

Digital Literacy and Identity at University of Greenwich

Digital Literacy and Identity highlights:

- Using digital resources (accessing and managing content of latest research, discussions, debates via Social Media, VLE)
- Sharing, collaborating, evaluating, inquiring, playing creating, reflecting, personalising and interacting with these resources
- Establishing and maintaining online networks in personal and professional life with peers, alumni and potential employers
- Managing and building on your digital footprint (intentional and unintentional representation published by you or tagged by others in web, videos and images)
- Understanding the challenges and know how to deal with the privacy settings, ethical consideration, e-safety, media policies



Image courtesy of twobee "Scanning Of Finger On Touch Screen"/ FreeDigitalPhotos.net

Current situation:

NMC Horizon 2014 report:

- > Shift from students as consumers to students as creators
- > Need to embrace growing ubiquity of social media
- > Collaboration and Student Centred Learning

HEA 2012-2013 report:

- > Student collaboration and engagement
- > Improving feedback and assessment via innovative, connected and collaborative learning

Next steps:

Engage with Greenwich Connect blog posts for more info and case studies or contact us for advice

(www.blogs.gre.ac.uk/greenwichconnect)

- > Identify the e-champions in your department
- > Address digital practices literacy for both department staff members and students
- > Reinforce staff development sessions, online seminars, webinars, conferences, internal showcase meetings,
- > Provide on-going support (academic community of practice) to explore particular tools and innovative pedagogies
- > Encourage staff to engage with characteristics of Digital Literacy and Identity

Case studies:

1) Paul Simpson, (PR Business Faculty) used **Greenwich Connect Seed Fund** resourcing to provide digital cameras with Photoshop software for students. Students were required to create a portfolio of work including their own PR collateral such as photography, films, links to podcasts, and examples of wider campaigns better utilising social media platforms such as Vine and Flipboard, as well as content rich blogs.

Project aims:

- > developing employability skills,
- > networking with people in the industry & alumni
- > Building on DL and DI

The evaluation and case study building process is underway & to be presented at APT conference in July

2) The University of Michigan's (GROCS) program was designed to foster interdisciplinary collaboration through funding student-initiated creative projects that engaged with digital media.

Project aims:

- > Collaboration skills
- > Project management
- > Networking with people in the industry & peers
- > Presentation and communication skills

References:

- Johnson, L., Adams Becker, S., Estrada, V., Freeman, A. (2014). *NMC Horizon Report: 2014 Higher Education Edition*. Austin, Texas: The New Media Consortium
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- The Higher Education Academy (2013) *Annual Report 2012-13*. York: The Higher Education Academy

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