

# Collaborate – new domain for recordings

Class technologies recently made some changes to how they host and serve up recordings created in Collaborate Ultra.

This involved changing the domain used by the content provider where the recordings are hosted.

This has been tested on the University of Edinburgh network and all mainstream ISPs, however there are some organisations, especially those with stringent firewall configurations where this domain might be unreachable.

There is a simple method to test if this change will be an issue for our external end users or not, simply attempt to visit [the URL –https://test-sms.cloudfront.cdn.bbcollab.com/test.mp4](https://test-sms.cloudfront.cdn.bbcollab.com/test.mp4) – if the video appears then no further action is needed.

Please pass this information on to any colleagues who may be working from an external site, especially colleagues who work from NHS sites as these areas tend to have the most stringent firewall configurations in place.

If any issues are identified, please let the Collaborate Service team know by emailing – [IS.Helpline@ed.ac.uk](mailto:IS.Helpline@ed.ac.uk) – they will then be able to work with the external partner to have the necessary traffic whitelisted.

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# Resource Lists: Information on lists to be archived

We have been using our current Resource List system, Leganto, since 2017. As a result, there may be up to six different versions of a Resource List available to students. Pre-current lists are not maintained by the Library and many may have broken links or may not provide access to the e-books we have purchased since the pre-current lists were set up.

In September, Library Committee approved the Library's proposal to introduce a Resource Lists Retention Policy. It was agreed that the Library will provide access to Resource Lists for the current academic year plus the two previous academic years.

Therefore, Resource Lists from academic years 2017/18, 2018/19 and 2019/20 will be archived on **Tuesday 10 January 2023**. Course Organisers and students will continue to have access to Resource Lists published for courses in 2020/21, 2021/22 and 2022/23.

**Archived lists are not deleted and can be re-instated on request, if required, at any time.**

Going forward, the Library team will archive the oldest Resource Lists immediately after rollover each year (each June). As an example, this means that in June 2023, lists from 2020/21 will be archived and lists from 21/22, 22/23 and 23/24 will be available to students and Course Organisers.

Reducing the number of versions of a course Resource List should also make it easier for Course Organisers to manage their lists.

Before lists are archived on 10 January, if students and staff would like to keep copies of older lists, they can export

earlier versions of lists to a variety of formats. Information on how to export a Resource List to a PDF or Word document is available on the Resource Lists FAQ pages for [Course Organisers](#) and [Students](#)

In general, student usage of pre-current lists is extremely low or non-existent. However, there is a small number of pre-current Resource Lists still in regular use. The Library team will contact the relevant Course Organisers before 10 January to discuss how best to manage these lists. If you already know that you are using a list that's not associated with 2022/23 course code (check the code at the top of your list), please get in touch.

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# Supporting Live Captioning for our Deaf Students: an Informatics Case Study

## Background

In 2019 I was contacted by a colleague in the Student Disability Service (SDS) regarding how best to support a profoundly deaf Informatics student with live captions. They wished to employ the services of [AI Media](#) to provide the captions, but needed some help in how best to support this with the technology available. At the time, they had provided the student with a wireless mic. The student was required to hand the mic to the lecturer at the start of each lecture, and the receiver would be plugged in to the student's laptop. From there, the student would initiate a Zoom call with AI Media

and receive a caption track in response by accessing a given web link.

Results for this approach were patchy. Not only was it undesirable to make the student hand over the mic at the start of each lecture, and sit within a suitable range to receive the audio signal, but there were issues with the mic receiver having to be directed via various adaptors for the student's laptop which had one USB-C port only.

An alternative option was to share access with AI Media (via a functional account) to the Media Hopper Replay live stream. However, the lag between the lecturer speaking and the audio being received by the captioner could be anywhere in the region of 10-30 seconds. When you add on the small lag in the captioner repeating the words to create the caption track (c. 5 seconds) this meant that the student was receiving captions at a significant enough delay to make affect their understanding of the material being discussed.

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## Online teaching

When the Covid 19 global pandemic closed campuses across the world, and the University of Edinburgh pivoted to online teaching overnight, all students began to access their lectures via a variety of online streaming services the University had previously procured.

[Media Hopper Replay](#) (Echo360) could still be used to record and deliver online lectures via the personal capture application lecturers could install on their local machine. Media Hopper Replay can provide an automated *transcript* for corresponding video / audio assets. However, without the affordances of the built-in timetable scheduler many lecturers opted for a service pushed by Central as the default video

streaming service – Media Hopper Create.

[Media Hopper Create](#) (Kaltura) – often referred to as the University's Youtube – can provide automated *captions* for corresponding video / audio assets. As with Media Hopper Replay, and MS Stream (see below) a user with appropriate privileges can manually correct the automated captions. However, this work is non-trivial and can take anything in the region of a ratio of 1:3 to 1:15 to perform.

The University of Edinburgh also widened access to MS Teams during lockdown. Lectures / meetings could be recorded and [published to MS Stream](#). Anecdotal evidence from our students at this time reported that the automated transcripts produced by Stream were the most accurate.

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## Return to on-campus teaching

After the hybrid approach to teaching for 2021/22 academic session, we knew that all teaching would return to on-campus for the 2022/23 session. With this in mind, I was back in touch with the SDS to try and iterating and improve on our pre-pandemic practice. I approached ISG Learning and Teaching Spaces to leverage their technical expertise regarding how centrally supported teaching spaces are equipped, to trial a new approach.

Aim:

- One single mic for the lecturer to wear
- Excellent quality audio for the captioner – with minimal lag
- minimal additional work for the lecturer

After considering the standard AV set up in the teaching spaces, the optimal solution presented as follows:

- lecturer launches Zoom call (as co-host) from the teaching PC (this receives audio input from the same microphone lecturer uses for both in-room amplification and for the lecture recording service)
  - AI Media receive audio by logging in, as participant, to Zoom call
  - Student receives close to real-time captions by logging in to previously shared AI Media URL
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## What happened?

I asked the relevant student support officer to share with me the student's timetable and list of course organisers for those classes for which the student was enrolled. I then scheduled one recurring Zoom session and added all course organisers as co-hosts. Course organisers were emailed outlining what was required of them – including notifying us of any additional lecturers who we may need to include.

The first two weeks resulted in a slightly patchy service (mostly down to incorrect course organisers being recorded) however, when it worked, it worked well. Week 3 to week 6 saw much more consistency and the student reported excellent captions.

The main challenges (from my perspective) are not technical, but human and organisational:

- the lecturer has an additional piece of work to conduct (launch the Zoom session) at the start of the lecture when they are already time pressured\*
- the lecturer must remember (as always) to ensure the mic is switched on. Again – a visual indicator on the desk for this would be most welcome
- the lecturer must remember to end the Zoom call at the

end of the lecture. This could be avoided if – rather than creating a single recurring Zoom session – individual sessions were created for each course and / or each class. However, this would create additional work and potential confusion for AI Media.

there is no one single point of contact for co-ordinating everything. The main stakeholders are:

- Student
- Student Disability Service
- Lecturers
- Learning Technologists
- Student Support Officers

The work to be co-ordinated involves:

- confirming the timetable
- communicating with course organisers and other members of the teaching team
- communicating with AI Media
- communicating with the student.

This often leads to duplication of effort and vital communications going missing.

\* this can be somewhat shortened by creating a shortcut on the PC account desktop, which references the Zoom session. When selected it launches Zoom and connects to that meeting.

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## What next?

I have asked the Informatics student support team to contact the student to request feedback on their experience of live captioning this semester. We will use that feedback to inform our practices going forward. I also want to share our experience with the wider University community to see if and

where we can improve.

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## **Additional Resources**

[Accessibility and Lecture Recording](#)

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# **Resource List Semester 2 Deadline**

## **Updates to existing lists**

Please review and update your existing lists for Semester 2 and send them to the Library for review by **Monday 24 October** using the 'Request Library review' button at the top of the list.

## **New Resource Lists**

If you would like the Library to set up a new Resource List for your course, please provide the information requested on the [online form](#) and submit it by **Monday 24 October**.

## **Prioritise list citations**

Remember to prioritise items on your lists using 'Essential', 'Recommended' and 'Further reading'. The priority tags and student numbers inform the action the Library will take. You may also identify one 'key text' per course for which the



Library will take additional steps to provide e-book access. [Guides and short videos](#) are available to help you update existing list and set up new ones.

## List visibility

I would like to remind you that Resource Lists can be accessed without a University login via <http://resourcelists.ed.ac.uk/> Subscription resources (e-books, e-journal articles etc), any uploaded PDFs and scans provided by the Library can only be accessed by staff and students. If you would like to restrict access to your list to staff and students only, please use the 'Library Discussion' on the list to add a note before you send your list for review or contact [Library.Learning@ed.ac.uk](mailto:Library.Learning@ed.ac.uk) If you plan on using the online form to submit a new list, there's an check box you can use to let us know your visibility preference.

## Help and support

Please contact [Library.learning@ed.ac.uk](mailto:Library.learning@ed.ac.uk) if you have any questions or would like to arrange a Resource Lists training session.

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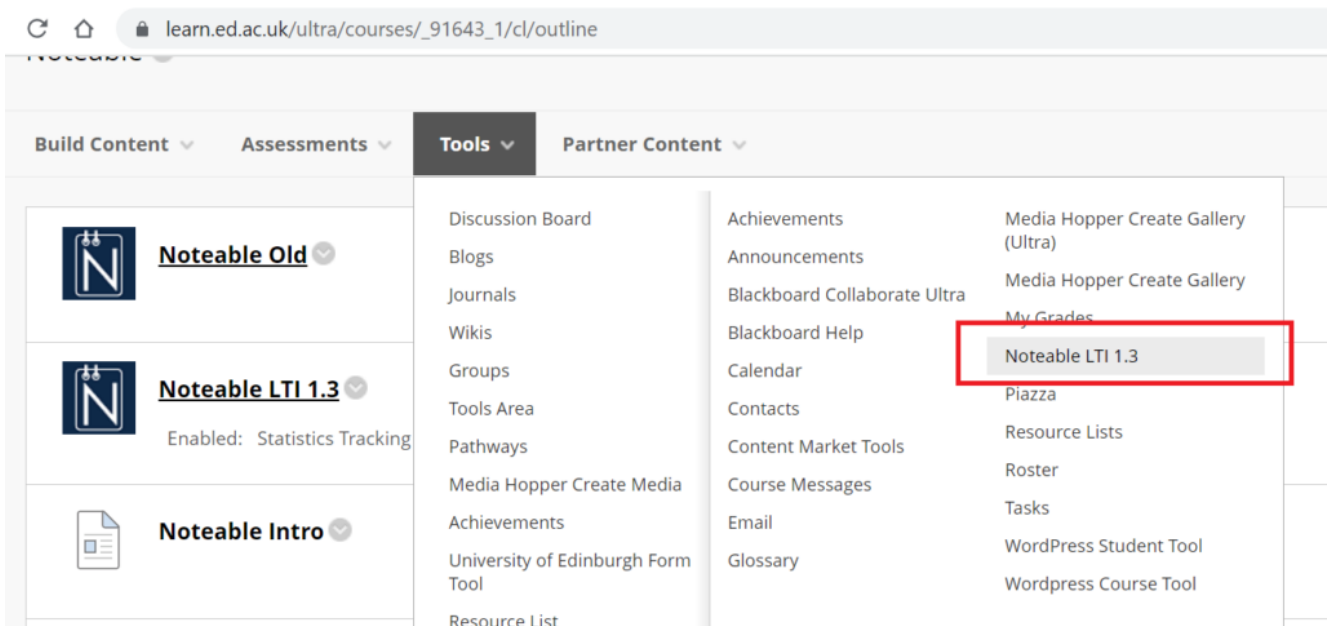
## Noteable 1.3

With the new release of Noteable in August 2022, ISG have configured a new way to connect your Learn course to Noteable – Noteable LTI 1.3.

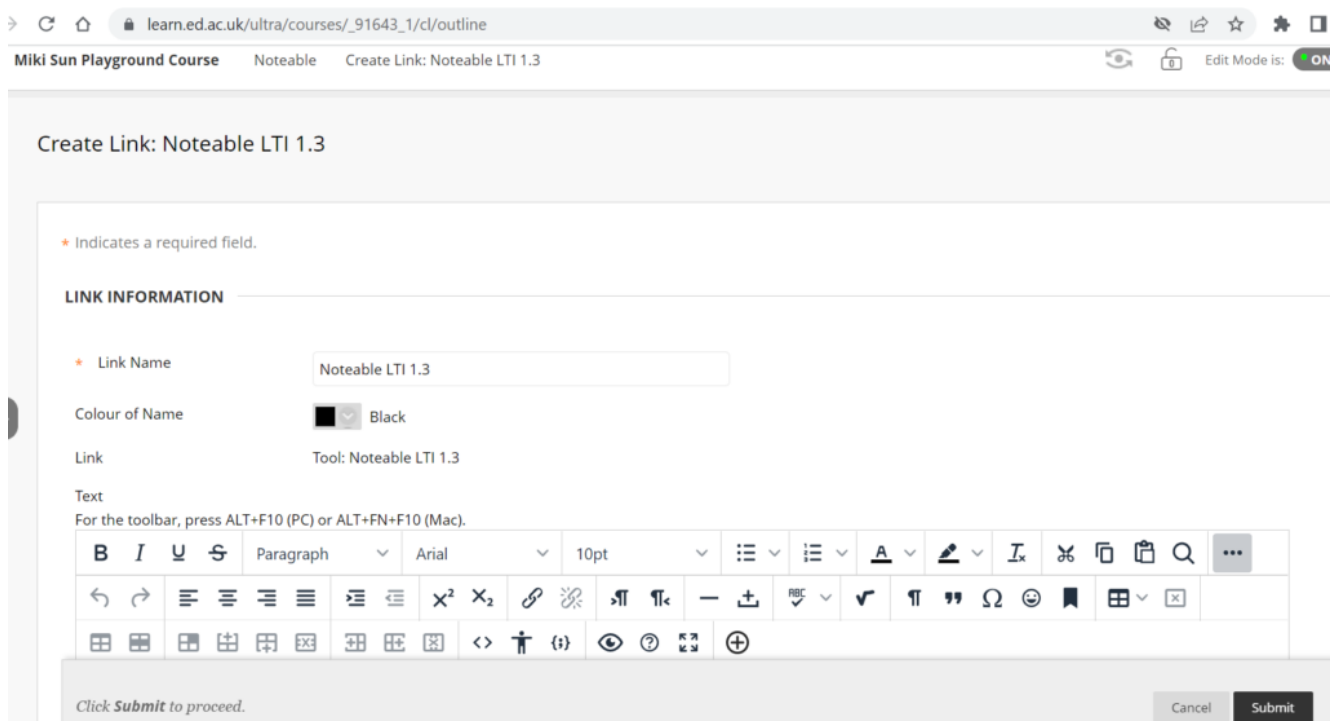
The Noteable LTI 1.3 integration has been successfully set up in Learn and Learn Ultra and the old connection method for Noteable will be **switched off by 16th September**. If there are

any old links in any of your courses, they will break. Please simply delete them and add the new Noteable LTI 1.3 instead. Instructions below.

Step 1. Select the Noteable LTI 1.3 link from the Tools menu.



Step 2. Check the settings and then click on Submit.



Step 3. The Noteable link will appear in the Learn course page. Click on it, it will launch on a new tab.



## The University of Edinburgh

Please select a personal notebook server

Standard Notebook (Python 3) ▼

Start

### What does a *Collaborative Session* notebook do?

“Collaborative Session” notebooks allow for two or more people to edit the same document by sharing a link.

Collaborative Sessions launch in the newer JupyterLab interface.

See our [documentation](#) for more information.

# Course Readiness Update (2022)

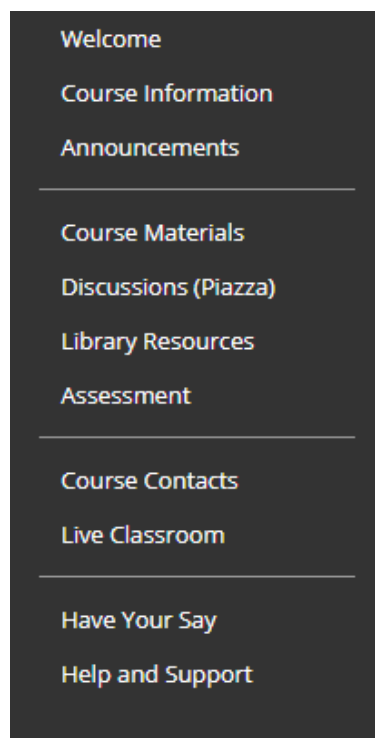
With the start of teaching soon upon us, it is important to ensure your Learn course is ready for the start of term. This is the first place that students (and potential students) come to find out more about your course.

All courses are now available in Learn for the new academic year. You can find a sortable list at <https://course.inf.ed.ac.uk>. If you cannot find your course please get in touch with the IT0 to check that your enrolment is correct and that the course is present.

# The Informatics Template

The use of a template is not new in the School of Informatics, and this year the design has been altered slightly in conjunction with the work that has been taking place in the [Learn Foundations Project](#).

Your course has already been pre-populated with the following structure, and some core information about the course has been pre-populated.



School of  
Informatics  
Template – Menu

Please review all sections of the course, and read the instructions that are available inline within each content area. These instructions are not visible to students.

Try using the [Student Preview](#) button to get an accurate picture of what the student will see if they access the course.



Edit Mode is: **ON**

Student Preview icon is on the left here, which some may say looks like an eye.

## **Week 0 and Week 1**

You are expected to have your course ready for Week 0 (12th September 2022) and have outlined below the information that is expected to be available in your course.

### **Review your Template Content**

We would expect all course organisers to have reviewed the content that has been pre-populated and complete or remove the sections that need additional content (these are usually highlighted in red).

We pull in course summary information from Theon. Please review this for accuracy and let the IT0 know if there are any issues.

If you are not planning on using certain facilities such as Piazza Discussions, or the Reading Lists Tools, you can hide/delete these sections and components accordingly.

### **Announcements / Induction**

The majority of the week 0 induction materials will be coordinated from the University, School, and Programme.

It can be a good idea to use the Announcements tool to welcome your new cohort to the course and help provide some structure to what is expected of them each week. The announcements can be a helpful go-to for the students for the latest information about the course with pointers of where to find materials,

etc.

The announcements remain visible through the duration of the course and can be emailed to the students. Be sure to select this option when creating the Announcement if you wish an email to be sent.

## **Course Materials for Week 1 (and more)**

Please make sure that the content that is required for the initial week is ready and in place. The way that you structure your content in the initial teaching weeks will set the scene for how a student will interact with your course. You should think carefully about the “patterns” that you will be replicating across the weeks to help provide the appropriate structure and support to the students when accessing their course materials off-campus.

Make every effort to clearly state your expectations of the student, make it clear if there is a particular order of content to be accessed, state how long you might expect a student to spend on certain activities, and state which elements are core and which are for additional information only. By providing this additional signposting you will help your students plan their time across their courses.

More information on this is available in the related [Course Patterns blog post](#).

## **Copying Existing Course Content**

You may already have a large amount of course materials available in the previous instance of the course. It is possible for ILTS to perform a course copy into the new template, and provide some assistance in mapping this to the new template and your course design patterns.

It is also possible to [copy items or folders](#) on a case by case

basis from one course to another.

**Tip:**

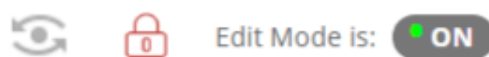
We strongly recommend not just doing a bulk copy without reviewing which content you really want for this year. It often takes more time to remove the unwanted content and perform the housekeeping compared to just building the course up from the template for the new term.

## Course Availability

The important last step before the start of term is to check if your course is available to students. By default all courses are created as “available to students”. You have the flexibility to hide the whole course until you are happy for it to be released, alternatively you can set entire sections of the course as hidden, or just limit the availability of individual items.

Using [Release Condition](#) settings, additional complex access restrictions can also be applied to Learn content by date/time, group membership, grades, items marked as reviewed.

Please do make sure your course is available for the start of term. You can toggle the availability using the “Padlock” icon in the top-bar of your course when on the course landing page.



The padlock eye here is in the centre. It is highlighted red to show that the course is NOT AVAILABLE to students

# Flipped Classroom

If you would like to keep some of the affordances of pre-existing teaching materials (eg recorded lectures) and use them in a flipped classroom approach, the ILTS team is happy to offer advice via [lt-support](#) or consultancy meetings. Even if you don't have a specific question we would love to hear your plans for the new term so we can share additional resources with you and help where we can.

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**Cutting Corners: An  
Informatics Case Study**





## Background

Pre pandemic, supporting STEM teaching and assessment at scale had become a strategic focus for the College of Science and Engineering at the University of Edinburgh. However, as the world went into lockdown in Spring 2020, the University was forced to move at a speed not usually seen in such large institutions. Thankfully, a successful pilot of [Gradescope](#) by the School of Informatics meant we were able to identify an immediate solution to moving our assessment online.

Before bringing a third party tool in to service, a number of checks and processes are required. A [Data Protection Impact Assessment \(DPIA\)](#) has to be carried out. This has to be run past Legal Services and Information Security. In addition, an accessibility assessment needs to be carried out. As The Smiths once wrote, [these things take time](#). Thankfully, as due diligence had been completed prior to the pilot in Autumn 2019, we were in a position to adopt a new service, and new ways of working, very quickly.

As we already had a relationship with [Turnitin](#) (who had recently bought Gradescope), expanding the contract was relatively smooth. The College could look at this as an opportunity to include a wider group of academics and professional service colleagues – from whom to gather feedback. We already knew from feedback from markers – in particular moderators – that marking at scale in Blackboard Learn was extremely cumbersome – and, at times, unworkable.

## A hiccup

And so, we seemed primed to roll out Gradescope across the School of Informatics, as well as a selection of other Schools within the College. However, there was a bump in the road. Changes to the [Safe Harbour](#) rules meant we had to revisit the DPIA and work with Legal again to ensure we could continue to use a third party service based in the US, without compromising the privacy of our students' data. All of this had to be completed by Schools, which were facing unprecedented workloads caused by the pandemic. Thankfully, we were able to negotiate a clause which satisfied Legal Services, and allowed us to continue to use Gradescope.

## December 2020 Exams

We rolled out Gradescope as the default assessment platform for our exams in the December 2020 diet. The [Homework Assignment](#) assessment type was the preferred option, as we were keenly aware that many of our students were living under lockdown rules and may not have exclusive access to a device for the entire exam window. We wanted to ensure students could sit and submit their exams with the least amount of tech possible. They would need internet access at the start of the exam, to allow them to download their exam paper, and then again at the end of the exam, to allow them to upload their

answers. A smart phone would be the most likely device they would have access to that would allow them to do this and, using one, they could easily scan their answers and upload them to Gradescope.

Students were able to access their exam papers and submit their answers without issue. Markers could enter their marks in an intuitive interface. Marks could be accessed without issue by the teaching office. The only thing that was missing was a decent anonymity feature. We worked around this by changing the names within the Roster from <Jane Doe> to <Anonymous User 1>. But this was an additional administrative burden we did not want to keep supporting. We took advantage of our close working relationship with the Gradescope team and requested a proper anonymity feature. Within a few months, it had been rolled out and worked pretty much exactly as requested. Anonymity can be toggled on and off with ease – with a consistent anonymous ID applied to each submission. Blackboard and Turnitin – please take note!

## 2021 Exams

The next exam diet to support was Spring 2021. We also widened the assessment types available to our academic colleagues. After a successful pilot of the [Online Assignment](#) by two academic colleagues, this was now seen as a potential format for both our online exams and coursework. Markers were becoming more and more became familiar with the Gradescope marking interface, and students could have confidence that their submissions had been received.

During this period, Victoria Dishon, Head of IT for the College of Science and Engineering, had also recruited a project manager to evaluate the implementation of Gradescope across the College. The report can be found [here](#) (link accessible to UoE staff only). In short:

- 65% colleagues in Informatics reported spending less time marking each paper, with 11% reporting an increase. This was principally down to a couple of courses wishing to mark vertically.
- 65% colleagues in Informatics reported spending less time on the administrative aspects of marking too.

## 2022 Hybrid Exams preparation

With Gradescope now the default platform for online exams, we were keen to keep the affordances of marking horizontally online, but to trial this with a return to students sitting invigilated exams on campus. This was primarily driven by concerns around instances of academic misconduct in online exams, but with no appetite to introduce online proctoring. To this end, we applied to College to request two exams be sat this way in the Spring 2022 diet ([Probabilistic Modelling and Reasoning](#) & [Operating Systems](#)).

Once College approved this, we began to work with the course organisers and teaching office colleagues to identify potential issues with this approach. To avoid confusion in the exam hall itself, the exam question papers were printed separate to the answer booklets. Personalised answer booklets were printed with the student name and exam number on the front cover (the name was included to make it easier for exam invigilators), and the exam number in the header of each subsequent page. The name would be blacked out with a sharpie prior to scanning for upload to Gradescope. The answer booklets were bound with a staple in the top left corner. It is this corner which would be cut prior to scanning. Stickers for identifying information were discounted as there were concerns this would jam the scanner. The exam answer booklets needed to have sufficient space for students to write their answers and some spare pages, as the template in Gradescope could not cope with pages being uploaded that it didn't

recognise. The reverse of each page of the answer booklet had a large note saying “Do not write on this page; Anything written on this page will **not** be scanned for marking” to ensure that students did not write any part of their answers on the back. This meant that the answer booklets could be scanned single-sided, which would help cut down on jams. Colleagues scrunched up, folded, and spilt water on sample answer booklets – anything we could think might happen in the exam hall – to help us prepare for any issues with the scanning process.

Gradescope was set up as a Homework / Problem Set type assignment with the option for the Instructor, rather than the Student, to upload the submissions. Then the answer booklet template was uploaded and used to create the assignment outline, using the exam number space at the top of the first page for their answers as the “ID Region”. A student roster was manually uploaded to Gradescope with the exam number as the Student ID. This meant that Gradescope should automatically be able to match the exam number indicated in the assignment outline to the correct student once the answers were uploaded.

## **Hybrid exams – what happened?**

The student experience of sitting the hybrid exams has been straightforward. Sufficient blank pages were left in the answer booklets which meant that no additional pages were required. The Course Organisers were positive about the experience, as it meant they could continue to use Gradescope for marking, but also the way Gradescope was set up – with a template to auto-match the student submissions to each question on the exam – meant that there were no problems with mis-tagged questions, as there had been when students uploaded the exam themselves.

The Teaching Office came up with a clear process for preparing

the answer booklets (crossing out the name, cutting off the staple, etc.) and scanning them before uploading them to Gradescope. The large, general use Xerox printer / scanners were used for scanning; these send the scanned document through as a PDF via email.

There were mechanical problems, which meant that the scanning process ended up taking a lot more Teaching Office staff time than anticipated. The machines jammed which made the scanning process slow. Also, the lack of proper paper cutting implements meant that it was very difficult to cut through large page count booklets and left staff with blisters. Ideally, dozens of answer booklets could be scanned together into one document and then uploaded to Gradescope. Using the student exam numbers and the assignment outline, Gradescope would then be able to split all answer booklets contained into the file into individual submissions. However, due to jamming issues, only two answer books were able to be scanned together. This meant more time spent waiting over the scanner and more time selecting and uploading files to Gradescope.

## What did we do?

These were not the biggest courses in the School and were only two of the 32 exams run in the School during the Spring 2022 diet. While the process for hybrid exams is now in place and does not need to be drastically changed for future diets, the Teaching Office staff time required to get the answers ready for marking was unsustainable.

Considering both the student experience, and the markers' experience remained positive, and the frustrations experienced by the teaching office staff were mechanical related, we took the decision to invest in a dedicated scanner. Able to scan c150 pages / minute, we bought a [Kodak i4000 series machine](#) in time for the December diet.



As of the time of writing (August 2023) we have now run two full successful exam diets using the approach outlined above. Not only is this the experience of the School of Informatics, but many Schools across the College of Science and Engineering have reported similar results. Auto matching a script to a user has also dramatically increased in accuracy, after Gradescope responded to our feature request to hide the student name field to markers. This meant we could include two unique identifiers per script, with only one (non identifiable to the marker) being visible to the marker.

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## **Teaching Hour – How to use your teaching support budget to best effect**

The Teaching Hour, in the School of Informatics, on February 24th 2022, focussed on “How to use your teaching support budget to best effect”.

Abstract from the event: “In Informatics course organisers have a budget to spend on employing staff and students as teaching support: tutors, demonstrators, teaching assistants, markers and any other roles help to support teaching and learning on courses. In this session colleagues detailed what the various teaching support roles are and who can take them on. They then illustrated and discussed different choices of learning activities in examples of Informatics courses”.

The recording from the session can be viewed, via Media Hopper Create, at this link [here](#). And the slides used during the session can be viewed, via Sharepoint, at this link [here](#).

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# Resource Lists: Rollover w/b 6th June

The annual Resource Lists rollover is scheduled for w/b 6th June 2022. Below is some information about the rollover process.

## **Rollover**

On 6th June we will start our annual Resource Lists rollover when we will copy lists used in 2021/22 and create a new version for use next academic year (2022/23). Lists from 2020/21 will also be rolled over if the corresponding course is delivered in 2022/23 but didn't run this year.

## **Action required**

No action is required from you until the rollover is complete. However, if you would like to start working on a Resource List for 2022/23 before 6th June, please contact [Library.Learning@ed.ac.uk](mailto:Library.Learning@ed.ac.uk) and they'll set you up with a new version of your list to edit before the rollover is complete.

## **Change freeze**

Please do not edit your 2020/21 list after 5pm on 3rd June as any changes made after this time may not be rolled over.

## **What will happen after rollover?**

Your new 2022/23 Resource List will be available to review and edit via <http://resourcelists.ed.ac.uk> and from the new course instance in Learn.

During week beginning 6th June, the current 2021/22 version of your Resource List will become read only. Students and staff will still be able to access previous years' lists either via the corresponding year's course in Learn or by searching on



the Resource Lists homepage: <http://resourcelists.ed.ac.uk>.

### **Next steps**

An email will be sent w/b 6th June to let you know rollover has completed as expected and provide more information on updating and setting up new lists for academic year 2022/23.

In the meantime, you'll find more information on using Resource Lists to request materials for teaching in 2022/23 on the [Resource Lists webpage](#).

The Resource List deadlines are:

- Semester 1: Monday 4 July 2022
- Semester 2: Monday 24 October 2022
- Term 3: Monday 16 Jan 2023

If you have any questions or would like to arrange a training session or 1-2-1 via Teams, please get in touch with [Library.Learning@ed.ac.uk](mailto:Library.Learning@ed.ac.uk).

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# **Digital Skills Festival**

## **Monday 30th May to 3rd June**

The Digital Skills Festival is run annually and with over 60 events scheduled covers a broad range of topics across all core areas of activity in the University.

You'll find sessions on

- [Digital Communication, Collaboration and Participation](#)
- [Digital Proficiency and Productivity](#)
- [Digital Creation, Problem Solving and Innovation](#)
- [Digital Learning, Development and Teaching](#)
- [Information, Data and Media Literacy](#)

- [Digital Identity and Wellbeing](#)

Please circulate the information about the festival to colleagues and staff.

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The Digital Skills and Training team in Information Services are pleased to announce that the [Digital Skills Festival](#) is returning for its second year. The Festival is running between Monday 30th May and Friday 3rd June 2022, and it is free to attend to all University of Edinburgh students and staff.

Last year's Festival was a great success with 54 events running throughout the week, attracting over 1000 attendees. The Festival won the Staff Development Forum Developing Excellent Practice Award for its collaborative approach, relevance and inclusivity.

This year, the Digital Skills Festival is larger and running in a hybrid format. Over 60 events are taking place throughout the week, some online and some in-person in our training rooms in Argyle House and the Main Library. Presenters from within and outside of the University will cover topics ranging from social media engagement to learning technology. The programme is sure to include something for everyone.

Take a look at the [Digital Skills Festival](#) website to browse the programme and book your place.