LEARNER CENTERED DIGITAL LITERACY

Embracing the Complexity of Identity and Equity Online

UNIVERSITY LIBRARIES
VIRGINIA TECH

Julia Feerrar

Head of Digital Literacy Initiatives

Kelsey Hammer

Digital Literacy & Multimedia Production Librarian

bit.ly/milexkey21

We acknowledge the Tutelo/Monacan people, who are the traditional custodians of the land on which we work and live, and recognize their continuing connection to the land, water, and air that Virginia Tech consumes. We pay respect to the Tutelo/Monacan Nations, and to their elders past, present, and emerging.

We acknowledge that Virginia Tech's Blacksburg campus was previously the site of the Smithfield Plantation. At any point from 1774 to 1865, the Preston family enslaved 40 to 100 African men, women, and children on this land. We pay respect to those souls and acknowledge that Virginia Tech is undeniably tied to this legacy.

LEARNER CENTERED

DIGITAL LITERACY

Embracing the Complexity of Identity and Equity Online

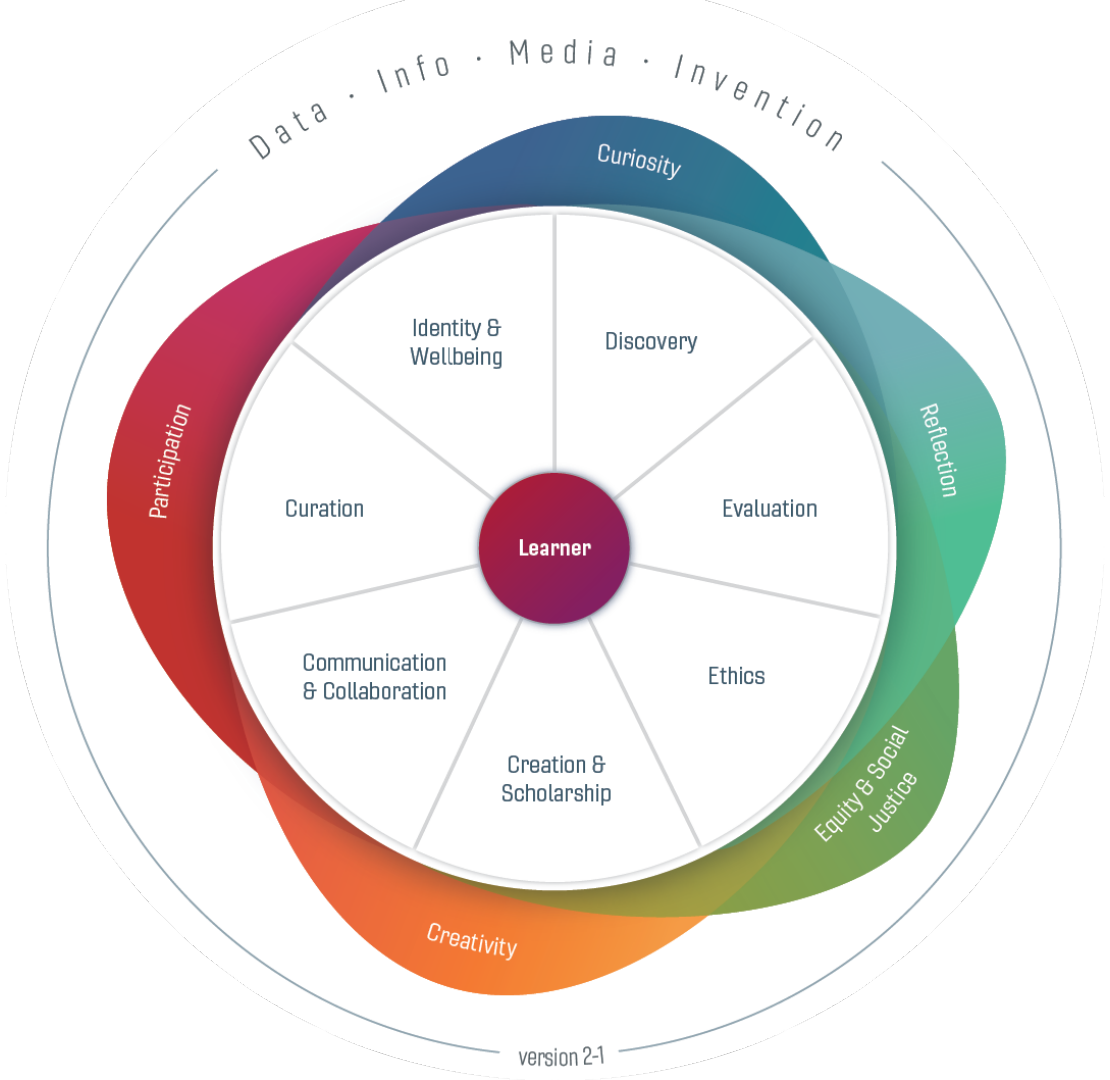
1. What is digital literacy?
2. Who are our learners?
3. How does this translate into our work?

What is digital literacy?

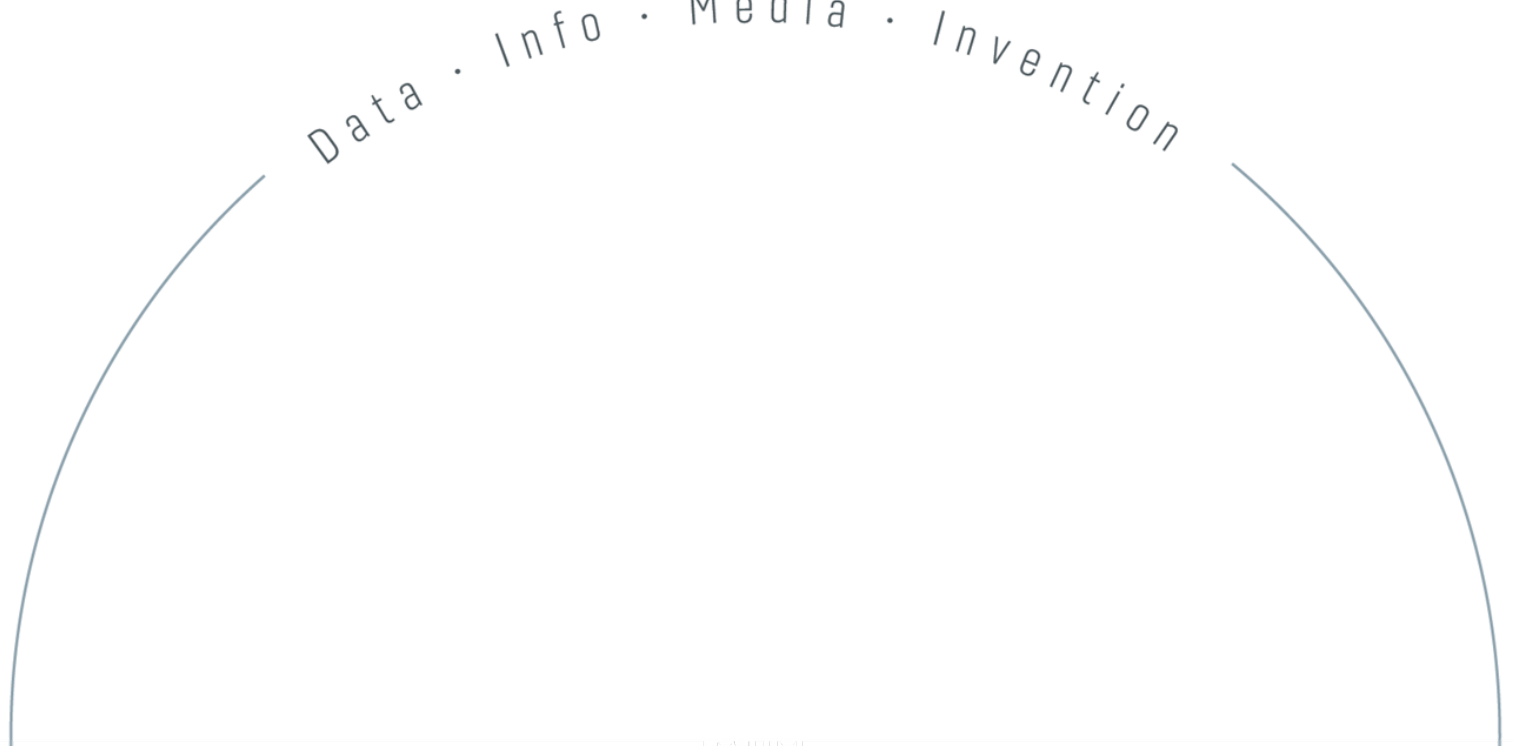
“...knowledge, attitudes, and skills that help us deal with the complexity of participating in our digital society...”

Developing the Framework

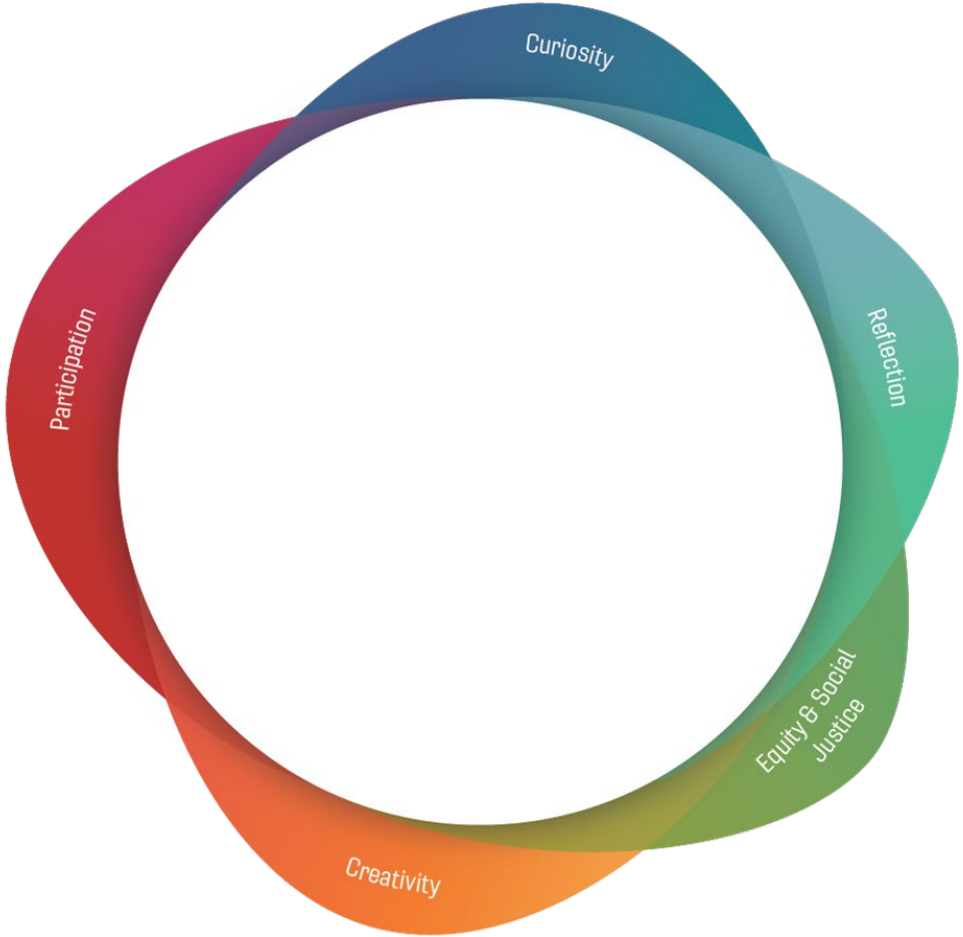
bit.ly/digiframe21


Data · Info · Media · Invention
Curiosity
Reflection
Equity & Social Justice
Creativity
Participation
Identity & Wellbeing
Discovery
Evaluation
Ethics
Creation & Scholarship
Communication & Collaboration
Curation
Learner
version 2-1

LITERACIES

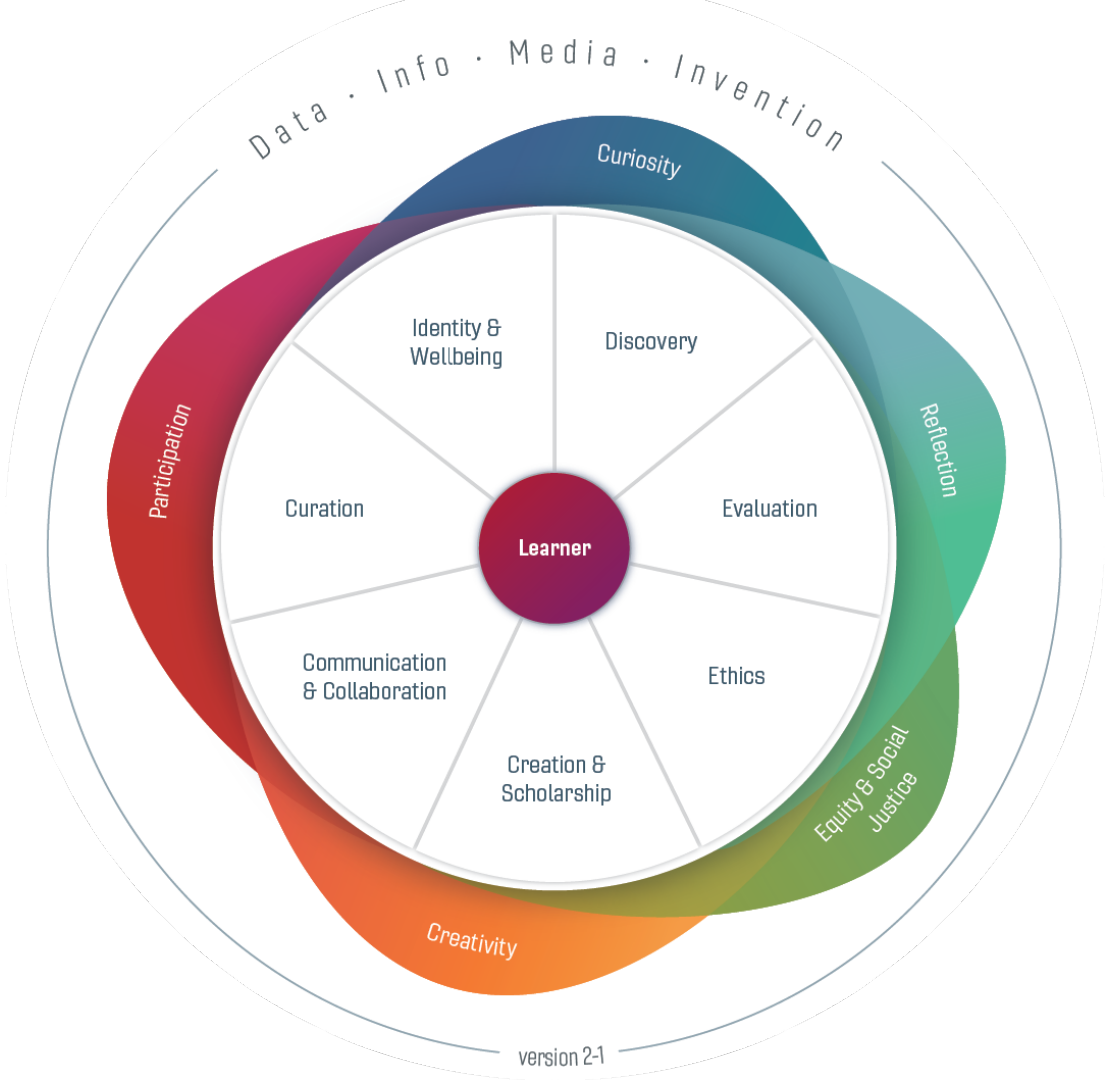


VALUES


Curiosity
Reflection
Equity & Social Justice
Creativity
Participation

COMPETENCIES

Learner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Learners at the Center

Who are our learners?

How do their identities shape their experiences online?

ASPECTS OF DIGITAL LIFE

1. Generational Assumptions
2. Access & the Digital Divide
3. Representation & Algorithmic Oppression
4. Social Media & Mental Health
5. Privacy & Risk
6. Interests & Experience

GENERATION

ACCESS

DIGITAL DIVIDE

73% of U.S. adults have broadband at home

92% in households with >$75K income

56% with <$30K income

Pew Research Center, 2019

“17% of Americans are now ‘smartphone only’ internet users”

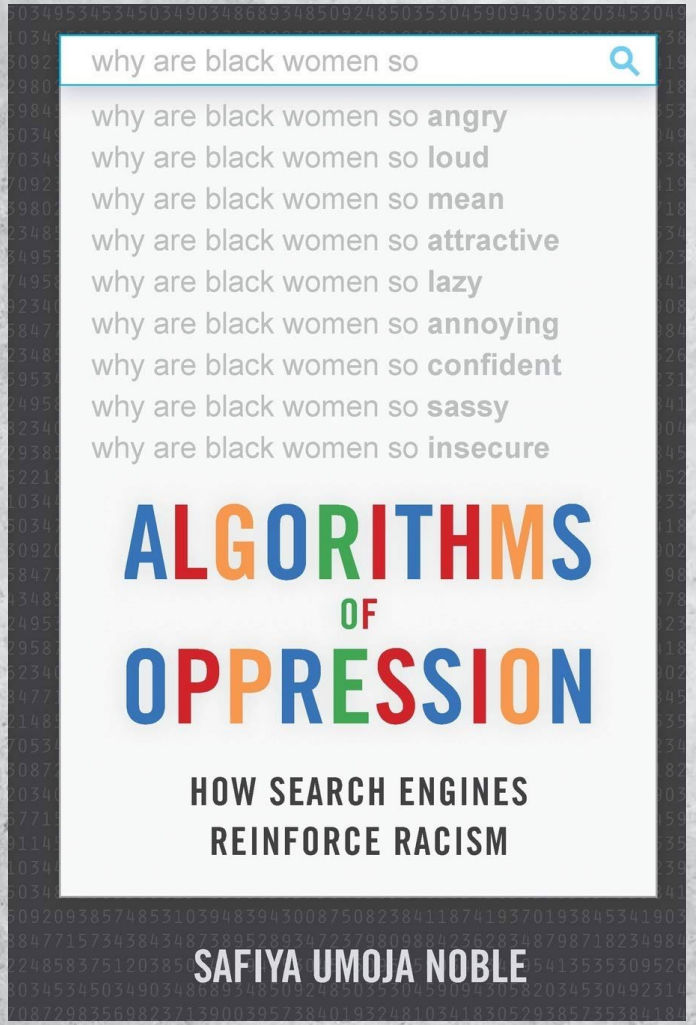
Pew Research Center, 2019

“Adolescents growing up in lower-income households...also tend to receive less supervision, support, and scaffolding in their online activities, and report more spillover of negative online experiences.”

Chandra et al., 2020

REPRESENTATION

OPPRESSION



HEALTH

SOCIAL MEDIA

Experiences online
mirror experiences offline.

Ito et al., 2020b

Screen time: quality over quantity

Ito et al, 2020b;
Odgers, C. , & Robb, M. , 2020

PRIVACY RISK

INTERESTS

1. Support from peers and mentors
2. Interests and culture of the learner
3. Connected across settings

Ito et al., 2020a

How does this translate to teaching and planning?

CHOICE

User:Juliagfee

From Wikipedia, the free encyclopedia

Main page
Contents
Current events
Random article
About Wikipedia
Contact us
Donate

Contribute
Help
Learn to edit
Community portal
Recent changes

This user is an instructor for the course Wikipedia:Wiki_Ed/Virginia_Tech/FREC_4454_(Spring_2021).

This user is an instructor for the course Wikipedia:Wiki_Ed/Virginia_Tech/FREC_4454_(Spring_2020).

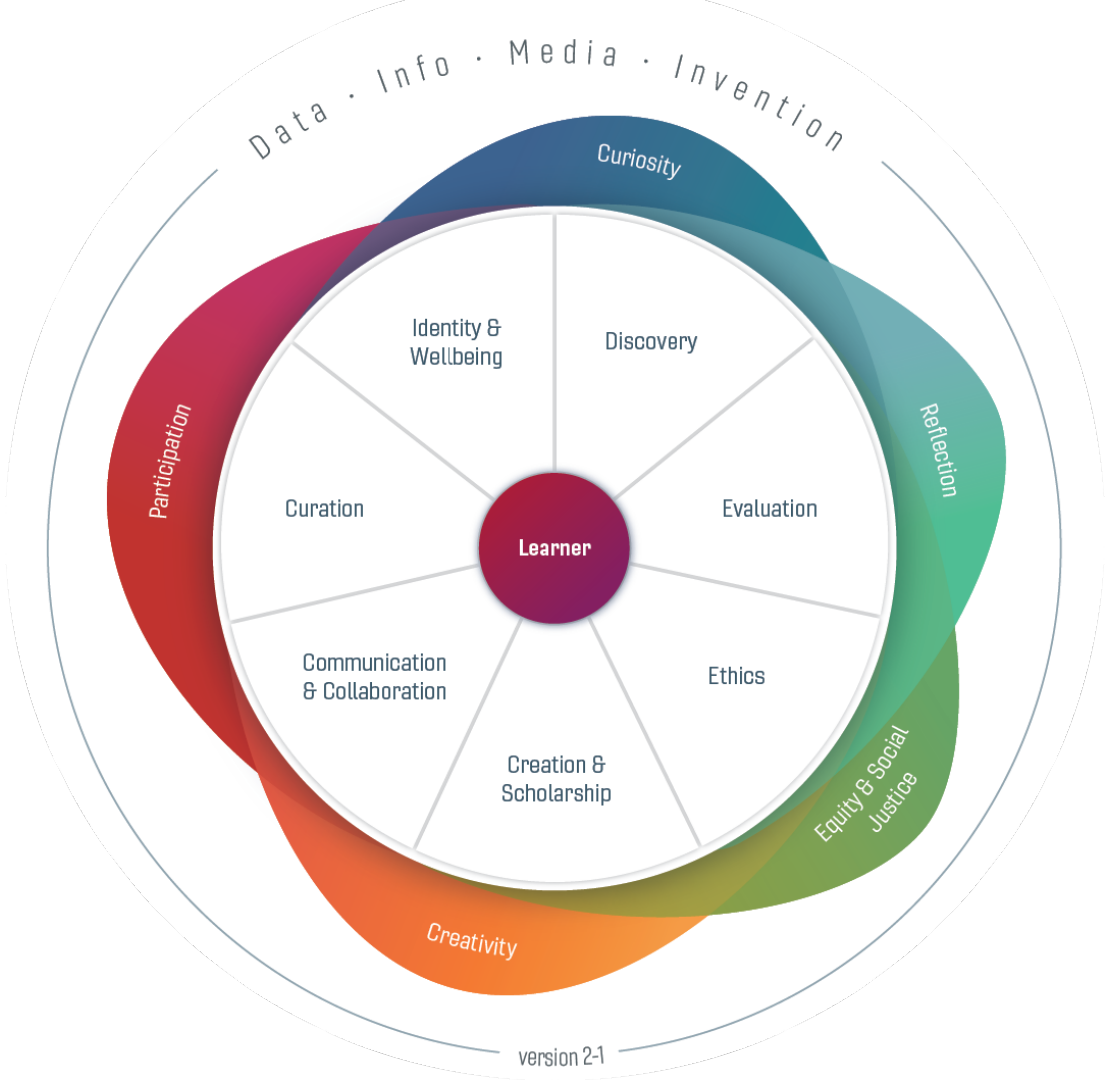
This user is an instructor for the course Wikipedia:Wiki_Ed/Virginia_Tech/FREC_4454_(Spring_2019).

Categories: Wikipedia Education Program course instructors

Reflection
+
Sharing

BALANCE

VISION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The Framework Toolkit

DIGITAL LITERACY

FRAMEWORK TOOLKIT

Fall 2019

UNIVERSITY LIBRARIES
VIRGINIA TECH.

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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, 4.2, 7.2-7.3)***

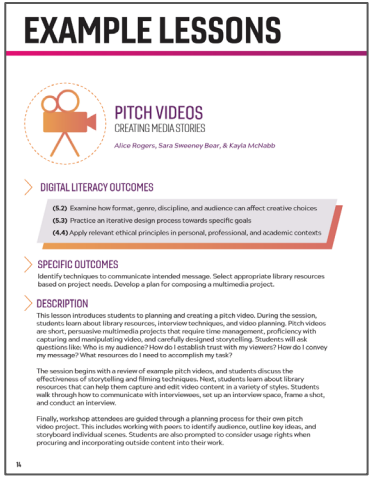
Laws
A rule of conduct imposed by an authority, such as a government. (*Adapted from The Oxford English Dictionary*). ***(4.2)***

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*). ***(2.1, 2.3, 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)***



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

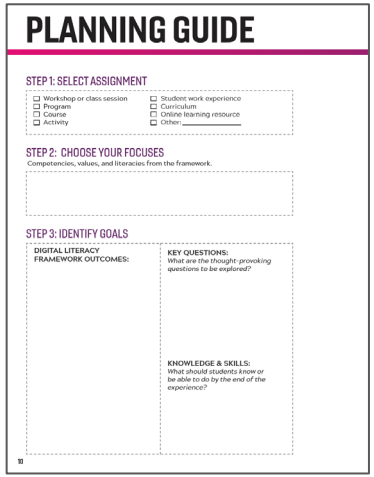
Identify techniques to communicate intended message. Select appropriate library resources based on project needs. Develop a plan for composing a multimedia project.

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.



PLANNING GUIDE

STEP 1: SELECT ASSIGNMENT

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

STEP 2: CHOOSE YOUR FOCUSES

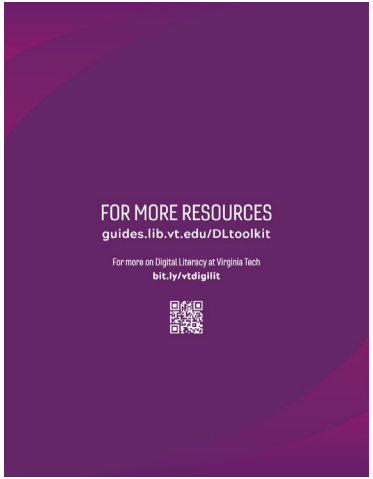
Competencies, values, and literacies from the framework.

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?



FOR MORE RESOURCES

guides.lib.vt.edu/DLtoolkit

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

“Who are you online?”

ONLINE IDENTITY

1. Google your name
2. Discuss strategies to limit or expand online presence

ONLINE IDENTITY

Identity & Wellbeing: 1.4

Create and manage online identities that align to personal and professional values and goals

Ethics: 4.3

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

REFLECTION & EQUITY

WRAP UP

Thank You!

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FURTHER RESOURCES

Algorithmic Justice League
https://www.ajl.org/library/education

Connected Learning Alliance
https://clalliance.org/

Hybrid Pedagogy
https://hybridpedagogy.org/

Learning for Justice (formerly Teaching Tolerance)
https://www.learningforjustice.org/

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Questions?

Julia Feerrar
feerrar@vt.edu

Kelsey Hammer
knhammer@vt.edu