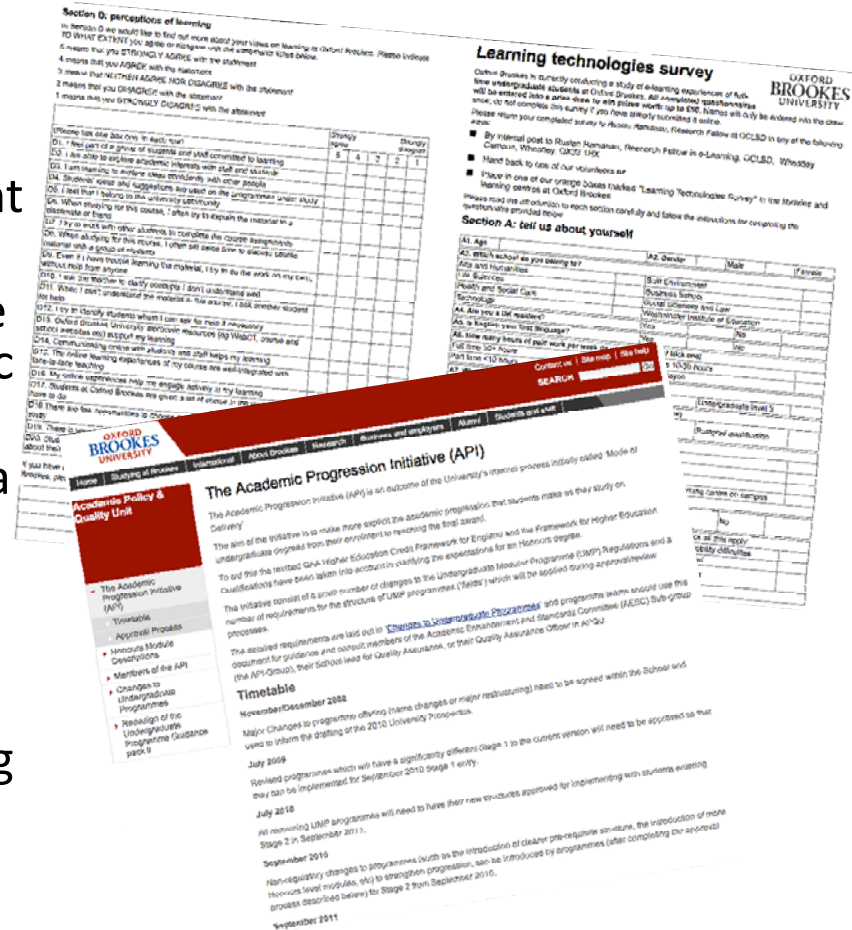


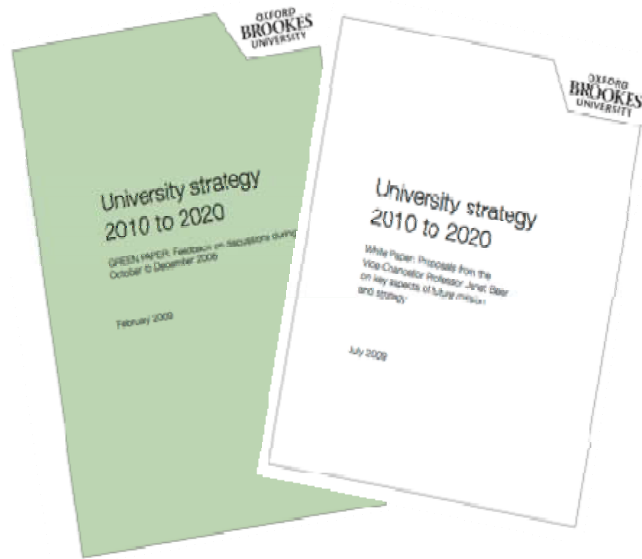
Mapping Graduate Attributes for a Digital Age at Oxford Brookes University

Context

- Strategic focus on the learning experience
- Large-scale evaluations of the student experience of e-learning
- Wide-ranging changes to programme specifications and delivery (Academic Progression Initiative)
- Green Paper, White paper, and now a new University Strategy 2010-2020
- Nomination of key themes in curriculum development, including academic and digital literacy
- Academic re-structuring fore-fronting departments and subject areas



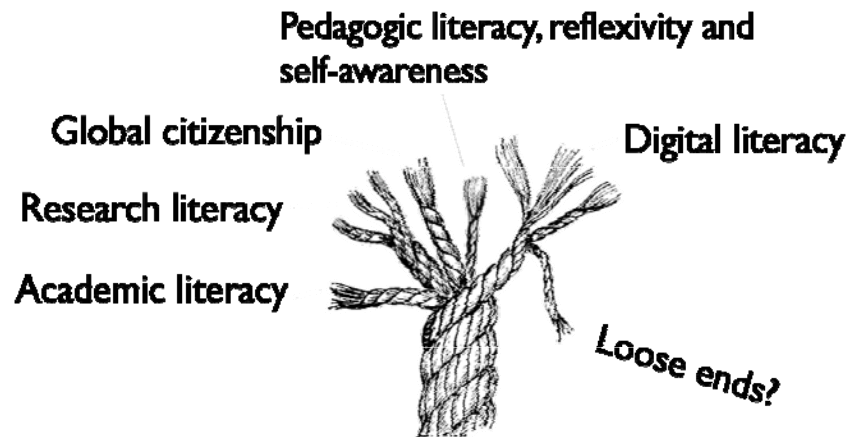
Digital literacy as a graduate attribute



“We will develop a set of appropriate graduate attributes for a global and digital age” and

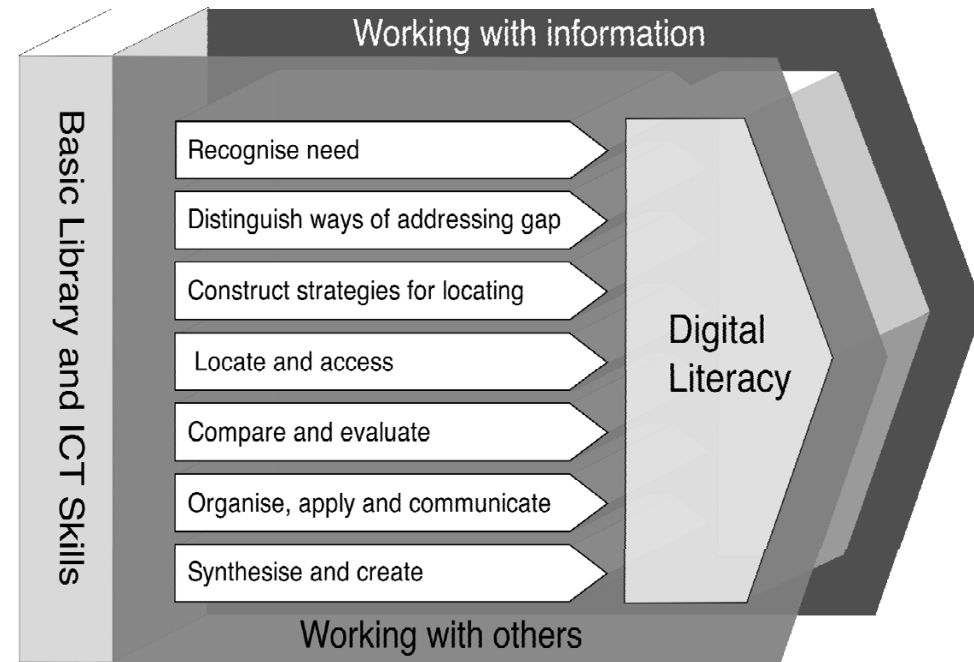
“We will engage in regular curriculum redesign and development to ensure that all programmes contain an appropriate focus on these attributes.

(University Strategy 2010-2020)



Digital literacies framework

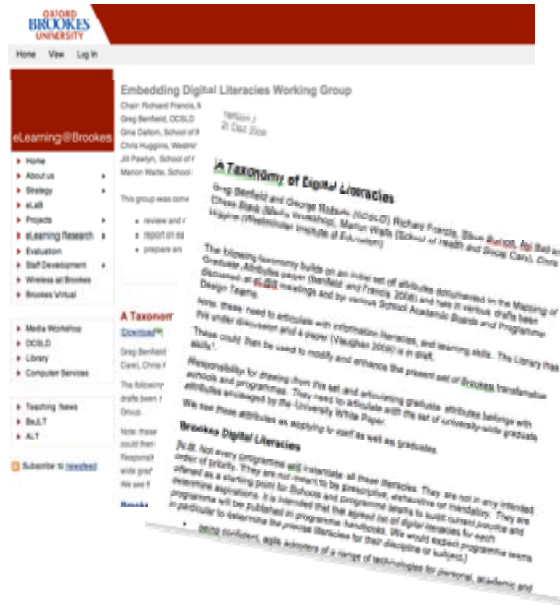
In the digital age, as well as being proficient handlers of information, graduates need to be adept at using tools to manage the human interactions and processes concerned with knowledge building



Adapted from SCOUNL's Seven Pillars model

Programme mapping

Taxonomy of Digital Literacies



- Being confident, agile adopters of a range of technologies for personal, academic and professional use
- Using digital tools to reflect on and record learning and professional and personal development
- Engaging productively in relevant online communities

Curriculum re-design and development activities with programme teams in academic Schools to specify programme-specific literacies and map attributes across programmes

