# DIGITAL LITERACY

## FRAMEWORK TOOLKIT

*Fall 2019*

UNIVERSITY LIBRARIES
**VIRGINIA TECH**

Digital literacy is a set of knowledge, skills, and attitudes that empower learners to engage with their digital lives.

<span style="color:red">WELCOME TO THE</span>

# DIGITAL LITERACY
# FRAMEWORK TOOLKIT

## WHAT IS IT?

This toolkit is intended to help you put the digital literacy framework from the University Libraries at Virginia Tech into action. Use this toolkit to:

- Align your work with digital literacy learning outcomes
- Get inspired when revising or creating a workshop, curriculum, program, or other learning experience
- Learn more about the digital literacy framework

## WHY USE A TOOLKIT?

Digital literacy is essential to learning, creating, and connecting in our digital world. Diving into digital literacy education is exciting, but can also be complex. This toolkit will help you to zoom in on the pieces of digital literacy that matter to you, provide you with language for talking about them, and encourage you to consider aspects of digital literacy that may be new to you.
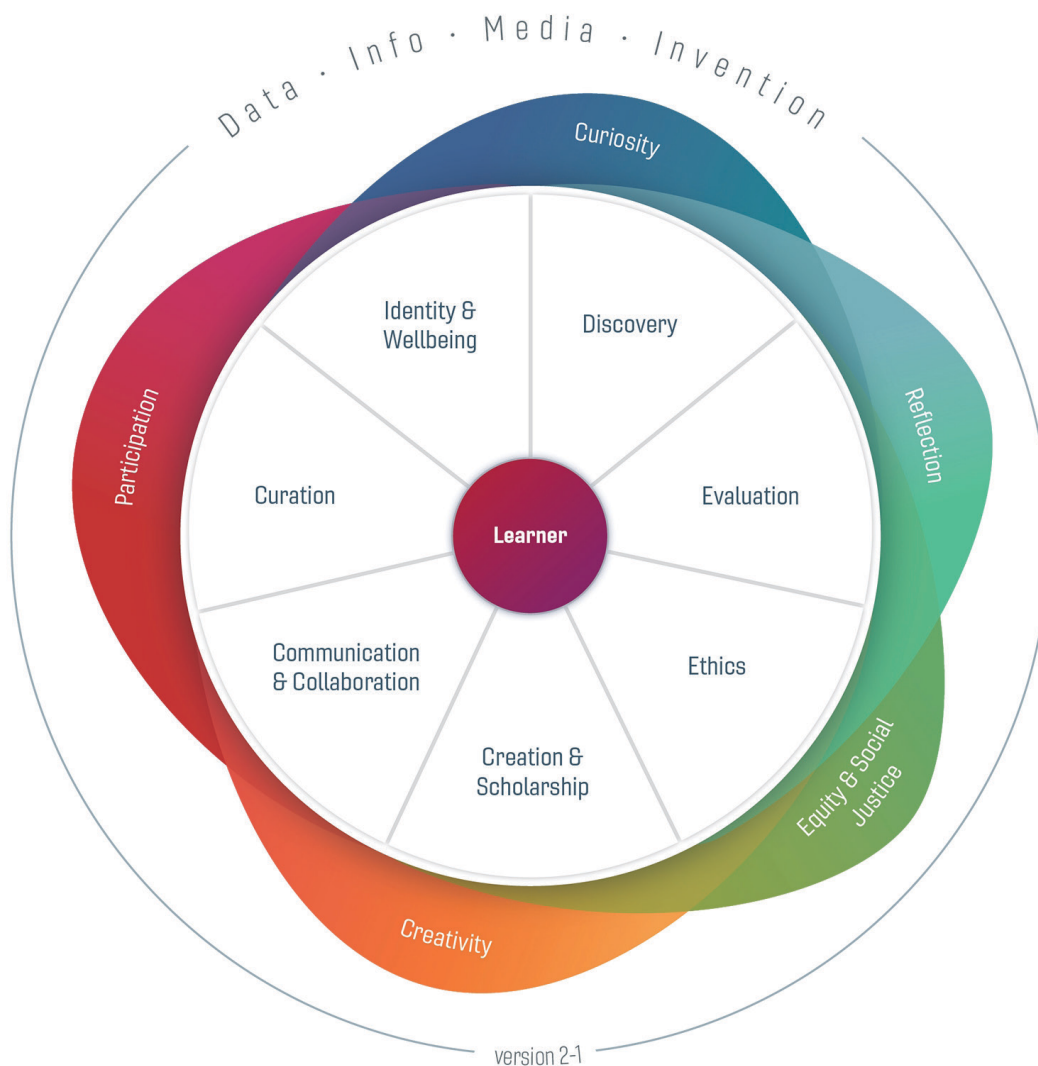
## WHAT'S IN IT?

# FRAMEWORK

## BREAKING IT DOWN

Digital literacy is "the capabilities which fit someone for living, learning and working in a digital society" (Jisc, 2015). These capabilities include knowledge, skills, and attitudes that help learners to engage with many kinds of digital content, tools, and processes, and to navigate the complexities of our digital society. By navigate we mean that digital literacy is all about making informed decisions when learning, creating, and interacting with others.



Data · Info · Media · Invention

Curiosity
Identity & Wellbeing
Discovery
Participation
Curation
Evaluation
Reflection
Learner
Communication & Collaboration
Ethics
Creation & Scholarship
Equity & Social Justice
Creativity

version 2-1

> This framework draws on the Jisc Digital Capabilities Framework
> https://www.jisc.ac.uk/guides/developing-students-digital-literacy
> and the ACRL Framework for Information Literacy in Higher Education
> http://www.ala.org/acrl/standards/ilframework.

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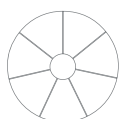GLOSSARY

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# HOW TO READ THE FRAMEWORK

Our digital literacy framework represents four layers for digital literacy:

### LEARNER

The learner is at the center of our framework. Becoming an effective learner is core to digital literacy.

### COMPETENCY AREAS

Learners develop in seven core competency areas as they build towards digital literacy: *Identity & Wellbeing, Discovery, Evaluation, Ethics, Creation & Scholarship, Communication & Collaboration, and Curation.* These competencies are interconnected and can be explored in any order. In each competency area, learners explore technical, critical thinking, and social abilities.

### KEY VALUES

Five key values frame the competencies: *Curiosity, Reflection, Equity & Social Justice, Creativity, and Participation.* These values connect and contextualize the competencies, addressing the affective aspects of digital literacy. The key values are often aspirational. They speak to the big-picture purpose of digital literacy as well as our hopes for learners as engaged digital citizens.
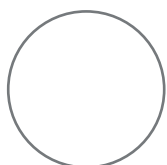
### MULTIPLE LITERACIES

Multiple literacies provide a lens or frame for digital literacy. In this way, our framework approaches digital literacy as an umbrella or metaliteracy that includes information, data, media, and invention literacies. While a particular class session, workshop, or online learning module might focus on one of these in particular, they come together to inform the way we think about digital literacy as a whole.

> For more information on the development of this framework, see Feerrar, J. (2019). Development of a framework for digital literacy. https://vtechworks.lib.vt.edu/handle/10919/89673.

# OUTCOMES

The learning outcomes below articulate what learners will know and be able to do as they develop their digital literacy competencies. Use these outcomes as broad standards to guide or connect to the more specific goals of your program, curriculum, or other learning experience.

Not sure about a term? Glossary on pg. 6

## 1 IDENTITY & WELLBEING

1.1 Identify personal learning needs and goals when engaging in digital environments
1.2 Explain the impact of communication choices on online identity development, privacy, and security in a digital environment
1.3 Recognize opportunities to manage personal data, privacy, and security in a digital environment
1.4 Create and manage online identities that align to personal and professional values and goals
1.5 Plan strategies to manage emotional and physical health in digital personal and professional settings

## 2 DISCOVERY

2.1 Recognize the value of curiosity, exploration, and play in the discovery process
2.2 Identify information needs and gaps in personal knowledge
2.3 Locate and explore ideas from multiple viewpoints and perspectives
2.4 Evaluate and adapt search strategies during the discovery process

## 3 EVALUATION

3.1 Critically analyze information/media/data to determine its relevance, accuracy, purpose, and bias based on contextual needs
3.2 Recognize how algorithms and personalization may influence online information exposure
3.3 Reflect on how personal viewpoints and values may influence engagement with data/information/media
3.4 Evaluate platforms and tools to determine access, usability, and suitability

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# 4 ETHICS

4.1 Analyze differences in access, rights, and vulnerabilities of individuals and groups

4.2 Distinguish between ethics, laws, and codified norms

4.3 Identify rights and responsibilities when using, creating, and sharing digital data/information/media

4.4 Apply relevant ethical principles in personal, professional, and academic contexts

4.5 Adapt ethical principles when navigating new digital contexts

# 5 CREATIVITY & SCHOLARSHIP

5.1 Recognize that the creative process can involve a variety of emotional experiences

5.2 Examine how format, genre, discipline, and audience can affect creative choices

5.3 Practice an iterative design process towards specific goals

5.4 Engage in troubleshooting while using tools

5.5 Create original works and repurpose or remix existing works

# 6 COMMUNICATION & COLLABORATION

6.1 Apply communication conventions and norms in online communities

6.2 Recognize ways power structures influence interactions, sharing, and collaboration

6.3 Develop roles and shared expectations for collaboration when working in groups

6.4 Use relevant tools and strategies for digitally mediated collaboration

6.5 Analyze the effectiveness of team roles, collaborative tools, processes, and outcomes

# 7 CURATION

7.1 Select tools and format considering accessibility and compatibility over time

7.2 Apply organizational principles to data/information/media

7.3 Create a plan to preserve, maintain, and sunset data/information/media

7.4 Assemble content for the purpose of meaning-making and sharing

# GLOSSARY

## Accessibility
Refers to both digital accessibility (the ability for all users to navigate and understand a website or application) and open access (an unimpeded approach to online content). (Adapted from *The Oxford English Dictionary)*. **(7.1)**

## Bias
Conscious or unconscious preference for or against a person, group, or system of ideas. **(3.1)**

## Data
Information that has been organized or structured to enable summary, analysis, or interpretation, either by humans or machines (e.g. information that's meant to be used).
**(1.3, 3.1, 3.3, 4.3, 7.2-7.3)**

## Ethics
Underlying moral principles that can guide norms, laws, and individual actions. **(4.2)**

## Information
"…facts, conclusions, ideas, and creative works of the human intellect and imagination that have been communicated, formally or informally, in any form." (Excerpt from Reitz (2004). *Dictionary for Library and Information Science)*. **(2.2, 3.1-3.3, 4.3. 7.2-7.3)**

## Laws
A rule of conduct imposed by an authority, such as a government. (*Adapted from The Oxford English Dictionary)*. **(4.2)**

## Media
Means of mass or personal communication, including visual, audio, print, and online formats. (Adapted from Chandler and Munday (2016) *A Dictionary of Media and Communication)*. **(3.1, 3.3, 4.3, 7.2-7.3)**

## Norms
A set of informal rules or expectations shared and sustained through social relationships to guide behavior within a group. **(4.2, 6.1)**

## Personalization
The automatic tailoring of digital information (search results, social media feeds, advertisements, etc.) to individual users based on past activity, location, personal characteristics or preference settings. (Adapted from Chandler and Munday (2016), *A Dictionary of Social Media)*. **(3.2)**

## Sunset
"To terminate, discontinue (a program, service, etc.) or disband (an organization) after a fixed period." (*The Oxford English Dictionary)*. **(7.3)**
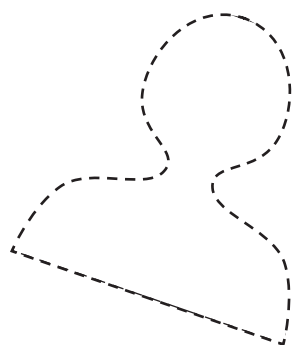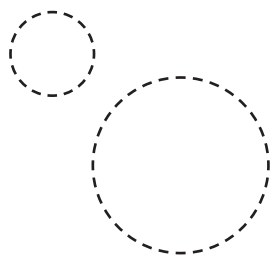
# USING THE
# FRAMEWORK
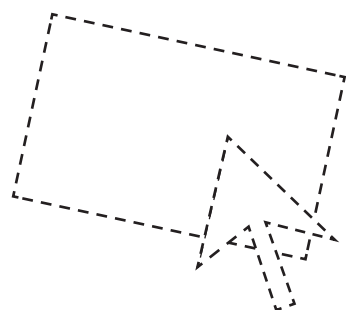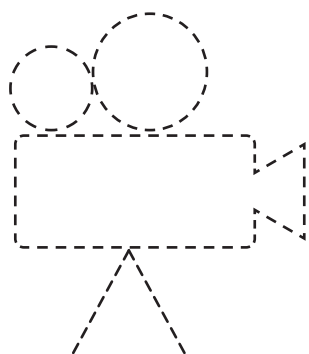
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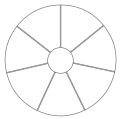
## HOW TO READ THE FRAMEWORK *and PLAN WITH IT*

Lesson planning happens many ways, but here's a real example of how we approach planning with the framework. Think about your focus at each level from learner to literacies.

*WE LIKE TO START HERE*

### LEARNER
This workshop is for undergraduate students who will soon be looking for internships or jobs.

### COMPETENCY AREAS
The students we're working with need to build competency in analyzing and managing their online presence which falls into **Identity & Wellbeing**.

*^THIS WILL HELP W/ CHOOSING OUTCOMES*

### KEY VALUES
During the workshop, we're hoping to approach online identity from a place of **Curiosity** about who we are online.
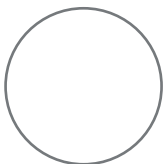
### MULTIPLE LITERACIES
We'll be taking a **Data Literacy** approach in this workshop. We'll explore the kinds of personal data that's accessible through a Google search and questions of data privacy.

*TRY AND STICK TO 1 OR 2 FOCUSES PER SECTION*

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CAN BE A FUN WAY TO CHOOSE YOUR PATH

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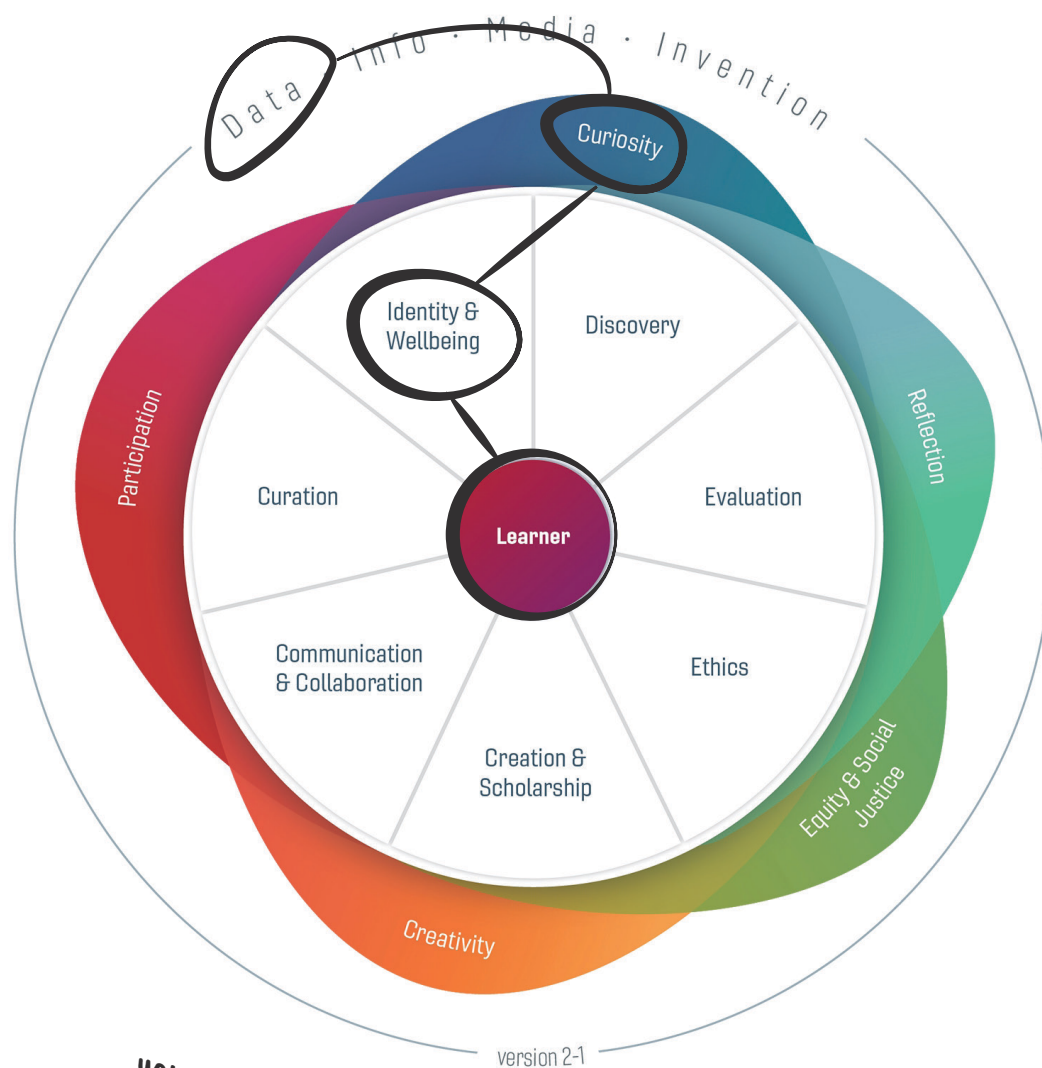
YOUR PATH MAY
NOT BE THIS SIMPLE

# PLANNING GUIDE

## STEP 1: SELECT ASSIGNMENT

☐ Workshop or class session     ☐ Student work experience
☐ Program                        ☐ Curriculum
☐ Course                         ☐ Online learning resource
☐ Activity                       ☐ Other: _____

## STEP 2:  CHOOSE YOUR FOCUSES
Competencies, values, and literacies from the framework.

## STEP 3: IDENTIFY GOALS

**DIGITAL LITERACY
FRAMEWORK OUTCOMES:**

**KEY QUESTIONS:**
*What are the thought-provoking
questions to be explored?*

**KNOWLEDGE & SKILLS:**
*What should students know or
be able to do by the end of the
experience?*

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# STEP 4: DETERMINE EVIDENCE OF LEARNING

**PERFORMANCE TASKS:**
*What will students do (formally or informally) to demonstrate their learning?*
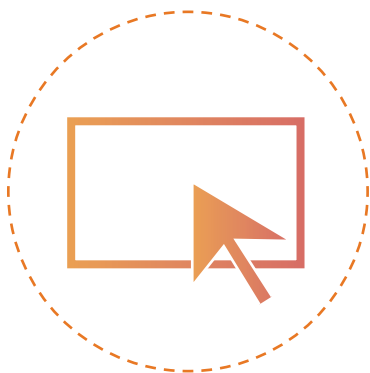
**CRITERIA:**
*What kinds of criteria will you evaluate them on?*

# STEP 5: CREATE A PLAN

*What are the learning activities and instructional strategies you will use?*

Adapted from Wiggins & McTighe. (2005). *Understanding by Design* (2nd ed).
Alexandria, VA: ASCD.

# EXAMPLE LESSONS

## ORGANIZING YOUR FILES
### ADVANCED RESEARCH SKILLS

*Amanda MacDonald & Anne M. Brown*

> ## DIGITAL LITERACY OUTCOMES

**(7.2)** Apply organizational principles to data/information/media

**(7.3)** Create a plan to preserve, maintain, and sunset data/information/media

> ## SPECIFIC OUTCOMES

Explore strategies for best practices related to file organization and storage, such as naming patterns and utilizing subfolders.

> ## DESCRIPTION

This lesson introduces students to file management. Learners store information like passwords, photos, and documents all the time, but we rarely teach best practices for saving files. What does it mean to manage and organize my data? What are my current practices? Where has my current system worked and not worked?

Students first view two videos, *Introduction to File Management* and *Managing Your Files*, to introduce them to the concept of file management. Then they review their current practices and consider the following questions:  How do I name papers and projects? Where do I store them? Do I use folders?

Next, learners are asked to describe their current file management and organization strategies. This can be done in text or a physical drawing showing the structure of their organization and storage practices.

Lastly, learners are asked to reflect on what changes they can make and how and when they plan to make them, like utilizing better naming patterns or implementing subfolders, and what practices might be helpful for the future.

Learn more about Advanced Research Skills: guides.lib.vt.edu/arsp

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# GOOGLE YOURSELF
## ONLINE IDENTITY REFLECTION

*Julia Feerrar*

## DIGITAL LITERACY OUTCOMES

**(1.4)** Create and manage online identities that align to personal and professional values and goals

## SPECIFIC OUTCOMES

Examine the personal data and information that makes up your current online presence.

## DESCRIPTION

The activity opens with a general discussion of online identity and online presence. What do these phrases mean? Are there certain activities or digital platforms they call to mind?

Following the discussion, learners use a phone or laptop and examine their own online presence by searching for their names in Google. Learners with common names may need to add additional search terms such as their hometown, school, or area of study to narrow their results.

After searching in Google, learners can repeat their searches in another search engine such as Bing or DuckDuckGo to see if their results change. After about 5-10 minutes of searching, the group comes back together to discuss their findings, including anything that surprised them.

Following this activity, a workshop or class session might lead into further discussion of strategies for managing online presence such as deleting old accounts, changing privacy settings, or creating a personal website or ePortfolio.

# EXAMPLE LESSONS

## PITCH VIDEOS
### CREATING MEDIA STORIES

*Alice Rogers, Sara Sweeney Bear, & Kayla McNabb*

## DIGITAL LITERACY OUTCOMES

**(5.2)** Examine how format, genre, discipline, and audience can affect creative choices

**(5.3)** Practice an iterative design process towards specific goals

**(4.4)** Apply relevant ethical principles in personal, professional, and academic contexts

## SPECIFIC OUTCOMES

Identify techniques to communicate intended message. Select appropriate library resources based on project needs. Develop a plan for composing a multimedia project.

## DESCRIPTION

This lesson introduces students to planning and creating a pitch video. During the session, students learn about library resources, interview techniques, and video planning. Pitch videos are short, persuasive multimedia projects that require time management, proficiency with capturing and manipulating video, and carefully designed storytelling. Students will ask questions like: Who is my audience? How do I establish trust with my viewers? How do I convey my message? What resources do I need to accomplish my task?

The session begins with a review of example pitch videos, and students discuss the effectiveness of storytelling and filming techniques. Next, students learn about library resources that can help them capture and edit video content in a variety of styles. Students walk through how to communicate with interviewees, set up an interview space, frame a shot, and conduct an interview.

Finally, workshop attendees are guided through a planning process for their own pitch video project. This includes working with peers to identify audience, outline key ideas, and storyboard individual scenes. Students are also prompted to consider usage rights when procuring and incorporating outside content into their work.

# DIGITAL LITERACY
## OUTCOMES QUICK SHEET

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For more on the framework:
lib.vt.edu/research-teaching/digital-literacy

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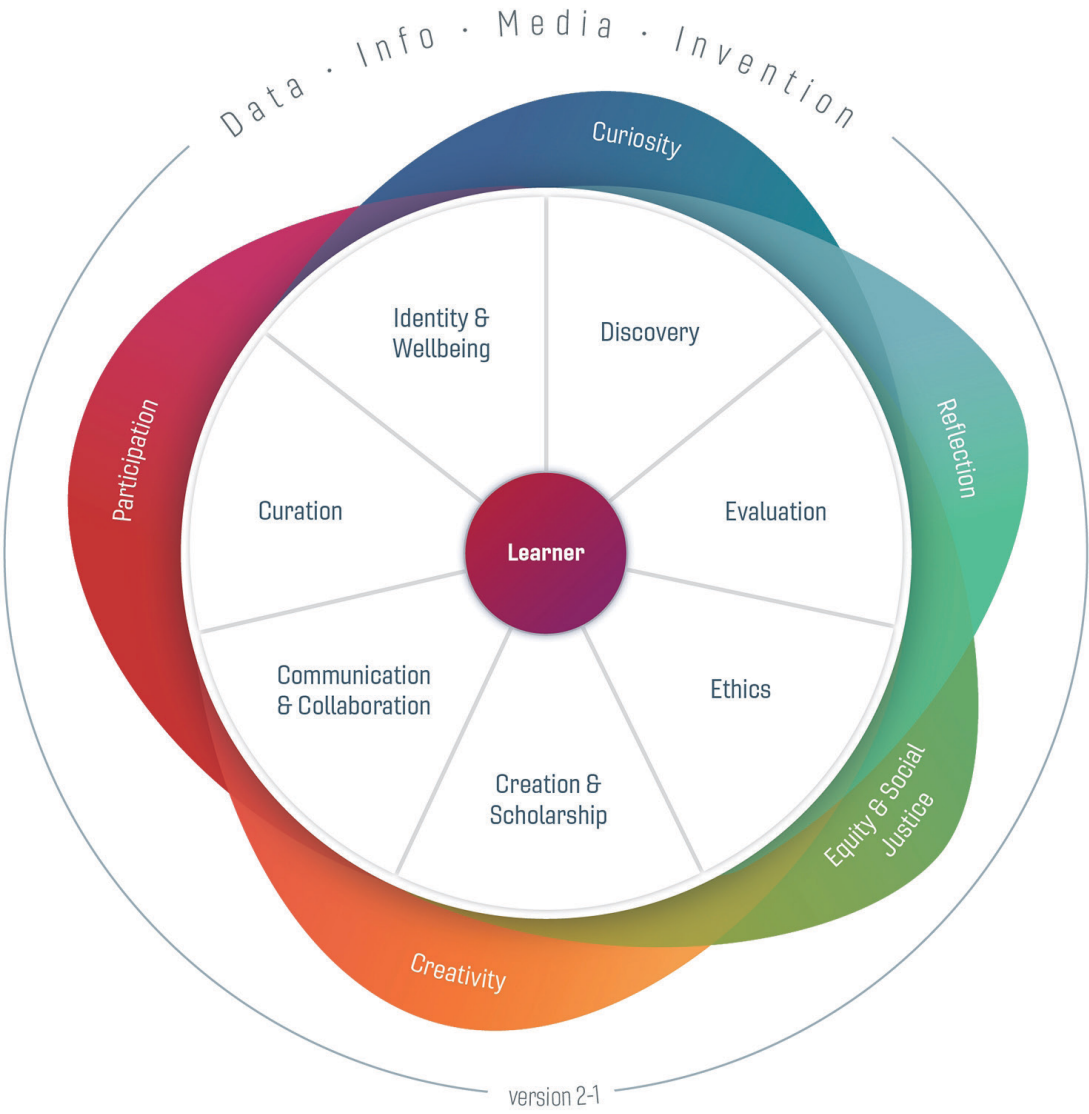
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# FOR MORE RESOURCES
## guides.lib.vt.edu/DLtoolkit

For more on Digital Literacy at Virginia Tech
**bit.ly/vtdigilit**