Web 2.0 characterisitics

It is best to think of Web 2.0 in terms of its characteristics (Jisc, 2007):

Characteristic	Definition	Example
The web as a platform	Allowing applications to be delivered and used through a web browser	Online word processing such as Google Docs http://docs.google.com
An architecture of participation	Systems that have been designed to encourage and support users in contributing to them	Photo sharing such as Flickr www.flickr.com
Data consumption and remixing	Often these are referred to as mash-ups, where content is often sourced from third parties via an API (Application Programming Interface)	Regional Traffic is a mash-up that uses data from the BBC and Google's mapping service to give up to date real time traffic reports http://regionaltraffic.co.uk
A rich, interactive, user-friendly interface	Many of the tools, websites and applications are developed with user consultation, leading to developments based on user needs and wants	Personalisation is key in the use of online media. Google's iGoogle homepage allows users to create their own look and feel, and access material from a wide range of sources http://www.google.co.uk/ig
Elements of social networking	Whilst not necessarily a requisite, the social elements of these technologies are important in generating the engagement and user data	Facebook www.facebook.com

Digital literacy elements

Jisc (2013) funded project work led to the identification of seven elements of digital literacy:
Media literacy - Information literacy - Digital scholarship -Learning skills - ICT literacy
Career and identity management - Communications and collaboration

What are we and other Universities doing to foster digital literacies?

This project aims to identify our institutional awareness of these literacies and how we can enhance teaching and learning in this area. Other universities who participated in the Jisc call (Middlesex didn't) for example, LSE have set up a student group of "Digital Ambassdors."

Project objectives

Scope staff and student support services and academics' perceptions and applications of Digital Literacies in Higher Education *via a survey*.

Investigate further potential tensions and identified issues related to use and development *via focus groups and interview*.

Collate and disseminate best/effective practice examples *via online platforms and seminars*.

Relate findings to literature and sector developments with a view to *develop a framework*.

Motivation

To promote digital literacies in teaching and learning.

Many Web 2.0 tools used to promote digital literacies are not designed by educationalists or developed specifically for teaching and learning, but there is an increasing demand and call for teachers to use them to share content, support learners and for inter-institution collaboration (Horizon K-12, 2014).
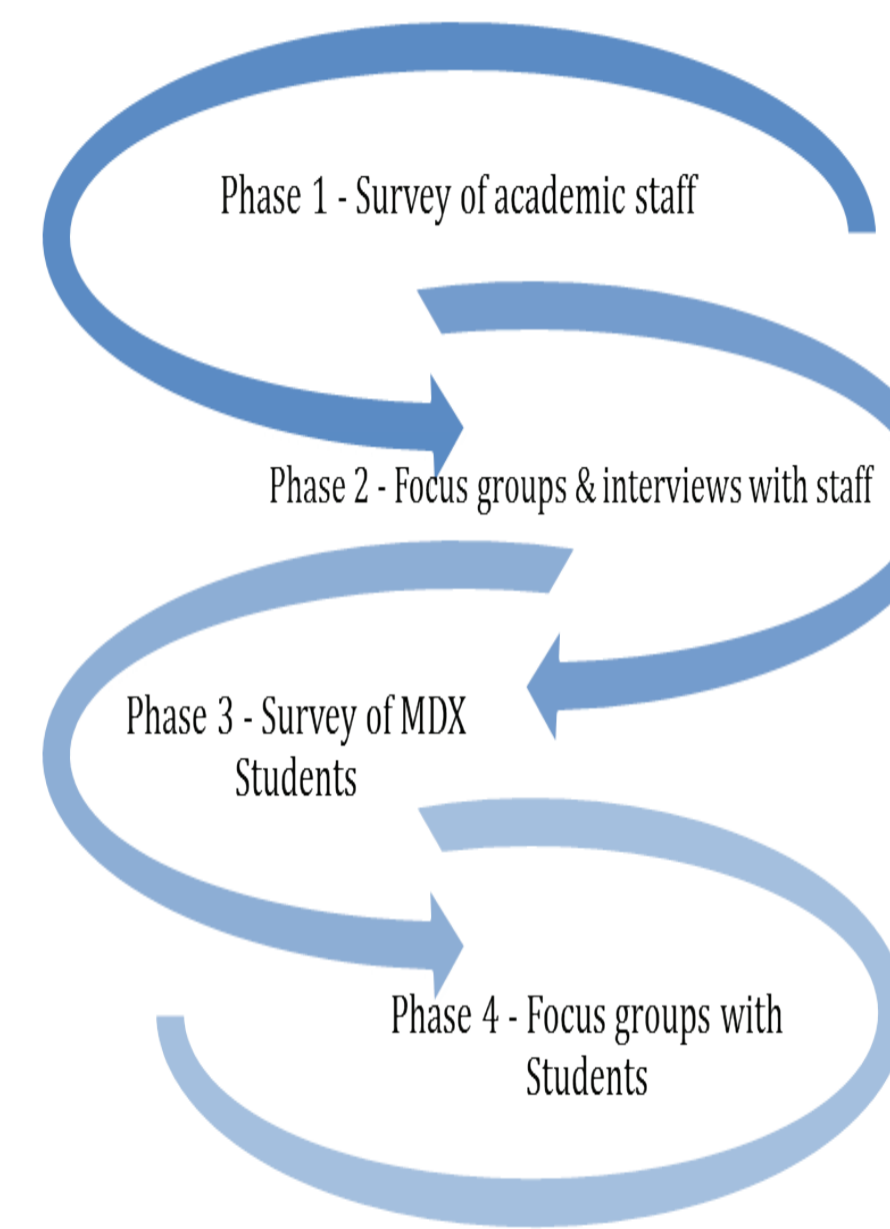
Digital literacy

"The capabilities which fit someone for living, learning and working in a digital society" (Jisc, 2013)

This is the definition adopted by the project team.
In the questionnaire participants where asked what this definition means to them.

"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

Methodology

A qualitative practitioner research methodology informed by principles of action research is adopted. The diagram to the left shows the four project phases.

Timeline:

Tasks	Time frame 2014-15
Design and pilot questionnaire	July – September
Refine and administer questionnaire	October – February
Analyse questionnaire and identify themes	March – May
Develop interview and focus group schedules	June – July
Interview and focus group implementation	August- September
Analyse interview and focus groups	September-November
Report and recommendations	December

Digital Literacies
in Situated Practices

Phil Barter, Tarek Zoubir and Kirsteen Macdonald

Middlesex University London

Middlesex University London

Dissemination and outputs

Online resources in the form of case studies including video that detail best/effective practice examples across disciplines including library services

Contribution to staff development seminars and conferences

A published framework for interdsciplinary development of digital literacies positioned in relation to literature and sector developments

*Scan the QR code below to view this poster online
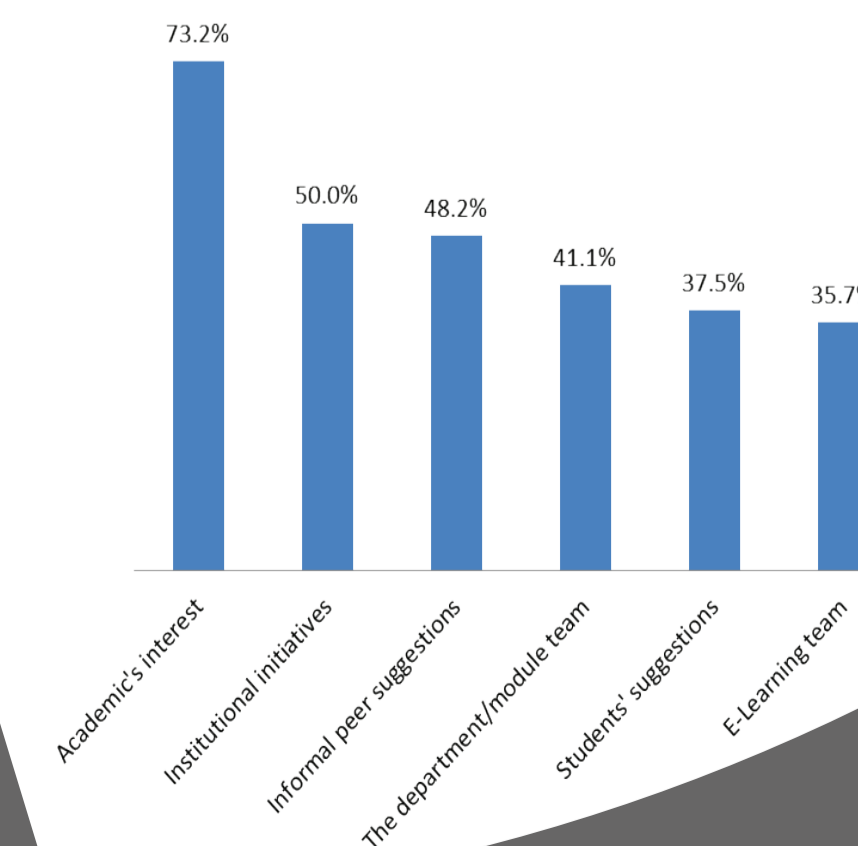Alternatively you can visit:
http://tinyurl.com/puax43m*

Phase 1 results

What does digital literacy mean to you?

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.

Key drivers to use technologies in teaching and learning.
(More than one selected; n.56)

Academic's interest	73.2%
Institutional initiatives	50.0%
Informal peer suggestions	48.2%
The department/module team	41.1%
Student's suggestions	37.5%
E-Learning team	35.7%

Data analysis

Some questionnaire items were closed (non-free text responses) and proivided good summary data. These were generally followed by an open question.

For examples of results see the inner circle "Phase 1 results".

The project team

The research team are made up of teaching fellows, Centre for Academic Practice Enhancement (CAPE) staff and informed by Library Development and Support. The interdisciplinary nature of the group emphasises a cross-discipline, multifaceted investigation of the topic.

Contact us

Regardless of discipline we would be happy to hear your comments/thoughts and welcome your contribution. Please email t.zoubir@mdx.ac.uk

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