

SITS Trainers Network 07/12/18 (Session 1) - Chat Window Transcript

Discussion: Training Strategies

Strategies, approaches and tools used by institutions to deliver SITS & SID training (class-based, eLearning, videos, one-to-one, training support).

Arrival and Setup (pre session)

Richard Clark: Hi everyone :)

Thomas Undy - Canterbury Christ Church University: morning!"

Richard Clark: I can hear you ok Thomas

Thomas Undy - Canterbury Christ Church University: good good :-)

Liz Goddard: Hello, Good Morning all

Russell Pryce: Morning everyone

Jason Parry: Hi all

Elizabeth Dumitrescu-Wright University of Brighton: Hi all, morning

Richard Clark: Hi all, hope you can hear our audio ok

Emma Watts: Hi all :)

Karen Foster: hi, good morning

Richard Clark: Hi everyone, I hope you can hear us all ok :)

Rob Sandel: Hello.

Richard Clark: Let me know if anyone wants to try out cams/mics

Karen Foster: we are having technical issues with our webcam and microphone but we can see and hear you

Emma Goodman: Richard, I'd rather stay on mute as I have background noise - is that default?

Emma Goodman: Yes, can hear you :)

Emma Goodman: and see you :)

Emma Watts: We have also muted due to being in the office, hope that's ok

John Crofts: Hello Richard and all, I can see and hear you all but my mic isn't working

John Crofts: I just tried and you can't hear me

Richard Clark: Hi John, sounding clear :)

Liisa Miil: Hi, can we try out the microphone

Chat window transcript during online session

Katie & Sam (University of Sheffield): Adobe Captivate is an up-to-date replacement for generating the "software simulations" that used to be available through the Oracle software

Abi (University of Oxford): I am using a trial of Captivate right now. Katie/Sam - have you had much success?

John Crofts: but isn't Captivate quite costly?

Abi (University of Oxford): I think there is an educational discount

Katie & Sam (University of Sheffield): Yes it's quite pricey! Not much success here but the main factor for us not moving forwards with it is because we are still doing SITS implementation, and everything we design has to be handed over to long-term owners who won't have the skills (or motivation really) to maintain them

Katie & Sam (University of Sheffield): Better to have boring PDFs that are up-to-date rather than flashy simulations that are obsolete - that's our reasoning at least

Katie & Sam (University of Sheffield): Easier if you know who will have long-term responsibility for maintaining materials, but we only usually get confirmation of long-term owners a few weeks before release of a component.

John Crofts: I agree, but in general training media quickly becomes obsolete

Rob Sandel: I produce all my support resources in Google Drive. This allows me to 'share' resources with people, and ensure they are always looking at the most up to date version.

Katie & Sam (University of Sheffield): Yep that's what we do too

Abi (University of Oxford): Tracking the training is key for me - as it is training before access

Abi (University of Oxford): Does anyone do that?

Richard Clark: Thanks for all the comments and viewpoints on different software. I'll copy these to everyone afterwards

John Crofts: At Surrey, I'm generally the one responsible for training, although following a recent operational review many responsibilities that were faculty wide have been centralised to specific teams

Rob Sandel: I've taken over the creation of our new SITS/SID user accounts. This means I get to contact users about training needs right from the start.

Shelley Calvert - York St. John University: The only formal training workshops we offer are voluntary sessions by our Student Records team which are open to any Client users. The rest of the training is done within the teams themselves and is much less formalised. We don't have any training requirements before access to Client is given.

John Crofts: tracking of which staff have attended is maintained on our LMS

Richard Clark: I build an Access Database to help with tracking of who had attended which course

Shelley Calvert - York St. John University: We don't have dedicated trainers who know all of the processes surrounding SITS so at the moment it has to be decentralised. As a Developer, I'm probably the closest to knowing how it all works but I more train the heads of department who then are responsible for their staff. It would be great to have a proper training team but we're a small institution so it's unlikely.

Richard Clark: Shelley - that does sound difficult if there isn't dedicated training resource, do you have to run the training sessions instead?

Shelley Calvert - York St. John University: I don't know. We have two members of the Student Records team that run our only formal training sessions and those are purely related to common student screens and are mainly taken up by our student admins who need to access general student data.

Shelley Calvert - York St. John University: I would do face-to-face with other staff usually.

Shelley Calvert - York St. John University: Not formalised. So when new functionality comes on board, I'd work with the departmental heads to thrash out the procedures and the system requirements, get them up to speed but then they own those processes and would train their staff.

John Crofts: similarly in Surrey the centralised departments (i.e. Student Records) provide business process training whereas my responsibility is very much the method (point n click) training

Abi (University of Oxford): I am the only trainer, and only really train on e:Vision rather than SITS. The assumption is that I know more than I do. I have to learn as I go!

Richard Clark: Abi: very similar, I always had to learn far more than I was presenting but that was quite helpful (certainly for understanding and documentation). Mostly e:Vision too

Abi (University of Oxford): I have the process issue too - I have to learn a lot of localised processes

Abi (University of Oxford): Most questions are about very complex internal procedures and not IT steps

Shelley Calvert - York St. John University: Abi, likewise. I'm a Dev so I know the system, but I don't always get the business processes and many queries that come my way will be on process rather than what the system can do/does do.

Abi (University of Oxford): That good to know Richard

Shelley Calvert - York St. John University: We have a lack of documentation so it's difficult for me to get hold of it sometimes from the departments as it can be out of date or not fully documented.

Abi (University of Oxford): Glad I'm not alone Shelley!

Liisa Miil: at Warwick Sits team gives the initial training on how the system works - mandatory introduction before users get their access. However, the detailed process training is provided by specialists teams/departments themselves

Shelley Calvert - York St. John University: Liisa, how big is your SITS team?

Shelley Calvert - York St. John University: And is the training separate for Client and eVision?

Liisa Miil: we just grew to 10 from 4 - but training is just one small part of the role

Karen Foster: At Kingston, provide the training documents, we train on the business processes, how to use the system and maintain the records but we are not professional trainers.

Liisa Miil: and we don't give e:Vision training (unless part of a project implementation we are involved)

Shelley Calvert - York St. John University: We have two SITS Devs so we just don't have the capacity to run that much introductory training within our systems team.

Shelley Calvert - York St. John University: Would be great if we could!

John Crofts: At Surrey we have a team of approximately 12 (some PT) 50/50 operational support and development, i kinda sit in the middle and don't really get involved in development, maybe just the odd fix

Abi (University of Oxford): I am the BAU trainer, but as each area goes live training was provided by a projects training team (admissions etc). After the project the training materials were handed over to me, but in some cases I didn't continue to deliver the training due to lack of interest from users or simply because I couldn't justify the maintenance. I have always kept the manuals up to date though, so there are places for users to refer to. There was no formalised Client training. I would like some! haha.

Lee Martin: At Kent Uni I was recruited to write and prepare the training plans for each strand of the entire product using a consistent approach and materials. I am still doing this as we continue to evolve and develop eVision as part of implementation. Actual classroom training will not take place until go-live but we will soon start to put materials on the website. So in terms of resource it is just me and, I hope, some change champions who will assist with process training. The budget is therefore my salary as an external consultant along with some materials such as licences for programs like Camtasia.

Abi (University of Oxford): The push is now to move towards eLearning to refresh user's skills

Richard Clark: Abi good that you're keeping materials up to date, takes a lot of work however. Most of mine have 'faded away' since I left the 'SITS Team' so I'm gradually redeveloping them again to bring them up-to-date.

Abi (University of Oxford): Some users find e:Vision very hard. I train a broad range of users. Sometimes academics!

Abi (University of Oxford): Usually 250-300 delegates a year

Abi (University of Oxford): I don't have a licence to add help text into SITS

Shelley Calvert - York St. John University: We actually had a very positive experience migrating our Admissions team from doing Clearing in Client to Clearing on the Web. They've found it much more straight forward in e:Vision. But even then, there was no formal training. The Admissions Manager was with us during the scoping and consultancy with Tribal. She was then given access to the Test environment as we built it so she could get a real feel for it. She then did the training with her team, with Dev support when required, and she's created her own user documentation (on our request).

Shelley Calvert - York St. John University: We've not been as successful moving other processes from Client to e:Vision, there's been some kick-back but mainly because it's not what their used to, not that e:Vision itself is not straightforward.

Abi (University of Oxford): That is interesting Shelley.

Lee Martin: John- at Kent we have not started the actual training as yet but have demonstrated to a wide audience with positive feedback on 'KentVision' as it has been developed to their requirements. Usually we get comments like 'we also need it to do this...' which are out of scope

Abi (University of Oxford): Look and feel of e:Vision is always a hot topic here. And speed. People get frustrated.

Shelley Calvert - York St. John University: Abi, having the departmental manager in the consultancy worked very successfully. It meant we understood her processes and she understood the system. We then worked together to thoroughly test so she was then confident to offer training to her staff, and we would support with the system where needed.

Shelley Calvert - York St. John University: We don't offer that much, in comparison, in eVision. It's quite limited. Most of our processes run purely in Client.

Abi (University of Oxford): That sounds ideal Shelley. I finding I have more involvement with our Admissions team than I do with any other!

John Crofts: we market our e-vision as Surrey Self-Service

Just Sam (University of Sheffield): Love the name!

Shelley Calvert - York St. John University: Makes the take-up of new functionality smoother as the department feels part of the change from the very start., then makes training much easier!

Abi (University of Oxford): yes!

John Crofts: sorry ... Surrey Self-Service to all users including admin, academic and student

Abi (University of Oxford): I find my courses get longer and longer the more I know about the processes. I try and add in enough process so that it makes sense to me. 'why am I clicking here?'

Abi (University of Oxford): When I wrote our strategy, I didn't even really consider that the 'expert' teams might help!

Shelley Calvert - York St. John University: John, I agree with that. We've had instances recently where people have been trained within teams to fill out particular fields but, when you ask them why they fill out that field, they don't know. It's just because they've always done it, they were trained to, the person who trained them was told to, and it's difficult to get to the reason why it was done in the first place.

Shelley Calvert - York St. John University: Abi, getting good relationships with the different teams makes such a difference. We're trying to sit down with our major department heads to get them to talk us through their processes so we understand what they do. It helps us develop, troubleshoot and also pick up when they're doing unnecessary tasks.

Lee Martin: At Kent we have a dedicated Change Manager who is attempting to understand expectations and current processes in order to prepare them for the change in some processes that will be delivered as part of the training by me

Karen Foster: our biggest issue isn't training the process but getting the users to understand and look at the data. We find cascade training dangerous as it embeds poor practice

Rob Sandel: Karen - I agree with you re the dangers of cascade training.

Shelley Calvert - York St. John University: Karen, it's our worry with some areas where we don't have these expert champions in the department who we are in constant dialogue with on their processes.

Sam (University of Sheffield): At Sheffield the cascade training is formalised and written into various people's job descriptions. For example, the Module Management system we've built in SITS will be owned by, and training will be delivered by, our Academic Programmes Office (quality management function). So Katie and I prepare the initial training, then run train-the-trainer, then APO will run the training from then on. I think "cascade training" covers a wide breadth of things and it can be successful if done right.

Richard Clark: Agreed that cascade training can 'drift off' from any original plan

Karen Foster: our user groups don't take responsibility - the reliance is on our team

Liisa Miil: We do not have either formal user groups. We do encounter problem with cascading training

Abi (University of Oxford): No formal user groups here either. I have suggested it a few times, but there is no/little appetite for it.

Abi (University of Oxford): I think most people here feel there are too many meetings, committees, boards etc. Does anyone hold User Groups virtually?

Shelley Calvert - York St. John University: Likewise Abi, we don't either. We rely on our super-users in the department. Although we've just launched a new staff intranet and there's

talk of centralising documentation and help sheets. It would be a useful platform for us, rather than having things locked away on departmentally split shared drives.

Richard Clark: Abi: never tried that virtually, sounds like a good idea. Hard to get everyone in a meeting due to different workloads etc

Thomas Undy - Canterbury Christ Church University: would supporting groups in MS Teams be an idea?

Abi (University of Oxford): I work as part of the Support Centre, so I scoped our strategy based upon the areas of most errors. Then narrowing it down to what can be achieved by one person or considering who else could help me. I tried to focus it on a termly basis and over a three year period.

John Crofts: TEAMS.... good question

Abi (University of Oxford): Also audio for eLearning. The male trainer added audio and that is tricky for me to 'patch' my voice in to make corrections! :-)

Thomas Undy - Canterbury Christ Church University: there's a scripting template I'm looking to use to map video/audio

Rob Sandel: I prefer to use on screen prompts, rather than say anything. I always find the voice quite distracting...!

Abi (University of Oxford): So do I Rob! I am hard of hearing too, so prefer written word prompts

Richard Clark: Rob, yes same - for all the talking I do, I don't usually like to hear myself back - lol

John Crofts: The only audio I include in my eLearning is quite background music....

Abi (University of Oxford): yes, I am thinking about background music John

Brie Burton: This was a good session to listen in on, thank you for arranging.

Abi (University of Oxford): Yes, thanks!

Lizzie: Thanks, very useful!

Eleanor Wright: Indeed - thank you all

Shelley Calvert - York St. John University: Thanks very much!

Elizabeth Dumitrescu-Wright University of Brighton: Many thanks

Sam (University of Sheffield): Thomas can you check your private messages please!

Liz Goddard - University of Brighton: very useful, thanks to all

Jennifer Jackson: Thank you!

Karen Foster: Thank you, very useful

John Crofts: yes, it's been most informative and a useful session. Looking forward to this afternoon's session

Liisa Miil: Thank you very much!

Rob Sandel: Thanks all!

Abi (University of Oxford): Bye - see some of you later! :-)

John Crofts: thanks all

Richard Clark: Thank you everyone