

Digital Literacy in the Disciplines

Terry McAndrew
Higher Education Academy
JISC TechDis

Digital Literacy -working definition



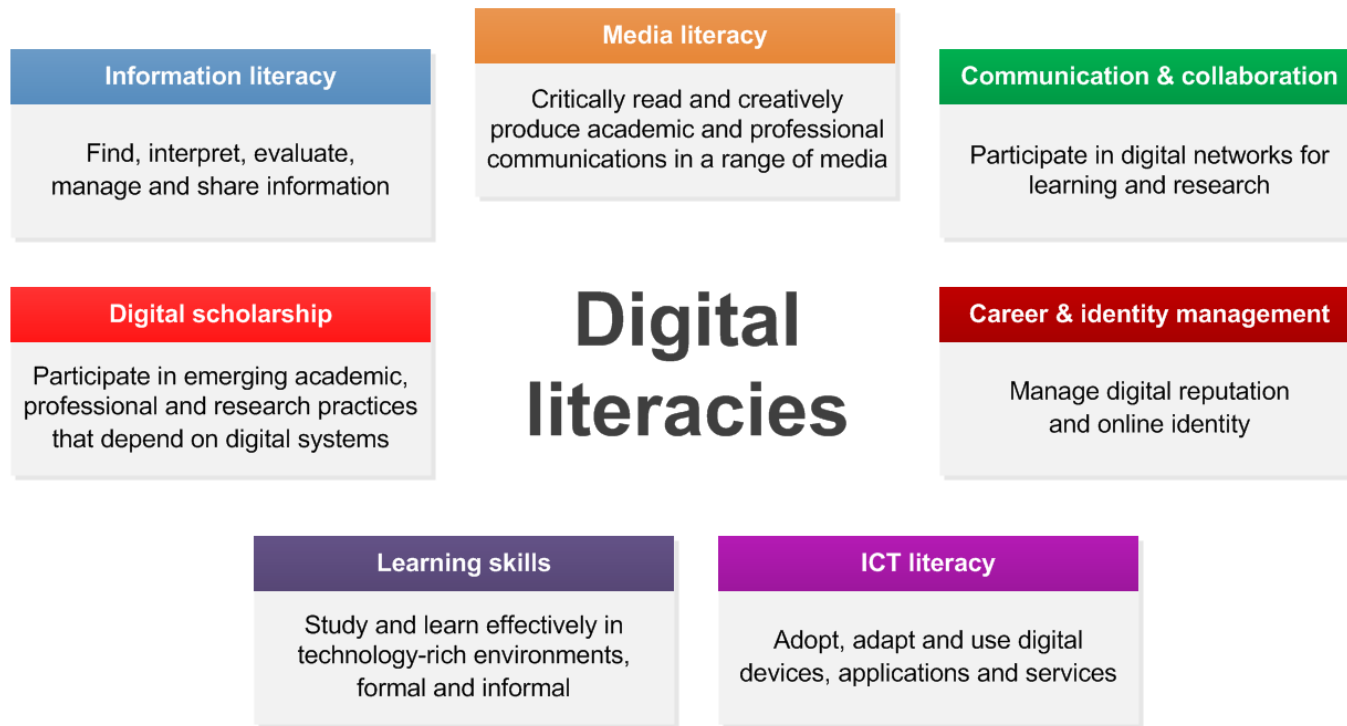
The ability to effectively engage with a range of digital technologies to create, navigate, manipulate and evaluate information

Getting the best out of the digital solutions and affordances of what is always *currently* available **for use in a discipline context**

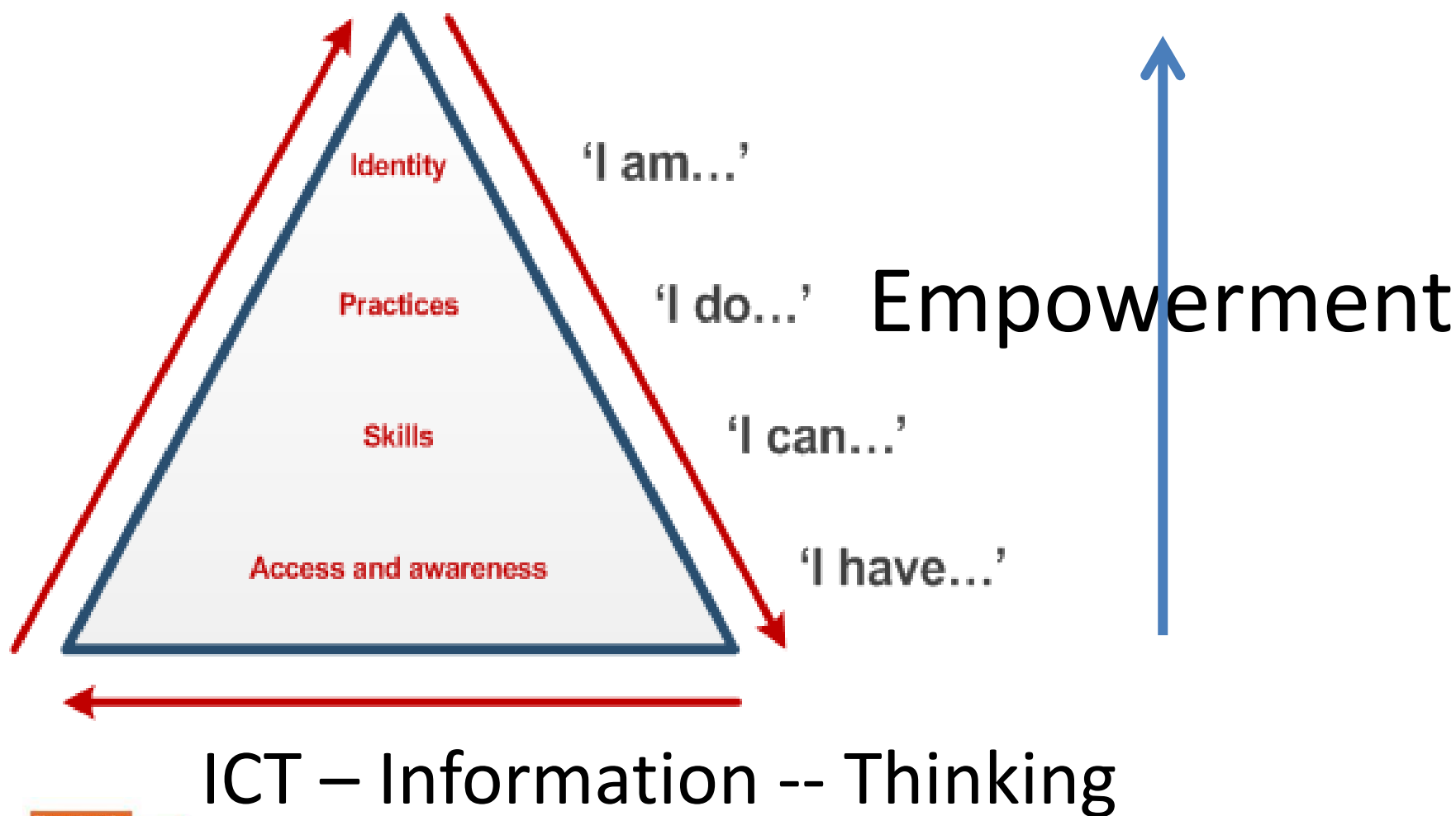


Elements of Digital literacy

JISC Digital Literacies Programme → New JISC InfoKit



Models





Use of an established (process model) framework – lightweight capture

Digital and Information Literacy Framework

Home View all View by level View by skill

Library Services > Digital Literacy Framework > View by level > Level 1

Level 0

Level 1

Level 2

Level 3

Masters

<http://www.open.ac.uk/libraryservices/subsites/dilframework/level1.php>

Understand and engage in digital practices

- Describe own 'digital footprint' - the tools and sites that show own presence as an internet user.
- Demonstrate basic use of a range of tools and websites for finding and recording information online: internet browsers, search engines, copy/paste and download functions.
- Successfully follow instructions for accessing and using generic tools and sites for information relevant to OU study.
- Demonstrate the successful use of OU VLE tools that are required for study at this level.
- Describe the ways in which mobile communication devices might be used for personal study purposes.
- Identify instances of digital technologies being used for the creating and sharing of knowledge in a specific subject area.
- Demonstrate the ability to integrate time spent online into a study schedule.
- Successfully carry out the task of finding a person online, (e.g. a discipline expert) and establishing contact details.

Find information

- Identify key sources of information in the subject area or context.
- Articulate the key characteristics of different information types (e.g. print / electronic, primary / secondary, freely available / subscriber only / invisible web) as relevant to the subject or context.

Digital Aims



Build confidence

Realistic and
authentic
activities

Offer new
opportunities

Raising
awareness

Assessable
challenges

Risk – allow
exploration

Networking
Practice

Developing behaviour (Beetham et. al.)

- I **create** a learning environment that suits me, with an awareness of my needs and preferences including ICT preferences
- I **plan** my own learning journey, using technology to access opportunity, showcase achievements, and reflect on the outcomes
- I **design** original projects, problems and questions that are meaningful to me and others
- I **am** a critical reader of messages in different media, and a critical user of different technologies
- I **judge** digital resources, environments, networks and opportunities for their value to me and others
- I **behave** ethically in contexts where the digital is blurring boundaries, and with an awareness of digital rights and safety

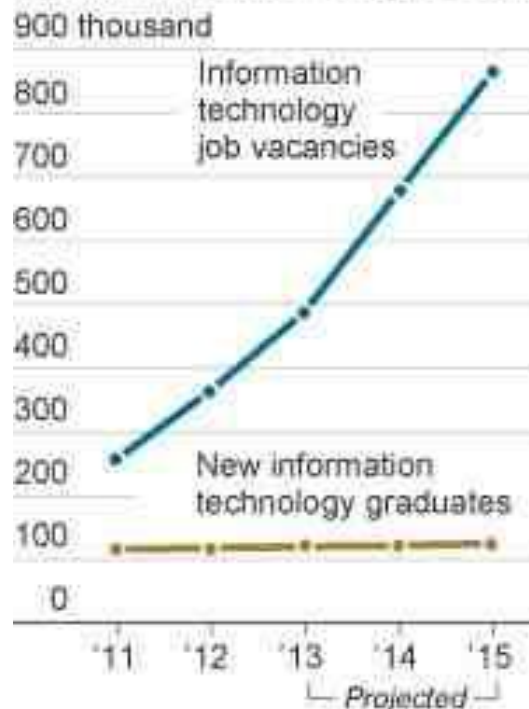
Valuable outcomes

a set of achievements, - skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy

Skills Mismatch

The European Union lacks qualified candidates to fill jobs in the growing information and communication technology sector.

E.U. information technology sector



Source: European Commission

THE NEW YORK TIMES

Digital Literacy in the Disciplines



Three strands

- Small targeted projects with a digital element: Integration with small scale 'tipping point' projects – a CLL 'Partnership'
- 'Research' project(s) – case studies
- Enabling student co-production and shifting practice

Use of free software to extend skills and literacies – enabling the digital learner to engage with modern digital production practices

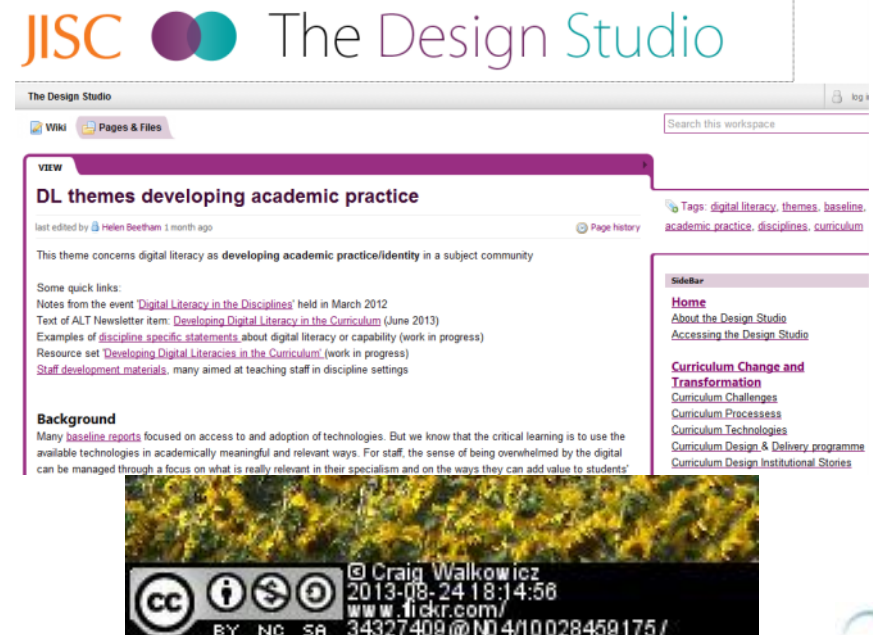
Building on...

JISC Digital Literacy
Programme

Harvesting local practices
(institution and
'departmental')

Sector diversity

Utilising current student
practice and further
development



JISC The Design Studio

The Design Studio

Wiki Pages & Files

Search this workspace

VIEW

DL themes developing academic practice

last edited by [Helen Beetham](#) 1 month ago

Page history

Tags: [digital literacy](#), [themes](#), [baseline](#), [academic practice](#), [disciplines](#), [curriculum](#)

This theme concerns digital literacy as [developing academic practice/identity](#) in a subject community

Some quick links:

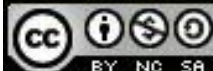
- Notes from the event ['Digital Literacy in the Disciplines'](#) held in March 2012
- Text of ALT Newsletter item: [Developing Digital Literacy in the Curriculum](#) (June 2013)
- Examples of [discipline specific statements](#) about digital literacy or capability (work in progress)
- Resource set [Developing Digital Literacies in the Curriculum](#) (work in progress)
- [Staff development materials](#), many aimed at teaching staff in discipline settings

Background

Many [baseline reports](#) focused on access to and adoption of technologies. But we know that the critical learning is to use the available technologies in academically meaningful and relevant ways. For staff, the sense of being overwhelmed by the digital can be managed through a focus on what is really relevant in their specialism and on the ways they can add value to students'

Sidebar

- Home**
- [About the Design Studio](#)
- [Accessing the Design Studio](#)
- Curriculum Change and Transformation**
- [Curriculum Challenges](#)
- [Curriculum Processes](#)
- [Curriculum Technologies](#)
- [Curriculum Design & Delivery programme](#)
- [Curriculum Design Institutional Stories](#)

 © Craig Walkowicz
2013-08-24 18:14:56
[www.flickr.com/34327409@N04/10028450175/](http://www.flickr.com/photos/34327409@N04/10028450175/)

Extension of the JISC programme



‘Questions that remain

What are good examples of students using digital means to develop and express their academic understanding?

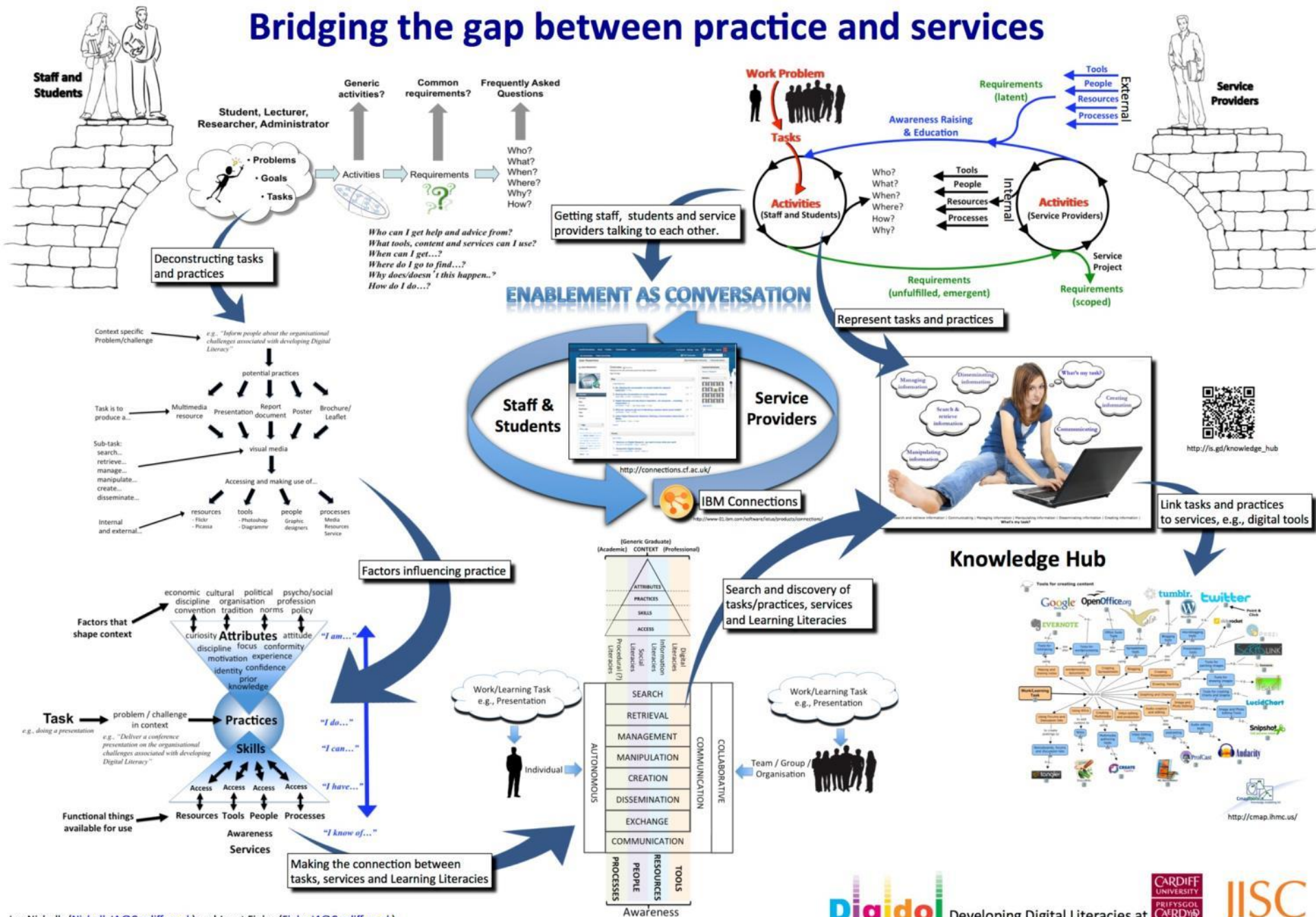
What are good examples of research and teaching staff integrating digital know-how into their scholarly activities?

What useful ways have we found of defining subject-specific digital identities (perhaps in relation to research and scholarship as well as teaching/learning)?

How are subject communities sharing methods, insights and experiences, within and across community boundaries?’



Bridging the gap between practice and services



“Best way to learn is to teach!”

For students to extend their digital ‘experience’

- Present new opportunities
- Engage with a network beyond institution
- Create persistence in practice
- Have inclusive outputs (TechDis agenda)
- Utilise discipline clusters and networks
- Give freedom to innovate, motivate
- **Teach students to be ‘Open’ producers**

Avalanche or Flood?



Steady state or fluid?

– Don't re-position, learn to float/ swim/ submerge!



Clued up!

Digital skills for the 21st Century Student

Good online skills can make
your study life so much
easier – how are your
online skills?
Have YOU got a lot to learn?



Technology has changed the way we live, the way we work, the way we play,
communicate, date, talk, discover... but how does it affect your life as a student?

Being smart in how you use all those devices and technologies out there – laptops, mobiles,
tablets, websites, apps - can give you a real advantage, helping you to study and learn more
effectively and build up an online profile that will enhance your future career prospects.



Get Clued Up!

Become a Student Digital Ambassador at London
Met

You can help to drive change in the university and raise



Example – to enable **all** roles to **participate**

1. Staff are encouraged to make use of OERs in student education.
2. Staff are encouraged to produce and release OERs into the community.
3. Staff are encouraged to understand and make use of Creative Commons licences for OERs.
4. Staff are reminded to ensure all materials are copyright compliant.
5. **Students can be consumers and producers of OERs.**

Available at:

<http://www.leeds.ac.uk/qat/policyprocedures/OERs.pdf>

- ~60 Projects with based on needs - local requirements after 2013 workshop series

CLL alignment – uncovering DL aspects

Changing the Learning Landscape: Educational Learning Technologies (ELT) Funding Opportunity

Funding body: HEA

Changing the
learning landscape.



Related documents/links

[Changing the Learning Landscape](#)

[CLL Academic Professional Development in Learning Technology](#)

[CLL Development Programme](#)

[CLL Online Activities](#)

[CLL Online Resources](#)

[CLL Workshop Materials](#)

[CLL Webinar Series](#)

The HEA, through its Educational Learning Technologies (ELT) programme, is promoting digital literacy through a series of projects called, 'Digital Literacy through the Disciplines' (DLiND).

A strand of the DLiND projects is being aligned with the CLL learning technologies within academic practice. At each of the requested to undertake a discipline specific activity that will explore ideas and approaches related to the workshop themes. Each discipline cluster conference by 2014.

~60 projects also revealing digital literacy development

Funded projects

- *Re-enact: Using Mobile Technologies in Collaborative Making Activities.* University of Ulster
- *Induction.* University College London
- *Using Augmented Reality (AR) to enhance the teaching and learning experience in Art & Design.* Sheffield Hallam University
- *Mobile Learning – Making a 1-minute Phone Film.* Falmouth University
- *Valuing contact time through the use of digital media.* University of the West of England
- *Augmented Reality in Dentistry and Medicine.* Queen Mary's University London

The plan (2) – Case Studies

Led by Alison leCornu

Digital Natives “de-bunked” – convenient for some but often mythical.

“Visitors and Residents” alternative practice-based model (follow [Tall Blog](#))

Challenges of web residency

Discipline teams of 2-4 people (active teaching practitioners.) Workshops to develop activities with students.

The Plan (3) – Mini-projects

Common base to enable **Discipline** comparison

Utilise free authorship tools (FOSS = Open)

Build upon existing practice

Shift the production model to be more **inclusive**

Be **open i.e. accessible to all**

Challenge tutors with new **rewarding** scenarios

Create greater capacity and discipline ‘stock’

Respond to student requests for better participation

(OER13 and ALT keynotes from Student leaders)

Project participants

Dave Lewis (Leeds) – Bioscience Education

Kay Hack (Ulster) – Employability in Biosciences

Bob Newmann (Newman) – Health Psychology

Jane Guiller (GCU) – Cyberpsychology

Kate Borthwick (Southampton) – XML project for
Languages

Jamie Wood (Lincoln) – Making Digital History

Abbie Thomasson (Myerscough) – Teacher Training

Sarah Atkinson (Brighton) – Digital Practice and
Pedagogy (MA)

Xerte Community

[Home](#) | [Getting started](#) | [Accessibility](#) | [Showcases](#) | [Resources](#) | [Forum](#) | [FAQ](#)

Search...

Main Menu

- [Home](#)
- [What's Xerte?](#)
- [News](#)
- [Forum](#)

Key features

- [For quality managers](#)
- [For tutors](#)
- [For IT teams](#)
- [For Disability/ Inclusion teams](#)

New features

Translate Xerte?
Now you can with XerteTrans.
[Contact](#) us for more
information.

Xerte also available in HTML5

[Link to the Flash version](#)

[Link to the HTML5 version](#)

[Element Selection](#)

[See the list of currently
converted page types](#)

Object of the week

Welcome to the Xerte Community Website

A community website developed by and for the Xerte community



This site is developed by and for the Xerte community, working at every stage of education. Xerte is a learning object creation tool. Every tutor and every learner in your organisation can create content with rich media and high accessibility.

Xerte toolkits integrate well with online videos and many other web-based tools. Learning objects created with Xerte can be easily shared and repurposed or exported for off-line use.

Where do I start?

Get a summary of the key features (left) or explore the menu tabs above. Check out what people are saying on the YouTube videos or look at the sample learning objects in the [Showcase section](#). When you are ready to download go to the [resources area](#) where you'll also find [step-by-step guides](#) and quick start "Xerte recipes."

Pick your language



Login

Username

Password

Remember me

☐

[Forgot login?](#)



[Register](#)

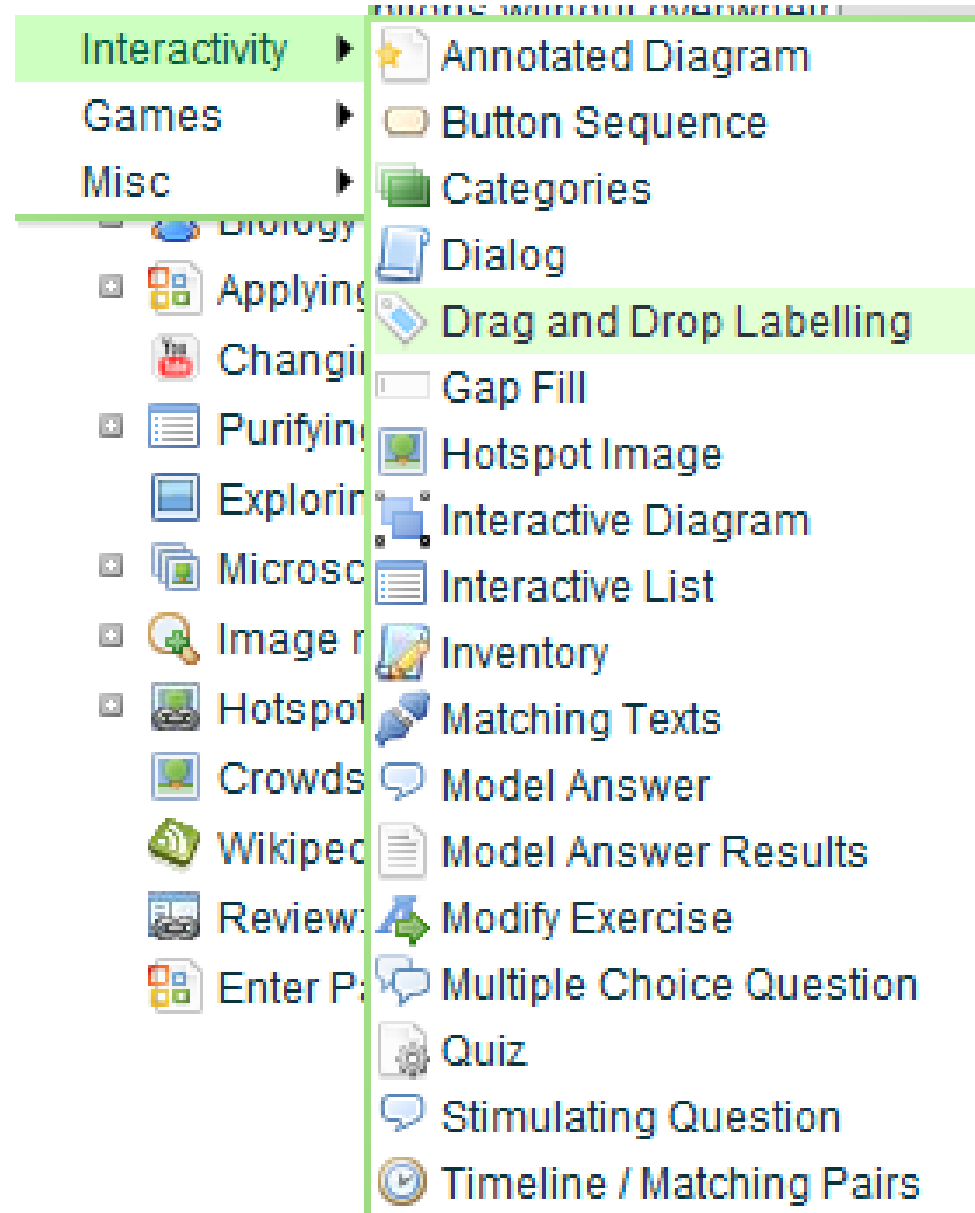
Download

Xerte Online Toolkits v2.0
xertetoolkits_2.0.zip (35 Mb)

DOWNLOAD

Last update **2013-08-11**

Simple to create structured content – Teachable!

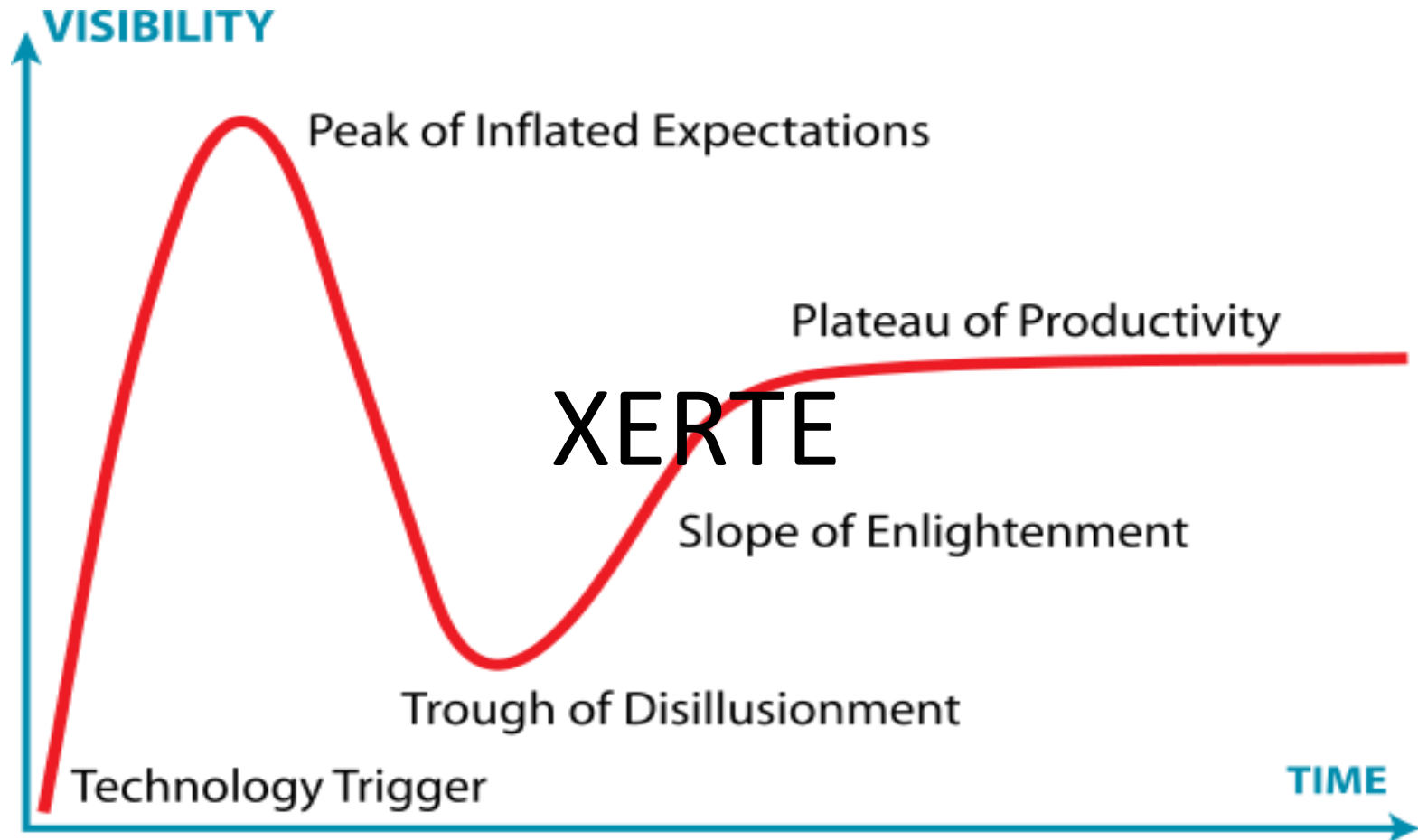


Preview



An interactive labelling exercise.
Mark up an image with regions and
add a title and description for each
region.

Patterns of adoption



You are here: [Home](#)

Featured Resources

Research Data MANTRA online course

Appropriate
students and
researchers
learn more about managing
their research data.

[View Resource](#)[1](#)[2](#)[3](#)[4](#)[5](#)

Latest News

Beta stats, Beta all round

The new [Jorum Beta](#) site demonstrates our new and improved Jorum search, preview and.....

inspired by resources found in our community. You recommend 5 resources that have made a difference to your teaching? If so, you could earn yourself **£75 in Amazon vouchers**. Read our [blog post](#) to find out how.

Welcome

Through Jorum, you can find and share learning and teaching resources, shared by the UK Further and Higher Education community.

Find out More

[Jorum user stories](#) are contributed by or via our [news](#) updates.

Teaching students how we share resources

Learning to share



Find

Find and use thousands of free open educational resources from a wide variety of subject areas. All resources have been shared by those who teach in or create content for the further and higher education communities in the UK



Share

Share your learning and teaching resources with the Jorum community and beyond. All resources shared via Jorum can be accessed worldwide, raising the profile of your project, organisation, university or college. And we'll take care



Connect

Connect with others creating, sharing and using open educational resources in learning and teaching. Recommend great content, and tell us what you'd like from Jorum. We're on the [Social Web](#) – get in touch

Finding and Sharing

The screenshot shows the JISC Digital Media website. The top navigation bar includes links for Guides, Infokits, Training, Helpdesk, Case Studies, Blog, About us, and Contact us. A prominent banner reads "Explore JISC Collections Here". Below the banner, a sidebar on the left lists "Guides" (Finding, Creating) and "Training" (Managing Digital Collections, Introduction to Workshop, Making and using Healthcare Records). The main content area features a "Discover Jisc Project" section with a compass icon and a search bar. A vertical menu on the left lists: "About this project", "Getting started", "Teaching techniques", and "Project partners".

This screenshot displays a dashboard of research results. At the top, it shows sorting options: "Sort by: Most recent" and "File types: All types". The dashboard contains several data visualizations:

- Neural Networks To Assist With APTs**: A line graph showing data over time, dated 20/11/2013.
- Segmented anisotropic ssTEM dataset of neural**: A microscopic image of neural tissue, dated 20/11/2013.
- Reading time in milliseconds at both S1 and S2 in**: A line graph showing reading time, dated 20/11/2013.
- Mean comprehension question accuracy in**: A bar chart comparing accuracy, dated 20/11/2013.
- Example of an ambiguous pre-test item in**: A line graph showing an ambiguous pre-test item, dated 20/11/2013.
- Mean comprehension question-response time in**: A bar chart showing response time, dated 20/11/2013.
- Interpreting Quantifier Scope Ambiguity: Evidence**: A bar chart showing evidence, dated 20/11/2013.
- Mean comprehension question accuracy in**: A bar chart showing accuracy, dated 20/11/2013.
- Reading time in milliseconds at S1 in Experiment 3 (N**: A line graph showing reading time, dated 20/11/2013.
- Mean comprehension question-response time in**: A bar chart showing response time, dated 20/11/2013.
- Example of an ambiguous pre-test item in**: A line graph showing an ambiguous pre-test item, dated 20/11/2013.
- 2: Nucleus Detection**: A line graph showing nucleus detection, dated 20/11/2013.

ACTOER

Accessibility Challenges

HEA: 'New Pedagogical ideas'

learner empowerment – actively involving students in learning development and processes of 'co-creation';

future-facing education – enabling people to think critically, creatively and flexibly to generate alternative visions of the future;

decolonising education – extending inter-cultural understanding and experiences of students so they can be sensitive to global ways of working;

transformative capabilities – seeing capabilities not just as abilities but being able adapt a skill to be used in both familiar and unfamiliar circumstances;

crossing boundaries – to support inter-disciplinary, inter-professional and cross-sectoral learning;

social learning – developing cultures and environments for learning that harness the emancipatory power of spaces and interactions outside the formal curriculum, particularly through the use of new technologies and co-curricular activities.

Digital Literacy in Cyberpsychology

A blog about the use of Xerte Online Toolkits by staff and students at Glasgow Caledonian University

<http://www.caledonianblogs.net/cyberpsychology/>

Home

About me

About the project

RSS Feed

Search for:

Search

Recent Posts

[Xerte Learning Object: How to feel good about yourself despite what you see online: A resource for teenage girls](#)

[Xerte Learning Object: Online Deception: What, why and when?](#)

[Xerte Learning Object: Onling Gaming: A beginner's guide for 'noobs'](#)

['Getting stuck in with Xerte'](#)

Jane's Blog

[Xerte Learning Object: How to feel good about yourself despite what you see online: A resource for teenage girls](#) June 30, 2014

[Xerte Learning Object: Online Deception: What, why and when?](#) June 30, 2014

[Xerte Learning Object: Onling Gaming: A beginner's guide for 'noobs'](#) June 30, 2014

['Getting stuck in with Xerte'](#) April 7, 2014

[And we're off to a slow start...](#) March 31, 2014

Member Login

Username:

username here

Password:

••••••••

Login

[Lost your password?](#) | [Create a new account](#)

Cyberpsychology

Visitors - Visitantes - Посетители
访客 - Visiteurs

- Updates begin soon...
- Actualizaciones pronto...
- Ожидается обновление...
- 更新很快

Changing the
learning landscape



Maki

THE DIGITAL DAY

BOB RIDGE-STEARN

Day to Day in e-Learning.



University of Brighton

Faculty of Arts

Home About Weekly activities

HIS BLOG

blog, along with
ple ([manage](#)).

Search Results: Xerte

You are browsing the search results for xerte

OER Portfolio – MJM22 Assessment 1 – Maximillian Jacobson – Gonzalez

January 28, 2014 10:54 am · Leave a Comment · Maximillian Jacobson-Gonzalez

"Creating great video with limited means..." an OER

Background

This OER was inspired by a genuine need in the organisation I work for, to empower staff to be able to generate media content. At present I am in charge of handling nearly all the video production for the entire organisation and although I am given quite large teams of people to direct when a major conference is taking place this still leaves a good amount of the year when I could do with many more pairs of hands. However to make light work those hands need to be capable. It's no use sending someone out to film something if they haven't got the knowledge of the basics of filming. For a while now the communications department has been looking at ways to train up some people with an interest in video, to be ready to go out and be roving reporters or at least be able to go to a conference and come back with some footage that could be used and disseminated, which led me to think that there might be an good target audience for an OER that did just that.

xerte

Recent Posts

OER Portfolio – MJM22 Assessment 1 – Maximillian Jacobson – Gonzalez

Assessment 2 – Tanya Neuss

Expanding my Digital Literacy at UOB #mjm22 (revisited) – Assessment 2: Final Post.

Ali McGougan – OER portfolio (assignment 1)

Assessment 1: OER Portfolio

Tags

#mjm22 @maximjg Antony Mayfield

Clay Shirky Coursera digital footprint digital identity Digital Learner Digital Learner quiz Digital Literacies Digital Literacy digital media Digital Parctice and Pedagogy

te in Health

erte in Health

te in Health

ham on BYOD4L
on Day...

ntzi on BYOD4L
on Day...

...champions)
in the institution.

[illegible]

The satellite could also "see" different weather features depending on the wavelength (λ) of the light used in the sensors.

New Editor (XHTML5) for 2015

Outcomes and outputs – start here...

The screenshot shows a web browser window displaying the 'Main Page' of the 'DLinD CLL(DL)' wiki. The browser's address bar shows the URL 'http://dlind.referata.com/wiki/Main_Page'. The page has a standard MediaWiki layout with a top navigation bar, a left sidebar, and a main content area. The sidebar includes sections for 'navigation' (Main page, Recent changes, Random page), 'search' (Search box with Go and Search buttons), and 'tools' (What links here, Related changes, Upload file, Special pages, Printable version, Permanent link, Browse properties). The main content area features a 'Main Page' title, a list of tabs (page, discussion, edit, history, delete, move, protect, unwatch, refresh), and a paragraph describing the wiki's purpose: 'The is an open working wiki space to gather and discuss Digital Literacy outputs and outcomes from two project strands within the HEA. It also serves to share project aims and updates to other participants.' Below this, it lists two project strands: 'Digital Literacy in the Disciplines' and 'Changing the Learning Landscape workshop projects (Digital Literacy elements)'. A final paragraph states: 'Both the above are situated within a discipline context and managed by practitioners engaged in teaching students at various levels within thier discipline. These projects projects are running over the 2013-2014 academic year. Final outputs will be published in July 2014.' The footer contains information about the page's last modification (April 7, 2014), access count (113 times), and licensing (Creative Commons CC-BY-SA 3 license). It also includes logos for 'Powered By MediaWiki' and 'Powered By Semantic MediaWiki'.

DLinD
CLL(DL)

navigation

- Main page
- Recent changes
- Random page

search

Search

Go Search

tools

- What links here
- Related changes
- Upload file
- Special pages
- Printable version
- Permanent link
- Browse properties

Main Page

The is an open working wiki space to gather and discuss Digital Literacy outputs and outcomes from two project strands within the HEA. It also serves to share project aims and updates to other participants.

These are:

- Digital Literacy in the Disciplines
- Changing the Learning Landscape workshop projects (Digital Literacy elements)

Both the above are situated within a discipline context and managed by practitioners engaged in teaching students at various levels within thier discipline. These projects projects are running over the 2013-2014 academic year. Final outputs will be published in July 2014.

Another Challenge?

Hosted by
Referata

This page was last modified on April 7, 2014, at 12:29. This page has been accessed 113 times. Content is available under
Creative Commons CC-BY-SA 3 license unless otherwise noted. Privacy policy About Digital Literacy in the Disciplines
(HEA) Disclaimers

Powered By
MediaWiki

Powered By
Semantic
MediaWiki

Lessons learned

Building the creation of interactive learning objects into language teaching has the potential to offer students ownership in their own learning which is motivating and inspires creativity.

Creating interactive learning materials is useful for language learning/teaching because it offers a real-world task in teaching, which a large number of language students will do during their Year Abroad (or on graduation).



Early findings...2

Our observations:

- The task/use of Xerte had resulted in an **explosion** of creativity
- The repetition and testing in the interactive elements reinforced knowledge for the creator and the audience
- Students had clearly learnt new vocabulary related to managing the interactivity in the task and gone beyond the parameters of the task
- Students had found an interesting range of sources online to illustrate their materials/presentations

Tentative conclusions...

- Began to think about learning design: consideration of audience; language; language level; task design for learning
- *“Through Xerte I have understood how complex it is to create a functional and enjoyable toolkit...the experience taught me precision any aspect that would not be precisely done would be immediately reflected on the outcome e.g. interactive part not working, font size, etc”*
- Students acquired new skills, knowledge and took more control over their own learning becoming producers of content
- Xerte acted as a catalyst to inspire creativity

Aim

“Develop “digital resources” projects, where students create, disseminate and evaluate digital open educational resources and learning objects as their FY research project”

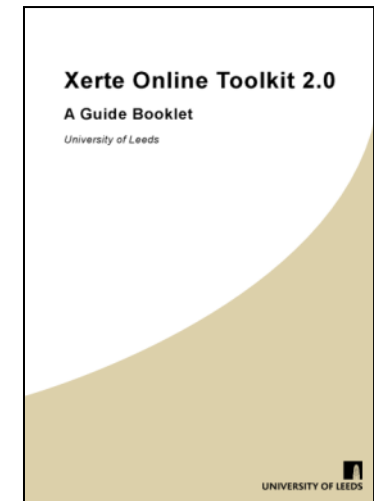
1. Develop student guidance
2. Pilot guidance to students & staff
3. Implement into curriculum
4. Disseminate internally & externally

Has student & staff Digital Literacy improved



UNIVERSITY OF LEEDS

- Interns
- Peers (internal)
- Peers (external)
- Staff



Student Words – Focus Groups

“I found it was [the module] even more exciting because of the Xerte package that you incorporated... because I think it brought it alive, so it was not just listening to lectures, you were actually going to apply the information you have learnt and you were going to develop a package which I think was excellent...”

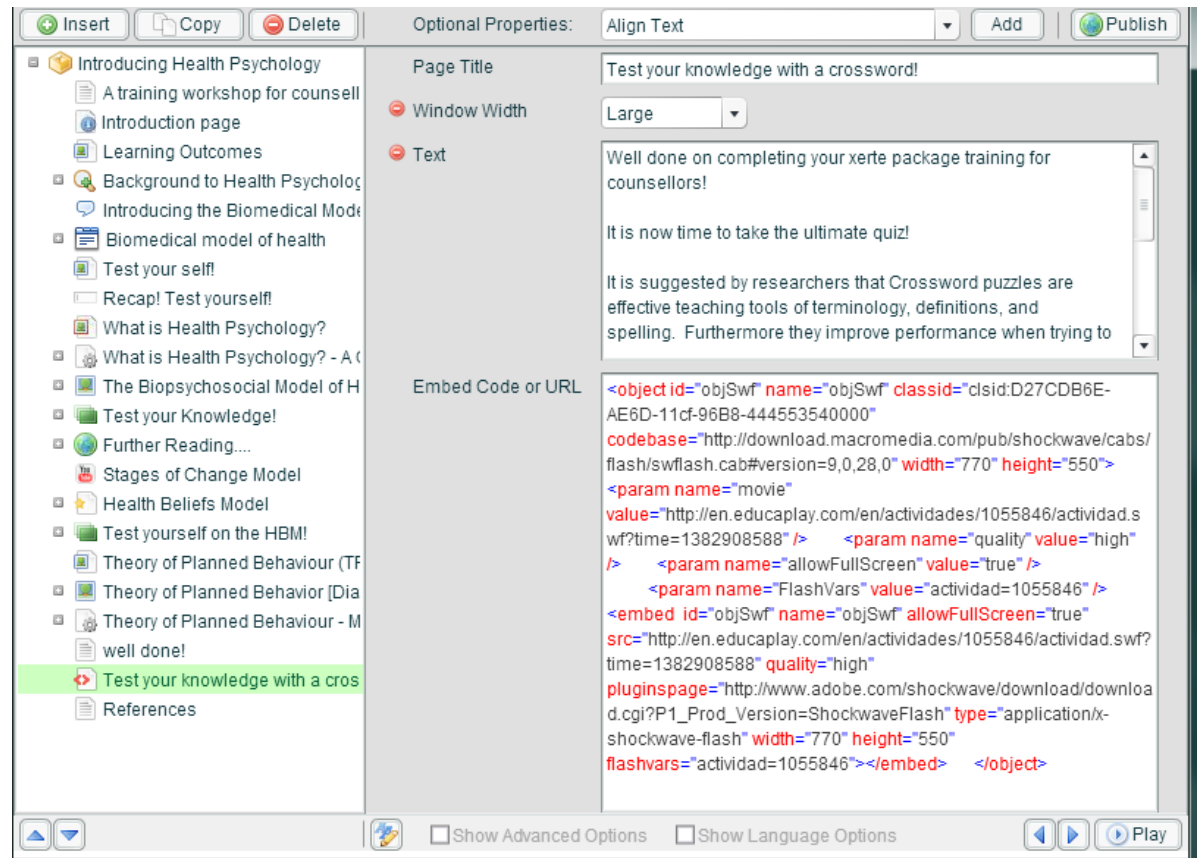
Student Words – Focus Groups

“You could find pictures that are suitable for professional use... these pictures are copyright free, and you can included them without having any consequences in future.

“The support we had it was great, we had so much support and at the same time we had to play around and figure out things ourselves and how we wanted them. So personally I feel confident in the skills I have gained. It is about independent learning, isn’t it.”

CC - Student words

The Health Psychology cohort has been provided with the opportunity to gain new computer-based skills, as well as become actively involved in an exciting and innovative form of health promotion



Example: Health Psychology

“...students, who work for a charity that visits nightclubs in Birmingham distributing leaflets about alcohol and drug abuse and sexual health matters, **saw the possibilities of using the XOT bootstrap template to create a digital leaflet** that can be accessed via a **QR code** on club-goers phones and we have been in discussion with the charity about how to host the learning object when it is finished.”



Student initiative – early unexpected outcome

Students as Active Content Creators: Using Xerte for Assessment in Cyberpsychology at GCU

POSTED BY NIALL HARDIE POSTED ON MAY - 12 - 2014

Using Xerte for Assessment in Cyberpsychology -...



Search the Showcase

Search ...

Categories

Case Studies

ETNA

Features

How to

Introduction to

Resources

Topic Briefings

Uncategorized

Brighton – MA Creative Media

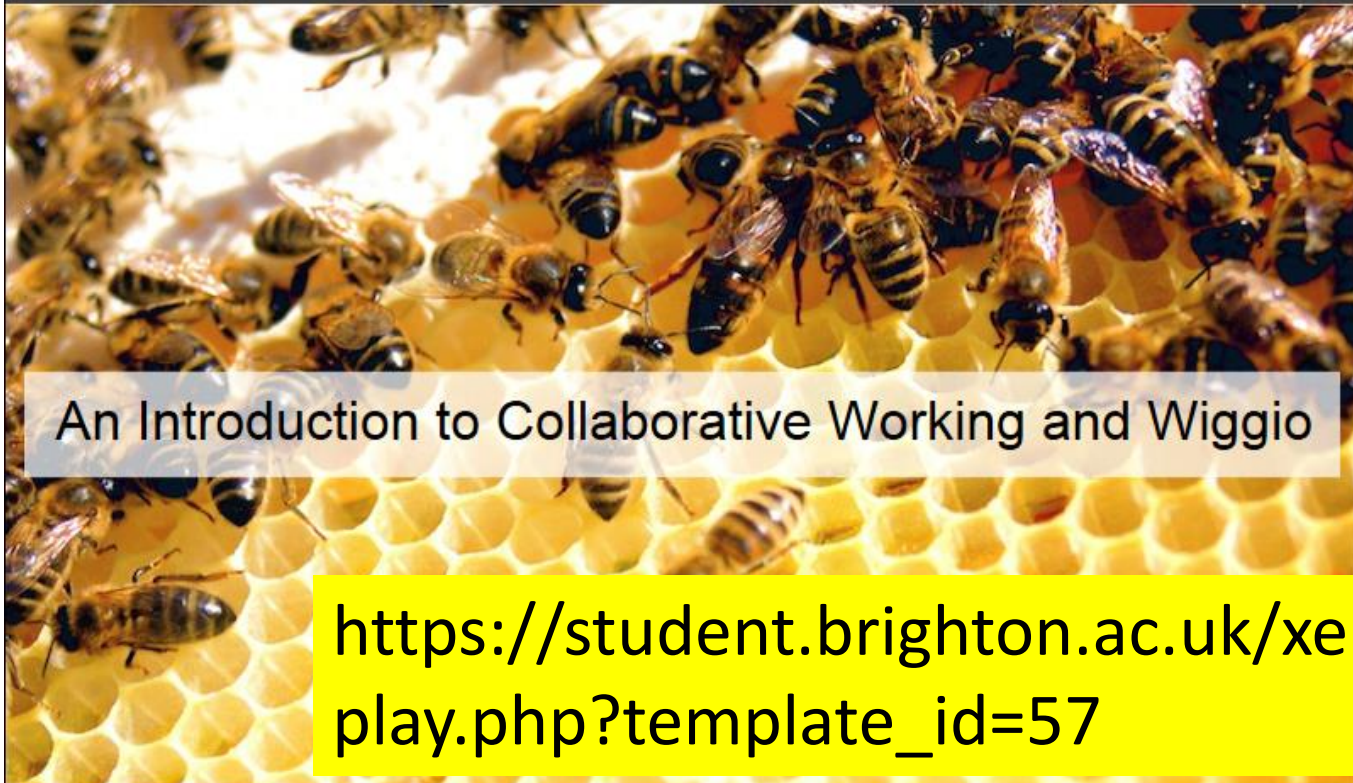


- Students to provide - Suitable learning objectives.
- A video that you have produced – for example a talking head introduction.
- A screencast of your chosen technology or practice.
- An interactive activity.
- An evaluation or test.
- A relevant OER produced by someone else. (e.g. a Youtube video).
- Links to other relevant quality resources or further information.



Example

An Introduction to Collaborative Working and Wiggio
An OER by Tanya Neuss



An Introduction to Collaborative Working and Wiggio

https://student.brighton.ac.uk/xerte/play.php?template_id=57

http://upload.wikimedia.org/wikipedia/commons/4/4a/Todd_Huffman_-_Lattice_%28by%29.jpg

This file is licensed under the Creative Commons Attribution 2.0 Generic license.



1 / 20



“While my final OER has both problems and limits, Xerte has enabled me to pull together a range of digital material and my own ideas and content into a structured and coherent educational resource that illustrates my learning in both digital practice and pedagogy.”

Comments

“Defining digital literacy as a premise for my OER has helped me examine my progress in this module; not only have my digital skills and knowledge of tools grown, but also, as often happens with increased fluency, my enjoyment.”

“It has been interesting researching and collecting information in order to turn it into a learning tool for other people. It is very different from researching for an essay because we have to think about the best way to display this information.”

“This has been both challenging and rewarding at times, as we have been used to working with programs such as PowerPoint. However, we feel proud of our Xerte Project, both for the work and time we have invested in it and for the skills we have learnt to be able to put on our CV’s.”

Comments

The Xerte challenge provided **new ways to develop digital skills and literacies** within student activities. It was a novel assessment and the activity of student **creation** of online interactive materials was very **different** from anything that they had encountered before.

...The real-life nature of this assessment was very motivating for them... represented a step out of their comfort zone (i.e. PowerPoint) and this generated a lot of enthusiasm on the part of the students.

Comments

A wider result of the project is the start of culture shift within the college. **Students, academic staff and technologists are working together coherently and have the confidence to work with and support each other through improved digital literacy skills**