

How does social background influence an undergraduate's perception/relationship of their digital literacy ability?

This report sets out to explore how an individual's knowledge and experiences impacts on their digital identity. It explores social background, academic ownership, flexible learning, and knowing when to use technology and previous experience.

The invisible pedagogy of digital cultural capital is creating an environment that makes it difficult to be able to foster a responsive, responsible, imaginative and inspirational environment (UAL Strategy 2015), thus making it difficult to increase the participation in the workshops and to develop the digital cultural capital for all participants.

The report aims to inform the curriculum and enhance student learning. The report uses Bourdieu's concept of cultural capital and Bernstein's concept of visible and invisible pedagogies to investigate the role an art and design student's social background plays in their digital identity, and ultimately their identity as a whole. The report discusses the process and findings of the investigation and possible next steps.

Mark Wells

Fashion Multimedia Lecturer

London College of Fashion