



## Module Descriptor

<b>Title</b>	Digital Literacy		
<b>Session</b>	2025/26	<b>Status</b>	
<b>Code</b>	UGED08012	<b>SCQF Level</b>	8
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	Education and Social Sciences		
<b>Module Co-ordinator</b>	R Fotheringham		
<b>Summary of Module</b>			
<p>Reflecting the ubiquitous nature of digital technologies in society today, students will develop the knowledge, understanding and skills to critically analyse the definitions and theoretical frameworks of digital literacy. Through enquiry, students will deepen their understanding of classroom pedagogies to develop digital literacy in learners. By applying their knowledge, understanding and skills, students will create enquiry networks, collaborating with others to develop their own digital literacy. In line with the new General Teaching Council for Scotland Standard for Provisional Registration, student teachers are required to demonstrate knowledge and understanding of the skills and competences that comprise teacher digital literacy and how to embed digital technologies to enhance teaching and learning. Student teachers are also expected to model and promote competence and confidence in digital literacy.</p> <p>The module will support students towards meeting the GTCS Standard for Provisional Registration by working towards the following standards: Trust and respect (1.1); Professional commitment (1.3); Have knowledge and understanding of pedagogical theories and professional practice (2.1.1); Have knowledge and understanding of curriculum design (2.1.3); Plan effectively to meet learners' needs (3.1.1); Utilise pedagogical approaches and resources (3.1.2); Appropriately organise and manage learning (3.2.1); Engage critically with literature, research and policy (3.3.1). In relation to learning for sustainability, students will engage in critical reflection and use enquiring/critical approaches. They will also make connections to other disciplines. Through participating in the module, students will develop UWS Graduate Attributes and will demonstrate, in particular, that they are critical thinkers, effective communicators, collaborative, innovative, research-minded, digitally literate and creative.</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input checked="" type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input checked="" type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
<b>Terms for Module Delivery</b>	Term 1 <input type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input type="checkbox"/>	
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

<b>Learning Outcomes</b>	
<b>L1</b>	Demonstrate knowledge and understanding of the definitions and theoretical frameworks for digital literacy.
<b>L2</b>	Critically analyse and evaluate the key ideas, information and issues around the theory, policy and practice of digital literacy in the primary school.
<b>L3</b>	Apply knowledge, understanding and skills to carry out practitioner enquiry into the teaching and learning of digital literacy.
<b>L4</b>	Exercise autonomy and initiative, and manage a range of digital resources to obtain, process and share data.
<b>L5</b>	Work with others to acquire an understanding of current professional practice.

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 8</b> Demonstrate a specialist knowledge and understanding of the main concepts that impinge on discussions involved in digital literacy discussions. Demonstrate an awareness and understanding of some of the major contemporary digital literacy issues explored and the multiple perspectives that impinge on them.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 8</b>

<sup>1</sup> Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

<sup>2</sup> The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

<sup>3</sup> Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

<sup>4</sup> Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	Apply knowledge and understanding, and communication skills relating to digital literacy to present information gathered during practitioner enquiry.
<b>Generic Cognitive skills</b>	<b>SCQF 8</b> Critically analyse and evaluate the key issues around digital literacy. Students will use a range of approaches to investigate the challenges around the development of digital literacy.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 8</b> Convey complex information via face to face and online group discussion with peers using a range of ICT applications to process and display data gathered during practitioner enquiry tasks.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 8</b> Exercise autonomy, and initiative in practitioner enquiry undertaken during the module and demonstrate ability to support others.

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
<p>In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.</p> <p>In all modules on the BA Education programme, we take an authentic, best-practice and forward-looking approach to learning activities and assessment. There is a strong emphasis on situated learning and real professional scenarios. We are committed to interactive learning and the small number of learning activities that are purely transmission of information are normally pre-recorded. In workshops, which utilise classrooms, and other facilities as appropriate, the outdoors and the Aula VLE, main methodologies include collaborative working, problem-based learning, real-world tasks, research-based learning, placement-based learning, enquiry-based learning, student presentations. All learning activities are aligned to relevant aspects of the professional standards. Individual, group or tutor-led reflection is required throughout. Learning activities develop 21st century skills such as communication, collaboration, digital skills, creativity and critical thinking. Learning activities, assessment and feedback, where appropriate, provide students with choice, such as digital warm ups to be presented and creation of a video.</p>	
<p><b>Learning Activities</b></p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b></p> <p>(Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture / Core Content Delivery	18
Tutorial / Synchronous Support Activity	18
Independent Study	164
Please select	

Please select	
Please select	
<b>TOTAL</b>	200

### Indicative Resources

**The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**

Carrington, V and Robinson, M (2012) Digital literacies: social learning and classroom practices. London: UKLA.

Futurelab at NFER <http://www.futurelab.org.uk>

Hafner, A and Jones, R H (2012) Understanding digital literacies: a practical introduction. Oxon: Routledge.

Scottish Council of Deans of Education (2020) The National Framework For Digital Literacies In Initial Teacher Education.

Scottish Government (2016) Curriculum for Excellence: Technologies: Experiences and Outcomes. Edinburgh: Scottish Government.

Scottish Government (2016) Enhancing learning and teaching through the use of digital technology. Edinburgh: Scottish Government.

**(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk\*) to wait until the start of session for confirmation of the most up-to-date material)**

### Attendance and Engagement Requirements

**In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.**

**For the purposes of this module, academic engagement equates to the following:**

All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: <http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/> In accordance with module and programme handbooks, any student whose attendance has fallen below the 75% minimum requirement for a module could be withdrawn from and given a re-attend decision for that module. To assure placement partners that students are appropriately prepared to undertake periods of school experience, unsatisfactory attendance across academic modules may prevent progress to placement, or result in withdrawal from the programme, as a student would be deemed not to have met the professional requirements of the programme as accredited by the GTCS

### Equality and Diversity

**The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).**

Aligned with the overall commitment to equality and diversity stated in the Programme Specification, the module supports equality of opportunity for students from all backgrounds

and with different learning needs. Using the VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Student teachers are encouraged to reflect on their developing understanding of aspects relating to equality and diversity and to consider how this helps them to work towards meeting the Standard for Provisional Registration (GTCS, 2021), of which demonstrating commitment to social justice and inclusion is a significant part. Through studying this module, student teachers employ teaching strategies and resources, including digital approaches, to meet the needs and abilities of every learner. A direct focus on these aspects not only advances equality in the student environment, by promoting empathy and affiliation, but also within the school settings where student teachers undertake their school experience.

**(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)**

### Supplemental Information

<b>Divisional Programme Board</b>	<b>Education</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.</b>
<b>School Assessment Board</b>	Education
<b>Moderator</b>	R Egan
<b>External Examiner</b>	L Waddell
<b>Accreditation Details</b>	General Teaching Council for Scotland
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	no changes

### Assessment (also refer to Assessment Outcomes Grids below)

#### Assessment 1

Students will maintain a reflective blog throughout the module, submitted electronically to the Module Coordinator. The blog will be maintained throughout the module and will be used to evidence developing skills, knowledge and understanding of the role played by digital literacy within primary education. The reflective blog will:

- Provide clear analysis of own knowledge, skills and understanding and an ability to evaluate the role of digital literacy within primary education.
- Demonstrate a critical understanding of the research and theoretical background to digital literacy in learning and teaching. There should be evidence of sufficient reading of relevant sources with appropriate referencing and quotes that are well integrated in the text.
- Produce a well-structured response which is written in a clear style, conforms to requirements regarding layout and content, follows accurately the University conventions for referencing, and shows evidence of careful editing and proof-reading avoiding grammatical and spelling errors.

Formative, written feedback will be provided on the first weekly blog entry. The reflective blog will be 3000 words (+/- 10%).

Student handbooks, and other detailed material made available to students, will clarify the relationship between formative assessment and the specific learning outcomes for the module. This will ensure that students can relate feedback from formative assessment to their individual progress on the learning outcomes for the module. On summative assessments, students will receive detailed information indicating the ways in which summative assessments will assess individual learning outcomes for the module. As appropriate, students will also receive detailed information on how feedback will be provided for assessments.

### Assessment 2

### Assessment 3

(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.  
(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

### Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Learning log (blog)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100	

### Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

### Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	hours

### Change Control

What	When	Who
New template, no changes	Mar 25	R Fogeringham

--	--	--