Embedding digital literacy in the curriculum

Jo Parker & Katharine Reedy
A structured approach to developing and evaluating curriculum, which puts the student learning journey at the heart of the design process.

About designing for student engagement with learning tools, materials and communities

Two key purposes:

• Module / qualification design
• Quality enhancement

“Very few of us learn from being talked at, we need to engage with the knowledge, apply it, play with it, and transform it. For this reason I usually think about the range of activities that we need to use to be able to achieve the learning before I allow anyone to start writing the content”.

(Head of Education Department, 2014)
• Successful design is about focusing on student experience and outcomes, and what the student will do to learn
• The OU Learning Design activity planner framework encourages teams to design for active student engagement; skills development is part of this
Creative, collaborative and consensus-driven approach
HOW ARE WE SUPPORTING DEVELOPMENT OF SKILLS AND ATTRIBUTES?

• Helping curriculum teams to map the student journey
• Bringing in the student voice
• Encouraging articulation of skills – working in partnership
DIL FRAMEWORK

Level 0
- Understand and engage in digital practices
  - Distinguish between different categories of public users of the internet and the spaces in which they are likely to be encountered. In particular: other OU students, online friends and contacts, commercial interests, malicious users etc.
  - Distinguish between functions, tools and sites for finding and recording information online: internet browsers, search engines, copy/paste and download functions, etc. Successfully follow instructions for locating downloading, storing and viewing an item.
  - Distinguish between functions, tools and sites for creating and sharing information online, e.g. email, instant messaging, social media tools, graphics and photo sites, video, podcast and webcast sites. Successfully follow instructions for uploading an item.
  - Demonstrate ability to access tools and sites that are required for OU study at this level (e.g. OU VLE tools and sites: module website, study planner, email, forums, Library, etc.).
  - Distinguish between functions and uses of common mobile communication devices, e.g. phone calls, texting, messaging to individuals or groups, using smart phone, iPad, etc.
  - Distinguish between instances of public (e.g. social networking sites) and private (e.g. email) online communication.

Level 1

Level 2

Level 3

Masters

Find information
- Distinguish between different types of information to be found on the internet using a search engine and between
EMPLOYABILITY FRAMEWORK

- Encapsulates the core competencies, skills, behaviours and underlying values of OU students to help them in their personal and career development.
- Describes three development areas of skills and competencies, behaviours and values and maps them against the ‘levels’ of OU study.
- Is an expansion of the current Personal Development Planning (PDP) and CBI employability skills based approach

<table>
<thead>
<tr>
<th>Core skills and competencies</th>
<th>Personal attributes and behaviours</th>
<th>External awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem solving</td>
<td>Initiative</td>
<td>Commercial and/or sector awareness</td>
</tr>
<tr>
<td>Communication</td>
<td>Self-management and resilience</td>
<td>Global citizenship</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Self-awareness, including confidence and awareness of values</td>
<td></td>
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<tr>
<td>Numeracy</td>
<td></td>
<td></td>
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<tr>
<td>Digital Literacy</td>
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</tbody>
</table>
### SKILLS MAPPING

<table>
<thead>
<tr>
<th>A=Assessed</th>
<th>T=Taught</th>
<th>G=Guidance provided</th>
<th>U=Used</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1 module</strong></td>
<td><strong>Level 2 module</strong></td>
<td><strong>Level 3 module</strong></td>
<td><strong>Level 3 module</strong></td>
</tr>
<tr>
<td>Understand and engage in digital practices</td>
<td>G</td>
<td>ATGU</td>
<td>U</td>
</tr>
<tr>
<td>Find information</td>
<td>T</td>
<td>TU</td>
<td>TGU</td>
</tr>
<tr>
<td>Critically evaluate information, online interactions and online tools</td>
<td>T</td>
<td></td>
<td>ATGU</td>
</tr>
<tr>
<td>Manage and communicate information</td>
<td>T</td>
<td>AG</td>
<td>ATGU</td>
</tr>
<tr>
<td>Collaborate and share digital content</td>
<td></td>
<td></td>
<td>ATGU</td>
</tr>
<tr>
<td>Overall evaluation (green, amber or red)</td>
<td></td>
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HOW WE TEACH THE SKILLS

• Module-targeted:
  • Activity bank: for re-use and embedding in the VLE
  • Live online teaching via module website

• Standalone:
  • Live online teaching via Library website
  • Being digital
  • Facebook Q&As and live video
STUDENT HUB LIVE AND FACEBOOK LIVE

http://studenthublive.open.ac.uk/
CUUICULM DESIGN: SKILLS CARDS

• Brings together employability, digital / information literacy and academic study skills, attributes and behaviours

• Based on Employability and DIL frameworks

• For use in workshops and meetings, to visualise development and progression of student skills
The Activity:

5 minute ppt presentation to TGF (live or recorded) on - the impact of Brexit on a small business (your own or another you know).
TOP TIPS FOR INTEGRATING DIGITAL AND INFORMATION LITERACY INTO THE CURRICULUM

- Partnership and collaboration between different stakeholders is key for a joined-up student-centred approach
- Frameworks can provide a shared understanding and starting point
- Examples really help
- Focus on what students will do to learn
- Embedding DIL into learning outcomes, assessment and teaching and learning activities (constructive alignment) results in better student engagement
LINKS AND FURTHER READING

Digital and information literacy framework (Creative Commons BY-NC-SA): http://www.open.ac.uk/libraryservices/subsites/dilframework

Digital and information literacy facilitation cards (Creative Commons BY-NC-SA): http://jiscdesignstudio.pbworks.com/w/page/48915295/OULDILiteracy%20facilitation%20cards

Any questions?

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