THE UNIVERSITY of EDINBURGH

is

BITS
MAGAZINE

Sharing news and stories across Information Services Group and the University

Making the web work for us

The future of web publishing

MyEd changes

Playful engagement

60 second interview

IS BITS MAGAZINE

If you require this publication in an alternative format, please contact Viki Galt, Disability Information Officer on 0131 650 6645 or email **viki.galt@ed.ac.uk**

SUBMISSION DETAILS

If you would like to submit an article, or tell us about some news, please email: **BITS@ed.ac.uk**

The deadline for submissions for the next issue of **BITS** is **17 May 2019**.

To keep up to date with IS news: **www.ed.ac.uk/is/news**

FSC LOGO

Editorial

This issue of BITS magazine is all about how we make the web work for us. We make use of web technologies to deliver core University activities in learning, teaching and research and to enhance the student experience. Our audiences discover our collections, data, content, open journals, online courses and most influential thinkers when they search for the University of Edinburgh online.

Our feature story on pages 2-3 highlights the importance of the web and the future developments in our web publishing services. DiscoverEd, MyEd, Learn, the Research Data Service and web search are all seeing new features and upgrades. Our updates include the training, accessibility, analytics, security and new technologies which are on offer to you.

You can also learn more about how ISG teams can help you with your web provision on page 10. This ranges from face-to-face advice on managing and updating your website to consultancy services to help you better understand your audiences.

Web technologies are changing rapidly and we often get requests to build chatbots and automated assistants. These new conversational interfaces rely on careful design and structure of information. On page 11 we ask you to consider whether your content is chatbot ready.

Finally, read about our conferences, engagement activities and electronic owls. Our 60 second interview on page 13 is with our Head of Website & Communications Technologies, Stratos Filalithis.

I hope you enjoy BITS magazine on a regular basis. If you would like more frequent communications, you can keep up to date with Information Services via our website, social media accounts and service newsletters.

Melissa Highton
Director of Learning, Teaching & Web

ISG news

New people

Stephen Rackley

Stephen Rackley has joined ISG as an Assistant Management Accountant. He was previously at the University of Gloucestershire, where he worked in a similar role for five years while working towards the CIMA Professional Accountancy qualification.

> **I'm extremely happy to have joined a world-class institution like the University of Edinburgh. I'm looking forward to getting to know my colleagues and the department, and to being a part of some of the really exciting work that ISG is involved in, such as the City Region Deal.**

Shaun Burnett

Shaun Burnett has joined as Head of ISG Communications, a newly created role to support our communications efforts within ISG and across the University. Shaun brings 25 years' experience in communications, branding, digital and CX, having worked in financial services, energy, transport, food and drink and electronic security.

Shaun will also have a close working relationship with Communications and Marketing to ensure alignment between us across areas such as brand strategy.

> **This is my first role in higher education, so I'm looking to engage with ISG staff to better understand our internal communications opportunities and challenges - while also getting out and about across the University to understand the views of our various ISG customer audiences.**

Improve your digital content skills

Lizzie Cass-Maran

We've launched a new version of the Effective Digital Content course, using stand-alone in-house videos, up-to-date with the latest legislation and research.

This editorial training course covers good practice in writing and structuring digital content. It also includes guidance on data protection and keeping your site as accessible as possible.

The course previously used some content from Lynda.com, but this was causing a problem for visitor accounts, so all the videos are now in-house. Complete the course from scratch, or go back in and revisit areas you'd like to brush up on.

Find out more on the Website & Communications blog: **edin.ac/effective-digital-content-relaunch**

Law moves

The redeveloped digital and physical spaces in Law have been an opportunity to work with teams across ISG in AV, library and user services.

The new Law Library, featuring some of the original Robert Adam design, provides a modern, high-quality functional space for users to teach, learn, explore the collections, use IT and study.

Law have also now moved all their online learning programmes into Learn VLE. As part of the lessons learned wrap-up after the moves, colleagues wrote haikus to describe their experience:

"The difficult task,

a skilled team assembles.

All doors open before it."

Making the web work for us: Our window to the world

Gavin McLachlan
Vice-Principal and Chief Information Officer, and Librarian to the University

The web is one of the most powerful communication, information, marketing and engagement tools we have. It is our shop window, our open door to the outside world.

With the advent of increasingly powerful web technologies, and the browsers and search engines that make access possible, the web has become one of the preferred routes for information flow and interactions with all our stakeholders.

Such an important and public technology brings many challenges, including how to:

- develop web services that support the diverse needs of the University and our audiences
- communicate and express ourselves and our work worldwide
- better understand usage and traffic data to continually improve our web presence
- protect ourselves on the web
- display our historic collections online

The articles in this feature spread and the rest of the issue address these challenges and more.

The future of web publishing at the University

Stratos Filalithis

We have an exciting opportunity to align with the University Web Strategy and develop our web publishing service beyond its current position of supporting the development and running of the University website.

So much was achieved with the delivery of our corporate Content Management System, EdWeb, in 2016 with over 75% of schools, colleges and business units having a strong web presence in it. Our ambitious aim now is to build on this success and to deliver a more flexible University website service by 2021. This will be underpinned by robust technologies, agreed standards and editorial and service management practices to meet our ever growing business needs.

There are 2 main strands:

- A set of more adaptable University web services, including the introduction of a web publishing platform. This will be supported by an updated approach to content management to facilitate faster and more flexible development. These will cover facilities to develop more complex website use cases, and digital consultancy services to manage content strategy and delivery and an improved user experience.
- A centrally-supported web development procurement framework to allow the use of University-approved web agencies.

To put these in place, we'll be placing the student experience at the centre of all website changes, and the editorial experience at the heart of site management. We are constantly taking a user-centred approach, are data-driven and gather intelligence and insight from our target audiences.

We'll use the latest technology to embrace change, support innovation and allow enhancements to happen risk free, quickly and iteratively. By following a strong and coherent content strategy, we'll ensure our staff, students and prospective students' confidence in using all our web publishing outputs.

Make yourself discoverable

Bruce Darby

Are you are looking for a great way of stamping your digital footprint and showing the world who you are? EdWeb profiles are available to all staff, easy to create (no training required) and look incredibly professional. While there are now over 4000 profiles, our search function can cleverly pick out key information like your name, picture and contact details to make it stand out from other results.

Create your profile page: **edin.ac/edweb-profile**

Better content, fewer support calls

Lauren Tormey

Content improvements to the University card process webpages have slashed support calls on the topic by half. This work was part of a cross-ISG collaboration to continuously improve IT help provision at the University in an effort to facilitate self-service by users.

After witnessing students face difficulty navigating content on getting their first card, ISG colleagues overhauled the content into a series of clear step-by-step pages. As a result, the number of card-related support calls dropped from 433 in summer 2017 to 224 in 2018.

Read more on the project: **edin.ac/card-content**

New tool to keep us safe online

Garry Scobie

A security vulnerability scanner using OpenVAS (Open Vulnerability Assessment System) has been developed by a student intern working within the Information Security directorate. The web-based tool allows users to test and evaluate their servers for potential security breaches, providing a detailed report on actions that can help mitigate these risks. Currently in test, this will assist with enhancing the University's digital security. It is expected to be available by summer 2019.
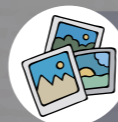
Art on campus - Collections.ed site

Liv Laumenech

Funded by the ISG Innovation programme, the art collection is delighted to feature a new subsite on Collections.ed aimed at anyone wanting to browse the exterior sculptural work across the University. The site will enable digital learning and research and act as an advocacy tool around these artworks. It includes a map feature to enable searches by location and a dedicated site for the Paolozzi mosaic project. Designed by an undergraduate Informatics student with the help and support of the Development and Systems team in the Digital Library, it also features interpretation contributions from Art History students.

collections.ed.ac.uk/public-art

1 *The Next Big Thing….is a Series of Little Things* (2017) by Susan Collis, Bronze. Image by University of Edinburgh.

2 *Relief of Lizards*, Ashworth Building (1929) by Phyllis Mary Bone. Image by University of Edinburgh.

Improving search

Bruce Darby

It's been a year since we updated our search facility in EdWeb. One of the initial benefits was the ability to promote University profiles with a new customised look and feel, with results showing photos and contact details.

Since then we've added autosuggestions for search terms and a new filter for available programmes fed from degree finder pages. We then extended this to filter for blogs. The vision for the future will include more sophisticated faceted search based on the organisational hierarchy, study topics or research interests.

How Digital Skills and Training use the web

The Digital Skills and Training team use a variety of web services to support the work they do:

- **EdWeb for forms and promoting student opportunities**: The team created 3 webforms which provide a simple, efficient and user-friendly method to gather information and identify improvements to their services. The team's webpages also have a dedicated section to showcase the benefits of student workers, which highlights students' achievements and promotes further student opportunities.

- **WordPress to design online tools**: WordPress was central to the development of the Digital Skills Framework. It provided flexibility to design and develop a fully customisable website, and allowed for seamless analytics (**www.digitalskills.ed.ac.uk**).

- **Learn for blended learning**: Learn became the primary tool to deliver a blended learning experience for the Developing Your Data Skills Programme as it allowed for streamlined communications and provided statistical tracking across the course (**edin.ac/develop-data-skills**).

- **Web analytics to report on training uptake**: Google Analytics and Power BI allow the team to report on the uptake of various training courses.

- **Adobe Spark for newsletters**: Spark, Adobe's free online storytelling suite, is a great platform for newsletters as it allows the inclusion of stunning copyright free images, videos and interactive buttons.

**www.ed.ac.uk/is/skills**

Adobe Spark on mobile

MyEd is changing

Mary Elder

A new MyEd will be available in 2019. It will be simpler, easier to use and is designed for mobile first, making it accessible on any device, wherever you are.

There's a new homepage featuring frequently used portlets. Your homepage can be customised by favouriting the content that you use most often.

Content is now accessed through menus. This avoids the need to load content-heavy tabs, making it faster to get to the information that you need.

Favourites ☆

Course options	🗑
My finance	🗑
Study tools	🗑
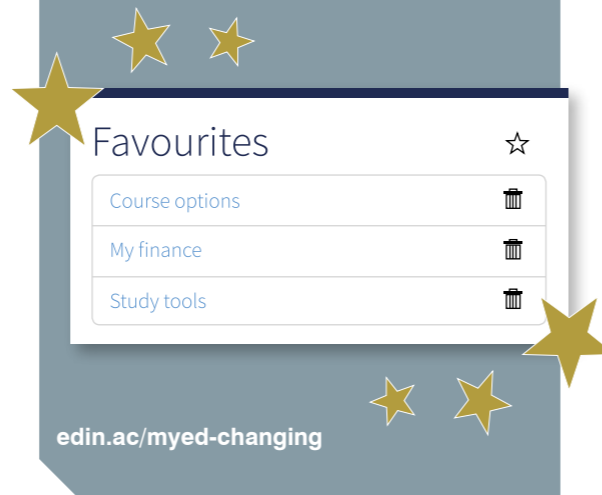
edin.ac/myed-changing

Uncovered: Charlotte Auerbach

Over the next few issues, we'll be sharing stories from our Gender and Equality Images PhD intern, who is working to uncover hidden stories from the University archives about marginalised groups.

Charlotte Auerbach was a Jewish-German zoologist and geneticist who fled Nazism in Germany to pursue her PhD in genetics at the University of Edinburgh.

She is best known for her research on mustard gas mutagenesis, research that was commissioned by the War Office due to the use of mustard gas as a chemical weapon, which was carried out under strict confidentiality. Her work won her the Keith Prize from the Royal Society of Edinburgh.

Charlotte's legacy is commemorated at the University by a road recently named after her within the Kings Building's campus, as part of a road renaming project.

'Lotte' Auerbach

How Green is your Campus?

Guy McGarva

The How Green is your Campus project will identify and map green infrastructure in selected areas of the University campus and develop a mobile app for internal business and student use.

The aim is to improve the student experience by providing greater knowledge of the natural environment around the University. It will also provide the University with an easy and convenient method of quantifying how 'green' it is and identify ways it can improve.

Funding is by the Student Experience Grant, Estates Department, the Department for Social Responsibility and Sustainability and EDINA, and based on the Scottish Wildlife Trust Natural Capital Standard for Green Infrastructure.

Owls in our parks

Plans to install electronic owls to monitor and interact with users of four Edinburgh parks are now underway, as part of the joint IT Infrastructure, City of Edinburgh Council and National Endowment for Science Technology and Arts (NESTA) project 'Parklife'.

These devices are being fitted onto trees across the city, and park users will be able to connect through wi-fi to the robot owls, before being taken to a dashboard displaying real-time information about the park's wildlife and number of users.

Noteable service pilot

James Slack

The Noteable service is continuing into the second phase of its service pilot. Noteable, developed by EDINA, provides cloud access to Jupyter notebooks – open-source computational notebooks that allow you to run code while also containing text, data tables and images.

In Semester 1, the service was used by more than 500 users on 6 courses across 6 different schools. We are now continuing to work closely with users to add new features, such as the ability to create and mark assignments within notebooks.

If you would like to find out more about the service, go to: **edin.ac/2T3u2qf**

jupyter

Making a statement about accessibility

Viki Galt & Bruce Darby

A recent directive passed into UK law confirms the need for public sector websites and applications to be accessible by conforming to the Web Content Accessibility Guidelines AA standard. A new element to the legalisation requires public sector websites and applications to display an accessibility statement detailing how users can request accessible content and report complaints.

Jisc is hoping to advise the Government Digital Service (GDS) on their website accessibility template. By creating a template, it's possible that computers could scan the web helping identify sites without a statement.

If you are unsure how this legislation might affect your website, please contact Viki Galt on 0131 650 6645 or email **viki.galt@ed.ac.uk**.
University guidance: **edin.ac/2SGATWj**
Accessibility legislation: **bit.ly/2wq00jZ**
Government guidance: **bit.ly/2MD86eF**

IDCC19

Alex Delipalta

Over 260 delegates from Australasia, Europe and the United States got together to discuss collaborations and partnerships in the field of digital curation and preservation in IDCC19.

The conference took place in Australia this February in partnership with the University of Melbourne. 2019 also marked the DCC's 15th birthday. We were delighted to celebrate this landmark with our community – many of you have been with us from the beginning. Finally, we are excited to announce that IDCC20 will take place in Dublin at Croke Park, 17-20 February 2020, in partnership with the Digital Repository of Ireland.

What's new in Open.Ed

Lorna M Campbell & Stephanie (Charlie) Farley

Open.Ed, the University's Open Educational Resources (OER) Service, has released new collections of free, open-licensed digital skills development resources, covering topics including copyright and open licensing for lecture recording, open education practice, finding and using OERs, equality and inclusion and Open Science.

The service has also launched a new 1-hour information session for staff on the use of copyright and open licensed resources in Learn.
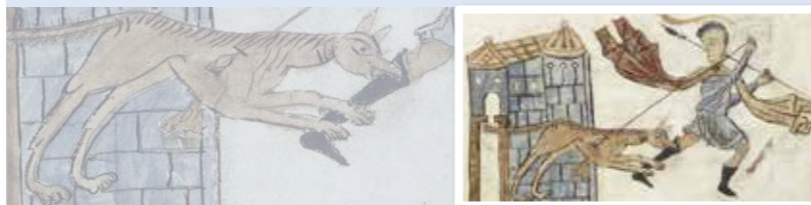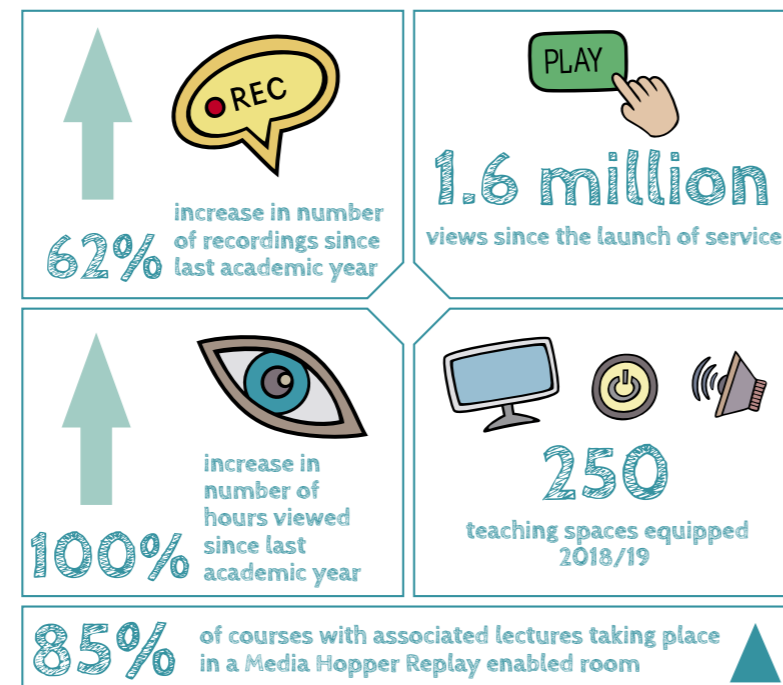
Image: Man and dog from BL Harley 5294, f. 25 - Public domain image.
www.europeana.eu/portal/record/9200397/BibliographicResource_3000126261585.html

Named 'Will it bite me?' after the notion that copyright can bite back when licensed content is used inappropriately, the webinar covers an array of topics relating to the use of licensed and open content.

For more information about the OER Service's resources and events, visit: **open.ed.ac.uk**

Lecture recording

Lorraine Spalding

REC

62% increase in number of recordings since last academic year

PLAY

1.6 million views since the launch of service

100% increase in number of hours viewed since last academic year

250 teaching spaces equipped 2018/19

85% of courses with associated lectures taking place in a Media Hopper Replay enabled room

Creative site building

Arthur Wilson

The ISG Web Interfaces Team worked to build an innovative solution for the Festival of Creative Learning's event booking requirements.

The Festival needed a website that would display details of its 100+ events scheduled in the Events Booking System and allow prospective attendees to find and book a place.

The newly revamped site, with its appealing visual identity, is unique in that almost all of the content is external and is consumed and displayed dynamically.

You can read our case study in full at: **edin.ac/focl-website**

www.festivalofcreativelearning.ed.ac.uk

Showcasing qualitative research

Sonia Virdi

ISG teams were able to help Dr Charlotte Gilmore, lecturer and Chancellor's Fellow in Cultural and Creative Industries, and her team identify the needs for a new website on qualitative research.

The QUAL website provides exemplars of how qualitative research can be used to help arts organisations in providing valuable insights that can give them a deeper understanding of their audiences.

Working together, the teams identified the site's needs from users' perspective, as well as assisting in its creation and advising on incorporating video to bring the website to life.

Further work to create a research repository in collaboration with Creative Scotland is due to start. The hope is this will make this website a valuable research resource, as well as bringing together the research community within Scotland.

www.qual.org.uk

Making Learn work better for on-campus students

Stuart Nicol

To better understand our students' needs, the Learn Foundations project team have significantly changed the way we engage with users.

Using open interviews and online user surveys, the User Experience Service has worked with the project team to research the needs of students and staff using the Learn virtual learning environment. We have had a fantastic response to our surveys with over 3000 participants. This work has identified the top tasks for users, along with their preferred terminology and Learn course structure.

You can find further information on the project and the user experience work on our wiki: **edin.ac/learn-wiki**

DiscoverEd improvements project

Gordon Andrew

Students have been change agents in helping improve the DiscoverEd service. With the assistance of a student intern, a series of student focus groups and usability testing sessions were carried out.

The sessions aimed to find out more about why students choose to use or not use DiscoverEd, and to gain an insight into which aspects of the service are most valued and which are considered to be frustrating. An electronic survey of academic and support staff was carried out in tandem with the student sessions. The project's findings have already resulted in changes to the DiscoverEd interface, and will prove most useful in informing future developments.

Going forward, we have a far better understanding of what our users expect from DiscoverEd. The full project report is available on request from **g.andrew@ed.ac.uk**.

Supporting online open access publishing

Roza Dimitrellou

The Library's journal hosting service supports the publication of academic and student-led open access journals. Open access publishing provides free online access to research, fosters collaboration within the scholarly community and allows journals and their authors to reach the widest possible audience, helping increase their visibility and impact.

Not all open access journals are born-digital publications – the hosting service also supports open access journals with print archives, and helps them make their digitised backfiles available to readers around the world. For example, we host all volumes of *Res Medica* since its launch in 1957, and we recently created a publishing platform for the Society of Antiquaries of Scotland, which hosts their complete journal archive going back to 1792.

The hosting service can also provide support to journals wishing to adopt more flexible publishing models and experiment with the possibilities of online publishing.

Find out more at: **edin.ac/journal-hosting**

Mobile security talks

Garry Scobie

The Information Security directorate are providing talks on mobile security this spring. The 1-hour session provides a high-level overview of mobile phones and the security landscape they operate within. The attack surface and examples of threats are highlighted along with top 10 tips to help with securing mobile devices.

For details of this and other sessions to help you be more secure, please visit: **edin.ac/infosec-training**

Treat it like treasure

Influential voices

Anne-Marie Scott

There has been a very positive response to the launch of the new Blogs.ed University WordPress blogging platform.

Image credit: Eli Appleby-Donald

Many staff and students are publishing and promoting their work online, exchanging their ideas with immediate peers, organisations and communities across the globe. Blogs are being used to share learning and academic interests, create and nurture student communities, promote research and support individual professional development. You can see a range of examples at: **blogs.ed.ac.uk/public-blogs**

Exam papers online

Hannah Mateer

The Exam Papers Online Service is one of the most visited Library web pages, with over 300,000 site visits in 2018.

The website provides University staff and students with access to the collected degree examination papers of the University from 2004/2005 onwards, for use as a study and revision aid.

The Library is focused on providing access to as many recent eligible exam papers as possible; course secretaries or academic colleagues who have exam papers for submission can contact:

exam.papers@ed.ac.uk
edin.ac/exam-papers

Social media and the Statistical Accounts of Scotland 1791-1845

Celia Jenkins

A new marketing strategy utilising social media was created to showcase the vast information the Statistical Accounts of Scotland contains. Over the past year, a series of blog posts on various themes have been published regularly on the blog and Facebook page (**statacc.blogs.edina.ac.uk**).

The Twitter account has used #OnThisDay, which highlights the anniversaries of historical events as reported by the Statistical Accounts.
It has also regularly contributed to #FolkloreThursday, a global campaign sharing folklore-related posts across social media every Thursday.
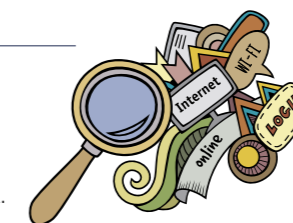
'Little Beggar Girl and Woman Spinning' by Giacomo Ceruti [Public domain]

Data discovery - how do researchers find data on the web?

Jennifer Daub

Our data discovery resource has been realigned to offer a more user-friendly starting point for discovering relevant data.

The abundance of data becoming available online and the widespread use of Google search has changed the way researchers look for and expect to discover information. For example, the recently released Google Dataset Search offers improved findability from a single access point. Instead of a large, curated collection of third-party datasets, we now provide a slimmed-down resource based on major data portals.

Check it out at: **www.ed.ac.uk/is/finding-data**

Embed your Pure content across the web

Damon Querry

Content held within the University research information system Pure can be reused online elsewhere.

In addition to the Edinburgh Research Explorer, information stored in Pure can be accessed via web services and surfaced in other parts of the University's web estate. Several academic units have developed integrations between their own websites and Pure to provide things like current publication lists for academic profile pages. Moreover, the University Website Publishing team have developed a widget which can be used by those without technical skills to embed Pure content on EdWeb and other sites: **edin.ac/pure-widget**

Making the RDS website more useful

Martin Donnelly

The Research Data Service website has been updated to better reflect the needs of our audiences. This follows a collaboration with the User Experience Service, where we examined how users interacted with our website, identifying what they found helpful or frustrating. Prior to the collaboration, the site's content had been created by multiple authors over time and was pitched at different levels of expertise and interest.

The UX analysis taught us effective lessons which have gone on to inform the key challenges section of our communications plan. It also provided us with vital intelligence, resources and tips which we will return to repeatedly as we continue to refine, improve and clarify our web presence.

www.ed.ac.uk/is/research-data-service

Fundamentals of website management

Neil Allison

The most important element of a good website is people
A good website is managed by people who know what they're doing, why they're doing it and are empowered to take action to support what the organisation is trying to achieve.

The 80-20 rule is everywhere in web management
Focus your efforts on the small number of things that are disproportionately important or popular, such as the webpages that get read or the tasks people want to undertake on your site.

ISG site pageviews March 2018-19
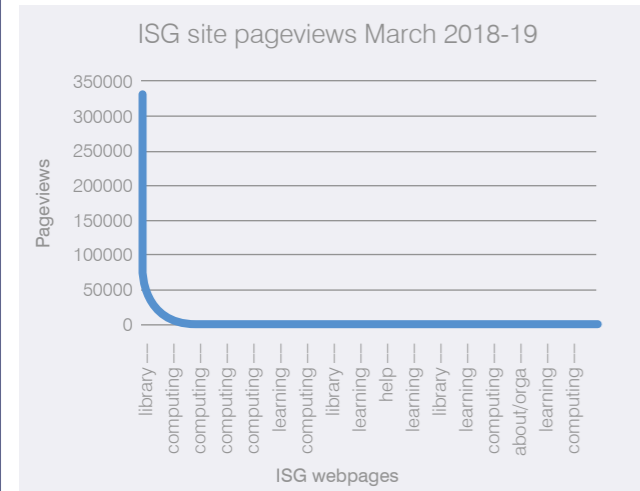
An example of a Zipf curve – a small number of pages on the ISG site account for the majority of pageviews across the entire site.

It's about self service
Why do we visit websites? To do things for ourselves. Your website should save your organisation more time and money than it costs.

Process, not project
The only way to an effective web presence is to plan for ongoing, iterative improvement informed by evidence.

What matters is outcomes
We focus on outputs, but measuring your performance by, for example, how many pages you publish is irrelevant.

If you change your focus from outputs to outcomes, you focus on what's really important. You also see a return on the investment you put into the maintenance of your website.

Read more about these fundamentals, and the steps you can take to get a grip of your website at:
edin.ac/get-a-grip-website

Tailor your EdWeb site

Bruce Darby

To ensure some consistency and protect the University brand, the EdWeb CMS does have a few constraints – but it also offers a lot of flexibility to tailor your website.

All EdWeb sites have a choice of 11 different colour schemes, and the homepage allows you to add your own banner image and arrange your content in multiple panel configurations. You can also add localised branding and, in the customisable footer of your site, highlight key content such as affiliations, funding and award logos.

To see creativity taken to new heights, check out the Student Experience Grants website designed by the Graphic Design Service: **www.ed.ac.uk/student-experience-grants**
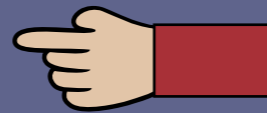
Need some help with your website?

Face-to-face advice
TThe University Website Publishing team provides weekly support clinics for web publishers across the University.

We can help you with:

- editing and publishing in EdWeb
- setting site objectives
- planning and structuring content
- Google Analytics
- appraising your site

Book a place: **edin.ac/support-clinics**

Understand your users better
Understanding your audiences and their needs is fundamental to the success of any website or digital service. Technology is evolving at an ever increasing pace while user needs remain more consistent. Successful services understand these needs and meet them, at the right time in the right place. The User Experience Service helps the University engage with students, staff and many other target audiences in an ongoing, meaningful way that ensures you deliver websites and services that meet their needs and are easy to use.

Find out how we can help you do better business online:
www.ed.ac.uk/is/ux

Delivering high-quality educational media for online courses

Stuart Nicol

As part of the Distance Learning at Scale project, we have been planning methods to scale the production of high-quality educational media for online courses.

To achieve this, we have built a recording studio in Argyle House where audio and video content for these new courses will be produced. All media will follow a set of design principles, created for the purpose of delivering consistent and professional outputs.

A style guide has also been developed as a comprehensive guide on how to present content. The guide will be accompanied by openly licenced templates for video overlays and transitions.

Driving new markets to our website

Lauren Johnston-Smith

We've been using Coursera's built-in communication tool to promote masters degrees to learners undertaking University of Edinburgh massive open online courses (MOOCs).
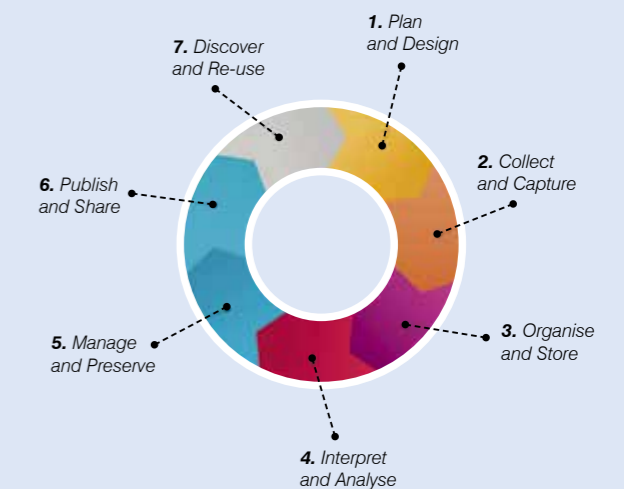
These campaigns have collectively generated more than 160,000 sessions on our website, making them the University website's highest-performing formally tracked campaign over this period. Website visitors come from all over the world: the largest numbers being from the USA, UK and India. Furthermore, over 70% of visitors are accessing the website for the first time.

Digital Research Services website

The new Digital Research Services website offers a single point of access to all the resources available to support data-intensive and computational research at the University of Edinburgh.

Alongside case studies that demonstrate how resources can be used, it holds up-to-date information on access, requirements and costs and information about how researchers can develop their digital research skills.

1. Plan and Design
2. Collect and Capture
3. Organise and Store
4. Interpret and Analyse
5. Manage and Preserve
6. Publish and Share
7. Discover and Re-use

We are keen to hear what you think about the website and how you think we could make it better.

Website address: **www.digitalresearchservices.ed.ac.uk**
Generic contact email: **digitalresearchservices@ed.ac.uk**

Is your web content chatbot ready?

Myles Blaney

Chatbots are being investigated and piloted as part of the Distance Learning at Scale (DLAS) project. To work well with bots, web content must be available, relevant and accurate.

Bots allow staff to concentrate on high-quality teaching and complex queries, as they help in reducing the need to answer repetitive queries from students.

We plan to deliver 2 pilot chatbots: one targeting administrative functions, set for delivery in 2019, and the other a teaching bot/virtual assistant, set for delivery in 2020.

IS Healthy Working Lives

Healthy Working Lives

Kathryn Mackay

The Giving Tree
We collected an amazing number of gifts in December for both Streetwise and Edinburgh Women's Aid – collecting approximately 7 crates of gifts for each charity. A huge thank you to all our very generous colleagues.

ISG 2019 Calendars
We professionally printed and sold calendars with entries from this year's ISG photography competition. We raised a fantastic £191.22. Colleagues voted to donate the proceeds to SAMH (Scottish Association for Mental Health).

New Year's Bingo
At the start of the year, we ran a New Year's bingo competition where we asked colleagues to mark off tasks, including taking a lunch break, eating breakfast and leaving work on time for each day of that week. If colleagues got a line or a full house, they received a prize.

ISG Recipes
We also ran a competition for the best photo of a recipe and 'most different' interpretation of a recipe. You can see all the entries at: **bit.ly/2TEWBLR**

Honouring Brenda Moon

Brenda Elizabeth Moon
(1931-2011)

University librarian who had a clear vision of the transformative effects of digitisation

The Boardroom in Argyle House has been renamed the Brenda Moon Boardroom in honour of the University's chief librarian from 1980-1996.

In her 16 years in the role, she was a pioneer, bringing the Library into the late 20th century with a clear vision of the transformative influence digitisation would have on libraries. She led Edinburgh to be among the first UK libraries to deliver a computer-based service.

A plaque honouring Brenda was unveiled as part of ISG's International Women's Day celebrations, where we were joined by some of Brenda's former colleagues to commemorate her legacy.

Playful engagement for everyone

Stewart Lamb Cromar

As part of the ISG commitment to playful engagement, a new website has been established by Stephanie (Charlie) Farley to promote and highlight our playful tools, services and activities.

Inclusivity and accessibility were key objectives for the website's visual design and technical build. ISG intern Annie Adam created a broad range of fun character illustrations, and the website colour palette follows the W3C Web Content Accessibility Guidelines (WCAG). Users have the option to disable both bitmap animations and CSS transitions.

edin.ac/playful-engagement

60 seconds with Stratos Filalithis

Head of Website & Communications Technologies

> " Supporting the University web publishing community is at the heart of our section's principles.

Tell us about your role.
My main responsibility is to lead the Website & Communications section to deliver a range of web and design services to support the University's key strategic goals. My constant aim is to support the corporate University web presence by delivering an effective user experience, and promote best practice in using web services across the University.

What are the challenges of your job?
The University of Edinburgh is a very large and diverse organisation, encompassing many different areas. In this environment, the biggest challenge is to achieve alignment between them, often bridging conflicting objectives. Thankfully, through constant engagement effort with University stakeholders and communities, this challenge is mitigated significantly.

What do you find most exciting about it?
Having been with the University for more than 6 years, I relish the constant opportunities to learn new things. It is rarely the occasion that a week, or even a day, goes by without picking up something new that contributes to my skills development. Furthermore, I am excited to be able to work and collaborate with such a motivated and capable team.

What support is available to the web community at the University?
Supporting the University web publishing community is at the heart of our section's principles. The Web Publishers' Community sessions run monthly and always attract a good number of colleagues directly involved in website management. There are also weekly face-to-face website support sessions available. Our Effective Digital Content training highlights editorial best practice to ensure delivery of quality content. Finally, there are a range of digital consultancy services which can provide expert advice on developing or refreshing web presences. It is worth highlighting that this support is not only available and useful for the central corporate University website (EdWeb) users, but is of value for all colleagues, whatever their platform of choice is.

Tell us about your professional background.
After completing my master's degree in Distributed & Multimedia Information Systems in Edinburgh, I worked in Greece for about 10 years. I built experience working in web development and project management, which resulted in running my own web development company. Through this endeavour, I was heavily involved in launching high profile websites in the fields of e-commerce, crowdsourcing and tourism. Having an interest in technology and digital strategy, I spend a lot of effort updating myself on the latest developments in areas related to digital leadership, web technologies, service management, project and business methodologies and techniques, and user behaviour and experience.

What do you like to do outside work?
By far, my main priority is spending time with my family. We really like walking, either on beaches or hills, and are always keen to try new routes. On a personal level, I am a man of many hobbies, including scale modelling, reading books and watching movies. Recently, I have been focusing on my running, training to do my first full marathon, supporting the British Heart Foundation as a charity of choice. Having had personal experience, I truly believe in supporting people and families impacted by heart conditions.

Hybrid teaching spaces in EFI

Euan Murray

Teams across Learning, Teaching and Web and IT Infrastructure are working with the College of Arts, Humanities and Social Sciences on the development of an innovative teaching delivery method as part of the Edinburgh Futures Institute.

Hybrid teaching spaces aim to teach both online and on-campus students within the same space. The project brings together expertise across a range of physical and virtual technologies: space design, audio visual, videoconferencing, networking, Internet of things, robotics and online learning technologies.

The project will help shape the design of new teaching spaces and will change how virtual and physical learning environments interact.

Special Collections: embedded digital content and research resources

Rachel Hosker

While Special Collections is known for world-class heritage collections, you may be surprised at the digital skills and resources we have and the deployment of these for the benefit of staff, students and wider communities.

We are particularly proud of the enhancement work which utilises our open source web-based systems. This includes work by our Medieval Manuscript Student Interns who are embedding metadata and images online in an internationally recognised project: **edin.ac/book-hours**

We will be looking at how we use TEI (Text Encoding Initiative) to enrich the metadata of collection items and create datasets, particularly those in different languages. We are collaborating with colleagues from Cambridge, Oxford, Manchester and the British Library. The aim is to make access dynamic using interactive transcription and translation tools.