DIGITAL LITERACY

FRAMEWORK TOOLKIT

Fall 2019
Digital literacy is a set of knowledge, skills, and attitudes that empower learners to engage with their digital lives.
WELCOME TO THE 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?

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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.

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.

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

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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

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

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

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
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
DRAWING ON THE FRAMEWORK CAN BE A FUN WAY TO CHOOSE YOUR PATH

YOUR PATH MAY NOT BE THIS SIMPLE

TURN PAGE FOR PLANNING GUIDE
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?
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?

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.
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.
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.
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For more on the framework: [lib.vt.edu/research-teaching/digital-literacy](http://lib.vt.edu/research-teaching/digital-literacy)
DIGITAL LITERACY FRAMEWORK
FOR MORE RESOURCES

guides.lib.vt.edu/DLtoolkit

For more on Digital Literacy at Virginia Tech

bit.ly/vtdigilit