Visitors & Residents: mapping your digital engagement

A set of mapping activities designed to facilitate reflection and discussion around online engagement

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Facilitator guidance written originally for the Jisc Digital Leaders two day workshop. This material can be edited and adapted as necessary. It's possible to run the day one in around three hours rather than four if you remove some elements. It's also possible to run the format of day one with students if the discussion elements are closely managed/framed. Day two is specifically desiged for senior staff/mangers.

There is a set of slides with notes which accompany this guidance and indicate the flow of the workshop. The slides can also be edited and adapted.

(With thanks to Lawrie Phipps for supporting the work and contributing thinking and Beccy Dresden for editing and formatting)



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Information Sheet 1: Workshop features

Structure and configuration

The workshop should be run as part of a larger programme over two days.

Individual and group mapping and group discussion activities are suitable for 8–45 people. Room layout should be cabaret style, with 4–8 participants at each table.

Equipment

- Laptop connected to large display screen
- A3 printouts of individual and organisational mapping templates [individual] [group]
- The PowerPoint slides for the workshop which can be downloaded here
- Good quality coloured pens (e.g. Sharpies)
- Post-it notes
- A3 tracing paper (optional, but useful for overlaying annotation, etc. on maps)
- Flip chart for demo maps
- A camera (or smartphone/tablet) to capture photographs of the maps as they are created and display them on the main screen.
- Ideally each table will have access to an online device – a laptop or tablet – as there are some web-based activities

Participants

Senior managers

It's useful for senior managers to gain a picture of online engagement within the area(s) they manage. Often this group will be influencing strategy based on an incomplete understanding of the way the web is being used in and around the institution, so mapping with this group will help them tune into the various themes and issues. It can then be of value to present an analysis of maps/discussions that have been collected from the other groups. The mapping process has been used as a starting point for digital strategies and policy at an institutional level.

'Questioners'

You will encounter people who want to talk about the validity of the idea before they are willing to get stuck into the exercise. This is a form of engagement, and isn't necessarily a bad thing. The important part is not that everyone agrees that this is the best way of describing a theoretical framework for understanding 'being online', but that people are willing to try the exercise, and engage in the process, so that they can have conversations about practice.

Benefits for institutions, educators, and individuals

Paying attention to the way people engage online is crucial, not just for understanding what engagement with digital tools and places actually looks like, but also to inform the potential transformation of those tools and places to more effectively meet the needs of the institutions. The workshop can be used as a starting point to explore areas such as digital literacy and digital leadership at an individual and institutional level, going on to inform policy/strategy.

Workshop outcomes

This workshop will not hand any participant a bullet list of things to do. The intention is not to build skill sets, but to provide a space from which intentions and objectives around institutional policies can emerge. The list of things to do next will necessarily emerge from the participants, not be given by the facilitators.

At the end of the workshop, participants should have:

- moved away from thinking only about digital *tools*, and started thinking more about *places* and *people* online
- gained a deeper understanding of their online engagement and the various motivations and assumptions within this
- visualised their own practice, and the practices of their colleagues, reflected on these, and begun to consider what they would like to change, what they would like to continue with, and what they would like to stop
- formed a clear idea of which areas of their own online practice they intend to develop further, and why
- constructed a relevant map of the 'digital estate' for their team, department or organisation, and depicted how the technology is being used, both to communicate within the organisation, and to communicate externally.
- gained an understanding of the digital identity of the institution (inward and outward facing), including the distribution of that identity across corporate organisation, as well as the individuals who make up that organisation
- identified decisions or actions that could be taken to influence higher-level strategy within the organisation.

Workshop outputs

- Individual and group V&R maps – these could be used to inform strategic planning
- If recorded, the discussion around the maps could also act as data from which to start conversations around policy
- Plans for follow-up sessions, desired forms of institutional support – reflect on appropriate digital capability development opportunities that already exist in your institution.
- To identify the possibility for future institutional activities in their organization around engaging students/staff online, open practice, digital capability, credibility of online sources, etc.
- Providing a basis for conversations around institutional culture change.

Information Sheet 2: What is ‘Visitors and Residents’?

The concept of Visitors and Residents (V&R) was proposed by Dave White and Alison LeCornu, in their 2011 First Monday paper, as an attempt to provide a more accurate and useful framework in which to describe and analyse people’s motivations to engage with technology and information. It stands in contrast to the reductionist model of Digital Natives and Immigrants – we are not trying to label people with fundamental identities. We are trying to identify modes of behaviour.

The Jisc-funded research project began with the V&R paradigm as its foundation. During the project the research team conducted interviews with a wide range of individuals in the US and the UK, across the educational stages (high school through to professional academics), to address the relative absence of data on what people’s actual workflows are, and what the role of digital places and tools are in their embodied practices. In the second phase of the study, after the first phase began, the research team revisited some of the individuals we originally interviewed, to try to see what if any shifts might be happening in practice through time. We found that shifts in practice were tied far more to the needs of individuals as they moved from one educational stage to another (or left academia altogether), than to notions of identity, or idealized senses of the ‘right way’ to use technology, or search for information. The V&R mapping process was a way for us as researchers to visualize what we were finding in the data. It is also a tremendously useful tool for explaining what is at stake in digital practices, and illuminating the role that digital places play in individual and institutional practices. It has gone on to be used by staff developers, course leaders, librarians, and learning technologists.

The web allows for a collapse of traditional notions around roles and geography. There are an increasing number of ways to go about doing things and connecting with people, and grassroots solutions are now just as likely as institutional ones. The ability to do things, find things or live parts of one’s life online is taken for granted: ‘the digital’ is an assumed and understood part of many of the ways that people are in the world. Expertise and information are distributed across the web in ways that are distinct from how they used to be distributed in physical space – they are less bounded, more open to non-experts, and often easier to find.

V&R mapping gives a simple framework to visualize varied practices and takes into account the range of modes of engagement. The vertical axis (private–institutional) provides space to illustrate the ways the web can break down the distinctions between public and private, professional and personal, etc. Engaging with the V&R framework also requires the realization that the motivation to engage with the ‘digital’ and the manner in which you use it is not immediately apparent from the technology itself (i.e. someone having a Facebook account doesn’t tell you how they might be using Facebook).

At one level the mapping process is a discussion starter. In mapping exercises, we can make visible all of the messy real practices, how people are actually getting on with what they are doing. Engaging in this kind of mapping also helps break down assumptions that being ‘good’ with technology or just ‘owning’ technology translates directly to knowing what one is doing. It also provides an opportunity for individual reflection, for sharing practice, and informing the design of inductions, curricula, institutional services and policies.

Workshop Day 1: Mapping your (individual) online practices and spaces

Suggested agenda

1	Aims of the workshop	5 mins
2	The V&R concept	45 mins
3	Mapping demonstration	10 mins
4	Create your own (individual) map	20 mins
5	Discuss the maps in pairs	10 mins
6	Learning from others: 'gallery walk' – and lunch	60 mins
7	Plenary discussion: reviewing 'interesting' maps	40 mins
8	'So what'? Annotating maps	30 mins
9	Discussion and info about Day 2 'group mapping'	20 mins
		Total ~ 240 mins

Before you start: guidance for facilitators

Framing

Generally people have little trouble understanding the overarching V&R idea. The area that needs close support is the point at which they start to map their practice and have to interpret the concept into their own contexts. The main tenet of the V&R idea is the metaphor of space or place (the digital as a location where people are co-present). Helping people to think in these terms and beyond the idea of the digital as just a set of tools is crucial.

The focus of workshop discussions should be the motivations behind participants' practices, not on the specifics of the tech they are using – that is, steer conversations away from *how* they share things on (for instance) Instagram, and more towards *why*, *what* they get out of those activities. That way participants are less likely to become overly focused on the 'latest' platforms – 'new' technology does not in itself usually embody any new practices. The goal is less 'I just discovered Twitter' and more 'this is what I do with Twitter.'

Be careful to ensure that participants keep coming back to discussions of *what* they do – this is not about fundamental identity. As soon as people start saying, 'I'm a Visitor,' they are lost to part of the conversation you would like them to join. Similarly, some groups will be tempted to deconstruct the V&R idea itself rather than reflect on their practice; this is worth avoiding – or at least, not indulging for too long – as V&R is a metaphor, just a jumping-off point for deeper discussions.

Ideally, engaging in the workshop will inspire reflection and a desire to shape personal and professional practices around technology and information. It's not a question of people deciding they are doing things

wrong, but rather a hope that new modes of engagement that they have heard of, but perhaps did not have opportunities to explore previously, might become part of their possible range of options.

To get them to think about the digital in a particular way, not just to get them to do their maps. The focus on motivations to engage is an important part of getting them to start to think about processes at their institution

Assess the group

If you don't already know, establish roughly who is the room – people in roles that don't normally involve reflection will need the most support, and their discussions may require more close management. These groups may also be more likely to copy your demo map – it's important to emphasize that there isn't a correct answer. Keep in mind that the reflective practice is a major part of the point of these workshops – the process is ultimately more important than the content.

Establishing the difference between managing, leading and influencing can also be useful. Participants should be comfortable identifying with these approaches to various levels, but the workshop is open enough to be of value in any of these three modes.

1 Aims of the workshop

Make it clear that it's going to be a very interactive and discursive workshop that will provide them with an opportunity to:

- move away from thinking about tools, and think more about places and people online
- reflect on how they engage with the web
- gain a deeper understanding of their online engagement and the various motivations and assumptions within this
- consider new ways of perceiving the potential role/value of the digital in terms of tools AND space
- visualise their own practice, and the practices of their colleagues, so that they can be mindful about what they would like to change, what they would like to continue with, and what they would like to stop
- think about how to shape their practice, finding new ways to engage with those they work with/for
- explore the digital identity of their institution
- feed into larger strategic planning.

2 The V&R concept

> "As networked individuals each of us makes choices – on a daily and sometimes minute-by-minute basis – about how we share, interact, learn, and teach within and across different online spaces. We do this in the multiple (and often overlapping) contexts within which we work and live… as students, educators, researchers, professionals, parents, citizens, etc. In each of these roles, but perhaps particularly as educators, it is important to reflect on our identities and practices in online spaces – and how we learn and teach in those spaces. Visitors & Residents (V+R) is a tool which helps us to do this."
>
> Catherine Cronin, NUI Galway.

As facilitator, you could either describe V&R yourself – you might want to refer to Information Sheet 2: What is 'Visitors and Residents'?, briefly describing the motivation behind the V&R idea and the research

project that underpins the concept – or play this video: https://www.youtube.com/watch?v=sPOG3iThmRI (7 minutes)

Tip: You might want to ask participants to watch the video *before* the workshop takes place, in a 'flipped' way, allowing you to start with a group of people already primed with a basic understanding of V&R.

We do not recommend that you spend a lot of time lecturing about V&R – in general, people grasp the V&R concept quite easily; the challenging part is getting them to reflect on their own practice.

What does V and what does R look like online?

While most people find the V&R idea easy to understand in principle, sometimes it's difficult for them to imagine what Visitor and what Resident behaviours 'look like' in practice. To mitigate this it can be useful to set some fun tasks that have a distinct V and R feel to them.

- V = no social trace
- R = social trace
- High R = Googleable
- Low R = social trace but within closed groups or communities.

Task 1: Do you 'reside' online?'

Get into pairs and Google each other, then discuss what you find.

Task 2: Follow the tag

Call up TweetDeck, find a hashtag and follow it. Participants who Tweet might like to contribute to that tags' discussion.

Task 3: 'In the news'

Pick a breaking news story and ask participants to research it online – discuss relative merits of the various sources found. Alternatively pick a celebrity and go through the same process.

Task 4 [more advanced]: 'Freedom of speech'

Pick a lively story on a news site and get participants to sign-in and comment on it. Check back later to see if you have influenced the debate.

These activities should begin to stimulate debate around the relative merits of certain practices and modes of engagement online.

Tip: consider other activities that might be specifically appropriate to the group you are working with.

Describe the V&R nuances

Point out that activity which is attached to their persona but within closed networks or communities (i.e. not possible to access via Google) should be mapped to the left-hand side of the Resident end of the continuum.

Be clear that the extreme end of Residency is highly visible, i.e. anything that anyone can Google their way to, e.g. tweets or open YouTube videos.

3 Mapping demonstration

Create your own map on a flipchart pad in front of the group. Be as honest and open as you can to break the ice.

Tip: This video (10 mins) might help you to tune into the process: https://www.youtube.com/watch?v=MSK1Iw1XtwQ

Less reflective groups might be tempted to replicate only the platforms you have put on your map. You may need to make it clear more than once that there are no right answers. Remind people that this is about their practices not about their identity. V is not better or worse than R. You want to preserve the ability of people to relate to the discussion, and identities can become barriers to understanding and connecting with the practices of others.

Resident practices, for example, can occur in a range of more or less visible digital places – -that is, people can be in Resident mode, but only visible to particularly curated groups of people (e.g. private Twitter groups, FB groups, Google+ circles, etc.)

Emphasise that it's about what you do, not who you are.

4 Create your own (individual) map

Resources

- A3 paper, or A3 print-outs of the V&R mapping template – see appendix one
- Coloured pens – moving away from ballpoint pens and A4 printer paper helps participants to see the mapping as a creative process
- Post-it notes

Activity

Give them 10–15 minutes to create their own maps.

Encourage participants to use colours to denote aspects of the map they feel are relevant/important/distinctive. Part of what makes this engaging is the arts-and-crafts nature of the mapping. (Although some will prefer to draw on tablet screens, etc.)

The mapping process can be interpreted or appropriated in whatever way people think is helpful/relevant. It does not matter, for instance, if they use circles or rectangles or any other shape to represent their practices. The mapping process is intended to be iterative and messy – some people will want to have it all figured out before they start mapping, and that won't work. They should be encouraged to just start mapping, and see what happens. If people are reluctant to put pen to paper, provide post-it notes so they can move pieces around as they change their minds – and/or provide plenty of blank maps, so they can draw as many as they like. This is not about 'getting it right' – it's about engaging with the process.

Tip: The mapping usually starts with chat around tech then moves on to discussion of practice and people.

Encourage people to compare and discuss maps as they draw them. Be clear that it's a very qualitative process, open to interpretation and that the 'chat' is as valuable as the maps.

Circulate and discuss as they draw. You can pick-up useful things to discuss by listening to the discussion around tables as it happens. You might also realise what you forgot to put on your own map. Point this

out as they are mapping – be transparent about what an imperfect process it is, and how the discussion with others is central to the process.

5 Discuss the maps in pairs

It can be difficult to get a lively discussion going within a large group all at once, so, once the individual participants have drawn their maps, we recommend getting them to pair up and discuss their maps with one other person before bringing the whole group together in a wider discussion.

Often people are nervous of sharing things right off the bat, but if they have talked with one other person about what's going on, they are more likely to share with the whole group. Once participants are in pairs, you can give them prompts to get things started, for instance:

Prompt 1

Give them 3 things to observe about the pair of maps. It could be 3 surprising things, 3 interesting things, something to get people to begin talking.

Prompt 2

Find something that appears on both maps, e.g. Twitter, then look at where it is placed.

- Is it different on each map?
- Is it in the same place?
- What might that mean?

The goal is to try to draw out *motivations* rather than *methods*: *why* not *what*.

6 Learning from others: 'gallery walk'

At this point it's useful to have a gallery walk, where participants get up and move around the room, looking at other people's maps. Encourage them to ask questions about things that interest or confuse them.

Tip: It is usually convenient to combine the gallery walk with a lunch break.

These informal discussions can easily segue into exercises such as individuals making lists of what they want to investigate (in terms of online practices) outside the workshop, and with whom they might like to collaborate going forward.

Capture the maps to put up on screen: Take photographs of maps that look interesting as they are being developed, or over lunch. You could use your phone or tablet, then load them into a shared Google Drive, for example – whatever works best with the hardware and software you have to hand.

7 Plenary discussion: reviewing interesting maps

Once the maps have been drawn, and discussed while in process, it's important to bring the conversation around the maps together, and draw out points that could be relevant to the entire group.

Bring up the maps you photographed during the gallery walk up on screen to drive discussion and ask the map creator identify themselves and to comment on why their map looks a certain way.

Tip: It's useful to warn people that you will be doing this before they start mapping!

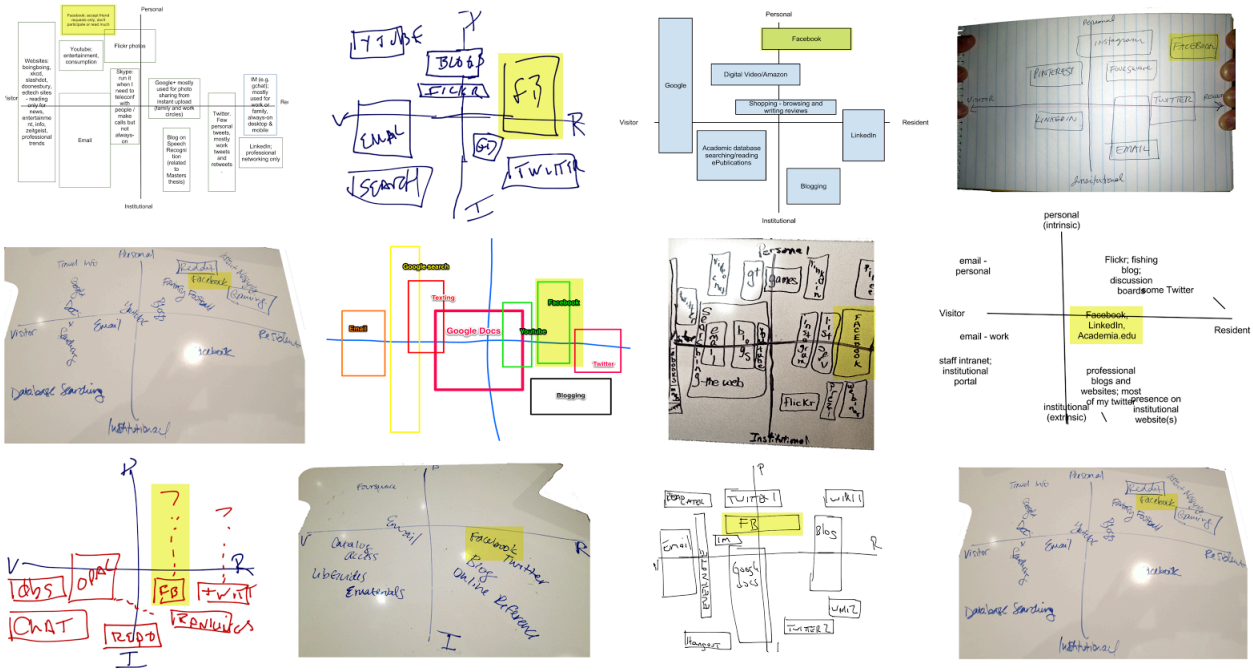
Running through about 6–8 maps is usually plenty to bring to the fore a wide range of issues/themes.

The following section covers some useful discussion topics which often arise around the maps:

You can also consult the Jisc toolkit for examples of themes that might arise: http://www.jiscinfonet.ac.uk/infokits/evaluating-services/

Same platform – different locations

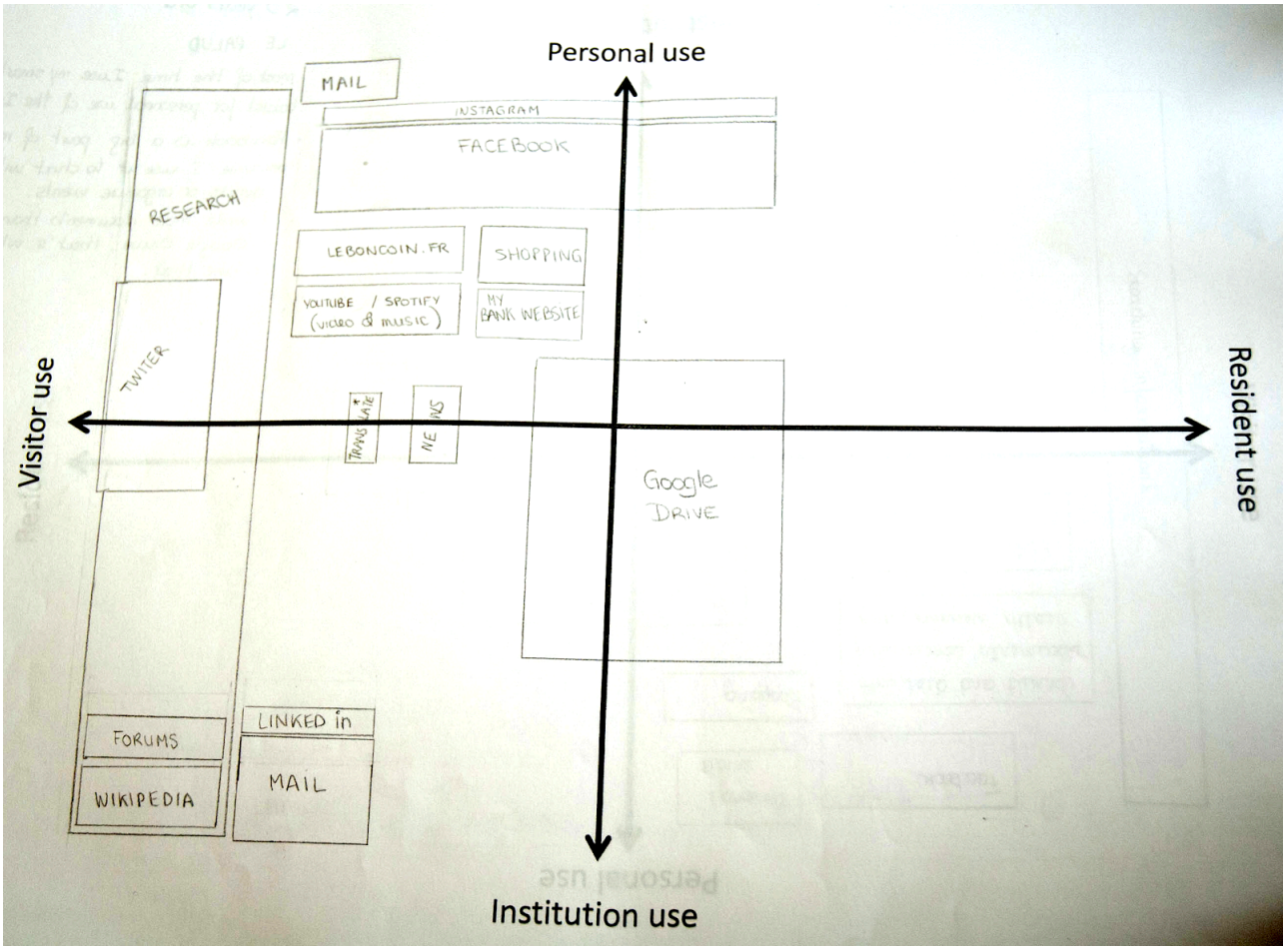
This is a good starting point for discussion as it highlights the value of the mapping process. Pick a commonly used platform/service and ask where people have mapped it. Facebook works well, but so can mundane technology such as email. You are very likely to find that these have been mapped to different locations depending on individual's motivation to engage. For example, some people may be very socially active in Facebook and map it as Resident, while others might use it more like an address book and map it to Visitor. Similarly, people might map Skype to Resident if they stay logged in all the time, or map it to Visitor if they only launch Skype for specific meetings. The overall point is that the functionality of the technology does not mandate its mode of use. This is why surveys that simply ask *what* individuals use don't give a useful picture of actual practice.



A selection of maps from a range of sources, highlighting in yellow the various locations Facebook appears

Elegant lurking

Following on from the topic above is the notion of 'Elegant lurking' which is often what is happening when an individual allocates apparently Resident platforms on the Visitor side of the map. For example, if Twitter is mapped as Visitor is usually means that they are following a collection of 'useful' people in their field but rarely, if ever, engage in conversation or dialogue. They are 'lurking' in a very instrumental fashion. This mode of engagement is an important step for many as it allows them to tune into the 'dialect' of a particular community with a given platform. All successful collaborative and social platforms allow for elegant lurking. While lurking does not necessarily mean an inevitable progression to active participation in a digital platform/place, it is a crucial first step to potentially becoming involved in discourse.



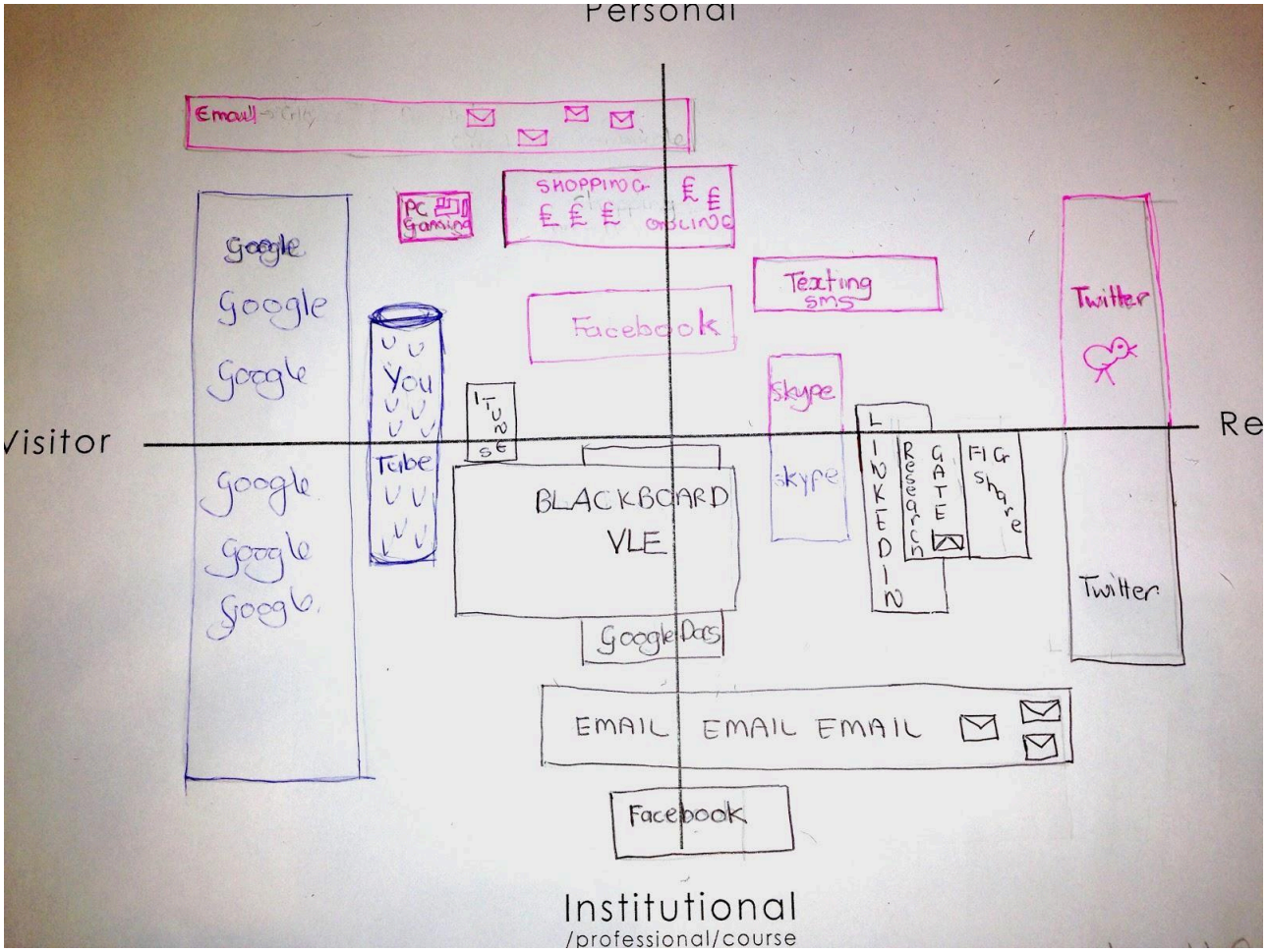
A map from a first year, postgraduate, Arts and Humanities student. Note the position of Twitter at the visitor end of the continuum, indicating 'elegant lurking' in a Resident-style platform

Possible absence of common information sources: 'where is Wikipedia?'

Many online practices have become normalised to the extent that individuals forget to map them – for example, Google searches and sites like Wikipedia are often omitted. Asking if anyone has mapped Wikipedia is a good discussion point. This can be done in conjunction with asking how many of the group use Wikipedia – often discussion in this area leads towards views about the credibility and appropriate use of non-traditional sources.

Some related resources in this area:

- 'The learning black market' – http://www.jiscinfonet.ac.uk/infokits/evaluating-services/learning-black-market/
- Credibility (video) – https://www.youtube.com/watch?v=kO569eknM6U
- 'Think less – Find more' – http://www.jiscinfonet.ac.uk/infokits/evaluating-services/think-less-find-more/

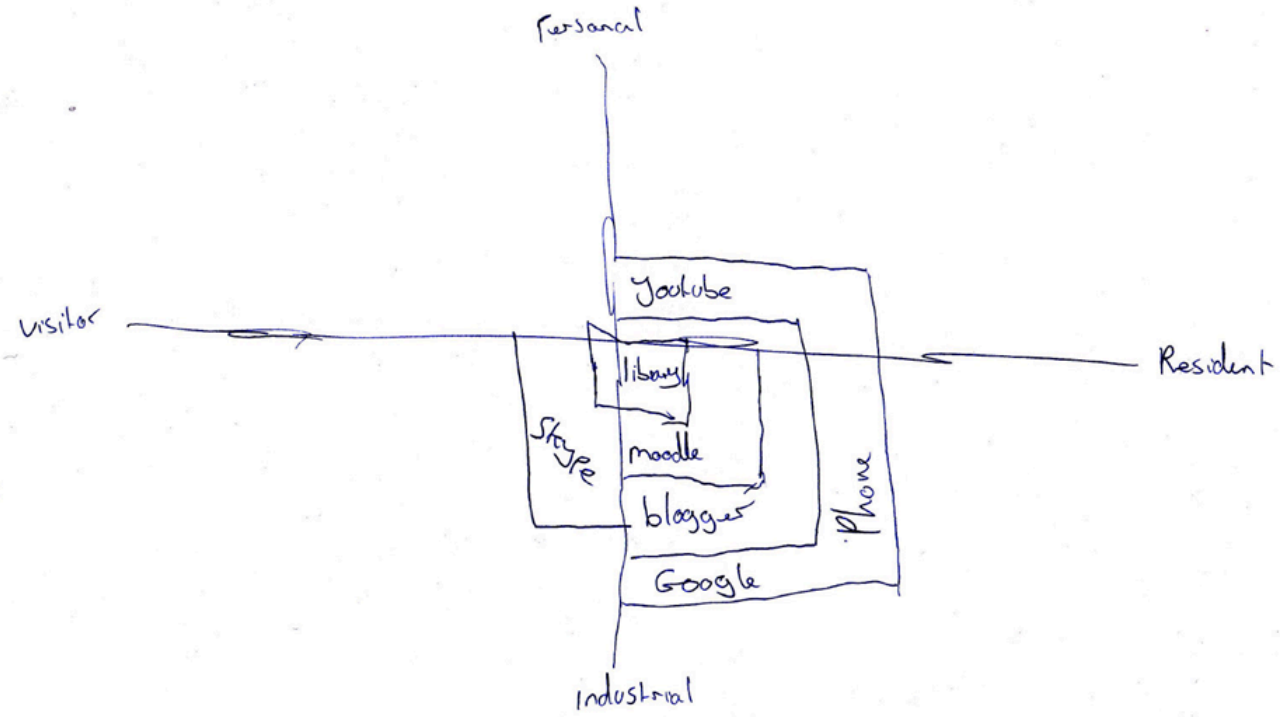


Map from a Health and Social Care tutor. Note the rare inclusion of Google across the Visitor end of the continuum.

Decompartmentalisation

Some participants will have maps in which activity has clustered around the horizontal axis. We call this 'decompartmentalisation'. It's effectively a form of convergence in which individual's personal, professional/academic activity takes place in the 'spaces' online. A good example of this might be using Google Docs or Dropbox for study, work and personal activities, or the mix of personal and professional activity in Facebook or Twitter. This can lead to interesting discussion around the pros and cons of mixing personal and professional/learner roles online.

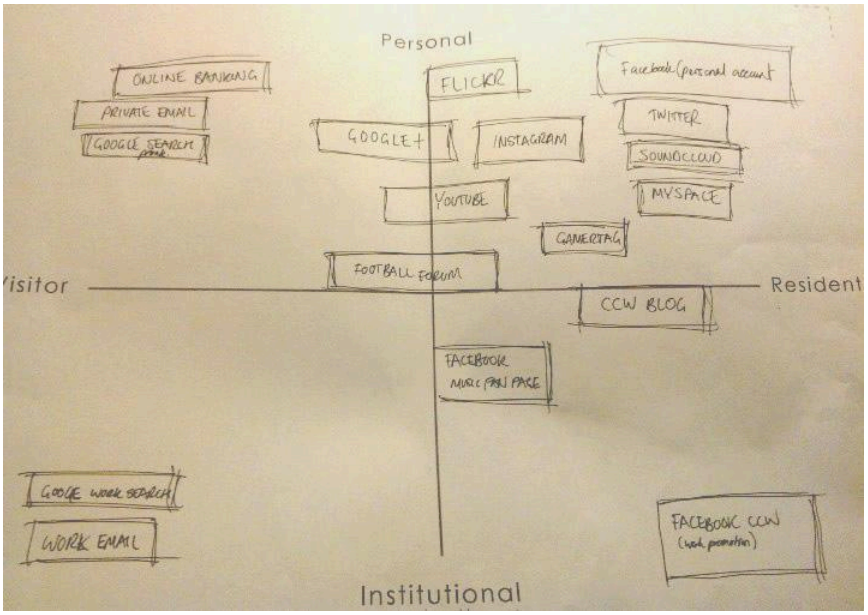
Generally it's the case that, unless individuals actively attempt to keep their roles or personas distinct online, the nature of the technology is likely to cause some convergence. For staff the issue of decompartmentalisation sometimes centres on the choice of appearing in social media as 'themselves-representing-the-institution', or as a direct institutional profile, i.e. 'Do I talk about my work in the library and friend students under my own name, or should we concentrate on co-running a 'library' profile in social media?' Staff who draw much of their identity from their work might find it difficult to map across the vertical axis.



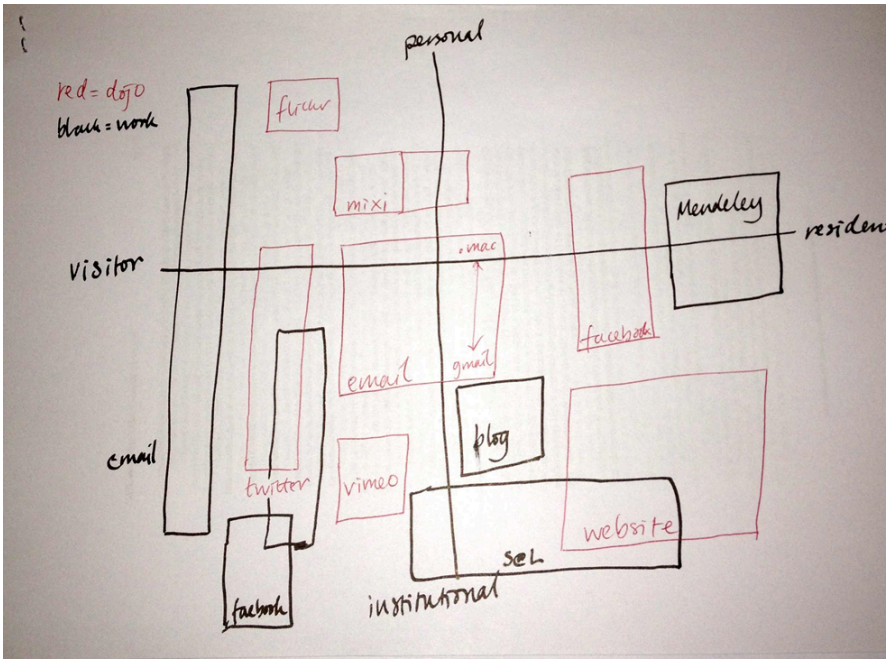
A massively converged map from a foundation year creative arts student. In this case it's possible that the map is clustered in the centre because this student has yet to develop 'learner' or 'professional' personas. They simply use a bit of everything in all contexts and haven't found the need to separate practices yet.

Highly managed practices (compartmentalisation)

This is the companion concept to decompartmentalisation. Occasionally individuals will have highly separated maps in which they deliberately keep their various roles in life separate online. Normally this involves having multiple profiles on the same platforms. Some people find such compartmentalisation intuitive and easy, and others struggle with boundary-setting, and find existence on multiple platforms, or multiple modes of engagement on a single platform, to be challenging.



A map from a first year Health and Social Care student. Note the relatively common mapping of both personal and work email, but also the three instances of Facebook, including some institutional occurrences and a 'personal account' which indicates that this student is managing more than one Facebook profile.

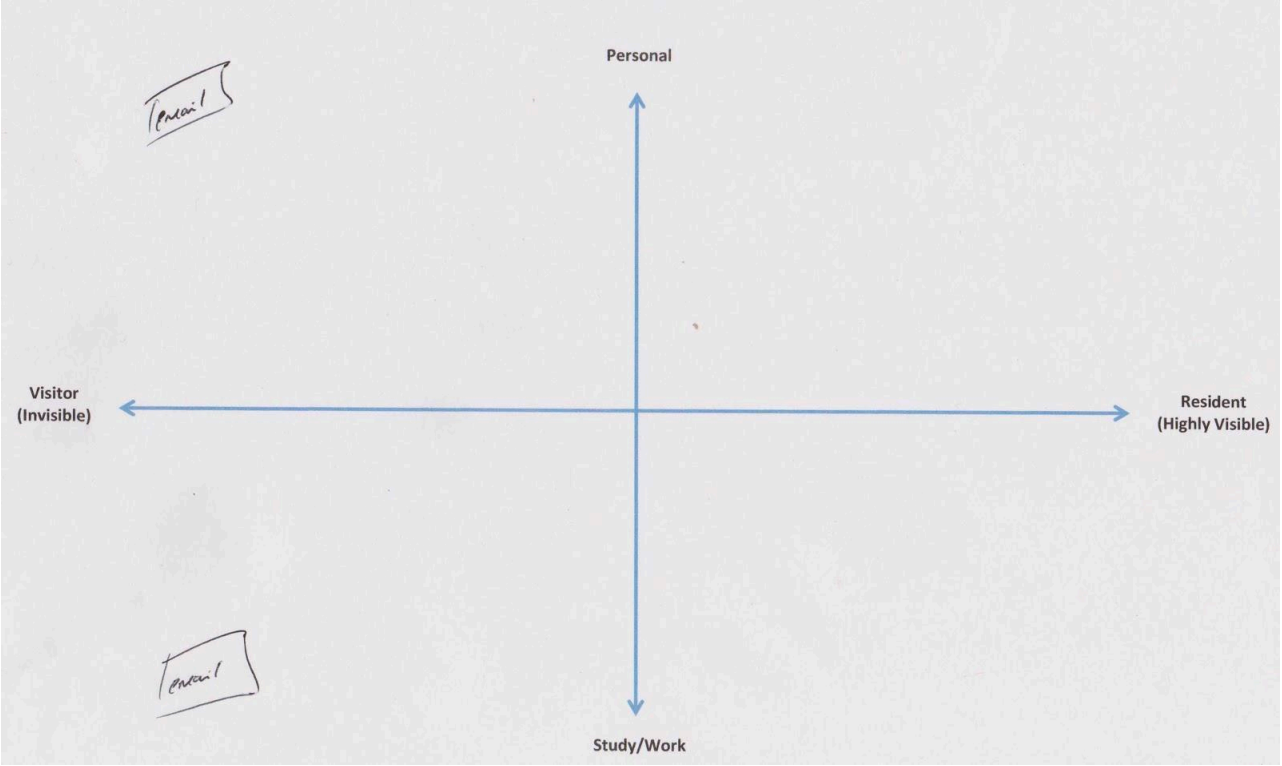


A map from a tutor who has totally separate online profiles for work and personal interest (an active member of a martial arts group) as indicated by red and black pen.

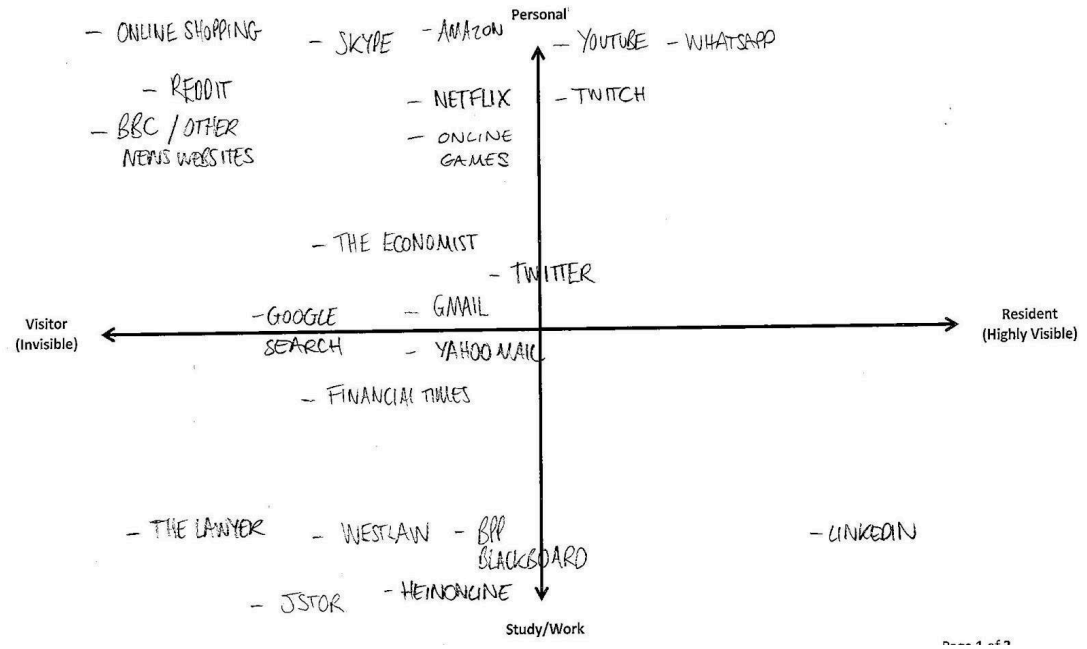
Mainly Visitor

Do any of the participants locate activity in a very focused area on their map? This is most likely to be people with Visitor-only activity, as everyone tends to have some Visitor activity but not all will have Resident activity. It's important here to discuss how successful an individual with mainly Visitor activity feels they are at getting what they need to do done. Often Visitor-only activity is the most effective mode of engagement in a given context. Tightly clustered maps can be effectively contrasted with a map done by a participant with a broadly scattered map of activities.

What you are likely to find is that individuals have no trouble explaining their chosen modes of engagement. The larger group discussion is also a good opportunity to point out that Visitor or Resident modes are not inherently 'better' or 'worse' than each other and that it's about specific contexts and aspirations. Sometimes this is also a useful moment to tackle 'Visitor paranoia', in which individuals feel they ought to be operating in a more Resident manner because it's the 'thing to do'. But, their role might be best served by developing and sharing sophisticated Visitor-mode practices rather than becoming more visible online. So, among the positive outcomes of the workshop is individuals becoming more confident in their practices and that they can further develop existing modes of engagement rather than spreading themselves out across the map for no practical reason.



A map for a Social Science postgraduate student indicating no online engagement other than email. This was accompanied by a note explaining that they felt that the companies running huge online platforms are only interested in using our data to sell us products and target adverts.



A map from a Social Science undergraduate in which the only Resident activity is LinkedIn.

Credibility

The web gives individuals new forms of agency and new ways of enacting their practice and/or identity. The opportunities that arise from this agency can be in tension with traditional, institutional forms of operating, and can lead to questions around the validity or credibility of web-based practices and activity. 'Credibility' as a concept is often just under the surface of discussions around the maps and is worth bringing to the fore. This can be around:

- the use of non-traditional sources online
- being visible in certain Resident platforms in particular ways
- engaging with students via social media
- setting priorities between building an online network
- the production of more traditional forms of work, etc.

Thinking in terms of 'currency' or cultural capital can be useful, with web-based activity being one currency and well-worn institutional activity being another. There is an exchange rate between these currencies: the rate is generally more favourable when taking capital from an institution out onto the web than it is in the other direction. For example, appearing on Twitter as a Professor has some traction, but asking for a pay rise as an academic because you have 2000 new Twitter followers has less impact. There is evidence that this might be shifting, though. The following two videos explore this in more detail:

- Visitors and Residents: Credibility – https://www.youtube.com/watch?v=kO569eknM6U&index=2&list=PLgO50IKGkqyaX21RaPiSpCKsf87O8S0Yv
- Visitors and Residents: Open Practice – https://www.youtube.com/watch?v=1X0g2OvSdWc&list=PLgO50IKGkqyaX21RaPiSpCKsf87O8S0Yv&index=3

See also this *Hybrid Pedagogy* article on the changing nature of currency and credibility: http://www.hybridpedagogy.com/journal/resident-web-and-impact-on-academy/

8 So what? Evolving practice

This part of the workshop is intended to provide an opportunity for participants to think about what (new) practices they are going to take from the session, and adopt going forward. Keep in mind that novel practices don't have to mean more engagement with technology and the digital – this is not about being high-tech, it's about being more comfortable with practice and/or feeling that their practices are effective in a given context.

The value of the mapping process is very closely related to the group you are working with and the environment they work in, so these 'so what?' suggestions will need to be carefully contextualised to ensure they are relevant. It's worth noting that many participants gain a lot from the process of the mapping itself without formally moving on to a 'so what' section of the workshop; just the opportunity to meet and reflect can be a rare luxury for many groups.

During this section of the workshop make it clear that you want participants to consider what they want to change in the way they engage online. For example:

- When they sit at their laptop, what will they be doing differently?
- Do they envision a way to become more visible online?
- Do they want to be more available than they currently are to the people with whom they work?
- Do they want to move a practice from 'personal' into an institutional context?
- Do they want to become more skilled in a given area?

Annotation using the Jisc Digital Capabilities Framework

Participants' engagement with the web will be constantly shifting. Another useful 'so what' activity involves annotating their maps to describe the value they feel each area brings and how they would like to further develop certain areas. For example, they might want to get more involved in discussions on Twitter, become better at seeking out a wide range of resources, get started editing Wikipedia, or spend less time in Facebook.

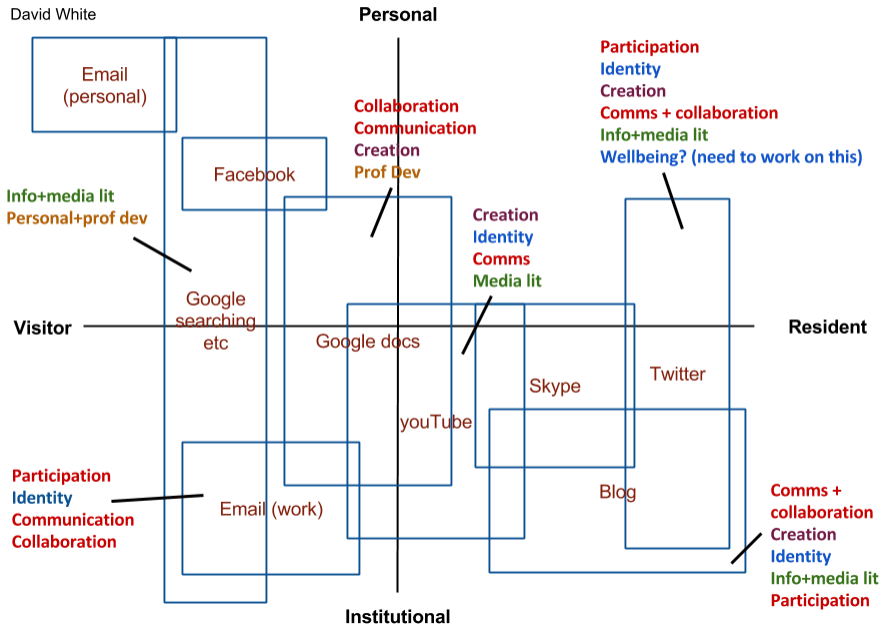
Activity

Have the group spend 5–10 minutes annotating their maps with the areas of practice they want to improve or work towards. They could write directly on the maps, use post-it notes, or overlay tracing paper (if you have it) and write on that – whatever they're comfortable with.

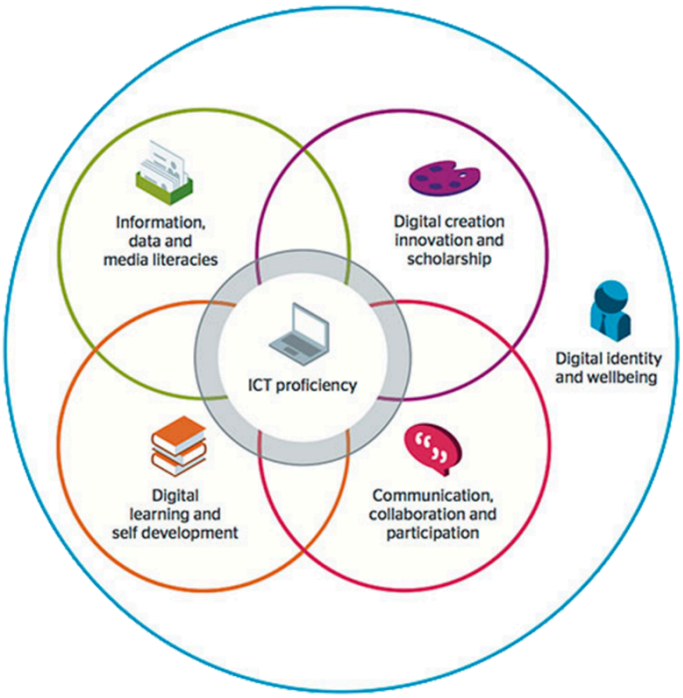
Then discuss the annotations and how aspirations might be worked towards. Depending on how large the group is, you can have people do this in pairs, or within the entire group. This discussion will usually center around the intentions embedded in the annotations people add to their maps. Try to link individuals with other people who are already engaging in that kind of practice (perhaps those in the current group, or those whose practices with which you are already familiar).

For example, David White has annotated his map (below) by referencing the areas of the Jisc Digital Capabilities Framework (below; work still being developed by Jisc) that his activity in the given platforms covers, using the colour coding of the main capability groupings. This is an efficient way to understand the predominant capabilities or literacies an individual is using in each platform, and also hints at the primary forms of practice any given platform encourages (the platform's 'affordances'). The platforms on the Resident side of the map tend to be the location of the most 'capabilities', as Resident spaces tend to build on Visitor modes. For example, *Information, data and media literacies* are required for the effective use of Twitter but, because that platform allows users to post tweets, a cluster of other capabilities is also required/encouraged. Obviously this would not be the case if David was 'elegantly lurking' in Twitter; then he would not need the more participatory capabilities. It's worth noting that the capabilities linked to the

platforms mapped as Resident are generally those we might associate with graduate attributes, employability, or perhaps the networked/connectivist scholar. What the map can't indicate is the relative importance of each area mapped to that individual's work/study.

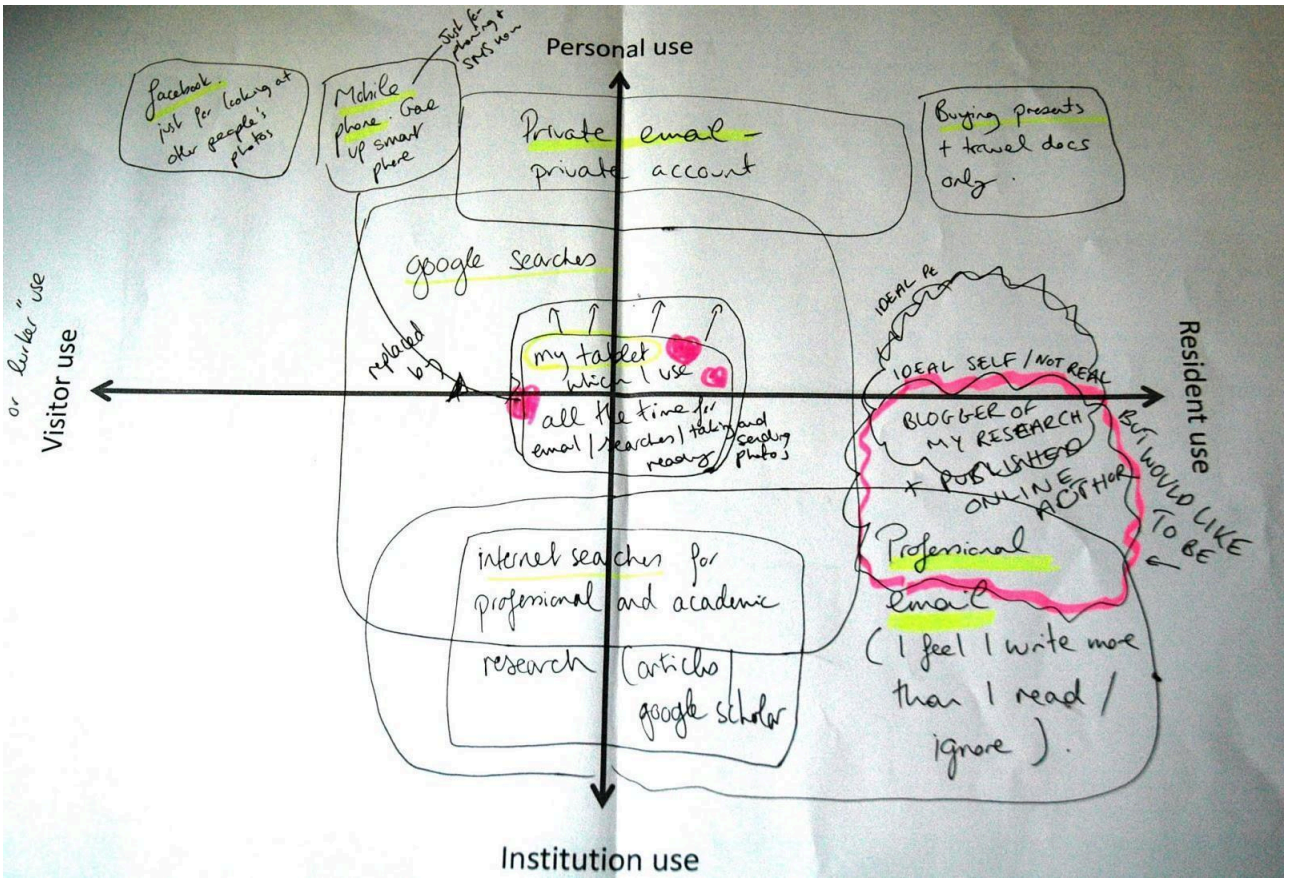


This is a map from David White at the University of the Arts, London.



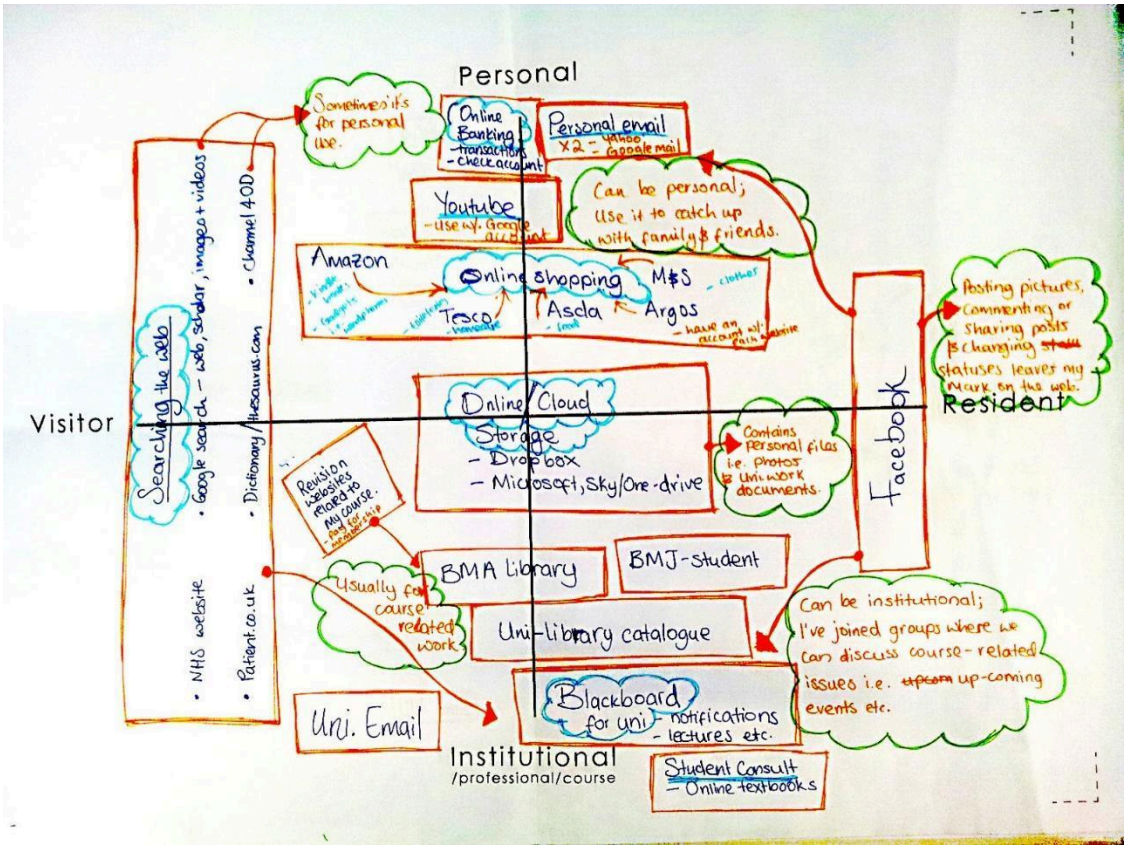
Jisc Digital Capabilities. For more information on each area in the diagram, please see the framework write-up http://digitalcapability.jiscinvolve.org/wp/files/2015/06/1.-Digital-capabilities-6-elements.pdf

Aspirational annotation

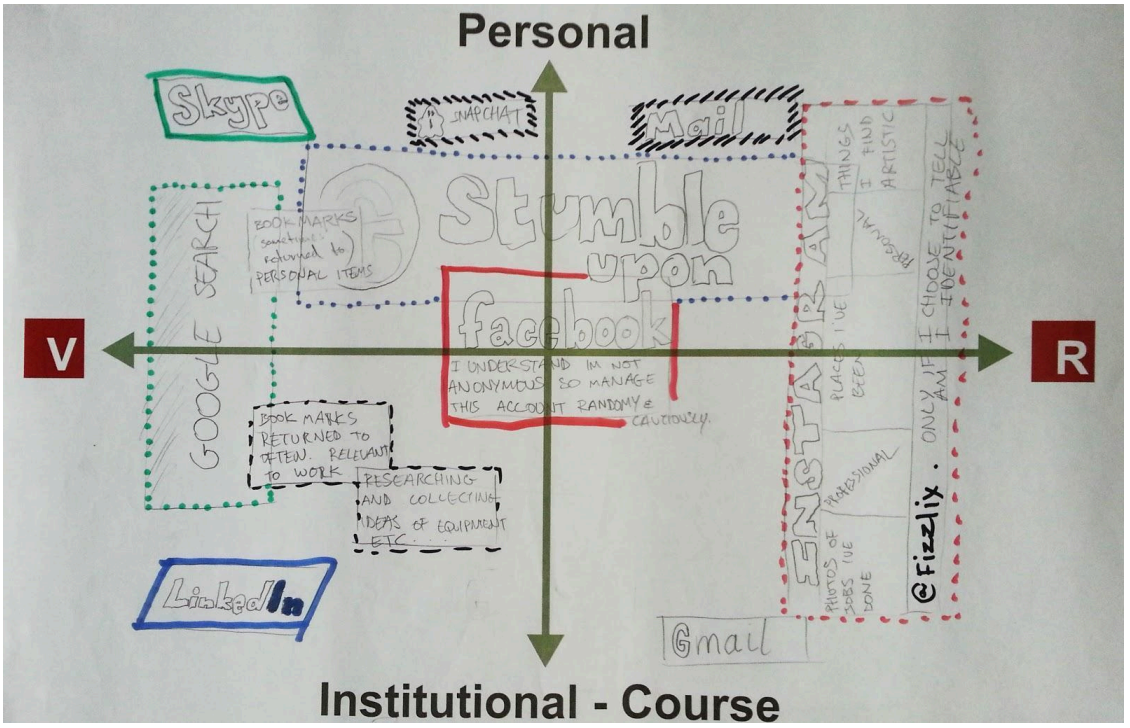


A nicely annotated map from a third year PhD student. Note the 'Ideal self/would like to be' area bordered in pink on the right.

Expanded labelling/notes/linking arrows annotation



This health and social care student has used annotations to give context to their map. A simple approach which expands on what each area really means to the individual. The linking arrows can be a very helpful way of highlighting how different areas relate to each other.



An annotated map from a creative arts tutor

Workshop Day 2 (1–2 hours): mapping your team, department or organisation

Suggested agenda

1	Recap of Day 1/aim for Day 2		10 mins
2	Review example organisational maps		15 mins
3	Organisational mapping	15 mins	
4	Comparing group maps		20 mins
5	Next steps: who to influence		15 mins
6	Wrap up		30 mins
			Total ~105 mins

1 Recap of Day 1/aim for Day 2

The aim for day 2 is to gain a high-level view of the modes of digital use/engagement across part or the whole of an institution. The point of this exercise is to move from individual practices to a shared understanding of collective practice. If you don't have more than one person from each institution, then this will not be effective, and you should stop with the individual mapping process. The aim of this exercise is to reveal how individual perceptions of institutional practices can vary, and to reveal the challenges inherent in visualizing the entirety of the digital presence of an organization.

2 Organisational mapping

This part of the workshop will involve getting each participant to:

1. map their individual sense of what the institutional practices are
2. get together with their colleagues to combine their individual perspectives into a group map of the institution
3. formulate ways to 'improve' their organisational map by influencing key people/groups.

The intention is to get them thinking beyond the individual, and to think about the groups they are members of, including the institutions they work within. In this case they are being encouraged not just to think about what they do, and the motivations behind what they do, but also about how what they do articulates with the activities and priorities of others and the overall aims of the institution.

Activity

Firstly (after a recap of Day 1), members of each group should agree about which part of their institution they will be trying to map, or if they are going to attempt to represent the practice of the entire institution.

Having agreed on the territory to be mapped, split the groups up so that they map separately. This way when you bring them back together they can discuss the what is similar and what is different across their maps.

After a period of discussion, encourage each mapping group to articulate what the digital identity of their group might look like to their constituencies, and what they might do to influence positive changes organisationally.

Tip: A useful exercise is to ask participants who in their organisation they would like to influence to 'improve' weak areas in their maps and how they would go about doing this.

Notes on the organisational map template

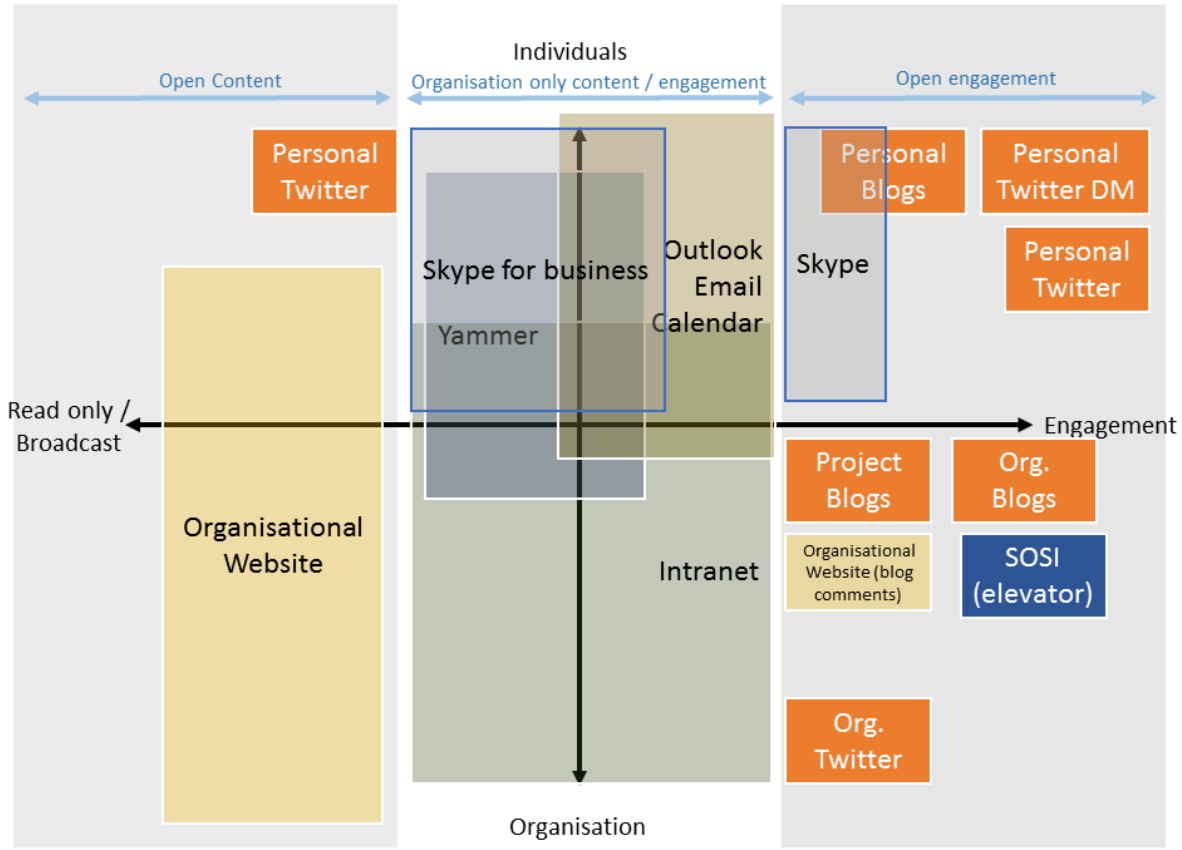
This map template differs from the individual template in the following ways:

- The vertical axis now has 'individual' and 'organisation' to reflect the notion that some online activity is driven corporately while other activity is centred on, and owned, by individuals. For example, the main institutional website is run by the organisation, while individual members of staff may have highly influential Twitter accounts, blogs or YouTube channels. Online it's a combination of organisational and individual forms of engagement that now collectively make up the digital identity of an institution. How these elements are managed/encouraged/evolved and how they relate to each other often becomes central to the discussion around these maps.
- The horizontal axis has been split into three areas based on a broadcast – engagement continuum rather than visitor and resident:
    1. **Open content (Broadcast)** – This is information or content which is posted openly online with little or no expectation of discourse or engagement with those using the content. This can be thought of as a predominantly Visitor mode.
    2. **Organisation-only content/engagement** – This is essentially any information or activity in either mode which is only available if you have an institutional login. For example, the institutional VLE can be used in either mode but is almost always behind an institutional login.
    3. **Open Engagement** – This is where activity is based around the expectation of discourse or feedback from others. For example, a 'conversational' Twitter feed, or a blog with the comments activated. Discourse could be with a specific individual representing the institution in some form or via a 'neutral' institutional voice such as 'the library' or 'academic support'.

- **Broadcast – Engagement –** the shift in use from visitor and resident to broadcast and engagement is in order to recognise that the organisation can not reflect on its own behaviours, a key element of visitor and resident model. Moving to broadcast and engagement allows individuals and groups in discussion to identify what the observable practice is, rather than motivations.

Example organisational maps

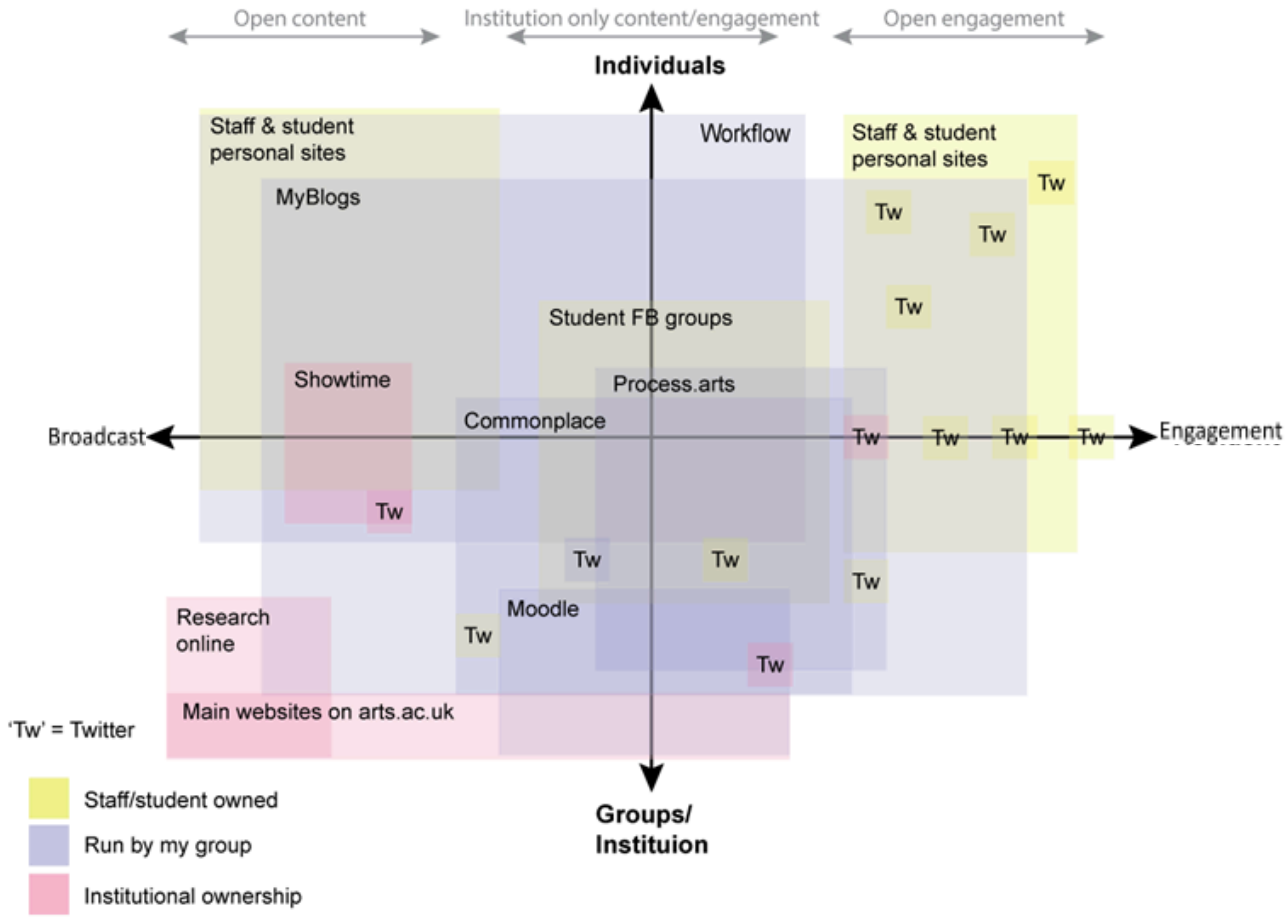
The template for the organisational maps can be found in appendix two



A map from a member of staff from Jisc

Note the following from the Jisc map above:

- The organisational website (the main website for Jisc) is mainly in 'open content' mode, as is usually the case of the core institutional website. The website includes very friendly pages for individual members of staff, which is why this mapping goes up into the 'individual' part of the map. There is also a Resident chunk of the main website in the form of blog comments. It's not uncommon for locations such as these to appear in multiple places on the map.
- We also see Twitter in various places, depending on how discursive the account is and if it's owned by an individual who tweets about their work or if it's the main institutional account. In this case, the main Jisc Twitter account is run in a fairly engaging and chatty manner.
- The 'organisation only' slice in the middle of the man demonstrates the main technologies this member of staff uses to collaborate with colleagues and disseminate work.



A map from David White at the University of the Arts, London.

David White's map shows that many platforms have the potential to support a wide range of practices, hence all of the overlapping squares. However, the extent to which these platforms are used in the various modes is not clear from the map. The blogging platform is typical of this, as a member of staff or any student can start up a blog, but blogs do have the option of being set to a private mode. The 'Tw' squares represent the scattering of Twitter accounts, some run by the institution, e.g. @UniArtsLondon, and some owned by individuals. Note the mappings of 'Staff & student personal sites': these are increasingly common, but the extent to which these kinds of site promote the university will depend on the extent to which the individual links their identity to study/work. The manner in which credibility or currency is conferred between individual and institution is complex [see http://www.hybridpedagogy.com/journal/resident-web-and-impact-on-academy/ by Lanclos & White].

Again, the main institutional website remains in the visitor quadrant because although it contains staff profiles, there is no two-way discourse on the site and no social media feeds are brought into it.

It may seem quite difficult for people to do this part of the exercise, depending on where they sit in their organisation. They may be reluctant to speculate about situations they are unsure about. Encourage them to try. And even if they come up with blank maps, that is a useful result. They can use this as an opportunity to identify where they need to gather more information, who else needs to be in the room, etc. The point is, struggling is part of the process, and can inform next steps. If this is difficult, there is a reason for that.

3 Next steps: whom to influence

At the end of the organisational mapping activity, there are likely to be conversations around how things can get done/barriers to change, even though the room is full of people in leadership positions. One way around the sense of inertia is to have them talk not in terms of *what* to do, but *who* to influence.

Activity

Ask participants to come up with three things they will do to influence the situation at their institution: what group will they involve, with whom will they speak, etc.

4 Wrap up

Finish the session by highlighting online resources participants could use to extend their thinking/practice [see Information Sheet 3], and other workshops/training opportunities that might be available locally or within the sector (training, workshops, seminars, etc.). There may also be sources of funding they can tap into to extend the process.

Senior managers can use the discussion around the mapping to inform programmes of work around digital literacy or aspects of employability linked to the digital identity of staff and students. The mapping can also inform the development of pragmatic policy around online engagement and social media at an institutional level, ensuring that the web is embedded into practice in ways that support individual's careers/progress and institutional visibility/reputation.

Information Sheet 3: V&R resources

Resources which describe the Visitors and Residents idea:

1. A short (7 minute) video designed to introduce the idea for a fairly general audience: https://www.youtube.com/watch?v=sPOG3iThmRI
2. The Jisc Infokit on V&R https://www.jisc.ac.uk/guides/evaluating-digital-services
3. The Visitors and Residents Wikipedia article https://en.wikipedia.org/wiki/Digital_Visitor_and_Resident
4. A longer video (19 minutes) which goes into some of the thinking behind the idea https://www.youtube.com/watch?v=0sFBadv04eY
5. The original blog post for the idea (circa 500 words) http://goo.gl/Wom15
6. The First Monday paper on V&R http://firstmonday.org/article/view/3171/3049
7. A 10 minute video entitled 'Credibility' which explores some of the underlying issues that the Web forces to the surface in higher education https://www.youtube.com/watch?v=kO569eknM6U
8. An 8 minute video exploring 'Open Practice' which illustrates themes which are likely to arise in the workshop. https://www.youtube.com/watch?v=1X0g2OvSdWc

Resources supporting the mapping process:

1. A 10 minute video in which David White runs through creating his own map https://www.youtube.com/watch?v=MSK1Iw1XtwQ
2. A collection of example maps that have been created in workshops by various participants http://padlet.com/wall/visitorsandresidents (including my own map)
3. The mapping template can be downloaded from here: [Individual] [Group]

Further resources

1. The original V&R project page from OCLC http://www.oclc.org/research/themes/user-studies/vandr.html
2. Blog posts around the idea of V&R from Donna Lanclos http://www.donnalanclos.com/?s=VandR
3. Blog posts around the idea of V&R from David White http://daveowhite.com/category/visitors-and-residents/
4. Blog posts around the idea of V&R by Lawrie Phipps http://lawriephipps.co.uk/?s=VandR