Beyond Access and Skills: From Moodle Evaluation to Digital Literacies in Situated Practice

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“This is just phase one which has really been a drag and drop exercise.”
(academic #24)
Moodle to Digital Literacy

- Access - Skills
- Skills - Situated practice
- How do we investigate some of the issues raised by Jisc funded projects at our institution?
A key message for institutions is that policies and processes need to support development across different academic and support roles in a range of ways. Supporting student digital literacies tends to be the focus of support activities but teaching staff need support to help address confidence and capability issues and support staff need to continually develop skills and knowledge (Jisc, 2013).

Project phases

Phase 1 - Survey of academic staff

Phase 2 - Focus groups & interviews with staff

Phase 3 - Survey of MDX Students

Phase 4 - Focus groups with Students
The questionnaire

- Interpretations of digital literacy
- Example uses of technologies for teaching and learning
- Drivers for using technologies
- Recommendations for staff and student development
“Beyond an understanding and knowledge of different types of online tools, digital literacy is about the application of those tools to help/solve a problem and knowing how to get the best from those tools.”
Video across disciplines

• **In Sport** video is used “in slides to show good/bad sporting techniques.”

• **In Criminology** YouTube is used to “reinforce discussion points [and to] introduce complex concepts through visual representation”.

• **In other areas** (not specified) Khan Academy videos are used to “summarize anatomy and physiology learning”.
Key drivers to use technologies in teaching and learning (n.56)

When it comes to reasons for use of technologies, convenience is cited more often than learning design or pedagogical worth.
Recommendations:

• More staff dev required to address an “access-skills” perception of technological use in Higher Education
• Explore usability vs application
• Identify ways to sustain renewed academic interest

Limitations:

• Computer experience not recorded
• Inclusion/exclusion of tools and uses
• Potential for misrepresentation (expertise vs literacy)