


Cover Sheet for Bids (All sections must be completed)			
Name of JISC Initiative:		Developing Digital Literacies	
Name of Lead Institution:		University of Reading	
Name of Proposed Project:		Digitally Ready	
Name(s) of Project Partners(s) (except commercial sector – see below)			
This project involves one or more commercial sector partners YES/ NO (delete as appropriate)		Name(s) of any commercial partner company (ies)	
Full Contact Details for Primary Contact: Name: Maria Papaefthimiou Position: Enhancement Manager (Learning, Teaching & Technology) Email: m.c.papaefthimiou@reading.ac.uk Tel: 0118 378 6248 Address: Centre for the Development of Teaching and Learning Academic Services Directorate, Whiteknights PO Box 217, Reading, Berkshire, RG6 6AH			
Length of Project:		2 Years	
Project Start Date:		1 st July 2011	Project End Date: 31 st July 2013
Total Funding Requested from JISC:		£99,178	
Funding requested from JISC broken down across Academic Years (Aug-July)			
Aug10 – July11		Aug11 – July12	Aug12-July13
£10,757		£75,921	£12,500
Total Institutional Contributions:		£202,794	
Outline Project Description: Our project will develop a holistic and inclusive strategy to ensure that all members of the University community, both students and staff have access to and understand digital literacies resources for their current role and are Digitally Ready for their future.			
I have looked at the example FOI form at Appendix A and included an FOI form in this bid		YES	
I have read the Funding Call and associated Terms and Conditions of Grant at Appendix B		YES	
For FE institutions only: Please tick this box if you are an FE institution in England, please tick this box to confirm that you meet the eligibility requirement of teaching HE to more than 400 FTE		<input type="checkbox"/>	

Digitally Ready...

Our Vision

1. Our project will develop a holistic and inclusive approach towards achieving our vision to create a Digitally Ready community within the University. Drawing on both the strong history of successful JISC and general e-learning project delivery and harnessing our expertise, resources and evidence base to:
 - Baseline our digital competence, needs and desires using JISC audit tools;
 - Develop a strategy for the University of Reading to ensure all members of the University have the digital literacies for their current role and have access to resources to ensure they are *Digitally Ready* for their future and to better support the University's aims and objectives;
 - Develop change management processes to ensure realisation of the strategy;
 - Begin implementation of the strategy;
 - Document our methods so that they can be applied to other institutions and lead to further areas of study;

Appropriateness and Fit to Programme Objectives and Overall value to the JISC community

2. The University of Reading has a **culture of “digital adoption” at its core**, with an eagerness from senior managers and decision making groups to be in the vanguard of innovative working practices and technologies to help drive the University, its students and staff forward. This is represented in our corporate plan and information framework and the impetus to ensure ownership of the project university wide.
3. Improving the digital literacy of students and staff associated with the area of work-based learning will provide a focus for “Digitally Ready”. One of the Universities corporate objectives 2009-2013 is to further improve the employment prospects of its graduates, and a headline priority over the period 2011-13 is to ensure ALL of our students have the opportunity to experience work-based and placement opportunities whilst at the University. Supplying the digital skills to enable this is core to this project.
4. The University has an active campaign of student development and engagement via a range of initiatives. This project will link directly into three of these;
 - a. The **Reading Experience and Development (RED) Award** which encourages students to undertake extra-curricular activities. We will engage with student champions via the RED award who will engage with the promotion of digital literacies across the student population.
 - b. The University runs a research programme for students (UROP) to undertake research with key academics during their summer vacation. The project will fund a UROP student to explore methods of best **employing new digital literacy skills within our work-based learning enhancement** priority.
 - c. The University runs a Summer Employment Experience & Discovery scheme (SEED) which is an innovative, summer project-based internship scheme for University of **Reading students and local / regional business and enterprise**. The project will fund a SEED placement to explore the types of digital literacies students are expected to have across a range of business sectors, particularly related to work experience opportunities.
5. The University of Reading has an **established history of undertaking projects** and interventions in both developing and implementing institutional change (JISC/HEA e-Learning Benchmarking Exercise and Pathfinder project) and to improve the digital literacy of its students and staff. An example of this is cross-institutional teaching and learning developments include the establishment of a Centre of Excellence in Teaching and Learning (CETL) in Career Management Skills (CMS). This is based on earlier work developing and delivering a compulsory, credit-bearing module taken by all students using a blended learning approach, the online component of which has been sold to and adopted by over 80 HEIs. **More information on the experience of the project team can be viewed at paragraph 34.**
6. Across the University there are many examples of good practices in the area of digital literacies, the bid represents an exciting opportunity to document and replicate good practice and digital heuristics from one place to another while capturing the psychometric, psychosocial and psychodigital enablers of this. Taking just one example: across the University there are a variety of uses of the micro-blogging site Twitter, including:

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- Students tweeting as part of their modules;
- Students writing code that will generate and consume tweets;
- Students tweeting about the work they are doing on placement;
- Lecturers tweeting to their students and colleagues;
- Researchers and students tweeting from the labs, conferences, and even the greenhouses (we are just extending WiFi into grounds);
- Service departments tweeting to their users;
- The Students Union tweeting about their campaigns;
- Various groups tweeting to potential students, alumni, industry and the general public.

7. This means that we currently have the following situation:

- A variety of different naming abbreviations in use for the University (e.g. #UoR, #UniRdg, #RdgUni, #UniReading etc) making it harder for people to find each other, and sub-communities who haven't discovered each other;
- Diverse resources available within different “silos” within the University that can help users understand Twitter from such diverse standpoints as Reputation, choice of Hashtags, voice, but no way of finding and sharing these;
- Many members of the University will claim they “don't get Twitter”.

8. This scenario is repeated across a range of technologies and applications and has a significant impact on the digital literacy of Reading as an institution and on our students and staff. What we want to be able to do is provide resources for all members of the University to help them to not just ‘get’ applications like “Twitter” but to understand how best to implement skills to harness these and other technologies both when this is essential for their current role, but also for all members of the University who are **interested as an individual living, learning and working in a digital society**.

9. Our intention in this project is to use **work-based learning and placements as a focus** or case around which to explore the mechanisms for improving digital literacies of both students and staff. We will explore the opportunities and barriers and develop an adoption model which can be applied to other themes within this University, but also one which is applicable to other institutions. As discussed in paragraph 3 both undergraduate and postgraduate students can undertake placements and these vary from short placements periods of experience through to yearlong placements (the mini, micro and maxi work placement model).

10. The University Digital Development Team **have established an infrastructure for discussion, dissemination and training** for staff including half day workshops, promotion of communities of good practice; development forums and others practices to promote understanding and owning “Your Digital Presence”. Our recent Information Framework promotes understanding of our customer/users behaviour, placing them at the heart of what we do, and also aims to up-skill our entire workforce.

11. Within the first year the aim of this project is to **develop a cross-institutional strategy for recognising and enhancing the digital literacies** for all members of the University of Reading. This will be grounded in good practices that exist across the University and beyond; along with the needs of stakeholders within the University community and amongst the wider community, including employers. Having developed a high-level strategy we will implement change management approaches aimed primarily at employability, and initially aimed at the development of digital literacies in the area of student placements (“Digitally Ready for Placement”).

12. During the second stage the project will have two parallel strands: firstly identify resources to enhance placement opportunities; secondly developing strategies in other areas where the stakeholders need to be digitally ready. It is intended that these actions be user centric in design following a joint application design session to ensure activities are fit for purpose.

- a. In particular this will address the barriers to entry for users, capturing best practice from around the University and developing these into dissemination activities, for instance **“digitally ready”** workshops
- b. This will also include the **engagement of two “student ambassadors”** who will act as the conduit between the project team and student body. Promoting the project and ensuring the student voice is fed back into the development of the activities.

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Quality of Proposal and Robustness of Workplan

13. Throughout the project we will take an Action Research approach as the team involved are part of the community that we are working with. Here are three scenarios and ideal solutions we are striving towards through this project:

Bo is studying Biological Sciences and wants to spend the summer of her second year working in medical laboratory to help develop her skills

• She was already digitally literate when she came to university but has further developed her skills as part of her degree course and through the RED scheme she has undertaken in her spare time. She is able to produce a high quality CV and further evidence with material she has on her personal blog. Her School's administrator, is also digitally literate, and uses the University's VLE to facilitate matching students to placements. The "Digitally Ready" project gave her the chance to share her experiences and good practice.

Joe is a gardener working in the part of the University's grounds called The Wilderness. He was never very academic and until recently had never used a computer.

• As part of the Digitally Ready programme he has had some elementary computer courses, and has discovered online banking and how to access his HR details online. There are lots of other courses he could take but he has decided that he really had no interest in learning how to make a website. However last week he went along to a lunch time session on how to load photos on to the web, and today he spotted a bee orchid in full bloom took a photo of it with his phone and loaded it up to the local wildflower site.

Mark considers himself a digital native, he even had a digital presence before he was born (his mother had posted on Facebook a copy of her 12 week scan). He can use search engines effectively and has tried a lot of different technologies.

• One day, in Freshers Week, he fell into conversation with Rowena, a Digitally Ready Ambassador, who was promoting courses that the Digitally Ready team were running on "What not to copy" and he realised that he was not fully aware of the proper way to cite resources. This helped him in his assignments and improved his marks by an average of 5%. The following year he volunteered as a Digitally Ready Ambassador with the specific aim of reaching people like himself who thought they knew it all – but don't.

The project will have 5 distinct phases, with documentation and evaluation embedded throughout:

- i. Desk research with respect to defining and characterising the term digital literacy within the University of Reading context and to inform our audit process and methodology and to review the tools and resources available to support student and staff digital literacy development.
- ii. Digital literacies processes and practice audit and strategic overview to provide a benchmark of where we are starting from, but also to identify the silos within the University and help overcome the barriers. It will also help identify our priorities for digital literacy development as set out by our corporate strategies (Teaching and Learning, Research, Internationalisation)
- iii. Development and approval of a *Digitally Ready University Strategy* (DRUS) alongside development of the *Digitally Ready* web resource.
- iv. Implementation of strategy by developing and deepening one area of the DRUS to produce "Digitally Ready for Placements" models for all relevant stakeholders within the University and taking forward with pilot areas.
- v. Pilot and embedding phase
Document, lessons learnt and future research recommendations report and dissemination.

14. Phase 1: desk research

This phase will investigate the digital landscape within the University and its Schools and Departments, the output being a briefing document which will form the base for other phases of the project. It will also provide the project team with an overview of the resources and materials available within the University and the sector

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which support student and staff digital literacy development. This will be used to inform the development of the *Digitally Ready* website and resource portal.

15. Phase 2: Audit

Initially we will establish an online survey to gather high level data about current digital skill and working practices such as adoption of key technologies, uses, self-assessed skills level and issues as seen from the user's angle. We will also conduct face-to-face surveys for colleagues with less access to computers for their roles. This will be followed by a number of focus groups and one-to-one interviews with key stakeholders. We intend to make use of a number of the best practices as defined by JISC as well as open source applications to promote the nature of the project and efficiency.

16. Phase 3: Strategy

Based on the knowledge gained from the desk research, audit and user needs, the Steering Group – with recommendations from the Project Team will be well informed as to the best strategy to adopt in the implementation phase. A change management strategy will also be developed and employed to ease the implementation of the strategy within the University. During this phase the *Digitally Ready* web resource will also be developed, informed by the desk research, audit work and strategy development. This resource will be used to support the implementation work and wider training of students and staff.

17. Phase 4: Implementation

The research phase will also provide a recommended implementation route, to best meet the needs of users. More detail is provided in the project action plan at paragraph 19.

18. Phase 5: Piloting

We intend the second phase of the project to incentivise students and staff to engage with, adopt and innovate on the best practice guidance through a series of "training the trainers" sessions for their own departments and user needs, be they researchers, students, management or ground staff.

- a. Up to 5 initial projects across a section of the University Schools to capture a range of users and provide interactive teaching and learning sessions to meet the digital needs outcomes captures in the audit phase.
- b. Up to 5 further pilots refined from feedback from initial pilots.

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19. Project plan

Dates	Activities	Deliverable to support this	JISC Outcome supported
Months 1-3	Desk research Tools and resources available to support digital literacy in institution and across sector	<ul style="list-style-type: none"> • Gap analysis: needs and tools/resources available 	<ul style="list-style-type: none"> • New or refined frameworks for developing digital literacies, or for developing specific stakeholder groups...
Months 1-6	Institutional Digital Literacies Audit Selection and adaptation/refinement of audit tool and method Data gathering: surveys, focus groups, interviews Data collation, analysis and reporting	<ul style="list-style-type: none"> • Report on tool and methodology with recommendations and lessons learnt • “Digital landscape” report outlining organisational structure of skills, competencies, issues and solutions 	<ul style="list-style-type: none"> • New or refined frameworks for developing digital literacies, or for developing specific stakeholder groups...
Months 6-9	Digitally Ready University Strategy Development of strategy Identification of key areas to address Planning of innovations	<ul style="list-style-type: none"> • Report/guidance document on developing a strategy and contextualising digital literacies to your institution. 	<ul style="list-style-type: none"> • A range of strategies to support the development of digital literacies of staff and students... • Enhanced institutional processes to support digital literacies...lifelong learning, skills and widening participation.
Months 2-5	Resource re-use and packaging Development of a <i>Digitally Ready</i> website as portal and signposting to relevant resources	<ul style="list-style-type: none"> • Web portal to existing resources for staff/students to access 	<ul style="list-style-type: none"> • Exemplary staff development materials and evidence of their use in context, and exemplary learning development materials...
Months 9-15	Pilots Phase 1: Working with 5 Schools to embed <i>digitally ready</i> strategies in key areas	<ul style="list-style-type: none"> • Implementation models • Focused interactive workshops designed from user audit of needs in phase 1. 	<ul style="list-style-type: none"> • New or refined frameworks for developing digital literacies, or for developing specific groups...
Months 12-24	Phase 2: rolling out the implementation to up a further 5 Schools	<ul style="list-style-type: none"> • “digitally ready” guidance produced • Case studies 	<ul style="list-style-type: none"> • Exemplary staff development materials and evidence of their use in context, and exemplary learning development materials...
Months 4, 10, 16, 20	Steering Group meetings	<ul style="list-style-type: none"> • Regular feedback from pilots to tease out best practice • Ensure communication to both Heads of Department and users to promote University wide ownership of the project • Develop the legacy/sustainability plan • Management of risks and issues 	
Months 1, 6, 12, 18	Interim reports Project plan Revised Project Plan based on user needs audit	<ul style="list-style-type: none"> • Project plan • Reports • Final project report 	<ul style="list-style-type: none"> • New or refined frameworks for developing digital literacies, or for developing specific stakeholder groups. For example working in partnership with external stakeholder organisations.

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<p>Months 5-9</p> <p>Months 8-18</p>	<p>Evaluation</p> <p>Formative evaluation</p> <p>Summative evaluation</p> <p>Following JISC evaluation guidance</p>	<ul style="list-style-type: none"> • Case studies 	<ul style="list-style-type: none"> • Evidence of learners acquiring the necessary digital skills and capabilities... • Evidence of teaching and learning staff acquiring the necessary skills...in digitally rich environments. • Evidence of research staff acquiring the necessary digital skills...outcomes by digital means. • Evidence of other staff including administrators...to complement their required roles. • Enhanced capacity, knowledge and skills in the use of technology to support institutions' core business.
<p>Months 1-24</p>	<p>Engagement with community</p> <p>Establish Reading Digital Literacy Group (staff and student group)</p> <p>Ongoing virtual and physical interaction of RDL</p> <p>Engage with existing institutional networks and communities of practice</p> <p>Work with existing national communities and JISC</p>	<ul style="list-style-type: none"> • Minutes of meetings • Dissemination of research finding, contributing to JISC knowledge bank 	<ul style="list-style-type: none"> • Evidence of tangible benefits in terms of efficiencies, enhancements of the students and staff experience, and other key changes in what institutions can offer learners which can inform the decision making of JISC, institutions and other organisations within the HE/FE sector.
<p>Months 4 -18</p>	<p>Dissemination</p> <p>Sector wide:</p> <p>JISC events /joint project event(s), SCONUL events, Blackboard Conferences, ALT-C Reading hosted event, Employability/PDP/Careers events</p> <p>Institution-wide:</p> <p>Articles, newsletters, web news</p> <p>Seminars and internal events</p> <p>Staff development workshops</p>	<ul style="list-style-type: none"> • Papers • Workshops • Case studies • Briefing papers • Presentation at JISC events 	<ul style="list-style-type: none"> • Enhanced institutional processes to support digital literacy development and contribute to the delivery of national policy on lifelong learning, skills and widening participation. • Evidence of tangible benefits in terms of efficiencies, enhancements of the students and staff experience, and other key changes in what institutions can offer learners which can inform the decision making of JISC, institutions and other organisations within the HE/FE sector.
<p>Month 1 onwards</p>	<p>Sustainability</p>	<p>Making ownership University-wide at the heart of the project will ensure the principles and practices of this initiative are embedded from the outset.</p> <ul style="list-style-type: none"> • Best practices models will be embedded into activities for staff and students, be they current workshops / training or new modules available under lifelong learning initiatives. 	<ul style="list-style-type: none"> • Evidence of tangible benefits in terms of efficiencies, enhancements of the students and staff experience, and other key changes in what institutions can offer learners which can inform the decision making of JISC, institutions and other organisations within the HE/FE sector.

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20. Deliverables

In terms of tangible benefits this project will produce:

- Up to 10 pilot project case studies which capture a range of users and departments
- New and refined workshops to implement the outcomes of the pilot initiatives
- “Digitally ready” - a web interface documenting this project and linking to other resources such as digipedia.com
- A number of guidance notes and best practice case studies around engaging, working with and delivering to a range of users across a HE/FE environment. It is intended that these add to and not duplicate the library of work already developed by JISC.
- Increase in staff from traditionally digitally excluded areas i.e. gardeners and other auxiliary staff registering on digital literacy workshops and lifelong learning training
- Post project survey to assess changes in baseline for user self-assessment in digital capabilities, knowledge and skills.
- “Digitally ready” recommendations to adopt into future University corporate plans

21. The project also intends the following intangible benefits:

- Mind-set changes by senior managers and decision makers to promote digital literacies throughout their spheres of influence
- Students understanding and adopting digital presence to increase their employability – this should also lead to an increase in number of students into work

22. Project Management

The project will be overseen by a Project Steering Board chaired by the Pro-Vice Chancellor for Teaching and Learning and will comprise representatives of key stakeholders from within the University and a number of external experts from across the HE sector, including:

- Professor Tony Downes, Deputy Vice-Chancellor, University of Reading
- Professor Julian Park, Faculty Director for Teaching and Learning (Life Sciences)
- Mr Mike Roch, Director of IT Services, University of Reading
- Mrs Julia Munro, Librarian, University of Reading
- Emma Sowden, Director of Student Employment and Experience Centre
- Helen Setchell, Head of Web and New Media
- Dr Julia Phelps, Director of Centre for the Development of Teaching and Learning
- Mr Alex Slater, Vice President (Academic Affairs), University of Reading Students’ Union
- Professor Grainne Conole, Open University, Professor of e-Learning at the Open University, with research interests in the use, integration and evaluation of Information and Communication Technologies and e-learning and impact on organisational change
- Professor Steve Gomez, University of Plymouth, Professor of Work-based Learning and National Teaching Fellow

23. The Project Steering Group will report to a number of related University Boards and sub-committees, including the Information Strategy Committee, University Board for Teaching and Learning. A number of Working Groups will be set up to co-ordinate and oversee the different strands of activity. The Working Groups will report to the Steering Group.

24. The project team will consist of the following, it will meet monthly:

Project role	Name	Institutional role
Project Lead	Professor Shirley Williams	Professor of Learning Technologies
Project Manager	Maria C. Papaefthimiou	Enhancement Manager
Digital Literacy Development Advisor	Alison Fabian	Digital Media Officer
Information Literacies Advisor	Ms Helen Hathaway	Librarian
Staff training and development Advisor	Libby Graham	Centre for Staff Training and Development

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Academic Advisor	Dr. Alastair Culham	Lecturer / e-learning co-ordinator
Teaching and Learning Advisor	Sarah Morey	Enhancement Manager, Centre for the Development of Teaching and Learning
Project Officer (Digital Literacies)	Guy Pursey	Enhancement Officer (e-Learning)
Project Officer (Resources and tools)	Dr Karsten Lundqvist	Research Officer
User Centric Design Advisor	Professor Alison Black	Professor of User Centred Design
Trainer	Paul Janota	ITS Trainer and Advisor

25. Risks and issues

Risk	Likelihood	Impact	Mitigation	Retained risk	Risk owner
Lack of engagement with audit process within institution	low	high	Buy in and agreement of key figures at proposal stage	low	Project board, officers
Slow start establishing project team delaying project plan	low	high	Project staff already in place and have worked together before.	low	Project board, advisors
Losing staff within the project team	low	high	identify alternates who can step in as necessary	low	Project Manager
Lack of engagement of wider institution	medium	high	Involvement of key communities of practice within institution Alignment of digital literacies to strategic aims to increase relevance	low	Project lead. Project board
Lack of engagement of wider HE sector	medium	medium	Involvement of externals on Steering Group Good links to sector bodies such as SCOUNL and ALT	low	Project lead

26. Intellectual Property Rights

While copyright will rest with the University of Reading, all resources developed will be made available to the JISC community via appropriate open source and creative commons licences.

27. Sustainability

As previously stated, making ownership University-wide is at the heart of the project and will ensure the principles and practices of this initiative are embedded in working practices from the outset. It is intended the best practices models are sequenced into activities for staff and students, be they current workshops/training or new modules available under lifelong learning initiatives. Further, by adopting a 'train-the-trainers' approach we will develop a growing pool of expertise which will enable us to reach wider across the institution.

28. Engagement with the Community

We have identified the following communities with which the project will engage:

29. Internal engagement:

To ensure engagement with the project at Reading we will establish a Reading Digital Literacy Group of students and staff from across the University and from different roles. This group will advise on the adaptation/refinement of the audit tool and support the data gathering process. They will also be used to obtain feedback on *Digitally Ready* web resource and can be used to help further disseminate the project within the University and beyond (as appropriate). In return this group will receive support and training for their own digital literacy needs. In addition we will inform and keep all staff up to date about the project through existing communication networks and events. Later on in the project we will run student and staff events to showcase the work of the pilots. We will also use the strong communities the Digital Development Team have established to further engage staff as well as the two student ambassadors working alongside the project team to engage with the student community.

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30. External engagement:

We will engage with the wider HE community in a number of ways. Firstly, through the appointment of up to three external members to sit on the Project Steering Group to ensure that the wider interests of the sector are represented and to assist in the further dissemination of the project.

31. Members of the project team are already members of established communities with interests in the aims of the project. We will engage with these communities, seeking their input at appropriate stages in the project. In this way, our outcomes can also meet the needs of the wider community and offer the opportunity for similar implementation work to run in other institutions. These communities include: life-planning through the Centre for Recording Achievement, subject discipline networks of our pilot groups, professional networks and communities of practice, as well as those supported by JISC.

32. We will also contribute to events, seminars, workshops, appropriate conferences and so on. We will follow up and further engage with those interested in the project from these events, or from mailings and blog postings. We will establish a public project blog to engage with the wider community. We will also engage with the other JISC-funded institutional projects, identify areas of common interest and seek to hold joint events.

33. Budget

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34. Previous Experience of the Project Team

Shirley Williams is Professor of Learning Technologies, a National Teaching Fellow, and School Director of Postgraduate Research Studies. She has worked extensively on projects related to technology and learning; she has designed and developed a number of degree courses and related modules in the area of Information Technology. She has led a number of CSTD courses taken by colleagues around the University on issues involving digital literacies, including: “Learning and Teaching with Technology”, “Keep Tweeting”, and “Virtual Worlds”. She is currently working with the World Association of Girl Guides and Girl Scouts (WAGGGS) to help them deliver their international leadership programme online. Recent projects include the EU-funded: Muvention (to help teachers understand the potential of Virtual Worlds to encourage pupil motivation), LLL3D (building, connecting and supporting communities using concepts such as virtual worlds to benefit Lifelong Learning), Mobiblog (developing a web-based service on European level for exchange of experiences of individual mobile students); Eduserv funded This Is Me (investigating persona presented across the internet), JISC-funded LinkSphere (linking researcher and data).

Maria Papaefthimiou is Enhancement Manager (Learning, Teaching and Technology) working within the University’s Centre for the Development of Teaching and Learning. Maria is leading the strategic development of Technology Enhanced Learning and Teaching, including staff development on approaches to support teaching innovations, the development and implementation of new technology-related initiatives within the University and the co-ordination of the School e-Learning Co-ordinators. Maria has considerable experience in leading and managing projects including the HEA/JISC e-benchmarking exercise, the HEA/JISC funded Pathfinder project (Pathfinder programme). She is currently managing the JISC funded DEVELOP project (JISC DVLE) and is leading two further JISC initiatives within the University as a partner: Supporting new models for Curriculum Design, led by the Open University and the Making Assessment Count Benefits Realisation Activity, led by the University of Westminster.

Alison Fabian is a digital media officer an experience user of audio/visual technologies and how best to employ these to gain maximum impact. Alison has a great deal of experience training a wide variety of technical and none technical users into developing their online identity.

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Helen Hathaway has been Information Skills Co-ordinator in the University Library since 1996, a full member of the HEA since 2001 (when it was still the ILT) via the initial entry route on the basis of a portfolio submission and was a founder member (1998) of the Society of College, National and University Libraries (SCONUL) Advisory Committee on Information Literacy – now the Working Group on Information literacy (WGIL) - and was active in the drawing up the SCONUL position paper on Information Literacy including the 7 Pillars model and has recently been awarded a University of Reading Teaching Fellowship in recognition of her individual excellence and contribution to the development of teaching and learning within the University.

Libby Graham is Director of the Centre for Staff Training and Development (CSTD). The Centre runs personal and professional development programmes and events for all staff, from Senior Managers to secretaries and ground staff, which involves over 500 sessions over each academic year. In addition, the Centre runs the University's Post-Graduate Certificate in Academic Practice for new academics and Teaching and Learning Support programme.

Alastair Culham is Lecturer in Plant Diversity and e-learning coordinator for Biological Sciences at the University of Reading. He has responsibility for strategic use of information technology in teaching, recruitment and outreach in Biological Sciences and has played a key role in the implementation of the Blackboard VLE in learning as well as the use of social media and other web based learning support. He has an active research interest in the delivery of biological data for research and other professional use on a global basis through the Catalogue of Life and is project coordinator of the EC Framework 7 e-infrastructure project i4Life (<http://www.i4life.eu/index.php>).

Sarah Morey is an Enhancement Manager in CDoTL with 14 years' experience of T&L development in HE. She has project managed several projects including an Eduserve funded digital literacy project; This is Me and is currently writing up a three year project on student retention and success which is funded by HEFCE and the Paul Hamlyn Foundation. Sarah has been involved with the employability agenda for many years and has worked in both a Careers Service and a CETL focusing on Career Management Skills. She has recently been a key member of a university-wide Thematic Review of Work Related and Placement Learning which has led to a proactive shift in placement development and offering for our students.

Guy Pursey is the e-Learning Development and Support Officer. His responsibilities include staff training and support in use of the VLE, addressing pedagogical needs and technical requirements, and producing help and guidance material for these ends. He developed the existing e-portfolio tool within the University's VLE and implemented this across the University. He has presented at international conferences and at many user events. He is an active member of the Blackboard User Group. Guy is currently Project Officer for the JISC funded DEVELOP project (JISC DVLE programme). His interests encompass the use of Web 2.0 in teaching and learning and its role in students' lives, using new tagging technology to present new ways of learning, and using audio and video technology as ways of presenting accessible course material and feedback to students.

Karsten Lundqvist is an experienced researcher working in the fields of e-Learning technology, social networking for learning, competencies and Digital Identity. He has participated in numerous national and international research projects, and been recognised both nationally and internationally his contributions. He has a firm grounding in computational theories and technologies, and has high standard of expertise in semantic technologies. He has presented his work at conferences such as ePortfolio (2007, 2008, 2009), Online Educa (2009) and AOIR 9.0 (2008). Recent projects include the EU-funded: Trace, Muvonation, LLL3D, Mobiblog and JISC-funded ASSET and DEVELOP.

Alison Black Alison Black is Professor of User-Centred Design and Director of the University's Centre for Information Design Research. With an industry background in digital product and service design before taking up her post at the university, she brings long-standing experience of end-user involvement in design and in using research to develop and refine services so that they are tailored to their users' needs. Her role will be both to advise on the research activities within the first year of the project and to involve students in her department in communication of the Digitally Ready strategy as the project moves into its second year.

Paul Janota is a trainer within IT Services at the University of Reading with considerable experience in student and staff training over the last 15 years. Paul is responsible for delivering a wide range of training in ICT, web CMS and VLE use using a variety of different formats including workshops, self-tutoring materials, drop-in and learn sessions and one-to-one. Paul works closely with many other support offices in the University including the Centre for Staff Training and Development and the Centre for the Development of Teaching and Learning.