

## **Developing Digital Literacies: a cross-institutional Working Group**

This exemplar is relevant to Digital Student challenges:

***Take a strategic, whole-institution approach to developing the student digital experience***

Since 2011 the University of Liverpool's Developing Digital Literacies (DDL) Working Group – with representation from all faculties, professional services and the Students Guild – has been developing a whole-institution approach to students' digital experiences and skills. As a result the university has adopted the JISC 'Seven Areas of Digital Literacy' framework

to support planning at various levels. From 2015 all new modules and programmes will use this framework as prompts for staff in their planning to incorporate digital literacies in their curriculum. The framework has informed the planning of [themed staff-student workshops](#) under the LearnIT banner.

A [revised TEL strategy](#) now explicitly refers to digital literacy as a graduate attribute and aspiration, and the implementation group for this strategy includes a subgroup on staff and student digital skills.

Informed by a Guild project on baseline expectations of the VLE, members of the Working Group have provided consultancy to a cross-section of module and programme teams to enhance the range of digital activities undertaken by students. In 2013, members from the Working Group ran a successful [HEA Digital Champions](#) project, using peer-assisted learning to support first years in their use of digital tools for learning. The two co-leads of the Group were also successful in attracting a SEDA small-grants research project which studied the digital perspectives and practices of academic staff (2013) with a view to better supporting students in their development.

### **How does this meet the challenge?**

- A multi-professional Working Group brings together all the digital and developmental know-how required to make an institutional difference.
- The Working Group adopted a clear, evidence-based framework for its interventions, something that the Jisc Developing Digital Literacies programme found was critical to coordinated change.
- The Group worked strategically but also at ground level, making changes in specific departments and courses, then learning and sharing the lessons with others.
- Because of their evidence-based approach, the group was able to attract modest external funding to support institutional change.

### **Find out more**

- [Digital Learning blog](#) and [Digital Learning web site](#)

- [Report on perspectives of academic staff](#)
- [Slides on cross-institutional approach](#)

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