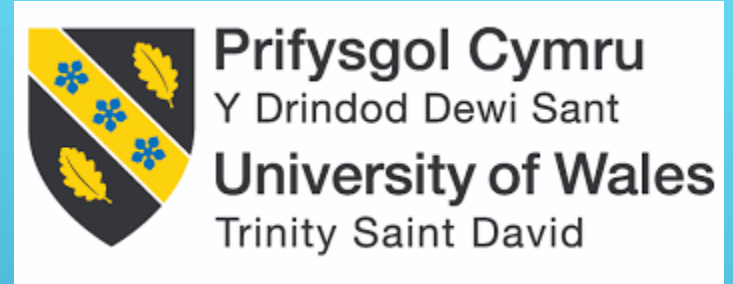


A SLOWCOACH GROUP PRESENTATION

PRODUCED BY U.T.W.S.D BIRMINGHAM



Are digital skills important for study and work ?

LISA MEAR

- **MODULE – Digital skills and research methods (LCHS4002_BIRM)**
- **Lecturer - Dr Olu Adegbite**
- **Group presenters – Alexander Hobbs 2233440**
- **Shazia Parveen 2231216**
- **Lisa Meah 2229776**

Who are the SLOWCOACH group ?

We are a group of students from Birmingham

What is our purpose ?

Our aim is to research health & social & digital skills to enhance our understanding of the stated topics respectively

How will our research be conducted

For the purpose of this presentation Our research will be conducted through a questionnaire



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

**ARE UWTSD STUDENTS
CONFIDENT IN USING THEIR
DIGITAL SKILLS ?**

LISA MEAR

Where will we ask our questions

The questionnaire will be aimed at individuals in places of work and study respectively

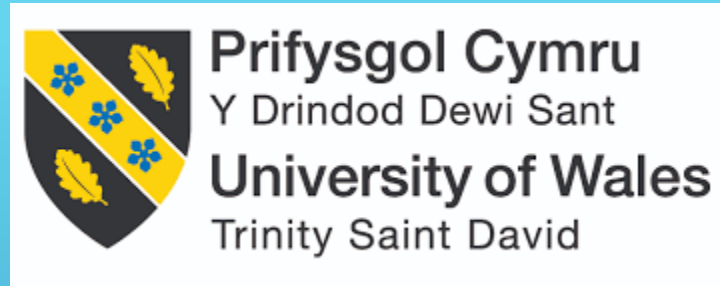
What is the purpose of this research

The purpose of conducting this research is to establish a comprehensive understanding of individuals digital tendencies and their perceived confidence in using them

The SLOWCOACH group understands the importance of ethical considerations and we aim to collect our data in conjunction with the data protection act. We have studied the ethics and etiquettes of questioning the general public and we intend to respect the rights of individuals to the uttermost

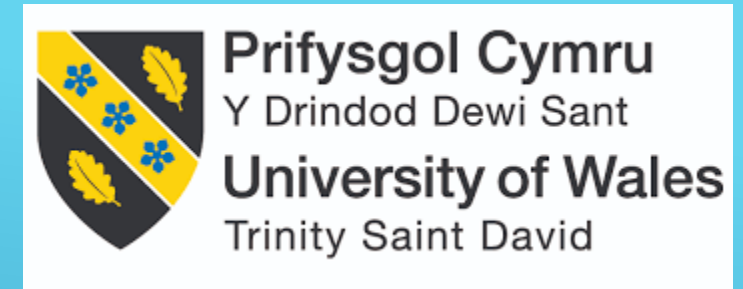
The General Data Protection Regulation (GDPR) is the new European Union-wide (EU) law on data protection, which entered into force on 25 May 2018. It is a great step towards more comprehensive and more far-reaching protection of individuals' personal data.

Rik Crutzen, Gjalte-Jorn Ygram Peters & Christopher Mondschein (2019) Why and how we should care about the General Data Protection Regulation, *Psychology & Health*, 34:11, 1347-1357, DOI: [10.1080/08870446.2019.1606222](https://doi.org/10.1080/08870446.2019.1606222)



LISA MEAR

Why collaborating will improve individuals digital skills in work & study



Slowcoach have researched the importance of digital skills and their importance to individuals active in work and study.

The Topics which were highlighted for discussion and further research were as follows

- **Understanding Collaborative digital skills**
- **Attitudes towards use of technology in work and study**
- **Effectiveness of digital skills through training and education**

Alexander Hobbs

The information from the research conducted was assessed & evaluated, accumulating data which was used to compile the slowcoach group hypothesis. Group members agreed on a hypothesis for the study conducted and concluded with the hypothesis

Why collaborating will improve individuals digital skills in work & study

Data collected included research undertaken by renowned university's such as Cambridge among others. Studies show a direct link between efficiency of learning and digital platforms. The slowcoach group agreed that by learning collaborative techniques students and workers can acquire greater learning and understanding with digital skills.

Why collaborating will improve individuals digital skills in work & study

1. Makes sharing interacting learning and understanding easier
2. Enables two way contribution & communication thus making it more efficient
3. Creates a sense of social presence for students or colleagues
4. increases motivation to learn or work
5. Increases satisfaction in end results

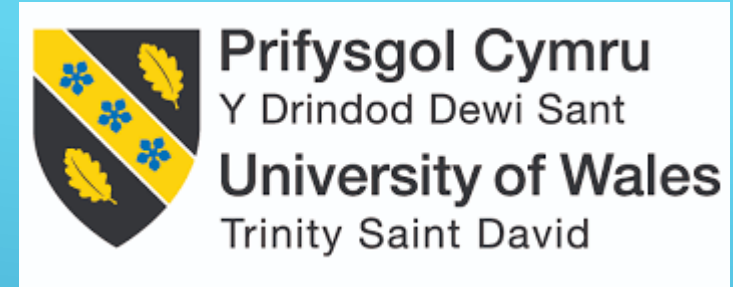
Examples

1. Completing an assignment
2. Learning a new concept
3. Solving a problem
4. Completing a project

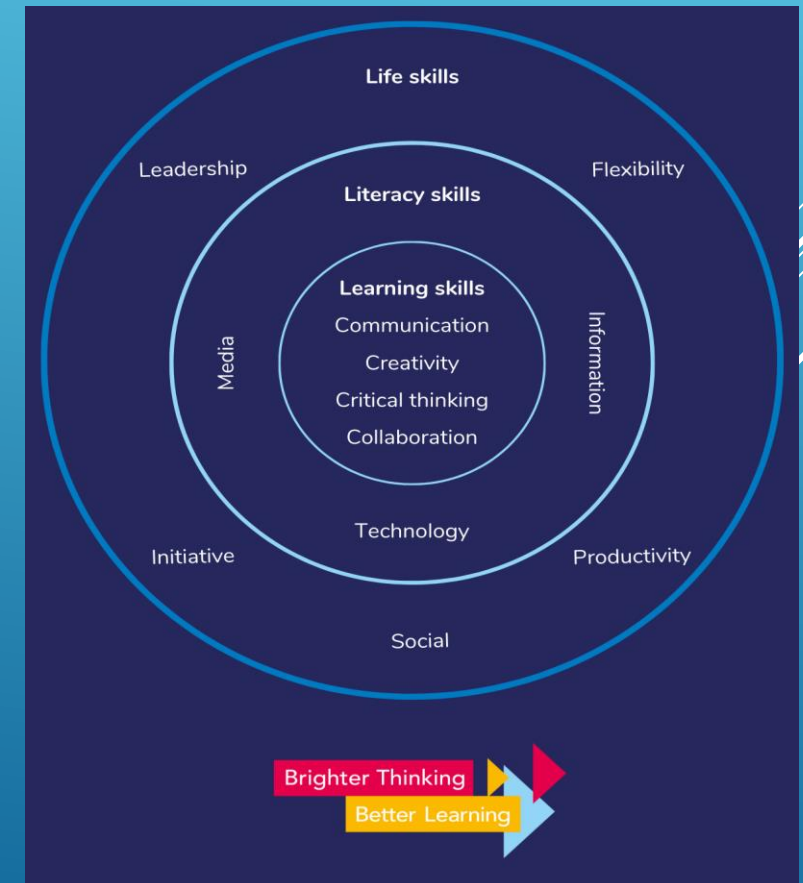
“Students become active partners in the learning experience, rather than mere passive consumers of knowledge” (Rutherford, 2014).

‘21st century skills’ has become a buzz term in education over the last few years. While there is flexibility in how the skills are interpreted, there are four main skills – the 4Cs – that are regarded as the core skills.

- Communication
- Creativity
- Critical thinking
- Collaboration



Burt.S(2020)





Prifysgol Cymru
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#1 Have you ever avoided using technology to collaborate?

Yes or No

#2 Do you see the value of using technology to collaborate?

Yes or No

#3 Rank these words in order of according to how you feel about using technology

Sad
Happy
Worried
Angry
Confident



Confident



Sad

Shazia parveen

#4 Rank these applications according to how confident you feel using them on the OneDrive

MS PowerPoint

MS Word

MS Excel

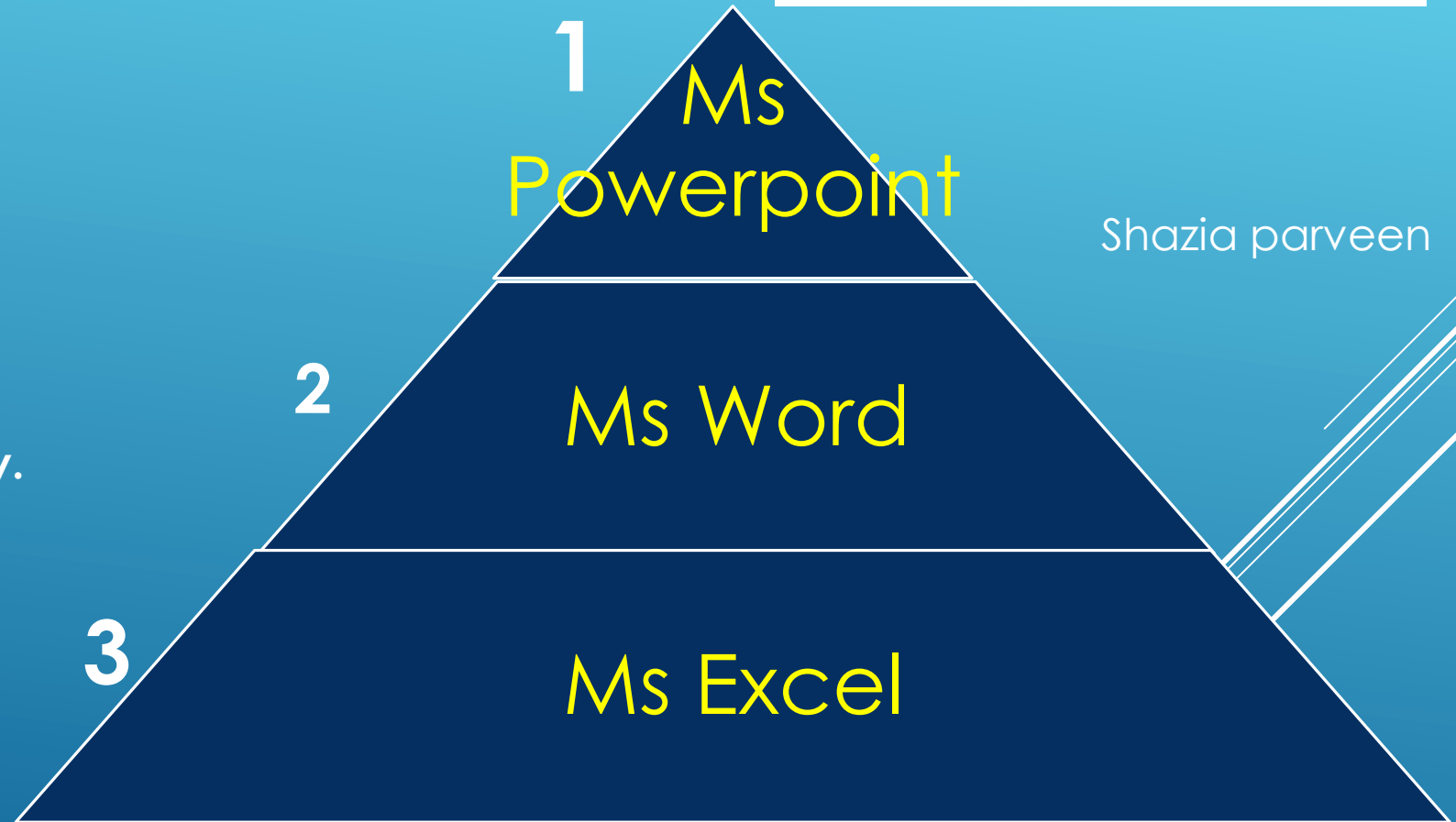
#5 I actively avoid using technology.

Strongly Agree

Disagree

Strongly Disagree

(Circle one response)



Shazia parveen

Example

#6 Collaborating online to create a group task feels very challenging for me.

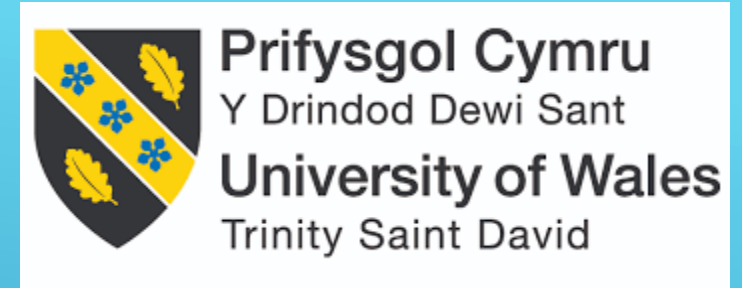
Strongly Agree

Agree

Disagree

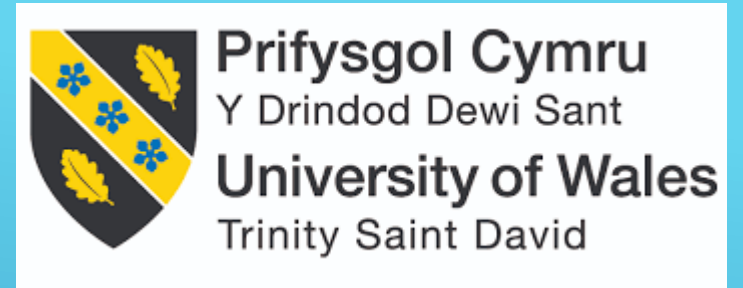
Strongly Disagree

(Circle one response)



Shazia parveen

REFERENCE LIST



Rik Crutzen, Gjalt-Jorn Ygram Peters & Christopher Mondschein (2019) Why and how we should care about the General Data Protection Regulation, *Psychology & Health*, 34:11, 1347-1357, DOI: [10.1080/08870446.2019.1606222](https://doi.org/10.1080/08870446.2019.1606222)

Slide 3

Seery, C., Andres, A., Moore-Cherry, N. *et al.* Students as Partners in Peer Mentoring: Expectations, Experiences and Emotions. *Innov High Educ* **46**, 663–681 (2021). <https://doi.org/10.1007/s10755-021-09556-8>

Slide 5

Burt, S. (2020) 'Activities to develop your learners' 21st century skills', [cambridge.org](https://www.cambridge.org/gb/education/blog/2020/03/19/activities-develop-your-learners-21st-century-skills/), 19th march. <https://www.cambridge.org/gb/education/blog/2020/03/19/activities-develop-your-learners-21st-century-skills/>

Slide 5