

**Title:** **Digital thinking: working with staff to embed information and digital literacy**

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### **Abstract:**

#### **Session Learning Outcomes**

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

- Describe in general terms how digital technologies are changing what it means to know and learn, and facilitate similar conversations with teaching staff
- Explain how digital and information literacy support other graduate attributes, and why they should be integrated into the curriculum
- Understand the Viewpoints process
- Use the Viewpoints Information Skills theme and the JISC Digital Literacy materials to support educational development in their own context
- Access, evaluate and repurpose other materials for staff development

#### **Session Outline**

Key issues to be addressed are:

Digital and information literacies

Curriculum development and renewal

Strategies for engaging staff

Although most students make extensive use of digital technologies in their personal lives, few are using those technologies effectively to support study and academic work. We know from graduate employers that digital fluency, professional use of digital media for communication, and judgement in the use of digital information, are all valued over specific ICT skills. It is no longer enough to be ICT competent: graduates need to be able to thrive in an era when digital technology is changing what it means to work, learn, study, research, think and share ideas.

It can be challenging for academic teams to address information and digital literacy issues in curriculum planning. This session introduces [Viewpoints<sup>\[1\]</sup>](#), a [JISC Curriculum Design project<sup>\[2\]</sup>](#) with a remit to pioneer user-friendly reflective tools for curriculum development. Attendees will be invited to participate in activities using the Viewpoints process and Information skills theme while considering how information literacy skills can be embedded into a curriculum.

In the following activity, participants will be introduced to a 'bingo' game that matches curriculum activities and learning experiences with stages of digital literacy development, and

supports thinking about how best to fill the 'gaps'. This and many other tools are available under a Creative Commons license from the JISC Design Studio<sup>[3]</sup>.

The session will offer opportunities for participants to share their own experience of integrating digital and information considerations into curriculum planning with course teams. Many further resources will be available for download and to take away.

### **Session Activities and Approximate Timings**

- Introduction: thinking about the digital in learning and teaching (10 minutes)
- Activity: hands-on use of Viewpoints Information Literacy tool (40 minutes plus 10 minutes to reflect and feed back)
- Activity: hands-on use of JISC Digital Literacies 'bingo' (activity around a digital literacies development framework) 10 minutes plus 5 to reflect and feed back)
- Consolidation/discussion: sharing ideas for use of these resources and pointers to more information (15 minutes)

Activities will centre around the use of original, professionally-produced and visually appealing resources that have been user-tested with curriculum teams. Participants will be encouraged to capture outcomes using their mobile phone cameras to share and take home. Discussion will centre on ways in which the digital is enmeshed in the experience of teaching and learning, rather than on separate practices that might be considered 'digital' or 'information' related. The facilitators are experienced staff and educational developers.

### **References**

[1] <http://viewpointsproject.blogspot.com/>

[2] <http://www.jisc.ac.uk/whatwedo/programmes/elearning/curriculumdesign.aspx>

[3] <http://jiscdesignstudio.pbworks.com/w/page/12458422/Welcome-to-the-Design-Studio>