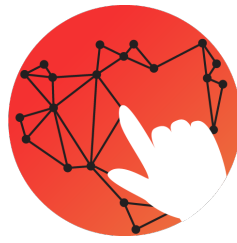




Media and
Communications



DiSTO
From digital skills
to tangible outcomes

Who is at risk of being left behind in an uncertain digital future?

Prof Ellen J Helsper

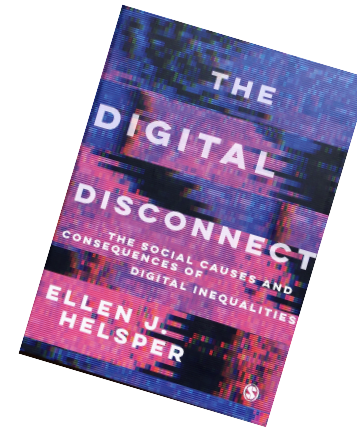
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London School of Economics and Political Science

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@DiSTO <https://www.lse.ac.uk/media-and-communications/research/research-projects/disto>

@Yskills_EU <https://yskills.eu/>



ySKILLS

Digital literacy

Critical awareness

Technical &
Operational

Information
Navigation &
Processing

Communication
& Interaction

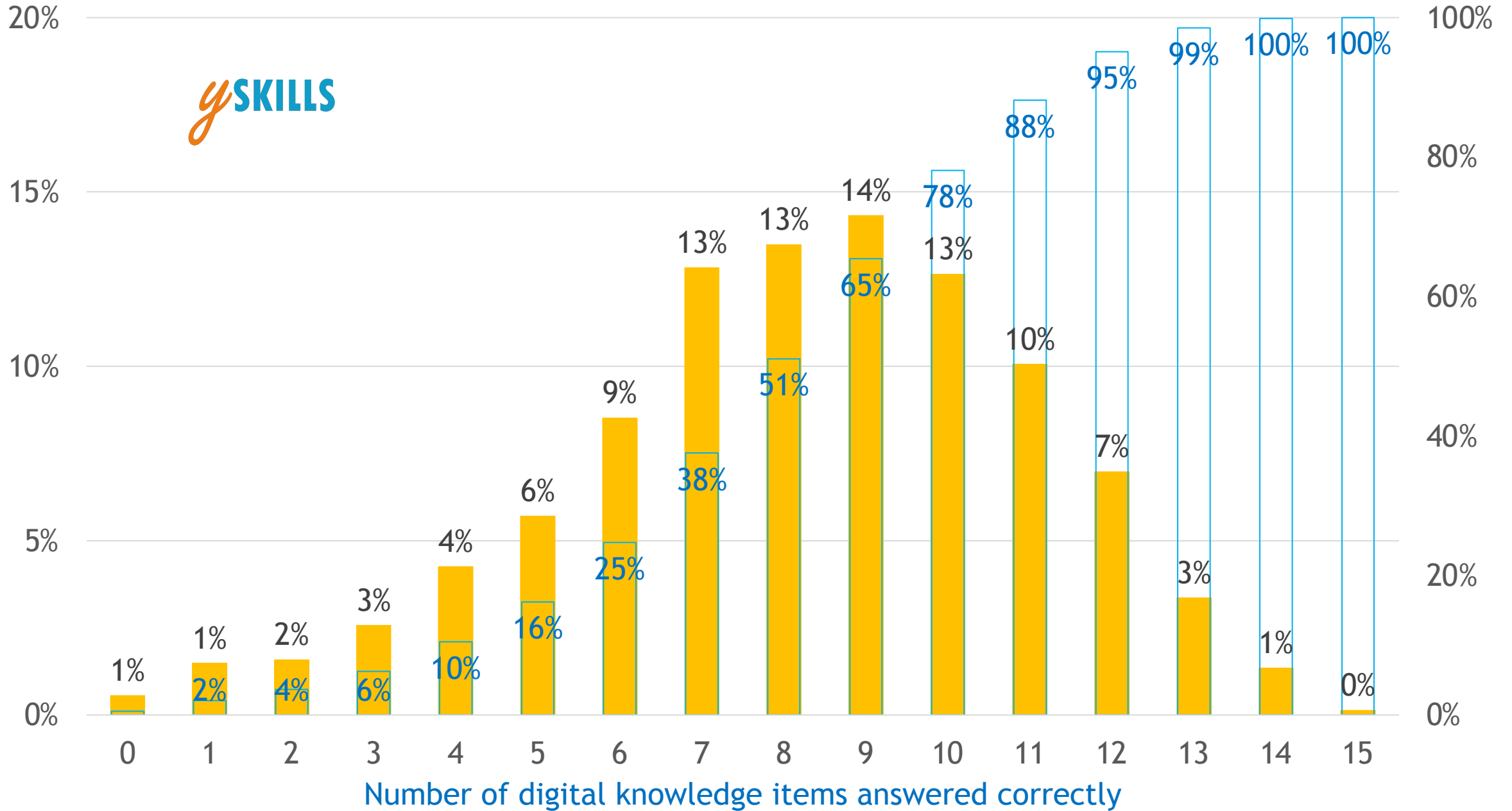
Content
Creation &
Production

Functional skills





Percentage of respondents who got a certain number of answers right



(Helsper, Schneider, Van Deursen & Van Laar, 2021)

Can you tell what type of post it is?

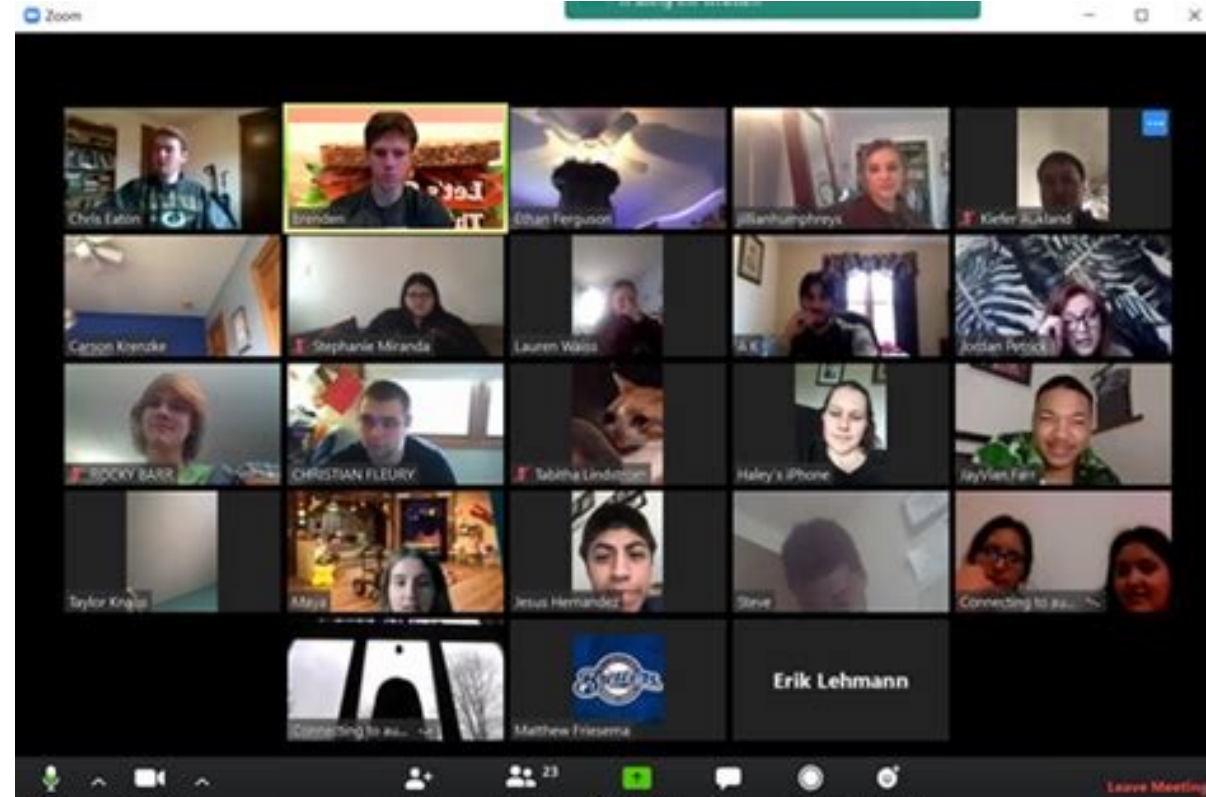
- Advertisement
- Deep fake
- Fake news
- Identity theft
- News article
- Opinion piece
- Phishing scam
- Spam

tens of thousands of scientists declare climate change a hoax



Change the colour of the image to black/white

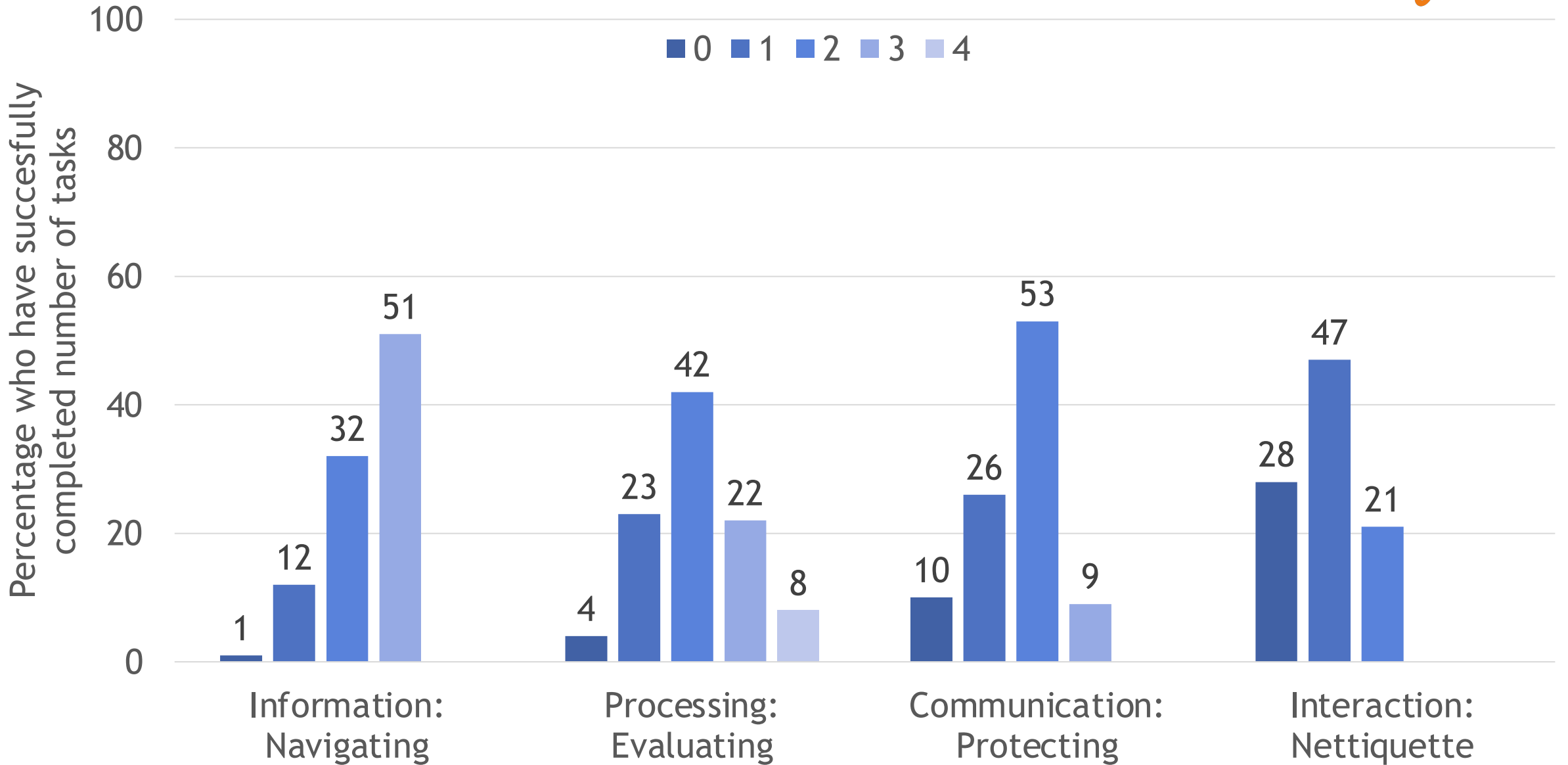
You decide to have the discussion with your classmates and teacher on zoom (or whatever is the platform used in the school).



This is an example of zoom. Would you change anything in your settings if this was a situation in which the teacher (top right second row) was speaking?

- Mute yourself (essential)
- Show speaker view (not essential)
- Turn off camera (not such a good idea)
- Make chat box visible (not essential)

Number of tasks completed successfully



(Helsper, Schneider, Van Deursen & Van Laar, 2021)

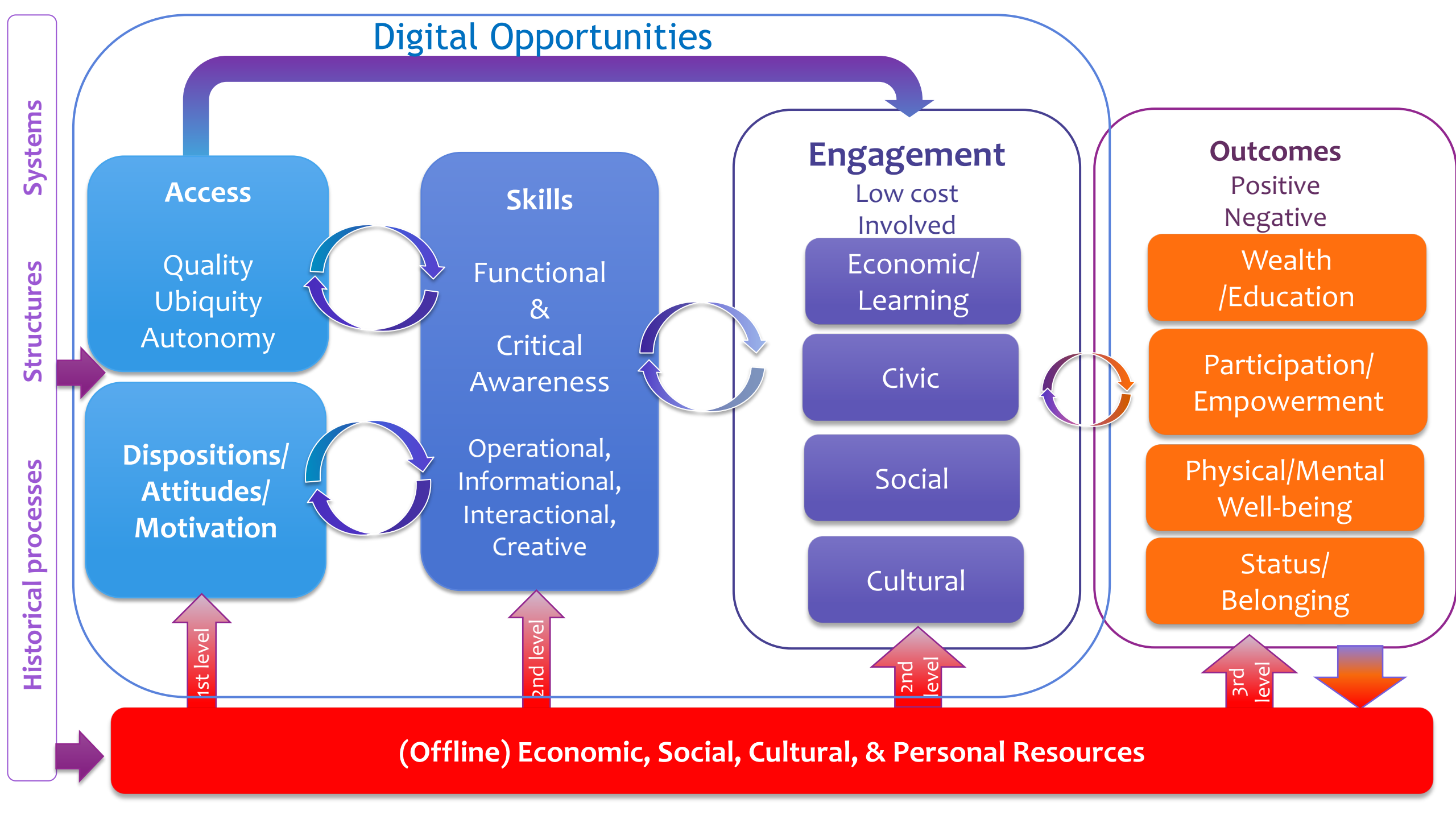
Digital Literacy

Systematic differences in
the **opportunity and ability** to use ICTs
(or decide **not** to use them)

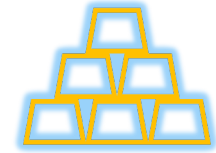
in ways that allow individuals to obtain **beneficial outcomes**
across all domains of everyday life
and avoid **negative outcomes**
now and in the **future**.



DiSTO
From digital skills
to tangible outcomes



Socio-economic inequalities in digital **self-confidence** and **skill** levels



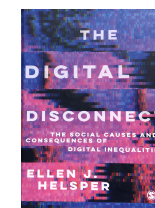
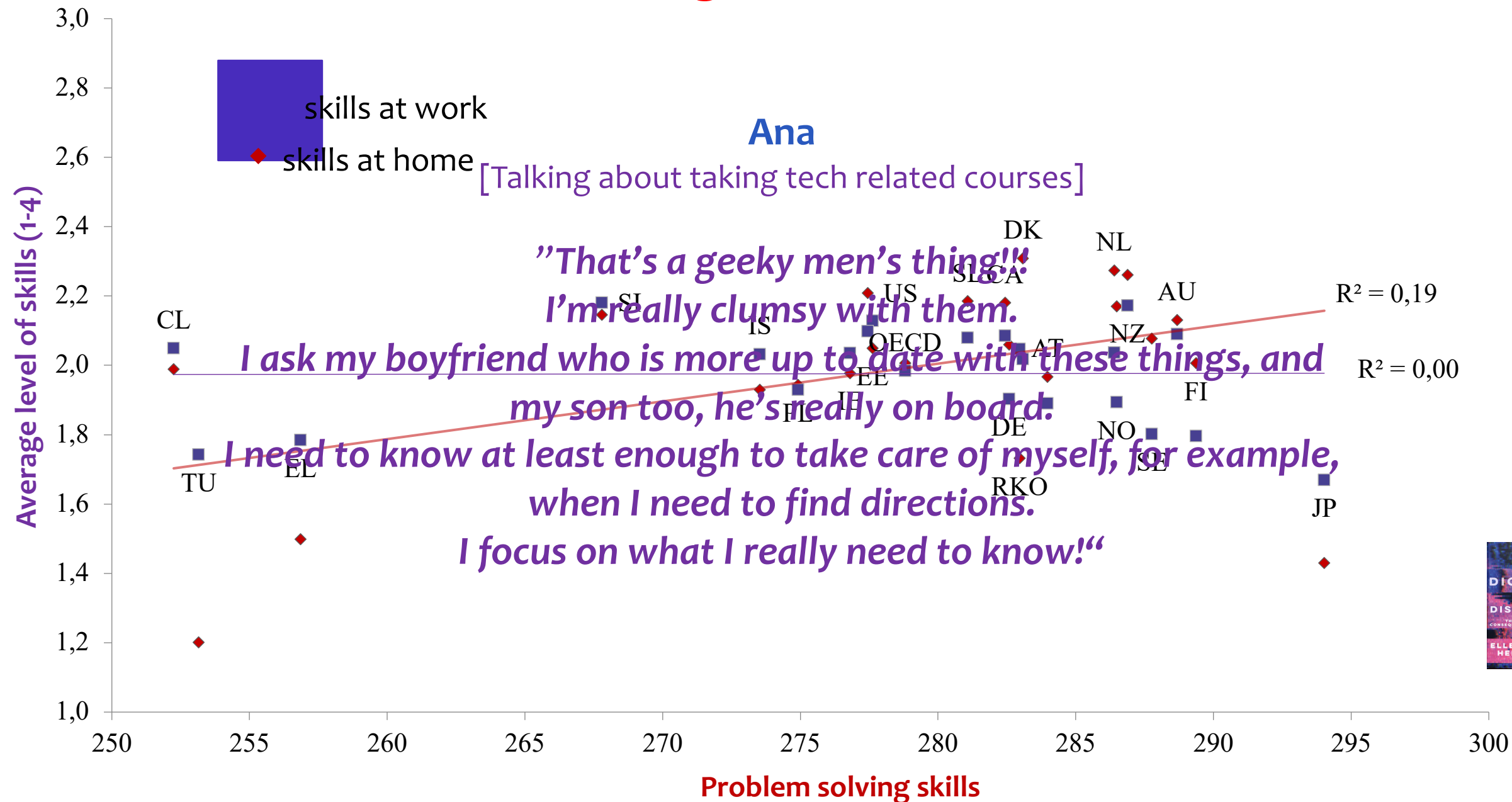
Self-confidence



Skills

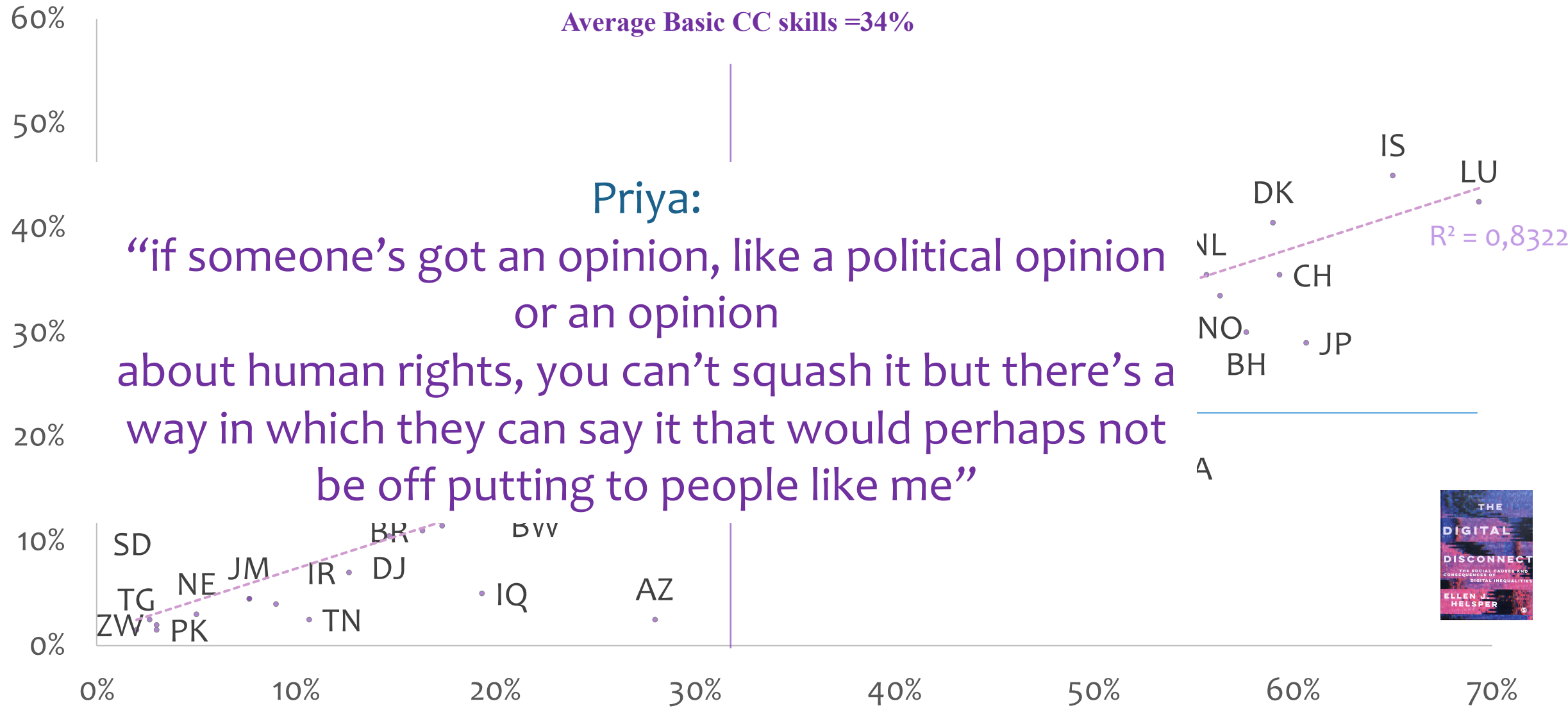


Positive outcomes: Learning, Employment & skills

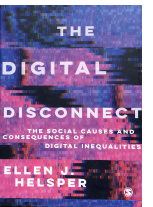


Positive outcomes: Creation, participation & literacy

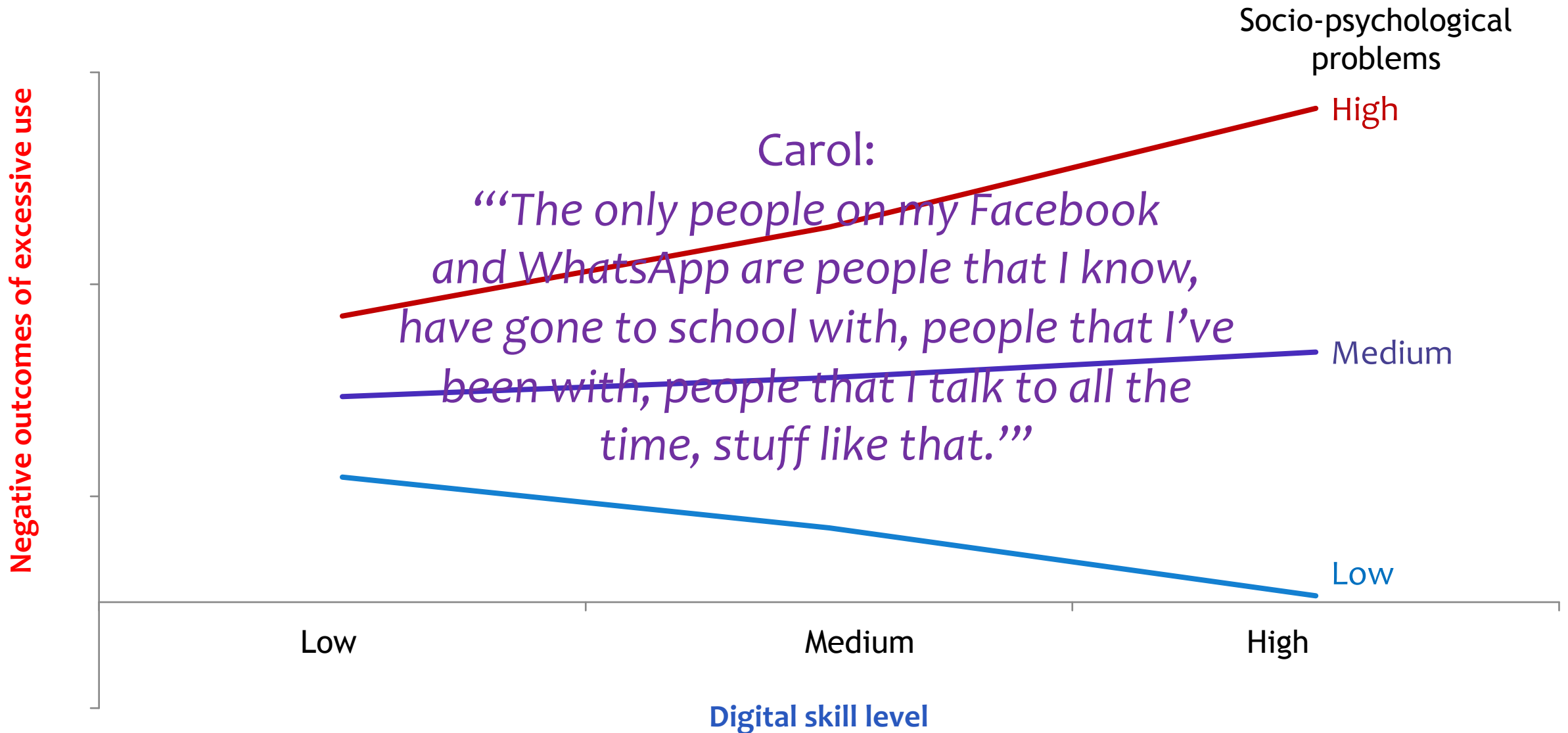
Proportion of the population with programming skills



Proportion of the population with basic content creation skills



Negative outcomes: Bullying, Ψ problems & skills



The future...

Knowledge

Awareness

Skills

And

Collective

Action

For

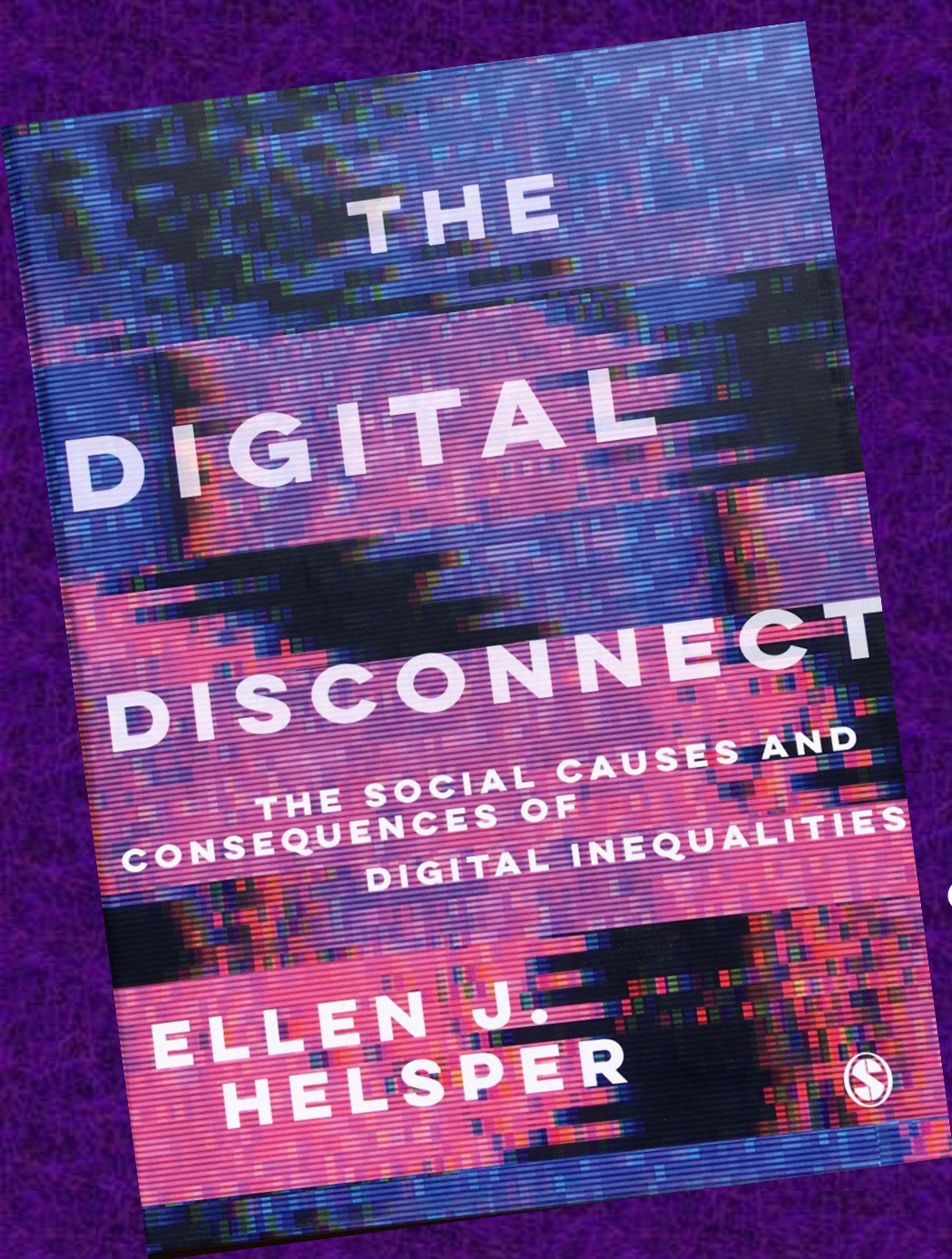
Beneficial

Outcomes



Lessons learned:

- ▶ Those who have been historically disadvantaged are less likely to **translate ICT use into high-quality outcomes** and are more likely to have **negative experiences** even with high skill levels.
- ▶ Digital literacy education should **go beyond teaching functional skills**, to forge a citizenry ready for a digital future, **critical literacy** which allows everyone to co-create the digital as well as the social environment are fundamental.
- ▶ **Formal education** around digital skills is unlikely to achieve greater equality on its own, **informal learning** is a strong shaper of digital learning.
- ▶ If the **right content** is not online, or if people's **socio-digital ecologies** do not stimulate learning, then digitisation is unlikely to lead to positive outcomes.



The digital future starts in a school, home, network and neighbourhood near us.

How the advantaged use ICTs impacts not only their own lives, but also those of future generations and others in less fortunate positions.

Digital literacy that leads to equity in participation in digital societies consists of the collective responsibility to make constructive contributions to our developing digital ecologies through use as well as design.

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