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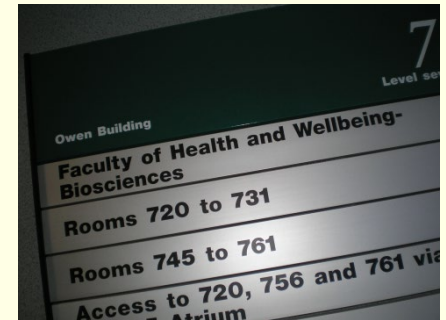
UNIVERSIDAD POLITÉCNICA DE MADRID

2009



A higher rate of interest and a
better return on their investment

A higher rate of interest and a better return on their investment



Deborah Harrop
Learning & Teaching Institute

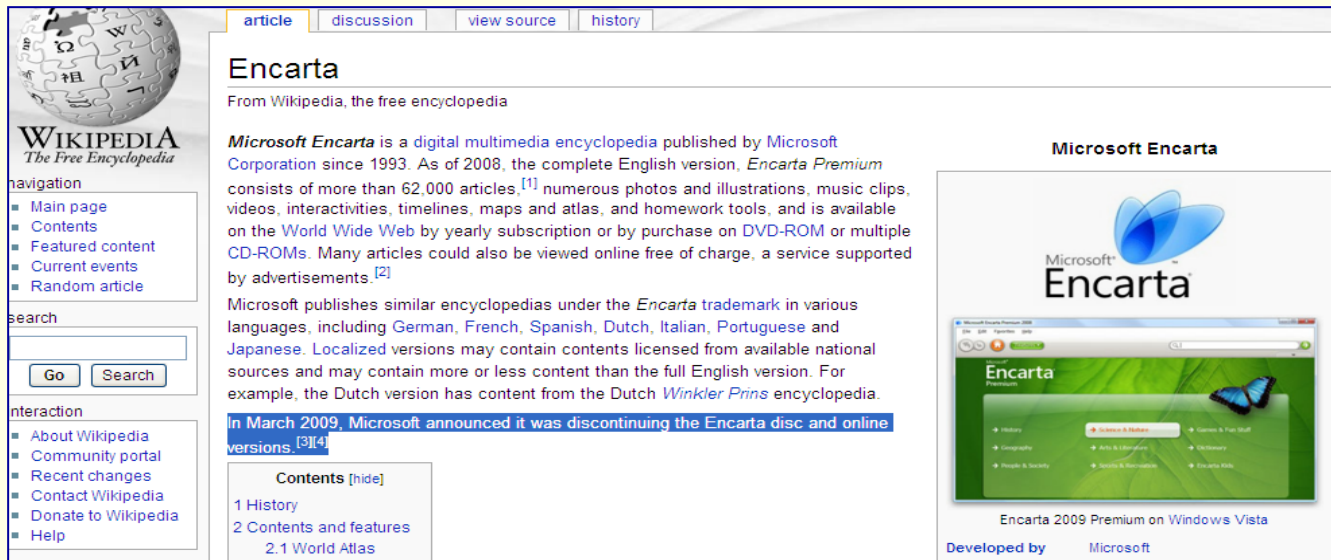


Sheffield
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SHARPENS YOUR THINKING

What's changed?

"the category of traditional encyclopaedias and reference material has changed. People today seek and consume information in considerably different ways than in years past" (Microsoft, 2009)



The screenshot shows a Wikipedia article titled "Encarta". The page layout includes a navigation sidebar on the left with links for "Main page", "Contents", "Featured content", "Current events", and "Random article". Below this is a search box with "Go" and "Search" buttons. The main content area has tabs for "article", "discussion", "view source", and "history". The article text describes Microsoft Encarta as a digital multimedia encyclopedia published since 1993, consisting of over 62,000 articles, photos, music clips, and videos. It mentions that localized versions exist in various languages and that Microsoft announced in March 2009 that it was discontinuing the Encarta disc and online versions. A "Contents" section is visible at the bottom of the article, listing "1 History" and "2 Contents and features", with "2.1 World Atlas" as a sub-section. On the right side of the article, there is an image of the Microsoft Encarta Premium 2009 software box, which features the Microsoft logo and the Encarta logo. The box art shows a butterfly and a globe. Below the image, it says "Encarta 2009 Premium on Windows Vista" and "Developed by Microsoft".

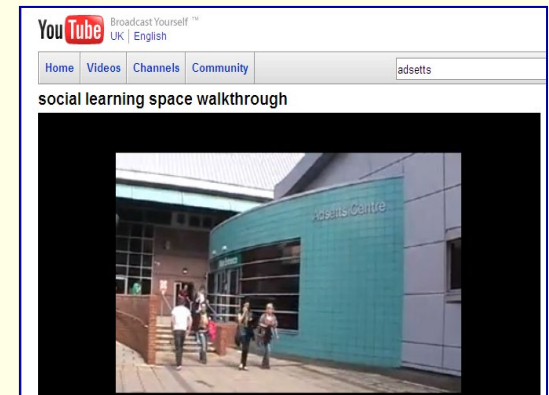
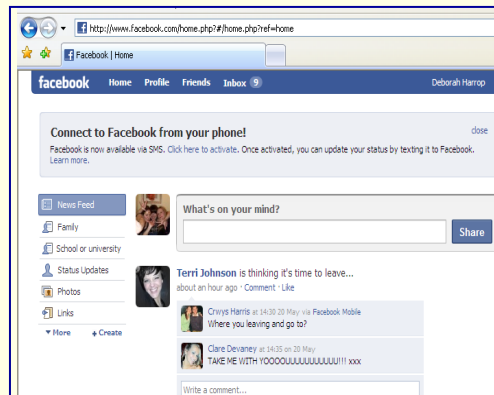
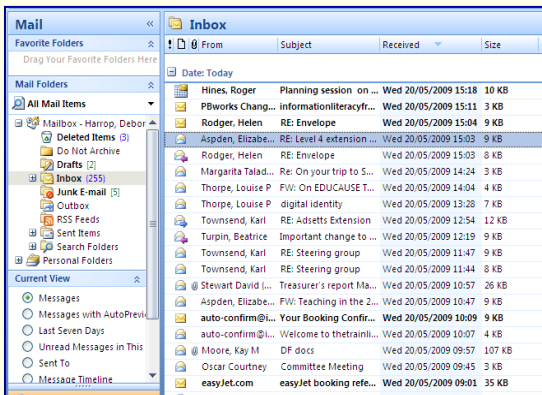
External drivers

- “ability to adapt to a changing world”

(CBI/Universities UK, 2009)

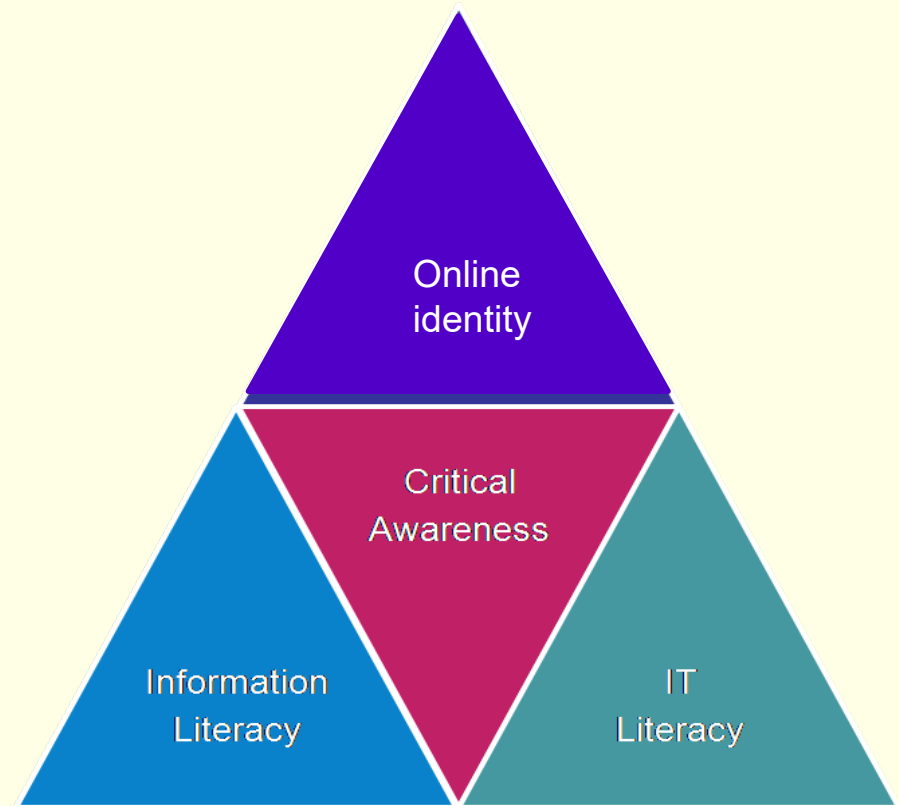
- "e-pedagogies" and "me, we and see spaces"

(Committee of inquiry into the changing learner experience, 2009)



What is digital fluency?

**The skills, knowledge
and attributes
required to live, learn
and work in the
digital age**

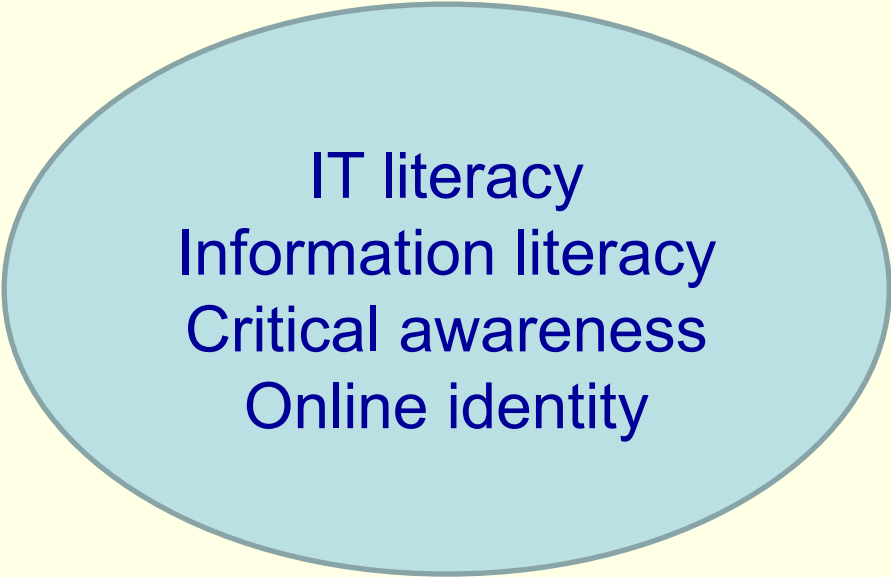


Digital fluency



What can we be doing now to better prepare our staff and students to live, learn and work in the digital age?

Institutional level	Departmental level	Individual level
Opportunities and challenges?	Opportunities and challenges?	Opportunities and challenges?



IT literacy
Information literacy
Critical awareness
Online identity



Strategic

An essential characteristic
of a modern university

Core graduate attribute
and essential element of
staff development

Infrastructures, Privacy
& time issues. awareness

Online identity



Strategic



Students

Identify student DF attributes. Awareness raising. Timely support and self help resources

IT literacy
e literacy
ess



What do students expect?

- **94% of students expect to communicate with their tutors via e-mail**
- **82.9% of students expect online feedback from their tutors**
- **80% of students expect online test to check their own progress**
- **68% of students expect to be able to submit their assignments online**
- **51% of students expect online collaboration and reflection tools to be an essential part of their learning experience**



Strategic



Students

Identify student DF attributes. Awareness raising. Timely support and self help resources.

IT literacy
e literacy
ess



Strategic



IT literacy

Academic Staff

Feel supported in identifying and developing DF capabilities. Support is accessible, coherent and ongoing.

Support Services

Proactive, integrated support based on user need. Evidence informed change underpinned by pedagogy.

Listening to the evidence

‘The organisation used to communicate via face to face meetings and conversations; now we often use digital technologies; however, we are still developing the skills and language to understand and manage these interactions.’

‘There is tremendous diversity and whilst some students are fearful of digital technologies, others just grab it: it is no different with staff.’

‘There is no acknowledgement of staff development relating to digital technologies and neither is there a financial budget.’

‘Embracing change is an attitude; it’s an openness and willingness to explore new technologies.’





Strategic



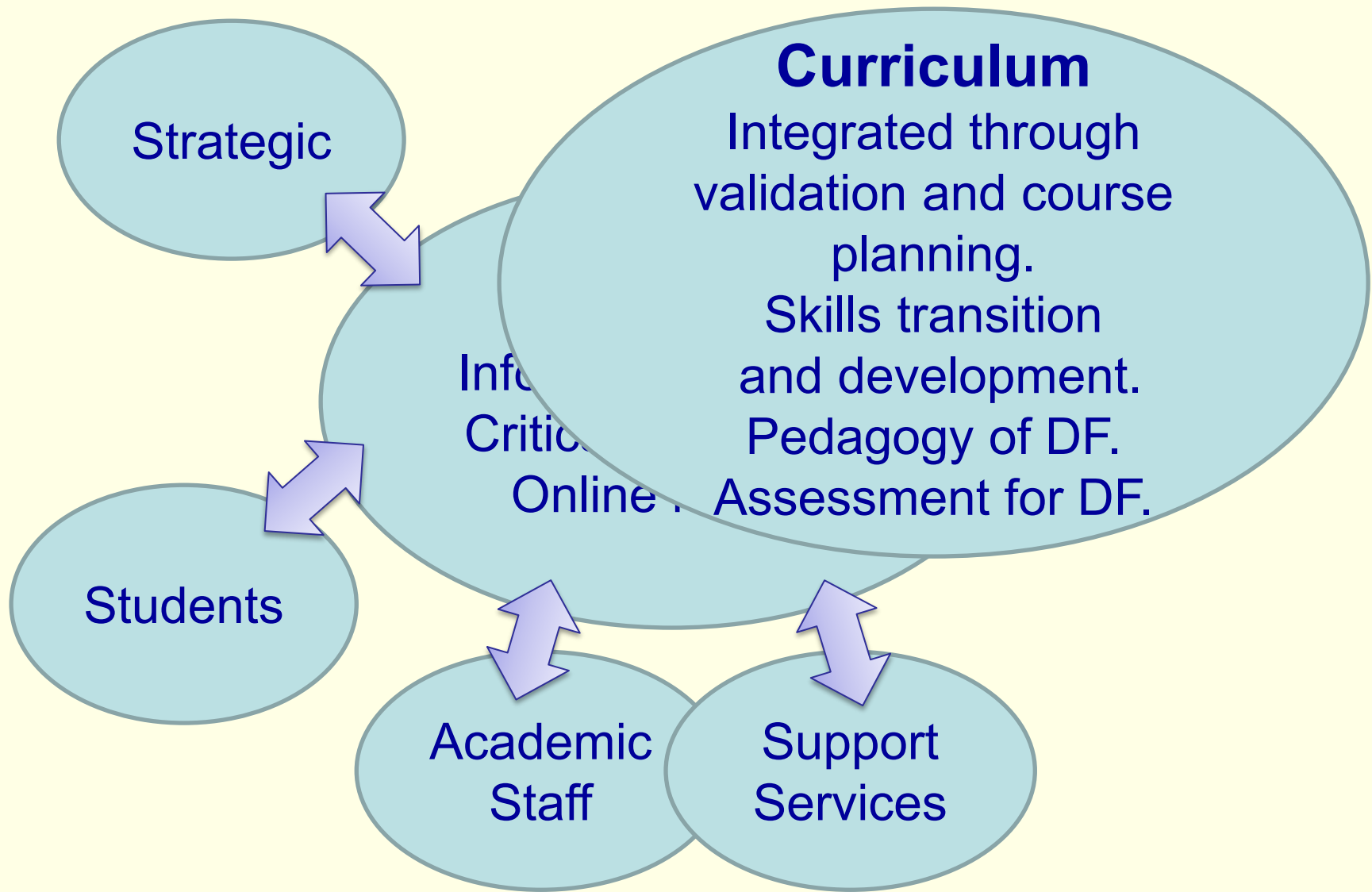
IT literacy

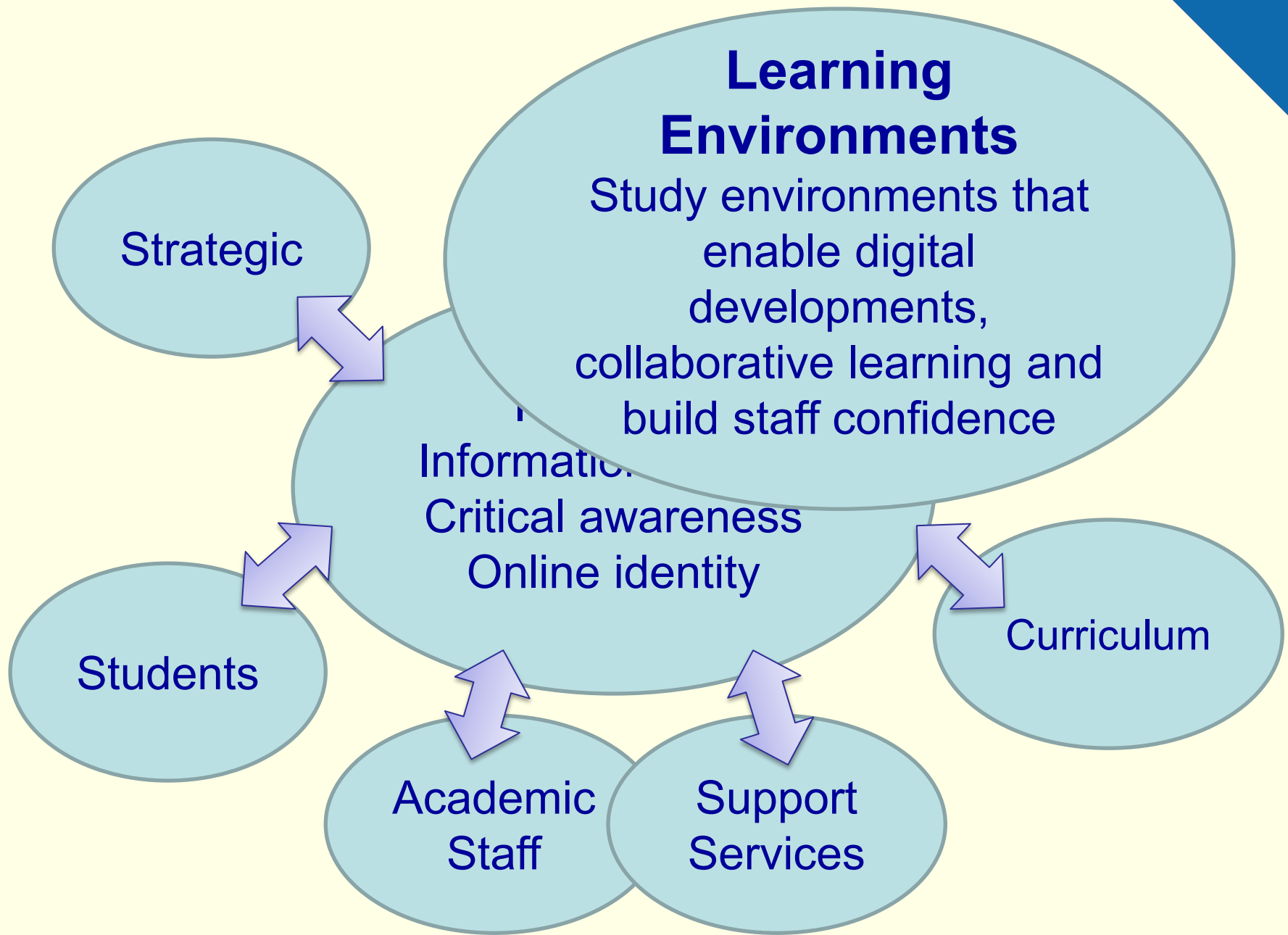
Academic Staff

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Support Services

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Research Agenda

How are Web 2.0 technologies changing
What skills do our graduates acquire for lifelong learning?

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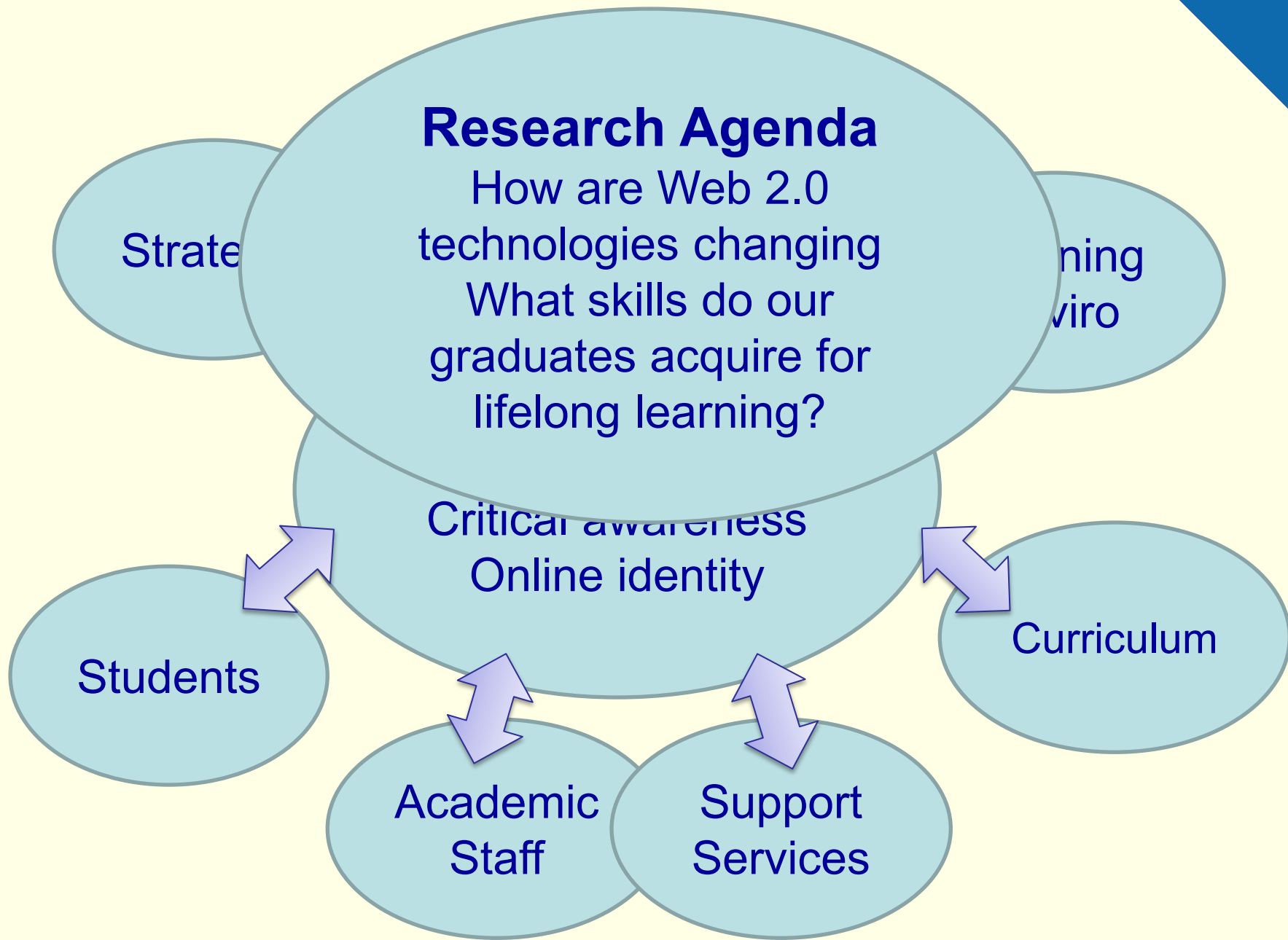
Critical awareness
Online identity

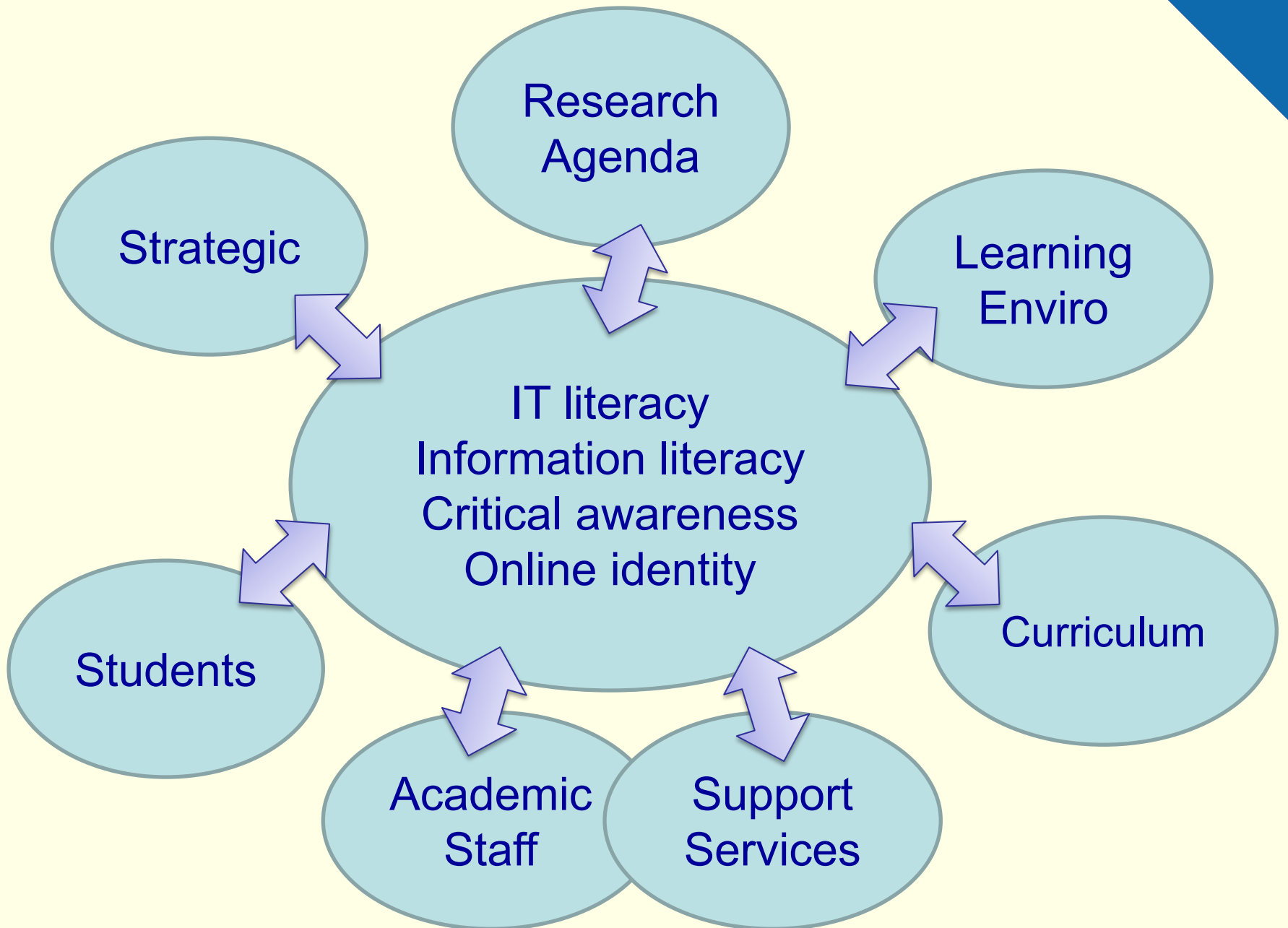
Students

Curriculum

Academic
Staff

Support
Services







What we did?



Information literacy framework

■ Outward focused

- Explicitly link to other University agendas; for example, employability
- Articulate your aims and objectives using academic, not library, language
- Offer a holistic learning experience: don't draw boundaries

■ Community of practice for professional development

■ Not a static document



(Fensterbme, 2008)

Investment in Biosciences

▪ Research principles

- Exploratory, analytical and evaluative skills
- Develop information platform
- Free writing: write little often
- Build portfolio of research

▪ Range of interactions

- 1-2 many relationship through taught sessions
- 1-2-1 relationship via online presence

▪ Peer support

- Knowledge sharing
- Ongoing peer review

▪ Reflective quiz

- Consolidate learning
- Feedback mechanism



Adding value and implementing change

- A mind set not a skill set
- Identifying and developing digital attributes of our students
- Understanding how we can better support our staff
- Looking for a more joined up approach to support, resources and expertise



Thank you

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(Interactive tools, 2007)

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