Dr Mark J.P. Kerrigan

Digital literacies & employability – developing the curriculum to meet the needs of tomorrow

M.J.P.Kerrigan@Greenwich.ac.uk

Academic staff
Mark J.P. Kerrigan
Antony Coombs
Juliet Hinrichsen
Simon Walker

Researchers
Hannah Trott
Cynthia Nakayenga
Rohan Sharma
Karel Morris
Lupupa Francis
Rebecca Sarto Basso
Develop a strategic understanding of *digital literacies at critical moments of transition*, informed and supported by both internal and external stakeholder groups, to transform programme development within the context of graduate attribute initiatives.
Why resources?

~150 hours = 15 credit module

These are approximate figures based on a % student effort and assessment pattern.
Methodology

Ethical permission was granted. Online questionnaires + street interviews
Transition

This is the main aim of the project and linked to Graduate Attributes.
Transition

![Graphs and Pie Charts]

- Achievement
- Assessment
- Communication
- Peer engagement
- Independence
- Integration
- Online infrastructure
- Physical infrastructure
- Professional Skills
- Social Skills
- Teaching
Spheres of DL

Learning to Learn
Understanding Professionalism
The Young Professional
The Professional

Global
Employment
Institutional
Personal

Transition vector
Time
Complexity
What is Digital Literacy?

Staff and students were asked to identify what they think DL means to them. These data as being used to develop a framework for Greenwich, developed by our student research group.
What are the staff and student divisions of digital literacy?
What are the staff and student definitions of digital literacy?

### Staff
- Ability to use digital devices: 47.08%
- Understanding of digital devices: 32.35%
- Skills on dealing with information using digital devices: 14.71%
- Online resources (e.g. e-books): 5.88%

### Students
- Ability to use digital devices: 28.14%
- Understanding of digital devices: 18.58%
- Knowledge on digital devices: 13.17%
- Skills on dealing with information using digital devices: 11.75%
- Online resources (e.g. e-books): 6.59%
- Electronic devices: 3.59%
- Other: 7.19%
The aim of this presentation is to review baseline activities around curriculum resourcing. To start this, we need a context for the infrastructure.
Results

Platforms on which people are working

- My laptop is a mac university systems are windows
- I use both Windows and Mac because i own a Mac and the University runs Windows in all of the classes that I would need a computer.
- Availability of different computers around campus.
- Different computers - home, uni, public library
- I use a mac but at uni have to use PC
- I cant afford windows on my main computer so i use linux mainly
Resourcing the curriculum

Staff, students and publishers (preliminary) were asked about activities on curriculum design, delivery and resourcing.
Results

Choosing a resource to support a programme

Interestingly only ~23% of staff placed a priority on mobile learning resources when looking at positive response to the questionnaire.

~77% of staff reviewed how a publisher’s material can support professional practice as an important element of choosing a resource and ~70% view employability skills are important when choosing a resource.
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Results

How is digital literacy developed for students?

1. Mobile apps are not being supported for students.

2. Peer communication is not clear through course delivery.
Results

How is digital literacy developed for students?

I use multimedia (video etc) to support my students

I recommend mobile apps to support my students

I recommend online resources for my students to use

I encourage the use of online peer-communication between my students

‘This question assumes we know what employers need and I believe many have very little or no understanding of what is meant by Digital Literacy.’
### Results

Curriculum resourcing – publishers’ view (preliminary data)

#### Question: 15. Have you, or how often, are you asked about the following? 1=Frequently, 3=Neutral, 5=Never

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can we just have the digital materials and not the book?</td>
<td>11.8% (2)</td>
<td>29.4% (5)</td>
<td>23.5% (4)</td>
<td>23.5% (4)</td>
<td>11.8% (2)</td>
<td>17</td>
</tr>
<tr>
<td>Is there an eBook?</td>
<td>0.0% (0)</td>
<td>47.1% (8)</td>
<td>17.6% (3)</td>
<td>29.4% (5)</td>
<td>5.9% (1)</td>
<td>17</td>
</tr>
<tr>
<td>What mobile platform is best to view the content?</td>
<td>5.6% (1)</td>
<td>16.7% (3)</td>
<td>44.4% (8)</td>
<td>27.8% (5)</td>
<td>5.6% (1)</td>
<td>18</td>
</tr>
<tr>
<td>What evidence is there students can use the digital material?</td>
<td>0.0% (0)</td>
<td>16.7% (3)</td>
<td>27.8% (5)</td>
<td>27.8% (5)</td>
<td>27.8% (5)</td>
<td>18</td>
</tr>
<tr>
<td>How can students share their work with their friends?</td>
<td>0.0% (0)</td>
<td>22.2% (4)</td>
<td>33.3% (6)</td>
<td>11.1% (2)</td>
<td>33.3% (6)</td>
<td>18</td>
</tr>
<tr>
<td>Does this work on a mobile device?</td>
<td>11.1% (2)</td>
<td>16.7% (3)</td>
<td>55.6% (10)</td>
<td>11.1% (2)</td>
<td>5.6% (1)</td>
<td>18</td>
</tr>
<tr>
<td>Do you offer support material to help the students engage with the digital material?</td>
<td>0.0% (0)</td>
<td>11.1% (2)</td>
<td>38.9% (7)</td>
<td>38.9% (7)</td>
<td>11.1% (2)</td>
<td>18</td>
</tr>
<tr>
<td>What transferable skills does this material develop?</td>
<td>11.1% (2)</td>
<td>22.2% (4)</td>
<td>22.2% (4)</td>
<td>16.7% (3)</td>
<td>27.8% (5)</td>
<td>18</td>
</tr>
<tr>
<td>How can these tools (online, mobile or physical) support employability?</td>
<td>11.1% (2)</td>
<td>27.8% (5)</td>
<td>33.3% (6)</td>
<td>5.6% (1)</td>
<td>22.2% (4)</td>
<td>18</td>
</tr>
</tbody>
</table>
The results were in alignment, that academic staff strongly influenced the reading lists and the digital resources for a course.

Interestingly, when asked about the student input the academic staff response indicated that students are not always involved but this was not reflected in the student response.

This misalignment suggests that the involvement of student input in course resourcing is not transparent and this requires further understanding.
Results

Digital Literacies & delivery

Students and staff were asked to ‘rate’ each other’s digital ability and interestingly there was not much difference between the two stakeholder groups. ~30% of academic staff were agreed that they were surprised by the lack of digital ability of students compared to ~20% of students in response to academic ability.

I do not give priority about the digital aspects of my course

My course reading lists are book-based only

I believe that if I can do something with digital technologies my <**> will be able to

Students are good at digital technologies and will therefore work it out for themselves

It is important to develop student digital literacies and I build this into the design

The digital skills required to pass the course are clearly identified in the documentation
Results

What about books?

~37% of students agree that students are not interested in a physical book but ~39% disagree with this statement and ~24% are neutral.

~74% of students want to be able to rent resources [staff did not agree] and ~70% want to be able to customise them.

Only ~60% of respondents indicated that they like to engage in learning whilst on the move with ~28% neutral and ~13% disagreeing.

Students were asked if the university were to buy them digital media for their studies what would they want – ~38% wanted software, ~26% wanted a laptop, ~21% wanted an iPad, and ~7% a netbook [staff did not agree].
For the future

This small selection of data has indicated some interesting areas required for DL development in curriculum resourcing and development.
Thank you