


**JISC Grant Funding 10/10**

<b>Cover Sheet for Proposals</b> <i>(All sections must be completed)</i>			
<b>Name of JISC Initiative:</b> <b>Learning and Teaching Innovation Grants SWaNI FE</b>			
<b>Name of Lead Institution:</b>		Coleg Llandrillo Cymru	
<b>Name of Proposed Project:</b>		Using peer eGuides to promote digital literacy (PEDL)	
<b>Name(s) of Project Partners(s)</b> (except commercial sector – see below)			
<b>This project involves one or more commercial sector partners</b> <del>YES</del> / NO (delete as appropriate)		<b>Name(s) of any commercial partner company (ies)</b>	
<b>Full Contact Details for Primary Contact:</b> Name: Dr Andrew Eynon Position: Library & Learning Technology Manager Email: <a href="mailto:a.eynon@llandrillo.ac.uk">a.eynon@llandrillo.ac.uk</a> Tel: 01492 542342 Fax: 01492 543052 Address: Llandudno Rd, Colwyn Bay, Conwy, LL28 4HZ			
<b>Length of Project:</b>		<b>12 months</b>	
<b>Project Start Date:</b>	January 2011	<b>Project End Date:</b>	December 2011
<b>Total Funding Requested from JISC:</b>		£50,000	
<b>Total Institutional Contributions:</b>		£25,000	
<b>Outline Project Description</b> To promote digital literacy amongst students within the FE sector (including students studying HE in FE), through the use of peer eGuides. We would implement this through training/support of students to become eGuides (and supporting their subsequent informal networking within a course cohort). The project recognises the key function Digital Literacy has as a life skill and as the perquisite for learners on leaving FE being able to function in a digital society.			
<b>I have looked at the example FOI form at Appendix A and included an FOI form in this bid</b>		YES / <del>NO</del> (delete as appropriate)	
<b>I have read the Funding Call and associated Terms and Conditions of Grant at Appendix B</b>		YES / <del>NO</del> (delete as appropriate)	

## 1. Aims and objectives in relation to JISC programme objectives

### 1.1 Project aim

The main aim will be creating a programme to develop eGuides and evaluate the impact on the skills of other students.

It is envisaged the project will meet all of JISC priorities as regards improved understanding at practitioner level of the value and purpose of ICT (through Digital Literacy). Furthermore the project should significantly increase the level of knowledge and use of ICT amongst students at all levels. However, it is in the area of personalisation that the project offers the most innovation in relation to the tailored nature of peer support to individual student ICT needs.

The project has the full support of the College, with backing from the Vice Principal Planning & Standards. The concept for this project has been discussed with JISC RSC Wales and received positive feedback.

The main replicable outputs from the project will be:

- Peer eGuide training programme – which could be adopted by other FE/HE institutions
- Digital Literacy Skills audit – applicable and replicable to the FE sector
- Development of a Digital Literacy skills set for FE students at different levels
- Evidence of improved digital literacy skills amongst FE students to demonstrate the value of digital literacy as a life skill (with knock on effects on improved employment prospects, higher motivation, acquiring new skills eg mentoring coaching etc)
- Teacher guidance on developing learning activities and assessments that embed Digital Literacy skills

### 1.2 Rationale

Coleg Llandrillo sees *Digital Literacy* as being embodied in a digitally literate, skilled and confident workforce and student body - making use of a range of technologies and resources to enhance core teaching, learning, student support and assessment processes at all levels and modes.

By adopting a *Digital Society* context for the development of skills, knowledge and attitudes it is hoped that the wider personal and social lives of staff and students will also benefit, encouraging more effective digital and global citizenship.

Specifically, we want to address issues concerning poor digital literacy amongst students within FE institutions. OFCOM media literacy research (2005) in the schools sector indicates that young people are ICT confident but not ICT competent because they do not receive adequate training (particularly in the area of internet searching and judging the quality of online information)<sup>1</sup>. We are also aware that many 16-19 year olds are relatively ignorant of e-safety issues particularly in terms of how much information they post on line is publicly accessible by others (and it's potential impact on employment, cyberbullying, identity theft and other socio economic issues).

A large amount of informal learning takes place amongst the student cohort, where peer support addresses skills and knowledge gaps. We are keen to promote and support that informal learning while ensuring the most effective materials and methods are diffused through the student cohort.

---

<sup>1</sup> [http://stakeholders.ofcom.org.uk/binaries/research/media-literacy/ml\\_children.pdf](http://stakeholders.ofcom.org.uk/binaries/research/media-literacy/ml_children.pdf)

The following 'landscape' documentation has influenced our definition of Digital Literacy; *Digital Britain* (DCMS and BIS, 2009), *The Heart of Digital Wales* (WAG, 2009), *Digital Inclusion in Wales* (Welsh Affairs Committee, 2009), *Delivering Digital Inclusion - A strategic framework for Wales* (WAG, 2010) and *Thriving in the 21<sup>st</sup> century: learning literacies for the Digital Age* (JISC, 2009).

### 1.3 Innovation

This project will be innovative in the following respects:

- The concept of eGuides has been used in the context of tutors but not with (student) peer guides
- Digital literacy has not been rigorously investigated in relation to the FE student experience
- This could be judged a high risk strategy in its reliance on student (rather than tutor) input, although not high risk financially
- Personalised support inherent in the student eGuide model
- Develop new assessment methods in the area of digital literacy, encompassing new technologies (eg mobile technologies)

### 1.4 Outcomes

The project should produce tangible benefits across a wide area:

- a) Recruitment & Retention – by providing a core set of digital literacy skills should be a recruitment incentive – particularly for those students wishing to become eGuides (which will be incentivised)
- b) Skills and employment – the college recognises the importance of creating a digitally literate workforce, which will possess the digital skills which are the prerequisite of working in a digital society
- c) Learner Achievement – the college will recognise student achievement in this area through formal or informal qualifications in digital literacy. In addition the eGuides could obtain formal qualifications in mentoring/advocacy skills
- d) Learner engagement – the project will foster peer to peer working – which will be facilitated through the college's VLE and a programme of student drop in (face-to-face) training sessions. In particular, the eGuides themselves will benefit greatly through the acquisition of a wide range of mentoring/coaching skills
- e) Inclusion – digital inclusion is seen as a key driver for improving social inclusion and by equipping our students with a core set of digital literacy skills this will hopefully overcome many of the barriers in the technological social divide
- f) Widening participation and social equality – we will ensure that target cohorts of learners include student groups who would be regarded as socially excluded or fitting the widening participation agenda. For example, many of the college's HE students, as adult learners, are good case studies for evidence of widening participation

## 1.5 Digital Literacy skills

We acknowledge the broad definition of 'literacies in a Digital Age' outlined in the JISC report above and we have gained some useful pointers from discussion with relevant staff at Oaklands College. However, our project will concentrate on what we regard as the three main strands of Digital Literacy (DL), whilst also recognising the impact these skills have on the broader literacy level of our students. These three strands constitute three skills sets: basic ICT skills, Information Literacy skills and e-safety skills. These are expanded upon below, although they are at present only indicative and will be amended according to student input and need (informed by the audit below). We appreciate there will also be cross cutting themes and ICT skills, particularly in relation to the utilisation of Web 2.0 technologies (and have consequently identified a separate skills set for this).

To establish a base point we will conduct a digital literacy skills audit (against the skills identified below) with targeted groups of learners (with sample cohorts taken from learners at a range of levels up to higher education). As an outcome of this we will identify a digital literacy skills set that learners can aspire to at different levels. This will be more contextualised (and relevant) to the FE sector than existing skills sets aimed primarily at the HE sector.

### 1.51 Basic ICT skills (specifically in relation to more effective use of College ICT systems)

The vast majority of our full-time FE student cohorts will have a high level of basic ICT literacy embedded through the Essential Skills Wales curriculum. We are therefore going to concentrate on raising ICT skills levels in relation to the wide range of ICT systems deployed in the curriculum. These will include:

- I. College Computer Network
  - a. Login, Application Launcher, H: drive and Usage Policy
  - b. ICT facilities and support
- II. Moodle VLE
  - a. Login, edit profile and access course resources
  - b. Upload assignments
  - c. Contribute to Discussion Groups
- III. Learner Portal (FE Only)
  - a. Activate account
  - b. View information and update as required
- IV. Google-Cloud
  - a. Activate account
  - b. Access eMail (setup mail forwarding if not primary account)
  - c. Upload files, create docs and manage user permissions
- V. Web Based Applications and Web 2.0 technologies?
  - a. Creating & managing identity and accounts
  - b. Software & plugins
  - c. Publishing & Sharing
- VI. Learning Technology
  - a. Classroom technologies
  - b. Mobile technologies
  - c. Digital media technologies

## 1.52 Information Literacy

We have based this skill set on the one outlined by Chartered Institute of Library & Information Professionals (CILIP, 2004)<sup>2</sup>:

- I. The need for information
  - a. What kind
  - b. How much
  - c. What is it needed for
- II. The resources available
  - a. Raise awareness of information sources available
  - b. How to access information
  - c. Knowing which is the best resource to use
- III. How to find information
  - a. Search strategies
  - b. Searching across a range of resources
  - c. Use of search engines
- IV. The need to evaluate results
  - a. Identifying bias
  - b. Understanding authorship
  - c. Currency
  - d. Value
- V. How to work with or exploit results
  - a. Ability to understand, compare, combine, annotate and apply information
- VI. Ethics and responsibility of use
  - a. Avoiding plagiarism
  - b. Recognising bias
  - c. Respecting confidentiality
- VII. How to communicate or share your findings
  - a. Ability to communicate information in an appropriate manner and format
  - b. Comprehend the intended audience
- VIII. How to manage your findings
  - a. Ability to store and retrieve results
  - b. Create new content
  - c. Create new content in collaboration with others
  - d. Share information

## 1.53 e-Safety

- I. How the Internet has affected online communication
  - a. Informed use of social networking websites
  - b. Raise awareness of issues such as cyberbullying, privacy, safe use of social networking sites,
  - c. How to conduct oneself when interacting with others online
  - d. Know what to do if they are the victim of abusive contact or grooming online
- II. Raise aware of issues relating to personal information online
  - a. risks involved in 'over –sharing'
  - b. Knowing the type and amount of personal information that should be shared online
  - c. Understanding the consequences of not protecting information online
  - d. Protecting 'friendship' groups and access to other's information
- III. Raise awareness of e-safety issues in relation to e-commerce
  - a. Evaluate the legitimacy of online shopping websites
  - b. Avoid being the target of fraud
  - c. Identify 'phisihing' scams and other fraudulent online contacts

---

<sup>2</sup> <http://www.cilip.org.uk/get-involved/advocacy/learning/information-literacy/pages/definition.aspx>

- IV. Understand legal issues relating to file-sharing and downloads,
  - a. Copyright
  - b. Referencing
  - c. Piracy

### **1.54 Web 2.0 technologies**

The effective use and promotion of Web 2.0 technologies will be a cross cutting themes in the three strands above. This will require an additional Web 2.0 skills set as follows:

- I. Understand how the Internet has developed the changes that have enabled the widespread use of Web 2.0 technologies:
  - a. Understand the limitations and consequences of using Web 2.0 technologies
  - b. Use Web 2.0 technologies competently and make informed choices online
  - c. Use several pre-selected Web 2.0 tools to explore and assess the technologies
- II. Be aware of the nature, scope and potential of Web 2.0 tools for collaboration:
  - a. Understand the collaborative potential of social media
  - b. Utilise Web 2.0 tools to enhance communication skills
  - c. Create peer networks to support their course work through collaboration
- III. Be aware of the nature, scope and potential of Web 2.0 tools for study:
  - a. Exploring Web 2.0 technologies to improve study skills
  - b. Using Web 2.0 tools for information sharing
  - c. Using Web 2.0 tools in the college Virtual Learning Environment – Moodle
  - d. Integrate the use of Library e-resources, VLE and social media in study skills
- IV. Be aware of the nature, scope and potential of Web 2.0 tools for continuing professional development:
  - a. Using Web 2.0 technologies for innovative practice in teaching and learning
  - b. Understand the educational potential of social media tools through sharing best practice
  - c. Take a life long learning approach to web technologies

### **1.6 Workplan**

Ideally, the project would have started in week 8 of the college calendar (mid October) once student groups had formed and informal peer support was operating. In early January, students who have provided peer support will be identified (priority given to year 1 of a 2 year course) and invited to become eGuides. This group will be involved in the final selection of the skill sets to be covered and the final design of the audit tool.

eGuides will be trained in Digital Literacy and Mentoring skills during late January and February with ongoing training and support as required to end April. During this period, self study resources and a programme of drop-in tutorials will be developed and made available to all students. Course tutors will be trained in embedding Digital Literacy skills into their learning activities and assessments during this period.

A second audit and student experience interviews will take place in May to inform the updating of the materials and methods used so far. Returning eGuides will have a refresher course in early September 2012 and will be involved in a second round of new eGuide recruitment and training in October. Further evaluation of the project's impact will take place in November with staff and students who have been supported for a whole year and those supported for a few months.

Dissemination of interim findings will begin in June with the final project findings being disseminated beginning in November 2012.

All JISC reporting deadlines will be met as previously documented.

We would develop a student eGuide programme as follows:

- Devise a publicity campaign explaining what DL is and why spend time on being better at it. This could include a 'Text DL to 0789 for latest news' facility as an innovative feature.
- Mount a viral campaign to create a 'buzz' amongst the students. We would involve students and tutors in planning this.
- Devise a 'fun' self assessment facility to gauge the 'starting' competencies of students
- Provide guidance material and support for students on how to choose an eGuide and information for prospective eGuides on what would be involved if they said yes with corresponding information for teaching staff.
- A 2 day training programme on each of the Digital Literacy skills sets identified above to ensure all eGuides:
  - complete an initial 'audit' to inform personal training plans
  - are competent with IT basics
  - develop their personal DL skills, knowledge and attitudes
  - form a group identity and mutual support mechanisms/networks
  - develop mentoring and coaching skills to train and support other students
- Individual eGuide mentors for ad hoc support and a schedule for the eGuides to meet face to face in small or whole groups to address any extra training needs not foreseen in advance and encourage active engagement by the eGuides.
- Guidance for staff on the sorts of 'new' activities they could build in to their sessions and assessments to give practice in the new skills that their students will be developing.
- Setup an online environment for eGuides and other students that provide resources, communications etc (and provide eGuides with their own area and contact with online staff eMentors) through Moodle VLE.
- Setup monitoring procedures to gather anecdotal feedback on progress and more formal procedures for evaluating the success (including the use of narrative research techniques used in our Inspiring Learning projects)

## **2 Engagement with the community**

Project findings will be disseminated to the wider FE and HE community in Wales and the rest of the UK through a range of mechanisms:

- The project team will disseminate their findings through articles in a variety of library and ILT publications and electronic lists.
- The project team will share their findings via the College website, VLE and through the use of Web 2.0 technologies eg via wikis, Twitter and blog posts
- The project team will give presentation to groups/conferences via RSC regions and academic groups (eg Colegau Cymru, ALT, IFL, CoFHE etc)
- Webinars highlighting use of new technologies and best practice



Estates ICT training room (£100 x 20 days)	£2,000
Other Formal qualifications for peer eGuides (£6,000) Software, ICT hardware (£4,000)	£10,000
<b>Directly Allocated Total (D)</b>	<b>£24,000</b>
<b>Indirect Costs (E)</b> Project admin costs eg Finance staff time, translation costs	<b>£1,000</b>
<b>Total Project Cost (C+D+E)</b>	<b>£75,000</b>
<b>Amount Requested from JISC</b>	<b>£50,000</b>
<b>Institutional Contributions</b>	<b>£25,000</b>
<b>Percentage Contribution by the institution over the life of the project</b>	<b>33%</b>

#### 4 Project team

The project team has experience of undertaking other project work in relation to information literacy, reader development and the use of Web 2.0 tools in FE as part of CyMAL (Museum Archives and Libraries Wales) Inspiring Learning grants and JISC X4L project.

We will also seek to identify partner FE organisation with whom we can collaborate in terms of sharing good practice and widening the scope/take-up of the project initiatives. We will also work with the LearnTech/ILT Champions network within the Welsh FE sector.

##### 4.1 Team members

The project will be led by Dr Andrew Eynon (Library & Learning Technology Manager). He has been a manager at Coleg Llandrillo since 1999. In that time Andrew has project managed three CyMAL (Museums, Archives, Libraries Wales) Inspiring Learning Projects, covering information literacy, reader development and the use of Web 2.0 tools in FE library services<sup>3</sup>.

Andrew has published articles (in *Panlibus*, *Y Ddolen* and *CoFHE Bulletin*) and edited guidelines (for Colegau Cymru and CoFHE) in relation to college learning resource services. Andrew is a former Chair of CILIP's Colleges of Further & Higher Education Group, a former CILIP National Council and Policy Group member, former member of CyMAL's advisory Group and former Chair of the Welsh colleges' Learning Resource Manager's network.

Pete Richardson (Learning Technologist) will advise on the use of learning technologies in the project, provide support and content as regards our Moodle VLE and will lead on embedding ICT skills into the curriculum.

Pete has been a secondary school biology teacher in inner London, a programmer/analyst, freelance writer, IT lecturer and webmaster. Pete is currently Senior Learning Technologist at Coleg Llandrillo and teaches on Initial Teacher Training courses at Llandrillo and on the MA/MEd course at Bangor

<sup>3</sup> <http://library.wales.org/inspiring-learning/case-studies/evaluation-of-generic-social-outcomes-fe/>

University. Pete has been involved in curriculum development projects, educational computing and Internet use for 30 years and since 2001 has pioneered the use of VLEs within Coleg Llandrillo. Pete was part of the College's Virtual Learning Centre working on a number of the JISC X4L projects.

Pete works across college departments supporting the development of strategy, systems and resources and provides staff development on a range of learning technologies. Pete was inaugural chair of the ELWa Learning Technology Network Wales and is now a member of ALTs FE Advisory Committee. Research interests focus on pedagogical inertia with particular reference to attitudinal factors relating to learning design and technology use in personal and professional contexts.

Siona Murray (Information Officer) will lead on the e-safety and use of Web 2.0 tools within the project. Siona is a chartered librarian who has worked in the library and information sector for the past eleven years. She has experience of government, health, FE and HE library services both in Ireland and the UK. She is currently involved in developing e-safety resources for the College network and is in the process of developing a new e-safety learning tool with Independent Living Skills students, linked to an RSC Wales initiative. Through a local volunteer network, she has also recently been involved with the Conwy Parents Network and Denbighshire Child Safeguarding team by feeding into their cyberbullying and safer social networking resource development.

Ceri Powell (Deputy Library Manager) will lead on the information literacy strand of the project. Ceri is a Chartered Librarian with twelve years of experience of working in Further Education Libraries. Ceri currently teaches the Information Literacy sessions on the Foundation Degree in Library and Information Management at the College. She also has responsibility for co-ordinating the Library's Information Skills programme and was involved in delivering Information Skills sessions as part of the CyMAL funded Inspiring Learning Projects 2006-8.

Ian Rennie (IT Workshop & Learn Direct Manager) will lead on the ICT skills strand of the project. Ian has been IT Workshop manager since 2003 having previously worked as a programmer and software engineer. Ian holds a PGCE and has been teaching part time since 2002 including delivering several HE modules for Applications of ICT in Libraries and Foundation Degree in Library & Information Management.

Other Library & learning Technology staff will be included as follows:

- Library & Learning Technology information Officers/Librarians – deliver training to eGuides, students and staff, produce support material and provide technical support at their specific College campus (currently the college has seven campuses with Learning Resource Centre staff)
- Learning Resource Assistants – provide frontline support on Digital Literacy to eGuides and other learners