

# Enhancing students' digital skills with impact: the "Digital Literacy" project.

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# ENHANCING FOR IMPACT

RGU'S ANNUAL LEARNING AND TEACHING CONFERENCE

## Enhancing students' digital skills with impact: The 'Digital literacy' Project

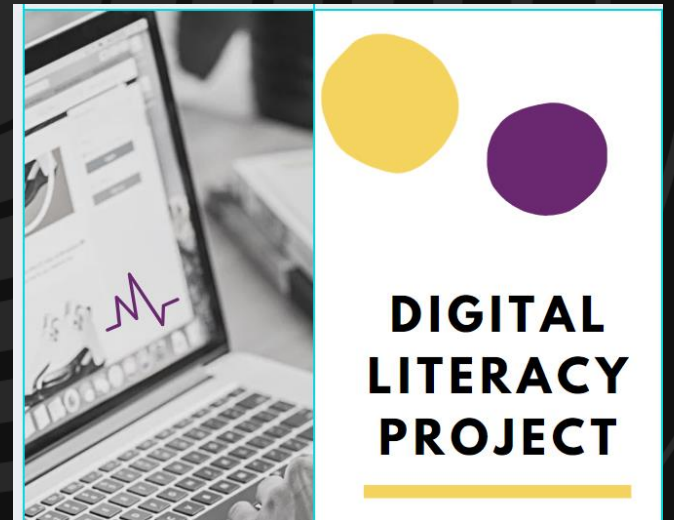
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# DIGITAL NATION UK 2021

FACTS, STATS AND FIXING THE DIGITAL DIVIDE

**UK**  
DIGITALLY EXCLUDED

**10m**  
LACK THE MOST BASIC  
DIGITAL SKILLS

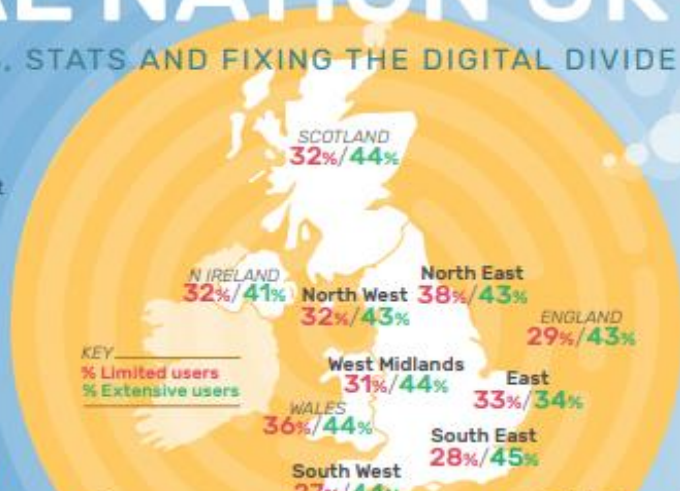
**14.9m**  
VERY LOW DIGITAL  
ENGAGEMENT



**1.3m**  
non-users worried about  
**privacy + security**

**1.5m**  
UK households have  
**no internet access**

**2m**  
UK households  
**struggle to afford**  
internet access



**UK**  
DIGITALLY INCLUDED

**30.8m**  
HIGHLY ENGAGED

**86%**  
ADULTS USE  
THE INTERNET

**1.5m**  
MORE PEOPLE  
ONLINE THIS YEAR

Compared to extensive users **LIMITED USERS ARE...**

**4 x** more likely  
from **low income**  
households

**8 x** more  
likely to be  
**over-65**

**1.5 x** more  
likely from  
**BAME** groups

**8.7m**  
employed people  
have essential **digital**  
skills for life but not  
for work

**CONFIDENCE**

**67%**  
would improve their  
digital skills if they knew  
**support** was available

**MOTIVATION**

**DIGITAL SKILLS**

**I'm healthier**  
49% say digital helps  
manage and improve  
their physical and  
mental health.

**I'm happier**  
85% connect better  
with friends and  
family.

**BENEFITS OF BEING ONLINE**

**I'm better off**  
Manual workers with  
high or very high digital  
engagement earn £421  
more per month than  
less digitally engaged  
peers.

**The UK gets good value**  
It's estimated the UK  
benefits by almost £15  
for every £1 invested in  
helping people acquire  
basic digital skills.

**I get better value**  
The most digitally  
engaged pay £228 less

**WHY PEOPLE ARE NOT ONLINE**

**37%**  
I don't have  
the right  
**equipment**

**36%**  
It's too  
**expensive**

**42%**  
Not interested  
I see **no need**

**SKILLS**



**67%**

of people would improve their digital skills if they



**2 million**

households struggle to afford internet access



**10 million**

people don't have the most basic digital skills

## DIGITAL LITERACY PROJECT



## DIGITAL COMPETENCES TOOLKIT

### RECOMMENDATIONS FOR DIGITAL SKILLS TRAINING

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# Aims & Objectives

**Objective 1.** To examine with participant academics, digital competences areas needs that reflect disciplinary needs.

**Objective 2.** To implement a discipline-based digital competences self-assessment tool with students in different schools.

**Objective 3.** To conduct focus groups/interviews with students to obtain qualitative feedback.

**Objective 4.** To collate internal and external resources on the development of specific digital competence areas in the form of a digital skills toolkit.



The graphic is divided into two main sections. The top section, titled 'Institutional Project', features a background image of hands typing on a laptop keyboard. The bottom section, titled 'PROJECT AIMS', has a yellow background. It includes the RGU logo and a paragraph about digital literacy skills, accompanied by a cartoon mouse cursor icon.

**Institutional Project**

 **ROBERT GORDON**  
UNIVERSITY ABERDEEN

**PROJECT AIMS**

**A focus on digital literacy skills**

To drive and support the development of digital literacy skills among RGU students, focusing on higher education as a critical environment, which prepares and shapes our future digital citizens as they set out on their personal and professional pathways.



# THE DIGITAL COMPETENCES



## Everyday participation as a digital citizen

This strand deals with digital citizenship skills that address everyday life skills such as well-being and the right to information, which are important for promoting the fundamental principles of democracy, socialisation, human rights and the rule of law.



## ICT Proficiency

This strand deals with skills to handle technological devices, software, web browsers, search engines, university digital administrative services & learning management systems, personal digital services and communication platforms.



## ICT Productivity/Use

This strand deals with data management, i.e., using tools, such as calendars, task lists, project and time management apps, to make learning more efficient.



## Information Identification

This strand deals with skills to distinguish scholarly/academic, professional and popular online information.



## Information Literacy Skills

This strand deals with using online tools for finding, gathering and evaluating, organising and sharing digital information.



## Digital Research Skills

This strand deals with skills for finding legal research data online, Organising and storing digital research data, Using a Critical Appraisal Tool, Using a survey tool, Understanding how legal research data are used to construct arguments, make decisions, and/or solve problems.



### Digital Communication Skills

This strand deals with skills for participating professionally in a range of digital networks, understanding expected behaviour/code of practice in online environments, communicating respectfully, inclusively & confidentially, recognising false or damaging online communications, and actively sharing specialist ideas in a range of online communication media.



### Digital Innovation Skills

This strand deals with skills for developing new ideas and projects using online tools and technologies, working collaboratively on different aspects of a creative/innovative project/service design, managing the process as a team, and promoting new online tools and opportunities to others.



### Digital Wellbeing

This strand deals with skills for feeling comfortable, in control, and safe when using digital technologies, recognising that digital information and media can cause distraction, overload, and stress, and disconnecting when necessary, acting positively against cyberbullying and other damaging online behaviours, managing online and real-world interactions in ways that support healthy relationships and using digital media to access services, monitor health conditions, and participate in the community.



## THE DIGITAL COMPETENCES SCALE



### Digital Creation Skills

This strand deals with skills for document formatting and presentation, social media content creation, video creation, infographics, online posters, blogs/Wikis, Vlogs/Podcasts, Creation of audio files, using simulation/virtual reality tools, data visualisation, presentation tools.



### Digital Learning and Development

This strand deals with skills for participating in online learning opportunities and resources collaboratively and supportively, adopting new ways of learning online, using online tools to take notes, annotate, collate and curate learning materials, review, and revise learning, record learning events/outcomes and receive/respond to online feedback about academic work.



### Digital Identity Management

This strand deals with skills for managing online profiles on different digital media, understanding how online personal data are collected and used in different systems, using privacy settings appropriately, being aware of the potential positive or negative impact of online communication on online reputation, making sure outcomes of learning and other achievements are accessible online, and using online analytics to explore impact and influence on others.

# Digital Competences Scale

## Level 1: Novice

The digital task is new to me. I am currently developing basic knowledge and skills in this area, but I need help either to complete or to learn how to complete this sort of task.

## Level 2: Basic

I have foundational knowledge in this area. I can perform simple digital tasks with help from others.

## Level 3: Intermediate

I have more than foundational knowledge, but I am not yet advanced in this area. I can usually complete complex digital tasks independently, although I sometimes need help from someone more advanced than I am.

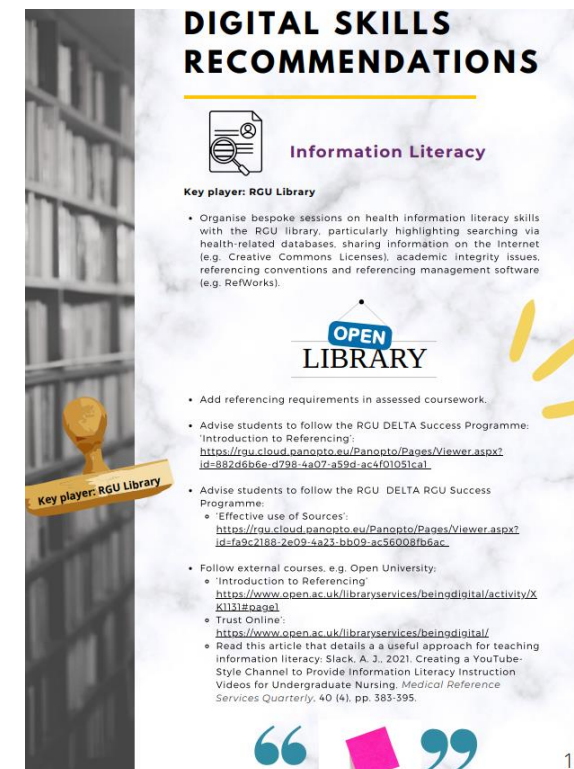
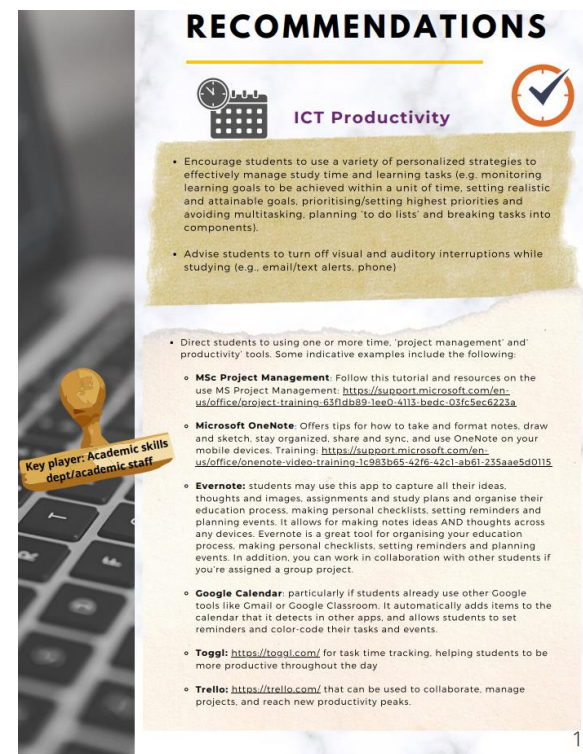
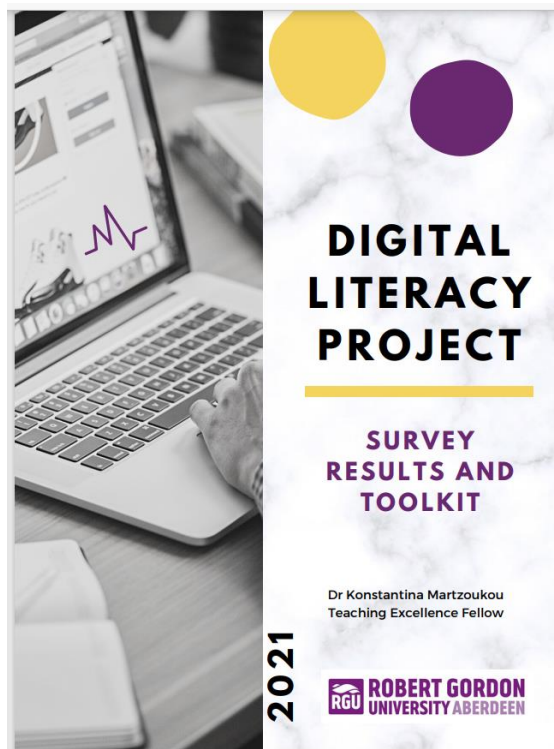
## Level 4: Advanced

I have advanced knowledge in this area, though I am not an expert. I can perform complex digital tasks without assistance. I adapt easily to learning new knowledge and skills. Others sometimes ask me for help.

## Level 5: Expert

I have mastered the knowledge and skills for this area. I apply my knowledge and skills to create and redesign processes, tools, and/or technologies appropriately and effectively. As an expert in this area, I frequently show others how to complete these tasks.

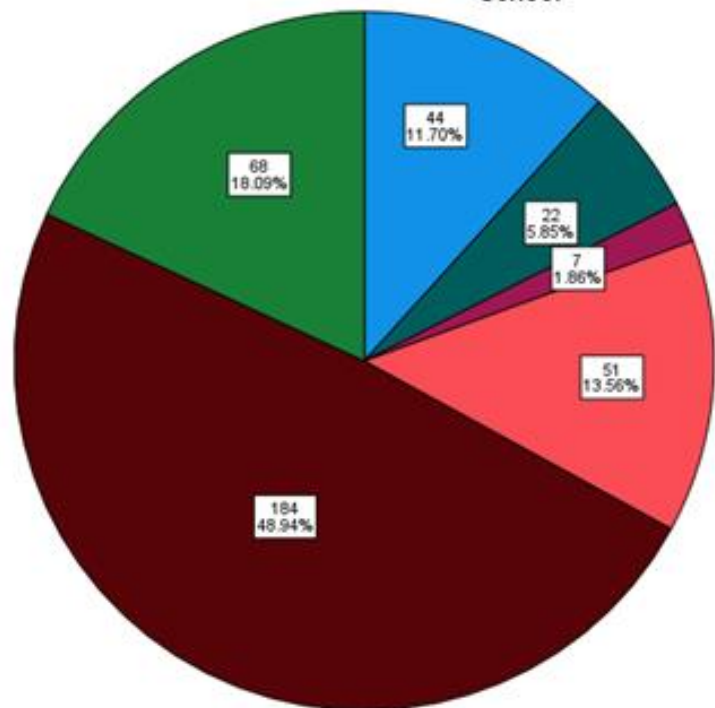
# Digital Literacy Toolkit



Digital Literacy Toolkit eBook version 2022

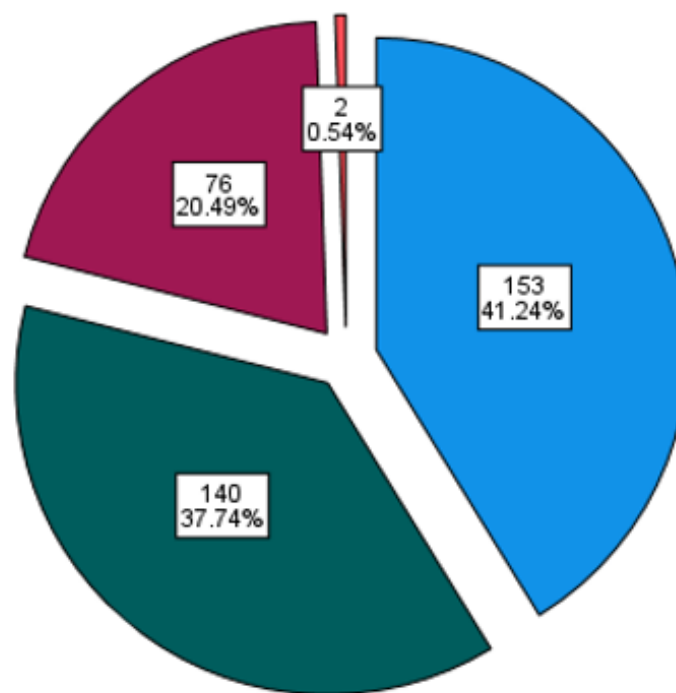
# Demographics (n=371)

School



ABS  
Law  
PALS  
Heatl  
NMPI  
SCCE

What generation do you belong to?



- 1. Generation Z (born 1997-2012)
- 2. Millennial generation (born 1981-1996)
- 3. Generation X (born 1965-1980)
- 4. Baby Boomer (born 1946-1964)

# Digital Competences Results

A traffic light system with emphasis on 'red' and 'amber' areas for upskilling, which become areas for further development and 'green' areas which aim to identify pockets of strength within a given student group.

