European Digital Literacy Coalition for Inclusion, Collaboration and Innovation in Higher Education

IO1 A shared vision and agenda for digital literacy and inclusion

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Erasmus Cooperation Partnership

Changing educational landscape

- Digitalization as transformative force

- Societal challenges

- Demand for innovation

- Innovative educational programs

Next generation of students
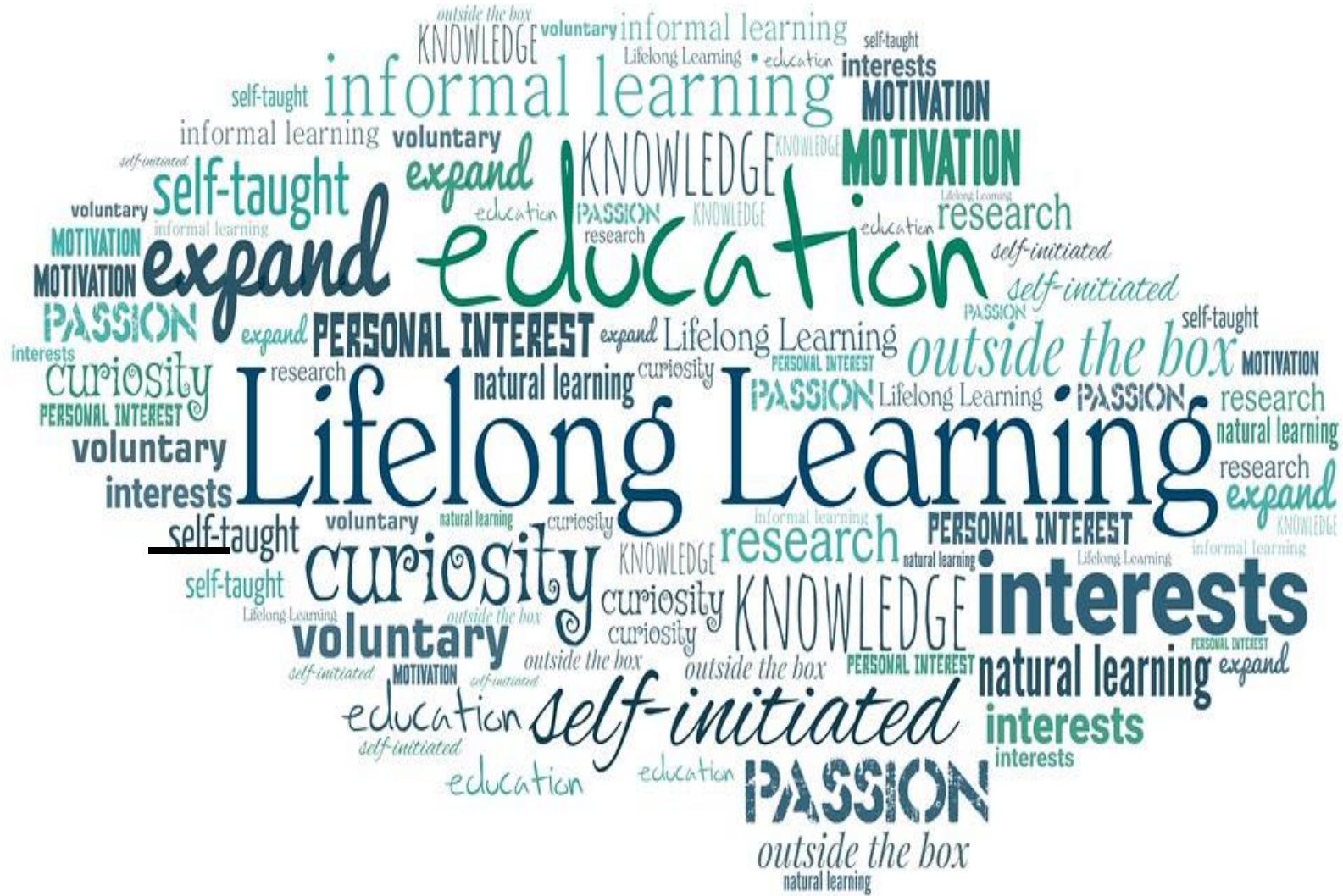

**Think
Interact
Use**

**Digital
technology**

→ rethink digital education
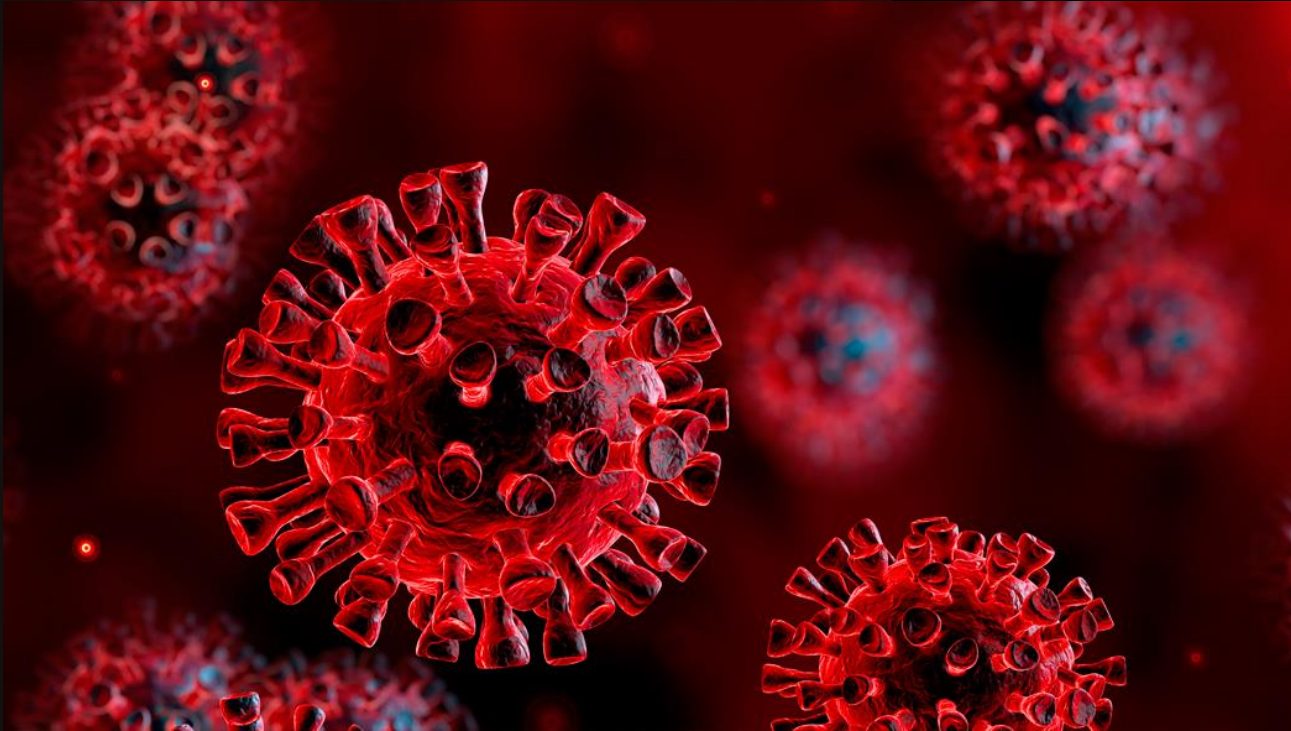
Up and reskilling

Faculty staff

Continuous professional development

Digital competences and understandings

Accelerator: covid

Abrupt shift to 100% digital education

Our story: start new MSc

Shared experience

MSc Digital Technology: Community of Learners
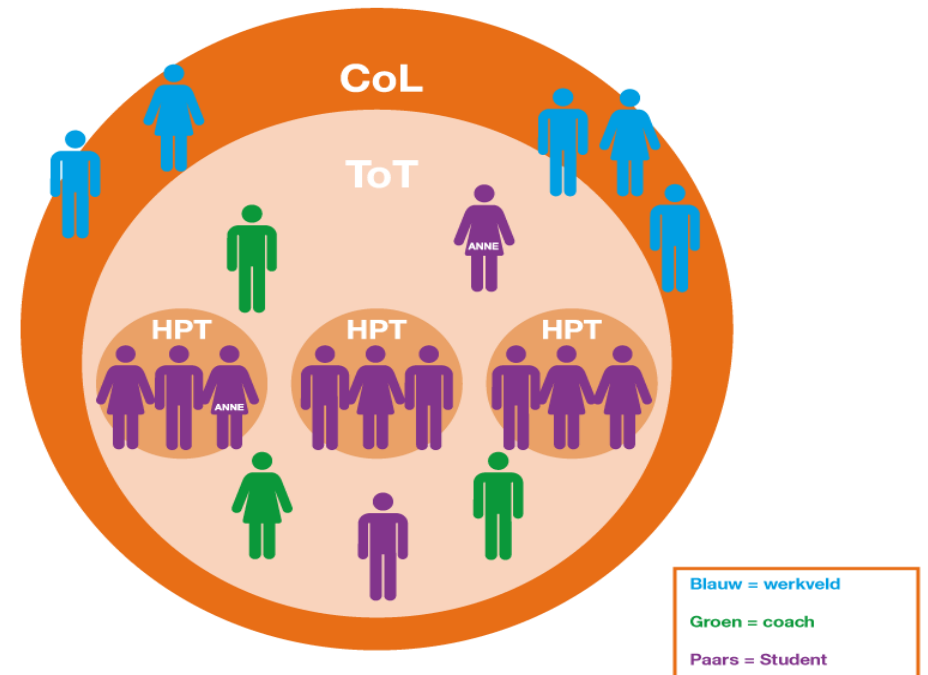
- **Collaborative learning** (HPT)
- Part of **Team-of-Teams** (ToT)
- **Industry partners**
- **Longterm research/innovation**
- **Real-life challenges/assignments**
- With the **student in the lead**

IGNITION: objective

IGNITION's main **goal** is to strengthen project partners in their efforts to **increase awareness and enhance the digital literacy and inclusion** of teaching staff, students, and the external parties they collaborate and engage with.

Digital literacy – a layered and complex concept

- from **technical "know-how"** via
- **cognitive skills** to
- **social practices** and
- **proactive engagement** with digital content

Media literacy

Computer or ICT literacy

Information literacy

AI or algorythm literacy

Digital literacy is the ability to find, evaluate, utilize, share, and create content using information technologies and the Internet.

Digital Literacy is important in education, the workforce and generally for every internet user.

Digital Literacy is one component of Digital Citizenship.

Digital literacy is when students can manipulate and evaluate data to construct their own meaning.

Digital literacy is using technologies to find, use and disseminate information.

Digital literacy is the ability to effectively and critically navigate, evaluate and create information using a range of digital technologies.
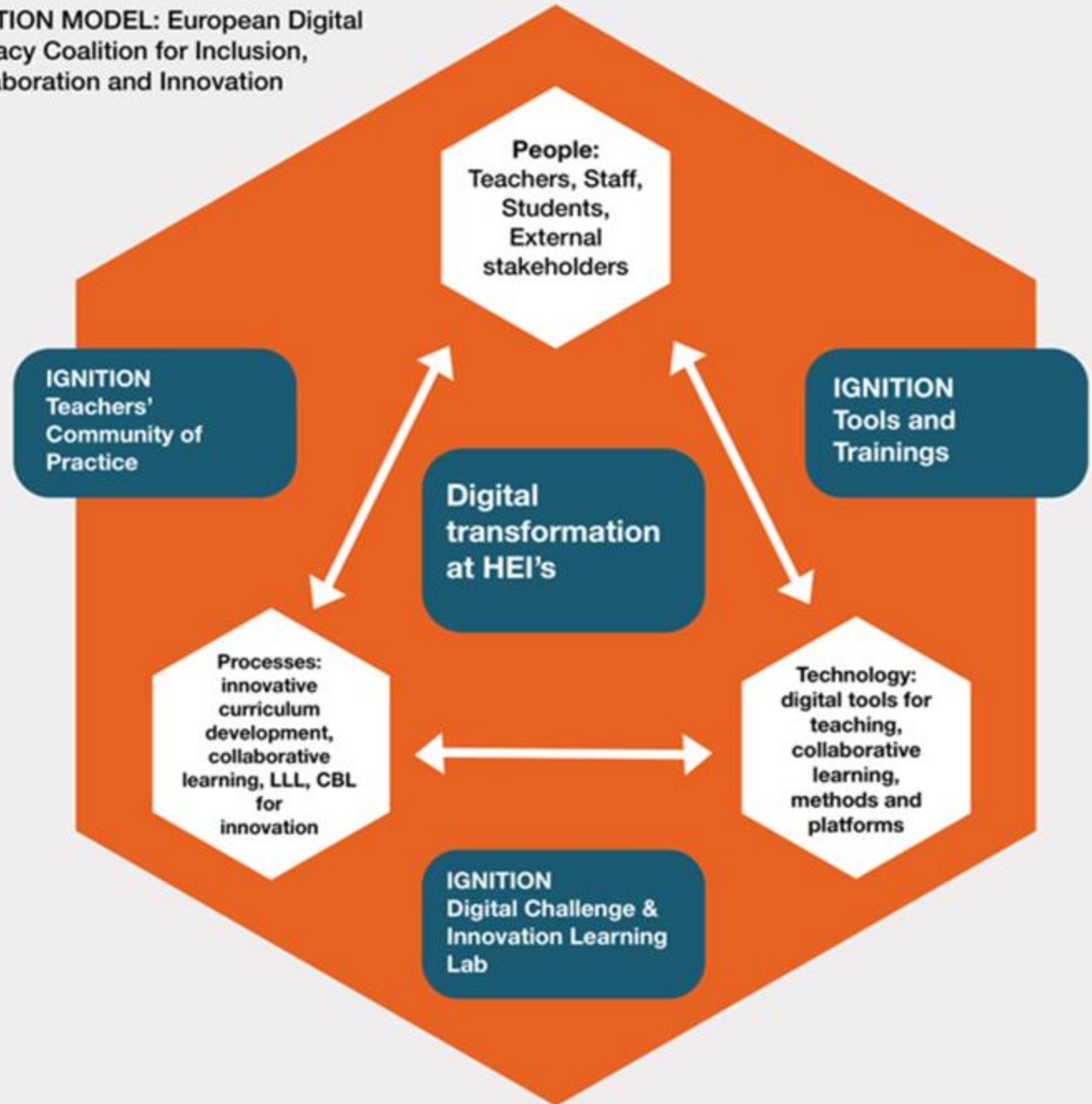
Digital literacy is a process, not a tool.

Digital literacy is plural and ambiguous: many literacies

Belshaw (2017): it's about POWER, to fully participate in digital worlds

Digital Agenda

To prioritize IGNITION's activities in view of many possible digital literacies, partners researched:

- **Policy** and **literature review** from all 4 partner institutions and countries,

- **Interviews and consults** with experts (24) in all 4 institutions

- **Focus group** with experts (12) from partners,

Learning History Methodology (Roth & Kleiner, 1998).

Policy and literature review

↓

Interviews with experts

↓

Focus group

Methodology Learning History

"a *unique approach for helping an organization to learn from the experience and implications of its own learning and change initiatives*" (Roth & Kleiner, 1998)

We aimed at gaining **qualitative insights on the experiences, needs, frustrations, and lessons learned in the organizations** during and after the abrupt change to digital education

Methodology: Working with the Digital Competence Framework for Educators (DigCompEdu)
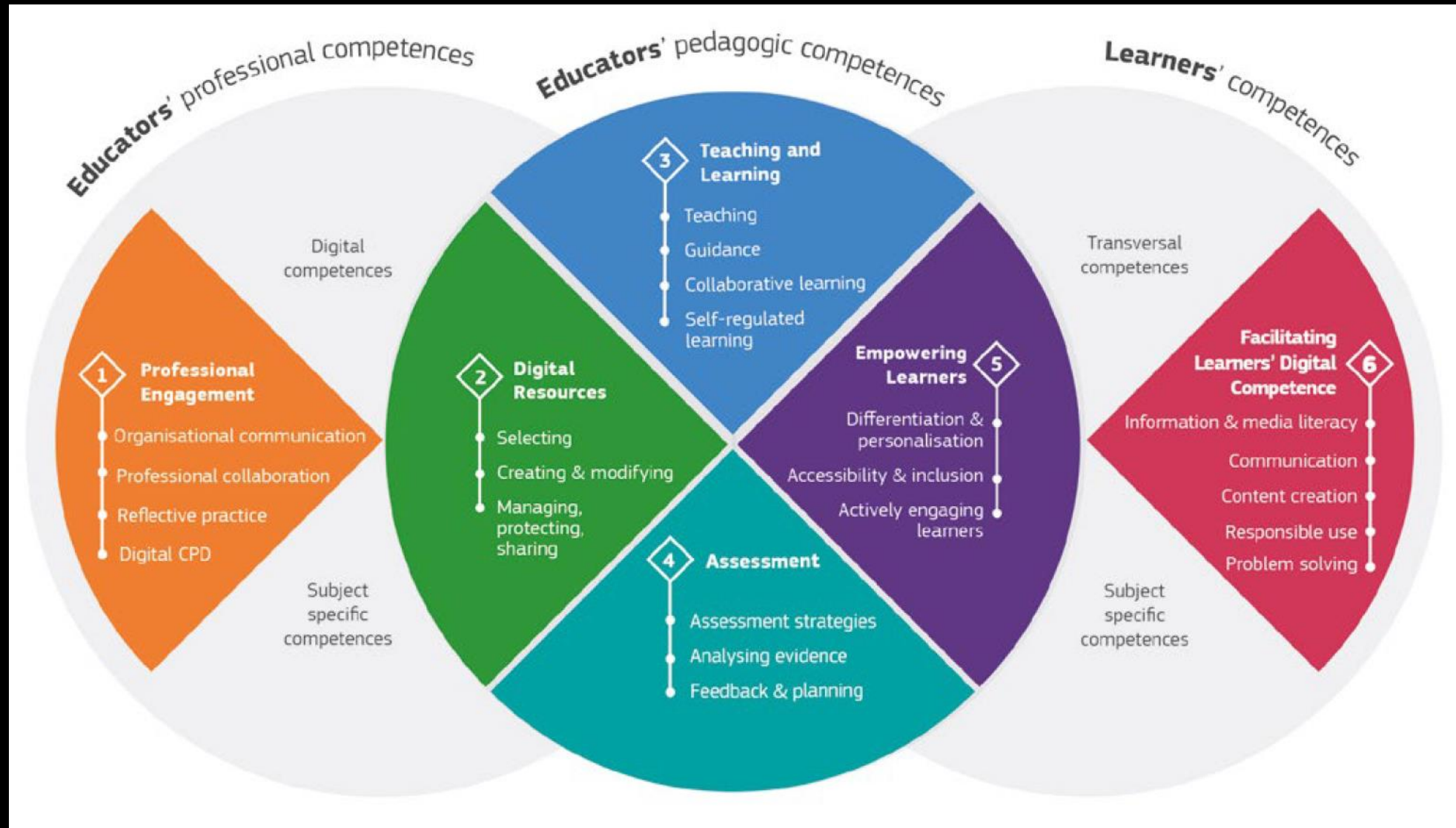
Key insights

- **Relevance and needs:**
  - **Blended learning**
  - **Collaborative digital tools**
  - **Digital assessment**
  - **Continuous personal development**

- **Existence of a digital gap**

- **Existence of a flexible attitude** towards different ways of digital teaching and learning

- **Collaboration with external parties? GDPR makes collaboration very hard!**

- Clear need of investing in **time and space for teachers to learn**

«Skill levels differ dramatically among the teaching faculty as a whole." (HSB, respondent 3)

IGNITION Digital Agenda: 5 prioritized topics

1. **Digital didactics** for teaching and learning: data driven education, collaborative digital tools, blended learning

2. **Digital equality**: closing the digital gap between learners and engaging external learners for Lifelong Learning

3. **Digital resources**: selecting, creating, modifying, managing, protecting and sharing digital resources

4. **Assessment strategies and tools**: (self) reflection and (self) assessment of skills development

5. **Continuous Professional Development**, establishing a common digital language

Conclusion: shared understanding of digital literacy

«*Without people who are able to use digital technology adequately, we will not be able to explore the possibilities and assess the limits.*" (HSB, respondent 5)

Partners adopt Belshaw's (2017) plural and ambiguous conception of digital literacy: the set of critical digital skills, awareness, processes and attitudes that allows people to participate fully in a digital society

Conclusion: shared vision

The outcomes leads to the following **shared vision** of IGNITION's partnership:

• *"As partners, we strive to achieve an inclusive digital teaching and learning environment for collaboration and innovation, by focusing on these 5 prioritized topics, that involves all actors in higher education."*

Conclusions and next steps

Partners are working with **this shared understanding and vision** on

- Tool for self-assessment of digital literacy of educators
- Community of Practice
- Digital Challenge Innovation Learning Lab (DChILL)
- Toolkit external stakeholders