The digital now defines almost every part of academic activity and teaching and learning is no different. This requires an academic workforce with digital skills and capabilities that allow us to use technology to enhance learning and teaching, but in an appropriate and supportive way.

The development of this profile is very much to support academics in developing those digital capabilities. Not all will be relevant or appropriate for the individual or the discipline and should be discussed with line managers as part of current annual review processes and it is not expected that all staff will have all capabilities. Indeed, some may be deemed unnecessary for the discipline or role by the individual and line manager. Where new staff are being recruited, this document should allow digital skills and capabilities to be reflected in job descriptions.

The capabilities are ordered in approximately ascending order of depth and/or complexity within each category. They are designed to help support personal development with both face to face and online training resources based on the content that is available via a number of mechanisms such as Lynda.com, and face to face sessions provided by, for example, ISG Digital Skills or the CAHSS Digital Scholarship initiative.

It's not expected that anyone will be required to have all the capabilities listed here.

Individuals may wish to use this profile to identify areas for future personal development in discussion with their line manager, Director of Professional Services or head of section.

Line managers may wish to use this profile to have informed discussions with their staff during annual review about how they may develop their digital skills and competencies to enhance the services provided by themselves or their section.

Recruiting managers may wish to use this profile to augment job descriptions and to evaluate potential candidates during the interview process. Senior academics may wish to use this profile to assess the digital capabilities of staff applying for promotion, in order to ensure credit is given for developing and keeping updated skills, which are important for enhancing the research culture of the departments, disciplines, and other groups within the university.
Digital wellbeing

As a lecturer at the University of Edinburgh, I would like to develop the following digital identity and wellbeing capability:

Recognise the signs of digital overload and media distraction. I know how to manage my time online effectively and model this to learners

- Digital transformation
  https://edin.ac/2IO0ALy

Develop and project an academic digital footprint, digital identity or digital presence as an educator that has a positive impact and manage my digital reputation across a range of platforms

- Review and undertake the College Academic Digital Footprint checklist.
  https://edin.ac/2KNN4ZX
- 23 Things: Digital footprint
  https://edin.ac/2JnlwOS
- Digital security
  https://edin.ac/2JnlwOS
- Charlene Li: Digital leadership
  https://edin.ac/2NKMvCz

Raise awareness with learners how to manage their academic digital footprint, digital identity or digital presence

- Digital footprint MOOC
  https://edin.ac/2mwg8N1
- Digital citizenship
  https://edin.ac/2IVFjQ8

Look after my personal health, safety, relationships and work-life balance in online and digital environments act with respect for the health of others and of the natural environment when using digital technologies

- Cybersecurity awareness: Digital data protection
  https://edin.ac/2NJPQBJ

Collate and curate professional materials (e.g. learning and teaching materials) across digital networks

- Team collaboration in Office365
  https://edin.ac/2IOOAd0
- SharePoint online: Managing documents
  https://edin.ac/2IOZHSW
- Digital curation
  https://edin.ac/2LmtHHQ
- Google Hangouts/Collaborate Ultra & Wikimedia
  https://edin.ac/2JnQV2H

Maintain a range of digital profiles and other identity assets such as a professional development record

- Use Google to explore your digital footprint
  https://edin.ac/2NIE6lv
- Think about your digital footprint
  https://edin.ac/2NHNmnz

Face to face training

Lynda.com
Things to do to build skills
All levels
Beginner
Intermediate
Advanced
Digital wellbeing

As a lecturer at the University of Edinburgh, I would like to develop the following digital identity and wellbeing capability:

Balance digital with real-world interactions appropriately to support learning and teaching relationships

- Digital Education course - optional element of PgCAP programme
  [https://edin.ac/2NMNwK2](https://edin.ac/2NMNwK2)

Publish or share open materials relevant to learning and teaching; contribute to building the digital reputation of the University; monitor impact of my digital footprint across digital networks, using analytics appropriate to those networks

- 23 Things: Copyright
  [https://edin.ac/2NJ63qE](https://edin.ac/2NJ63qE)

- Review and undertake the College Academic Digital Footprint checklist.
  [https://edin.ac/2KNN4ZX](https://edin.ac/2KNN4ZX)

Participate in digital safety and anti-cyber-bullying initiatives; address digital responsibility with learners, and the consequences of negative online behaviours

- Examining cyber harassment
  [https://edin.ac/2NKTibe](https://edin.ac/2NKTibe)

- Cybersecurity awareness: Safer digital communications
  [https://edin.ac/2KIFD6G](https://edin.ac/2KIFD6G)

- Cybersecurity awareness: Social networking at work
  [https://edin.ac/2Jgu4lr](https://edin.ac/2Jgu4lr)

Understand the need to ensure equality of access to digital opportunity within my sphere of influence in the University; use digital technologies to support accessibility and inclusion.

- Considering digital access
  [https://edin.ac/2JfFdmO](https://edin.ac/2JfFdmO)

- 23 Things: Accessibility
  [https://edin.ac/2Jgel67](https://edin.ac/2Jgel67)

- Office365 for educators
  [https://edin.ac/2NlsX7j](https://edin.ac/2NlsX7j)

- 23 Things: Diversity
  [https://edin.ac/2Jgel67](https://edin.ac/2Jgel67)
Information, data and media literacies

As a lecturer at the University of Edinburgh, I would like to develop the following information, data and media literacies capability:

Identify what information and resources I need to enhance and improve my own teaching and learning practice. I can evaluate how new digital information sources meet my teaching and learning needs, managing volume, complexity and number of sources.

- Fake news vs real news: Discovering new sources
  https://edin.ac/2yj8ZVQ
- Learning Python
  https://edin.ac/2Lb2Lei
- Python essential training
  https://edin.ac/2JIiE08
- Intro to Python for data science
  https://edin.ac/2Lb32Om

Carry out a search using public and University-provided tools to find the information required.

- Learning Internet Explorer
  https://edin.ac/2LYyvqA

Understand how data is structured and organised within systems that I use for research and associated teaching.

- Learning data analytics
  https://edin.ac/2Jh7xVE
- Understanding data types
  https://edin.ac/2JfoUXb

Understand the application of copyright to images and resources I would like to use in my teaching, sourcing open or Creative Commons material wherever possible.

- Copyright FAQs
  https://edin.ac/2NtY7ti
- Plain english Creative Commons licence
  https://creativecommons.org/licenses/
- Search Flickr for CC-BY images
  https://www.flickr.com/

Understand information governance and security practices to protect myself and the University from data loss particularly as it relates to personal or sensitive information.

- Information security self select online resources
  https://edin.ac/2MwLcWc

Manage and apply new information to my teaching and learning context.

- Teaching Matters blog
  https://edin.ac/2vmCaFa
Information, data and media literacies

As a lecturer at the University of Edinburgh, I would like to develop the following information, data and media literacies capability:

**Share and present information as necessary in appropriate and accessible formats**
- WordPress: Accessibility  
  [https://edin.ac/2La5Db](https://edin.ac/2La5Db)
- Creating accessible PDFs  
  [https://edin.ac/2NsY9BX](https://edin.ac/2NsY9BX) [https://edin.ac/2Jhpr1](https://edin.ac/2Jhpr1)
- Adobe DC: Creating accessible PDFs  
  [https://edin.ac/2JgVGqZ](https://edin.ac/2JgVGqZ)

**Use a range of media to stay informed about current and relevant content that impact on my academic practice and the lives of my students**
- University website  
  [https://edin.ac/2vp5x8H](https://edin.ac/2vp5x8H)

**Use the information within my teaching inclusively, legally and ethically, understanding and complying with legal, professional and organisational requirements when using and sharing information**
- Moral, legal and ethical systems (video)  
  [https://edin.ac/2Jgmdn](https://edin.ac/2Jgmdn)
- Understanding and prioritizing data privacy  
  [https://edin.ac/2Jdbued](https://edin.ac/2Jdbued)

**Use ICT systems such as EvaSys to provide information about the quality of my teaching**
- Systems & data  
  [https://edin.ac/2O89E0T](https://edin.ac/2O89E0T)

**Use learning analytics to inform decisions and improve teaching and learning for students**
- Apply learning analytics  
  [https://edin.ac/2JfHAWP](https://edin.ac/2JfHAWP)
- Data analyst playlist  
  [https://edin.ac/2L7XQec](https://edin.ac/2L7XQec)
Digital creation, innovation and scholarship

As a lecturer at the University of Edinburgh, I would like to develop the following digital creation, innovation and scholarship capability:

**Use University-provided microphone equipment and lecture recording tools, checking audio levels to ensure the best possible quality of recording for students**
- Media Hopper Create: Introduction
  https://edin.ac/2LiNkQQ
- Making video 2: Teach something
  https://edin.ac/2LdJpW5
- 23 Things: Video
  https://edin.ac/2L4O7p2

**Contribute, design and develop digitally enabled teaching and learning content**
- EdWeb training
  https://edin.ac/2JHCwvq
- Teaching techniques: Developing curriculum
  https://edin.ac/2Jh6Ty
- Teaching online: Synchronous classes
  https://edin.ac/2LaFhGh
- 23 Things: Online games and learning tools
  https://edin.ac/2JfbuKM

**Understand the process by which information is published online, and the basics of web editing and coding**
- Teaching techniques: Blended learning
  https://edin.ac/2JicX2H
- Getting started with Wikipedia
  https://edin.ac/2Jge03t
- Learning to teach online
  https://edin.ac/2KT6DAp
- Teaching future ready students
  https://edin.ac/2Lcv1gD
- Teaching with technology
  https://edin.ac/2NwC1qm
- Teaching techniques: Classroom cloud strategy
  https://edin.ac/2Jh1CQs

**Support the evaluation of digital tools for learning and teaching for effectiveness**
- Training evaluation
  https://edin.ac/2Jgr5B
Digital learning and development

As a lecturer at the University of Edinburgh, I would like to develop the following digital learning and development capability:

Use digital networks and resources to undertake professional development as a teacher

- Learning online: Managing your identity (MOOC)
  https://edin.ac/2Jjv1JL
- MSc in Digital education
  https://edin.ac/2Li6oPq
- Teaching tips course
  https://edin.ac/2Li2QNu
- iPad classroom: The basics
  https://edin.ac/2LcOSfs
- Digital transformation
  https://edin.ac/2IO0ALy

Identify and take up opportunities for professional development in digital learning, teaching and assessment

- Introduction to Grade Centre & assessments in Learn
  https://edin.ac/2JdwJgr
- Teaching techniques: Developing curriculum
  https://edin.ac/2Jh6TYy

Understand the benefits of digital professionalism and how to behave online and can demonstrate same to others

- Digital citizenship
  https://edin.ac/2LVfJQ8
- Digital citizenship and digital footprint
  https://edin.ac/2JxXeEa

Source appropriate digital learning resources, assessing for accuracy, relevance, accessibility, diversity and effectiveness

- Teaching techniques: Making accessible learning course
  https://edin.ac/2JjWNG4

Reflect on personal learning, teaching and assessment practices with technology, using digital tools to support reflection where appropriate

- Digital storytelling MOOC
  https://edin.ac/2JjWS7A
- Learning online: Reflecting and sharing MOOC
  https://edin.ac/2LcV2MC
- Creating effective learning assessments
  https://edin.ac/2LdZXwV
Digital learning and development

As a lecturer at the University of Edinburgh, I would like to develop the following digital learning and development capability:

### Design and plan new and existing courses of study to include digital issues, assessment, activities, opportunities and outcomes

- Introduction to Collaborate Ultra
  - [https://edin.ac/2KT6ZHk](https://edin.ac/2KT6ZHk)
- Creating multimedia learning
  - [https://edin.ac/2Licqzy](https://edin.ac/2Licqzy)
- Social media in the classroom
  - [https://edin.ac/2LaWoaO](https://edin.ac/2LaWoaO)

### Facilitate learning in digital settings; online, blended, flipped and in technology-rich classrooms

- Preparing for lecture recording: Presentation design and media use
  - [https://edin.ac/2JTVTBf](https://edin.ac/2JTVTBf)
- Teaching techniques: Blended learning
  - [https://edin.ac/2JicX2H](https://edin.ac/2JicX2H)
- Media Hopper Create
  - [https://edin.ac/2LcFclb](https://edin.ac/2LcFclb)
- Creating multimedia learning
  - [https://edin.ac/2Licqzy](https://edin.ac/2Licqzy)
- Communication in the 21st century classroom
  - [https://edin.ac/2NNVwe8](https://edin.ac/2NNVwe8)

### Adapt teaching in response to feedback from learners collected or facilitated digitally; using online polls, learning environment data, learning analytics)

- Using the feedback tool
  - [https://edin.ac/2NHCSEF](https://edin.ac/2NHCSEF)
- Polling with Outlook
  - [https://edin.ac/2NMia6o](https://edin.ac/2NMia6o)

### Guide learners to use their own digital devices, services and apps in support of learning, in class and independently

- iPad Classroom: Creating a research project
  - [https://edin.ac/2NKgH0m](https://edin.ac/2NKgH0m)
- iPad apps for educators
  - [https://edin.ac/2NR5dse](https://edin.ac/2NR5dse)
- Google apps 2016 for education
  - [https://edin.ac/2NNvmb7](https://edin.ac/2NNvmb7)

### Use digital technologies to support in-class learning; polling tools such as TopHat, live curation/sharing tools, digital presentation

- Teach with Lynda.com
  - [https://edin.ac/2NLMH4p](https://edin.ac/2NLMH4p)
Digital learning and development

As a lecturer at the University of Edinburgh, I would like to develop the following digital learning and development capability:

Use digital tools such as ePortfolios to organise, plan and reflect on learning, and support learners to do the same

- Using Pinterest, blogs or Pathbrite ePortfolios to showcase student work
  https://edin.ac/2NOjzJO
- Synchronous classes
  https://edin.ac/2LaFhGh
- Learning digication ePortfolios
  https://edin.ac/2NOfsxd

Use digital tools to record learning events/data and support learners to use these records for review and self-assessment

- Media Hopper Create
  https://edin.ac/2LCfclb

Develop and adapt digital learning resources according to learners' needs, with an awareness of what content licensing is appropriate

- Learning online: Searching and researching MOOC
  https://edin.ac/2NMmdQ8
- Learning to teach online
  https://edin.ac/2KT6DAp

Work with other professionals to support learners' digital capabilities such as subject librarians and learning technologists

- Teaching Matters blog
  https://edin.ac/2MjATZr

Use digital tools in support of assessment (e.g. quizzes, polls, self-assessment, peer assessment, e-portfolio, peer review), and to give feedback (e.g. via annotations, audio tracks)

- Tools
  https://edin.ac/2NN314T

Design assessment activities to progress and demonstrate learners' digital capabilities

- Creating effective assessments
  https://edin.ac/2LdZXwV

Support teaching staff to develop their digital capabilities; contribute to digital learning, teaching and assessment policies, strategies, working groups and initiatives; promote and adopt digital innovations in teaching.

- Learning online: Learning & collaborating
  https://edin.ac/2JoAuPA
- Teaching with technology
  https://edin.ac/2Lfp4zG

Face to face training

Lynda.com

Things to do to build skills

All levels
  Beginner
  Intermediate
  Advanced
As a lecturer at the University of Edinburgh, I would like to develop the following digital communication, collaboration and participation capability:

### Digital communication, collaboration and participation

- **Adapt my style and content appropriately with awareness of my intended audience, communicating ideas in a range of digital media and in accordance with different cultural, social and communication norms with consideration of the communication preferences and access needs of different learners**
  - Teaching with technology
    - [https://edin.ac/2Lfp4zG](https://edin.ac/2Lfp4zG)
  - Blended learning
    - [https://edin.ac/2JicX2H](https://edin.ac/2JicX2H)
  - Making accessible learning
    - [https://edin.ac/2LbvP5n](https://edin.ac/2LbvP5n)

- **Support learners in communicating effectively in academic and professional contexts and to understand the different norms of communication in different settings**
  - Grading papers with track changes and comments
    - [https://edin.ac/2NWUDQq](https://edin.ac/2NWUDQq)

- **Give respect to others in public communications; maintain privacy in private communications**
  - Working with personal and sensitive data
    - [https://edin.ac/2Fi9gx9](https://edin.ac/2Fi9gx9)
  - Respecting confidentiality
    - [https://edin.ac/2NXXLvh](https://edin.ac/2NXXLvh)

- **Use digital communications to support learning e.g. through webinars, tutorials, mentoring, online lectures, email, chat. Offer feedback to learners in ways that are digitally available**
  - Online assessment and feedback using Turnitin and Grademark
    - [https://edin.ac/2JdwJgr](https://edin.ac/2JdwJgr)
  - Managing course copy and migration in Learn
    - [https://edin.ac/2JdwJgr](https://edin.ac/2JdwJgr)
  - Educational technology for student success
    - [https://edin.ac/2LiMjbK](https://edin.ac/2LiMjbK)
  - Giving and receiving feedback
    - [https://edin.ac/2KHE3lk](https://edin.ac/2KHE3lk)
  - Using Kaizena to give students audio feedback
    - [https://edin.ac/2JKQP8a](https://edin.ac/2JKQP8a)
  - Synchronous classes
    - [https://edin.ac/2LaFhGh](https://edin.ac/2LaFhGh)
  - Learning to run webinars
    - [https://edin.ac/2LfA0gv](https://edin.ac/2LfA0gv)

- **Behave safely and ethically in networking situations; encourage learners to do the same**
  - Networking
    - [https://edin.ac/2NYOlzw](https://edin.ac/2NYOlzw)
Digital communication, collaboration and participation

As a lecturer at the University of Edinburgh, I would like to develop the following digital communication, collaboration and participation capability:

### Participate in digital teams and working groups for example in curriculum development and review using University-provided collaboration tools
- Developing curriculum
  - [https://edin.ac/2Jh6TYy](https://edin.ac/2Jh6TYy)
- Developing curriculum using the Explain Everything app
  - [https://edin.ac/2NUSvZm](https://edin.ac/2NUSvZm)

### Collaborate effectively in digital spaces e.g. building shared resources, wikis, web pages, digital writing and presentations
- Introduction to Wikis
  - [https://edin.ac/2wlWOFM](https://edin.ac/2wlWOFM)
- Learning Office365 groups
  - [https://edin.ac/2NVakrm](https://edin.ac/2NVakrm)
- Wordpress for education
  - [https://edin.ac/2NT9RFX](https://edin.ac/2NT9RFX)
- Wordpress essential training
  - [https://edin.ac/2NX20r2](https://edin.ac/2NX20r2)

### Support learners to collaborate using shared digital tools and media, and to work effectively across cultural, social and linguistic boundaries
- Tools
  - [https://edin.ac/2NN314T](https://edin.ac/2NN314T)

### Participate in digital networks with learners and with other teachers, such as social media, relevant to your professional role and interests such as Facebook, Twitter, LinkedIn, Academia.edu, ResearchGate
- Twitter essential training
  - [https://edin.ac/2NQtRct](https://edin.ac/2NQtRct)
- Social media in the classroom
  - [https://edin.ac/2LaWoaO](https://edin.ac/2LaWoaO)
- Social media tools and tips
  - [https://edin.ac/2NWAYtB](https://edin.ac/2NWAYtB)
- Facilitate and build new networks; amplify messages across networks; be aware of how digital networks influence social behaviour.
- How to rock social media
  - [https://edin.ac/2JhT6Vv](https://edin.ac/2JhT6Vv)
- Thing 20: Linkedin
  - [https://edin.ac/2JsbU4k](https://edin.ac/2JsbU4k)
### Digital communication, collaboration and participation

As a lecturer at the University of Edinburgh, I would like to develop the following digital communication, collaboration and participation capability.

- Share learning and teaching materials, presentations and resources on appropriate digital sites and networks. Facilitate learning groups and networks; encourage learners to do the same.
  - Prezi Next: Introduction [https://edin.ac/2NT72EO](https://edin.ac/2NT72EO)
  - Learning Google Classroom 2016 [https://edin.ac/2NUDI0E](https://edin.ac/2NUDI0E)
  - Learning OneNote 2016 class notebooks [https://edin.ac/2NW391T](https://edin.ac/2NW391T)
  - Tips for design and delivery of digital presentations [https://edin.ac/2NXiShd](https://edin.ac/2NXiShd)
  - Prezi essential training [https://edin.ac/2NUAmuJ](https://edin.ac/2NUAmuJ)
  - Google groups essential training [https://edin.ac/2NUE0EM](https://edin.ac/2NUE0EM)
  - Prezi tips and tricks [https://edin.ac/2NVxKwA](https://edin.ac/2NVxKwA)

### ICT Proficiency

As a lecturer at the University of Edinburgh, I would like to develop the following ICT proficiency capability.

- Make full use of the University standard productivity software such as; Microsoft Office suite; Word for written reports, presentation with PowerPoint, web browsing with University-provided browsers, intranet access using SharePoint.
  - SharePoint online essential training [https://edin.ac/2IOZHSW](https://edin.ac/2IOZHSW)
  - Learning the Firefox browser [https://edin.ac/2KZTm98](https://edin.ac/2KZTm98)
  - Learning the Microsoft Edge browser [https://edin.ac/2J7Jit7](https://edin.ac/2J7Jit7)
  - PowerPoint quick tips [https://edin.ac/2NQxMpH](https://edin.ac/2NQxMpH)
  - Office365: Word essential training [https://edin.ac/2NZRBLk](https://edin.ac/2NZRBLk)
  - Excel 2016 Intermediate [https://edin.ac/2NUEKdb](https://edin.ac/2NUEKdb)
  - Learn Microsoft Office 2016 [https://edin.ac/2NXalv0](https://edin.ac/2NXalv0)

- Determine when and how to obtain help from IS Helpdesk or School/College based learning technology experts.
  - Various courses available [https://edin.ac/2NY6kWX](https://edin.ac/2NY6kWX)
ICT Proficiency

As a lecturer at the University of Edinburgh, I would like to develop the following ICT proficiency capability.

Use Outlook for messaging and calendar. Keep calendar up to date and schedule meetings appropriately by viewing others calendars

- Various courses available
  https://edin.ac/2NY6kWX
- Outlook quick tips
  https://edin.ac/2NTaVcS
- Working with shared calendars in Outlook
  https://edin.ac/2NXnJPt
- Outlook 2016: Time management with calendar and tasks
  https://edin.ac/2L1TeWW

Stay up to date with technology related to my discipline as it evolves and enhances the learning experience for students

- Cool tools & new technologies
  https://edin.ac/2vp25Mj

Use core functions of the University VLEs: Blackboard, Moodle and associated packages, for example to publish course handbooks, reading lists, lecture slides, submission of assessment and return of feedback

- VLE learning analytics
  https://edin.ac/2MgaCaQ
- Blackboard Collaborate
  https://edin.ac/2NThMmF
- Introduction to Blackboard Collaborate
  https://edin.ac/2AtmrWf

Use University-provided audio-visual equipment in teaching spaces with confidence

- Chalkboard recording
  https://edin.ac/2NVgTu0
- Lecture recording
  https://edin.ac/2NVFoqT

Stay up to date with technology related to my discipline as it evolves and enhances the learning experience for students

- Cool tools & new technologies
  https://edin.ac/2vp25Mj

Use University-provided attendance and engagement monitoring tools

- TopHat attendance
  https://edin.ac/2Njh29p
ICT Proficiency

As a lecturer at the University of Edinburgh, I would like to develop the following ICT proficiency capability:

- **Use personal voting systems such as TopHat in lectures to enhance my teaching**
  - Introduction to TopHat electronic voting system
    - [https://edin.ac/2Ju9GL](https://edin.ac/2Ju9GL)

- **Use MediaHopper to capture desktop, upload video and stream content to students**
  - Media Hopper Create: Introduction
    - [https://edin.ac/2LcFc1b](https://edin.ac/2LcFc1b)
  - Lecture recording with Media Hopper Replay: Beyond the basics
    - [https://edin.ac/2JvaGRS](https://edin.ac/2JvaGRS)
  - Using Chalkboards in lecture recording
    - [https://edin.ac/2hYvVJc](https://edin.ac/2hYvVJc)

- **Understand basic principles of computation, coding and information processing, especially as they apply to my field of research**
  - VLE learning analytics
    - [https://edin.ac/2MgaCaQ](https://edin.ac/2MgaCaQ)
  - Virtual learning environment
    - [https://edin.ac/2vrHI1c](https://edin.ac/2vrHI1c)

- **Use Excel for data analysis, charting and visualisation of data**
  - Excel tips weekly
    - [https://edin.ac/2Jw9duy](https://edin.ac/2Jw9duy)
  - Learning Excel data analysis
    - [https://edin.ac/2NoJd6K](https://edin.ac/2NoJd6K)
  - Excel 2016 intermediate
    - [https://edin.ac/2NzdG2W](https://edin.ac/2NzdG2W)
  - Excel 2007: Pivot tables for data analysis
    - [https://edin.ac/2JuN1kH](https://edin.ac/2JuN1kH)

- **Use plagiarism and originality checking tools and understand the scoring given critically assess the appropriateness of any ICT tool to enhance learning and teaching**
  - Using Turnitin in Learn
    - [https://edin.ac/2Jwp0JZ](https://edin.ac/2Jwp0JZ)
  - Using Turnitin
    - [https://edin.ac/2FD5uKN](https://edin.ac/2FD5uKN)

- **Use personal web space**
  - [https://edin.ac/2M5lagr](https://edin.ac/2M5lagr)

- **Use a content management system to create a personal profile on the University website**
  - Personal web space
    - [https://edin.ac/2M5lagr](https://edin.ac/2M5lagr)

- **Understand basic principles of computation, coding and information processing, especially as they apply to my field of research**
  - VLE learning analytics
    - [https://edin.ac/2MgaCaQ](https://edin.ac/2MgaCaQ)
  - Virtual learning environment
    - [https://edin.ac/2vrHI1c](https://edin.ac/2vrHI1c)
ICT Proficiency

As a lecturer at the University of Edinburgh, I would like to develop the following ICT proficiency capability:

1. Use Skype for Business to communicate with colleagues via instant messaging, audio calls and video conferences:
   - Learning Skype for Business: https://edin.ac/2tQnkWQ
   - Skype for Business essential training: https://edin.ac/2oAWMW4

2. Use appropriate bibliographic software such as EndNote or Zotero:
   - Managing bibliographies with EndNote: https://edin.ac/2Jwed2j
   - EndNote essential training: https://edin.ac/2NDi7K0

3. Use tools such as NVivo as appropriate and to enhance learning and teaching of qualitative analysis:
   - Introduction to NVivo: https://edin.ac/2Njk9OH
   - NVivo: Beyond the basics - the queries: https://edin.ac/2JwshZN
   - Learning NVivo: https://edin.ac/2JrTfBT

4. Use tools such as SPSS, Stata and R as appropriate and to enhance learning and teaching of quantitative analysis:
   - SPSS statistics essential training: https://edin.ac/2JAdRYy
   - Introduction to R: https://edin.ac/2NDkFrH
   - The essential elements of predictive analytics and data mining: https://edin.ac/2NmNFDa
   - Intermediate R – Practice: https://edin.ac/2Npo0tJ

5. Use specialised software applications appropriate to the discipline to enhance learning and teaching:
   - Top Hat for staff: https://edin.ac/2jkoSSS