Discourses of Digital Literacy in Further Education – A Case Study in from the UK

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Across the globe, it has been acknowledged that we are in a significant period of change, and technologies are shaping the world we live in at a rapid pace. It has been acknowledged by academics working within the fields of Literacy and Education that literacy teaching must embrace this change and align its curricular to the needs of its recipients. Crucially, Literacy teaching must be able to respond effectively to ensure future generations are given the opportunities and experiences to be able to navigate the forthcoming world. This project looks specifically at the notion of Digital Literacies and what these ‘look like’ and ‘feel like’ to teachers working in the further education context. This presentation will discuss a Case Study research project which set out to explore the discourses of digital literacy deployed by teachers within the further education (FE) context in the United Kingdom.

This investigation puts to work Gee’s (1997) Discourse Analysis tools, to look at digital literacies within academic research and public debate (Gee’s Big D discourses) with a focus on the development of the concept and its position within FE policy and practice. The project then goes on to investigate how teachers working in the FE context mobilise
these discourses, (Gee’s Little d discourses) to make new meanings about digital literacies in context. To conclude, the presentation will offer some recommendations, based on the findings of this case study. These recommendations will impact future teacher education programmes to enable FE teachers to become more effective in employing digital literacies within their teaching practice.

• Author(s) Biography (200 words each):

Geraldine’s specialist interests lie in educational research, within the field of Digital Literacies, and Continual Professional Development. Having worked for the last 6 years in the Learning Technology field, she has a strong background in the application of learning technologies within curriculum design. She is currently working as the Head of Teaching and Learning within the higher education context in the UK.

Her current role is varied, whilst managing the institutions Learning Technology provision, Geraldine also is the chair for the Assessment and Feedback working group, investigating ways to enhance our assessment practices. She is also a personal academic tutor for current undergraduate students.

Geraldine holds a PGCE in Post compulsory education and training, having teaching experience in the teaching of Media and Communication Theory and Film education. Geraldine has worked across many levels of education, having taught within compulsory education, further education and at HE level, teaching undergraduate and post graduate students. Geraldine is a full member of the Association for Learning Technology (ALT) and has been awarded the Fellow accreditation from Enhance HE.