

UCD Student Digital Ambassador Initiative 2016 Implementation and Evaluation Report

**UCD Teaching and Learning
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UCD Teaching and Learning team; All Aboard project team colleagues in NUI Galway, University of Limerick and Mary Immaculate College; our colleagues in UCD Access and Lifelong Learning, UCD Library, UCD Careers Service, UCD IT Services, UCD Students Union and UCD Student Advisors; and The National Forum for the Enhancement of Teaching and Learning in Higher Education for funding this initiative through the All Aboard project.

Finally, a very special word of thanks to all our Student Digital Ambassadors who participated so enthusiastically in the initiative and supported this evaluation by openly sharing their experiences of participation.

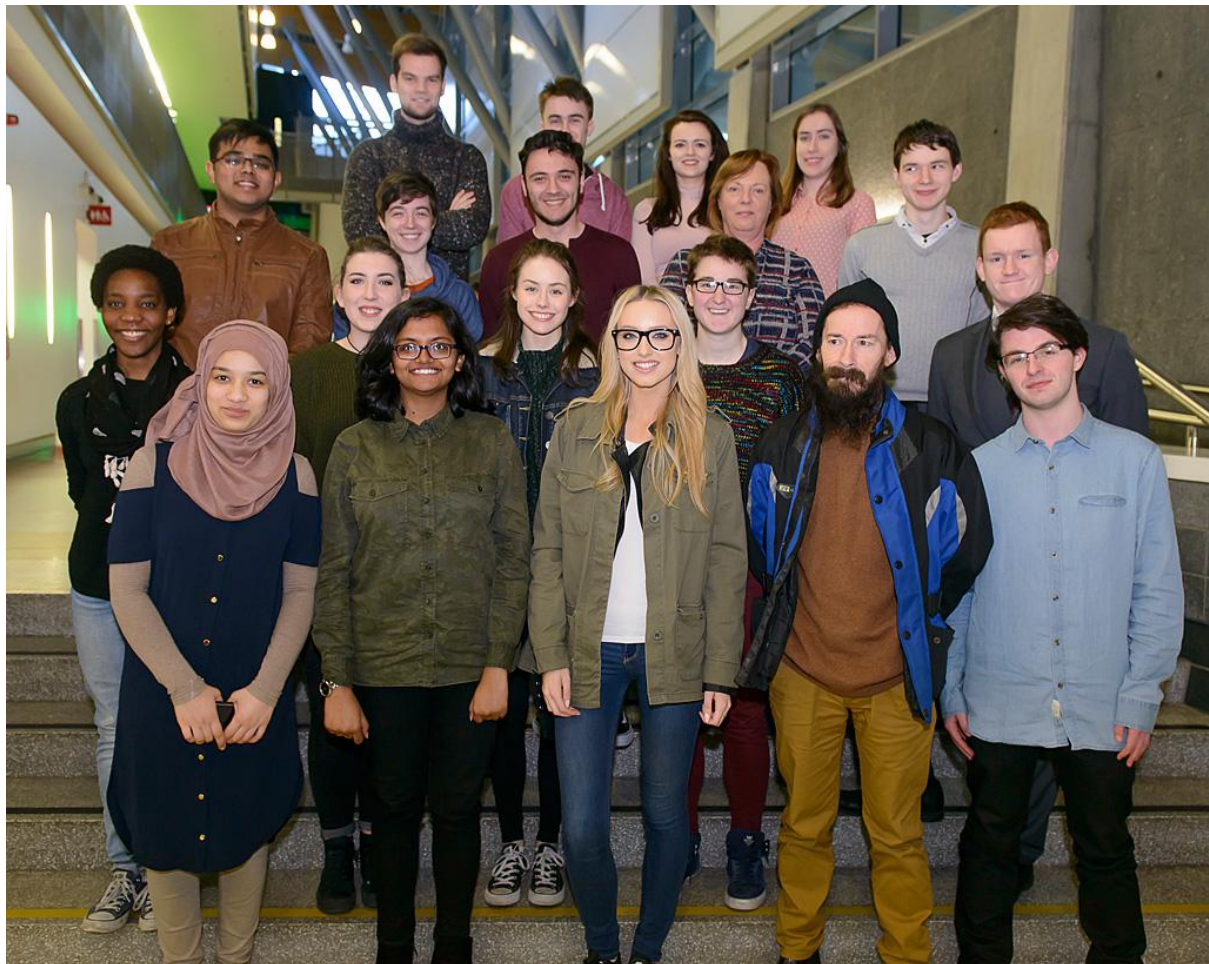


Figure 1: UCD Student Digital Ambassadors at the celebration event hosted by UCD Teaching and Learning in the Student Centre, 26 January 2017

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Executive Summary

This document reports on the implementation and evaluation of the UCD Student Digital Ambassadors (SDA) 2016 initiative. This was a year-long pilot student engagement initiative for digital skills, led by UCD Teaching and Learning. It was undertaken within the context of UCD's participation in the [All Aboard project on Digital Skills in Higher Education](#), which was funded by the National Forum for the Enhancement of Teaching and Learning in Higher Education (National Forum). Its implementation was a pragmatic response to a project objective to engage students. Each of the project partners undertook to design and implement an initiative that could engage students in digital skills development and empower them to share this learning with other students and staff.

The UCD SDA initiative was inspired by digital literacy projects at the London School of Economics ([LSE Student Ambassadors for Digital Literacy](#)) and the University of Edinburgh ([Digital Footprint Project at University of Edinburgh](#)). The initiative ran in UCD between January 2016 and January 2017. It engaged with a final cohort of 22 ambassadors (1st, 2nd and 3rd year undergraduate students from across UCD), as well as a number of internal partners who collaborated with UCD Teaching and Learning to contribute to digital skills workshops and/or provide ambassadorial activities.

Results of an evaluation survey show that students' overall experience of participation in the initiative was very good, and that participation had a moderate impact on their learning. The most important factor motivating participation was the opportunity for students to improve their own digital skills, followed next by the opportunity to help others develop their digital skills, and the potential to include the experience on their CV. The least important factor was the opportunity to earn digital badges, followed by the opportunity to earn One4All vouchers. 82% would be interested in becoming 'Senior Ambassadors', contributing to the organisation and delivery of events and activities in any future initiative. Overall, survey responses give an insight into students' experience of the initiative, which can inform future actions in relation to student digital skills development.

The SDA initiative focused on student digital skills development through co-curricular workshops and activities provided by a number of University support services. It is recommended that any further action on digital skills take an institutional approach, congruent with UCD's strategic initiative of Defining Educational Excellence, and provide institutional leadership to ensure the collaboration and commitment of key stakeholders across both curricular and co-curricular contexts with a role in student digital skills development. In particular, opportunities for student digital skills development in the disciplinary context of College/Schools should be considered. Any subsequent action can be informed by the lessons learned from the SDA initiative, and the growing practice literature on digital skills development in higher education, in particular through the engagement of students as partners, underpinned by pedagogies of partnership.

1. Introduction

1.1. Purpose

This document reports on the implementation and evaluation of the UCD Student Digital Ambassador (SDA) pilot initiative led by UCD Teaching and Learning during 2016 within the context of participation in the All Aboard project.

1.2. Background

The initiative has its origins in All Aboard, a project funded by the National Forum that aimed to identify the range of skills and knowledge that students, and all those who work in higher education, need to feel confident and creative when learning, working and exploring the digital world. Each of the partner institutions - NUI Galway (NUIG), University of Limerick (UL), Mary Immaculate College (MIC) and University College Dublin (UCD) - were challenged to offer a digital skills initiative that engaged students in dissemination of digital skills framework for higher education, and empowered them, not only to improve their own digital skills, but also to share that learning with fellow students and staff in their institutions.

The conceptual framework for All Aboard was established in an early project output, the document [Towards a National Digital Skills Framework for Irish Higher Education](#), which reviewed and compared existing frameworks and models relating to digital skills and information literacy for higher education. It included a number of examples of practical implementations of digital/ information skills frameworks from the UK. These included digital literacy projects at the London School of Economics ([LSE Student Ambassadors for Digital Literacy](#)) and the University of Edinburgh ([Digital Footprint Project at University of Edinburgh](#)), which provided inspiration for the UCD Student Digital Ambassador initiative.

Development of the initiative was shaped by 'student voice', which informed the workshop themes and some of the ambassadorial activities. From the outset, ambassadors were asked to identify elements of the digital skills framework that they were most interested in exploring, and the digital skills that they most wanted to develop. They were also given the choice of which ambassadorial activities to pursue.

2. Overview of Implementation

The UCD SDA initiative was launched in January 2016 with a cohort of 27 ambassadors: 15 females and 12 males. 14 of the cohort were in their first year of undergraduate study, 11 in their second year, and 2 in their third year. Ambassadors were provided with a role description, which communicated minimum participation requirements (see [Appendix A](#)). The initiative concluded January 2017 with a final cohort of 22 students, which represents a retention rate of 81%.

Three mandatory initiative sessions were held: UCD SDA Welcome Session in January 2016 to formally launch the initiative and provide an orientation; a Digital Skills Information Session in September 2016, to commence semester two; and the UCD SDA Celebration

Event in January 2017, attended by UCD students and internal partners, at which several ambassadors shared their experience of digital engagement.

Five digital skills workshops were offered to ambassadors over the duration of the initiative: Digital Security and Social Media (co-delivered with UCD Careers Centre and IT Services); Images, Infographics and Poster Creation (co-delivered with UCD Library); Blogging and Podcasting; Video Creation; and Presentation Tools and Skills. Ambassadors were required to attend at least two workshops in the first semester and one in the final semester.

In addition to attendance at initiative sessions and workshops, each ambassador was required to select and complete a minimum of one activity per semester from three categories of activity offered: (i) activities that involved working with UCD staff; (ii) activities that involved working with other UCD students; and (iii) activities that involved creating digital content. These activities were designed to support ambassadors to develop their digital skills while engaging with the wider UCD community, and involved working with internal partners, including the Students' Union, UCD Access and Lifelong Learning Centre, UCD Library, IT Services and UCD Teaching and Learning. The ambassadors were also offered the opportunity to propose an activity that they would like pursue at College/School level. See [Appendix B](#) for details of the range of activities offered to ambassadors.

Ambassadors had the opportunity to earn digital badges that recognised their active participation and achievements in the role, while One4All gift vouchers were offered to incentivise engagement with initiative activities. Further details of the digital badges offered are available in [Appendix C](#).

Google Classroom (part of the UCD Google Apps for Education suite) was used to support internal communication between coordinators and ambassadors throughout the initiative. A website (<https://ucdsda.wordpress.com/>) and Twitter (https://twitter.com/UCD_SDA) account were also established to communicate the project within the wider UCD community and externally.

3. Key Evaluation Findings

An anonymous online survey of ambassadors was undertaken at the end of the initiative, which has been supplemented by other sources of data collected during the initiative. The response rate for the survey was 50% (11 responses).

3.1. Overall Satisfaction and Impact

Evaluation survey responses indicate that ambassadors had a very good experience of participation in the initiative. Asked to give an overall rating on a scale of 1 (poor) to 5 (excellent), responses yielded a top box score (rating 5) of 45.5%. The top two box score (rating 4 and 5) was 81.9%. The average rating was 4.3. Ambassadors were then asked to rate the impact of participation in the initiative on the development of their digital skills using a scale of 1 (low impact) to 5 (high impact). Here, the top box score was 18.2%, the top two box score was 54.6% and the average rating was 3.4. This indicates that participation in the initiative had a moderate impact on learning. 82% of respondents said they would recommend a friend to get involved.

3.2. Ambassador Role and Title

91% of respondents felt that the title 'UCD Student Digital Ambassadors' appealed to students. However, ambassadors' understanding of their role, as reflected in qualitative survey responses, was varied. While most articulated an understanding that the role involved improving their own knowledge and skills and then sharing this with other students *and* staff, some articulated an understanding of the role as outwardly-focused on supporting other students by increasing awareness, providing information and/or encouraging use of technologies.

3.3. Motivational Factors

Respondents were asked to rate the importance of different factors on their motivation to participate in the initiative using a scale of 1 (not important) to 4 (very important). Responses indicate that the most important factor motivating students' participation was as follows: (i) the opportunity to improve their own digital skills (top box score 63.6%, top two box score 90.9%, average rating 3.5); (ii) the opportunity to help others to develop their digital skills (top box score 45.5%, top two box score 90.9%, average rating 3.4); and (iii) the potential to include the experience on their CV (top box score 45.5%, top two box score 81.8%, average rating 3.2). The least important factor was the chance to earn digital badges (top box score 18.2%, top two box score, 45.5%, average rating 2.4), followed by the chance to earn One4All vouchers (top box score 18.2%, top two box score 54.5%, average rating 2.4), and the opportunity to work with other UCD students (top box score 9.1%, top two box score, 54.5%, average rating 2.4).

3.4. Organisation

91% of survey respondents felt that they had received adequate support from coordinators and other staff in order to perform their role, however, one student felt that UCD staff were insufficiently aware of the initiative. 91% of respondents also felt that ambassadors had enough say in how the initiative was run. However, while ambassadors had some say in terms of the choice of workshop topics and activities, qualitative comment suggests room for a higher level of student engagement in decision-making. 72.8% of respondents thought that the year-long duration of the initiative was fine, however, 45.5% thought that it should follow the academic calendar, i.e. September to May. Students were also asked to rate communications between coordinators and ambassadors, and between ambassadors themselves, using a scale of 1 (poor) to 4 (excellent). Respondents were satisfied with coordinator-ambassador communications (top box score 73%, top two box score 91%, average rating 3.6). However, respondents were less positive about ambassador-ambassador communications (top box score 0%, top two box score 36%, average rating 2.1). Qualitative comment indicated that while ambassadors were engaged in separate activities there was little incentive to communicate with each other.

3.5. Workshops

Survey responses show that ambassadors were broadly satisfied with the workshops provided during the initiative. Respondents were asked to give an overall rating on a scale of 1 (poor) to 5 (excellent). The top box score was 36.4%, the top two box score was 63.7%, and the average rating was 3.8. However, only 40% of respondents indicated that they chose workshops primarily on the basis of the topic, while 60% indicated that they chose workshops primarily on the basis of their timing, which presented a challenge for some. Two suggestions were received for other workshops that should have been provided as part of the initiative: (i) web development and microsoft applications; and (ii) managing dependence on technology with a focus on mental health.

3.6. Activities

Survey responses indicate that ambassadors were broadly satisfied with the activities offered during the initiative. Asked to give an overall rating to the activities offered on a scale of 1 (poor) to 5 (excellent), this yielded a top box score of 63.6%. The top two box score was 72.7%, and the average rating was 4.3. 27.3% of respondents indicated that they chose activities that seemed most enjoyable, while a further 27.3% indicated that they chose activities that provided the best opportunities to share their knowledge and skills. Other reasons indicated were: I chose activities that allowed me to work with other students (9.1%); I chose activities that didn't take up too much time (9.1%); I chose activities that offered digital badges (9.1%); I chose activities that offered the best opportunities to develop new knowledge and skills (9.1%); Other (9.1%). 81.8% of respondents felt that the activities had provided significant opportunities to share their learning with peers and the wider university community. Two respondents suggested other activities that should have been offered in the initiative: (i) preparation and facilitation of workshops by ambassadors for students specific to particular disciplines/courses; (ii) activities involving more academic staff and digital skills in usage in the academic context.

3.7. Digital Badges

As noted earlier the chance to earn digital badges was the least important factor motivating participation in the initiative. 16 (73%) of the final cohort satisfied the participation requirements to achieve the overall UCD Student Digital Ambassador 2016 badge. The highest number of badges awarded to any one participant was four, with the modal award being two badges. 75% of those awarded the overall SDA badge redeemed it, while the overall redemption rate for the nine sub-badges was 54%. Responses suggested, for the most part, that awardees who had not redeemed their badges did intend to do so when they had more time. Of those respondents who had redeemed their badges, three had gone on to make use of them as follows: including them in their email signatures (2); adding them to their CV (3); adding them to their LinkedIn profile (2); and sharing them on Twitter / Facebook / Google+ (2).

3.8. Moving Forward

82% of respondents said that, were the initiative to run again, they would be interested in participating as a 'senior ambassador', contributing to the organisation and delivery of events and activities. Suggestions for changes included: (i) a large group project each year

involving all ambassadors; (ii) more regular meetings to ensure ambassadors get to know one another; (iii) the duration / scheduling of the initiative and meetings; (iv) the inclusion of postgraduate students; (iv) a focus on activities that help to inform the University community. Finally, three suggestions were made for other ways of engaging and empowering students in digital skills development at UCD. These were: (i) offering free online course through SISWeb for which students could earn digital badges; (ii) setting up initiative stands around campus to ensure more people know about it and get involved; and (iii) using Facebook as a communication platform.

3.9. Staff Feedback

As staff partners for SDA activities, UCD Access and Lifelong Learning, UCD Library and UCD IT Services were invited to consider the significance for the service of engaging with students through the initiative; and the impact of student engagement in the activities they sponsored:

UCD Access and Lifelong Learning engaged ambassadors as digital mentors for access students during Wednesday afternoon drop-in sessions in the centre. For the service, the one-to-one contact that the ambassadors provided for access students had the impact of breaking down the knowledge barriers associated with digital skills for college life, and helping to demystify UCD systems and make them more accessible, such that the self-reliance of access students attending the sessions grew as they became more comfortable navigating SISweb and Blackboard.

UCD Library engaged ambassadors through three activities: (i) as social media assistants; (ii) making a library orientation video; and (ii) a structured feedback session. Library staff reflect that the the initiative provided an invaluable opportunity to work directly with students, and get a student perspective on the library service. The Library Orientation video activity was deemed a particular success, with the students helping staff to achieve the right tone - speaking peer to peer in a way that may otherwise have been difficult to achieve. Significantly, Library staff went on to give two presentations at national events (a library training workshop and a library conference) based on their learning from the experience of working with the Ambassadors on these activities.

UCD IT Services engaged students through three activities: (i) a structured feedback session on SISWeb; (ii) a structured feedback session on IT storage; and (iii) as content reviewers for the U21 MOOC on Planetary Urbanisation. Both of the structured feedback sessions provided IT Services staff with an opportunity to speak directly to students about their engagement with IT services, to get valuable feedback and ideas for possible future developments, and to appraise students of ongoing developments for service enhancement. The U21 MOOC content reviewers helped IT Services verify usability and suitability of the platform and content with a student audience that was representative of different disciplines and stages.

4. Conclusions and Possible Ways Forward

4.1. Achievement of Project Goals

Although the UCD SDA pilot initiative may have engaged with a relatively small number of students and staff across the institution, it has made a reasonable contribution towards achieving the five goals articulated at its outset.

1. **To prompt students to reflect on their own digital skills, and how the application of these digital skills may vary in personal, professional and social contexts.** In the context of the workshops and activities in which the ambassadors engaged, the cohort had opportunities to reflect on their own digital skills, and on their application in these different contexts. Formative workshops on digital identity and social media encouraged students to reflect on their engagement with different technologies in different aspects of their life as well as to explore their digital footprints. Student blog posts and artefacts published on the website provide tangible evidence of this reflection (see <https://ucdsda.wordpress.com/portfolio/digital-footprint-videocast/>, for example).
2. **To promote the ‘student voice’ and support communication between students and staff about their digital learning needs.** Ambassadors were invited to propose their own activities, which provided an opportunity for the cohort to communicate with staff about their digital learning needs and those of their peers. Also, activities facilitated by some internal partners, i.e. the Library and IT Services, took the form of structured feedback sessions that directly invited student opinion on digital services.
3. **To contribute to enhancing the student digital learning environment and experience in UCD and beyond.** Ambassadors, who participated as Digital Mentors for access students, made a direct contribution to enhancing the digital learning environment for the students they supported, while those who organised and co-facilitated digital skills workshops for their peers will have also contributed to meeting this goal. Many of the ambassadors who participated in the structured feedback sessions and were involved in reviewing online course content will have made a less direct but no less important contribution towards improving institutional digital learning environments.
4. **To gain a greater understanding of the ‘student voice’ in terms of their current digital experience vis a vis their expected/desired digital experience.** The initiative engaged with a limited cohort and it was beyond its scope to systematically collect data on ambassadors’ digital expectations and experience, or on those of the wider student body. Nevertheless, the report contributes to understanding of student experience within the context of participation in this digital skills initiative.
5. **To inform more widespread and sustainable staff and student initiatives on digital skills development.** The evaluation of the initiative and the findings, lessons learned and reflections on possible ways forward presented in this report can inform discussions on institutional approaches to digital skills development in UCD.

4.2. Lessons Learned and Possible Ways Forward

Overall Satisfaction and Impact: The findings show that students' overall experience of participation in the initiative was very good with 82% of respondents indicating that they would be interested in participating as a 'senior ambassador' if the initiative was run again. The respondents rated the impact of their participation in the initiative on their learning as moderate.

- The initiative may have attempted to address too broad a range of goals, and support too many small-scale activities. A more focused approach with a smaller number of objectives could inform a more distinctive initiative, student role and experience, and could, in turn, increase the overall learning impact for participants.
- There is potential value in engaging the 2016 cohort of ambassadors as student partners in any initiatives that may be proposed, or indeed in other institutional projects that seek to improve the digital learning environment for students.

Motivation to Participate: Responses indicate that the most important factors motivating students' participation were as follows: (i) the opportunity to improve their own digital skills; (ii) the opportunity to help others to develop their digital skills; and (iii) the potential to include the experience on their CV. The findings indicate that the digital badges and vouchers offered were not significant factors in motivating participation.

- In terms of reward and recognition, it may be more valuable to students to have participation in any future initiative on digital skills recognised by the institution as part of the Diploma Supplement, University Award for co-curricular activities or as an co-curricular award in its own right for more substantive engagement.

Organisation - The Student Perspective: The findings show high levels of satisfaction (91%) with the support they received from co-ordinators and other staff, while most ambassadors were satisfied (91%) that they had input into how the initiative was delivered. The initiative was delivered over a calendar rather than an academic year due to project constraints. The Google Classroom was used to support coordinator-ambassador communication, which was highly rated by respondents; however, respondents were less positive about ambassador-ambassador communications.

- In line with the ambassador opinion, it would be preferable that any future initiatives are aligned to the UCD academic year.
- It may be useful to consider other channels that may support effective communication between students. The cohort suggested using Facebook instead of Google Classroom.
- Offering more group-based activities could foster more authentic communication and collaboration between ambassadors and potentially provide enhanced learning experiences.

Organisation - The Coordinator Perspective: The UCD SDA pilot initiative was implemented as a pragmatic response to the objective within the All Aboard project to engage students. It was coordinated by two staff members of UCD Teaching and Learning Team who contributed on average 20-25 hours per week between them during the two semesters when the initiative ran. The coordination activities included: marketing; recruitment; liaising with internal partners who were contributing to workshops and activities; organising and managing various activities, including activity sign-up and allocation; delivering workshops; logging attendance and completion of activities; and issuing vouchers and digital badges. The level of coordination required to run the year-long initiative was considerable. Liaison with internal partners in order to seek their participation, and to provide support to those agreeing to provide workshops or activities was time-consuming. There was also a considerable administrative effort involved in tracking attendance and activity completion for the purpose of awarding vouchers and badges to ambassadors.

- Any decision to repeat or scale-up the initiative must consider how sustainable the current model is given the level of coordination that was required. While the initiative was shaped and constrained by the All Aboard project context, any subsequent digital skills initiative could be refocused and aligned to strategic priorities. To succeed, it would need institutional leadership to ensure that key internal stakeholders with a role in the development of student digital skills collaborate and commit to an institutional approach.

Activities and Workshops: The survey responses show that the ambassadors were broadly satisfied with the workshops and activities provided during the initiative. However, the nature and range of workshops and activities that it was possible to offer were limited by the resourcing available to the initiative coordinators in UCD Teaching and Learning. This offering depended on encouraging internal staff partners in other Units to engage with the initiative on a voluntary basis, contributing to workshops as well as proposing and coordinating activities. The initiative focused broadly on digital skills development through co-curricular workshops and activities.

- Any subsequent digital skills initiative might re-focus and consider further opportunities for digital skills development in the disciplinary context provided by Colleges/Schools. From the outset, it should involve a broader range of internal partners across curricular and co-curricular contexts, including faculty and central and local support services, in the scoping, planning and delivery phases.

4.3. Concluding Thoughts

The UCD SDA pilot initiative responded to the challenge to engage students in the All Aboard, and made a worthwhile contribution to dissemination of the project's digital skills framework. While the initiative was shaped and constrained by the All Aboard project context, the findings, experiences and lessons reported here can inform discussion about possible ways forward in developing student digital skills in UCD.

The SDA initiative focused on student digital skills development through co-curricular workshops and activities provided by a number of University support services. It is

recommended that any further action on digital skills take an institutional approach, congruent with UCD's strategic initiative of Defining Educational Excellence, and provide institutional leadership to ensure the collaboration and commitment of key stakeholders across both curricular and co-curricular contexts with a role in student digital skills development. In particular, opportunities for student digital skills development in the disciplinary context of Colleges/Schools should be considered. Consideration should also be given to the most appropriate mechanism for rewarding or acknowledging the development of digital skills; and to the potential value of engaging the 2016 cohort of ambassadors as student partners in future initiatives or projects that seek to improve the digital learning environment for students.

Further action in this area can also be informed by a growing body of literature that addresses the development of digital skills in higher education, in particular through the engagement of students as partners. In the Irish context, the [National Forum's Digital Roadmap](#) (2015) communicated the collective challenges and implications of digital capacity within the sector, while recognising students as key partners in the process. More recently, the HEA (2016) report entitled, [Enhancing Student Engagement in Decision-Making](#), articulates guidelines and principles of the engagement of students in decision-making in their institutions, underpinned by the idea of the student as a partner in a learning community. In particular, it will be informative to review the outputs from a range of digital literacy and staff-student partnership projects undertaken in UK Higher Education sector, which make an important contribution to the practice literature in this domain (see [Appendix D](#)).

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Appendices

A. Ambassador Role Description

Become a UCD Student Digital Ambassador

As part of the national All Aboard Digital Skills in Higher Education project, we are currently looking for self-motivated students who are interested in developing and enhancing their digital skills for learning. You can be in your 1st or 2nd year of study (3rd year students can also apply if you are not in your final year). You do not need to be a digital expert or have any specific IT skills to take part - all we ask is that you are enthusiastic, committed and excited by the prospect of becoming a Student Digital Ambassador.

As a UCD Student Digital Ambassador you will be provided with support and training to improve and develop your own digital skills in various areas e.g. social media, educational technologies (including apps), digital identity and digital research skills. You will provide peer support for your fellow students by acting as an ambassador for digital skills and sharing what you learn with others. You will also be expected to promote digital skills to the wider UCD community through a variety of channels - this may include participation in student or staff events, facilitating/co-facilitating workshops and creating and sharing of content/resources. This initiative will run from January to December 2016.

What's in it for You?

It is important to us that your participation in this initiative is recognised by UCD, here are some of the benefits of participation:

- An exciting opportunity to develop digital skills, vital for your CV and future careers.
- You can obtain a quality reference from the Initiative Coordinator on successful completion of this one year ambassadorship.
- You can earn digital badges for completion of various ambassadorship activities throughout the year. These badges can be displayed and shared (if desired) online via websites, blogs, social media etc. demonstrating digital skills gained as ambassadors to potential employers.
- You will receive One4All Gift Cards for certain ambassador activities you complete over the course of the initiative.
- A unique opportunity to contribute to the All Aboard Digital Skills in Higher Education project and to participate in a variety of both student/staff events in UCD and beyond.

Our Expectations

We expect that by committing to this role you agree to meet the minimum requirements:

- You will attend digital ambassador induction and training events; three in Semester 2, 2015/16 and one in Semester 1, 2016/17 - 6 hours in total (tea/coffee and refreshments will be provided).
- You will participate in ambassador activities through at least two channels of your preference, this may include participation in student/staff events, facilitate/co-facilitate digital skills workshops or create and share a digital resource. (time commitment over the two semesters will vary depending on activities selected).
- You will be enthusiastic, reliable, willing to learn and share that experience with others.
- You will have reliable access to the Internet, be contactable via email and respond promptly (within 48 hours).

B. Ambassador Activities

As a key part of their role, each UCD Student Digital Ambassador (SDA) was required to choose and complete a number of activities. These activities were intended to support SDAs to develop their digital skills and to engage with the wider UCD community, working with internal partners including the Students' Union, UCD Library, UCD Access & Lifelong Learning Centre, IT Services, Student Advisers and UCD Teaching and Learning. An outline of the activities offered to SDAs is presented below.

Student-Student Activities:

Digital Skills Mentoring for Access Students	Ambassadors worked with UCD Access & Lifelong Learning Centre to provide one-to-one mentoring for access students to develop their digital skills for university.
Documenters/Social Media Assistants at Students' Union Undergraduate Research Summit	Ambassadors worked with UCD Students' Union Undergraduate Research Summit organising team to speak to peers and document the event through social media.
Digital Ambassador at UCD Student's Union's Opportunity Fair	Ambassadors joined the UCD All Aboard coordinators to talk to students about their digital skills requirements and to raise awareness about the All Aboard Project and UCD Student Digital Ambassador initiative.
Social Media Assistants at UCD Library	Ambassadors worked with UCD Library, receiving training in social media tools, and posted on behalf of the Library over a number of weeks, culminating in a reflective blog.
Social Media Assistants for Digital Ambassador Initiative	Ambassadors took control of the SDA Twitter account, promoting the initiative, increasing the number of followers and engaging with others. (See https://twitter.com/ucd_sda)
ARCGIS Archaeology Software Workshop	This activity was proposed by an ambassador who arranged a workshop for Archaeology students on the use of discipline specific software. This required liaising with staff from the School of Archaeology and UCD Library to develop and schedule the workshop.
Digital Skills Workshop for Law Students	This activity was proposed by ambassadors who arranged a workshop for Law students focusing on the citation of law journals. This required liaising with staff from the School of Law and UCD Library to develop and schedule the workshop.

Student-Staff Activities:

Co-facilitation of Staff Workshop with UCD Teaching & Learning	Ambassadors co-facilitated an All Aboard Digital Skills and Practice Workshop workshop for staff with UCD Teaching and Learning. They co-facilitated the session by outlining the digital ambassador initiative, and by participating during the workshop in hands-on activities and discussions on digital identity and practice from a student's perspective.
Student Digital Ambassador Representatives at IT Services Fair	Ambassadors joined the UCD All Aboard coordinators to talk to attendees, both staff and students, about their digital skills requirements and to raise awareness about the All Aboard Project and UCD Student Digital Ambassador initiative.
Using UCD Library Digital Resources: Sharing Your Experience	Ambassadors reviewed a series of e-tutorials that UCD Library provides for students and provided feedback and recommendations for future resource development as part of a focus group.
Content Reviewers U21 Short Online Course	Ambassadors participated as students for one specified week of the Universitas 21 Short Open Course entitled: Planetary Urbanisation: Global Challenges in a Global World, reviewing the online content and providing structured feedback using an online form.
Structured Student Feedback on IT Storage for IT Services	Ambassadors were required to familiarise themselves with both Google Drive and MS OneDrive and provide structured feedback to IT Services on their file storage practices and preferences as part of a formal feedback session.
Structured Student Feedback on SISWeb for IT Services	Ambassadors reviewed the SISWeb online service on behalf of IT Services and provided structured feedback on usability and functionality as part of a formal feedback session.

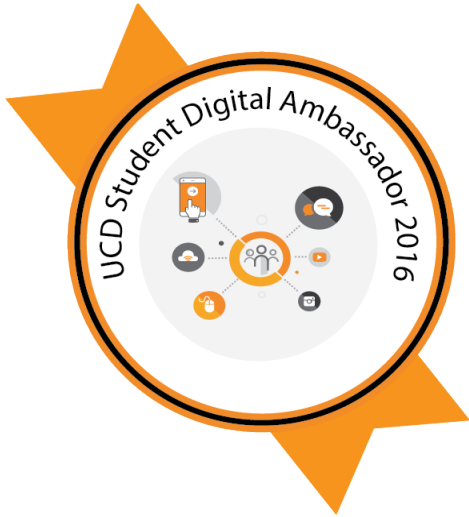
Content Creation Activities:

Digital Badge Designers	Ambassadors were supported by initiative coordinators to use graphic design software to create the digital badges used in the initiative.
Webmaster for Student Digital Ambassador Initiative	Ambassadors were responsible for the design, delivery and management of the Student Digital Ambassador website using WordPress.
Bloggers	Ambassadors blogged about their experiences in the initiative, responding to workshops, other activities, and aspects of the All Aboard project, etc. Blogs were published through the initiative website. (See Blog)

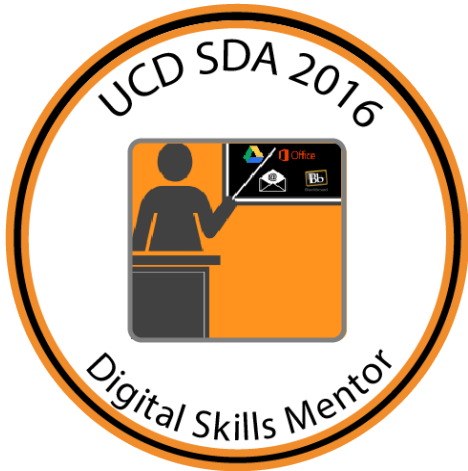
Podcasters	Ambassadors pitched an idea for a podcast and developed it further following feedback. They then recorded and published the podcast to the initiative website. (See Resources)
Developing Library Orientation Resource	Ambassadors worked with UCD Library to design, develop and deliver a library orientation e-resource .
Photographers for Digital Ambassador Initiative	Ambassadors photographed SDA events and activities, and shared these images with peers for use in other activities, e.g. blogging, website management and social media management. (See Gallery)
Video Creation – Student Vox Pops on Assessment and Feedback	As part of UCD’s strategic Curriculum Enhancement Project, ambassadors recorded, edited and compiled video vox pop interviews with students across UCD to gain insight into their experiences of assessment and feedback.

C. Digital Badges


UCD Student Digital Ambassador 2016

 <p>The badge is a circular emblem with an orange border and a white center. Inside the circle, the text 'UCD Student Digital Ambassador 2016' is written in a circular path. The center features a network of icons: a smartphone, a person, a speech bubble, a gear, a lightbulb, and a document, all connected by lines. The badge is set against a background of orange and white geometric shapes.</p>	<p>Badge Description: This digital badge is awarded to students who have successfully fulfilled the role of UCD Student Digital Ambassador (SDA) by fully participating in the initiative sessions/events, digital skills training and completing ambassadorial activities throughout the year long initiative.</p> <p>Awarded by: UCD Teaching & Learning who are the UCD Student Digital Ambassador Initiative Coordinators</p>
<p>Criteria to earn this badge: The recipient of this badge successfully fulfilled the role of UCD Student Digital Ambassador in 2016. The award of this badge acknowledges ambassadors who have attended all initiative sessions as required and developed their digital skills by participating in training. It also recognises those who shared their digital knowledge through ambassadorial activities with students, faculty and staff of the wider UCD Community. Student Digital Ambassadors have earned this badge as result of satisfying the following criteria:</p> <ul style="list-style-type: none"> • Attended mandatory initiative sessions: Initiative Welcome/Digital Identity Session (semester 1), Digital Skills Info Session (semester 2) & Conclusion/Feedback & Celebration Event (semester 2) • Developed their digital skills by fully participating in skills training: Digital Security & Social Media; Content Creation Workshops 1 or 2: Images, Infographics & Poster Creation or Blogging and Podcasting; Digital Skills Workshop 1 or 2: Video Creation or Presentation Tools and Skills. • Completed at least two ambassadorial activities Integral to their role, each UCD Student Digital Ambassador has the opportunity to share their digital knowledge and skills with the wider UCD community by completing ambassadorial activities (minimum one per semester). The SDA ambassadorial activities* vary in nature to include student-student, student-staff and content creation type activities. Many of these involved liaising with other students and staff, internal partners, and/or the initiative coordinators. Where SDA activities provided substantial opportunity for the development of digital skills these were eligible for badging, including: Digital Skills Mentors, Social Media Assistants, Open/Digital Badge Designers, Webmasters, Bloggers, Podcasters, Digital Resource Creators and Videographers. Other activities/events SDAs completed but which were not eligible for badging included: participation in structured feedback and focus group sessions for internal partners, SDA representation at Student & Staff organised events i.e. Students Union Opportunities Fair, Students' Union Research Summit, IT Services Fair, organisation and co-facilitation of digital skills staff and student workshops. <p>*For a full list and overview of SDA activities 2016 see: https://ucdsda.wordpress.com/ambassador-activities/</p>	


UCD SDA 2016: Digital Skills Mentor

 The badge is circular with an orange border. Inside the circle, the text "UCD SDA 2016" is written in a curved path at the top, and "Digital Skills Mentor" is written in a curved path at the bottom. In the center, there is an orange square containing a black silhouette of a person standing at a desk, pointing at a computer monitor. The monitor displays icons for Google, Microsoft Office, and Blackboard.	<p>Badge Description:</p> <p>This digital badge is awarded to ambassadors who have worked as a Digital Skills Mentor as part of the UCD Student Digital Ambassador initiative, mentoring students enrolled in the <i>Access to Arts and Humanities</i> course. In partnership with staff in the Access & Lifelong Learning Centre SDAs facilitated drop-in sessions to assist Access students to develop their digital skills for University.</p> <p>Awarded by:</p> <p>UCD Teaching & Learning on behalf of UCD SDA Initiative</p>
<p>Criteria to earn this badge:</p> <p>The recipient of this badge was a Digital Skills Mentor working in partnership with the Access & Lifelong Learning Centre as part of the UCD Student Digital Ambassador initiative. Working with Access students on a one-to-one basis the Digital Skills Mentor assisted the development of digital skills for learning to include: digital security, cloud storage, using Blackboard, using other internal UCD IT Systems - UCD Connect, SIS Web, UCard, UCD Library online system. Each mentor facilitated four two hour sessions on a biweekly basis during a semester.</p> <p>The award of this badge to ambassadors for successfully completing activities as a Digital Skills Mentor recognises:</p> <ul style="list-style-type: none">• the skills developed in planning, collaboration and mentoring others to enhance their ability to use digital technologies essential for academic success.• their commitment as a Digital Skills Mentor to provide a consistent level of support and mentorship (4 x two hours sessions on a biweekly basis) in collaboration with the Access & Lifelong Centre over the period of one semester.	


UCD SDA 2016: Social Media Assistant

 A circular badge with an orange border. The text 'UCD SDA 2016' is at the top and 'Social Media Assistant' is at the bottom. In the center are icons for Twitter (blue bird), WordPress (W in a circle), Instagram (camera icon), and YouTube (red play button).	<p>Badge Description: This digital badge is awarded to ambassadors who have worked as a Social Media Assistant as part of the UCD Student Digital Ambassador initiative, contributing to and maintaining social media accounts in partnership with a specific School/Unit or project.</p> <p>Awarded by: UCD Teaching & Learning on behalf of UCD SDA Initiative</p>
<p>Criteria to earn this badge: The recipient of this badge was a Social Media Assistant working in collaboration with the initiative's internal partners to contribute to and/or maintain social media accounts on their behalf for one semester. The award of this badge to ambassadors for successfully completing activities as a Social Media Assistant recognises:</p> <ul style="list-style-type: none">• skills developed in relation to appropriate use and management of social media for communication, dissemination of information, and audience engagement.	

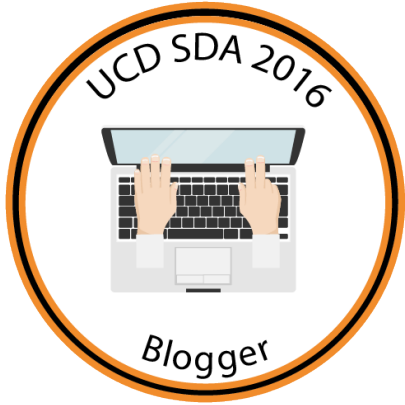
UCD SDA 2016: Digital Badge Designer

 A circular badge with an orange border. The text 'UCD SDA 2016' is at the top and 'Digital Badge Designer' is at the bottom. In the center is an orange silhouette of a head with a thought bubble containing a laptop and a pencil.	<p>Badge Description: This badge is awarded to ambassadors who worked from design briefs, to develop and design digital badge images using graphic design software for the Student Digital Ambassador Initiative.</p> <p>Awarded by: UCD Teaching & Learning on behalf of UCD SDA Initiative</p>
<p>Criteria to earn this badge: The recipient of this badge was a Digital Badge Designer working in collaboration with the SDA coordinators to design digital badge graphics contributing to the development and design of an open badge structure for the initiative. The award of this badge to ambassadors for successfully completing activities as a Digital Badge Designer recognises:</p> <ul style="list-style-type: none">• the skills developed in planning, communication, creative thinking and using graphic design software packages.	


UCD SDA 2016: Webmaster

 The badge is circular with an orange border. Inside, the text 'UCD SDA 2016' is at the top and 'Webmaster' is at the bottom. The center features a stylized illustration of a person with brown hair, wearing a teal shirt, sitting at a desk and typing on a laptop.	<p>Badge Description: This badge is awarded to ambassadors who worked as a Webmaster as part of the UCD Student Digital Ambassador initiative, developing and maintaining the initiative website</p> <p>Awarded by: UCD Teaching & Learning on behalf of UCD SDA Initiative</p>
<p>Criteria to earn this badge: The recipient of this badge was a Webmaster developing and maintaining the website for the Student Digital Ambassador initiative over the period of one semester. The activity involved collaborating with the initiative coordinators to maintain and update the site by sourcing and publishing relevant text, image and multimedia content. The award of this badge to ambassadors for successfully completing activities as a <i>Webmaster</i> recognises:</p> <ul style="list-style-type: none">the skills involved in website development and maintenance in collaboration with others. The initiative wordpress website can be viewed via this link: https://ucdsda.wordpress.com/	


UCD SDA 2016: Blogger

 The badge is circular with an orange border. Inside, the text 'UCD SDA 2016' is at the top and 'Blogger' is at the bottom. The center features a stylized illustration of a person's hands typing on a laptop keyboard.	<p>Badge Description: This badge is awarded to ambassadors who contributed one or more digital skills themed opinion or instructional articles to the SDA Blog, which can be viewed via the initiative website.</p> <p>Awarded by: UCD Teaching & Learning on behalf of UCD SDA Initiative</p>
<p>Criteria to earn this badge: The recipient of this badge was a Blogger as part of the Student Digital Ambassador initiative, contributing blog posts over the period of one semester. The award of this badge to ambassadors for successfully completing activities as a Blogger recognises:</p> <ul style="list-style-type: none">the skills developed in content writing, reflective thinking, posting blogs and responding to feedback and comments via the Wordpress blogging platform.	


UCD SDA 2016: Podcaster

 The badge is circular with an orange border. Inside, the text "UCD SDA 2016" is at the top and "Podcaster" is at the bottom. In the center is a stylized microphone with a blue body and a black grille, flanked by two orange headphones.	<p>Badge Description: This badge is awarded to ambassadors who have created and contributed a digital skills themed podcast for publication on the initiative website.</p> <p>Awarded by: UCD Teaching & Learning on behalf of UCD SDA Initiative</p>
<p>Criteria to earn this badge: The recipient of this badge was a Podcaster as part of the Student Digital Ambassador initiative, creating and producing a podcast for publication. The award of this badge to ambassadors for successfully completing activities as a Podcaster recognises:</p> <ul style="list-style-type: none">the skills developed in the planning, recording and editing of audio to produce a podcast. These include planning and scripting content, and using podcasting technologies to record and edit audio to deliver a podcast that can be published.	


UCD SDA 2016: Digital Resource Creator

 The badge is circular with an orange border. Inside, the text "UCD SDA 2016" is at the top and "Digital Resource Creator" is at the bottom. In the center is a laptop with a red screen, surrounded by several interlocking gears in blue, green, and orange, with a blue cloud and arrows above it.	<p>Badge Description: This badge is awarded to ambassadors who have created a digital resource, working from a specific brief in collaboration with a School/Unit as part of the SDA activities.</p> <p>Awarded by: UCD Teaching & Learning on behalf of UCD SDA Initiative</p>
<p>Criteria to earn this badge: The recipient of this badge was a Digital Resource Creator as part of the Student Digital Ambassador initiative, creating and producing digital resources in collaboration with internal partners. The award of this badge to ambassadors for successfully completing activities as a Digital Resource Creator recognises:</p> <ul style="list-style-type: none">the skills developed in planning and designing a digital resource while collaborating with a School/Unit, including: working from a design brief, storyboarding, and using appropriate multimedia technologies for resource development.	

UCD SDA 2016: Videographer

 The logo is a circular badge with an orange border. Inside the circle, the text "UCD SDA 2016" is written in a curved path at the top, and "Videographer" is written in a curved path at the bottom. In the center of the circle is a dark blue film strip icon with a yellow play button in the middle.	<p>Badge Description: This badge is awarded to ambassadors who have created and produced a video working from a specific video production brief in collaboration with an internal partner.</p> <p>Awarded by: UCD Teaching & Learning on behalf of UCD SDA Initiative</p>
<p>Criteria to earn this badge: The recipient of this badge was a Videographer, creating and producing video resources in collaboration with internal partners as part of the Student Digital Ambassador initiative.</p> <p>The award of this badge to ambassadors for successfully completing activities as a <i>Videographer</i> recognises:</p> <ul style="list-style-type: none">the skills developed in the video production process, including: planning (scripting and storyboarding), filming using video and audio equipment, editing using software to produce and publish the final output.	

UCD SDA 2016: Workshop Facilitator

 The logo is a circular badge with an orange border. Inside the circle, the text "UCD SDA 2016" is written in a curved path at the top, and "Workshop Facilitator" is written in a curved path at the bottom. In the center of the circle is a group of stylized human figures, with one figure in orange and the others in grey.	<p>Badge Description: This badge is awarded to ambassadors who have planned, organised and facilitated the delivery of a digital skills workshop to students/staff within the UCD Community.</p> <p>Awarded by: UCD Teaching & Learning on behalf of UCD SDA Initiative</p>
<p>Criteria to earn this badge: The recipient of this badge was a Workshop Facilitator having organised and facilitated a digital skills workshop for other students/staff as part of the Student Digital Ambassador initiative.</p> <p>The award of this badge to ambassadors for successfully completing activities as a Workshop Facilitator recognises:</p> <ul style="list-style-type: none">the skills developed in organising a workshop, including: scheduling, advertising, and selecting appropriate content and contributors to assist in delivery.	

D. Digital Skills Development and Staff-Student Project Resources

The following resources from the UK higher education sector report contribute to the growing practice literature on digital skills development and the development of staff-student partnerships:

- The [Jisc Digital Literacies project](#), which explored institutional approaches to digital literacy development in the UK HE sector, and from which many [Developing Digital Pioneers](#) exemplars emerged.
- The [Jisc Change Agents' Network \(CAN\) project](#), which has disseminated findings from staff-student partnership projects on curriculum enhancement and innovation with technology from across the UK HE sector to provide support for other institutions. Outputs include Killeen and Chatterton's (2015) [Guide to Developing Successful Student-Staff Partnerships](#), which is intended as a toolkit to help institutions improve the digital experience of students.
- The [Jisc Digital Student project](#), which explored and reported on students' expectations and experiences of using technology in UK higher education.
- The [Jisc Student Digital Experience Tracker](#), which takes forward the Digital Student project with development of an online survey tool that institutions can use to gather data on student expectations and experiences of using technology in higher education.
- The Higher Education Academy report by Healey, Flint and Harrington (2014) [Engagement through Partnership: Students as Partners in Learning and Teaching in Higher Education](#), which distinguishes four broad areas in which students can act as partners in learning and teaching: (i) learning, teaching and assessment; (ii) subject-based research and inquiry; (iii) scholarship of teaching and learning; and (iv) curriculum design and pedagogic consultancy. The report references the example of the [Student as Producer](#) initiative at the University of Lincoln. Read together, these resources suggest possibilities for engaging students in digital skills development in substantive ways, for example: as co-creators of technology-enhanced learning artefacts; as co-researchers of technology-enhanced learning, contributing to the scholarship of teaching and learning; as co-researchers, investigating the digital expectations and experience of the student body, contributing to enhancement of the digital learning environment; and as curriculum consultants in the area of technology-enhanced learning, contributing to curriculum enhancement.
- The [Jisc Building Digital Capability project](#), which is focused on the challenges institutions face when developing the digital capabilities of staff. It is working to provide guidance on the digital skills required for a range of staff roles, and to equip leaders with the tools they need to improve digital capability. Key outputs from this include a [Digital Capabilities Framework](#), and the beta online [Discovery tool](#), which gives staff the opportunity to reflect on their confidence and capability in each of the six areas of digital capability defined by the framework, and provides feedback including a summary digital profile and links to resources to support development.