

Leicester  
14/04/2016

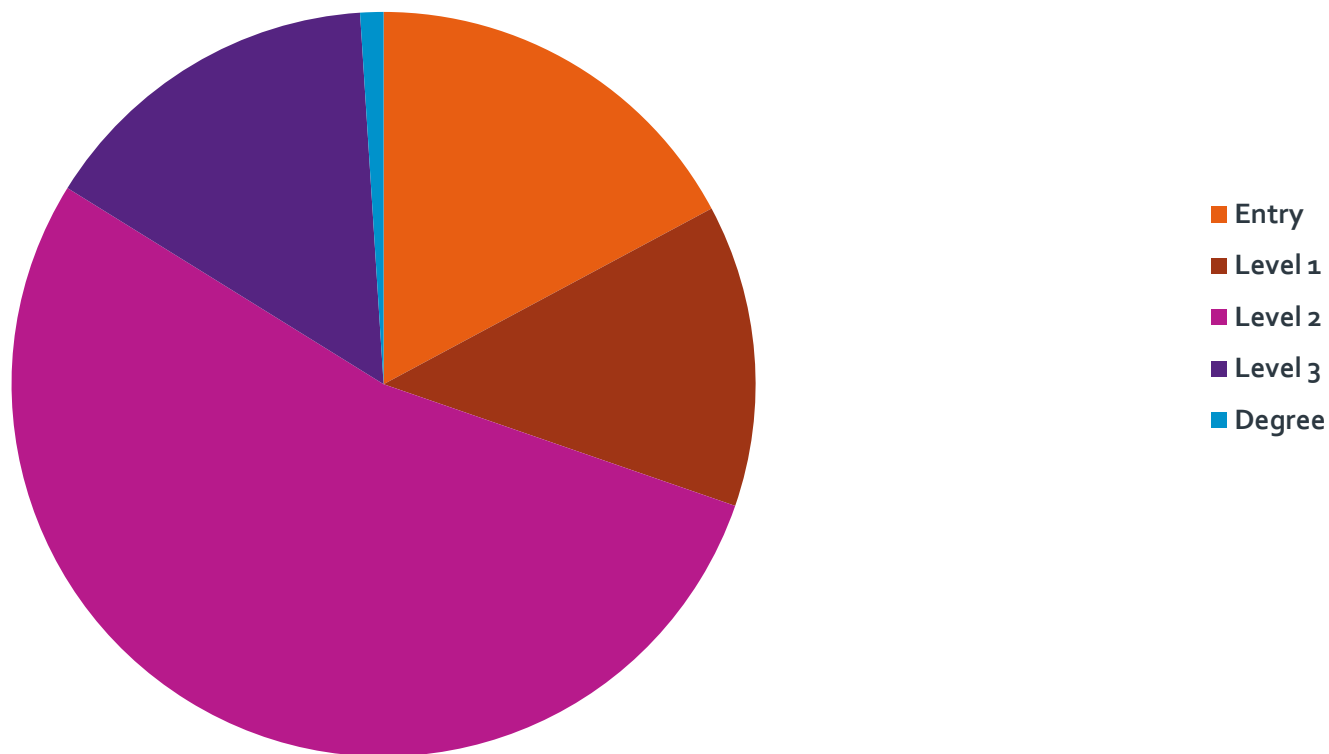
## What Skills learners say

#digitalstudent

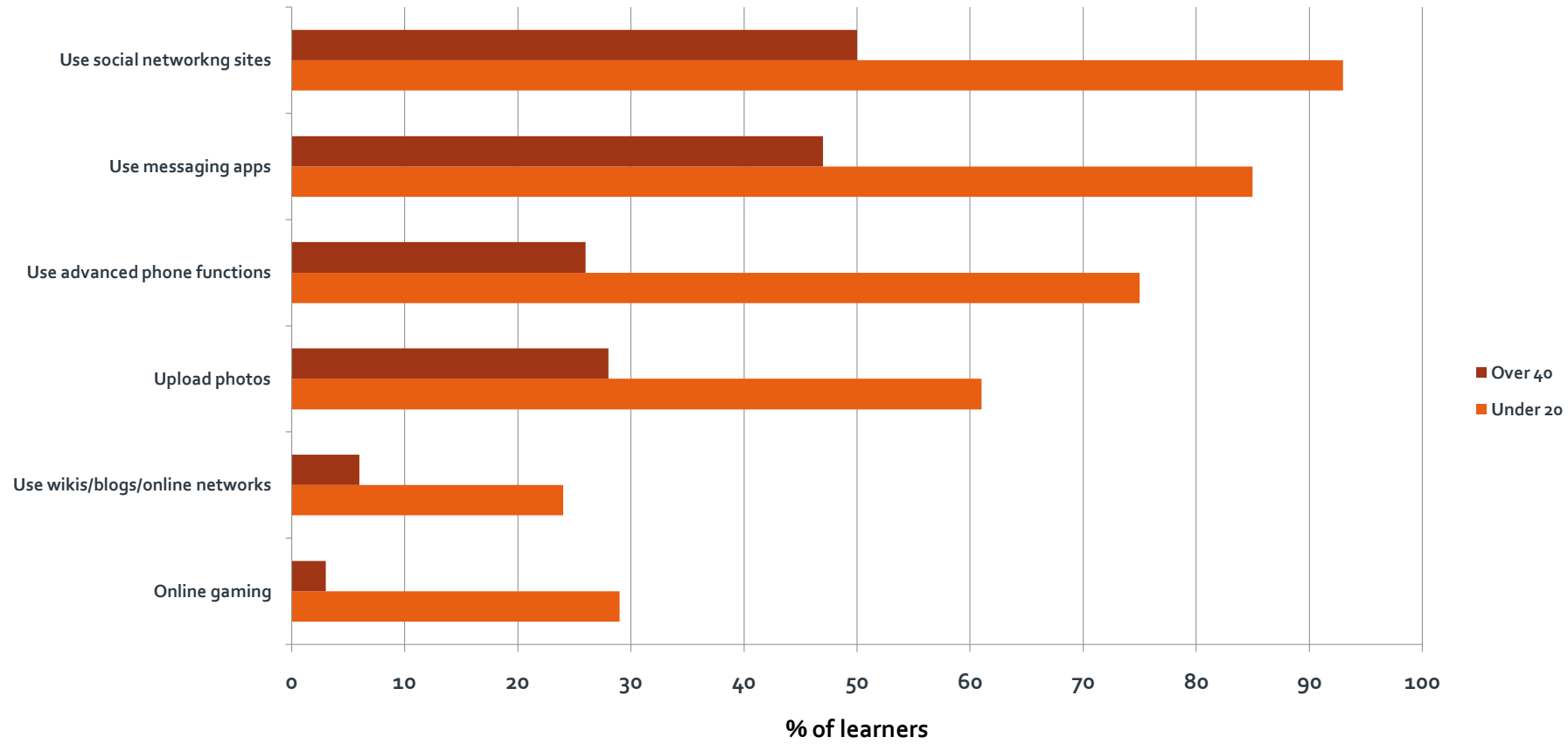
<http://digitalstudent.jiscinvolve.org>

<i>Location</i>	<i>Provider</i>	<i>Type of provider</i>	<i>Learners' courses</i>	<i>No.</i>
Sheffield	InTouchCare	Private training organisation	Social care/ childcare, level 2	7
Stoke-on-trent	Stoke ACL	ACL	Functional Maths, level 2	4
London	LESOCO	FE college	Business management , levels two and three	13
Bristol	Lifetime Training	Private training organisation	Hospitality , levels two and three	10
Lowestoft	Realise futures	Private trainer (social enterprise)	Land based, levels E and E1	3
Leicester	Leicester ACL	ACL	IT/ basic skills, levels E, one and two	7
Derby	Derby ACL	ACL	Languages, levels E, one and three	6
Carmarthen	Carmarthenshire ACL	ACL	IT/ art/ functional English and Maths , levels E to three	20
Taunton	Somerset College	FE	Childcare; Motor Vehicle; Hairdressing – Level 2	33
Scotland	HMP Shotts (New College, Lanarkshire)	Offenders	Numeracy, Literacy, IT	8
Devon	HMP Channings Wood (Weston College)	Offenders	Various from Levels 1 - 3, plus one English Literature degree student	8
Rotherham	WEA	ACL	Various – all Level 2	4
<i>Totals</i>		<i>ACL 5; private trainers 3; FE colleges 2; Prisons 2</i>		<b>123</b>

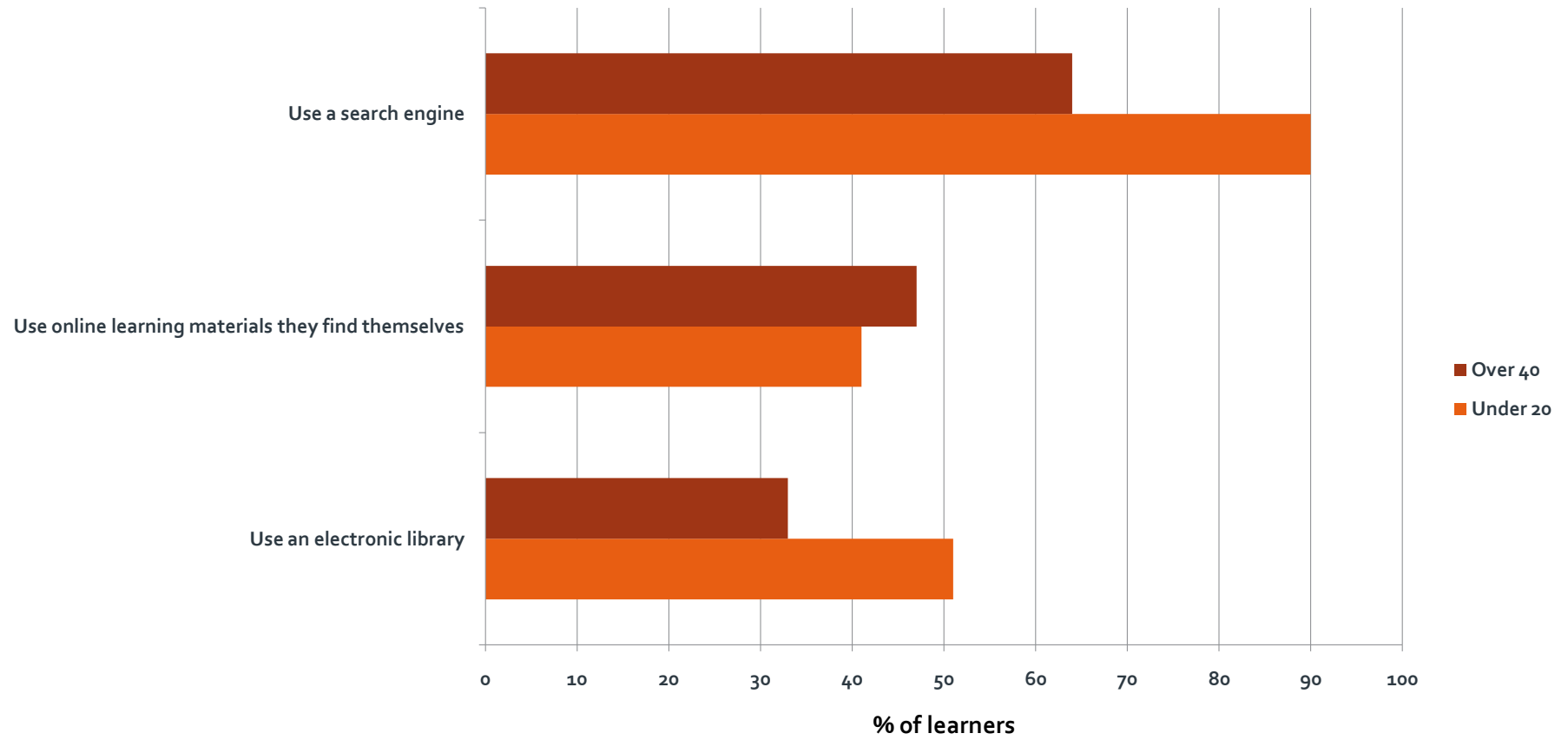
## Learners' levels of study



# What learners use their devices for in their personal and social lives



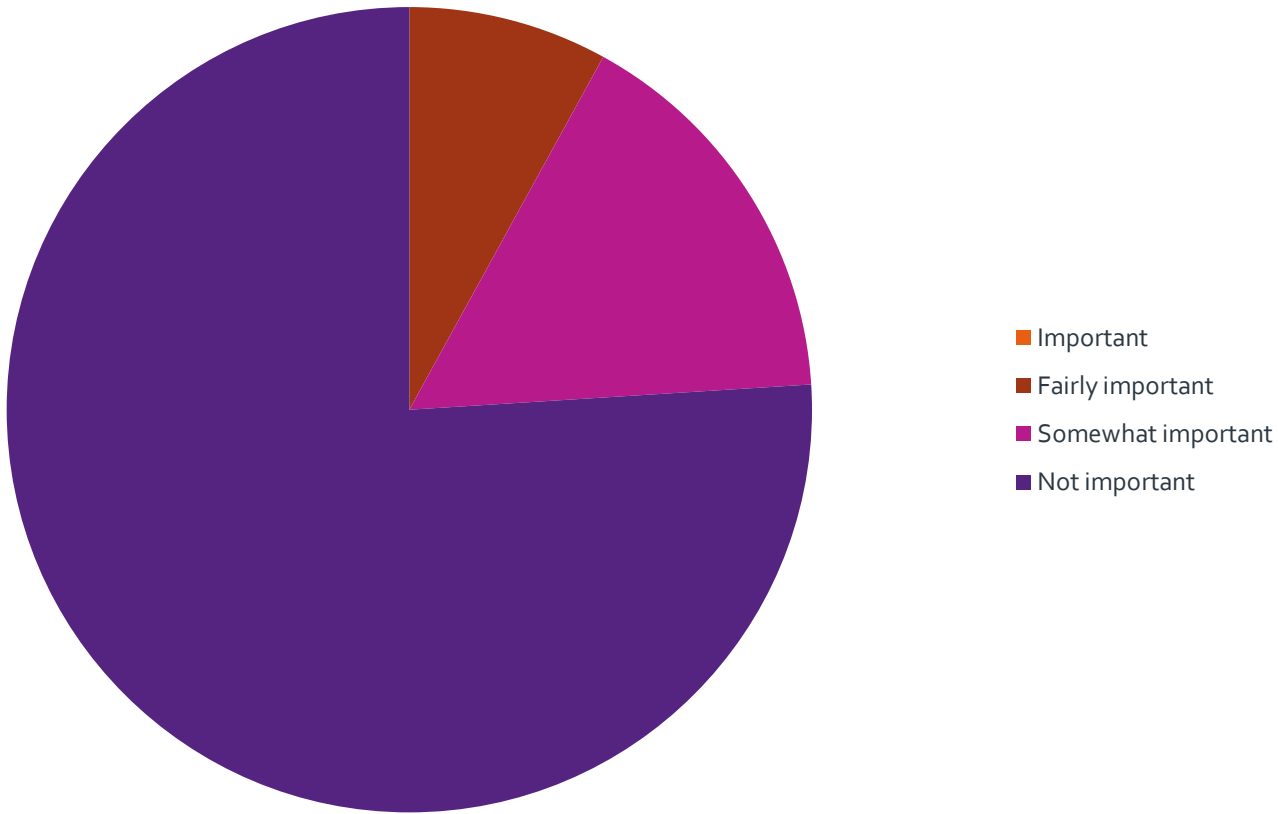
# How learners use their devices in their studies



<i>Group</i>	<i>Item</i>	<i>% of lists</i>
Skills	Basic ICT skills e.g. use of internet search, email, word processing, spreadsheets, etc	92
Access	Fast wifi that is easy to connect to	84
Access	A device like a laptop, tablet or fixed computer to use on your own when needed	80
Experiences	Experience with technologies used in the workplace	79
Making good choices	Ability to enter a workplace and feel confident with the technology used there	76

- » “In 5 years’ time, basic IT skills will have changed, so you have to keep learning it. I can learn a lot on my own, but you need to be taught spreadsheets.”
- » “If the wifi signal is bad, it can disrupt the lesson and mess up your learning.”
- » “It’s not always easy to bring your own laptop to the classroom – and mobile phones aren’t allowed.”
- » “I’m looking for a job and I’m worried I won’t be able to understand the software they use at work.”

## Access to digital storage like Dropbox, Google Drive or OneDrive

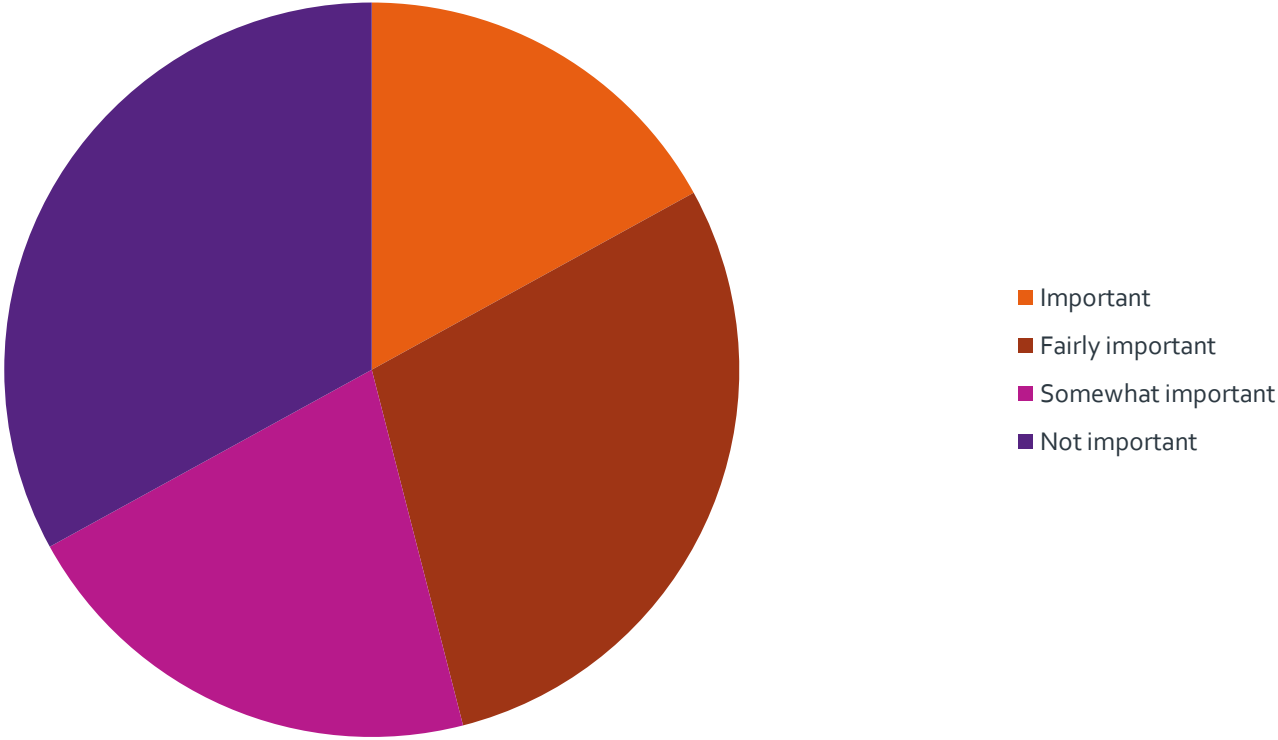




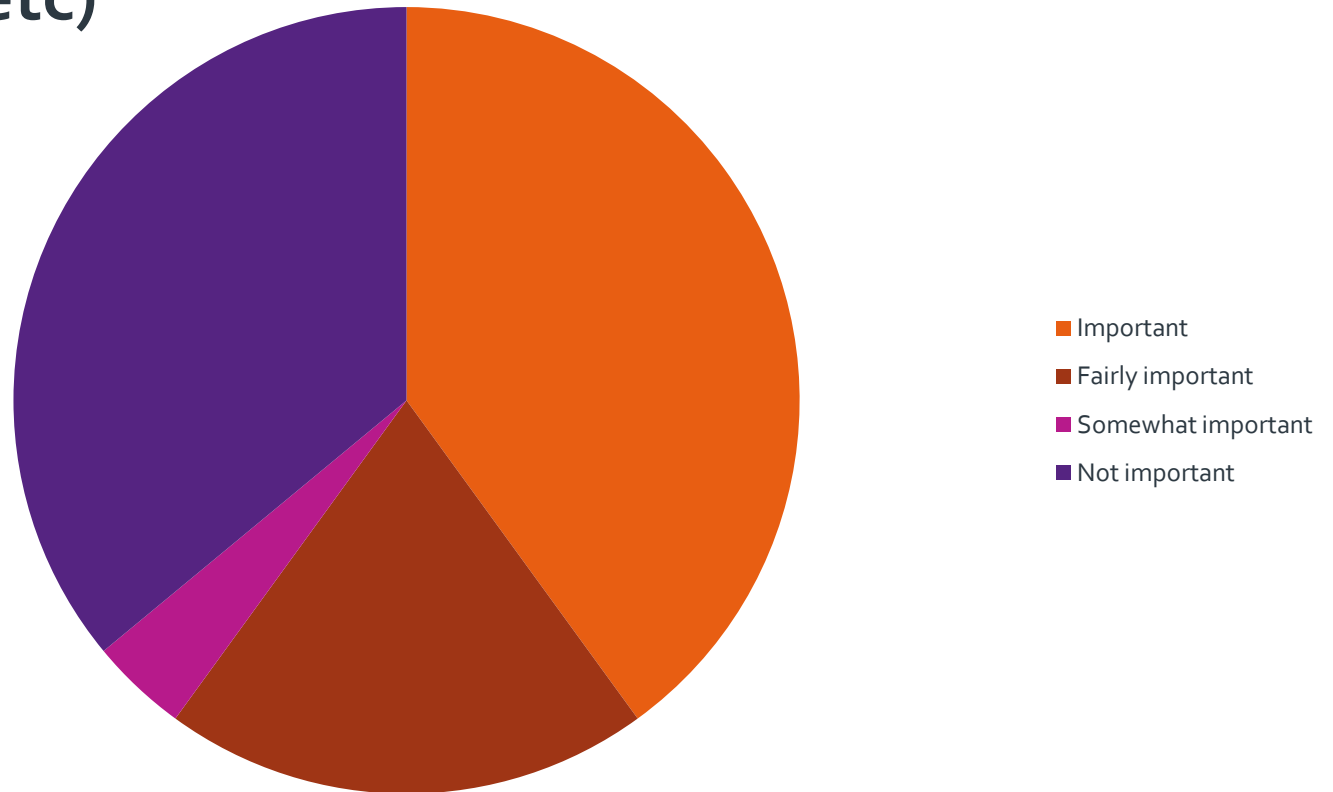
“It would be good if we had a private Facebook page where you put all the class notes, so we could access them when we’re at work.”



## Experience with presentation software like PowerPoint, Prezi, SlideShare, etc



Understanding how to use the internet safely and ethically, including cyber-bullying, cheating, e-safety, protecting private information, sticking to a clear moral code, etc)



» “It’s easy to come across like you’re being really abrupt (online) and you don’t mean to, so you’ve got to be really careful... and I think people really have to learn that.”

» “They did internet safety at school, but it wasn’t done well”



- » Learners' technology skills and use of technology are far from homogeneous – even amongst the same age groups.
- » Learners want access to a device they can use, preferably through an open 'bring your own' (BYO) device policy
- » Learners are highly responsive to being asked how they would like to use digital technology.
- » Learners are more concerned with good access and relevant experiences rather than the latest gadgets.

- » The process gave providers a concrete model for eliciting learners' views of their provision.
- » The process of engaging learners in discussions around technology can prompt positive changes in existing classroom practice.
- » The cards are an effective way to raise awareness of wider opportunities to use digital technology among both learners and providers.
- » Managers can use learner quotes from these discussions as powerful ammunition to persuade their superiors to improve or extend digital provision.