

DEVELOPING DIGITAL LITERACY PARTNERSHIPS WITH EAP STUDENTS



image from GregFalken.com

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University of Southampton, 10/11/12

OVERVIEW

- Digital and Information Literacy
- OBI's graduate mapping experience
- Discussion questions
- Literature
- InStePP Project
- Partnership approach
- Oxford Brookes International, Pre-sessional course: University English Level 4 & Issues to explore
- Oxford Brookes International, Pre-sessional course: University English Level 1 & Blog
- What have we learnt so far?
- What next?
- References

DIGITAL AND INFORMATION LITERACY

The functional access, skills and practices necessary to become a confident, agile adopter of a range of technologies for personal, academic and professional use. To be able to use appropriate technology to search for high-quality information; critically to evaluate and engage with the information obtained; reflect on and record learning, and professional and personal development; and engage productively in relevant online communities (SESE, 2010).

OBI'S GRADUATE ATTRIBUTES MAPPING EXPERIENCE

- Digital and Information Literacy Attribute
- Terminology outdated
- References in module learning outcomes vague and usually (at best) made reference to (digital) information search in the library
- Move to Moodle: A number of modules still had no VLE baseline presence

DISCUSSION QUESTIONS

Discuss the digital literacy skills of your own international students.

- What are their strengths and weaknesses?
- What difficulties do you / they face?

LITERATURE

University of Wolverhampton (Brett & Cousin, 2011)

Similarities noted:

- ‘Locus of responsibility’ (p 3) – shift in traditional T ~ ST roles – Ts and STs can work together on supporting other sts
- Transform quality of current learning – making it more meaningful for increasingly wider type of international st
- Generation of sts totally involved with technology – ‘digital natives’ (p 3) – we need to take full advantage of this knowledge of technologies and ways of learning
- Influence on multitasking (CERI report, 2008, cited in Brett & Cousin, 2011)
- Sts more interested in non-institutionally owned technology than Moodle

LITERATURE

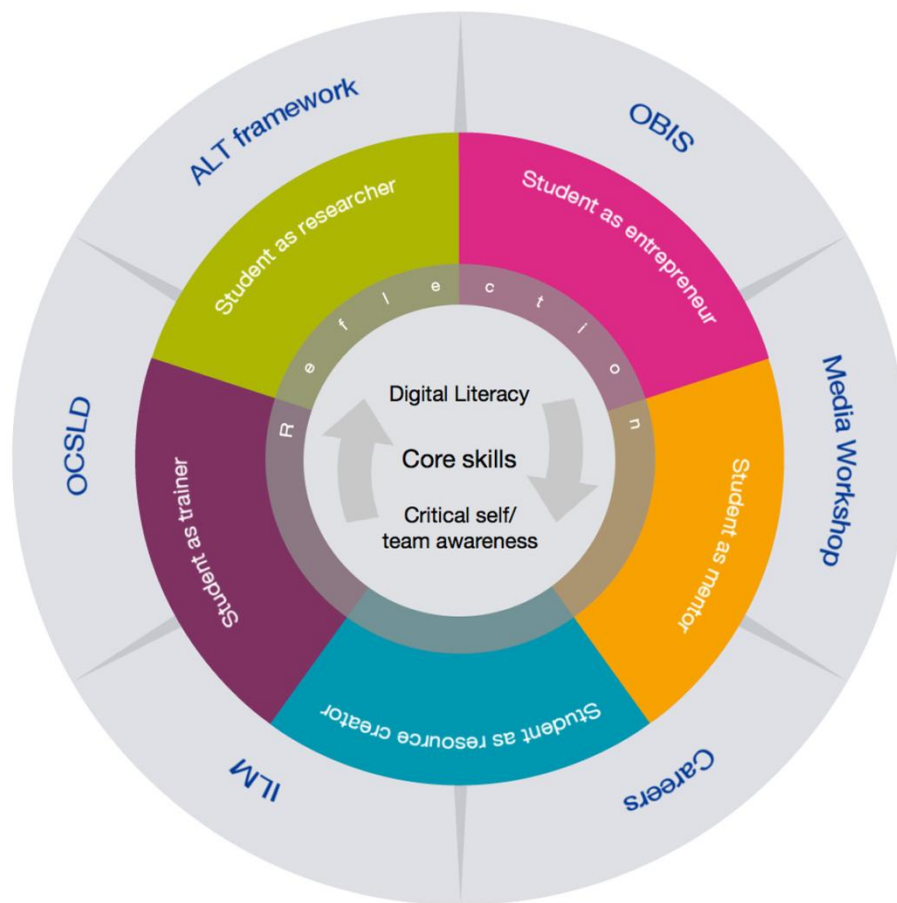
Problems noted:

- Question of ethics – who should be involved in the project?
- Privacy concerns
- ‘Digital divide’ (p 15) – sts on sponsorships from less developed and poorer countries; as a pre-sessional, many older PG sts who may not have these skills or be interested

Differences of opinions:

- Sts don't need to be given an incentive to be involved – not really volunteering if this is the case

INSTEPP PROJECT



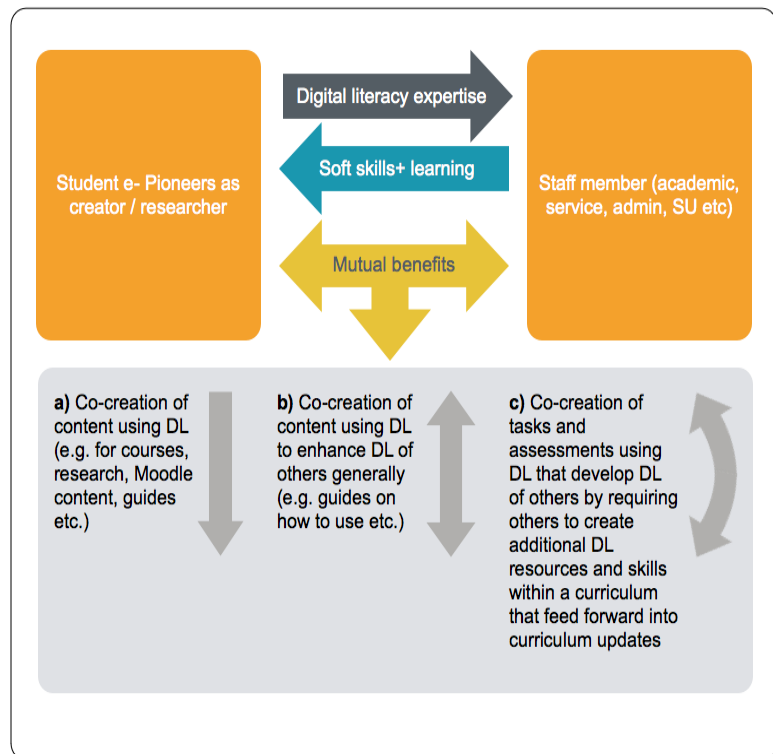
PARTNERSHIP APPROACH

Preferred student e-Pioneer partnership models

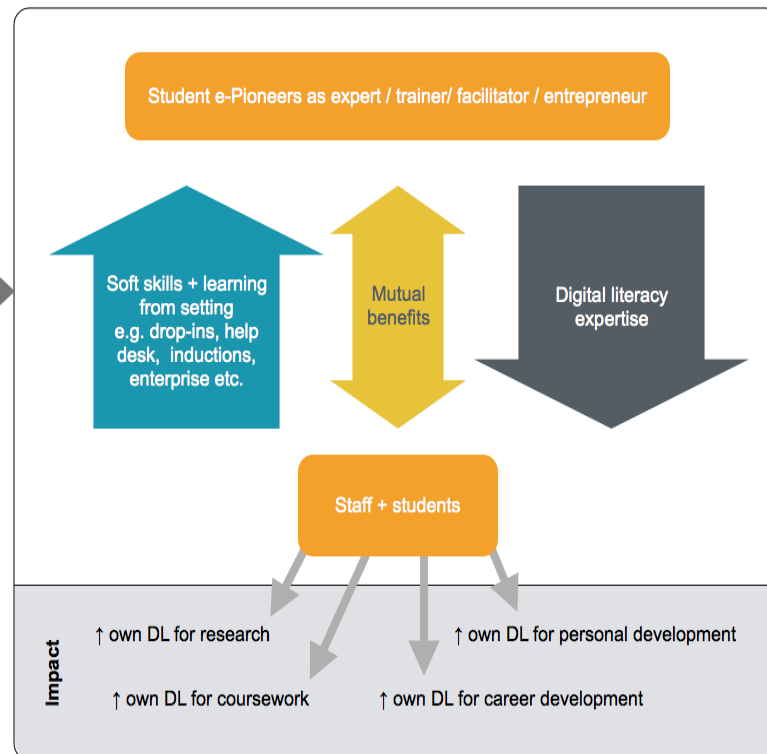
(N Langton v1)

These two models are drawn from the analysis of e-Pioneer role types drawn from data collated at two Stakeholder Baseline consultation exercises in November 2011 and evaluated in the Stakeholder Analysis Report 23 January 2012. They represent actual and potential partnerships that will be piloted as part of the InStePP project.

Preferred Partnership model 1



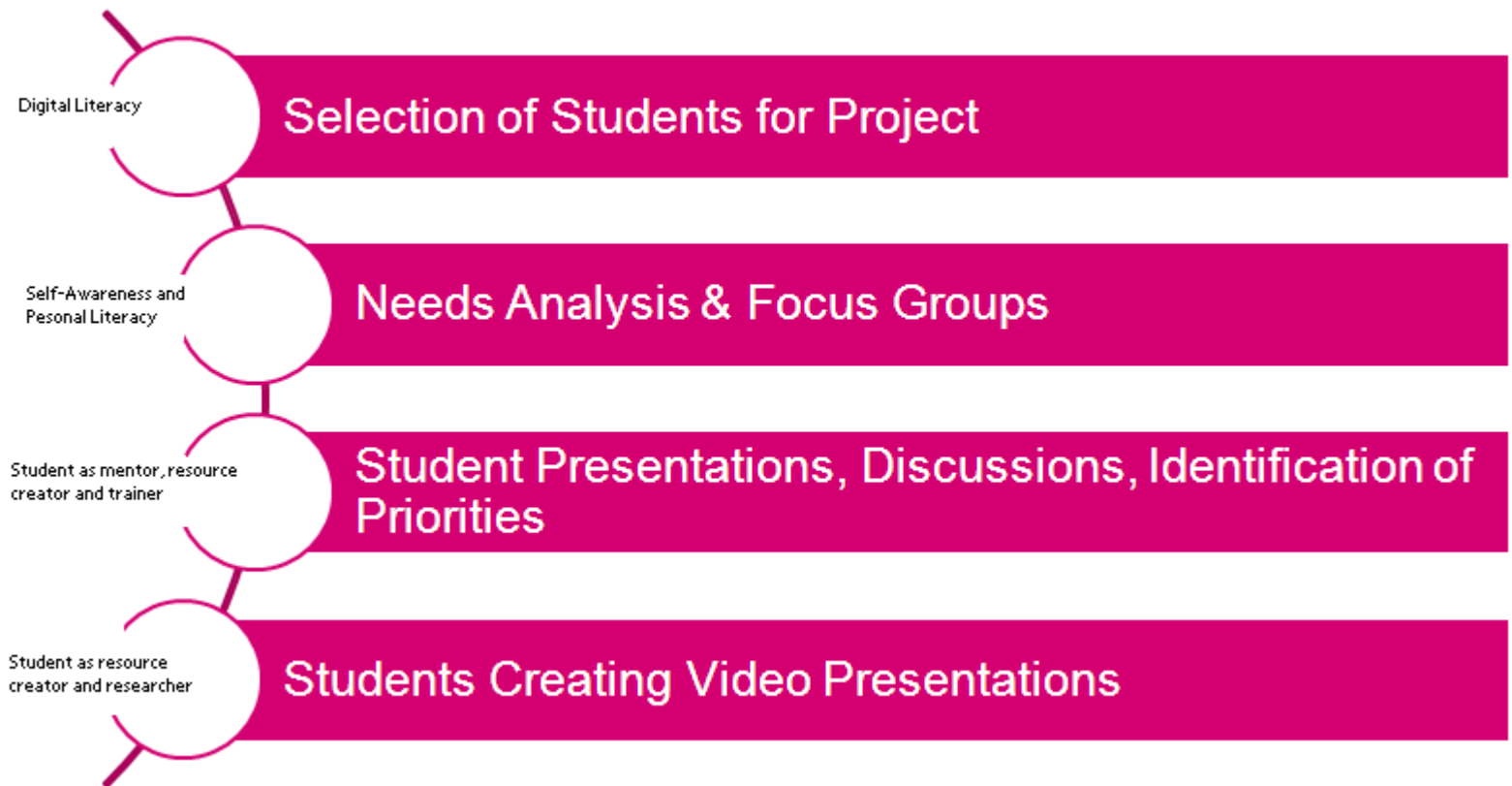
Preferred Partnership model 2



Formalise settings as a partnership by providing initial induction and support via Careers, information services, learning resources, faculty etc. with recognition routes (via our partners).

It is envisaged that staff and students benefiting from model 2 will also become student ePioneers or staff partnership leads for either model 1 or 2.

OXFORD BROOKES INTERNATIONAL, PRE-SESSIONAL COURSE: UNIVERSITY ENGLISH LEVEL 4

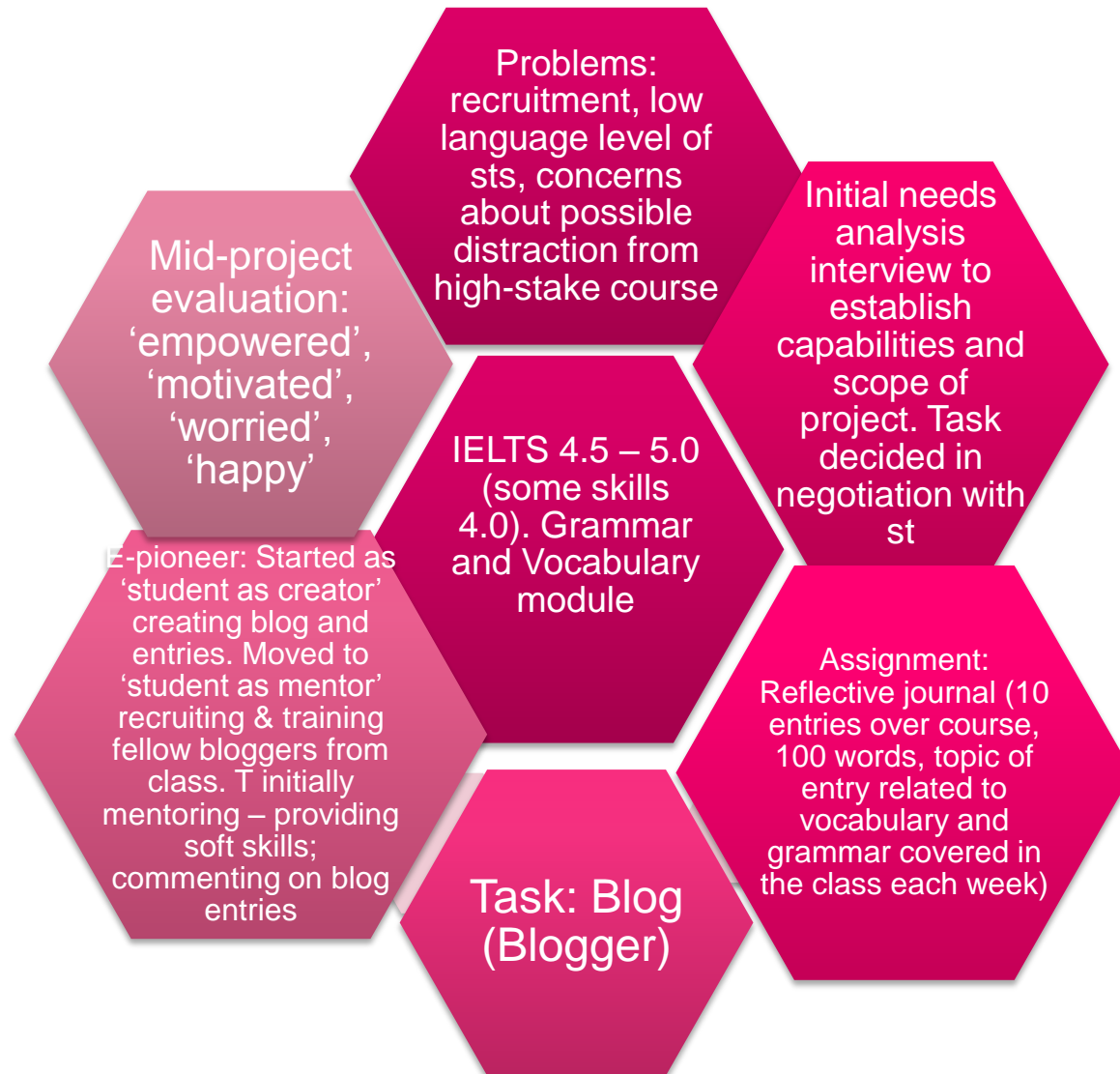


UNIVERSITY ENGLISH LEVEL 4 – ISSUES TO EXPLORE

Ref: Wolverhampton: International Student and Education Partnerships
(In-Step)

- 1: The digital divide
- 2: Prior Experience of students' IT patchy
- 3: Accessing information versus evaluating and interpreting it
- 4: IT literacy versus issues of communication and collaboration on-line
- 5: Social Networking (Facebook and non-Facebook); privacy and access
- 6: Netiquette
- 7: Ethics

OXFORD BROOKES INTERNATIONAL, PRE-SESSIONAL COURSE: UNIVERSITY ENGLISH LEVEL 1



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Entry 7: Crime

I think that the justice in the U.K is similar to France and the punishment for minor offences is often just to pay a fine. Concerning the idea of always sending people to jail, it is, personally, a controversial issue. Actually, I think that many criminals merit strong punishments but I do not know if prison is really constructive and even if it is not more negative than anything else. In fact, it is true that I have always been disturbed by this system of total confinement; the idea of cutting people off from the rest of the world. Personally, I find it scary and I think it is difficult not to become crazy. However, is there a better way to punish people? By the way, my opinion is that it would be important to ameliorate the conditions of living with inmates.

Posted 1 week ago by [Caroline](#)



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1 View comments



Lisa Hale 21 November 2012 00:41

I agree with a lot of what you are saying in this entry. I'm not sure that prison works for many people, but then in prison, inmates are given opportunities to get an education and skills which may help them when they get out of prison. Indeed some inmates say that if they hadn't gone to prison, they would still be criminals. I'm also not sure about paying fines as a punishment. Some people just pay the money and don't even think about what they have done. Do you have community service in France? I think this is a good way to 'pay' for your offences. You pay with your time, which is often more valuable for some people who are very busy.

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WHAT HAVE WE LEARNT SO FAR?

- ... a window into the 'habitus' of our students (Bourdieu & Passeron, 1977, cited in Brett & Cousin, 2011).
- Insight into what sts can and can't do – particular skills
- Ways of social networking that sts are currently using
- Leveller: different relationship with sts – not T ~ ST
- Sts generate the content of class
- Using brains in a different way – not just about language – about a creating space
- Issues that 'digital literacy' raise (IT is an enabler to discuss issues which may normally be suppressed): privacy, Facebook in China, differing levels and knowledge of digital literacy

STS:

- Soft skills, e.g. mentoring and coaching skills
- Sts improve digital and information literacy for next OBU course

WHAT NEXT?

FOR US

- Evaluate the success of the project at the end of the semester – does model fit into short course
- Identify core principles and skills of digital and information literacy for each University English module to inform curriculum

FOR STS

- ‘Training’ – strongly recommend join InStePP project (may not have done so otherwise)
- ‘Experience’ - even if sts don’t join university wide project – useful employability skills

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