to consider different digital channels of communication.</p>
Conclusions or lessons learned	<p>Film making takes a great deal of time, planning and preparation.</p>
Links and further information	<p>N/A</p>
Further opportunities	<p>Blog about the PhD Research Conference (14 June 2013)</p>
Contact details for further information	