



Project Information			
Project Acronym	LLiDA		
Project Title	Study on Learning Literacies for a Digital Age		
Start Date	28.07.08	End Date	28.01.09
Lead Institution	Glasgow Caledonian University		
Project Director	Professor Allison Littlejohn		
Project Manager & contact details	Lou McGill Lou.mcgill@gmail.com Tel: 07726965122		
Partner Institutions	Helen Beetham, Consultant Lou McGill, Consultant		
Project Web URL	www.academy.gcal.ac.uk/llida		
Programme Name (and number)			
Programme Manager	David Kernohan		

Document Name			
Document Title	<i>Project Plan</i>		
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Author(s) & project role	Allison Littlejohn (Project Director and Joint Principal Investigator), Helen Beetham (Joint Principal Investigator) and Lou McGill (Project Manager and Investigator)		
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Version	Date	Comments
1.0	11.08.08	First draft submitted to JISC
1.1	24.08.08	Corrected Plan

LLiDA (Learning Literacies for a Digital Age) Project Plan

Overview of Project

1. Background

Our understanding of '*learning literacies*' encompasses the range of practices that underpin effective learning in a digital age. We are using the phrase '*learning literacies for a digital age*' rather than 'digital literacies' to indicate that we are open to finding major continuities in what makes for effective learning and in how institutions should provide for it, while at the same time foregrounding a context in which what is required of learners – and how institutions need to support them – may be changing fundamentally.

We use the term '(underpinning) *practices*' to indicate that we understand the term 'literacy' - in contrast to the term 'skill' – to involve:

- a *foundational* knowledge or capability, such as reading, writing or numeracy, on which more specific skills depend
- a cultural *entitlement* – a practice without which a learner is impoverished in relation to culturally valued knowledge
- *communication* – expressing how an individual relates to culturally significant communications in a variety of media
- the need for *practice* – acquired through continued development and refinement in different contexts, rather than once-and-for-all mastery
- a socially and culturally *situated* practice – often highly dependent on the context in which it is carried out
- *self-transformation* - literacies (and their lack) have a lifelong, lifewide impact.

We use the term 'effective learning' in the sense implied by the call, as characteristic of 'skilled, digitally aware learners with the capacity to participate in learning using technologies of their own choosing'. However, we expect to broaden and add detail to this definition. We use the term 'digital age' as a shorthand for technical, social, economic, cultural and educational contexts in which digital forms of information and communication predominate. In this study we will be exploring how these new and emergent contexts are shaping current literacy provision in UK HE and FE, but also how we anticipate that literacy provision needs to adapt to fit graduates for living and working in such contexts.

We see effective learning practice as arising not only from technical aptitudes but also from the learner's previous experiences, self-efficacy and motivation (Philip 1991), and from qualities of the environment where that practice takes place (including digital technologies). We will be reviewing conceptual frameworks from general education as background for the newer areas of information literacy, (multi)media literacy and computer literacy. We see little evidence that even highly-skilled networkers are learning online in the deep and self-transforming ways offered by formal post-compulsory education (British Library 2008). However, we do see challenges to conventional ideas of academic practice and 'effective learning' from a range of new activities, particularly in self-organised social networks. We therefore include in our study consideration of learner-generated literacy practices and examples of learner-to-learner support.

Sharpe and Beetham (2008), drawing on evidence from the JISC's 'learners experiences of e-learning' programme, have presented a model of development in which learners progress from access through functional skills to personal strategies with technology, and finally to a form of internalisation whereby technologies are used as extensions of the learner's personal intentions and motives to learn. We will be looking in part to validate this model through the evidence we gather. It fits well with prevailing historical accounts of the emergence of 'literacies of the digital' (see for example Martin and Madigan, 2006), which see critical, evaluative and reflective skills coming to prominence after several decades of focus on technical ICT competence.

From the Dearing Report to the Leitch agenda for higher-level skills, Government directives have encouraged a focus on skills and employability. Our study will consider the impact of these and other policy drivers, noting that UK employers find it difficult to recruit graduates with the attributes they need and expect (Archer and Davidson, 2008). However, the Government skills agenda and the requirements of graduate employers do not necessarily take into account the lifelong, lifewide needs of learners. We know that learners in the digital age will need to be adaptable, flexible, self-directed and resilient to cope with complex lives as workers, but also as citizens, carers, consumers and creative people (Sharpe *et al*, 2006; Creanor *et al*, 2007).

2. Aims and Objectives

The aim of this study is to examine the state of learning literacy provision within UK Higher Education (HE) and Further Education (FE)

The objectives of this study are to:

- gain a better understanding of current definitions of learning literacies, and examples of relevant competency frameworks, as they may be applied to UK HE and FE.
- gather a body of evidence concerning the range of learning literacies which are currently being supported in institutions.
- identify and record examples of learners AND teachers using technology to support their academic practice, and evidence of how 'effective' digital learners and teachers came to be so.

3. Overall Approach

The study will address three broad questions. Not all of the necessary evidence has previously been collected, so two highly-targeted data collection exercises will be carried out to augment the desk work. The questions and the methods we propose for tackling them are set out in this section.

3.1 What practices underpin effective learning in the digital age?

3.1a Conceptual and competency frameworks relevant to learning literacies in UK HE and FE

This workpackage will draw together the most significant competency frameworks that have been developed for or applied in UK HE and FE. Data will be collated about the aptitudes and practices covered, and frameworks' credibility, robustness and flexibility will be assessed. Where available, we will examine evidence of each framework's adoption and impact in UK institutions. Recent European frameworks relating to digital and media literacy will also be examined, along with significant models from the US and Australia. The study will also briefly consider the role of more specific and local models such as those established by subject benchmarks. Conceptual frameworks which imply but do not specify competences will be included where they contribute significantly to the study.

Method: desk review supported by email or telephone contact with key organisations as necessary, particularly to establish uptake. See Appendix C for a draft list of frameworks.

3.1b The changing landscape of learning literacies

'New literacies' (Lankshear and Knobel 2003) is gaining ground as a term for understanding how changes in technology, in social practice around technology, and in cultures of knowledge are demanding a serious reconsideration of literacies. This section of the study will consider these changing contexts and the likely impact on requirements for learning literacy provision in UK HE and FE, over at least the next 5 years.

Method: desk review supported by email or telephone contact with key programme staff as necessary.. This will involve a brief overview of:

- changing learner requirements, backgrounds and expectations
- changing requirements of disciplines and professions
- changing needs of employers, communities and the wider economy
- changing information and communication technologies, including patterns of access and use

Appendix D includes an indicative list of prior studies and a table of programmes proposed for contact.

3.2 How are learning literacies currently being supported in UK HE and FE institutions?

3.2a Institutional audits

Initial scoping work will consider how far this question can be answered through existing evidence, especially the outcomes of projects funded under the HE Academy Pathfinder, SFC eLearning Transformation, JISC ReProduce, JISC/NSF Digital Libraries in the Classroom and JISC Distributed e-Learning programmes. However, it is not anticipated that these sources will be capable of answering the question with any accuracy.

Method: Desk work augmented by an audit of 12 partner institutions, identified as leading current practice in learning literacy provision, but providing a balance of institutional types.

The audit tool will be developed and piloted at Glasgow Caledonian University and finalised in consultation with the 11 other institutional representatives (see appendix C). Questions will cover:

- What learning literacies are visible in policies, strategies, service level agreements?
- What learning literacies are supported by central services (e.g. library, learning development)?
- What learning literacies, if any, are actively embedded into subject curricula?

Within each category questions will be asked about the type of provision, its scope and scale including uptake, the roles of staff involved, and evidence of any impact or benefits for learners. The audit tool will be publicly disseminated with the intention that its use will raise awareness and help institutions to develop their own provision. Auditors will each be paid £800 for submission of an institutional case study: see Appendix E for a draft list of audit institutions. Case study evidence will be collated and analysed for any apparent trends including strengths and weaknesses in current provision

3.2b Snapshots of best practice

Good practice in literacy development and support can take place under the institutional radar, particularly where it is learner-initiated. In addition to 'top down' audits of institutional provision, we will collect best practice examples from a wide range of individuals involved in learning literacy support. We will seek examples of the three types of provision audited in 2(a). (policy, central services and curricular), but in addition will look for evidence of 'learner-led' provision, i.e. development of their capacity to learn effectively which learners are undertaking for themselves.

Method: online campaign, inviting submission of examples using a pro-forma adapted from the JISC 'Tangible Benefits of e-Learning' pro-forma. The examples will be concise (< 2 sides of A4, written to a tight brief) and accompanied where relevant by evidence of learner engagement or impact.

Working in partnership with the Learn Higher CETL and ALDENE, we will extend invitations to submit examples across the learning development community. Invitations will also be circulated via the HELF and HEDG networks, the Subject Centre Network, JISC e-learning networks and two Librarians' jiscmail lists, LIS-INFOLITERACY and LIS-LINK. Additional networks to be accessed will include HEA Pathfinder, JISC TechDis, and JISC Infonet. We will seek student participation through LexDis and other projects involved in the JISC Learners' Experiences of e-Learning programme, through the NUS at participating (audit) institutions, SPARQs, the DIUS 'Listening to Learners' forums, and FutureLab's Beyond Current Horizons programme (see Appendix B for details of these agencies and networks)

Interested parties will be directed to a wiki page where they can read a brief and submit a short statement about the best practice they propose to document. 30-35 will be accepted (expected attrition rate 5-25%) and sent the case study pro-forma to complete. On submission of a completed pro forma, participants will be paid £100.

3.3 What is the evidence of successful outcomes for learners from different types of learning literacy provision?

We anticipate that desk research will find limited reliable evidence of the impact of different types of provision (Reid 2006 focuses on staff not student skills). Our analysis will therefore draw on:

- Outcomes of the foregoing desk studies, collated to produce a mindmap of existing studies and project outcomes, detailing any evidence of success/impact for interventions around learning literacies.
- Evidence of impact/success submitted under (2a) and (2b).
- Online focus group with researchers in the HEA ELESIG network addressing the question: *'How do 'effective' learners come to be so?'* and collating evidence from the many projects represented.
- Advice and input from our virtual working group, representing a wide range of agencies, special interest groups and personal expertise.

4. Project Outputs

- list of key practices or competences to be understood within the term 'learning literacies' for the purposes of the study, with working definitions of these
- summary of relevant frameworks with comments on uptake and impact on models adopted by UK institutions
- future learning scenarios and overview of likely future requirements for learning literacies
- audit tool designed to elicit current institutional practice in learning literacies provision
- twelve institutional case studies, rendered anonymous for publication
- summary of how learning literacies are being supported in UK HE and FE institutions, with analysis of strengths and weaknesses in current sector practice
- wiki of best practice examples, tagged with relevant literacies and with support 'type'. These will be made available to JISC Infonet to include in the LRA Infokit and other JISC communications
- mindmap of existing studies and project outcomes, detailing any evidence of success/impact for interventions around learning literacies
- review of evidence identifying success factors in learning literacies provision. We do not expect this review to be definitive, but will offer recommendations for further work where appropriate.

5. Project Outcomes

The study will inform JISC and the wider UK FE and HE communities by providing a better understanding of learning literacies, how they are evolving, how requirements are changing, and how they may be supported in different contexts. Recommendations to the JISC will provide a strong foundation for commissioning further work, including (anticipated) trialling of alternative institutional approaches. These recommendations will inform all three main programmes being funded by the JISC from 2008 forwards: The Curriculum Design and Delivery programmes, the Lifelong Learning/Employer Engagement programme, and the anticipated Open Content programme. They will also enable informed action on the part of partner institutions and networks such as the HE Academy, the learning development community, and the libraries community.

Embedding of practitioner-focused outcomes into workshops to be run by ELESIG and the 'Learner Experiences of e-Learning' team will ensure rapid uptake of tools and findings.

By engaging with real examples of academic and learners practices we hope to provide compelling evidence of how effective digital learners develop and can be supported, and materials on which staff development of various kinds can be based.

6. Stakeholder Analysis

Stakeholder	Interest / stake	Importance
Funding Councils, JISC JISC services, HE Academy Subject Centres, CETLS, RSCs, Intute, JORUM	Ensuring e-learning and content services are widely used, and that uptake of services is effective in supporting lifelong, lifewide learning	High
JISC funded projects especially Curriculum Delivery projects, projects under future Lifelong Learning and Open Content calls	Actual use of outputs including workshops, resources and recommendations to support embedding of learning literacies.	High
Government bodies concerned with skills development and employability	Increasing demand to equip learners with skills necessary to retain national competitiveness in the global economy This includes consideration of learning literacies and the digital learning landscape in provision of competency development and employability services.	High
Employers, skills agencies	Reduction of 'time to competence' through employment of able graduates and appropriately skilled workforce.	High
HE institutional managers	Informing institutional support for the development of autonomous learners through employability and lifelong learning initiatives. Recruitment and retention are affected by learning literacies.	High
HE staff in Academic Departments, Central Services	Better informed support for embedding learning literacies into curricula. Staff with enhanced capacity to teach and support learning in a digital age. The extension of employability services to include learning approaches.	High
Learners	The capacity to adapt to wide range of challenges through an ability to learn autonomously. Flexibility, resilience, employability, adaptability Enjoyment of lifelong, lifewide learning opportunities	High

7. Risk Analysis

Risk	Probability	Impact	Remediating action
Incapacity of key player to fulfil tasks	Low	High	By doubling up on the roles of PI and research consultant, the project has flexibility to adjust to changes in individual capacity.
Difficulty attracting and retaining participants in best practice exercise	Medium	Medium	Small scale payment to participants has proven to be the most effective means of collecting examples of this kind. By exercising selection we expect to achieve a 75-95% completion rate.
Difficulty retaining interest from virtual working group/auditors	Low	Medium	Individuals have self-selected on the basis of their interest in and commitment to the study. Payment at consultancy rates recognises their commitment. Other potential participants have been identified.
Complexity of methodology overwhelms capacity for analysis	Low	High	Work packages build summatively towards the final analysis, with interim analyses and managed dependencies. Members of the team have used these methods successfully in previous projects.
Participants may be reluctant to record failures	High	Medium	Offer participating institutions the opportunity of anonymity if required. This may require adjustment to recording instruments

8. Standards

N/A

9. Technical Development

N/A

10. Intellectual Property Rights

The project will comply with the terms of the JISC funding agreement. HEFCE will hold all intellectual property rights on behalf of JISC and the other funding councils. Contributors and other sources will be appropriately referenced and informed. Appropriate actions will be taken in relation to ethics according to individual institutional requirements.

Project Resources

11. Project Partners

Name	Role in project	Contact details
Professor Allison Littlejohn	Project Director and Joint Principal Investigator (5 days)	allison.littlejohn@gcal.ac.uk 70 Cowcaddens Road, Glasgow, G4 0BA Tel: 0141 331 84-9 Fax: 0141 273 1318
Helen Beetham	Joint Principal Investigator (24 days)	Helen.beetham@tiscali.co.uk Tel: 07866 360329
Lou McGill	Project manager 10% and Investigator (22 days)	Lou.mcgill@gmail.com Tel: 07726965122
Fiona McBeth	Project administrator (3 days)	Fiona.mcbeth@gcal.ac.uk Tel: 0141-331-3735

12. Project Management

The project will be directed by Professor Allison Littlejohn, and managed on a day to day basis by Lou McGill with administrative assistance from Fiona McBeth. Lou McGill will be in regular contact with the JISC programme manager and make interim reports as detailed in the work plan. A virtual working group (VWG) will advise on the proposed methodology near the outset of the study and review the draft outputs at two later points. This will be designed to ensure that the communities most centrally concerned with the issues involved are fully involved in the study. For convenience given the short time-scale and limited funding involved, the virtual working group will be substantially the same people as the institutional auditors. Several respected experts in the field have also been invited to join the VWG:

- Michelle Verity, Manager, LearnHigher
- John Hilsdon, Chair, ALDENE
- Malcolm Ryan, Chair, ELESIG
- Terry Mayes, Consultant, EdSUT and TESEP
- Rhona Sharpe, Chair, ELESIG network; Associate Editor, International Journal for Academic Development; Director, JISC Learners' Experiences of e-Learning Support and Synthesis Project; HEA Pathfinder Network
- Jan Howden, Chair, SCONUL Working Group on Information Literacy and Associate Director of Learning Support, GCal

Responsibility for specific work packages has been distributed among the project team according to skills and availability.

The project team will maintain day to day email, skype and telephone contact and hold monthly tele-meetings to ensure progress to the project plan and discuss any issues or alterations as appropriate. The JISC Programme Manager will be invited to join these meetings. A face to face meeting is planned for Monday 6th October at Glasgow Caledonian University.

13. Programme Support

It will be useful to receive alerts to any ongoing JISC work that may be relevant to the study. The Project Manager will be responsible for initiating and maintaining contact as appropriate and will ensure that Programme Managers for this study are kept informed.

14. Budget

see Appendix A

Detailed Project Planning

15. Workpackages

see Appendix B

16. Evaluation and Quality Plan

Timing	Factor to Evaluate	Questions to Address	Method(s)	Measure of Success
Ongoing	Desk research	Are we getting a broad picture of various elements but ensuring usefulness by not	Regular review of progress within the team and feedback from key experts (from virtual working group)	Sufficient background information and evidence to inform other deliverables

		<p>spending too much time on this?</p>		
Ongoing	Interviews	<p>Are we talking to the right people?</p> <p>Are we asking the right questions?</p>	<p>Cross-checking between investigators Representation from a range of people in the sector (managers, practitioners, librarians technical and support teams) Check for gaps with JISC programme manager.</p> <p>Pilot test questions at Glasgow Calendonian University</p>	<p>JISC satisfied with range of contacts.</p> <p>Team satisfied that questions are productive of new information and supportive of final deliverables</p>
Ongoing	Institutional audits	<p>Are we getting a good mixture of institutions and models? Are the tools robust and useable?</p>	<p>Ensure that a wide range of institutions are involved – by type, geographical area, sector, approaches. Pilot tools at GCal. Receive feedback on draft tools from auditors and virtual working group.</p>	<p>Team, JISC and VWG satisfied with range of institutions</p> <p>Team satisfied with quality and consistency of data sets Quota of complete data sets fulfilled.</p>
Ongoing	Best practice exemplars	<p>Are we getting a good mix of example types and contributors (students, different staff roles)? Are the examples of high quality and useful to others?</p>	<p>Selection of proposed examples against criteria before contributions collected Involvement of key experts and networks to ensure high level contributions Liaison with LexDis project (database of 'good practice' in learning with technology)</p>	<p>Robust dataset of good practice Sustainable pathway for maintenance of data e.g. via LexDis or JISC infonet or TechDis. Quota of quality exemplars fulfilled.</p>
Summative	Final report	<p>Is the report informative, relevant, easily understood by the key audiences? Does the report make valuable recommendations that build on previous JISC work and help it take future work forwards?</p>	<p>Interim report feedback from JISC project manager and VWG</p>	<p>JISC satisfied with final report</p>
	Other outcomes	<p>Are materials, tools and recommendations useable and embedded?</p>	<p>Feedback from ELESIG and Learners' Experience teams Feedback from auditors Feedback from JISC</p>	<p>Participants satisfied with overall benefits of the project</p>

			project manager	
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18. Dissemination Plan

Timing	Dissemination Activity	Audience	Purpose	Key Message
Ongoing	Project awareness	JISC, JISC Services, ELESIG, networks and Institutions involved	Raising awareness of the study to gain as much useful input as possible	This study is happening and you can provide valuable information
Oct 2008- Mar 2009	ELESIG workshop JISC workshop series on learner's experiences	Wider UK FE and HE audience	Disseminate ongoing findings and engage participants in dialogue	There is a requirement for specific support for learning literacies. Different models and approaches are effective in different contexts. Here are some tools you can use in your institution.
Ongoing	Project wiki	UK HE and FE community and wider international audience	Awareness raising, information gathering, project dissemination	Emerging from the study
January 2009 onwards	JISC receive final deliverables which will include recommendations for further dissemination and audiences for key messages	JISC programmes, services, committees and wider community	Informing JISC of potential effective and useful dissemination options	Emerging from the study

19. Exit and Sustainability Plans

Project Outputs	Action for Take-up & Embedding	Action for Exit
List of key learning literacy practices or competencies	Responsibility of JISC	Delivery in a useful format with suggestions re maintaining and publishing
Database/mindmap of key studies	Responsibility of JISC	Delivery in a useful format with suggestions re maintaining and publishing
Audit tool and guidelines for use	Responsibility of JISC	Delivery in a useful format with suggestions for offering in appropriate ways to institutions
Data from institutional audits	These will be rendered into short anonymous case studies which JISC may want to disseminate through JISC infoNET	Accessible case studies
Best practice exemplars	Up to 30 best practice exemplars made consistent with tangible benefits case studies made available on wiki but also to JISC infoNET to extend the	Delivery of case studies to tangible benefits proforma May be sustained via collaboration with LexDis

	case study collection	
Final report	Responsibility of JISC	Successful delivery and acceptance of report

Project Outputs	Why Sustainable	Scenarios for Taking Forward	Issues to Address
Case studies	Case studies are accessible and recognised as being of value to the wider community e.g. for staff development. Case studies resulting from this study will be compatible with those developed for the tangible benefits of eLearning project	Utilise the JISC infoNET services to incorporate the case studies – either tangible benefits, LRA infokit or any other resources that may be developed	Cost of upkeep and tagging
Set of good practice exemplars	Compatible with other ongoing efforts e.g. LexDis, InfoNET collections. Valuable for research and staff development purposes.	Incorporate into LexDis database or Infonet database.	Cost of upkeep and tagging
Materials for workshops	Directly re-purposable for staff development	Incorporate into Learners' Experiences of e-Learning workshop materials to be supported and disseminated by JISC.	None
Audit tools	Directly adoptable for institutional research; guidelines will support ongoing use.	Make available via JISC web site. Incorporate into digital literacies Infokit.	Further development of guidelines and institutional case studies desirable.

Appendices

Appendix A. Project Budget

Removed for public version

Appendix B. Workpackages

1WORKPACKAGES	Jul	August			September			October				Nov			December			January	
128.07.08 to 28.01.09																			
1: Project management																			
2: Competency frameworks review																			
3: Changing landscape of learning literacies																			
4: Institutional audits																			
5: Best practice exemplars																			
6: Analysis and recommendations																			

Project start date: 28.07.08

Project completion date: 28.01.09

Duration: 06 months

Workpackage and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
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				Milestone	Responsibility
WORKPACKAGE 1: Project management and reporting <u>Objective:</u> To plan, set up and manage the study; maintain communications with project staff, appropriate JISC staff, appropriate JISC services, virtual working group; report at appropriate intervals	28.07.08	28.01.09			AL/HB/LM
1. Consult with Virtual Working Group (VWG)	28.07.08	11.01.08	Expert group to feedback into audits, reviews and reports		
2. Revise project plan	28.07.08	18.08.08	Project plan	Agreed project plan	LM
3. Regular verbal report to JISC	08.09.08	09.01.09	Feedback to Programme Manager		LM/HB/AL
4. Arrange payments to auditors	03.11.08	28.11.08	Payments made to auditors		FM
5. Arrange payments to best practice contributors	03.11.08	28.11.08	Payments made to best practice contributors		FM
6. Synthesize and prepare final deliverables	03.11.09	28.01.09	List of key learning literacy practices or competencies Database/mindmap of key studies Data from institutional audits Best practice exemplars Final report Case studies Database of good practice exemplars Materials for workshops	Delivery of key outputs	AL/HB/LM

Workpackage and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
7. Present final deliverables			Audit tools As above	Acceptance of final deliverables	AL
WORKPACKAGE 2: Competency frameworks review <i>Objective: draw together the most significant competency frameworks that have been developed for or applied in UK HE and FE. Data will be collated about the aptitudes and practices covered, and frameworks' credibility, robustness and flexibility will be assessed. Where available, we will examine evidence of each framework's adoption and impact in UK institutions.</i>	28.07.08	26.09.08			LM
1. Desk review	28.07.09	26.09.08	Literature review for inclusion in final report		LM
2. Informal interviews	18.08.09	22.09.08	Records of interviews for inclusion in final report		LM
3. List of key practices and competencies	18.08.08	12.09.09	List of key learning literacy practices or competencies	List complete	LM
4. Commentary on frameworks and models	01.09.09	26.09.09	Commentary for inclusion in final report	Commentary accepted by team and VWG	LM HB
WORKPACKAGE 3: Changing landscape of	28.08.09	31.10.08			HB

Workpackage and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
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learning literacies <u>Objective:</u> To consider the changing contexts and the likely impact on requirements for learning literacy provision in UK HE and FE, over at least the next 5 years.					
1. Desk review	28.07.08	31.10.08	Literature review for inclusion in final report		HB
2. Informal interviews	28.07.08	31.10.08	Records of interviews for inclusion in final report		HB
3. Future learning scenarios and requirements	18.08.08	31.10.08	Future learning scenarios and requirements for inclusion in final report	Accepted by team and VWG	HB LM
WORKPACKAGE 4: Institutional audits <u>Objectives:</u> To identify current practice in learning literacy provision from a range of institutional types. To identify apparent trends including strengths and weaknesses in current provision and models					HB
1. Background review	28.07.08	30.08.08	Literature review for inclusion in final report		HB
2. Draft audit tool	04.08.08	26.08.08	Draft audit tool		HB LM AL
3. Audit pilot at Gcal	25.08.08	26.09.08	Gcal pilot data		LM
4. Revise audit tool	25.08.08	30.09.08	Audit tool	Final audit tool	HM
5. Institutional audits	01.10.08	28.11.08	Data from 12 institutional audits	Complete audits	VWG HB
6. Analyse data and anonymise outputs	3.11.08	31.12.08	Anonymised data		HB

Workpackage and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
7. Analysis: strengths and weaknesses in current provision	3.11.08	31.12.08	Analysis for inclusion in final report		HB
WORKPACKAGE 5: Best practice exemplars <u>Objective:</u> To collect best practice examples from a wide range of individuals involved in learning literacy support.					LM
1. Devise and prepare for online campaign	18.08.08	31.10.08	Wiki with mechanisms to advertise and collect best practice statements and completed pro-formas	Wiki complete and ready for input by community	LM FM
2. Collect case studies	18.08.08	28.11.08	Case studies		LM
3. <i>Tag and organise case study wiki</i>	03.11.08	19.12.08	Tagged and accessible case studies	Case studies available to wider community	LM
WORKPACKAGE 6: Analysis and recommendations <u>Objective:</u> Collate and articulate results from other workpackages					HB
1. Desk review summaries	28.07.08	31.10.08	Summaries for inclusion in final report		HB LM
2. Mindmap of relevant evidence	13.10.08	31.10.08	Mindmap		HB
3. Consult ELESIG on 'effective eLearners'	13.10.08	29.11.08	Feedback from ELESIG members		HB

Project Acronym: LLiDA
 Version: 1.0
 Contact: Lou McGill
 Date: 10/08/08

Workpackage and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
4. Workshop/s with wider community	13.10.08	29.11.08	Workshop materials		
5. Analysis: evidence of effective approaches to literacy provisions	03.11.08	19.12.08	Evidence for inclusion in final report		HB
6. Develop recommendations	03.11.08	28.01.09	Recommendation for inclusion in final report		HB LM AL

Members of Project Team:

AL=Allison Littlejohn
HB=Helen Beetham
LM=Lou McGill
FM=Fiona McBeth

Appendix C: Competency frameworks

<p>Digital and ICT frameworks</p>	<p><i>DigEuLit: European Framework for Digital Literacy (EFDL)</i> - a definition, generic structure, and set of tools which will enable educators, trainers and learners to share an understanding of what constitutes digital literacy and how it can be mapped into European educational practice http://www.elearningeuropa.info/directory/index.php?page=doc&doc_id=6973&doclng=6</p> <p>CITSCAPES (2001). "The CITSCAPES Developmental Tool". CITSCAPES Phase I Report, Chapter 10, November 2001. See http://www.citscapes.ac.uk/products/phase1/ch10.pdf</p> <p><i>European Charter for Media Literacy</i> - exists to support the establishment of media literacy across Europe http://www.euromedialiteracy.eu/index.php</p> <p><i>i2010 - EU initiative equipping people with ICT skills looking at eCompetancy and a pending Digital Literacy Review</i> http://ec.europa.eu/information_society/eeurope/i2010/inclusion/index_en.htm http://ec.europa.eu/information_society/activities/einclusion/policy/competences/index_en.htm</p> <p>International ICT Literacy Panel, <i>Digital transformation: a framework for ITC literacy</i>, Educational Testing service 2002 http://www.ets.org/Media/Tests/Information_and_Communication_Technology_Literacy/ictreport.pdf</p> <p>Martin, Allan and Grudziecki, Jan (2006) <i>DigEuLit: Concepts and Tools for Digital Literacy Development</i> in ITALICS, Innovation in Teaching And Learning in Information and Computer Sciences Vol 5 Issue 4, Dec 2006 http://www.ics.heacademy.ac.uk/italics/vol5iss4/martin-grudziecki.pdf</p> <p>Martin, Lindsay (2006) <i>Enabling e-literacy: providing non technical support for online learners</i> in ITALICS, Innovation in Teaching And Learning in Information and Computer Sciences Vol 5 Issue 4, Dec 2006 http://www.ics.heacademy.ac.uk/italics/vol5iss4/martin.pdf</p> <p>Office of Communications (2007) <i>Media literacy Ofcom</i> [online], http://www.ofcom.org.uk/advice/media_literacy/</p>
<p>Academic competencies frameworks</p>	<p>Quality Assurance Agency for Higher Education (2007) <i>The framework for higher education qualifications in England, Wales and Northern Ireland</i> http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI/default.asp#framework</p> <p>Centre for Outcomes-Based Education (2005) <i>Undergraduate levels framework</i>. COBE, Open University http://www.open.ac.uk/cobe/docs/KnowAbout/FS4-LevelsFramework.pdf</p> <p>Student Employability Profiles, 2004/5, Higher Education Academy, ESECT and Council for Industry and Higher Education Includes a glossary of competencies http://www.heacademy.ac.uk/resources/detail/Employability/employability542</p> <p>i-curriculum - a European framework for defining information skills and a curriculum appropriate for living and learning in the digital age. (Primary, Secondary and vocational education) http://promitheas.iacm.forth.gr/i-curriculum/overview.html</p>

Information literacy frameworks	<p>Big Blue project team (2002) <i>The Big Blue information literacy model</i> http://www.library.mmu.ac.uk/bigblue/ppt/themodel4.ppt</p> <p>Bundy, A. (2004) <i>Australian and New Zealand Information Literacy Framework: principles, standards and practice</i>. Second edition Adelaide: Australian and New Zealand Institute for Information Literacy http://www.anziil.org/resources/Info%20lit%202nd%20edition.pdf</p> <p>Bruce, C. (1997) <i>The Seven Faces of Information Literacy</i> Adelaide: Auslib Press http://sky.fit.qut.edu.au/~bruce/inflit/faces/faces1.php</p> <p>Chartered Institute of Library and Information Professionals, (2004) <i>Information literacy: definition</i> [online], http://www.cilip.org.uk/professionalguidance/informationliteracy/definition/</p> <p>Eisenberg, M <i>Big six: Information & Technology Skills for Student Achievement</i> http://www.big6.com/2001/11/19/a-big6%e2%84%a2-skills-overview/</p> <p>Society of College, National and University Libraries <i>Information skills in higher education: a SCONUL position paper, 2003</i> http://www.sconul.ac.uk/groups/information_literacy/papers/Seven_pillars.html</p>
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Appendix D: Other sources

i. Programmes and studies of relevance	
Changing requirements and expectations of learners	<p>JISC/Ipsos MORI surveys: contact Charles Hutchins http://www.jisc.ac.uk/news/stories/2008/06/greatexpectations.aspx</p> <p>JISC/British Library 'Googlegen' survey: contact David Nicholas http://www.jisc.ac.uk/whatwedo/programmes/resourcediscovery/googlegen.aspx</p> <p>JISC programme on learners' experiences of e-learning: contact Rhona Sharpe https://mw.brookes.ac.uk/display/JISCle2/Home</p> <p>HE Academy e-learning research programme: learners' experiences of e-learning: contact Martin Oliver http://www.heacademy.ac.uk/ourwork/learning/elearning/elro</p> <p>FutureLab Beyond current horizons programme: contact Keri Facer http://www.beyondcurrenthorizons.org.uk/</p> <p>National Student Survey (HE Academy): http://www.heacademy.ac.uk/ourwork/research/surveys/nss</p> <p>National Learner Satisfaction Survey (LSC): http://research.lsc.gov.uk/LSC+Research/published/learner-satisfaction/</p>
Changing requirements of disciplines and professional bodies	<p>Follow-up to a workshop on 'e-learning in the disciplines' run by HB on behalf of the Subject Centre network in 2006: http://www.heacademy.ac.uk/resources/detail/eldisciplines</p> <p>Subject Centre network for information on subject benchmarks: contact Jonathan Gillet http://www.heacademy.ac.uk/ourwork/learning/employability/disciplines</p> <p>SCONUL Information Literacies working group: contact Alison MacKenzie http://www.sconul.ac.uk/groups/information_literacy</p>
Changing requirements of employers and the wider economy	<p>REFLEX project (see Lore et al. 2007 below): contact John Brennan http://www.open.ac.uk/cheri/pages/CHERI-Reports-2007.shtml</p> <p>National employer skills survey (LSC) http://readingroom.lsc.gov.uk/lsc/National/nat-nessurvey2007keyfindings-may08.pdf</p> <p>HECSU 'What do Graduates Do' and other Graduate Market Trends surveys: http://www.hecsu.ac.uk/hecsu.rd/research_reports_121.htm</p> <p>CIHE project: Employer demand for higher level learning: http://www.cihe-uk.com/currentprojects-empdemand.php</p> <p>Destinations of leavers from HE: longitudinal survey http://www.hesa.ac.uk/index.php?option=com_pubs&Itemid=122#item1714</p> <p>Government reports: see below for Leitch, Burgess and Dearing</p>
Changing technologies and user behaviours	<p>JISC Techwatch e.g. 'What is Web 2.0?' (2007) and 'Mobile and PDA technologies: Looking round the corner' (2007): Contact Paul Anderson http://www.jisc.ac.uk/media/documents/techwatch/tsw0701b.pdf http://www.jisc.ac.uk/media/documents/techwatch/jisctsw_05_04pdf.pdf</p> <p>UKOLN WebFocus: wide range of relevant articles: Contact Brian Kelly http://www.ukoln.ac.uk/web-focus/publications</p> <p>JISC Users and Innovations programme: Contacts George Roberts and Lawrie Phipps http://www.jisc.ac.uk/usersinnovation</p>

ii. Networks and agencies

Learn Higher CETL: contact Michelle Verity: <http://www.learnhigher.ac.uk/>

ALDinHE: contact John Hilsdon: <http://www.aldinhe.ac.uk/>

HELf: contact Susanna Quinsee: <http://asp.wlv.ac.uk/Level3.asp?UserType=11&Level3=518>

HEDG: contact Sue Burkill: <http://www.hedg.ac.uk/>

Subject Centre Network: <http://www.heacademy.ac.uk/ourwork/networks/subjectcentres>

JISC TechDis: contact Alisdair McNaught: <http://www.techdis.ac.uk>

JISC Infonet: contact Jacqui Kelly: <http://www.jiscinfonet.ac.uk>

JISC CETIS: contact Paul Hollins: <http://www.cetis.ac.uk>

LexDis: contact EA Draffan: <http://www.lexdis.ecs.soton.ac.uk/people/index.php>

JISC Learners' Experiences of e-Learning programme: contact Rhona Sharpe:
<http://mw.brookes.ac.uk/display/JISCle2/Home>

SPARQs: <http://www.sparqs.org.uk/>

DIUS 'Listening to Learners' forums: contact Maeve Sherlock:
http://www.dius.gov.uk/policy/he_slp.html

FutureLab's Beyond Current Horizons programme: contact Keri Facer:
<http://www.beyondcurrenthorizons.org.uk/>

HEA Pathfinder Programme: contact Jane Plenderleith:
<http://www.heacademy.ac.uk/ourwork/learning/elearning/pathfinder>

SFC Transformation Programme: LMcG:
http://www.jisc.ac.uk/whatwedo/programmes/elearning_sfc.aspx

JISC ReProduce Programme: LMcG:
http://www.jisc.ac.uk/whatwedo/programmes/programme_elearning_capital/reproduce.aspx

JISC Digital Libraries in the Classroom Programme: LMcG:
http://www.jisc.ac.uk/whatwedo/programmes/programme_dlitc.aspx

JISC distributed e-learning programme: Contact Lisa Gray:
http://www.jisc.ac.uk/whatwedo/programmes/programme_edistributed.aspx

iii. Previous studies

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iv Key Government reports

'**Burgess**': Burgess, G. (2007) *Beyond the Honours Degree Classification*, London. Available online at http://bookshop.universitiesuk.ac.uk/downloads/Burgess_final.pdf. (Accessed 19 June 2008).

'**Dearing**': Dearing, R. (1997) *The Dearing Report - National Committee of Inquiry into Higher Education*. London. Available online at <http://www.leeds.ac.uk/educol/ncihe/>. (Accessed 19 June 2008)

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Appendix E: Institutional auditors and Virtual Working Group members

Institution	Auditor	Also involved in ...
Glasgow Caledonian University	Lou McGill	iLearn, ELESIG, ReProduce
University of Coventry	Named auditors have been approached and/or expressed an interest in participating at all of these institutions	ReProduce, TESEP, SPLICE, Big Blue, SCONUL, 'Learners' Experiences of e-Learning' ELESIG, LearnHigher CETL
Thames Valley University		
University of the West of England		
Lauder College (FE)		
Napier University		
Bolton Institute of HE		
Edgehill College of HE		
University of Bristol		
Abingdon and Witney College (FE)		
Brighton University		
University of Bradford		
<i>Loughborough University</i>	<i>Named auditors have not been approached yet but many have already expressed an interest and these remain as alternative institutions</i>	<i>ReProduce, SMILE, JeLit journal, 'Learners Experiences of e-Learning', LearnHigher, Lancaster Literacies Research Centre, TLTP Literacies for Learning project</i>
<i>University of Worcester</i>		
<i>Glasgow University</i>		
<i>Southampton University</i>		
<i>University of Lincoln</i>		
<i>Brunel University</i>		
<i>London Metropolitan University</i>		
<i>Lancaster University</i>		
<i>Sheffield University</i>		
<i>Strathclyde University</i>		
<i>University of Oxford</i>		

Virtual Working Group members (non-auditing)

Michelle Verity, Manager, LearnHigher
John Hilsdon, Chair, ALDENE
Malcolm Ryan, Chair, ELESIG
Terry Mayes, Consultant, EdSUT and TESEP
Dr Rhona Sharpe, Chair, ELESIG network; Associate Editor, International Journal for Academic Development; Director, JISC Learners' Experiences of e-Learning Support and Synthesis Project; HEA Pathfinder Network