Title: *Take one step – a regional approach to raising digital literacy across Higher Education*

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Session Learning Outcomes

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

- Examine a particular needs-driven approach to raising digital capacity across the HE sector
- Recognise potential avenues for implementing a particular approach in their own context
- Consider the benefits and challenges of engaging in campaigns on digital literary in a collaborative manner.
- Reflect on the challenges and opportunities involved in evidencing impact on practice of professional development interventions

Session Outline

A group of three HE institutions in Ireland launched a sector-wide initiative to stimulate staff and students to 'Take One Step' in engaging with digital literacy. The campaign built on the National Framework for Digital Skills (All Aboard[1]) thereby embedding its skills framework and resources systematically, and contributing back to it through open educational resources (OERs) development and curation. Key facets of the digital enhancement programme included:

1) Diagnostic: using the National Framework for Digital Skills, staff and students were invited to identify a skill that they wished to develop.

2) Design: an intensive design phase followed that focused on the building of a distinctive and compelling brand for the campaign, a comprehensive approach to social media dissemination, and a strategy for student participation through student digital ambassadors.

3) TEL Roadshows: "Take one Step Days" were organised and run in each of the six SC campuses, over a six-week period. These events provided workshops, talks and webinars on the skills identified by staff and students.

4) Innovation Funds: A series of innovation funds were launched in each institution in order to encourage staff and students to engage in immediate impact 'lighthouse' innovations. Through this process, staff and student expert users showcased the potential of TEL and produced a series of OERs that will link back to the National Framework.

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[1] http://www.allaboardhe.ie/

5) Support: participants were supported as their skills and resources develop. This phase also made intensive use of online communication in order to showcase progress of each innovation and help to solidify the emerging community of practice across the SC.

6) Evaluation: Stufflebeam's CIPP evaluation model (2014) informed the evaluation of the programme in its four phases (context, input, process and product) in order to make judgments about the initiative and inform decisions about future programming.

Session Activities and Approximate Timings

(25 mins) The session is proposed as a presenter-led discussion around the next few questions:
- What needs were identified during the needs analysis exercise, and what story these tell about the perceptions of those teaching in HE?
- What was the level of engagement with the campaign and how did it benefit teaching staff, students and the HE sector nationally?
- How can we promote the sustainability of such an ambitious, overarching approach to raising digital capacity?

(20 mins) The second part of the session will facilitate small group discussion, and a final summary based on the following:
- It is not evident that a shared understanding has been developed in higher education of what constitutes an enhancement of the student learning experience (Kirkwood and Price 2014). How can we evidence the impact on teaching practice as a result of these type of campaigns?

References

Kirkwood, A. and Price, L. (2014) 'Technology-enhanced learning and teaching in higher education: what is 'enhanced' and how do we know? A critical literature review', Learning, media and technology, 39(1), 6-36.

Stufflebeam, L. (2014): Daniel Stufflebeam's CIPP model for evaluation. An Improvement and Accountability-oriented approach. In Stufflebeam and Coryn (eds.) *Evaluation Theory, Models, and Applications* (pp. 309-339). San Francisco, Wiley