Listening to the Student Voice to Shape the Digital Learner Experience

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Many universities are rethinking their definition of graduate attributes, and offering a new set of aspirations in which digital capabilities play a prominent role. This paper will report on work undertaken at the University of Plymouth to explore students' own perceptions of digital literacy, the devices and practices on which they rely and how they expect the university experience to support and develop their digital capabilities and identities.

This paper will present the results of an institutional wide survey (with over 2000 responses) and subsequent focus groups which show that, while students have diverse preferences and expectations around technology use, they share common needs including: consistency and clarity about digital practices at university; coherent access to information and support; opportunities for review, reflection and progression; linked-up thinking about their digital experience; and teaching staff whose own digital competences are high. A range of initiatives that the University has undertaken to meet the identified priorities will also be discussed.