**Digital Literacies in Situated Practices**

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**Motivation**

To promote digital literacies in teaching and learning. Many Web 2.0 tools used to promote digital literacies are not designed by educationalists or developed specifically for teaching and learning, but there is an increasing demand and call for teachers to use them to share content, support learners and foster inter-institution collaboration (Horizon K-12, 2014).

**Web 2.0 characteristics**

- **Collaboration**
  - Encourages collaboration among users
  - Enables users to work together on documents and projects

- **Participation**
  - Enables users to contribute content and ideas
  - Supports user-generated content

- **Interaction**
  - Facilitates user interaction and communication
  - Supports real-time communication and collaboration

- **Creativity**
  - Encourages creativity and innovation
  - Allows for the creation of new content and ideas

- **Personalisation**
  - Enables users to personalise their experiences
  - Supports user personalisation and customisation

- **Community**
  - Facilitates community building and networking
  - Supports the formation of online communities

- **Accessibility**
  - Provides easy access to information and resources
  - Supports user accessibility and inclusivity

**Dissemination and outputs**

- **Digital literacy**
  - “The capabilities which fit someone for living, learning and working in a digital society” (Jisc, 2013)
  - This is the definition adopted by the project team.
  - In the questionnaire participants were asked what this definition means to them.

- **“A key message for institutions is that policies and processes need to support development across different academic and support roles in a range of ways. Supporting student digital literacy tends to be the focus of support activities but teaching staff need support to help address confidence and capability issues and support staff need to continually develop skills and knowledge.” (JISC, 2013)**

**Project objectives**

- Scope staff and student support services and academics’ perceptions and applications of Digital Literacies in Higher Education via a survey.
- Investigate further potential tensions and identified issues related to use and development via focus groups and interview.
- Collate and disseminate best/practice examples via online platforms and seminars.
- Present findings to literature and sector developments with a view to develop a framework.

**Timeline**

- **September**
  - Jisc (2013) funded project work led to the identification of seven elements of digital literacy:
    - Media literacy
    - Information literacy
    - Digital scholarship
    - Learning skills
    - ICT literacy
    - Career and identity management
    - Communications and collaboration

**Contact us**

Regardless of discipline we would be happy to hear your comments/thoughts and welcome your contribution. Please email t.zoubir@mdx.ac.uk

**Methodology**

A qualitative practitioner research methodology informed by principles of action research is adopted. The diagram to the left shows the four project phases.

**Data analysis**

Some questionnaire items were closed (non-free text responses) and provided good summary data. These were generally followed by an open question.

**Image**

For examples of results see the inner circle “Phase 1 results.”