Embedding digital literacy in Early Childhood Studies

This exemplar is relevant to Digital Student challenges:

> *Deliver a relevant digital curriculum*
>
> *Prepare and support students to study successfully with digital technologies*

In 2013-14, Bishop Grosseteste University won Changing the Learning Landscape (CLL) funding to develop a 'Digital Literacies' module for use with Level 5 undergraduate students. The overall aim is to develop students' employability, as well as their knowledge and learning skills, by encouraging fluency in a range of technologies relevant to their subject. Because the module had to be delivered across 15 subject areas in the first instance, a generic module (SCE229 Digital Literacies) was validated, with a specification that allows curriculum teams to tailor outcomes and activities to their own subject requirements.

The module has since been adapted for Level 5 students in Early Childhood Studies (ECS). A working group was formed, comprising the Head of Department, the Academic Coordinator, the subject team, digital project leads from BGU's Elearning team, the Head of Quality and Student Experience, and ECS students. Students were involved in all aspects of module design including early discussion of its aims, the meaning of 'digital literacy' and the range of technologies relevant to their subject area, and specific learning activities and assessments.

SCE229 Digital Literacies ran for the first time during Semester 1 of 2014-15 and module evaluations show more than 90% of students agree with the majority of positive statements about their learning experience. For example, 97% found the learning materials and resources helpful and 94% felt they had developed their thinking and analytical skills. Comments show that their learning went well beyond technical skills to the foundations of their academic and professional practice:

- *'I found this course highly interesting, especially reading in depth about differing beliefs and research. And even undertaking our own research.'*
- *'I feel that the module has really helped my academic writing.'*
- *'I have enjoyed becoming more comfortable with the technology we've been using and I feel more confident to integrate resources I have made myself into future lessons.'*
- *'This module has enabled me to learn and have the confidence to attempt to use new programmes and software.'*

Informal feedback from students shows that they have successfully transferred these skills to other settings and they see this module having a positive impact on their employability.

How does this meet the challenge?

- A generic module design allows best practice to be shared, and new modules to quickly be developed, while ensuring that the digital practices covered are relevant to the subject of study.
- Students and staff are both involved in designing/adapting the module to their

needs.

- Students explore a range of technologies, becoming more adaptable and resilient as a result.
- Digital aptitudes are treated as an aspect of academic practice, fully integrated with research, writing and critical thinking skills.

Find out more
- [Full CLL Report](#)

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