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THE IMPACT OF TEACHING DIGITAL LITERACIES AND OPEN PRACTICES

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With thanks to Dr Luis Pereira, City, University of London

EDM122: DIGITAL LITERACIES AND OPEN PRACTICE



Background and overview

- Part of MA in Academic Practice at City – launched in October 2018
- 15 credits
- Informed by module: [Open Knowledge in HE](#) at University of Manchester
- Experience at the Universidad de la Republica Uruguay in August 2018
- Taught with Dr Julie Voce, Head of Digital Education at City
- Influenced heavily by work of Martin Weller (digital scholarship)



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MODULE AIMS

The aims of this module are to:

- Evaluate how digital literacies and open educational practices creates both opportunities for innovation and challenges in learning and teaching practice
- Analyse the use of digital resources appropriate to the content, audience and aims of your current courses
- Evaluate, reflect on and develop your own digital literacies in relation to your academic practice
- Consider how to support and develop student digital literacies in relation to the curriculum
- Develop an understanding of open practices and reflect on what it means in your own context as a teacher and researcher.

THE STUDENT PROFILE

- Law academics
- Health sciences lecturers in radiography and optometry
- PhD students teaching as Visiting lecturers
- Nursing / midwifery lecturers
- Learning technologists in City Digital Education team
- Librarians at City University Library
- City LIS students



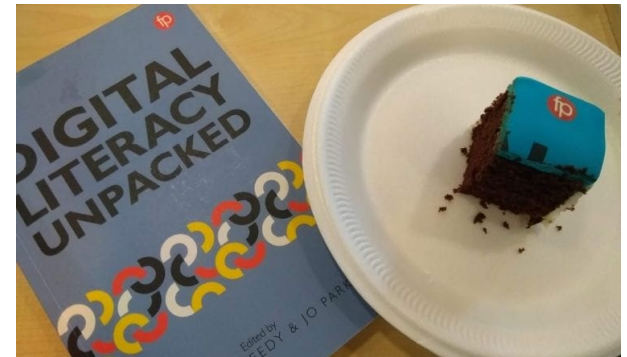
COURSE STRUCTURE

4 X teaching days

- Day 1: definitions and terminology
- Day 2: Digital literacies and the digital scholar
- Day 3: Open educational practices and open access
- Day 4: Embedding digital literacies and open practice

Webinars with guests including:

Chris Morrison, Catherine Cronin,
Lorna Campbell, David White,
Katharine Reedy, Jo Parker, and more



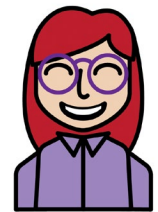
<https://blogs.city.ac.uk/dilop/>



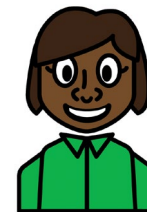
- Day 4 we play [the Publishing Trap](#)
 - Board game / online game created with Chris Morrison to develop copyright literacy
 - Participants explore the impact of scholarly communications choices and discuss the role of open access in research
- Characters are used throughout the module to provide scenarios:
 - Finding open educational resources
 - Embedding digital literacies and open practices into the curriculum



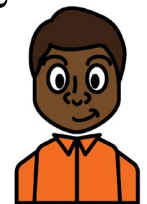
Brian Bellamy



Mary Mercurial



Carly Clementine



Simon Selleck

ASSESSMENTS

Video + 500 word reflection (40%)

- 5 minute video aimed at colleagues or peers in your field explaining an aspect of digital literacy OR open practice and how it relates to your field.
- 500 word reflective evaluation on the topic and the production of the video.



Reflective essay (2000 words) (60%)

- Essay on an aspect of either open practice or digital literacy and its impact on your own professional practice.
- Includes evidence of a critical engagement with the appropriate literature.
- Essay should be published on a suitable open platform (e.g. personal or departmental blog or the EDM122 blog) with appropriate licensing in place.

ESSAY TITLES (2022 COHORT)

Digital Literacies

- [The importance of digital literacy in nursing](#)
- [Developing digital literacy among nurses in critical care unit](#)

Open Practices

- [The impact of open pedagogy on the professional development of nurses](#)
- [Open textbooks, Covid-19 and the cost of living](#)
- [Open access and its importance in optometry](#)
- [Open access in health practice: is it a necessity or a luxury?](#)
- [Nurse education: encompassing open educational practice](#)

CONSISTENT POSITIVE FEEDBACK

Jane made the module interesting and relevant to my teaching. The design of the course enables good discussion to take place in the group

An engaging and appropriate range of teaching techniques. A very enthusiastic and knowledgeable lecturer. A wide range of resources including five webinars.

I would not have thought I would enjoy this module but it was suggested to me and I can honestly say I have thoroughly enjoyed it. I think it really benefitted me and was very relevant to my work and teaching role.

Jane's experience and enthusiasm for the topic made the module very valuable for my professional development.

Opportunities to hear from a range of specialists outside City University of London via the webinar series.

I found this module particularly interesting! I learnt a lot about open practices which I didn't have much knowledge about prior to engaging in this module.

Jane is passionate about the topic, fun and interactive. The board game was educational and fun

I would like to commend Jane and Julie for putting together a very good and engaging course. I particularly liked the flexibility with which you could access the material. It was lovely to meet other students from different specialities and learn from them and their experiences.

MICHELLE MEHTA – LECTURER IN OPTOMETRY



'This module taught me so much that felt relevant to my practice and built my confidence in ways which I had never imagined. The support and encouragement from the tutors is amazing and I can't thank them enough.'

RESEARCH OVERVIEW

Explored staff attitudes and experiences of digital literacies and open practice and implications for their teaching.

Research undertaken with Dr Luis Pereira in 2023 to explore the impact of the pandemic on staff

6 Semi-structured interviews undertaken in summer 2019. Followed up by 13 interviews in summer 2023

Using phenomenography to understand the variation in experiences also a reflective writing exercise.

KEY FINDINGS IN 2019 / 2023

Motivations to
be open

Understanding
terminology

Staff confidence
in digital
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Attitudes
towards
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Using
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Training and
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THE INTERVIEW FINDINGS



What have we learnt about staff and students' digital literacies?

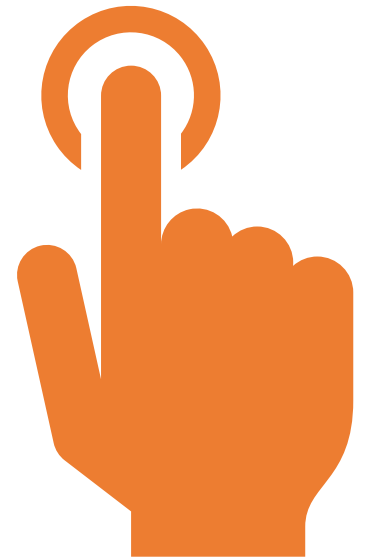
What training and support do staff need?

What are the motivations and barriers to open educational practices?

STAFF AND STUDENTS' DIGITAL LITERACIES

Themes: The pandemic...

1. Made lecturers more aware of students' need for support.
2. Initiated a steep learning curve for digital literacy development.
3. Increased awareness of the importance of digital skills and tools for teaching.



TRAINING AND SUPPORT THAT STAFF NEED

Themes: The pandemic...

1. Showed that people can learn new skills rapidly.
2. Increased their awareness of the importance of technology in teaching.
3. Prompted a shift towards the use of more digital technologies in teaching and learning.
4. Made people more open to using technology for education during the pandemic but felt that this openness may have declined as things returned to a more traditional approach.



MOTIVATIONS AND BARRIERS TO OPEN EDUCATIONAL PRACTICES

Themes: The pandemic...

1. Made people share more during the lockdowns.
2. Strengthened support for openness and sharing of resources with colleagues.
3. Openness was a way of making the process easier for students to access materials.



INTERVIEWS

“I think it was a significant moment for surfacing a lot of what our students go through behind the scenes. I think never before we needed to give so much pastoral support to students. So, that was a very significant moment in just realising what students were going through during the pandemic when it comes to digital skills and digital literacy.” (Interviewee)

“In a way it was quite an empowering moment for us as staff to realise we can deliver a new type of education and that we can actually learn new skills very quickly. It was also quite empowering for students because they also had to develop those skills and very quickly. (...) I think it completely changed the way that they view their education. (Interviewee)

INTERVIEWS

! ! "The whole pandemic has had a horrible impact on the students. They have lost their ability to engage well, to build communities, to communicate; they've lost a level of empathy because they're just not around other people. In some ways, you need to wean them away from just the digital to understand that real-life engagement as well, because you can have 1000 friends virtually, but if you don't know how to have a conversation with somebody in real life, how are you going to do well in the real world? "

(Interviewee)

REFLECTIVE NARRATIVES

- **Format:** A Letter to Your Past Self During COVID Lockdowns
- **Topic:** Reflecting on Your Digital Journey
- **Prompt:** Imagine yourself in the early days of the COVID-19 pandemic, when lockdowns and restrictions were put in place, changing our lives, including teaching, in ways we never anticipated. Now, think about the impact this period had on your digital skills, from basic online navigation to utilising advanced digital tools.
- **Letters received:** 8 (out of the 13 interviewed), after the interview
- **Date:** between July-September 2023



LETTERS TO THE PAST YOU....

It is a wonderful time to learn new skills and find new ways to establish human connection. It is also easy to see how online learning can make teaching more inclusive and accessible. It indeed works better for some things – you would not have known this before. Embrace the change and keep up the commitment to learning about new technologies.

My readiness & ability to embrace new technologies / platforms has grown as a result of remote working - in a sense digital technologies seem more attainable to me now. Openness to digital technologies is going to be essential moving forwards, with the range of AI available and the rate at which it is developing: but then once (in the 90s) the internet seemed daunting and now it is hard to recall life without it.

Do not fear, you will learn how to use all the different websites and technologies you need. It won't be quick or overnight, but you'll take each new hurdle one at a time just as your colleagues and students will. You will get frustrated and confused but don't be too hard on yourself or think that you have to know everything instantly, and try to have fun whilst you do so.

Just before lockdown began, your colleague suggested that you sign up for a module on the MAAP programme – get on with it! Once you start it you will have your eyes opened to such interesting information and research about education and academic practice and you will have people to guide you along the learning process...

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