

**IT&ILlit 2002 Workshop:
The CITSCAPES Skill Tool for Student C&IT Literacy Provision
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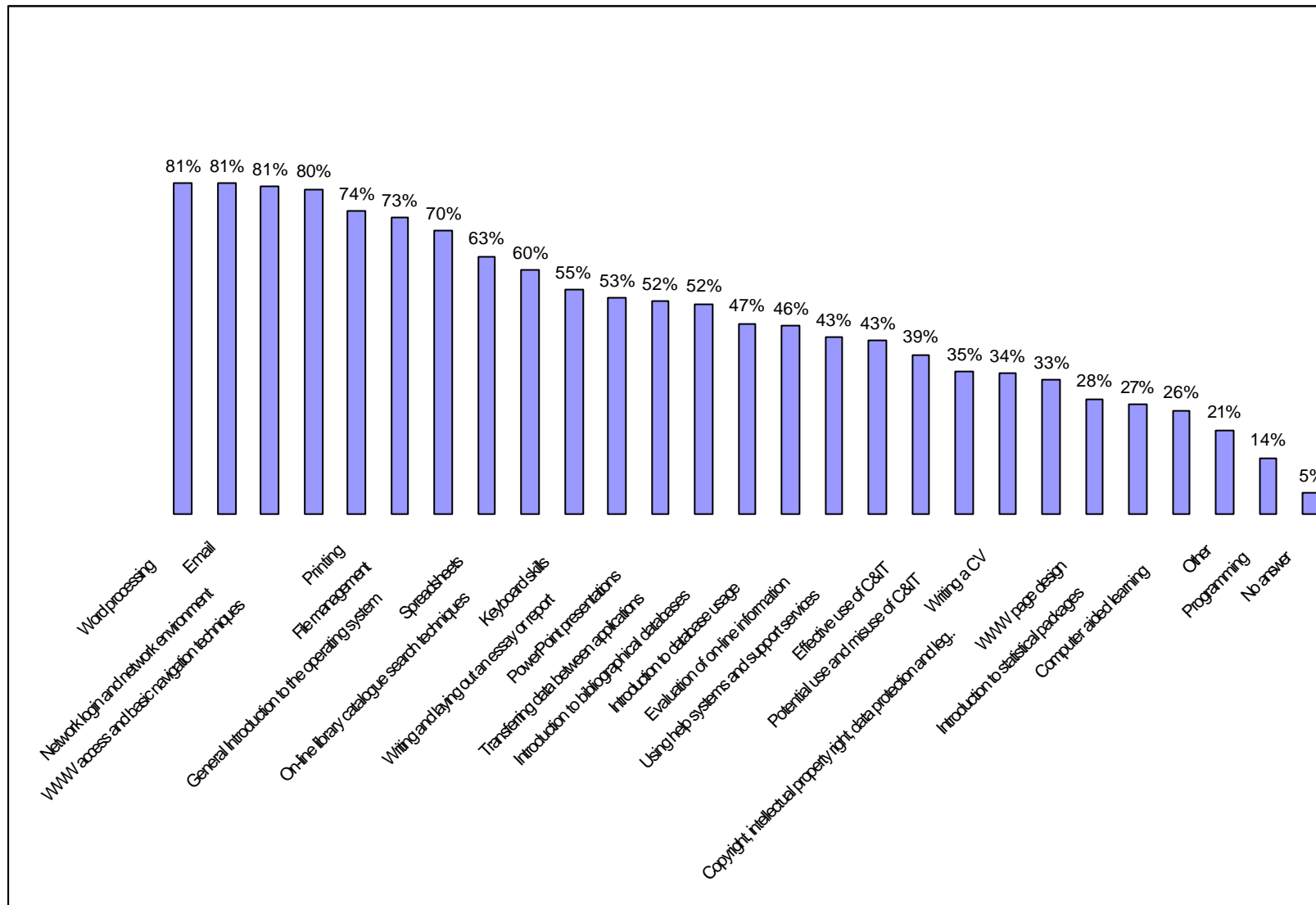
Programme:

1. Brief Project Background – 5 minutes.
2. Findings in C&IT Skills Provision – 5 minutes
3. The Skills Tool – 45 minutes
4. The Relationship of Staff Training and Student Skills – 15 minutes
5. Key Areas for Development – 20 minutes

Above all, we try share good practice and exchange ideas of how to develop a core of skills required for an innovative student C&IT induction programme.

1. Brief Project Background (see leaflet)

2. Findings in C&IT Skills Provision



3. The Skills Tool

This tool has been designed to help you to reflect on the skills or tasks which we have found are offered to students during a C&IT induction programme or course (see above). Further, we hope that you will find this tool useful when reflecting on your course/programmes content and objectives. Finally, the tool allows you to reflect on the future perspective of C&IT induction programme(s) at your institution. This tool is not intended to be a guide to good practice in C&IT induction, although we hope it may contribute to good practice. We also expect this model to be further developed in the course of Phase II of our project. Please also bear in mind that induction programmes may be delivered in a variety of modes, such as taught, paper based or on-line delivery. The content for your course/programme may depend on these modes of delivery and the resources that are available to your institution or department. Please do not feel obliged to fill in the boxes below; this tool is not designed to be a questionnaire or additional survey. You may wish simply to glance through these questions and take them into consideration as you see fit. You may also wish to photocopy this chapter and discuss any emerging issues with your colleagues.

Mapping Skills

When filling in the Skill Board ask yourself the following questions:

1. Which of the following skills listed overleaf are offered in your student C&IT induction programme?
2. On a scale from 1 to 5, what degree of importance would you attribute to each skill/tasks, using the grading definition on top of the next page?
3. Please add up the score for each section (i.-v).
4. Consider the balance between these skills/tasks and between the groupings (i.-v)? Please bear in mind that the particular scoring for each section is purely for reflective purposes.

Skill Board

Not important (not considered in the syllabus)	= 1
Marginally important (regarded as a useful add-in or only introduced very briefly)	= 2
Fairly important (part of the course programme but not seen as an essential skill)	= 3
Important (essential)	= 4
Highly important (essential, but the course programme puts specific emphasis on this skill)	= 5

Skill Level	Skill/Task	Range					Score
I. Fundamental Skills	File management (e.g. Windows Explorer)	1	2	3	4	5	=
	Introduction to word processing (e.g. MS Word)	1	2	3	4	5	
	Printing	1	2	3	4	5	
	E-mail (e.g. Pegasus, Eudora, web based mail)	1	2	3	4	5	
	Internet access and basic navigation techniques (e.g. Internet Explorer)	1	2	3	4	5	
	Using help systems and support services	1	2	3	4	5	
II. Student Tasks	Keyboard skills	1	2	3	4	5	=
	Evaluation of on-line information	1	2	3	4	5	
	Transferring data between applications	1	2	3	4	5	
	Using to bibliographical databases	1	2	3	4	5	
	On-line library catalogue search techniques	1	2	3	4	5	
	Writing and laying out an essay, report, dissertation or CV	1	2	3	4	5	
III. Using Applications	Spreadsheets (e.g. MS Excel)	1	2	3	4	5	=
	Presentation packages (e.g. MS PowerPoint)	1	2	3	4	5	
	Introduction to database usage (e.g. MS Access)	1	2	3	4	5	
	Introduction to statistical packages (e.g. SPSS)	1	2	3	4	5	
IV. Use of C&IT for Effective Learning	Understanding copyright, intellectual property right, data protection and legal issues	1	2	3	4	5	=
	Computer aided learning	1	2	3	4	5	
	Effective use of C&IT	1	2	3	4	5	
	Effective use of features in Virtual Learning Environments	1	2	3	4	5	
	Potential use and misuse of C&IT	1	2	3	4	5	
V. Advanced Tasks	Programming (e.g. PERL, C+ and Visual Basics)	1	2	3	4	5	=
	Web page design (intro. to HTML and/or Java)	1	2	3	4	5	
	Image processing (e.g. image cropping and manipulating)	1	2	3	4	5	
	Effective use of multi-media software (e.g. video streaming)	1	2	3	4	5	

Questions for Reflection:

5. What other skills and/or tasks are offered as part of your course/programme? Please list them and try to rate their importance in the context of the aims and objectives of your programme.

Skill/Task	Range				
1)	1	2	3	4	5
2)	1	2	3	4	5
3)	1	2	3	4	5
4)	1	2	3	4	5
5)	1	2	3	4	5
6)	1	2	3	4	5

6. Why are these skills/tasks particularly relevant and useful to your programme?

7. What further steps are you considering in order to develop your current C&IT induction course/programme? Can you list these as goals and grade them similar to the scheme used above?

Skill/Task	Range				
1)	1	2	3	4	5
2)	1	2	3	4	5
3)	1	2	3	4	5
4)	1	2	3	4	5
5)	1	2	3	4	5
6)	1	2	3	4	5

How would you characterise the relationship between staff C&IT development and student C&IT induction?

HEI Size	Small	Medium	Large	
Closely linked	43% (15)	15% (5)	4% (1)	
Loosely connected	34% (12)	42% (14)	40% (10)	
Addressed separately	20% (7)	39% (13)	48% (12)	
Any combination	0% (0)	3% (1)	8% (2)	
Total respondents/group	100% (35)	100% (33)	100% (25)	
University Type	Pre-1992 Unis	Post-1992 Unis	Monotechnics	Other HEIs
Closely linked	18% (6)	5% (1)	33% (7)	44% (7)
Loosely connected	35% (12)	45% (10)	48% (10)	25% (4)
Addressed separately	44% (15)	41% (9)	14% (3)	31% (5)
Any combination	3% (1)	9% (2)	5% (1)	0% (0)
Total respondents/group	100% (34)	100% (22)	100% (21)	100% (16)
FT League Table	Top	Middle	Bottom	Not in League
Closely linked	18% (3)	6% (1)	6% (1)	37% (16)
Loosely connected	35% (6)	44% (7)	47% (8)	35% (15)
Addressed separately	35% (6)	50% (8)	41% (7)	26% (11)
Any combination	12% (2)	0% (0)	6% (1)	2% (1)
Total respondents/group	100% (17)	100% (16)	100% (17)	100% (43)

Table 1. Management characterises staff C&IT development and student C&IT induction

5. Key Areas for Development

What are the key areas for developing and putting into practice an innovative student C&IT induction programme?

Any feedback regarding our skill tool would be much appreciated. You are very welcome to send your comments to <citscapes@gla.ac.uk> or to photocopy these pages and send them to us via post. Your feedback will help us for the dissemination of Phase 1 and Phase 2 project results.