Digital Literacy in the Disciplines

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JISC TechDis
The ability to effectively engage with a range of digital technologies to create, navigate, manipulate and evaluate information.

Getting the best out of the digital solutions and affordances of what is always *currently* available for use in a discipline context.
Elements of Digital literacy

JISC Digital Literacies Programme → New JISC InfoKit

- **Information literacy**: Find, interpret, evaluate, manage and share information
- **Digital scholarship**: Participate in emerging academic, professional and research practices that depend on digital systems
- **Media literacy**: Critically read and creatively produce academic and professional communications in a range of media
- **Communication & collaboration**: Participate in digital networks for learning and research
- **Career & identity management**: Manage digital reputation and online identity

- **Learning skills**: Study and learn effectively in technology-rich environments, formal and informal
- **ICT literacy**: Adopt, adapt and use digital devices, applications and services
Models

Empowerment

ICT – Information -- Thinking
Other Models

Developing Digital Literacies

- Ct: Critical
- Cu: Cultural
- Cr: Creative
- Cn: Constructive
- Co: Communicative
- Cl: Civic
Use of an established (process model) framework – lightweight capture

http://www.open.ac.uk/libraryservices/subsites/dilframework/level1.php
Digital Aims

Networking Practice

Build confidence
Offer new opportunities
Risk – allow exploration

Realistic and authentic activities
Assessable challenges
Raising awareness
Developing behaviour (Beetham et. al.)

I create a learning environment that suits me, with an awareness of my needs and preferences including ICT preferences.

I plan my own learning journey, using technology to access opportunity, showcase achievements, and reflect on the outcomes.

I design original projects, problems and questions that are meaningful to me and others.

I am a critical reader of messages in different media, and a critical user of different technologies.

I judge digital resources, environments, networks and opportunities for their value to me and others.

I behave ethically in contexts where the digital is blurring boundaries, and with an awareness of digital rights and safety.
a set of achievements, skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.
Digital Literacy in the Disciplines

Three strands

• Small targeted projects with a digital element: Integration with small scale ‘tipping point’ projects – a CLL ‘Partnership’

• ‘Research’ project(s) – case studies

• Enabling student co-production and shifting practice

Use of free software to extend skills and literacies – enabling the digital learner to engage with modern digital production practices
JISC Digital Literacy Programme
Harvesting local practices (institution and ‘departmental’)
Sector diversity
Utilising current student practice and further development
‘Questions that remain

What are good examples of students using digital means to develop and express their academic understanding?

What are good examples of research and teaching staff integrating digital know-how into their scholarly activities?

What useful ways have we found of defining subject-specific digital identities (perhaps in relation to research and scholarship as well as teaching/learning)?

How are subject communities sharing methods, insights and experiences, within and across community boundaries?’
Bridging the gap between practice and services

Getting staff, students and service providers talking to each other.

Factors influencing practice

Making the connection between tasks, services and Learning Literacies

Search and discovery of tasks/practices, services and Learning Literacies

Link tasks and practices to services, e.g., digital tools
“Best way to learn is to teach!”

For students to extend their digital ‘experience’

• Present new opportunities
• Engage with a network beyond institution
• Create persistence in practice
• Have inclusive outputs (TechDis agenda)
• Utilise discipline clusters and networks
• Give freedom to innovate, motivate
• Teach students to be ‘Open’ producers
Avalanche or Flood?

Steady state or fluid?
– Don’t re-position, learn to float/ swim/ submerge!
Clued up!
Digital skills for the 21st Century Student

Good online skills can make your study life so much easier – how are your online skills? Have YOU got a lot to learn?

Technology has changed the way we live, the way we work, the way we play, communicate, date, talk, discover... but how does it affect your life as a student?

Become a Student Digital Ambassador at London Met
You can help to drive change in the university and raise the profile of digital technologies and digital literacy.
1. Staff are encouraged to make use of OERs in student education.
2. Staff are encouraged to produce and release OERs into the community.
3. Staff are encouraged to understand and make use of Creative Commons licences for OERs.
4. Staff are reminded to ensure all materials are copyright compliant.
5. Students can be consumers and producers of OERs.

Available at: http://www.leeds.ac.uk/qat/policyprocedures/OERs.pdf
The plan (1) – Micro-projects

- Small, tiny projects really work
  - “Tipping-point” projects for change of practice
  - Similar to HEAT (TechDis): proven history
  - Template-based reporting – consistent + quick
  - Aligned to Changing Learning Landscape to ‘harvest’ other aspects of digital practice

~60 Projects with based on needs - local requirements after 2013 workshop series
CLL alignment – uncovering DL aspects

~60 projects also revealing digital literacy development
The plan (2) – Case Studies

Led by Alison leCornu

Digital Natives “de-bunked” – convenient for some but often mythical.

“Visitors and Residents” alternative practice-based model (follow Tall Blog)

Challenges of web residency

Discipline teams of 2-4 people (active teaching practitioners.) Workshops to develop activities with students.
The Plan (3) – Mini-projects

Common base to enable **Discipline** comparison
Utilise free authorship tools (FOSS = Open)
Build upon existing practice
Shift the production model to be more **inclusive**
Be **open i.e. accessible to all**
Challenge tutors with new **rewarding** scenarios
Create greater capacity and discipline ‘stock’
Respond to student requests for better participation
(\text{OER13 and ALT keynotes from Student leaders})
Project participants

Dave Lewis (Leeds) – Bioscience Education
Kay Hack (Ulster) – Employability in Biosciences
Bob Newmann (Newman) – Health Psychology
Jane Guiller (GCU) – Cyberpsychology
Kate Borthwick (Southampton) – XML project for Languages
Jamie Wood (Lincoln) – Making Digital History
Abbie Thomasson (Myerscough) – Teacher Training
Sarah Atkinson (Brighton) – Digital Practice and Pedagogy (MA)
Welcome to the Xerte Community Website
A community website developed by and for the Xerte community

This site is developed by and for educators working at every stage of education. Xerte is a self-contained creation tool. Every tutor and every learner in your organisation can start to create content with rich media and high accessibility.

Xerte toolkits integrate well with online videos and many other web-based tools. Learning objects created with Xerte can be easily shared and repurposed or exported for off-line use.

Where do I start?

Get a summary of the key features (left) or explore the menu tabs above. Check out what people are saying on the YouTube videos or look at the sample learning objects in the Showcase section. When you are ready to download go to the resources area where you’ll also find step-by-step guides and quick start "Xerte recipes."

XERTE.ORG.UK
Simple to create structured content – Teachable!
Patterns of adoption

- Technology Trigger
- Peak of Inflated Expectations
- Trough of Disillusionment
- Plateau of Productivity

XERTE
Finding and Sharing

ACTOER
Accessibility Challenges
HEA: ‘New Pedagogical ideas’

**learner empowerment** – actively involving students in learning development and processes of ‘co-creation’;

**future-facing education** – enabling people to think critically, creatively and flexibly to generate alternative visions of the future;

**decolonising education** – extending inter-cultural understanding and experiences of students so they can be sensitive to global ways of working;

**transformative capabilities** – seeing capabilities not just as abilities but being able adapt a skill to be used in both familiar and unfamiliar circumstances;

**crossing boundaries** – to support inter-disciplinary, inter-professional and cross-sectoral learning;

**social learning** – developing cultures and environments for learning that harness the emancipatory power of spaces and interactions outside the formal curriculum, particularly through the use of new technologies and co-curricular activities.
OER Portfolio – MJM22 Assessment 1 – Maximillian Jacobson – Gonzalez

January 28, 2014 10:54 am • Leave a Comment • Maximillian Jacobson-Gonzalez

“Creating great video with limited means…” an OER

Background

This OER was inspired by a genuine need in the organisation I work for, to empower staff to be able to generate media content. At present I am in charge of handling nearly all the video production for the entire organisation and although I am given quite large teams of people to direct when a major conference is taking place this still leaves a good amount of the year when I could do with many more pairs of hands. However to make light work those hands need to be capable. It’s no use sending someone out to film something if they haven’t got the knowledge of the basics of filming. For a while now the communications department has been looking at ways to train up some people with an interest in video, to be ready to go out and be roaming reporters or at least be able to go to a conference and come back with some footage that could be used and disseminated, which led me to think that there might be an good target audience for an OER that did just that.
A new age of forecasting

The launching of the first weather satellites resulted in a completely new perspective on the Earth.

No longer were scientists dependent on weather readings collected from ships or ocean buoys (with thousand mile holes in data coverage!). Now conditions could be measured wherever the satellite could see.

New eyes to see

The satellite could also "see" different weather features depending on the wavelength of the light used in the sensors.
Outcomes and outputs – start here...

Main Page

The is an open working wiki space to gather and discuss Digital Literacy outputs and outcomes from two project strands within the HEA. It also serves to share project aims and updates to other participants.

These are:

- Digital Literacy in the Disciplines
- Changing the Learning Landscape workshop projects (Digital Literacy elements)

Both the above are situated within a discipline context and managed by practitioners engaged in teaching students at various levels within their discipline. These projects projects are running over the 2013-2014 academic year. Final outputs will be published in July 2014.
Lessons learned

Building the creation of interactive learning objects into language teaching has the potential to offer students ownership in their own learning which is motivating and inspires creativity.

Creating interactive learning materials is useful for language learning/teaching because it offers a real-world task in teaching, which a large number of language students will do during their Year Abroad (or on graduation).
Early findings... 2

Our observations:

- The task/use of Xerte had resulted in an explosion of creativity
- The repetition and testing in the interactive elements reinforced knowledge for the creator and the audience
- Students had clearly learnt new vocabulary related to managing the interactivity in the task and gone beyond the parameters of the task
- Students had found an interesting range of sources online to illustrate their materials/presentations
Tentative conclusions...

• Began to think about learning design: consideration of audience; language; language level; task design for learning

  “Through Xerte I have understood how complex it is to create a functional and enjoyable toolkit...the experience taught me precision any aspect that would not be precisely done would be immediately reflected on the outcome  e.g. interactive part not working, font size, etc”

• Students acquired new skills, knowledge and took more control over their own learning becoming producers of content

• Xerte acted as a catalyst to inspire creativity
Aims & Objectives

Aim
“Develop “digital resources” projects, where students create, disseminate and evaluate digital open educational resources and learning objects as their FY research project”

1. Develop student guidance
2. Pilot guidance to students & staff
3. Implement into curriculum
4. Disseminate internally & externally
Has student & staff Digital Literacy improved

- Interns
- Peers (internal)
- Peers (external)
- Staff
“I found it was [the module] even more exciting because of the Xerte package that you incorporated... because I think it brought it alive, so it was not just listening to lectures, you were actually going to apply the information you have learnt and you were going to develop a package which I think was excellent...”
Student Words – Focus Groups

“You could find pictures that are suitable for professional use... these pictures are copyright free, and you can included them without having any consequences in future.

“The support we had it was great, we had so much support and at the same time we had to play around and figure out things ourselves and how we wanted them. So personally I feel confident in the skills I have gained. It is about independent learning, isn’t it.”
The Health Psychology cohort has been provided with the opportunity to gain new computer-based skills, as well as become actively involved in an exciting and innovative form of health promotion.
"...students, who work for a charity that visits nightclubs in Birmingham distributing leaflets about alcohol and drug abuse and sexual health matters, saw the possibilities of using the XOT bootstrap template to create a digital leaflet that can be accessed via a QR code on club-goers phones and we have been in discussion with the charity about how to host the learning object when it is finished."

Example: Health Psychology

Student initiative – early unexpected outcome
Students as Active Content Creators: Using Xerte for Assessment in Cyberpsychology at GCU

Posted by Niall Hardie on May 12, 2014

http://www.rsc-scotland.org/?p=5563
Students to provide - Suitable learning objectives.
A video that you have produced – for example a talking head introduction.
A screencast of your chosen technology or practice.
An interactive activity.
An evaluation or test.
A relevant OER produced by someone else. (e.g. a Youtube video).
Links to other relevant quality resources or further information.
Example

An Introduction to Collaborative Working and Wiggio

An OER by Tanya Neuss

https://student.brighton.ac.uk/xerte/play.php?template_id=57
“... part of its limitations are also its strengths, having spent a fair while writing swathes of text to include on the pages of the OER I discovered that a great deal would not fit... but this made me also think that some people might be put off by a lot of text and it encouraged me to look for other ways to impart the information.”

“While my final OER has both problems and limits, Xerte has enabled me to pull together a range of digital material and my own ideas and content into a structured and coherent educational resource that illustrates my learning in both digital practice and pedagogy.”
“Defining digital literacy as a premise for my OER has helped me examine my progress in this module; not only have my digital skills and knowledge of tools grown, but also, as often happens with increased fluency, my enjoyment.”

“It has been interesting researching and collecting information in order to turn it into a learning tool for other people. It is very different from researching for an essay because we have to think about the best way to display this information.”

“This has been both challenging and rewarding at times, as we have been used to working with programs such as PowerPoint. However, we feel proud of our Xerte Project, both for the work and time we have invested in it and for the skills we have learnt to be able to put on our CV’s.”
The Xerte challenge provided new ways to develop digital skills and literacies within student activities. It was a novel assessment and the activity of student creation of online interactive materials was very different from anything that they had encountered before. ...The real-life nature of this assessment was very motivating for them... represented a step out of their comfort zone (i.e. PowerPoint) and this generated a lot of enthusiasm on the part of the students.
A wider result of the project is the start of culture shift within the college. **Students, academic staff and technologists are working together coherently and have the confidence to work with and support each other through improved digital literacy skills**