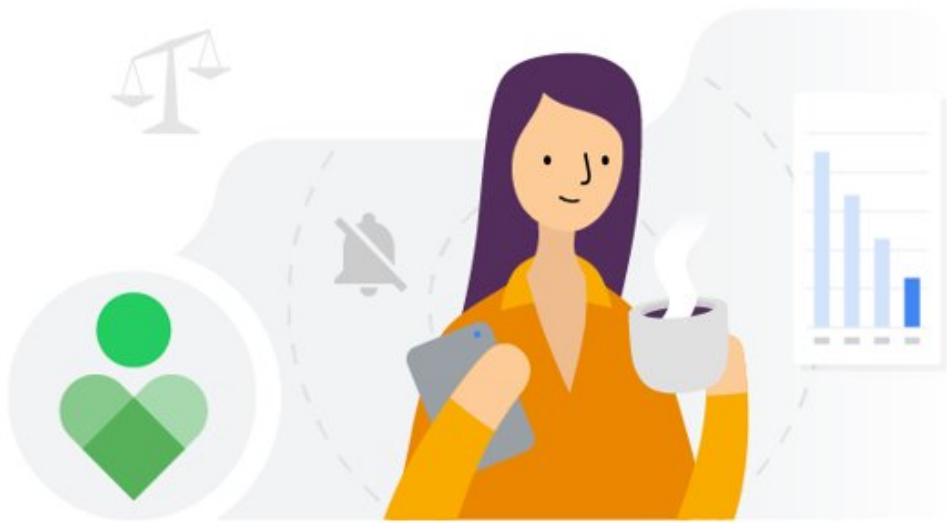# Institutional compassion: a co-design approach to developing digital wellbeing

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Images of digital wellbeing

Defining digital wellbeing

"Digital technologies present many opportunities for new ways of working. Understanding the positive benefits and any potential negative aspects of engaging with digital activities is key to ensuring learner and staff wellbeing"

(Jisc 2020)

Audience feedback #1

- How much of an issue is student and staff wellbeing in your institution?

- Please add your thoughts to the chat

Setting the scene

- Establishment of the BU TEL Toolkit in 2016
- Research into the ontology of digital toolkits

Bournemouth University

Organisational culture **70.45%**

Financial constraints **47.73%**

Lack of capacity or capability in IT **40.91%**

Legacy IT systems and practices **38.64%**

Lack of change leadership competency or capacity **36.36%**

Lack of sponsorship from the institution's executive team **25.00%**

General risk aversion **15.91%**

Other **4.55%**

Report

Digital leadership in HE: improving student experience and optimising service delivery

A joint report between Jisc and UCISA.

About this report
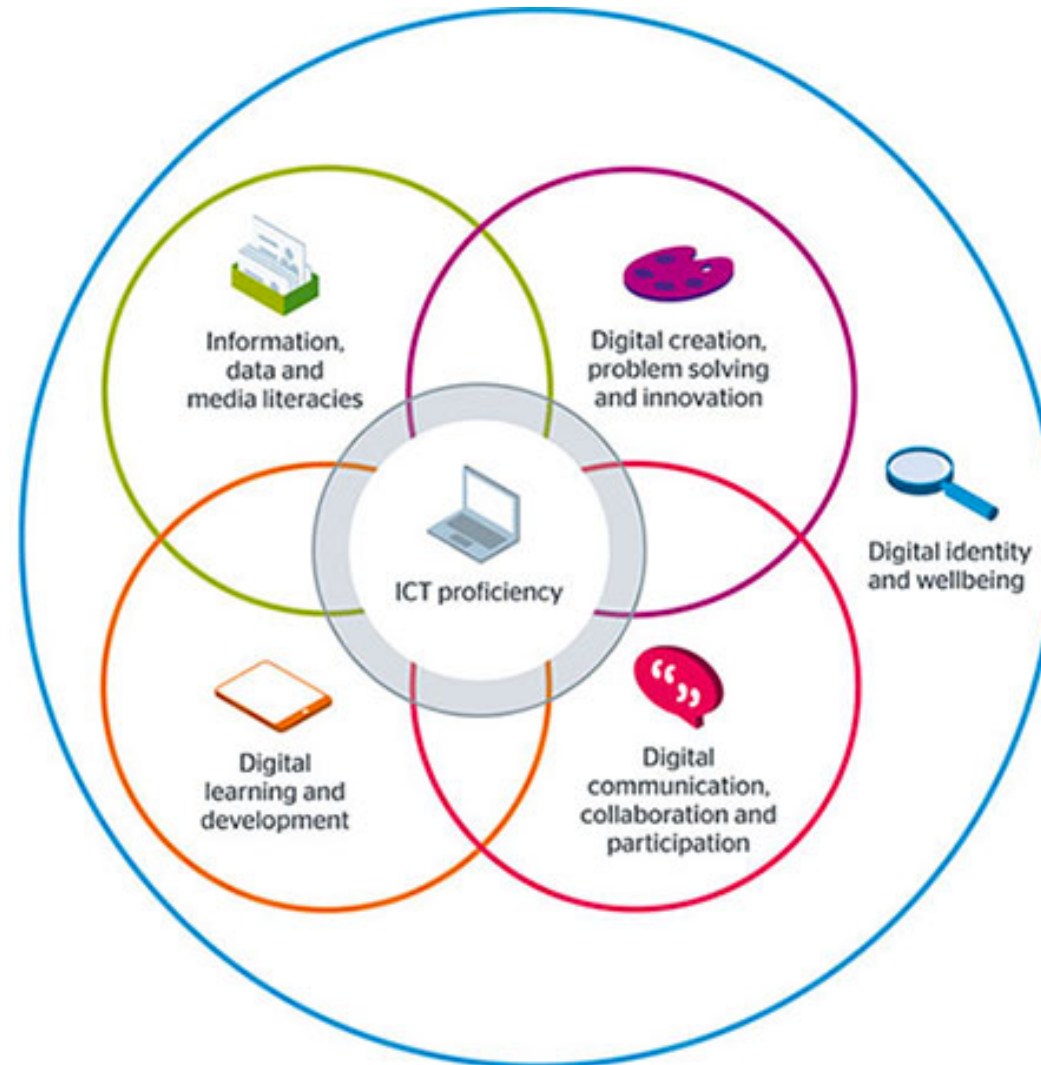Published: 22 March 2019
Updated: 22 March 2019

Audience feedback #2

- What are your barriers to successful digital delivery?

- How does these barriers impact staff and student wellbeing?
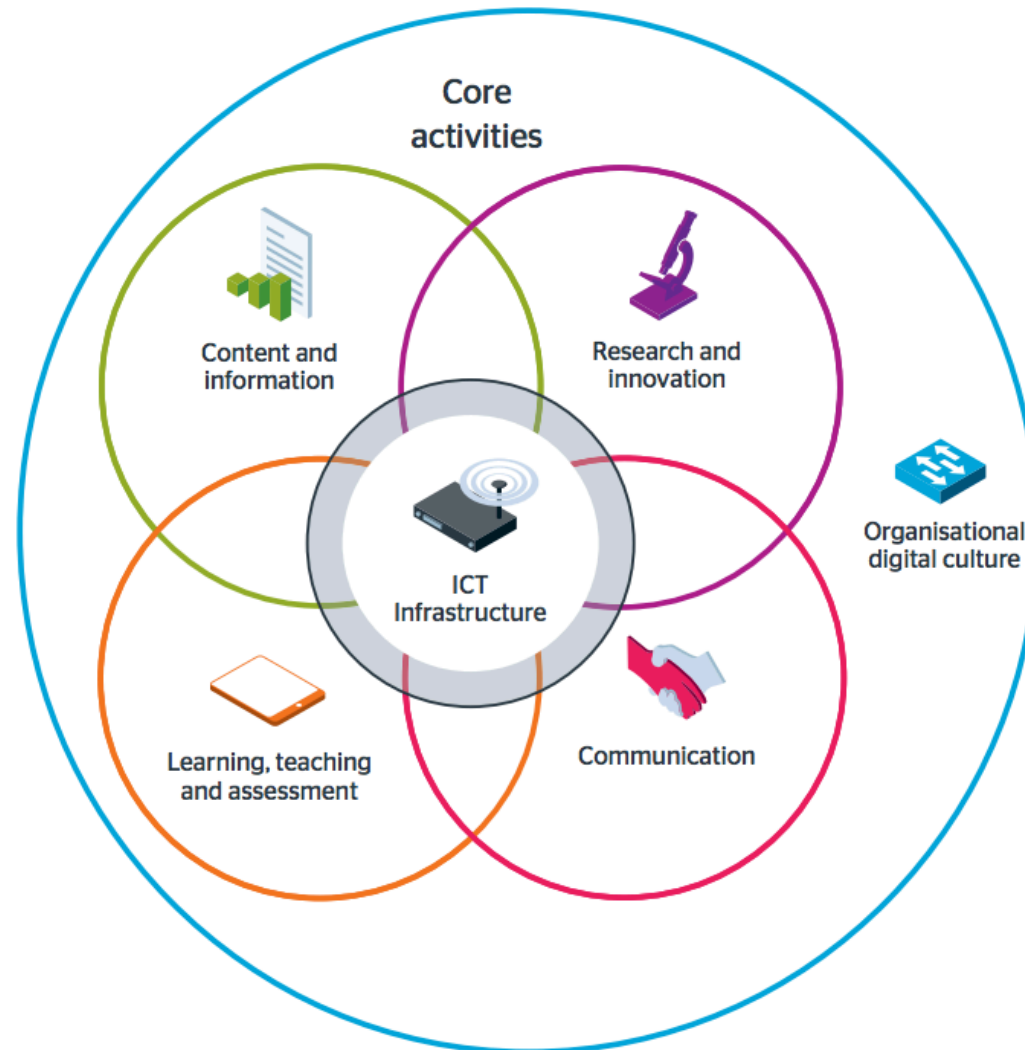
- Please share your stories

DigGComp

DigComp:
The European
Digital Competence
Framework

Jisc organisational framework

Digital Learning Maturity Model

Institution

Capability

Wellbeing/lifelong learning

Digital Learning Maturity Model

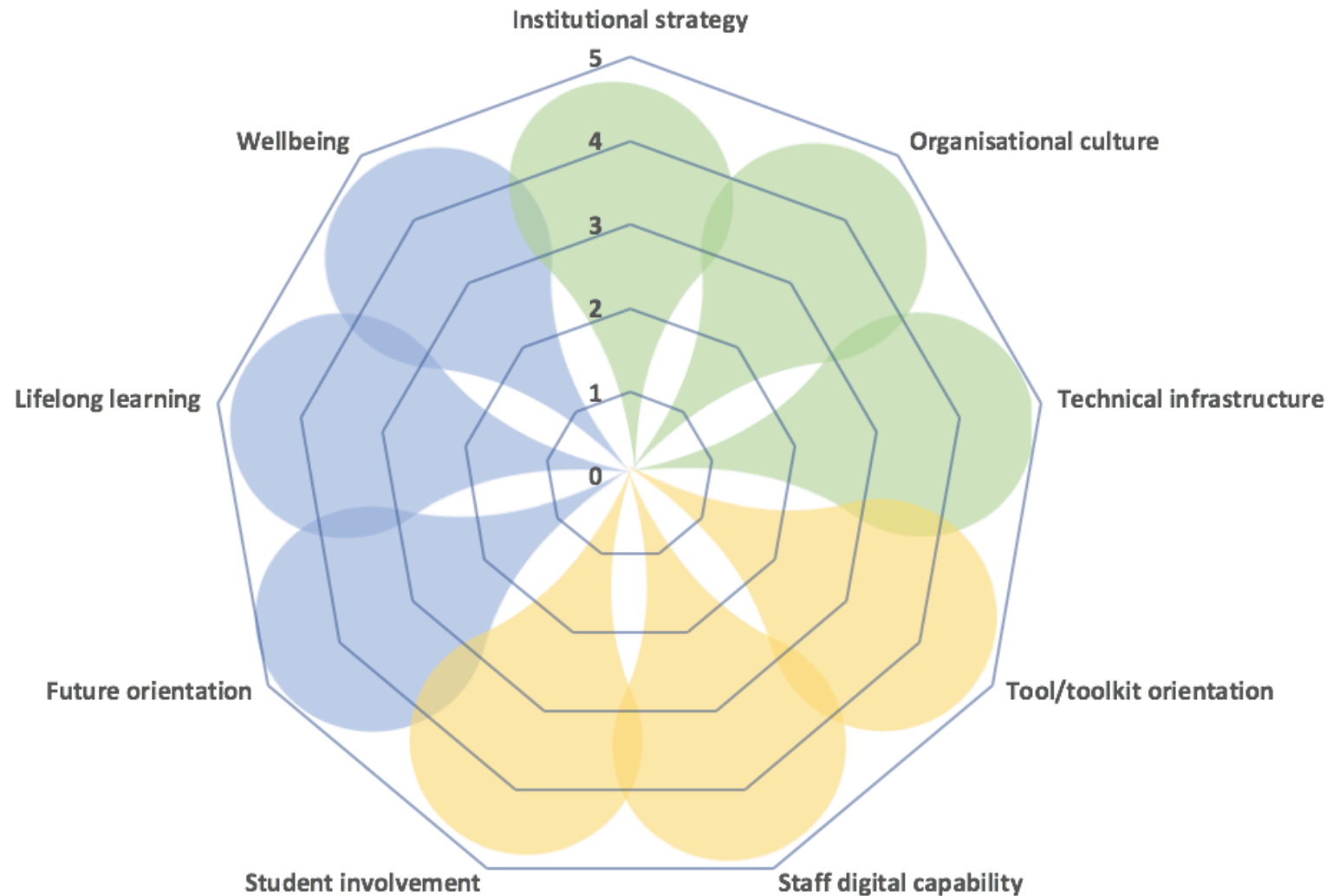| Institution	Institutional strategy
	Organisational culture
	Technical infrastructure
Capability	Tool/toolkit orientation
	Staff digital competency
	Student involvement
Wellbeing/lifelong learning	Future orientation
	Lifelong learning
	Wellbeing and institutional compassion

Audience feedback #3

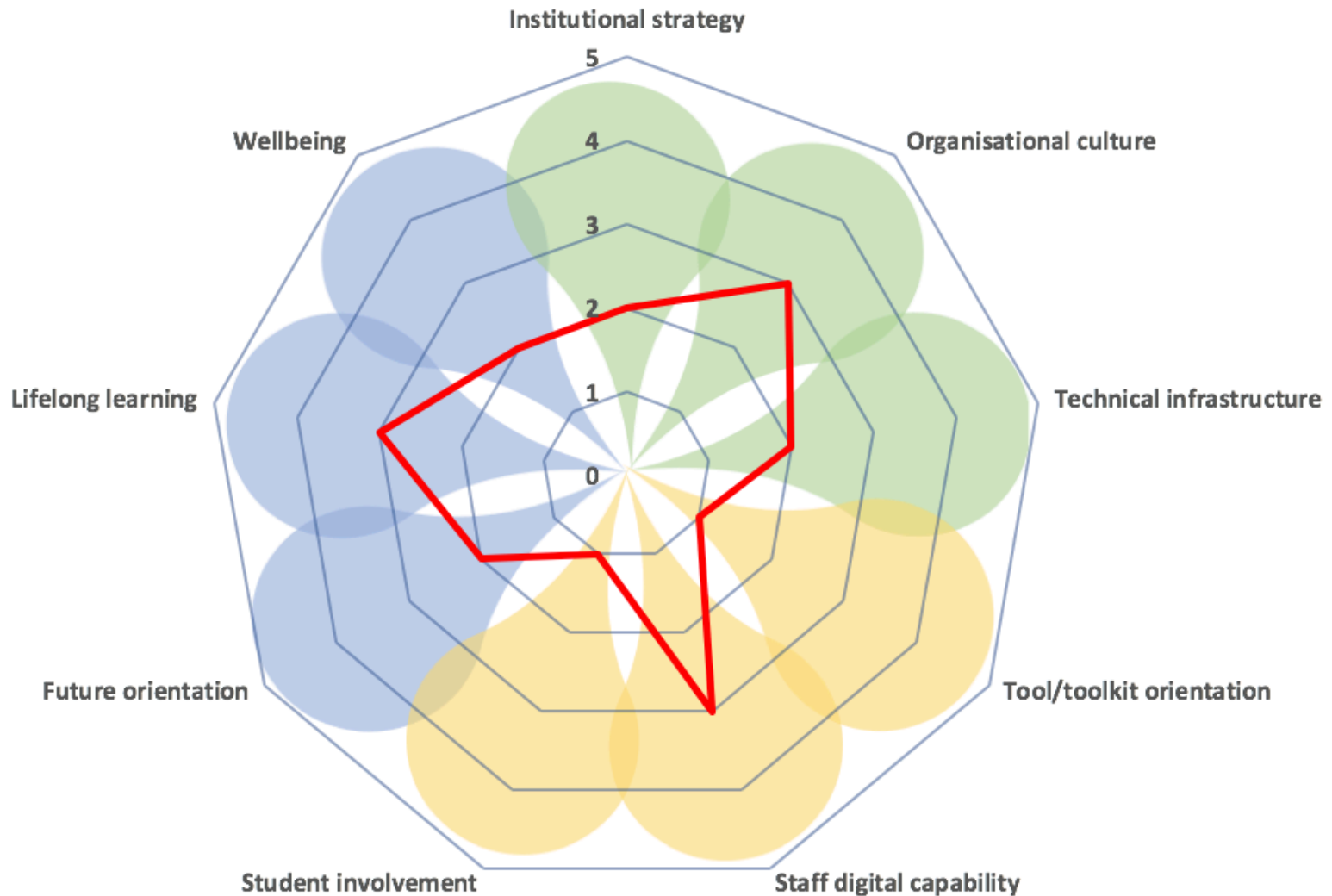- Do you agree on the importance of wellbeing in the digital learning model

Levels of maturity

- Maturity can be defined as "the extent to which an organisation has explicitly and consistently deployed processes that are documented, managed, measured, controlled and continually improved" Cooke-Davies (2004 p214)

- Only 24% of institutions formally benchmark themselves (USICA 2019)

Student wellbeing

Theme	Dimension	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5
3c	Wellbeing and Institutional compassion	There is no consideration of staff/student wellbeing	Some staff give consideration to staff/student needs	Tools are chosen based on their wellbeing impact	Those involved are asked for their response to digital learning	Staff/student feedback informs digital learning	Staff/student feedback drives digital learning

Audience feedback #4

- Do you think these maturity level definitions are appropriate?

- In which ways are your institutions addressing wellbeing for staff and students

- What behaviours might be seen at the different levels?

References

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- Intro to digital wellbeing: learn how to develop and maintain healthy tech habits Free course from Google Digital Garage: https://learndigital.withgoogle.com/digitalgarage/course/digital-wellbeing

DLMM – Theme 1

Theme	Dimension	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5
1a	Institutional strategy (JISC benchmark)	Digital learning is not part of the organisational strategy	The strategy acknowledges digital learning	The strategy mentions digital learning	Digital learning is a component of the institutional strategy	Digital learning underpins institutional strategy. Organisations have a defined digital strategy.	Digital learning strongly informs institutional strategy
1b	Organisational culture of digital learning and innovation	There is no culture of digital learning. Innovation is not expected of staff and students	The learning culture is individual not institutional. Innovation is not shared.	Learning cultures and innovation are emergent at department levels	Learning has equal importance to other cultures eg research. Innovation is encouraged. Innovation is encouraged of staff and students	Learning is the dominant culture. Culture development is actively supported. Innovation is recorded, celebrated and promulgated	Staff and students completely buy-in to the learning culture. Innovation is core to the learning culture
1c	Technical infrastructure	There is no defined technical infrastructure	Technical considerations dominate eg availability and security, hardware	The infrastructure supports and also inhibits digital learning	The infrastructure supports digital learning	The infrastructure encouraged digital learning	Digital learning drives the technical infrastructure

DLMM – Theme 2

Theme	Dimension	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5
2a	Tool/toolkit orientation	Staff may or may not use their own digital tools	The institution has a range of tools that can be used by staff and students	The institution supports staff and students in the use of the tools	The institution has a centralised toolkit that is available to staff and students	There is an expectation that tools are used where appropriate	The toolkit is managed, promoted and use is monitored
2b	Staff digital capability (including reward and recognition)	Staff digital skills are unknown. Digital learning is not acknowledged	Staff can assess their digital skills. Individuals may be recognised for their digital achievements	Staff are supported in developing digital skills. Departments recognise digital achievements	Digital skills development is an expectation. There is an institutional approach to reward and recognition	Skills assessed at recruitment and monitored via appraisal. Reward and recognition promotes of digital learning	Digital skill development is encouraged and monitored by the institution. Reward and recognition drives digital learning
2c	Student involvement	Students are not involved	Students are informed about digital learning	Students are consulted on digital learning	Student feedback systematically collated	Working towards a partnership model	Students are equal partners in designing digital learning

DLMM – Theme 3

Theme	Dimension	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5
3a	Future orientation	How digital learning affects future employability is not understood	The understanding of future employability needs is embryonic	Departments are aware of the link between future employment and digital skills	There is systematic scanning of future needs	Future needs influence digital learning	Future needs drive digital learning
3b	Lifelong learning	The institution has no policy for lifelong learning	Evidence of lifelong learning and outcomes is anecdotal	Departments monitor lifelong learning and outcomes	There is an institutional approach to monitoring of lifelong learning and outcomes	Feedback on outcomes is used to inform digital learning	Lifelong learning and outcomes drive digital learning
3c	Wellbeing and Institutional compassion	There is no consideration of staff/student wellbeing	Some staff give consideration to staff/student needs	Tools are chosen based on their wellbeing impact	Those involved are asked for their response to digital learning	Staff/student feedback informs digital learning	Staff/student feedback drives digital learning