

JISC Developing Digital Literacies programme

Case studies template (non-mandatory)

It is a good idea to use a template to standardise the writing up of case studies, mini-projects, and other examples of digital literacy development. The template does not have to be identical to this one, but using this or similar will ensure that key issues are captured and that case studies are easier to cross-reference and search across the programme.

Item	Prompts These might be given to case study authors to ensure consistency, or might be notes to the team. Adapt these to suit the needs of your project.
Title	<u>OSCAR – STAFF/STUDENT CLUSTER</u> , Online Studio Community at Reading
Subject area	Art
Scope and context	<p>Set up a staff/student research cluster to research and test ways for students to get involved with the administration and participation of the new digital platform OSCAR. (Online Studio Community at Reading) – developed and piloted in 2012 to support teaching and learning activities that happen across studio modules in Art, within the department itself but also off-campus and internationally.</p> <p>The site is a portal to the Art Studio Community at Reading, which has disparate locations across the globe. As such it collates to one site, the blogs, groups, feeds, and links, that map the extensive reach of the department's studio activities. Content has been uploaded by staff and we are keen to get students much more involved in the admin and management.</p> <p>Scope for about 3 or 4 students to get involved in approx. 3 research sessions with the digital developer from OSCAR and Christine Ellison as project manager. This project emerges from a growing demand in the Art sector and the keyfactor is student engagement. If it takes off it will be a great asset to Reading but also a pioneering model to showcase at T&L conferences nationally and perhaps even internationally</p>

<p>Rationale and aims</p>	<p>Set up a staff/student cluster to research and test what students want from a digital platform and how to best resource it. The site draws on content from <i>Facebook, Flickr, YouTube</i> and <i>Twitter</i> (and links to Blackboard), but there are still disparate groups where exciting initiatives are happening that some students are participating in but not everyone knows about. We want to draw these independent silos together into OSCAR and make things visible. Example silo: http://www.facebook.com/pages/The-Lonely-Robot/462324953803960</p> <p>Set up by a Part 3 student to chart and map projects he finds of interest in the department - many students are engaged with it but many others haven't heard of it.</p> <p>The objective is to draw from the resource of our 'digitally Native' students who are inherently more fluent and aware than we mere digital immigrants when hopping between e-platforms (as Oliver Joy terms it in <i>What does it mean to be a digital native?</i> http://edition.cnn.com/2012/12/04/business/digital-native-prensky/index.html?iid=article_sidebar).</p> <p><i>Outcomes and deliverables</i></p> <p>A student/staff integrated site</p> <p>A T&L platform that features the student body and voice in its current development, and future directions.</p> <p>A dynamic platform that offers accessible portals to multiple web locations and supports fluid pathways between the disparate sites.</p> <p>If the research is successful it is anticipated that the site will become more accessible and desirable to students in which case it would become as self-sustainable as a Facebook group as they would enjoy posting and publishing to it. The department is already committed to the existing site and future technical developments have been budgeted for it out of the school budget.</p>
<p>Digital literacies addressed</p>	<p>Students to create a professional on-line identity with links to blogs.</p>
<p>Overview</p>	<p>Student input was required at this stage of development of the existing OSCAR system. A small group of students came together in a workshop with the digital developer PEPIK to discuss the required functionality which proved to be</p> <ul style="list-style-type: none"> • an area for subject related debate • an area to showcase work and gain critical feedback • available to staff and students only.
<p>Digital resources and know-how used</p>	<p>Student induction already includes digital workshops covering digital video and photography and blog creation. This project brings together those skills into a published on line portfolio.</p> <p>Students are able to successfully upload and share their assets using OSCAR.</p>

Benefits and impacts	<p>Initial feedback shows that the students found the system easy to use. The students are being encouraged to be very selective about their published material.</p> <p>The system is particularly useful to bring together those students on joint degrees.</p> <p>More feedback is planned before the conclusion of the project.</p>
Conclusions or lessons learned	<p>The challenge is to engage those tutors who have not fully engaged with the system.</p>
Links and further information	<p>http://www.oscar.pepik.com/</p>
Further opportunities	
Contact details for further information	