

# EQUITY, DIVERSITY AND INCLUSION

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

**Konstantina Martzoukou**

In line with UK strategic priorities (UK Department for Education 2019), the 'Digital Literacy' project, supported by a DELTA (QAA) 'Emerging Stronger Award', aims to identify pockets of digital inequalities in students, to enhance their digital capacity and support digital literacy training for students and staff. The project addresses a number of areas highlighted in the RGU Teaching and Learning Framework: Technology Enabled Learning, Flexibility and Inclusion. RGU has a diverse and international student body and it is important to offer support to achieve digitally inclusive learning practices. This paper will offer an overview of the results of the digital literacy survey, which involved 371 students from six schools and was based on work by Carretero et al. (2017) and the JISC Digital Capabilities Framework (2012). The survey addresses 11 themes (Everyday Participation as a Digital Citizen, ICT Proficiency, ICT Productivity/Use, Information Literacy, Digital Creation, Digital Innovation, Digital Research, Digital Communication, Digital Learning and Development, Digital Identity Management, Digital Wellbeing). The scale measures digital competences representing different levels of knowledge and self-sufficiency on the basis of performing specific digital tasks. Current work also involves the development of a digital skills toolkit with internal and external resources and recommendations for learning and upskilling.

Carretero, S, Vuorikari, R, Punie, Y. 2017 DigComp 2.1: The digital competence framework for citizens with eight proficiency levels and examples of use, Publications Office of the European Union, Luxembourg.

Illomäki, L., Kantosalo, A., Lakkala, M. 2011, What is Digital Competence? Brussels, Belgium: Linked Portal, European Schoolnet (EUN), pp.1-12. Available at: [https://helda.helsinki.fi/bitstream/handle/10138/154423/Illom\\_ki\\_etal\\_2011\\_What\\_is\\_digital\\_competence.pdf](https://helda.helsinki.fi/bitstream/handle/10138/154423/Illom_ki_etal_2011_What_is_digital_competence.pdf) (accessed March 2022).

Joint Information Systems Committee (JISC) 2012 Developing digital literacies programme. Available at: <https://digitalcapability.jisc.ac.uk/our-service/discovery-tool/> (accessed March 2022).

Joint Information Systems Committee (JISC) 2019 Digital capability and employability. Available at: <https://www.jisc.ac.uk/guides/designing-learning-and-assessment-in-a-digital-age/digital-capability-and-employability> (accessed March 2022).

Martzoukou, K., Fulton, C., Kostagiolas, P., et al. 2020. A study of higher education students' self-perceived digital competences for learning and everyday life online participation. *Journal of Documentation* 76(6): 1413-1458.

Martzoukou, K., Kostagiolas, P., Lavranos, C., Lauterbach, T. and Fulton, C. 2021. A study of university law students' self-perceived digital competences. *Journal of Librarianship and Information Science* [online], Online First. Available from: <https://doi.org/10.1177/09610006211048004>

Spante, M, Hashemi, SS, Lundin, M, et al. 2018. Digital competence and digital literacy in higher education research: Systematic review of concept use. *Cogent Education* 5(1): 1-21.

UK Department for Education, 2019 Essential digital skills framework. Available at: <https://www.gov.uk/government/publications/essential-digital-skills-framework> (accessed March 2022).

UK Higher Education Academy, 2017 Digital literacies. Available at: <https://www.heacademy.ac.uk/knowledge-hub/digital-literacies> (accessed March 2022).