Perception and Reality: Student IT and Digital Literacy Skills in the Digital Age

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• University enrolls more than 25,000 students, in eight faculties
• 78.8% of the State's school-leavers with an ATAR of 95+ and 71.4% of those with an ATAR of 90+
• 88th on the Academic Ranking of World Universities
• Celebrated UWA Centenary in 2013
Overview

1. From computer training to digital citizenship
2. What do our stakeholders want, need and expect?
3. Making things happen

“There is no activity more central to our University than Education”

UWA Vice-Chancellor

“Our priority is to lead and inspire the development, delivery and support of a world-class student experience throughout UWA”

UWA Deputy Vice-Chancellor (Education) Strategic Goals 2014-17
Literacies in the literature*

Literacy today depends on understanding the multiple media that make up our high-tech reality and developing the skills to use them effectively

Jones-Kavalier and Flannigan (2006)

*Source: Doug Belshaw's thesis - What is 'digital literacy'? A Pragmatic investigation
History

Basic Expectations of Student Computer Skills

The University of Melbourne
Information Division
Interim Statement of Basic Expectations of Student Computer Skills

At the request of the Vice-Principal (Information), this document has been drafted as an interim statement of the University's expectations of student computing skills. It is expected to lead to discussion by ISAC and the Academic Programs Committee.

Last modified: December 1999.

Creating a New Document

To begin:

1. Open Word

To best use a template:

- Decide on a template for your document and use this all the time. Settings will include font type, size and spacing, line spacing, margin widths, header styles, position of page numbers etc.

- Learn to create templates automatically, and set header styles — if you set these automatically you can create the table of contents automatically.

- Do not insert tables or figures until close to the final draft. This will help you to avoid otherwise inevitable and time-consuming problems with pagination (and possibly margins).
Phases of change

‘Early’ phase
• University required jump in skills
• Focus on technical skills

‘Middle’ phase
• Growth in student skills
• Assumed ‘level playing field’

‘Current’ phase
• High expectations
• ‘competence vs confidence’
• Variable skill set
The 9 Elements of Digital Citizenship

1. **Digital Access**
   - Are educators and students aware that not everyone has equal access to technology resources?

2. **Digital Commerce**
   - Are students aware of the dangers and benefits of buying and selling online?

3. **Digital Communication**
   - Do students understand what is appropriate to share through email, texting, video chatting, or social media?

4. **Digital Literacy**
   - Do students know how to use various digital technologies and how to assess the legitimacy of web resources?

5. **Digital Etiquette**
   - Do students know when to use technology appropriately and always in a positive manner?

6. **Digital Law**
   - Do students understand how to use and share digital content legally and how to respect content ownership by citing sources?

7. **Digital Rights & Responsibilities**
   - Do students understand that they have a right to safe, friendly digital communications and a responsibility to report instances that threaten this?

8. **Digital Health**
   - Are students aware of the physical and psychological dangers of excessive internet usage?

9. **Digital Security**
   - Do students know how to stay safe by using difficult passwords, virus protection, backing up data, and being aware of identity theft, phishing, and other online scams?

*Based on the work of Mike Ribble*
Trends and emerging issues

The seven elements of digital literacies

- **Media literacy**: Critically read and creatively produce academic and professional communications in a range of media.
- **Information literacy**: Find, interpret, evaluate, manage and share information.
- **Digital scholarship**: Participate in emerging academic, professional and research practices that depend on digital systems.
- **Communications and collaboration**: Participate in digital networks for learning and research.
- **Career & identity management**: Manage digital reputation and online identity.
- **Learning skills**: Study and learn effectively in technology-rich environments, formal and informal.
- **ICT literacy**: Adapt, adapt and use digital devices, applications and services.

What you can do

Below, we've summarised some of the steps you can take to improve your students' digital literacy. Our [detailed guide](http://www.jisc.ac.uk(guides/developing-students-digital-literacy) explores all these areas in further detail.

Source: [http://www.jisc.ac.uk(guides/developing-students-digital-literacy](http://www.jisc.ac.uk/guides/developing-students-digital-literacy)
Trends and emerging issues

Enhancing the student digital experience: a strategic approach

Supporting institutions to develop digital environments which meet students’ expectations and help them to prepare for higher study and employment

Source: http://www.jisc.ac.uk/guides/enhancing-the-digital-student-experience
Trends and emerging issues

Go Digi - A national digital literacy program

We're living in a digital age but many Australians are being left behind and lack the skills to take advantage of the education, health and social benefits of being connected. 1 in 5 Australian adults are not online - that's almost 4 million people.

To tackle this, Infoxchange in partnership with Australia Post have commenced a four year national digital literacy program with the ambitious goal of supporting more than 300,000 Australians to improve their digital skills.

Together Infoxchange and Australia Post are working with communities around Australia to help people realise their online potential, focusing on the following audiences:

Trends and emerging issues

Digital Literacy

Microsoft Digital Literacy
Learn essential skills with the Digital Literacy Curriculum.

Source: https://www.microsoft.com/about/corporatecitizenship/citizenship/giving/programs/up/digitalliteracy/default.mspx
Trends and emerging issues in the field of Digital Literacy and Learning Designer.
Trends and emerging issues

Source: http://www.library.illinois.edu/diglit/tutorial/
Part 2 - What do our stakeholders want, need and expect?

- Overview of what we gather and why
TechNODE bulletin 2006-2015

- Annual survey of first year students’ access to, experiences with and expectations of emerging technologies and social media at University (UWA)
- Findings are used in university decision making
- Highlights gaps between myth and reality
Library Student IT Help Service
Digital Literacy Skills Survey

- Inquiries presenting at library information desks
- Identify what digital skills were important to students
- Survey results
  - Software training (73.4%)
  - General skills (20.9%)
  - Computer basics (5.5%)
Part 3 – Making Things Happen
Digital Skills at UWA

- Emphasis on online self-help
- Embed support in current initiatives
- Pop-up and Drop-in workshops
- UWA Digital Literacy Framework
UWA Digital Literacy Framework

Get IT  Build IT  Use IT
Communication and Research Skills (CARS)

http://www.student.uwa.edu.au/learning/resources/cars
Academic Conduct Essentials (ACE)

Interacting factors

For a visual representation of how the individual factors of Level, Experience, Past Instances and Circumstance might interact, have a look at this image.

When multiple factors are involved, the severity of the consequences for an instance of academic misconduct increases. As the student Jill is in her third year of study, and also has a previously recorded instance of misconduct on her record, the consequences for her plagiarism will be much more severe.

http://www.student.uwa.edu.au/learning/resources/ace
Welcome to WRITESmart Drop-in

Write down your NAME and take a SEAT | Feel free to BROWSE our SURVIVAL GUIDES

We'll be with you shortly

Reid Library Ground Floor
10am-midday, weekdays during semester
Future Ideas and Challenges

• Developing existing tools for digital skills delivery
• Build IT and Use IT development
• Increasing support for particular student cohorts
• Tools constantly evolving
• Resourcing constraints and doing more with less
Questions