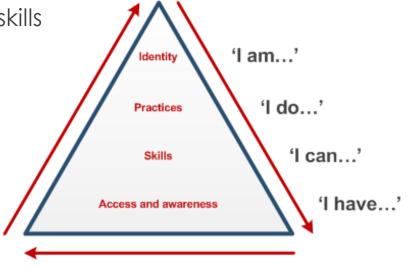# Digital Literacy Project
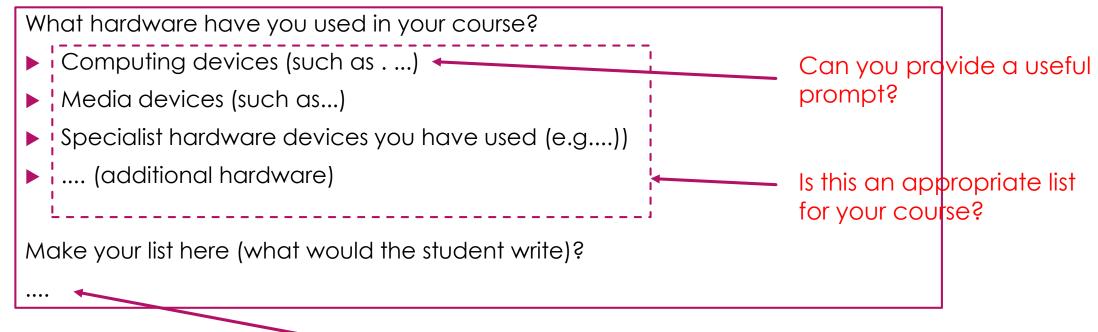
Paul Golz, Libby Symonds, David Hunt

Aims

- To educate course teams to what embedded digital literacy might mean for their curriculum

- To enable students to understand their own digital literacy skills

- Use JISC taxonomy for this work

The intervention

- Course teams create resource cards for the students relating to their experience of "digital" in their course
  - Functional access
  - Skills
  - Practice
- For each card they have to work out prompts to help the students
- They also have to predict how the students will answer!

Example

What hardware have you used in your course?

- Computing devices (such as . ...)
- Media devices (such as...)
- Specialist hardware devices you have used (e.g....))
- .... (additional hardware)

Make your list here (what would the student write)?

....

Can you provide a useful prompt?

Is this an appropriate list for your course?

Would this vary depending on which year they're in?

Our progress

- Created materials / presentations
- Run two trials
    - Geography
    - Sport Business Management

Findings
- Adapted materials (reduced number, more space for reflection and plans)
- There is already a lot of digital already, but not a lot of joined up strategy
- Course teams need support through the process
- SBM found the process helpful and prompted more discussion

Next stage

The course team deploy these cards to the student

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Students fill in and store responses

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This exercise is repeated year-on-year so the students can see progress

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Students build a profile of their digital literacy which they can use in employment situations

These allow staff to adapt their digital strategy