

An Institutional Digital Literacies Framework: A case study

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Aims of the session

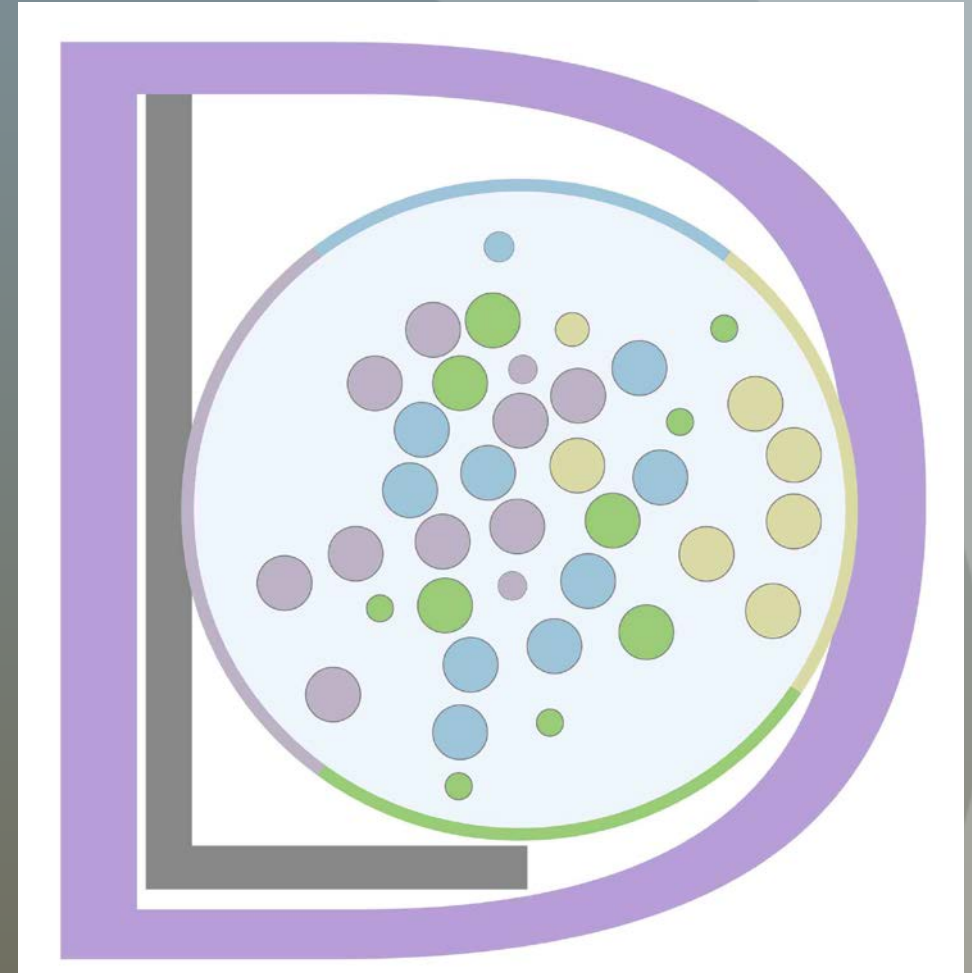
- To explore the University of Brighton's experiences in developing, rolling out and evaluating a Digital Literacies Framework
- To consider what worked well, and what the challenges were
- To introduce the next iteration of the Framework

What are Digital Literacies?

- “Those capabilities which fit an individual for living, learning and working in a digital society.” (JISC, 2012)
- Competence and confidence with current technology and the ability to keep up to date by evaluating the appropriateness of new technology and acquiring new skills as necessary
 - For students it is a graduate attribute
 - For staff it is professional development
 - For teaching, it is the effective and efficient use of digital technologies in blended learning and not just knowledge of existence of technologies

University of Brighton's Digital Literacies Framework

- Launched in July 2014
- A generic framework for all academic staff
- Covering 39 literacies
- Evaluated in 2015
- Refreshed in May 2016



Organised into 4 categories



- Detecting plagiarism
- eSubmission
- eMarking and eFeedback
- Finding and creating resources
- Implementing Blended Learning effectively
- Minimum usage – studentcentral
- Further-----
- Programming ‡

- Evaluating Information
- Keeping legal
- Keeping up to date
- Managing Information
- Open access publishing
- Planning a research project
- Publishing your work
- Referencing
- Understanding copyright
- Further-----
- Collecting and analysing data ‡

- Blogging
- Emailing
- Managing digital identity
- Presenting
- Texting
- Using discussion forums
- Using mobile technologies in lectures
- Using social networks
- Using wikis
- Further-----
- Tweeting ‡
- Using mobile technologies in field work/work

- Managing digital media
- Managing time
- Protecting your data
- Using spreadsheets
- Word processing
- Further-----
- Knowing your digital environment ‡
- Managing budgets ‡
- Managing projects ‡
- Managing tasks ‡
- Understanding data analytics ‡

Each literacy has sections

Finding and creating resources

This post has already been read 628 times!

Brief Overview

This section covers a range of digital tools that support the creation of a wide variety of learning resources.

≥ [Screencasting with Camtasia Relay](#)

≥ [Audio recording with Audacity](#)

≥ [Creating online reading lists with Talis Aspire](#)

≥ [Using Box of Broadcasts \(BoB\) in your teaching](#)

≥ [Finding material for your teaching](#)

∨ [Finding and creating resources Checklist](#)

∨ [Screencasting with Camtasia Relay](#)

What

Camtasia Relay is a simple tool for [screencasting](#) which allows anything that appears on your computer screen to be recorded and, using a microphone, an audio to be added. For example, it can be used to record a commentary to a Powerpoint presentation. It can also be used to record audio and lectures. A mobile app called [Fuse](#) is available to use with Camtasia Relay to record video using mobile devices.

Why

[Screencasting](#) can be used for:

- Creating video resources for your students
- Providing feedback to students
- Making reference materials such as induction presentations more engaging

How

- [Video introduction to Camtasia Relay](#)
- [Guides on how to use and download Camtasia Relay](#)
- [Guide on how to use Fuse \(mobile app\) for Camtasia Relay](#)

Initial objectives for staff engagement

- Staff induction
- Staff development reviews
- PGCLTHE and EdD
- School level
- Individual engagement

Evaluation of staff engagement

- Staff induction
- Staff development reviews
- PGCLTHE and EdD
- School level
- Individual engagement

Post-evaluation 2015/16

- New focus of working with Course Teams
- Finding ways to incorporate into Course Validation and Revalidation
- Embedding further into staff development
- Revisiting the Digital Literacies - an opportunity to refresh

The refreshed Digital Literacies Framework

- Fewer Literacies - from 39 to 20
- The criteria for continued inclusion:
 - University policy requirements and initiatives
 - High numbers of DLF visits
 - Demand for staff development sessions
 - Alignment to JISC's Digital Capability's Framework (JISC 2016)
 - Potential to be a student Digital Literacy
- Literacy sections are streamlined with much less content to update
- Framework a starting point, rather than a self-contained resource

Learning and Teaching

- Detecting plagiarism
- eMarking and eFeedback
- eSubmission
- Finding and creating resources
- Implementing Blended Learning effectively
- Minimum usage - studentcentral
- Understanding learning analytics

Research

- Finding, evaluating and managing information
- Keeping legal
- Publishing and promoting your work
- Referencing

Communication and Collaboration

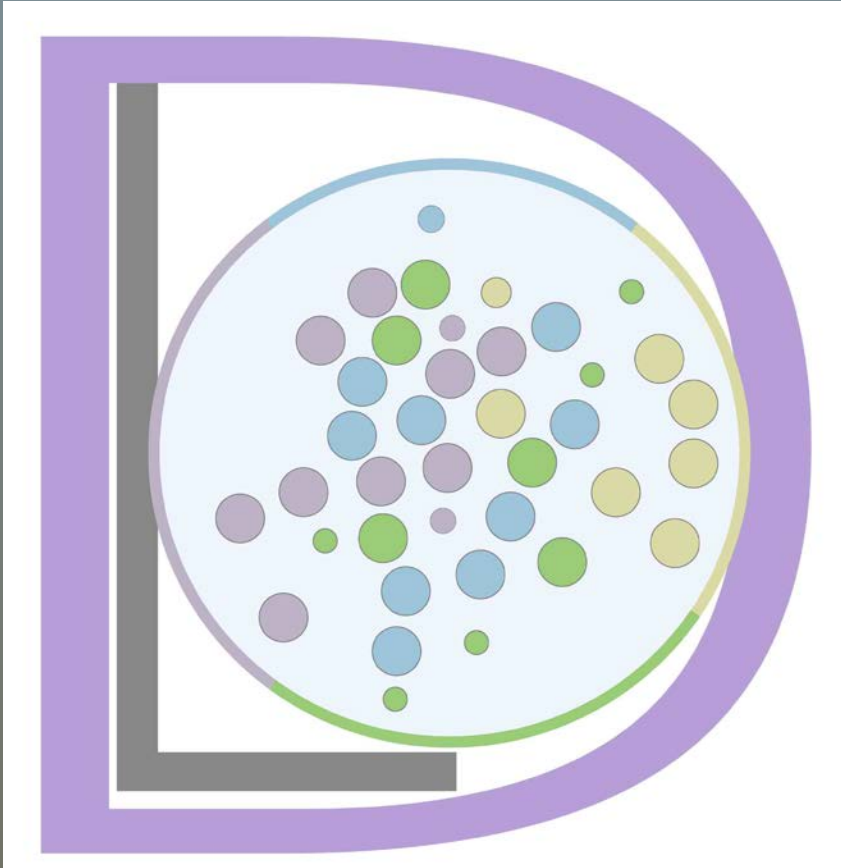
- Blogging
- Emailing
- Managing digital identity
- Presenting
- Using mobile technologies
- Using social media

Administration

- Using calendars
- Using spreadsheets
- Word processing

The refreshed Digital Literacies Framework

Next steps



- Increasing incorporation into curriculum development
- Student Digital Literacies – how do we manage this? How does it relate to this Framework?
- TEF – How? What? Where? When?

References

- JISC 2012 *Developing Digital Literacies*, [online]. Available at:
<http://web.archive.org/web/20141011143516/http://www.jiscinfonet.ac.uk/infokits/digital-literacies/>
- JISC 2016 *Building Digital Capability: the six elements defined* [online]. Available at:
http://repository.jisc.ac.uk/6239/1/Digital_capabilities_six_elements.pdf