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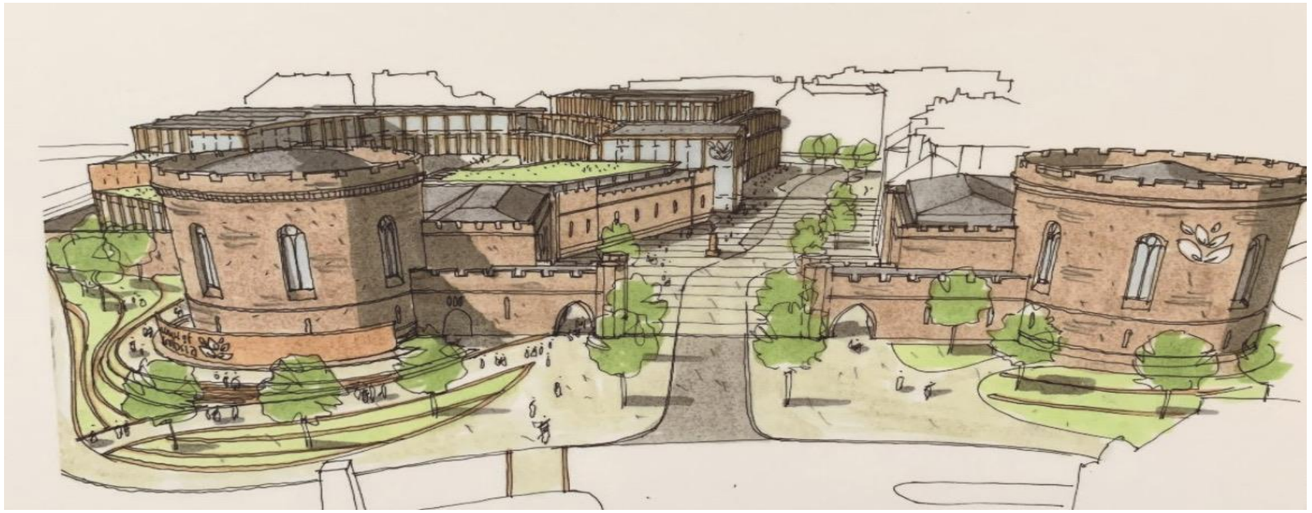
CENTRE FOR DIGITAL TRANSFORMATION



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SHARED VISION UoConnectED... AS

THE MECHANISM THROUGH WHICH TO REALISE THE UNIVERSITY'S AMBITION TO BECOME AN ACTIVE DEMONSTRATOR AND EXEMPLAR OF DIGITAL ADOPTION AND INNOVATION IN HIGHER EDUCATION.

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DIRECTOR CENTRE FOR DIGITAL TRANSFORMATION

Dr Amanda M. L. Taylor (-Beswick)

Social scientist with an interest in work that examines digital intersections - where the digital collides with education, social justice and social need. People first, digital and data, as appropriate, thereafter

United Kingdom · Contact info

1,479 followers · 500+ connections

Edit profile

Dr Amanda ML Taylor (-Beswick) digi-critical

@AMLTaylor66

Social Scientist preoccupied by HigherEd & the digital. Founder @SWBookGroup #swbkg Cofounder @SWVirtualPal UKGovTech Woman Leader 2018

Community · N of England & N of Ireland

linkedin.com/mwlite/in/dr-a... · Born August 17, 1966

Joined August 2010

3,772 Following **9,079** Followers

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Dr Amanda ML Taylor (-Beswick) digi-... @AMLTay... · Oct 23, 2018

Here, There and Everywhere: The Arrival of the Digital Professionalism 'Interactive' Mapping Tool for Social Work Students, Practitioners and Academics amltaylor66.wordpress.com/2018/10/23/her...

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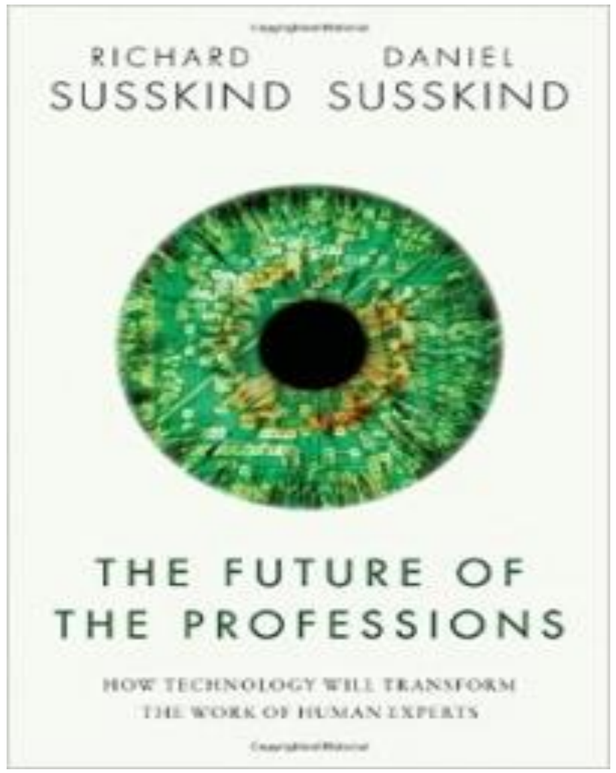
SCHOLARSHIP

VALUES

TEACHING

COMMUNITY

FUTURE OF WORK



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"There will be very few jobs for life, much less security, and very little predictability. There will be an emphasis instead on being able to learn, develop, and adapt rapidly as new roles and tasks arise."

"Instead, they have to build their own portfolios, made up of capabilities and competencies—being proficient at a range of particular tasks rather than at a specific job."

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HEI PRE-PANDEMIC SHIFTS

Even before the current crisis, changing technologies and new ways of working were disrupting jobs and the skills employees need to do them. In 2017, the McKinsey Global Institute estimated that as many as 375 million workers—or 14 percent of the global workforce—would have to switch occupations or acquire new skills by 2030 because of automation and artificial intelligence. In a recent McKinsey Global Survey, 87 percent of executives said they were experiencing skill gaps in the workforce or expected them within a few years. But less than half of respondents had a clear sense of how to address the problem.

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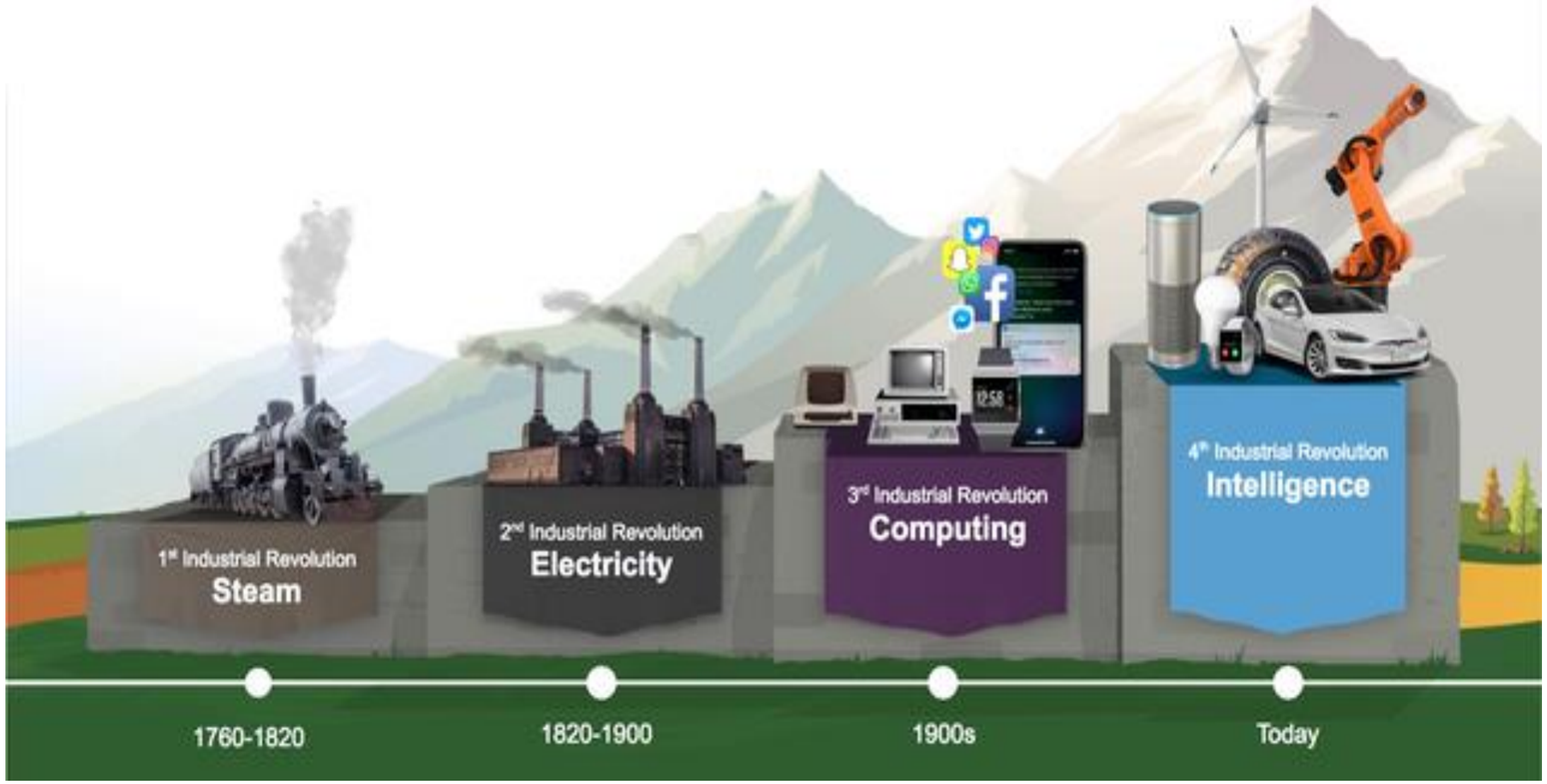
https://www.mckinsey.com/business-functions/people-and-organizational-performance/our-insights/to-emerge-stronger-from-the-covid-19-crisis-companies-should-start-reskilling-their-workforces-now

RAPIDITY AND SCALE



People are very open minded about new things – as long at they are exactly like the old ones

– C F Kettering

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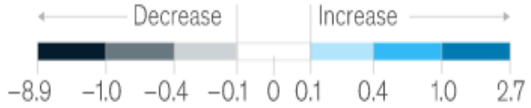
The mix of occupations may shift by 2030 in the post-COVID-19 scenario.

Estimated change in share of total employment, post-COVID-19 scenario, 2018 to 2030,[1]
percentage points



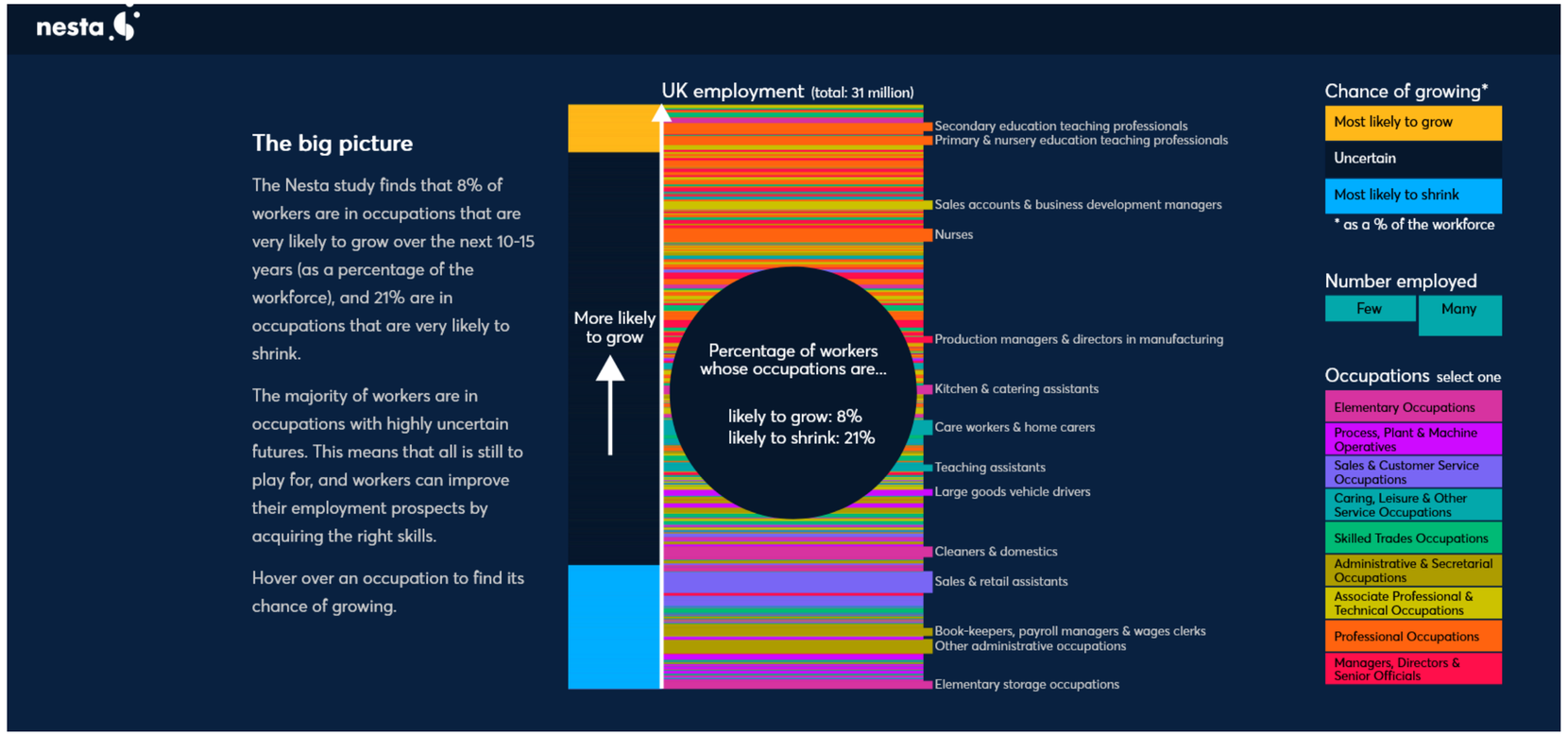
Occupational category	United States	Spain	United Kingdom	France	Germany	Japan	China	India
Health aides, techs, care workers								
STEM professionals								
Health professionals								
Managers								
Business/legal professionals								
Creatives and arts management								
Transportation services								
Educator and workforce training								
Property maintenance								
Community services								
Builders								
Mechanical installation and repair								
Customer service and sales								
Food services								
Agriculture								
Production and warehousing								
Office support								

[1]The pre-COVID-19 scenario includes the effects of eight trends: automation, rising incomes, aging populations, increased technology use, climate change, infrastructure investment, rising education levels, and marketization of unpaid work. The post-COVID-19 scenario includes all pre-COVID-19 trends as well as accelerated automation, accelerated e-commerce, increased remote work, and reduced business travel.
Source: McKinsey Global Institute analysis

McKinsey & Company

A UNIVERSITY IN AND FOR CUMBRIA

GRANULAR ANALYSIS



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https://data-viz.nesta.org.uk/future-skills/index.html

THE RACE TO ADDRESS THE DIGITAL SKILLS GAP

The pandemic accelerated the shift to digital, and now the Great Resignation or Great Re-evaluation… which has heightened the skills shortage.

There needs to be a **“massive reskilling of the digital economy”** to meet demand and **companies [including universities] are not doing enough about it**.

“We are seeing more jobs being created by small entrepreneurs, using IT systems… **Between 2020 and 2021, 9 million news jobs were created**.”

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Siemens has introduced an online learning platform for upskilling, to understand what capabilities are actually needed. How much of that talent is actually to be found internally, externally? How good is the local labour market? What are some of the demographic shifts coming up? **And once we know that, we're translating that into learning paths for individuals so we're trying to break down the big headline of talent scarcity and upskilling needs into real roadmaps for the different job profiles.**

RATIONALE...

for investing in a Centre for Digital Transformation is located within the Fifth Industrial Revolution (5IR), and how new and emergent technologies will continue to shape how we live, learn, earn, and access the world. The World Economic Forum posits that organisations who *“do not digitally transform will be left behind and will cease to exist…”* (Reddy and Morelix, 2020, np). Organisations that fail to critique this provocation, including universities, leave themselves in a position of unnecessary risk.

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A recent UK government study found that 83% of graduate level vacancies required digital skills, and that around a third of unfilled higher-level jobs were vacant because candidates lacked the required digital capabilities. As businesses increasingly base their operating models on digital technologies, the demand for digitally able graduates will continue to rise. Digitally able graduates earn on average 33% more than those without higher level digital skills, providing a financial rationale for why students will increasingly expect their educational experiences to equip them with digital knowledge, digital capabilities, and subject relevant digital expertise

(DCMS, 2019).

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As a result, the university sector will need to engage in digital workforce development – via upskilling and reskilling of academic and other staff – as well as modifying their programmes, to ensure that they are fit for purpose and real-world relevant; supported by a responsive IT infrastructure, and the effective use of available data

(Strategic Plan, Centre for Digital Transformation, UoC, 2022).

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CENTRE FOR DIGITAL TRANSFORMATION: UoConnectED

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VISION

The vision for the Centre for Digital Transformation (CDT) is that it will realise the University's ambitions to become an active demonstrator and exemplar of digital adoption and innovation in higher education. Through connecting the University of Cumbria community to design an educational offer that digitally equips, enables and engages people, places, practice and partnerships - now, and Towards 2030.

OUTCOMES

EDUCATIONAL OPPORTUNITY & ECONOMIC GROWTH

PORTFOLIO DEVELOPMENT → DIGITALLY CONFIDENT UNIVERSITY COMMUNITY → DIGITALLY CAPABLE GRADUATES → DIGITALLY ENABLED EMPLOYEES & BUSINESSES' → DIGITALLY INCLUDED PEOPLE & COMMUNITIES

THEMES

Digital HE

PORTFOLIO REVIEW TO DEVELOP NEW DIGITALLY-FOCUSED PROGRAMMES AND TO MAKE EXISTING PROGRAMMES MORE DIGITAL – INCLUDING THE GROWTH OF DIGITAL ENGAGEMENT AND EXPERTISE ACROSS THE UNIVERSITY AND A DIGITALLY ABLE GRADUATE FRAMEWORK

Digital Growth

WORK WITH INSTITUTES TO DEVELOP A MORE DIGITAL PORTFOLIO OF CPPD AND POST-GRADUATE PROGRAMMES – IN LINE WITH INDUSTRY, PARTNERS, & MARKET DEMAND

Digital Inclusion

CO-DESIGN & DELIVER ACCESSIBLE & INCLUSIVE DIGITAL PROGRAMMES & COURSES TO COMMUNITIES AND THEIR RESIDENTS

ENABLERS

CROSS-INSTITUTE /CENTRE WORKING

PORTFOLIO DEVELOPMENT AND DELIVERY; DIGITAL SCHOLARSHIP

CENTRE OF EXCELLENCE IN DIGITAL TRANSFORMATION

INTERNAL EXPERTISE, EXTERNAL REPUTATION

CAPACITY-BUILDING

DATA, DESIGN, DEVELOP & DELIVER: DIGITAL PRACTICES, PEDAGOGIES & ASSESSMENT STRATEGIES

TARGET POPULATIONS: FE, UG, PG, PHD, UP-SKILLERS, RE-SKILLERS, CAREER PORTFOLIOS, EARN AS YOU LEARNERS, CAREER CHANGERS

PRINCIPLES

UoConnectED: SHARED SOCIO-TECHNICAL HEI VISION

- DIGITAL AS A DIRECTION
- DATA AS AN AFFORDANCE
- PROACTIVE CONNECTION
- PRAGMATIC COLLABORATION
- CULTIVATIVE INNOVATION
- COLLECTIVE ACCOUNTABILITY
- CONTINUAL REVIEW/RENEWAL
- FUTURING HIGHER EDUCATION

UoConnectED digitally able graduate

- Digital knowledge – generic / subject specific
- Digital skills – technical and professional
- Digital values – inclusion, ethics, human rights, values
- Digital innovators – future disciplinary areas
- Digitally critical – appraise new and emerging technologies

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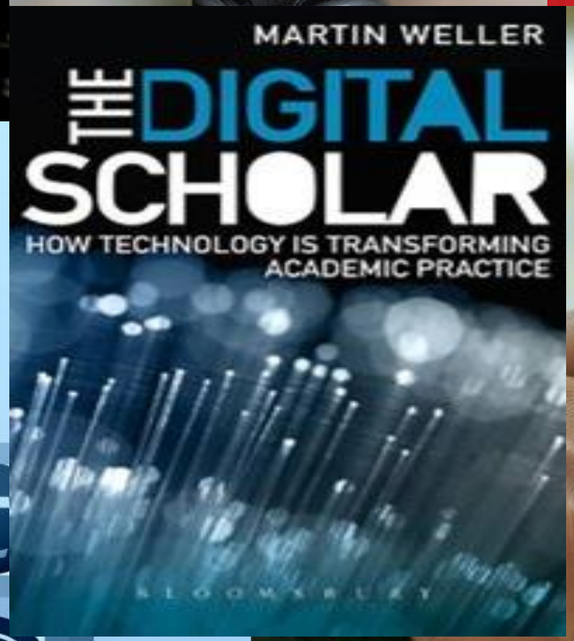
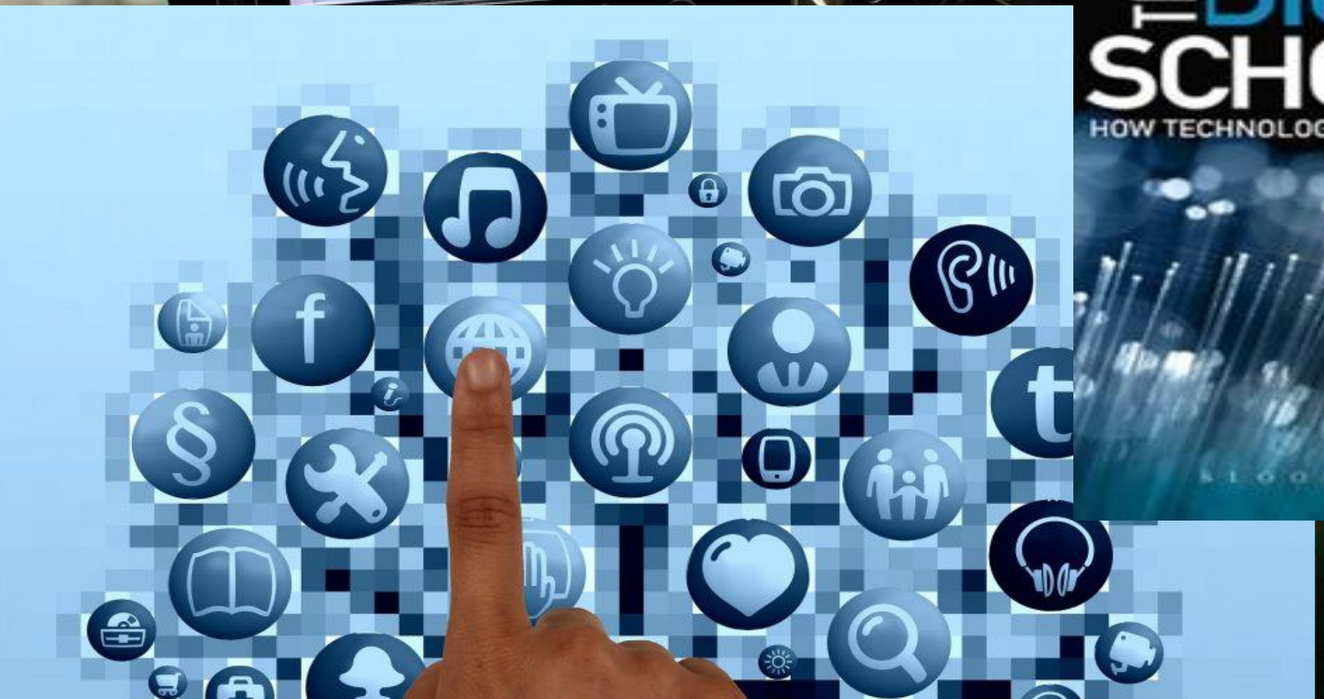
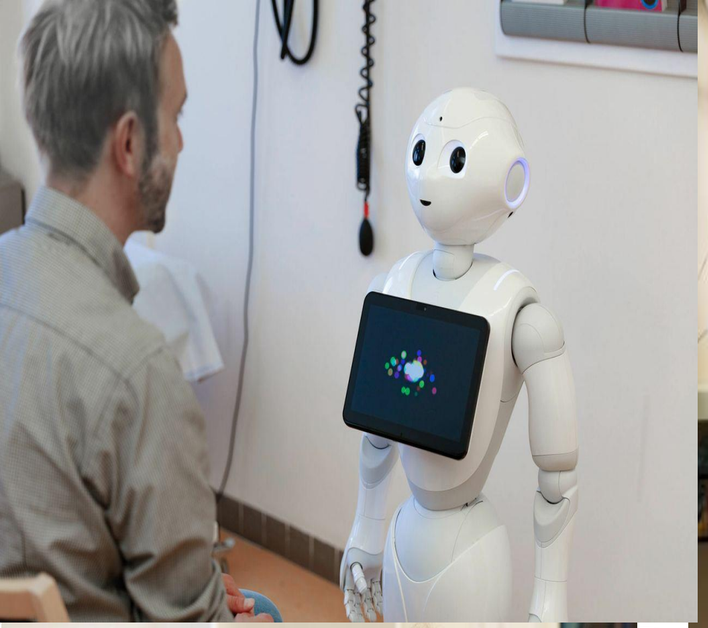
SHIFTING PRACTICES AND PEDAGOGIES

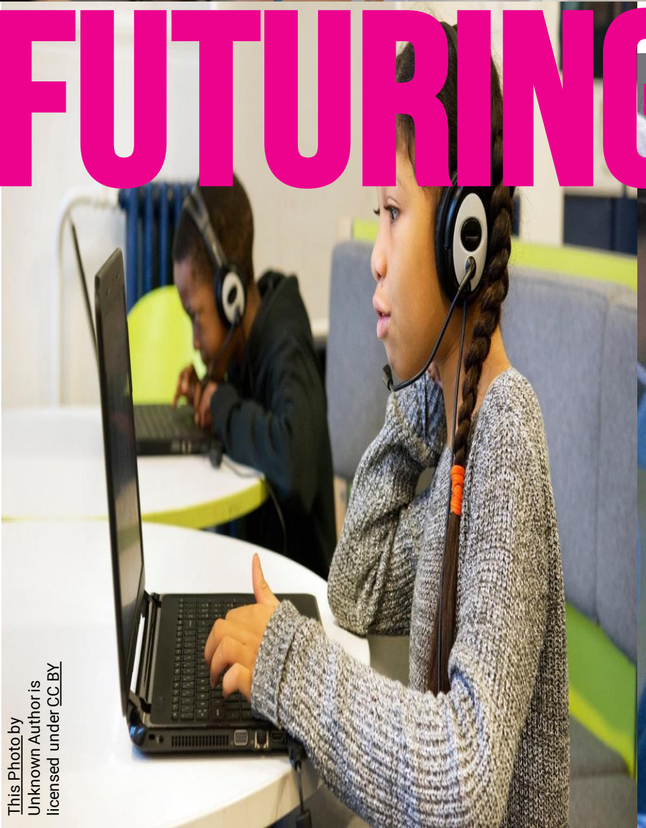
CRITICAL DIGITAL PEDAGOGY

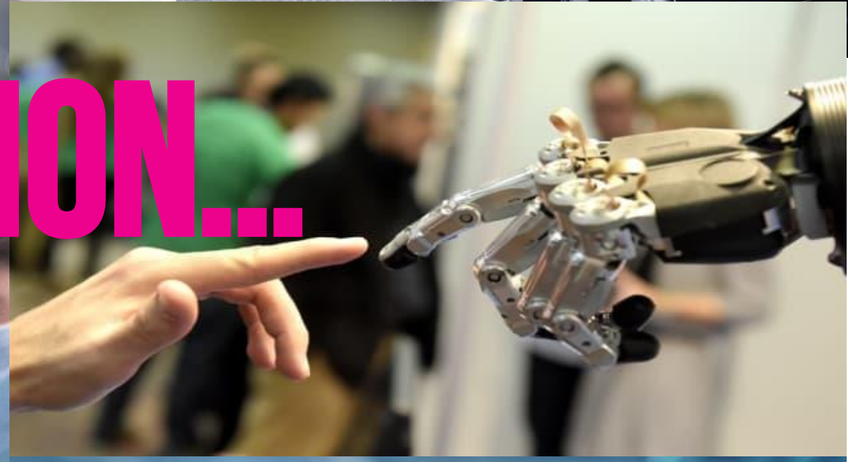






FUTURING HIGHER EDUCATION...





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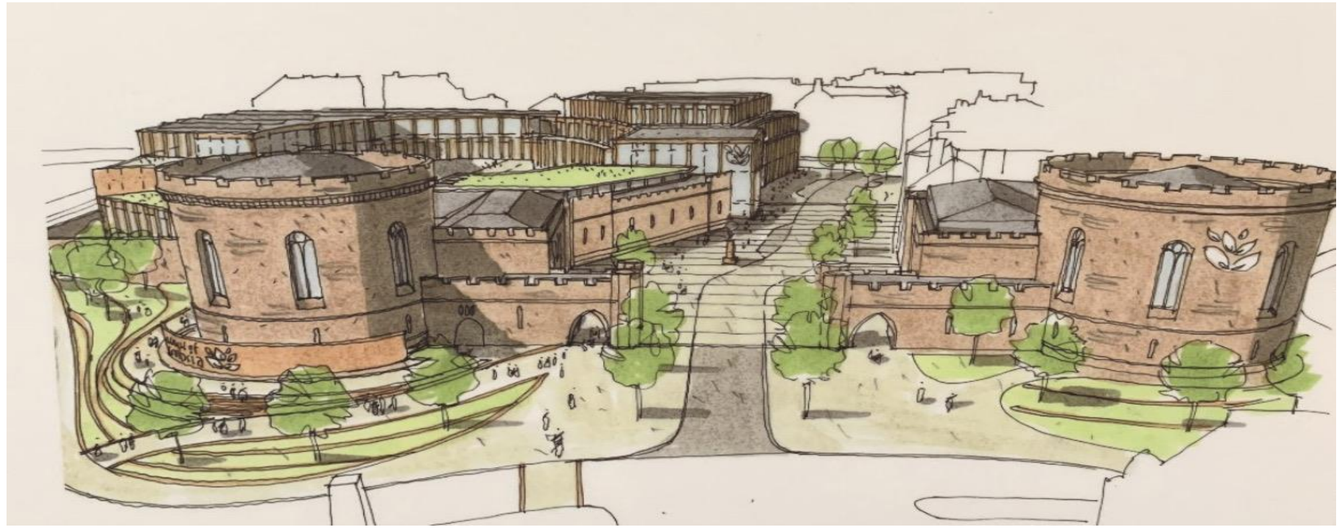
UoConnectED: Learning Together, Reimagining, and Forging Ahead Towards, and Beyond 2030



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