Digital Literacy in Design Education

Promoting Playful Reflection, Collaborative Creation and Self-Regulated Learning

Digital literacy has emerged as an indispensable skill in the 21st-century workforce, compelling educational institutions to adapt their curricula and incorporate digital literacy into their teaching methodologies. This research specifically addresses the challenge of integrating digital literacy into the secondary educational course Design&Technology, which adopts a project-based, competence-driven approach that presents difficulties in establishing overarching guidelines and methods.

The final design outcome of this project is a game, intended to be played during pivotal moments within the Design&Technology faculty, such as the start of a school year. The game facilitates the exchange of views and perspectives, promoting a unified outlook on the Design&Technology course at the school. It prompts teachers to reflect on their interventions with student design teams and evaluate the effectiveness of their approaches in supporting the self-regulated learning journey emphasized in the Design&Technology vision.

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