

DIGITAL LITERACY

AT VIRGINIA TECH

From What + Why to Who + How

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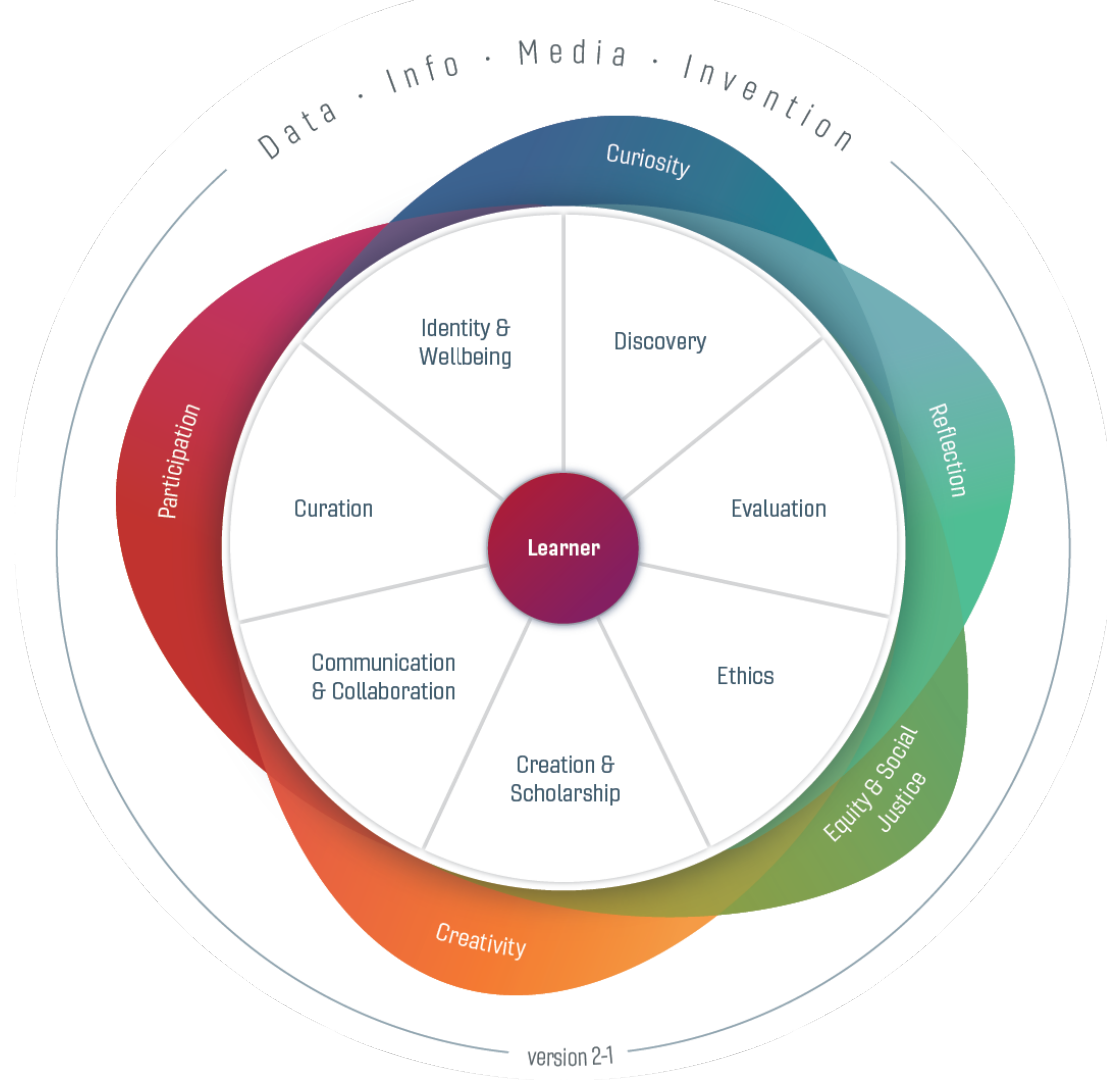


Where We're Headed

- Digital literacy: what and why?
- The story of digital literacy at Virginia Tech
- Looking forward
- Q + A

Learning, creating, and living in our digital world can be complicated.

Digital literacy is the knowledge, skills, and attitudes that help us deal with this complexity and participate in our digital society.



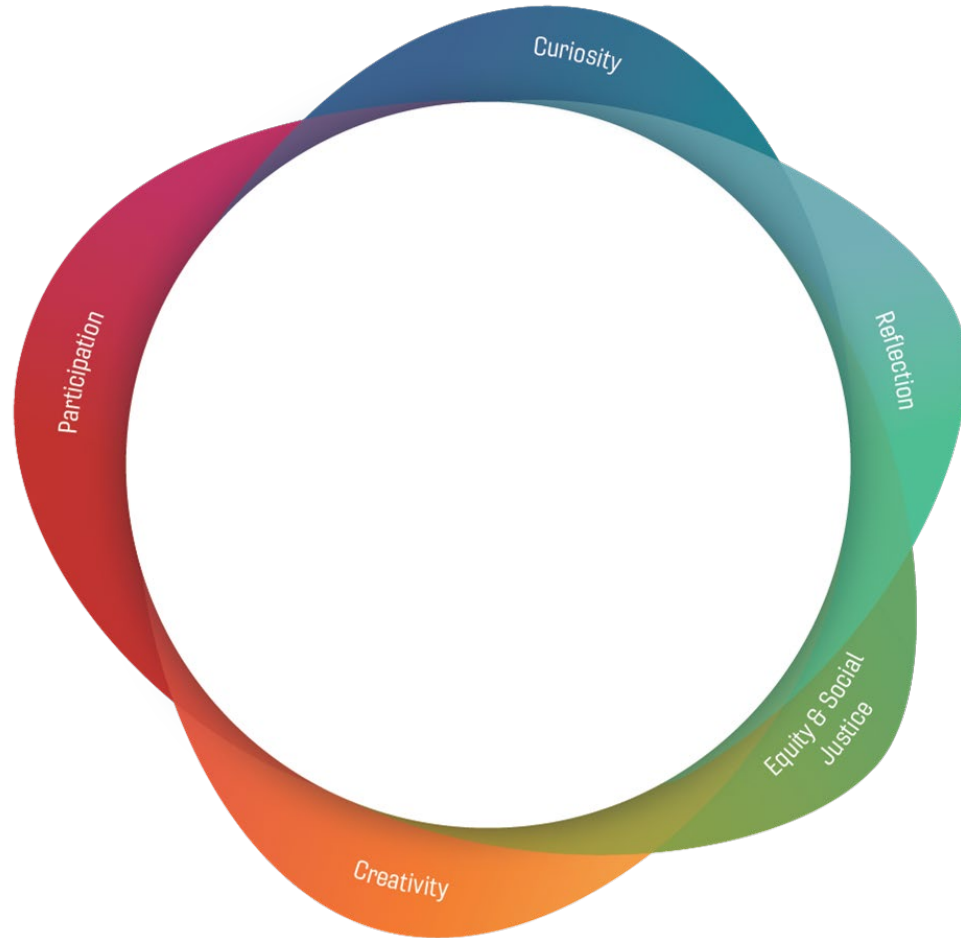
A circular icon with a gradient from dark red to purple, featuring the word "Learner" in white text.

Learner

COMPETENCIES

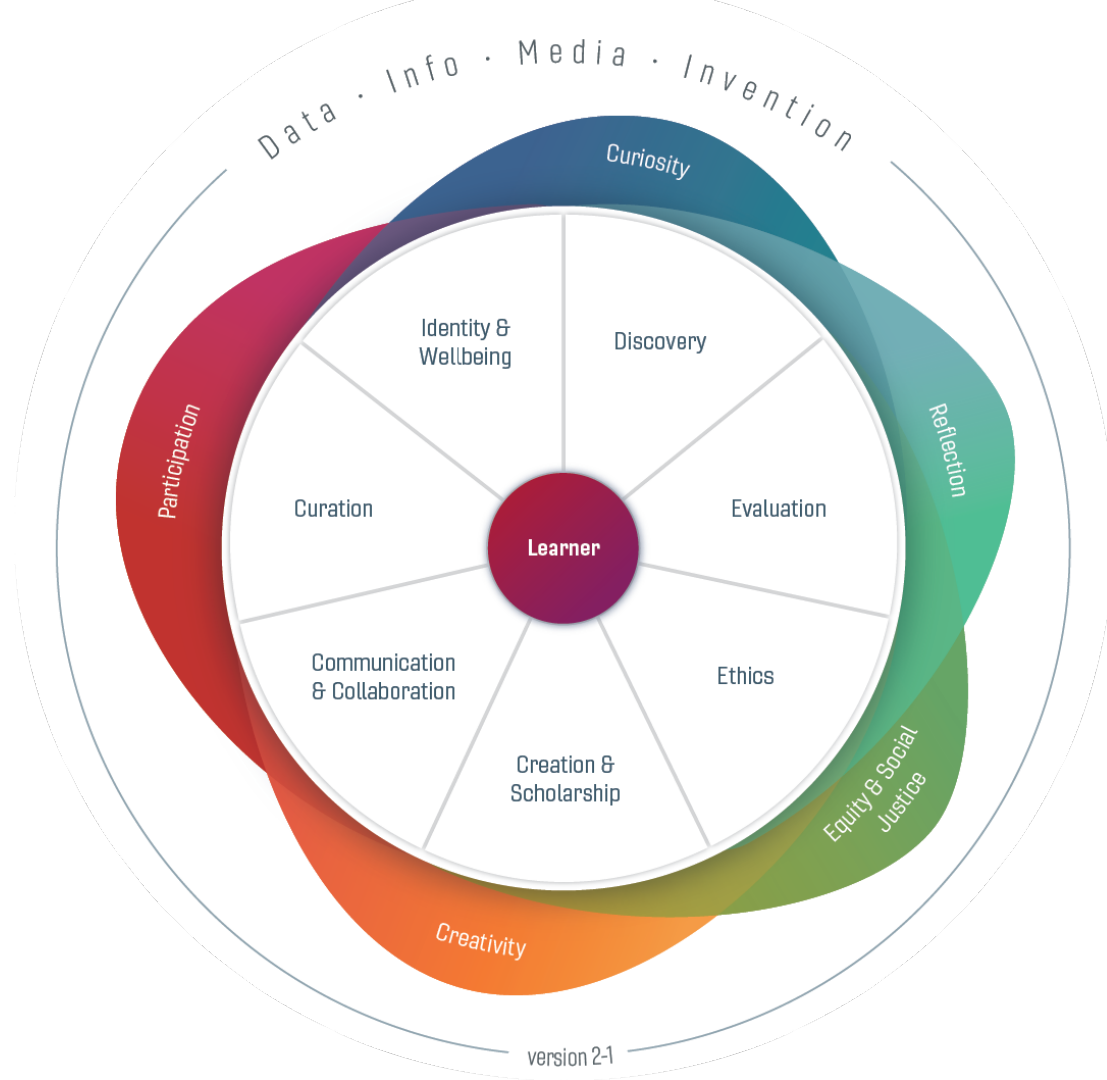


VALUES



LITERACIES

Data · Info · Media · Invention



How did we get here?
Creating the Framework

Virginia Tech Context in 2016

- Public research university
- ~34,000 students (up to ~36,000 in 2019)
- Undergraduate curriculum revision
- New priorities for research and teaching

Virginia Tech Context in 2016

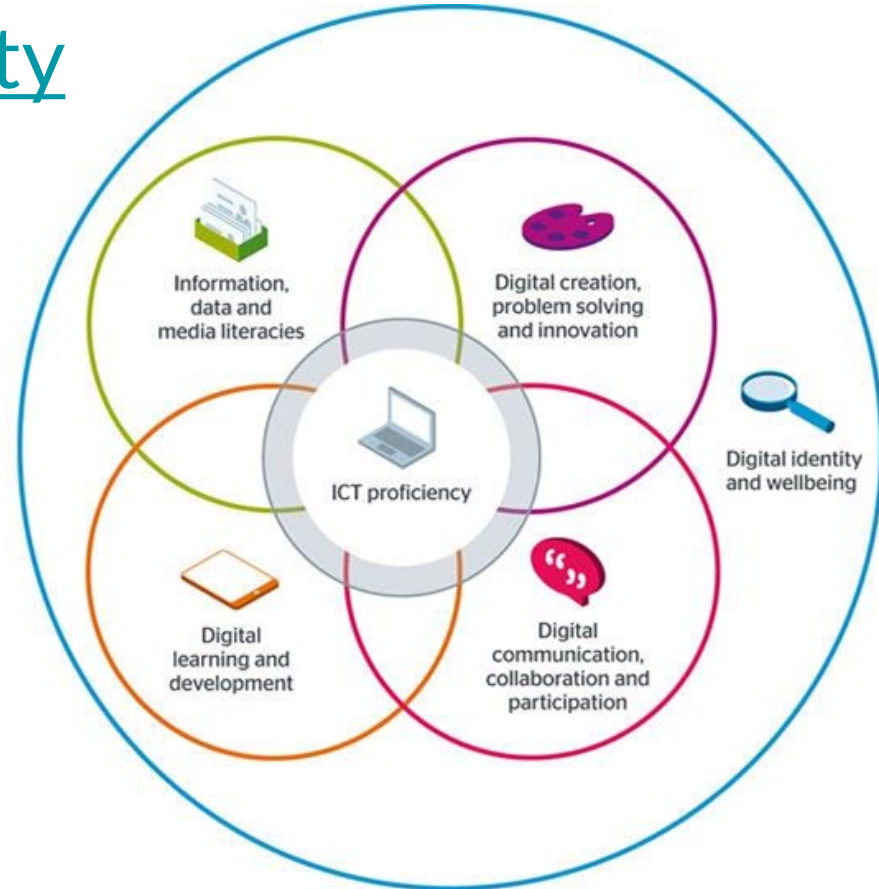
- Evolving library programs, services, spaces
- Decentralized liaison librarians, others involved in education
- Provost charged library with leading digital literacy initiatives

Digital Literacy Task Force

Summer 2016


JISC Digital Capability

“Digital literacies are those capabilities which fit an individual for living, learning and working in a digital society.”



ACRL Framework

- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

- 
- Tools and technologies
 - Content (information, data, media)
 - Creation processes
 - Learning
 - Social interaction
 - Identity and wellbeing

Program Vision

- Library as connection point
- Both shared, foundational skills and specialized experiences
- Multimodal program offerings
- Flexible assessment
- A program coordinator

Developing the Framework

Gateway to dig. life

ICT

Learning

Exploring ideas
- data, media, info

Reflective Discovery

Reflecting/critical thinking re: findings

Critical Evaluation

Social justice?

Ethics

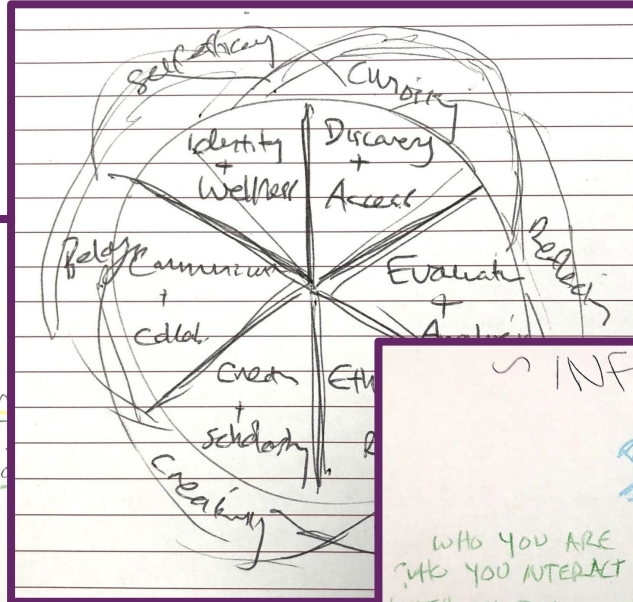
Actively creating, building, using data-media-info

Creation + Scholarship

Communication + Collaboration

Who you are + who you interact with in other spaces

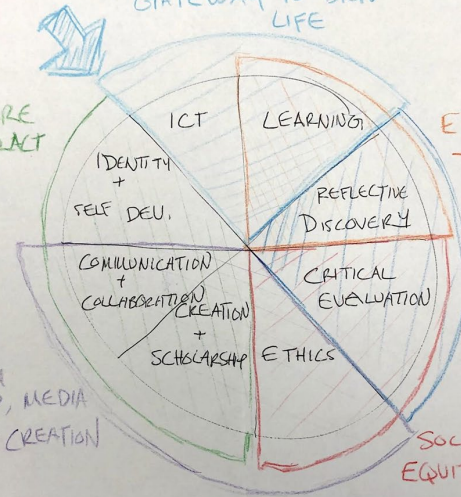
Identity + Self Development



INFO • MEDIA • DATA • EMERGING LIFE

WHO YOU ARE
WHO YOU INTERACT
WITH IN DIG.
SPACES

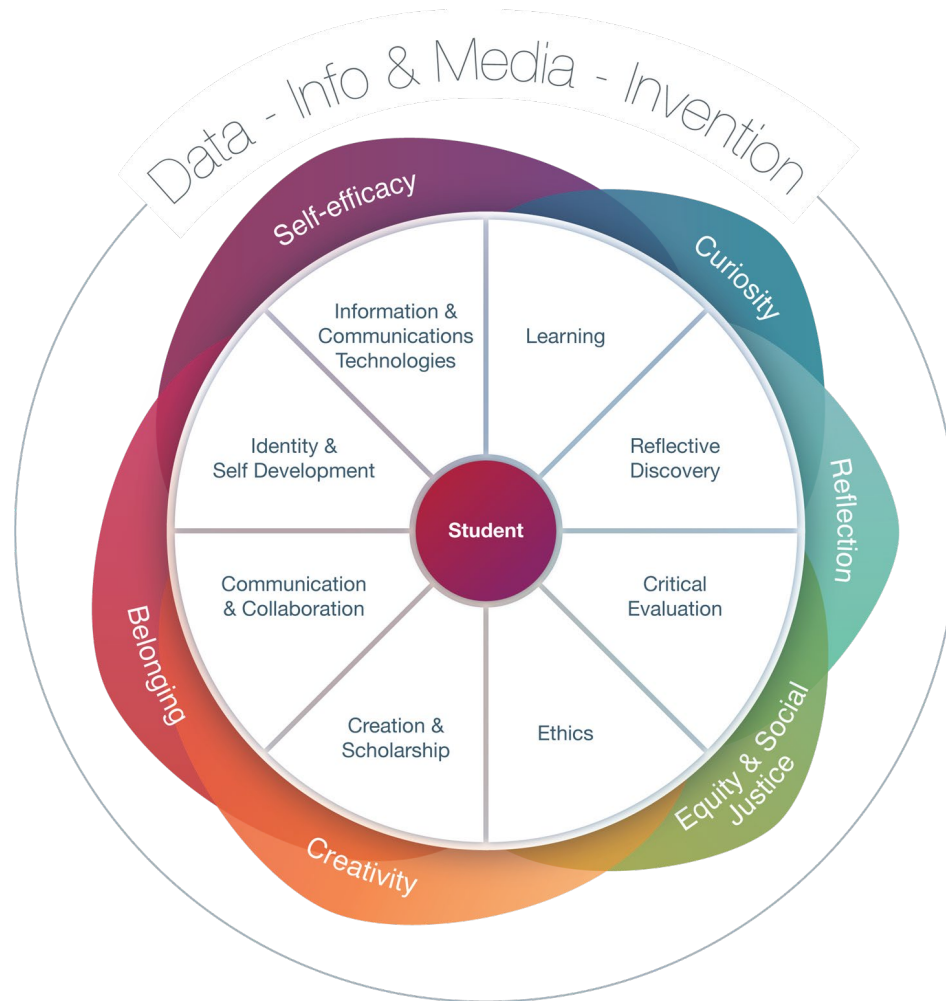
USING
DATA, INFO, MEDIA
IN ACTIVE CREATION



EXPLORING IDEAS
- DATA, INFO, MEDIA

REFLECTION
+ CRITICAL THINK
RE-FINDINGS

SOCIAL JUSTICE/
EQUITY RE DATA, INFO,
MEDIA



Feedback Conversations

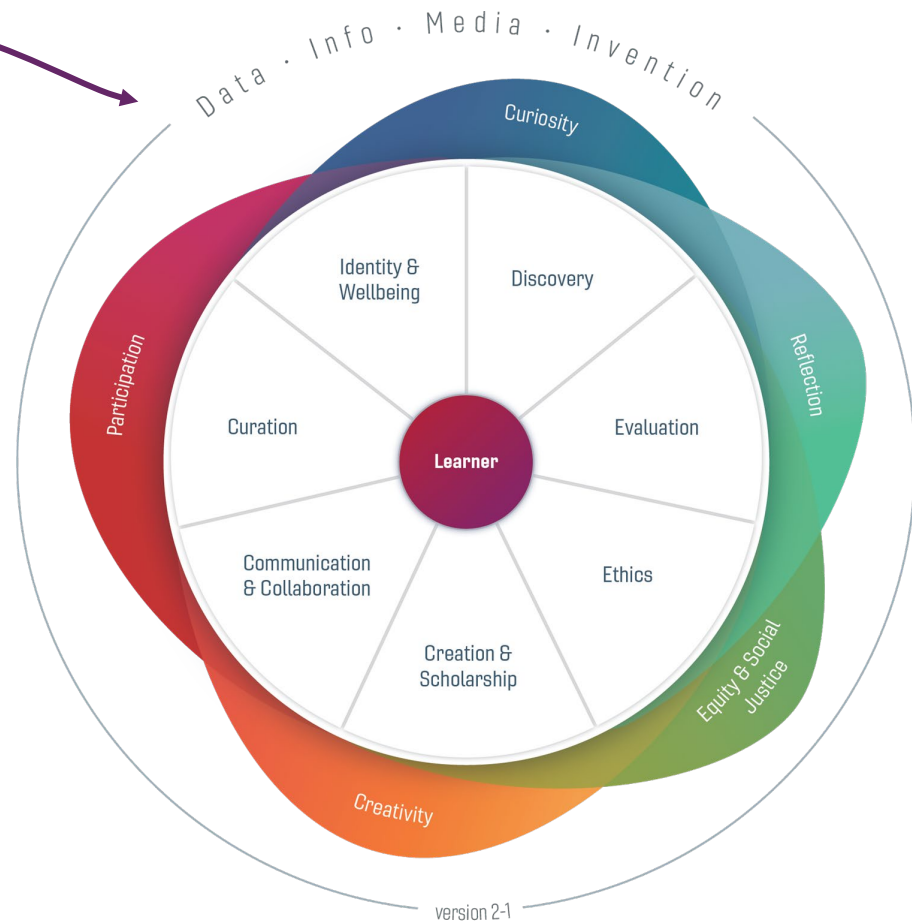
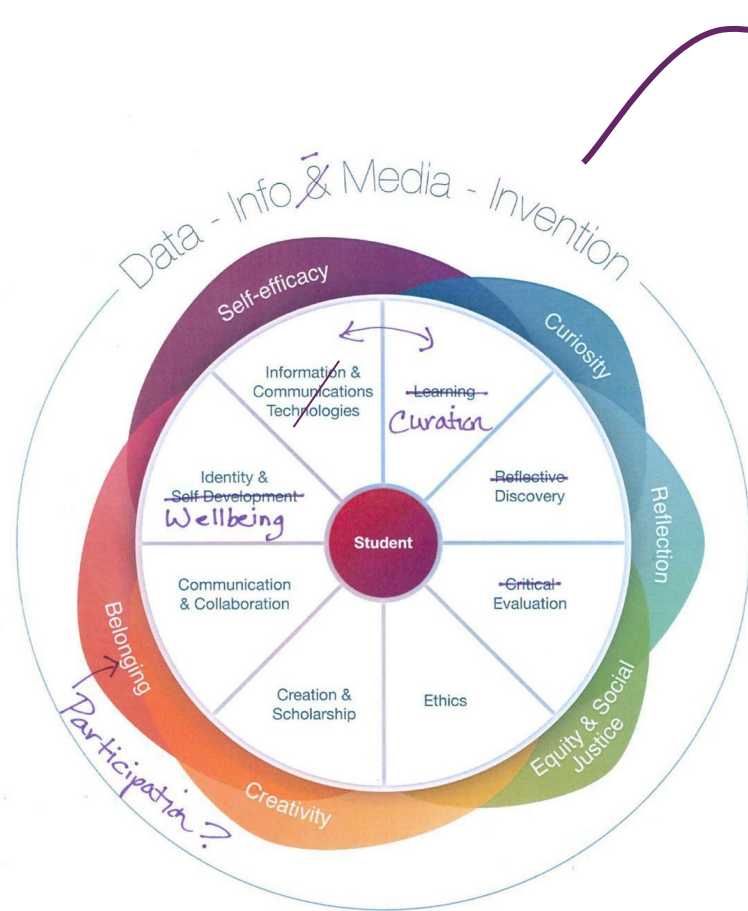
- Focus groups (49 participants)
- Small, informal conversations
- Academic departments, student affairs partners, faculty development

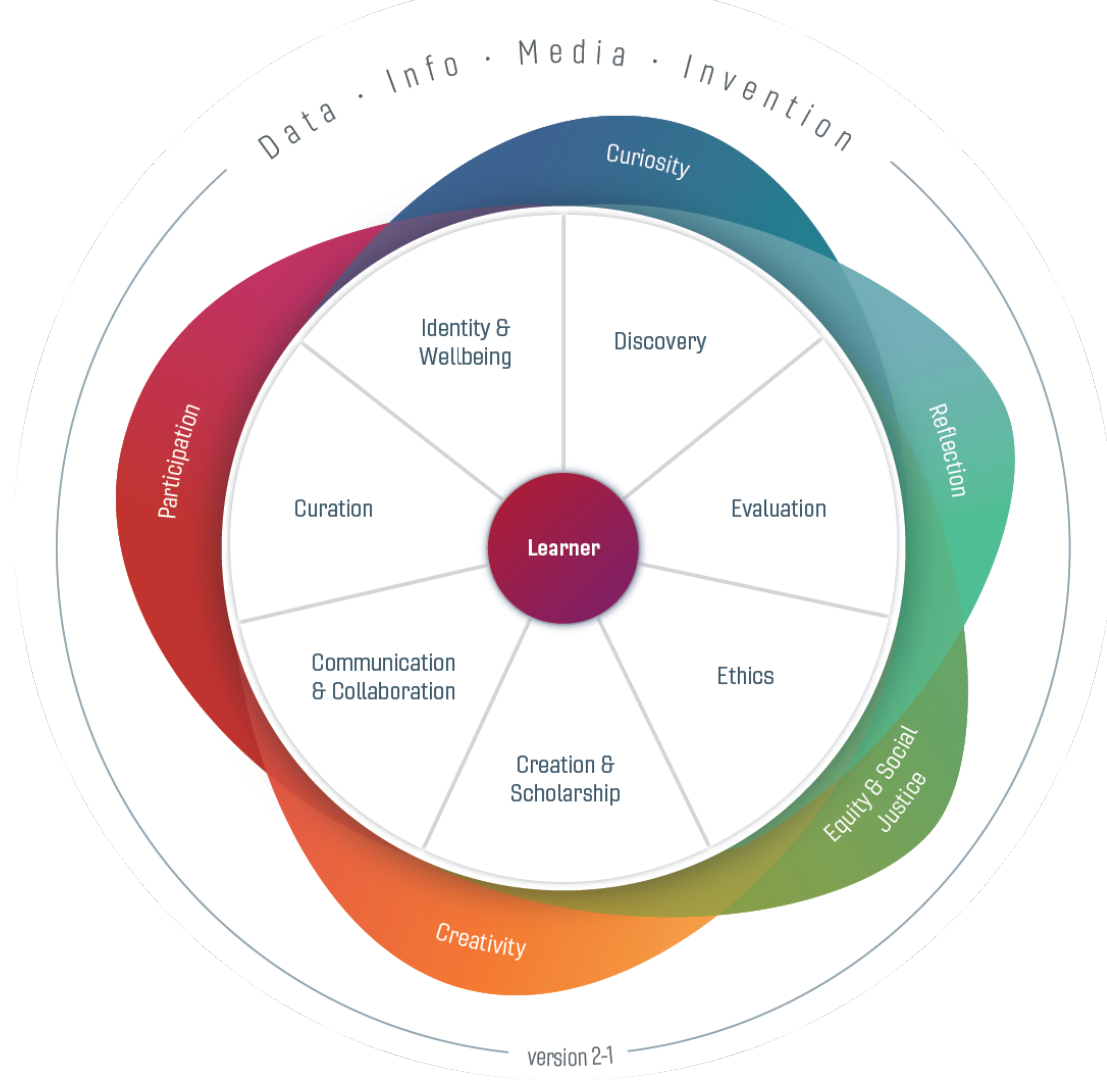
See Feerrar, J. (2019). [Development of a framework for digital literacy. Reference Services Review 47\(2\), 91-105. Open access version.](#)

Challenges for Learners

- File management
- Discovering and accessing information
- Critically evaluating information, media, and data
- Ethical decision making
- ...

See Feerrar, J. (2019). [Development of a framework for digital literacy](#). *Reference Services Review* 47(2), 91-105. [Open access version](#).





Putting the Framework Into Action

Inspirational Frameworks

- [DigComp 2.1](#)
- [ISTE Standards for Students](#)
- [ACRL Framework](#)
- [JISC Learner Profile](#)
- [Bryn Mawr Digital Competencies Framework](#)

DigComp Framework for Citizens

Alignment with VT digital literacy

Identity & Wellbeing

2.3 Engaging in citizenship through digital technologies

To participate in society through the use of public and private digital services. To seek opportunities for self-empowerment and for participatory citizenship through appropriate digital technologies.

2.6 Managing digital identity

To create and manage one or multiple digital identities, to be able to protect one's own reputation, to deal with the data that one produces through several digital tools, environments and services.

4.3 Protecting health and well-being

Discovery

1.1 Browsing, searching and filtering data, information and digital content

1.1 Browsing, searching and filtering data, information and digital content
undefined

4.2 Protecting personal data and privacy

To protect personal data and privacy in digital environments. To understand how to use and share personally identifiable information while being able to protect oneself and others from damages. To understand that digital services use a "Privacy policy" to inform how

Evaluation

1.2 Evaluating data, information and digital content

To analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content. To analyse, interpret and critically evaluate the data, information and digital content.

Ethics

2.2 Sharing through digital technologies

To share data, information and digital content with others through appropriate digital technologies. To act as an intermediary, to know about referencing and attribution practices. ALSO COMMUNICATION?

3.3 Copyright and licences

To understand how copyright and licences apply to data, information and digital content.

4.3 Protecting health and well-being

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

DIGITAL LITERACY

FRAMEWORK TOOLKIT

Fall 2019

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). (2)

Bias

Conscious or unconscious preference for or against a person, group, or system of ideas. (3)

Data

Information that has been organized or structured to enable analysis, synthesis, or interpretation, either by humans or machines (e.g., information that's meant to be used). (3, 3.1, 3.2, 4.3, 7.2-7.3)

Ethics

Underlying moral principles that can guide norms, laws, and individual actions. (4)

Information

Facts, conclusions, ideas, and creative works of the human intellect and imagination that have been communicated, formally or informally, in any form. (Borrowed from Holt (2004) Dictionary for Library and Information Science). (2, 2.1, 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 Hendry (2006) A Dictionary of Media and Communications). (2, 3.3, 4.3, 7.2-7.3)

Norms

A set of informal rules or expectations shared and sustained through social interactions to guide behavior within a group. (4, 2, 4)

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 Hendry (2006) A Dictionary of Media and Communications). (2)

Sunset

To terminate, discontinue (a program, service, etc.) or disband (an organization) after a fixed period. (The Oxford English Dictionary). (7, 3)

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EXAMPLE LESSONS



PITCH VIDEOS

CREATING MEDIA STORIES

Alison Rogers, Sara Sweeney Bear, & Kayla McHale

DIGITAL LITERACY OUTCOMES

- (3.2) Examine how format, genre, discipline, and audience can affect creative choices
- (3.3) 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 viewer? 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.

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PLANNING GUIDE

STEP 1: SELECT ASSIGNMENT

- | | |
|--|---|
| <input type="checkbox"/> Workshop or class session | <input type="checkbox"/> Student work experience |
| <input type="checkbox"/> Program | <input type="checkbox"/> Curriculum |
| <input type="checkbox"/> Course | <input type="checkbox"/> Online learning resource |
| <input type="checkbox"/> Activity | <input type="checkbox"/> 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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Digital Literacy Programs

- Core, foundational programs:
 - First-year composition
 - First-year experiences
 - Student affairs partnerships
- Aligned programs, including:
 - Undergraduate Research Excellence Program
 - Digging in the Crates: Hip Hop Studies at Virginia Tech
 - Studios Workshops

Core/Foundational Programs

	Digital Wellness	Inquiry & Exploration	Leadership
Framework Alignment	Identity & Wellbeing, Curation	Discovery, Evaluation, Ethics	Comm. & Collab., Creation & Scholarship, Ethics
Programs + Partnerships	Student Success Center, Living Learning Communities, Graduate Teaching Assistants	First-Year Writing, First-Year Experiences	Experiential Learning Office, Career & Professional Development
Assessment Strategy	Reflections, exit slips	Reflections, exit slips, research journal	ePortfolios

Digital Wellness: Workshops

- Digital Self-Care
- Fact-Check Your Media
- Build Your Online Presence
- Spring Clean Your Phone
- Secure Passwords

IDENTITY & WELLBEING

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

Digital Wellness



Future Directions

- Student fellowships and experiential learning
- More formalized assessment
- Continued curriculum projects with a variety of partners
- Student engagement events
- Library-specific faculty development

Questions!



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<https://lib.vt.edu/research-teaching/digital-literacy.html>