

# New Learning Technologist Development Toolkit

## About the toolkit

This toolkit provides learning design and digital skills development resources and training for staff new to working with learning technology, whether you have just joined the University or have moved internally from another role. It is intended to be used as part of your onboarding plan, but may also be used as a general development pathway.

The toolkit aims to build a foundation level of knowledge across our pool of learning technologists, covering the core learning technologies that you will use at the University alongside learning design and good teaching practices. School-specific tools and practices will be covered locally.

The toolkit is based on Jisc's [Developing Digital Capability model](#) and [Learning Technologist role profile](#), job descriptions of learning technology roles advertised in the University in May 2020, and the University's [Digital Skills Framework](#). It is divided into six sections corresponding to the digital capabilities in Jisc's Developing Digital Capability model. Tasks that you will carry out as part of your role are listed alongside resources for developing the skills required to perform those tasks.

The toolkit is flexible and provides a variety of guidance and training, and you should use it on a pick-and-mix basis identifying with your manager which areas are most relevant to your role and school. Some learning activities are self-study and others are live events. We estimate that it will take around 21 hours to complete a reasonable amount of activities, but this will of course depend on your starting point.

The toolkit was developed in Learning, Teaching and Web Services in Information Services Group. You'll find it at [www.ed.ac.uk/is/new-learning-technologist](http://www.ed.ac.uk/is/new-learning-technologist).

## Learning outcomes

On completing the learning activities in the toolkit you will be able to:

1. **Use university systems for administrative and other general tasks**, e.g. email, calendars, document storage and sharing, collaboration.
2. **Build academic courses** in the virtual learning environment, following University guidelines and learning design processes.
- 3a. **Create a range of digital learning, teaching and assessment artefacts and resources**, e.g. text, images, video, audio, blogs, quizzes.
- 3b. Critically assess and **use appropriate digital teaching resources, ensuring appropriate learning technologies are deployed** to best support pedagogy.
- 4a. Understand issues relating to **intellectual property rights, copyright and licensing**, including the use and value of open licences such as Creative Commons. Support staff to find and re-use open licensed media resources.
- 4b. Have an awareness of legislative requirements relating to **accessibility, equality, data protection and freedom of information** in the context of online education.
- 5a. Provide pedagogic and technical guidance and encouragement on the use and development of **technology enhanced learning, assessment and feedback tools**.
- 5b. **Support staff and students**, as teachers and learners in technology-rich settings, in the use of learning technologies.
6. Collate, manage, access and use **data in spreadsheets and other formats**. Run analyses and reports. Support others to use data from learning systems.

## Using the toolkit

1. Read through the 'Task' and 'Learning resources and activities' columns and identify, with your manager or another colleague as appropriate, those that are relevant to your role.
2. Build your development programme:
  - a. See the example programme below to help you visualise what your programme might look like.
  - b. Prioritise your areas for skills development.
  - c. Structure your programme around the dates on which webinars and live events are running, and remember to book your place.
  - d. Schedule time to complete self-study activities such as reading and digesting web-based content and user guides. Where [LinkedIn Learning](#) resources are listed, do browse the catalogue for other software versions and related content.
  - e. With your manager, add in any local context, tools and practices.
3. It will probably take you at least a few weeks to work through your programme. Once you've done so, please let us know how you found it by emailing [is.skills@ed.ac.uk](mailto:is.skills@ed.ac.uk).

## Networking and development for Learning Technologists at Edinburgh

The University has an active network of Learning Technologists through which you can meet others in similar roles, keep up to date with the fast-changing teaching landscape, share good practice and support each other. We encourage you to join. Please email [is.skills@ed.ac.uk](mailto:is.skills@ed.ac.uk) with your name, job title, and school so that we can add you to the network and keep you informed of events and developments.

- Communities and knowledge exchange
  - [Learn User Group](#) – a community for school-based Learning Technologists and stakeholders to shape Learn for the future and share good practice with the University community.
  - [Learning Design Community](#) – a community for sharing news and good learning design practice across the University.
  - [Teaching Continuity Preparation](#) – guidance and advice on how to continue teaching when you and your students are unable to access the campus.
  - [Edinburgh Hybrid Teaching Exchange](#) – sharing insights and plans for the move to hybrid teaching for the new academic year.
- Development
  - The [CMALT Accreditation Framework](#) provides pathways to peer-assessed accreditation for Learning Technology professionals in the UK and internationally.
  - The University's [Digital Skills Framework](#) can help you evaluate your current levels of digital capability, reflect on your development needs, plan your development path and find resources to help you develop your skills.
  - The University's [Institute for Academic Development](#) provides support for teaching, learning and researcher development through a mixture of direct support for students and staff (e.g. workshops, online resources, networks and advice) alongside support for curriculum innovation and enhancement.

## Example programme starting on Monday 29<sup>th</sup> June 2020

In the example below it would take a new Learning Technologist around three full-time days (21h) to develop a foundational knowledge of learning design and technology - 6 hours of webinars and 7-14 hours of self-study.

### Week 1

Start with the foundations of **learning design** at the University by reading web-based guidance on ABC and ELDer. Any time

Attend the 'ABC Train the Trainer' workshop to find out more about ABC or to learn how to run your own ABC learning design session. 2 July @15:00

Go to our online hub to find out about **teaching continuity** and the range of tools, support and guidance available to you on how to continue teaching when you and your students are unable to access the campus. Any time

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### Week 2

Read up online about the University's **virtual learning environments**, including Learn Foundations - a multi-year service improvement project that is helping Schools to better support our students. Any time

Supplement your learning by attending a webinar on 'Using Learn to engage with students'. 9 July @14:00

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### Week 3

Attend the 'Using Media Hopper Create' webinar to learn about the University's **media management service**. 13 July @11:00

The same webinar will give you an overview of **lecture recording** (using Media Hopper Replay), after which you can consolidate your knowledge and find out about support available to teaching staff by browsing our collection of over 15 online user guides. Any time

Questions? Pop in to an online 'Remote teaching drop-in session' hosted by experts in educational design and digital education. 14 July @15:00

Brush up your skills in **creating a range of digital learning, teaching and assessment artefacts** through a wealth of web pages and online guides. Learn how to create videos, with subtitles, and find out how to create images with LinkedIn Learning online video tutorials. Any time

Ensure the content you create is **accessible** by following guidelines set out in our self-enrol online course (in Learn) called 'Increasing the accessibility of your teaching using learning technology'. Any time

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### Week 4

Learn about Collaborate, our **virtual classroom**, by attending the 'Using Collaborate in Learn' webinar or reading online guidance. 21 July @14:30

Make sure that you understand issues relating to **intellectual property rights, copyright and licensing**, including the use and value of open licences, at our 'Copyright, licensing, and open materials for remote and hybrid teaching' webinar. 22 July @14:00

Our online **assessment and feedback** guidance covers assignments, tests and quizzes, peer assessment, digital portfolios and blogging and media-based assessments. Supplement this with a webinar or online course (in Learn) looking at using Turnitin for assessment submission, marking, feedback and similarity checking. Any time

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# Learning resources and activities

## 1. Using university systems for administrative and general tasks

Digital capability	Task	Learning resources and activities	Guidance	Online video or course	Live webinar
<b>Digital Proficiency and Productivity</b>	<p>Use university systems for administrative and other general tasks, e.g. email and other communication systems, calendars, document storage and sharing, work planning and project management tools.</p>	<p><b>MS Office and Office 365</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Introduction to Office 365</a> (UoE webinar, 1h 30)</li> <li>• Many <a href="#">online training</a> courses on LinkedIn Learning covering a range of Office 365 topics</li> </ul> <p><b>Email</b></p> <ul style="list-style-type: none"> <li>• Outlook Essential Training: Office 365 <a href="#">online training</a> (LinkedIn Learning, 2h 9min)</li> <li>• Outlook 2016 Essential Training <a href="#">online training</a> (LinkedIn Learning, 2h 49min)</li> </ul> <p><b>Document management and collaboration</b></p> <ul style="list-style-type: none"> <li>• OneDrive:               <ul style="list-style-type: none"> <li>○ Learning OneDrive <a href="#">online training</a> (LinkedIn Learning, 55min)</li> <li>○ OneDrive for Business Essentials <a href="#">online training</a> (LinkedIn Learning, 50min)</li> <li>○ OneDrive Quick Tips <a href="#">online training</a> (LinkedIn Learning, 25min)</li> </ul> </li> <li>• SharePoint:               <ul style="list-style-type: none"> <li>○ <a href="#">User guide: Navigating and using a SharePoint Online site</a> (UoE pdf, 13 pages)</li> <li>○ <a href="#">Guidance</a> (UoE web pages)</li> <li>○ Learning SharePoint Online <a href="#">online training</a> (LinkedIn Learning, 1h 40min)</li> </ul> </li> </ul> <p><b>Online meetings and events</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Online and Digital Events Service</a> (UoE web pages)</li> <li>• Microsoft Teams:               <ul style="list-style-type: none"> <li>○ <a href="#">Guidance</a> (UoE web pages)</li> <li>○ <a href="#">Training</a> ('Getting started with Microsoft Teams - webinar' webinar, 1h30min)                   <ul style="list-style-type: none"> <li>▪ 22, 24 June (14:00-15:30)</li> <li>▪ Check <a href="http://www.events.ed.ac.uk">www.events.ed.ac.uk</a> for summer 2020 dates</li> </ul> </li> </ul> </li> </ul>	<p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p>	<p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p>	<p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p>

## 2. Building academic courses

Digital capability	Task	Learning resources / development activities	Guidance	Online video or course	Live webinar
Digital Creation, Problem Solving and Innovation	Build academic courses in the virtual learning environment, following University guidelines and design processes.	<p><b>Learning Design at the University</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Learning Design</a> (UoE web pages) offering detailed information and guidance on the core learning design processes used at the University, ABC and ELDeR.</li> <li>• <a href="#">ABC</a> curriculum design (including hybrid learning) guidance and resources (UoE web pages). New Learning Technologists should understand ABC and be able to use it for hybrid learning design. <ul style="list-style-type: none"> <li>○ <a href="#">Training</a> ('ABC Train the Trainer Workshop' UoE Teaching Continuity webinar, 1h) <ul style="list-style-type: none"> <li>▪ 2, 16, 30 July (15:00-16:00)</li> <li>▪ 13, 27 August (15:00-16:00)</li> </ul> </li> </ul> </li> <li>• <a href="#">ELDeR</a> (UoE web pages). New Learning Technologists generally need only have an awareness of ELDeR.</li> </ul> <p><b>Teaching Continuity Preparation</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Guidance and training</a> (UoE web pages) - A range of tools, support, and guidance on how to continue teaching when you and your students are unable to access the campus including tips, tools and training for teaching remotely (most of which are referenced throughout this toolkit). <ul style="list-style-type: none"> <li>○ <a href="#">Drop-in session</a> ('Remote teaching – drop-in session' UoE Teaching Continuity session) <ul style="list-style-type: none"> <li>▪ 7, 14, 21, 28 July (15:00-16:00)</li> </ul> </li> </ul> </li> <li>• The <b>Edinburgh Model for Teaching Online</b> is a model of online teaching distilled from the body of online programmes at The University of Edinburgh and was developed by Information Services Group and the Centre for Research in Digital Education. Access the <a href="#">teaching toolkit</a> and <a href="#">training</a> (7 week course starting on 22 June).</li> </ul> <p><b>Virtual Learning Environments (VLEs) at the University</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Virtual Learning Environments information and guidance</a> (UoE web pages) covering Learn and Moodle, the core VLEs used at the University.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul>		<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul>

	<p><b>Blackboard Learn (including Learn Foundations Programme)</b></p> <ul style="list-style-type: none"> <li>• Learn Foundations Programme: <ul style="list-style-type: none"> <li>○ <a href="#">Learn Foundations SharePoint site</a> providing the most up to date information on programme developments and activity</li> <li>○ <a href="#">Learn Foundations overview</a> (web pages)</li> <li>○ <a href="#">Projects website: TEL057</a> (web pages)</li> </ul> </li> <li>• Learn: <ul style="list-style-type: none"> <li>○ <a href="#">Guidance</a> (UoE Learn service web pages)</li> <li>○ <a href="#">Guides</a> (pdfs)</li> <li>○ <a href="#">Training and events</a> (UoE web pages) – Details of all Learn training and events including short videos. A variety of additional webinars will be scheduled for summer 2020 and details and booking links will appear on this web page.</li> <li>○ <a href="#">Training</a> ('Using Learn to engage with students' UoE Teaching Continuity webinar, 1h) <ul style="list-style-type: none"> <li>▪ 25 June (14:00-15:00)</li> <li>▪ 2, 9, 16, 23, 30 July (all 14:00-15:00)</li> <li>▪ 6, 13, 20, 27 August all (14:00-15:00)</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
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### 3. Creating a range of digital learning, teaching and assessment artefacts and resources

Digital capability	Task	Learning resources / development activities	Guidance	Online video or course	Live webinar
Digital Creation, Problem Solving and Innovation	<p>Create a range of digital learning, teaching and assessment artefacts and resources, e.g. text, images, video, audio, visualisations, infographics, presentations, podcasts and screencasts, blogs and web posts, quizzes.</p> <p>Critically assess and use appropriate digital teaching resources, ensuring appropriate learning technologies are deployed to best support pedagogy.</p>	<p><b>Learning technology at the University</b></p> <ul style="list-style-type: none"> <li><a href="#">Learning Technology Training and Help Resources</a> (UoE web pages) covering the core learning technologies supported at the University</li> </ul> <p><b>Creating and editing artefacts</b></p> <ul style="list-style-type: none"> <li>Video:               <ul style="list-style-type: none"> <li>Desktop recording using the <a href="#">Universal Capture Tool</a> in Media Hopper Replay (UoE pdf, 7 pages)</li> <li>Adding subtitles to videos                   <ul style="list-style-type: none"> <li>Subtitling for Media Hopper Create <a href="#">video</a> (UoE, 6min)</li> <li><a href="#">Subtitling and Style Guide</a> (UoE pdf, 9 pages) – also accessible with the above video</li> </ul> </li> </ul> </li> <li>Images:               <ul style="list-style-type: none"> <li>Inserting Pictures (from ‘Learning PowerPoint 2016’) <a href="#">online training</a> (LinkedIn Learning, 3min)</li> <li>Format Pictures (from ‘Quick Word Tips’) <a href="#">online training</a> (LinkedIn Learning, 1min)</li> <li>PhotoShop 2020 Essential Training <a href="#">online training</a> (LinkedIn Learning, 6h 18min)</li> </ul> </li> </ul> <p><b>Publishing and delivering content</b></p> <ul style="list-style-type: none"> <li>Publishing media content using <b>Media Hopper Create</b>, the University’s media management service:               <ul style="list-style-type: none"> <li><a href="#">Training</a> (‘Using Media Hopper Create’ UoE Teaching Continuity webinar, 1h)                   <ul style="list-style-type: none"> <li>6, 13, 20, 27 July (all 11:00-12:00)</li> </ul> </li> <li><a href="#">Guidance</a> (UoE web pages)</li> </ul> </li> <li>Lecture recording using <b>Media Hopper Replay</b>:               <ul style="list-style-type: none"> <li><a href="#">Training</a> (‘Using Media Hopper Create’ UoE Teaching Continuity webinar, 1h)                   <ul style="list-style-type: none"> <li>6, 13, 20, 27 July (all 11:00-12:00)</li> </ul> </li> <li><a href="#">Guidance</a> (UoE web pages)</li> <li><a href="#">User guides for staff</a> (pdf)</li> <li><a href="#">User guides for students</a> (pdf)</li> </ul> </li> <li>Virtual classroom (<b>Collaborate</b>):               <ul style="list-style-type: none"> <li><a href="#">Training</a> (‘Using Collaborate in Learn’ UoE Teaching Continuity webinar, 1h)                   <ul style="list-style-type: none"> <li>23, 30 June (all 14:30-15:30)</li> <li>7, 14, 21, 28 July (all 14:30-15:30) and 4 August (14:30-15:30)</li> </ul> </li> <li><a href="#">Guidance</a> (UoE web pages)</li> </ul> </li> </ul>	<p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p>	<p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p>	<p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p>





## 4. Understanding intellectual property rights, copyright and licensing and accessibility

Digital capability	Task	Learning resources / development activities	Guidance	Online video or course	Live webinar
Information, Data and Media Literacies	<p>Understand issues relating to <b>intellectual property rights, copyright and licensing</b>, including the use and value of open licences such as Creative Commons. Support staff to find and re-use open licensed media resources.</p> <p>Have an awareness of legislative requirements relating to <b>accessibility, equality, data protection and freedom of information</b> in the context of online education.</p>	<p><b>Open Educational Resources (OER)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Guidance</a> (UoE web pages)</li> <li>• <a href="#">Open.Ed</a> (UoE OER service website)</li> <li>• <a href="#">Guides</a> on how to share and use open resources (guides are on OER service website)</li> <li>• Training can be arranged on demand by emailing <a href="mailto:is.skills@ed.ac.uk">is.skills@ed.ac.uk</a></li> </ul> <p><b>Copyright</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Open.Ed</a> (UoE OER service website) including information on copyright</li> <li>• <a href="#">Guidance</a> on copyright in teaching (UoE web pages)</li> <li>• <a href="#">Training</a> ('Copyright, licensing, and open materials for remote and hybrid teaching' webinar, 1h) <ul style="list-style-type: none"> <li>▪ 8 July (13:00-14:00) and 22 July (14:00-15:00)</li> </ul> </li> </ul> <p><b>Creating Accessible Content</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Guidance</a> (UoE web pages) on creating accessible course content and applying Universal Design principles to course design.</li> <li>• 'Universal Design' training: <ul style="list-style-type: none"> <li>▪ Check <a href="http://www.events.ed.ac.uk">www.events.ed.ac.uk</a> for summer 2020 dates</li> <li>▪ Arrange an on demand course by emailing <a href="mailto:is.skills@ed.ac.uk">is.skills@ed.ac.uk</a></li> </ul> </li> <li>• <a href="#">Online training</a> ('Increasing the accessibility of your teaching using learning technology') - on-demand self-enrol course in Learn</li> </ul> <p><b>Adding subtitles to videos</b></p> <ul style="list-style-type: none"> <li>○ Subtitling for Media Hopper Create <a href="#">video</a> (UoE, 6min)</li> <li>○ <a href="#">Subtitling and Style Guide</a> (UoE pdf, 9 pages) – also accessible with the above video</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Digital Creation, Problem Solving and Innovation					

## 5. Providing guidance on the use of digital learning, assessment and feedback tools

Digital capability	Task	Learning resources / development activities	Guidance	Online video or course	Live webinar
Digital Learning and Development	<p>Provide pedagogic and technical guidance and encouragement on the use and development of <b>technology enhanced learning, assessment and feedback tools</b>.</p> <p><b>Support staff and students</b>, as teachers and learners in technology-rich settings, in the use of learning technologies.</p>	<p><b>Assessment and Feedback</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Assessment and Feedback guidance</a> (web pages) covering assignments, tests and quizzes, peer assessment, digital portfolios and blogging and media-based assessments.</li> <li>• Online assessment               <ul style="list-style-type: none"> <li>○ Standard typed and written assessment <a href="#">guidance</a> (web pages) providing information and guidance on moving from exams to alternative forms of assessment for assessment continuity.</li> </ul> </li> <li>• Electronic voting and audience response system (<b>Top Hat</b>)               <ul style="list-style-type: none"> <li>○ <a href="#">Guidance</a> (web pages)</li> <li>○ <a href="#">Training</a> <ul style="list-style-type: none"> <li>▪ Check <a href="http://www.events.ed.ac.uk">www.events.ed.ac.uk</a> for summer 2020 dates</li> </ul> </li> </ul> </li> <li>• Assessment submission, marking, feedback and similarity checking using <b>Turnitin</b> <ul style="list-style-type: none"> <li>○ <a href="#">Guidance</a> ('Advice for staff: Using Turnitin to support assessment practices' web pages)</li> <li>○ <a href="#">Help and support resources</a> including videos and user guides (pdf) for staff and students such as 'Creating a New Turnitin Assignment in Learn' <a href="#">guide</a> (UoE pdf, 3 pages)</li> <li>○ Training:               <ul style="list-style-type: none"> <li>▪ Check <a href="http://www.events.ed.ac.uk">www.events.ed.ac.uk</a> for summer 2020 dates</li> </ul> </li> <li>○ <a href="#">Online training</a> - on-demand self-enrol course in Learn due for release in June 2020</li> </ul> </li> <li>• Creating and delivering assessments online using <b>Questionmark Perception (QMP)</b> <ul style="list-style-type: none"> <li>○ <a href="#">Guidance</a> (web pages) including example assessments, adding a QMP link to your Learn course and help and support.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> <li>●</li> </ul>

## 6. Using data for analysis and reporting

Digital capability	Task	Learning resources / development activities	Guidance	Online video or course	Live webinar
Information, Data and Media Literacies	Collate, manage, access and use <b>data in spreadsheets and other formats</b> . Run analyses and reports. Support others to use data from learning systems.	<p><b>Excel</b></p> <ul style="list-style-type: none"> <li>Excel Essential Training: Office 365 <a href="#">online training</a> (LinkedIn Learning, 2h 10min)</li> <li>Excel 2016 Essential Training <a href="#">online training</a> (LinkedIn Learning, 8h 53min)</li> <li>Excel Tips Weekly <a href="#">online training</a> (LinkedIn Learning)</li> <li><a href="#">Training</a> ('Basic charts in Excel' webinar, 30 mins) <ul style="list-style-type: none"> <li>30 June (11.15-11.45)</li> <li>14 July (12:00-12:30) and 28 July (11:15-11:45)</li> </ul> </li> <li><a href="#">Training</a> ('Basic data visualisations' webinar, 30 mins) <ul style="list-style-type: none"> <li>23 June (10:30 – 11:00)</li> <li>7, 21 July (10:30 – 11:00)</li> </ul> </li> </ul> <p><b>SAP BusinessObjects</b></p> <ul style="list-style-type: none"> <li>Business Reporting and Analytics <a href="#">guidance</a> (web pages)</li> <li>SAP Business Objects <a href="#">learning resources and training</a> (online self-paced learning; additional webinar in development)</li> </ul>	●	● ● ●	●  ●  ●