

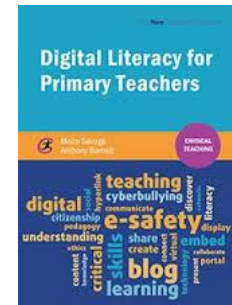
Moira Savage & Anthony Barnett

University of Worcester

Digital literacy, employability and graduate attributes for primary trainee teachers

If you would like to join us please visit:

<https://ltseclearningconversations.wordpress.com/technology-enhanced-learning-projects/enhancing-employability-through-digital-literacy-project/>



Purpose of study...

“Computing also ensures that pupils become **digitally literate** – able to **use**, and **express themselves** and **develop their ideas** through, information and communication technology – at a level **suitable** for the **future workplace** and as **active participants** in a digital world”.

→ Employability x 2




Department
for Education

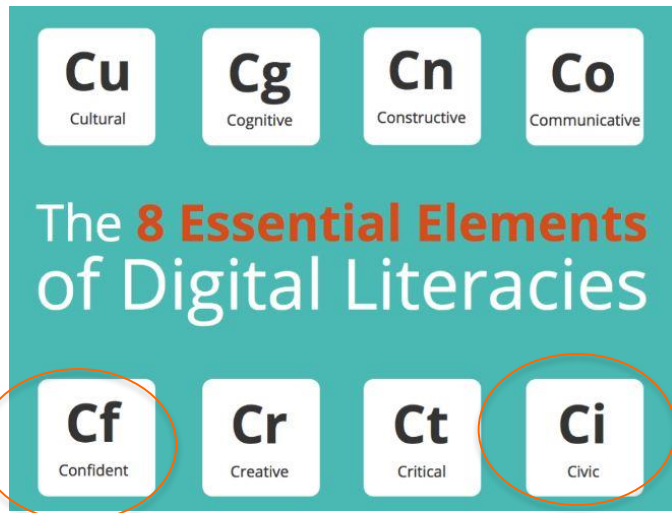
Teachers' Standards

Guidance for school leaders,
school staff and governing bodies

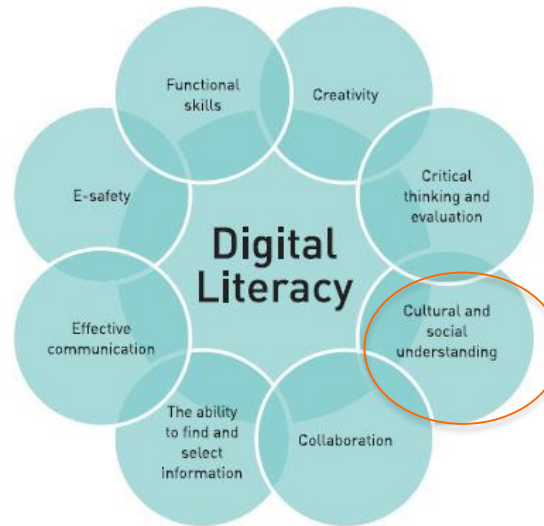
A screenshot of the University of Worcester's Careers & Employability Service website. The page features a navigation menu at the top with links for Home, About us, Students/graduates, Employers, University staff, and Useful resources. The main content area is titled 'The Worcester Award' and includes a video player showing a woman, Alexa Moore, talking about the award. A sidebar on the left lists various services such as 'Advice & guidance', 'Next steps what to do?', 'Improve your employability', 'Job hunting', 'CVs, letters & applications', 'Interviews & assessment centres', 'Job vacancies', 'Postgraduate study', and 'The Worcester Award'.

 University
of Worcester

Belshaw 2011



Belshaw- DL is a **condition** not a threshold... cultural, contextual...



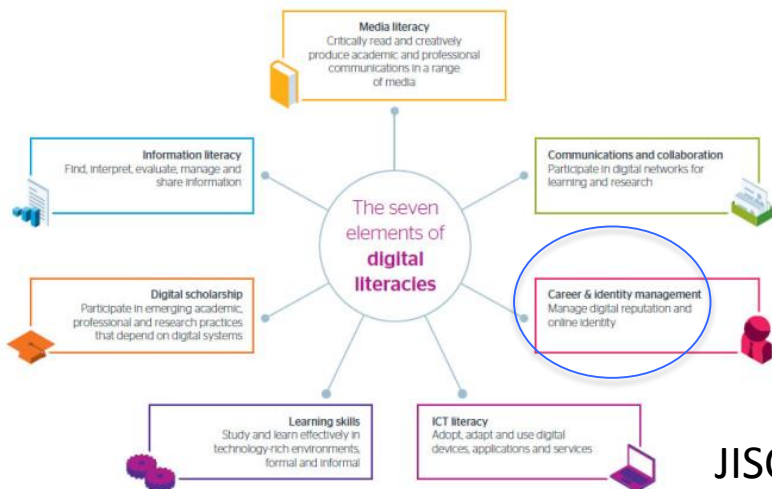
Across the Curriculum, p.19, FutureLab, March 2010.



Higher Education Review: Themes for 2015-16

<http://www.qaa.ac.uk/en/Publications/Documents/HER-Themes-Guidance-15-16.pdf>

Student Employability & Digital Literacy

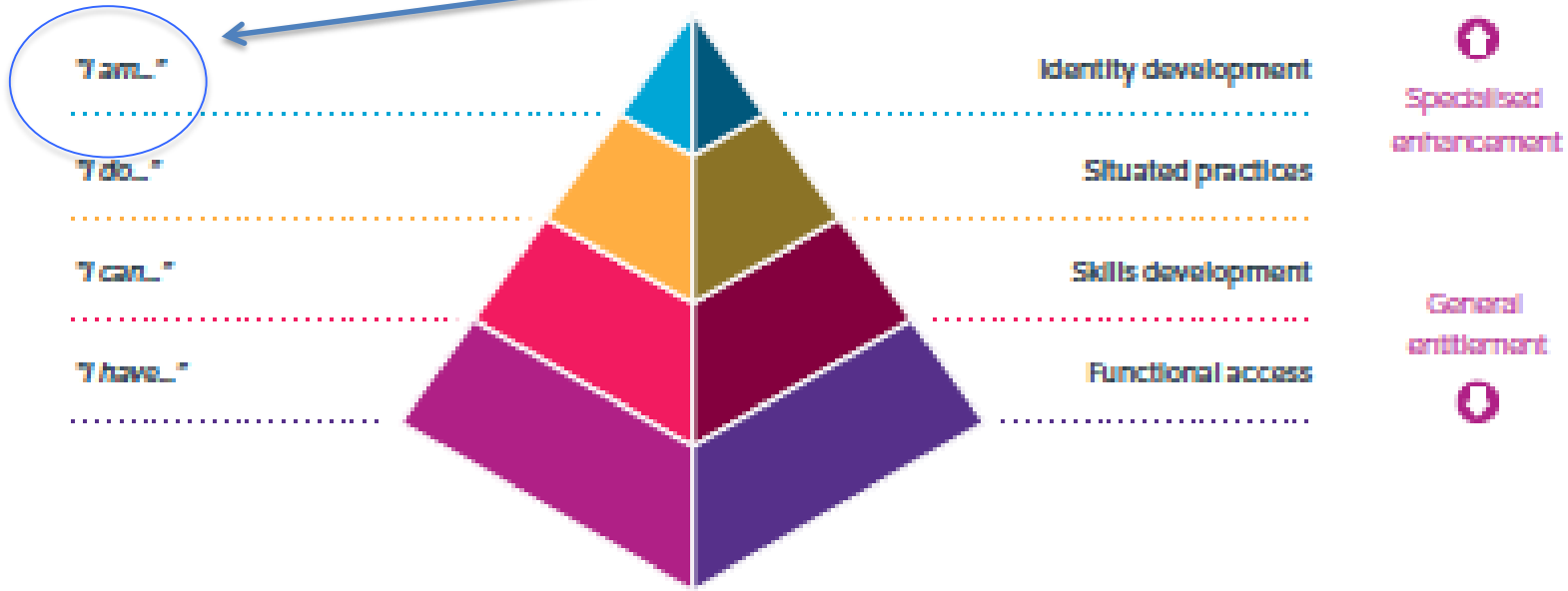


JISC



Defining digital literacy: a general model

lived experienced



Bootham and Sharpe (2010)

http://digitalcapability.jiscinvolve.org/wp/files/2014/09/JISC_REPORT_Digital_Literacies_280714_PRINT.pdf



Higher Education Review: Themes for 2015-16

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Student Employability &
Digital Literacy

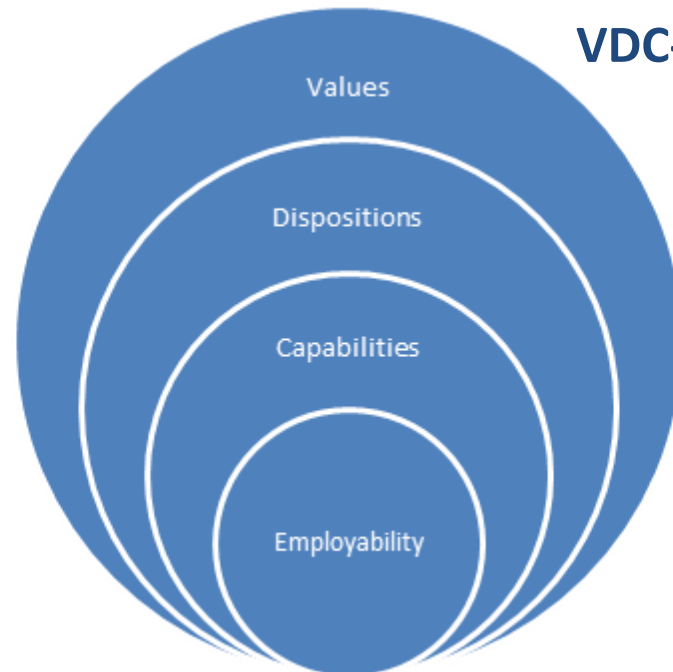
exploration of how providers support students to develop digital literacy and digital skills that are **flexible** and **adaptable** to **evolving** work markets

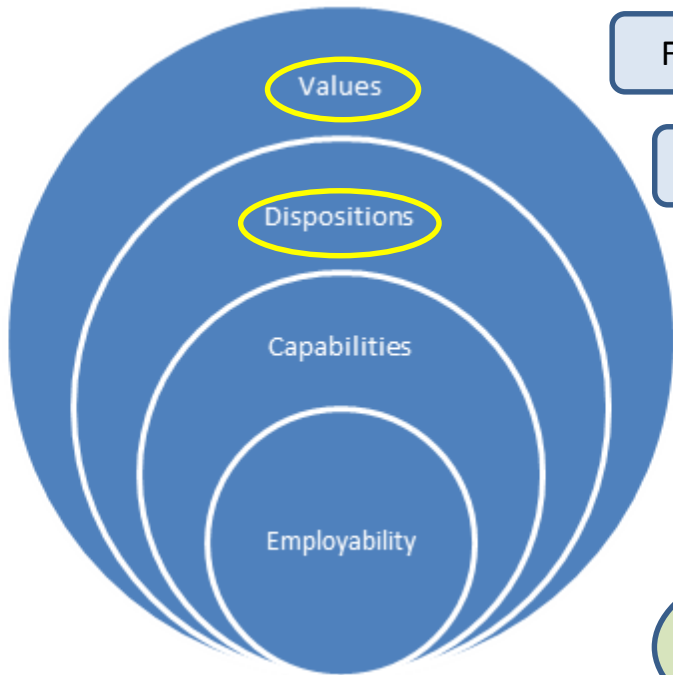


exploration of the links between employers, their representative bodies and higher education providers to inform their use, and maintain the relevance, of digital technologies in their provision

exploration of the links between employers, their representative bodies and higher education providers to inform their development, and maintain the relevance, of the digital literacy of their students

VDC-E model





Freedom of (self) expression

Knowledge democracy

Intellectual property

Responsible choices

Conduct- social responsibility & ethical principles (Hobbs 2010)

Taking social action (Hobbs 2010)

Emotional responses:

- Fear of technology,
- Fear that children will know more...
- Emotive vocabulary- 'I survived'- oppositional

willingness/ to engage in co-construction/ collaboration processes

Emergent sub-cultures

Mindset- being a producer of digital content as well as a consumer

Confidence...experimentation ...forgiveness

Belshaw- DL is a **condition** not a threshold, cultural, contextual,

JISC- need for a fluid conceptualisation... situated practices

What is employability?

- *“skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupation, which benefits themselves, the workforce, the community and the economy” (Yorke, M & Knight, P 2006)*

“...the capacity of the graduate to function in a job and be able to move between jobs, thus remaining employable throughout their life.”

(<http://www.employability.ed.ac.uk/What/>)

USEM - Knight & Yorke's model (2006)

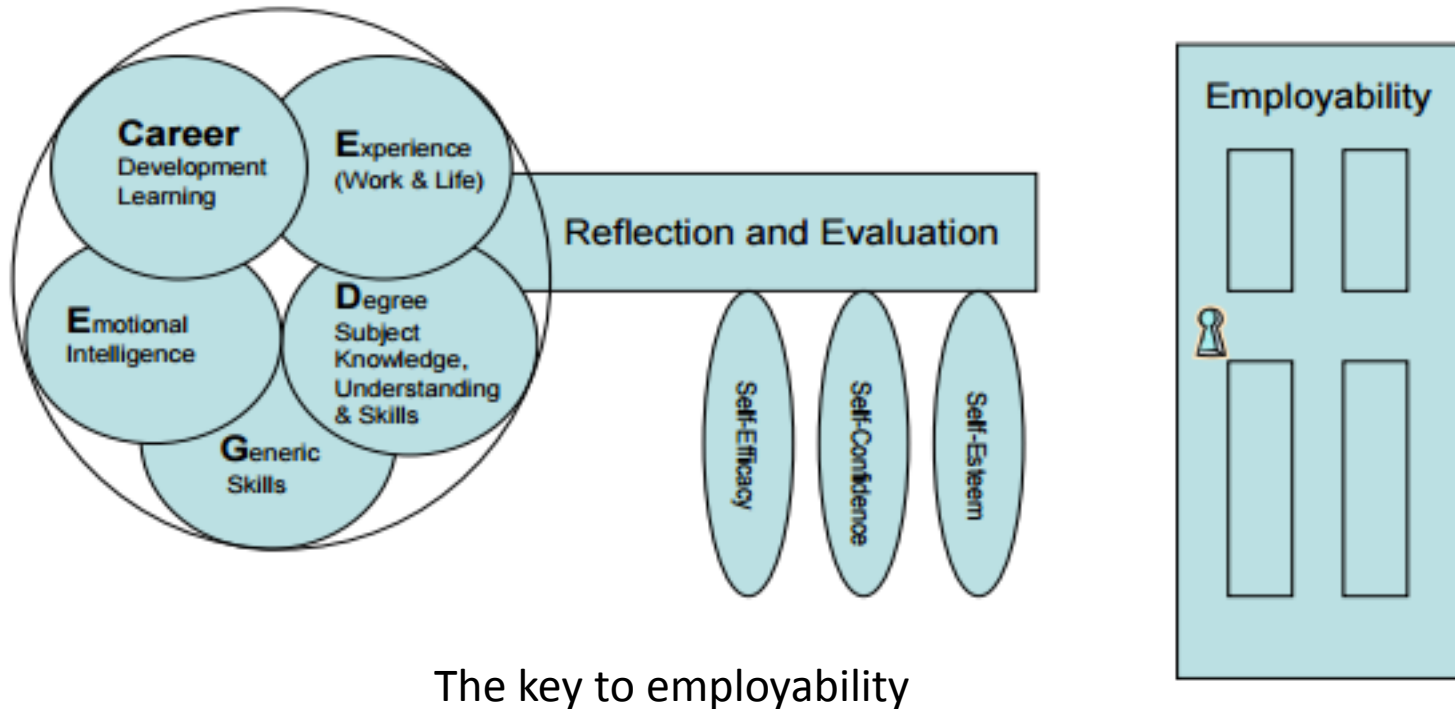
- **“Understanding**
- **Skilful practices** (including deployment of skills)
- **Efficacy beliefs** (including students views of themselves)
- **Meta-cognition** (including self-awareness and a capacity to reflect on learning)” (<http://www.employability.ed.ac.uk/What/>)

DOTS – Law & Watts 1977

- **“Decision learning** – decision making skills
- **Opportunity awareness** – knowing what work opportunities exist and what their requirements are
- **Transition learning** – including job searching and self presenting skills
- **Self awareness** – in terms of interests, abilities, values, etc.” (Watts, 2006, p 9/10).”

https://www.uclan.ac.uk/students/employability/futures/files/Dacre_Pool_Sewell_2007_CareerE_DGE_Article.pdf)

The CareerEDGE model



The key to employability

Values, Dispositions & Capabilities model (VDC-E) –
specifically identifies links to digital literacy

Generic skills identified within the CareerEDGE model:

“imagination/creativity • adaptability/flexibility • willingness to learn • independent working/autonomy • working in a team • ability to manage others • ability to work under pressure • good oral communication • communication in writing for varied purposes/audiences • numeracy • attention to detail • time management • assumption of responsibility and for making decisions • planning, coordinating and organising ability • **ability to use new technologies (not included in the list above but mentioned in many others and an important element)”**

(Source – see below – relates to Pedagogy for Employability Group (2004 p. 5 included in source)

E.g. Setting alarms & reminders on iPhone to improve time management

Linking to digital literacy

VDC-E model

Digital values

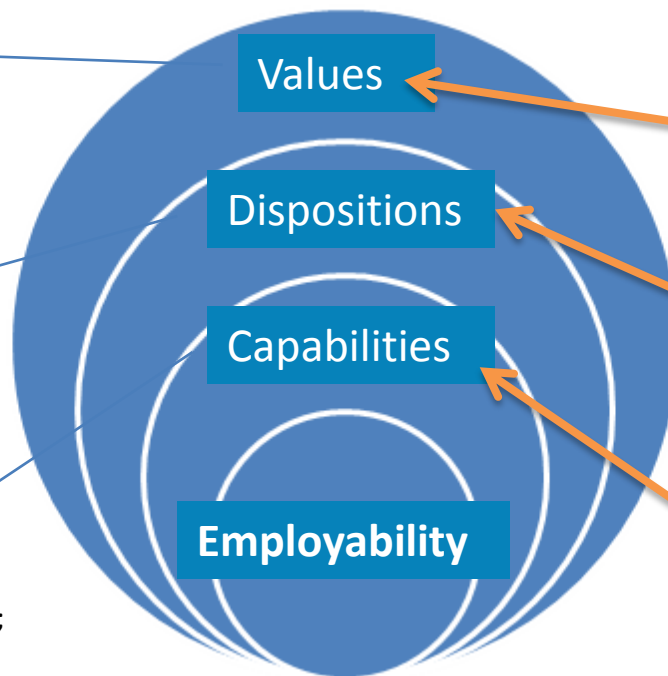
e.g. respects intellectual property and data protection when online

Digital dispositions

e.g. has a sceptical and critical perspective on digital content

Digital capabilities

e.g. able to manage digital identity; able to use presentation software; able to make effective use of search engines



Current models

- Efficacy beliefs
- Self awareness
- Emotional intelligence
- Opportunity awareness
- Meta-cognition
- Understanding
- Skilful practices
- Decision learning
- Transition learning
- Generic skills
- Experience

Savage & Barnett (2015)

Digital Literacy for Primary Teachers



The Teachers' Standards emphasise **acknowledging individual 'dispositions, understanding of how pupils learn', and 'factors that can inhibit pupils' ability to learn and how best to overcome these'** (DfE, 2011, pp 11–13).

A teacher is expected to demonstrate consistently **high standards of personal and professional conduct** ... Uphold public **trust** in the profession and maintain **high standards of ethics and behaviour** (DfE, 2011).



Another important strand in the Teachers' Standards relates to *'having regard for the need to **safeguard** pupils' **well being**, in accordance with statutory provisions'* (DfE, 2011).



References

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Dr Anthony Barnett <http://www.worcester.ac.uk/discover/anthony-barnett.html>)

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#thelearningconversation

