

What is digital literacy?
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Daniel Clark MA MPhil FCA SFHEA
@danielclarkfca

Senior Lecturer in Accounting & Finance
University Centre Shrewsbury
Trustee, Association for Learning Technology

Digital literacy defined

“Digital literacy defines those capabilities which fit an individual for living, learning and working in a digital society

Defining a particular set of capabilities as a 'literacy' means claiming that:

- they are a pre-requisite or foundation for other capabilities;
- they are critical to an individual's life chances;
- they are essential to the making and sharing of culturally significant meanings;
- as a result, there is or should be a society-wide entitlement to these capabilities at some level.”

(Beetham, 2010)

Context



“Our students have changed radically. Today’s students are no longer the people our educational system was designed to teach... A really big discontinuity has taken place. One might even call it a “singularity” – an event which changes things so fundamentally that there is absolutely no going back. This so-called “singularity” is the arrival and rapid dissemination of digital technology in the last decades of the 20th century.”

(Prensky, 2001)

More context

- Digital skills needed in the workplace
- Younger generation growing up more comfortable with technology *but*
- Dangerous to make generalisations about “digital natives”, “millenials” etc.
- Widely varying skill levels among younger people
- Many lack skills in evaluation, in-depth searching etc.

Sources: Jelfs & Richardson (2013), Williams & Rowlands (2007)



Layers of digital literacy

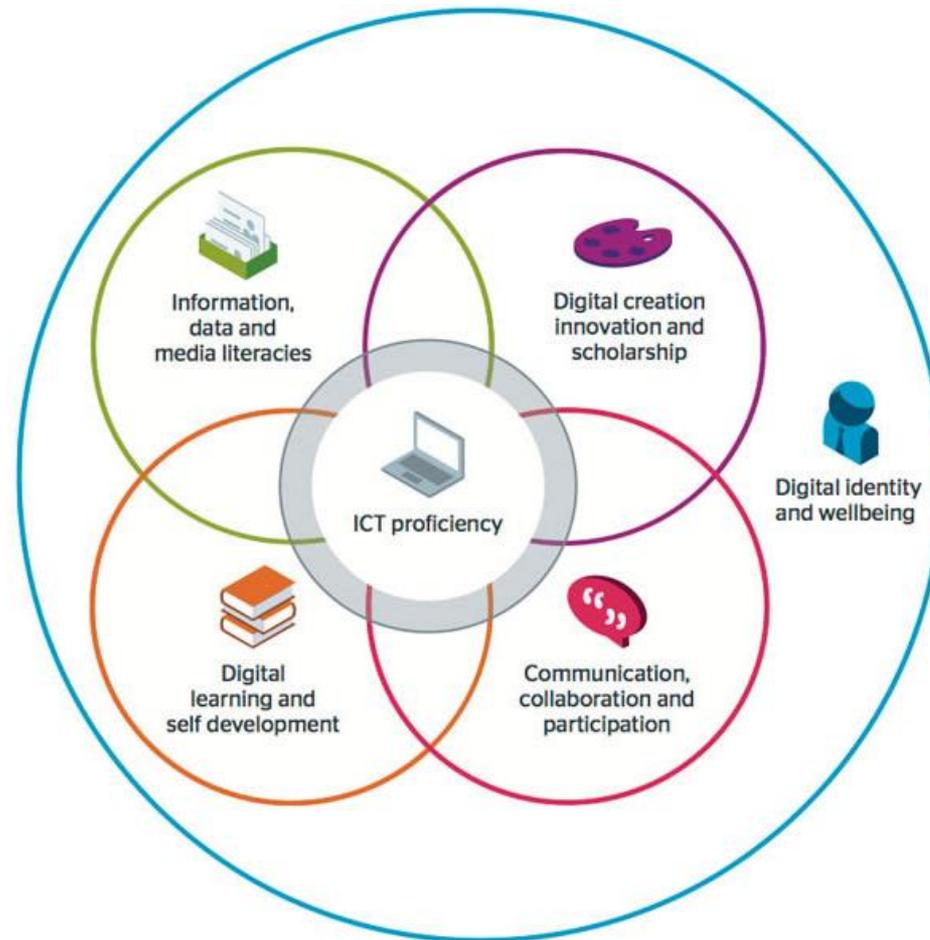


Beetham and Sharpe 'pyramid model' of digital literacy development model (2010)

Further details available at:

<http://jiscdesignstudio.pbworks.com/w/file/40474958/Literacies%20development%20framework.doc>

Revised model 2015



Source: <https://www.jisc.ac.uk/rd/projects/building-digital-capability>

Types of literacy

Everyday	Applied	Theoretical	Reflexive
Diverse and open ended	Attaining a particular expertise	Gain disciplinary knowledge	Negotiation of social diversity
Confluent with spoken language	Use of spoken and written words to enable activity	Production and interpretation of epistemic texts	Probing assumed and specialized knowledge systems
Moving through roles and relationships in the family and community	Skill-based literacy	Situated in educational learning environments	Finding alternatives
Personal growth literacy		Specialized literacies	Challenging common sense
		Assimilating and reproducing knowledge	Meaning determined through diverse media
			Critical literacy

Table based on Mary Macken-Horarik, "Exploring the requirements of critical school literacy: a view from two classrooms," from F. Christie and Ray Mission (eds.), *Literacy and Schooling*, (London: Routledge, 1998), p. 78

Source: Brabazon (2013)

Managing digital identity

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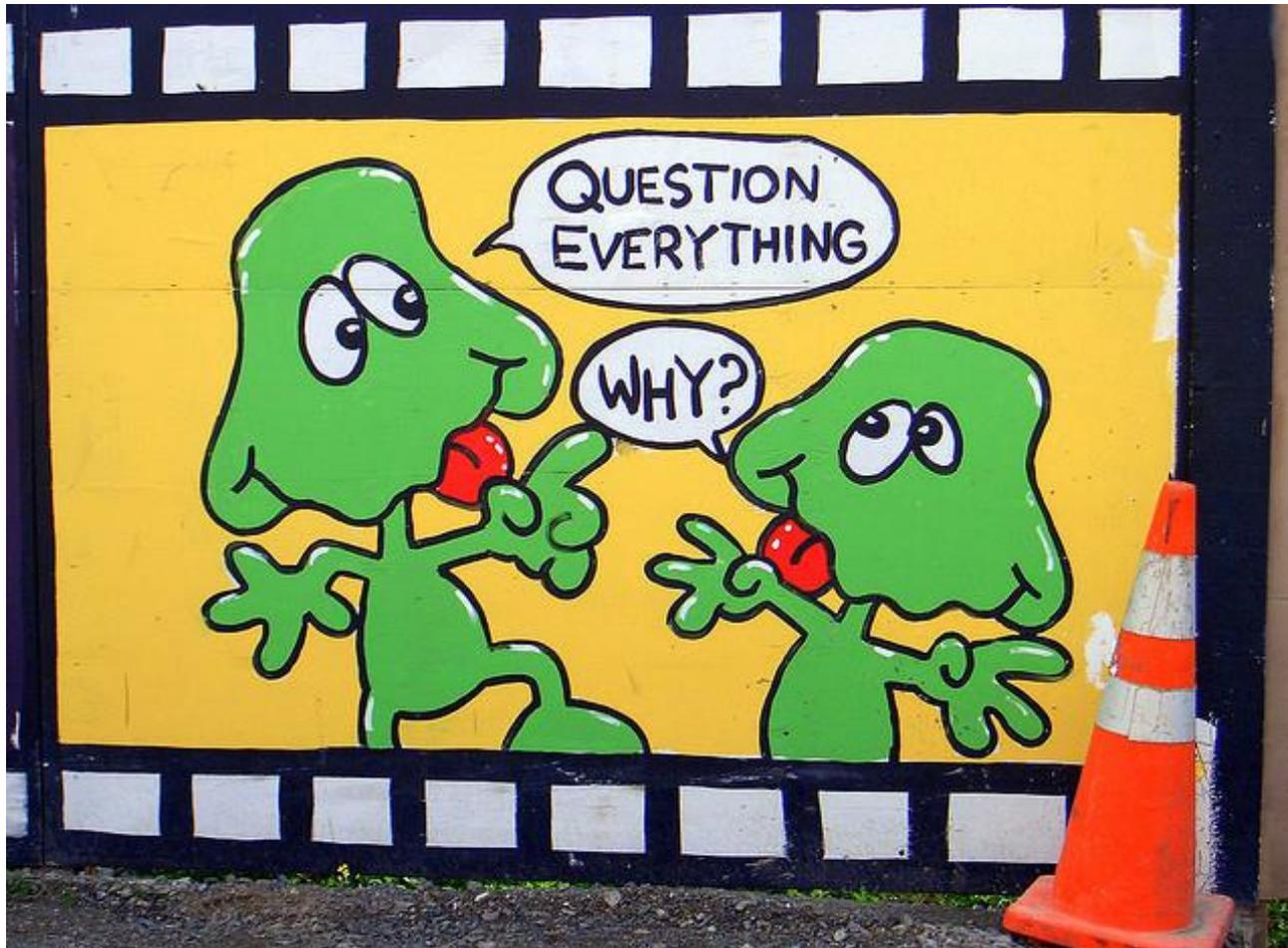


"Before I write my name on the board, I'll need to know how you're planning to use that data."

Questions to consider

- For each aspect of digital capability, what is your expectation of support and development opportunities from the University? Score from 1 (no expectation) to 10 (the University should be very active in developing this over the course of a programme)
- Now rate the level of support you do receive from each aspect from 1 (no support) to 10 (extensive and consistent support)
- Reflecting on these questions, where are the gaps between your expectations and the reality? Do you have any views on how these could be filled?
- Reflecting further, should student expectations be revised?

Questions?



Source: <https://www.flickr.com/photos/taniwha/10499753/>

Contact details



d.clark@chester.ac.uk



<https://uk.linkedin.com/in/danielclarkfca>



@danielclarkfca



<https://learningshrew.wordpress.com/>

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