
Digital Literacy

Get Connected 2014
Feedback

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Feedback from the Get Connected sessions 2014

The Get Connected sessions this year were run by the Progress Coaches with support from ITS and peer mentors. The overall feedback from students was very positive.

They were asked: **How useful was this Get Connected session?**

Very useful	Useful	Not sure yet	Not useful	Not very useful
222	558	117	22	10
(23.90%)	(60.06%)	(12.59%)	(2.37%)	(1.08%)

So far **817** students have earned the accompanying badge by completing all 6 activities:

- 100% score for the IT Acceptable Use Policy lesson;
- Completing the questionnaire about previous experience of using computer technology for learning;
- Logging on to Quickscan to find out about their individual learning style;
- Viewing the ProPortal PowerPoint introduction;
- Viewing the Moodle introduction;
- Providing feedback on the session.

Link to Digital Literacy Framework

Reference is made to the Digital Literacy Framework throughout this report so that course teams can assess where new students are in terms of their own digital literacy and how they can be encouraged to develop their digital skills in general and e-learning skills in particular.

Digital Literacy is important for progression by preparing learners:

- for the workplace by helping them develop their digital competencies;
- for higher education by getting learners to make the best use of the digital environment to raise their own achievement, to develop the habit of keeping informed of important information and deadlines, to communicate confidently online with lecturers and collaborate with other learners – all of which are now essential in HE.

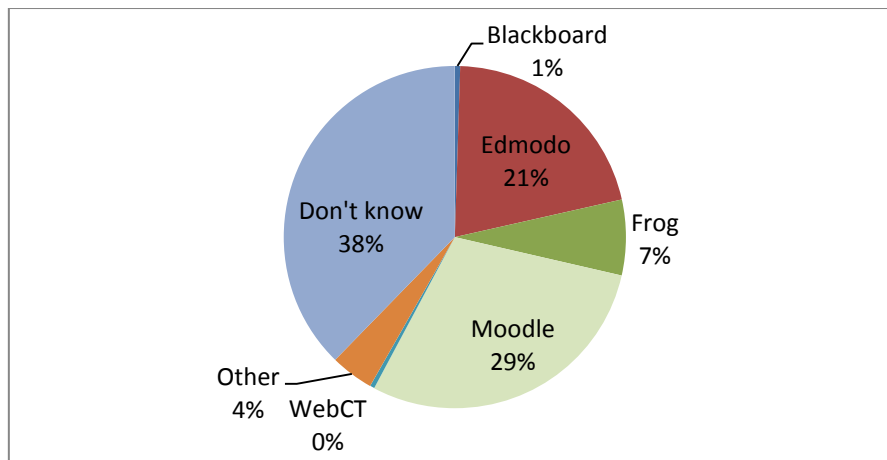
By the time students leave LR, the aim of this particular initiative is to help them to:

- project a positive self-image online;
- be digitally confident;
- have an awareness of e-safety and ethical online behaviour;
- actively participate in online communities for knowledge building and sharing;
- create his/her own online learning environment;
- develop a personal 'style' of technology use.

Results of the questionnaire about previous experience of using computer technology for learning follow.

Questions 1 and 2 were about gender and previous school, so this feedback concentrates only on questions 3 to 6.

Question 3: Which VLE did you use in your previous school/college?



Feedback: How easy did you find it to navigate around Moodle?

Very easy	Easy	Difficult at first	Not easy	Not very easy
273 (29.39%)	505 (54.36%)	132 (14.21%)	16 (1.72%)	3 (0.32%)

As only 29% of students are familiar with Moodle, we cannot assume they will automatically know how to use it and what the educational benefits of it are. Do we need to have cross-college consensus about the role of the VLE and the benefits in teaching and learning to share with students?

Extracts from the Digital Literacy Framework

A critical, informed expert user of digital technologies:

- can create his/her own learning environment(s) and develop a personal 'style of technology use;
- can actively participate in communities of knowledge building and sharing.

Opportunities to practice digital skills:

- enable learners to participate in online communities.

Expertise and skills needed:

- a clear understanding of how technology, such as the VLE, can support his/her learning.

Opportunities to access relevant digital technologies and information:

- access to computer resources and support services, physical and digital environments that support collaborative, networked learning, comprehensive information online; learning resources generated by teachers, information and resources generated outside of the classroom.

Question 4: Do you own any of the mobile devices listed below?

	No. of students
Smartphone	1047
iPod	554
Digital still camera	427
Tablet - iPad	378
Digital video camera	259
Tablet - Android	188
Mobile phone - basic	176
E-book reader	157
Other	20
No	9

Feedback: How easy was it to connect to the college wi-fi?

Very easy	Easy	Difficult at first	Not easy	Not very easy
290 (31.22%)	478 (51.45%)	98 (10.55%)	39 (4.20%)	24 (2.58%)

Students were given the opportunity to access wi-fi during the session and the feedback on ease of access was positive.

When designing e-learning resources (including Moodle course pages), should teachers be aware of the type of mobile device and the software students might be using to access information and activities? How important is 'responsive design' to provide the optimal learning experience?

What else does a teacher need to be aware of if they want to encourage 'mobile learning' so that students can access information and resources anytime/anywhere?

Extracts from the Digital Literacy Framework

A critical, informed expert user of digital technologies:

- can create his/her own learning environment(s) and develop a personal 'style' of technology use.

Opportunities to practice digital skills:

- enable learners to make informed choices about using appropriate technologies to fit the task.

Opportunities to access relevant digital technologies and information:

- support the use of own device (BYOD).

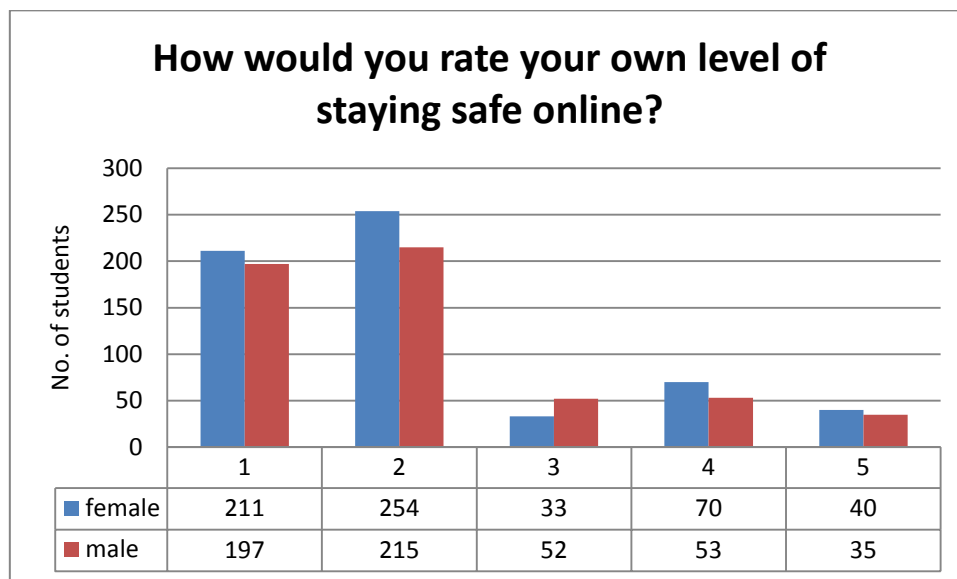
Question 5: Which of the following activities have your teachers encouraged you to do for school/college work?

	Regularly 1	Sometimes 2	Not sure 3	Never 4	Av Rank
Carry out research on Internet websites	555 (48%)	545 (48%)	32 (3%)	14 (1%)	1.6
Email teachers directly	402 (35%)	534 (47%)	118 (10%)	92 (8%)	1.9
Create your own PowerPoint slideshows	360 (31%)	642 (56%)	98 (9%)	46 (4%)	1.9
Go online to find out what your homework is day-to-day	439 (38%)	445 (39%)	100 (9%)	162 (14%)	2.0
Follow your teacher's online revision guidance	348 (30%)	536 (47%)	117 (10%)	145 (13%)	2.1
Go online to check messages	397 (35%)	378 (33%)	157 (14%)	214 (19%)	2.2
Take online tests or quizzes	215 (19%)	644 (56%)	164 (14%)	123 (11%)	2.2
Create your own Excel spreadsheets	167 (15%)	521 (45%)	235 (21%)	223 (19%)	2.4
Download a teacher's class notes	210 (18%)	458 (40%)	170 (15%)	308 (27%)	2.5
Go online to fetch homework your teacher has marked	189 (16%)	367 (32%)	227 (20%)	363 (32%)	2.7
Create your own videos or similar	125 (11%)	445 (39%)	255 (22%)	321 (28%)	2.7
Go online to check your timetable	222 (19%)	301 (26%)	139 (12%)	484 (42%)	2.8
Build up an e-portfolio of examined coursework	119 (10%)	260 (23%)	307 (27%)	460 (40%)	3.0
Take part in an online discussion	61 (5%)	218 (19%)	239 (21%)	628 (55%)	3.3
Listen to a teacher's podcast	56 (5%)	176 (15%)	192 (17%)	722 (63%)	3.4
Read a teacher's blog	34 (3%)	138 (12%)	167 (15%)	807 (70%)	3.5
Follow a teacher on Twitter	24 (2%)	85 (7%)	80 (7%)	957 (84%)	3.7

Average student – enrolled September 2014	Digital Literacy Aspirations
<ul style="list-style-type: none"> Regularly carries out Internet research 	Enable access to the global environment requiring sound information skills to find, evaluate, interpret and share information.
<ul style="list-style-type: none"> Often uses email to contact their teacher directly 	Help to develop good online communication skills through regular use of college email; project a positive digital identity to email recipients appropriate for the purpose. <i>Do we need guidelines on email etiquette?</i>
<ul style="list-style-type: none"> Can create their own PowerPoint slideshows 	Enable access to software used in employment requiring good communication and presentational skills. <i>Can students ‘who can’ train those ‘who can’t’ in this instance? Would a section on improving IT skills be useful on Moodle?</i>
<ul style="list-style-type: none"> Often goes online to find out what homework has been set 	Provide access to up-to-date homework tasks suitable for independent online learning.
<ul style="list-style-type: none"> Has followed a teacher’s online revision guidance 	Provide access to up-to-date revision material adapted for independent online learning.
<ul style="list-style-type: none"> Regularly goes online to check messages 	Help to develop good communication skills through access to college messaging systems; keep fully informed through online information sources; be able to make informed choices about appropriate technologies to fit the task.
<ul style="list-style-type: none"> Often takes online tests and quizzes 	Encourage self-assessment and progress checking through digital tests.
<ul style="list-style-type: none"> Has created their own Excel spreadsheets 	Enable access to software used in employment needing data analysis and manipulation skills to present, record and analyse data. <i>See also PowerPoint above.</i>

Average student – enrolled September 2014	Digital Literacy Aspirations
<ul style="list-style-type: none"> Has sometimes downloaded a teacher's class notes 	Provide access to regular, up-to-date learning resources for review/reflection.
<ul style="list-style-type: none"> Has gone online to fetch homework a teacher has marked 	Provide access to own learning assessment and feedback.
<ul style="list-style-type: none"> Has created their own videos or similar 	Encourage student to create their own multi-media learning resources requiring creative, presentational and functional skills; enable students to make informed choices about using appropriate technology to fit the task.
<ul style="list-style-type: none"> Has never gone online to check their timetable 	Encourage student to connect to information online and keep up-to-date with events and deadlines.
<ul style="list-style-type: none"> Has never built up an e-portfolio of examined work 	Help student develop a sound digital identity (self-presentation) though own work; become digitally confident.
<ul style="list-style-type: none"> Has never taken part in an online discussion 	Encourage active participation in online communities through collaborative, connected, networked learning; develop a mature digital identity; manage multiple identities appropriate to target discussion group.
<ul style="list-style-type: none"> Has never listened to a teacher's podcast 	Enable student to create own podcast related to learning as well as listen to teacher's podcast.
<ul style="list-style-type: none"> Has never read a teacher's blog 	Enable student to create own blog related to learning as well as reading teacher's blog.
<ul style="list-style-type: none"> Has never followed a teacher on Twitter 	Encourage active participation in social media through collaborative, connected, networked learning.

Question 6: How would you rate your own level of staying safe online? (e.g. 1=very high, 5=very poor)



Where would **you** rate your own level of staying safe online? The students' average rating was 2.1. A surprisingly high number of students gave themselves a very high rating. Does this really reflect their level of 'risk awareness' or are they unaware of the criminal minds and/or possibly immature online 'friends' who may inadvertently put them at risk?

Extracts from the Digital Literacy Framework

A critical, informed expert user of digital technologies:

- is aware of e-safety and ethical online behaviour;
- can manage multiple identities;
- can project a positive self-image;
- is digitally confident.

Expertise and skills needed:

- e-safety and social networking skills.

Opportunities to access relevant digital technologies and information:

- access to college policies on digital rights and responsibilities.