Workforce development and digital literacies

Embedding digital literacy in your university
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Context

- This presentation discusses some of the findings of research funded by SCONUL through their participation in the JISC Developing Digital Literacies programme.

- It is part of a wider project, Research Information Literacy and Digital Scholarship (RILADS) which was funded by Research Information Network (RIN) and SCONUL.
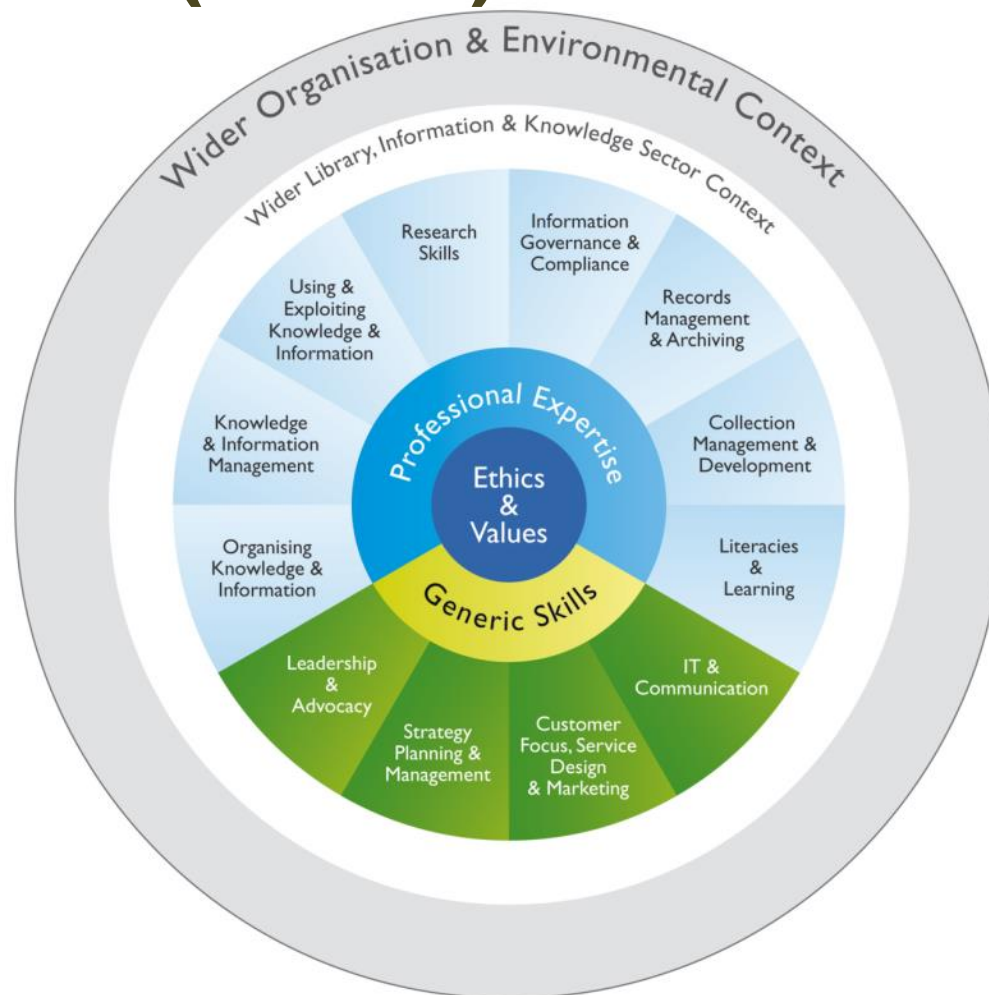
- Some of the views are mine.

Overview

- What do we mean by 'digital literacies'
- Research context
- Survey findings and discussion
- Strategies

What do we mean by 'digital literacies'?

- digital literacy defines those capabilities which fit an individual for living, learning and working in a digital society

(JISC, 2011)

Media literacy
Critically read and creatively produce academic and professional communications in a range of media

Information literacy
Find, interpret, evaluate, manage and share information

Communications and collaboration
Participate in digital networks for learning and research

The seven elements of **digital literacies**

Digital scholarship
Participate in emerging academic, professional and research practices that depend on digital systems

Career & identity management
Manage digital reputation and online identity

Learning skills
Study and learn effectively in technology-rich environments, formal and informal

ICT literacy
Adopt, adapt and use digital devices, applications and services

(JISC, 2014)

# CILIP Professional Knowledge and Skills Base (PKSB)

(CILIP, 2014)

RLUK Re-skilling for research

Significant skills gaps

1. Ability to advise on preserving research outputs
2. Knowledge to advise on data management and curation
3. Sufficient knowledge to support compliance with the various mandates of funders, including open access requirements
4. Knowledge to advise on potential data manipulation tools
5. Knowledge to advise on data mining
6. Knowledge to advocate, and advise on, the use of metadata
7. Ability to advise on the preservation of project records
8. Knowledge of sources of research funding to assist researchers to identify potential funders
9. Skills to develop metadata schema and advise on standards

(Brewerton, 2012)

RILADS report findings
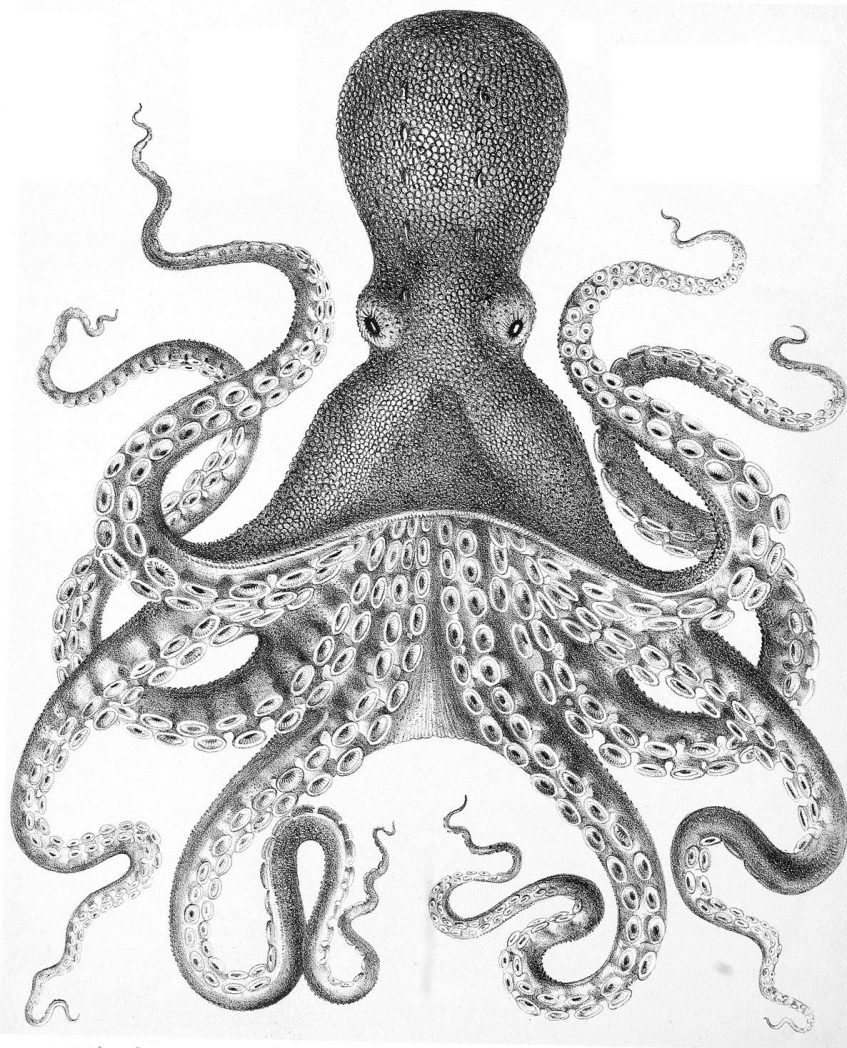
Summary: skills and competencies

Librarian
Teaching
Researcher
Technical
University
Life / office
Management
Marketing

(Inskip, 2013)

Baseline survey

- As part of its involvement in the JISC Developing Digital Literacies (DDL) programme (JISC, 2013), SCONUL took a survey of members to identify areas of interest around developing staff digital scholarship competences.

- The survey was designed and administered by a small group of information professionals (Sara Marsh (University of Bradford); Alison Mackenzie (Edge Hill University) and representatives from the SCONUL Working group on Information Literacy, Cathie Jackson (Cardiff); Helen Howard (Leeds)), with direction, contributions and feedback from the SCONUL Executive Board (Mackenzie, 2012).
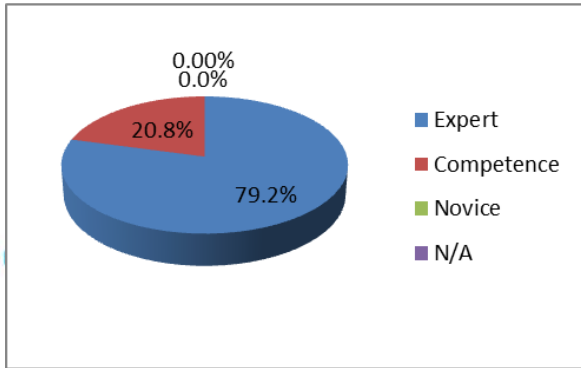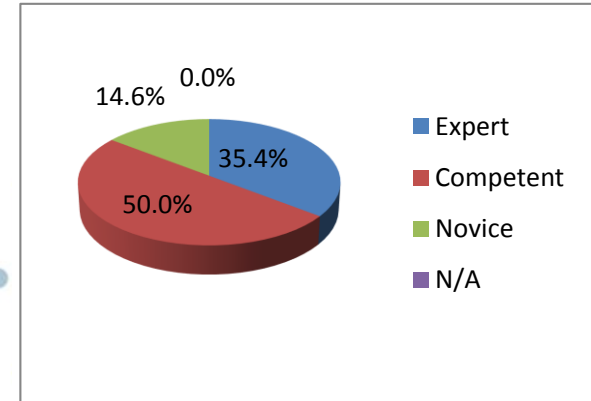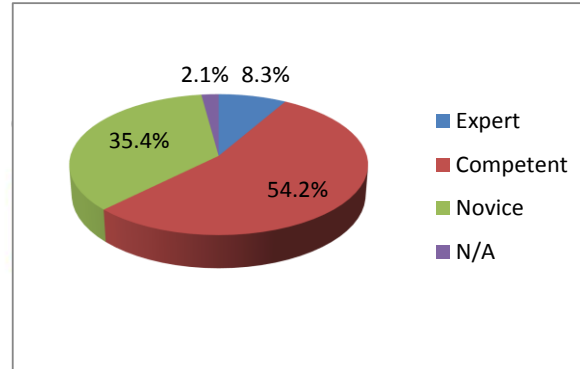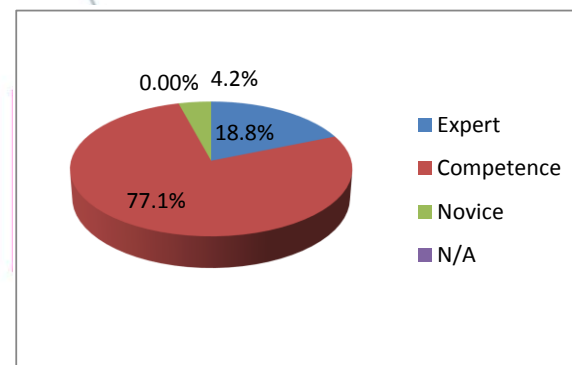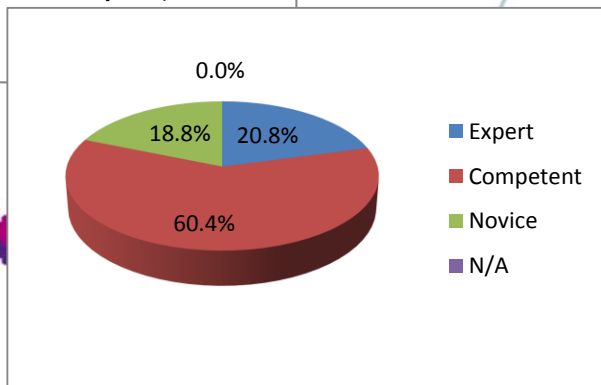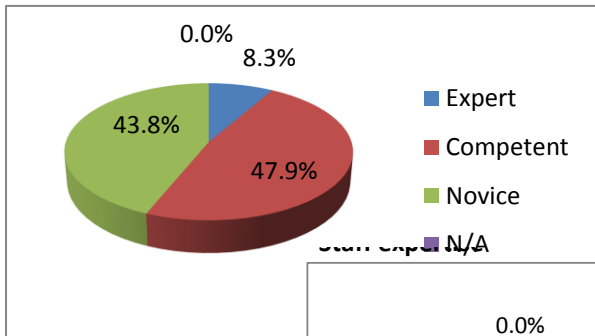
Findings

- Need for library and information professionals to continually develop their digital literacy skills
- Recognised by established frameworks and supported by our research
- Importance of teaching, research and technical skills in developing resources
- Multiple staff development resources available via JISC DDL projects and associations

Supporting development within service

- Internal training, workshops
- Appraisals
- Provision of resources to staff (eg iPads)
- Facilitation of CPD through funding
- Training supported by strategy
- Enabling networking

(SCONUL, 2013)

Workforce development

- Good practice examples
- Teachmeets
- Local / regional collaborative projects
- Staff need confidence (and some need convincing)

(SCONUL, 2013)

Strategic development of institutional digital literacies

- Representation at committee level
- Library strategic plan
- Cross-service working groups
- Ad hoc relationship with other service areas
- Embedded within University Learning and Teaching strategy
- Credit-bearing module embedded in curriculum
- Personal contacts
- Liaison
- Not always seen as a priority within the organisation

(SCONUL, 2013)

Key issues

- Policy, strategic development and organizational change,

- Networks and collaborations,

- Good practice case studies and

- Continuing professional development frameworks

Lots of examples here: http://www.slideshare.net/infolit_group/mapping-resources-to-competences-charles-inskip

(Inskip, 2014)

Recommendations

- Strategic support
- Self-directed
- Useful resources
- Internal training
- Attending events (eg conferences)
- Professional association input
- Liaison

Conclusion

- Importance of collaborative conversations within and across institutions.
- Ownership of digital literacies is shared across and amongst institutions and services and is not the purview of one stakeholder.
- Importance of sharing good practice through case studies
- One size does not fit all.
- The digital literacies landscape is ever-changing and a flexible approach and an awareness of the continuously changing context is required to successfully meet this challenge.

Acknowledgements

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