

Title: Natives and Immigrants – How can the improvement of “digital literacy” be actioned

Presenter: Joanne Smailes
Northumbria University

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Examine their personal perceptions of digital literacy.
- Assess the usefulness of existing digital literacy frameworks in their own context.
- Develop a process of evaluation to determine whether any gaps exist between faculty and students use of technology for learning.
- Formulate an action plan for the incorporation of digital literacy within academic development programmes.

Session Outline

Research is now beginning to question a number of the assumptions in regard to technology within learning, teaching and assessment. Ferreira (2012) observes the desire students place on face to face interaction with peers and lecturers as a contradiction to the current use of educational technologies. (Calvani et al., 2012) study of 14-16 year olds noted that although they illustrate high levels of technical competence they illustrate a distinct lack of higher order application of technology increasingly labelled as “digital literacy”.

Digital Natives and Immigrants, terms established by (Prensky, 2001) are comparative terms which could be generally applied to faculty and students in respect to learning and teaching technology. The terms can also be viewed as slightly divisive as natives are assumed to possess advanced digital fluency. Are faculty, who would mostly be defined as digital immigrants, any less digitally fluent?

As the conference introduction suggests, technology is now at the heart of teaching and learning rather than supplemental. However, is technology establishing a new educational paradigm or simply replicating established methods? For example, (Lameras et al., 2012) remarks on the lack of research which coherently brings together technology with learning. (Davies, 2011) defines three levels of technology/digital literacy, the third of which is defined as Phronesis – an ability to best use technology according to a situation even if this includes not actually using technology.

This interactive workshop will explore the interrelated dilemmas that the use of technology in teaching and learning presents and its implications for academic development. JISC (2014) highlight that discussion surrounding “digital literacy” needs to take place, the workshop

discussion will be guided by existing frameworks of digital literacy and primary research conducted by the presenter (JISC, 2014); (Hobbs, 2010).

Session Activities and Approximate Timings

The outline of the workshop is as follows;

Introductions (5 mins)

Individual Exercise: Top Ten Technology Triangle (10 mins)

- Participants will be asked to categorise their own personal use of technology and categorise the top ten and how they are split between Home, Research, Teaching and Learning.
- They will then be asked to define where the gaps, overlaps are in terms of use and provide a rationale of why the potential gaps may exist.

Discussion Topic (s): (15-20 mins)

- What is your impression of students' skills in technology?
- Are there any gaps in knowledge between faculty and students?

Presentation: (15-20 mins)

- Presenter's primary research
- Existing Digital Literacy Frameworks

Group exercise: Framework Assessment (20 mins)

- Up to five existing frameworks will be examined by groups of 3-4 participants. Frameworks examined will depend of total group size. Groups will be asked to assess how these may be practically used within their context.

Plenary: (20 mins)

- Evaluating the gaps in digital literacy
- Action planning

References

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DAVIES, R. S. 2011. Understanding Technology Literacy: A Framework for Evaluating Educational Technology Integration. *TechTrends*, 55, 45-52.

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