

Educational Technology Users Group

Development of a Digital Literacy Open Education Resource at BCcampus

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Presenters: Tracy Roberts, Clint Lalonde, Helena Prins, Gwen Nguyen, Leva Lee, Britt Dzioba, and Selena McGinnis

TRACY ROBERTS:

I am sharing. So I'm just going to start by just saying that I, along with my colleagues on the island, are Zooming in from the Lekwungen and W̱SÁNEĆ territory and across the Salish Sea we have other folks from the BCcampus team who are on Musqueam Squamish, and Tsleil-Waututh territory today. I just want to tell you about the photo on the left of this slide which I took this past summer. In it you can see Cecilia Dick of the Songhees Nation who led me and some of our BCcampus team on a walking tour called the Signs of Lekwungen. The tour is organized around seven site, culturally relevant site markers that look like the one in the photo there. It's called a spindle whorl. And it was used by Coast Salish women traditionally to spin wool. It's a great tour and there was lots of learning that day about the Songhees. and Esquimalt Nations and their territory around what is also called colonially known as Victoria's inner harbor. So if you find yourself in that part of the world, I really would recommend taking that tour and learning more about the place and the history there. This land-based learning is something that we're doing more of together as teammates at BCcampus and something that I personally know I need to do more of to try to better understand and experience a connection with the land and territory that I find myself.

So I want to start by introducing the team, the digital BCcampus Digital Learning, or Digital Literacy Project team and their roles. Starting from the top middle, we have Helena, who is with us here today. Everyone is here today except for Selena. Helena is the product. [MUTED BRIEFLY]

HELENA:

I see you just went on mute.

TRACY:

Weird. Top right is Leva, who many of you in the ETUG community will know quite well. She is leading the outreach to the post-secondary institutions and communication with folks at all the institutions. Then we have Selena, who's our user experience designer and just creative genius, really. Gwen is leading work in evaluating resources that we come across and designing learning pathways and doing learning design work. Britt is leading the collection and curation of resources from all over the sector and maybe beyond. And then you have Clint and I, who are project leads and liaising with our colleagues at the Ministry. And now I'm going to hand it over to Clint.

CLINT LALONDE:

Thanks, Tracy. Hi everyone. I'm really happy to be here to talk about this project. So I want to talk a little bit about the purpose of the project. And maybe Tracy, if you can forward the slide a

bit. I don't want to spend a lot of time on this because I think Ben and Tess actually did a really good job of providing the contextual pieces as to why we're focusing on digital literacy and the Digital Learning Strategy here in the province. But basically just to recap, it came out of COVID when everybody realized that we needed to really up the skill sets of our, the institutions when it came time to, to be able to have some flexibility to pivot for online learning. Now, the one thing I do want to say about that is COVID was the impetus, but I don't think COVID is going to be the only reason that we need to have some flexibility in our institutions. For anybody who's lived in British Columbia for a long time, you know that we are prone to natural disasters, forest fires. Anybody who is in Abbotsford, Chilliwack during the atmospheric river event knows the kind of devastation and how the problems that that caused there. So there's something to be said for having resilient pedagogies and being able to really quickly be able to respond to these natural events. Because it was, we all know climate emergencies are only going to become more and more prevalent as the years go on. And I also think that there is a piece from. Sorry, my family is just pinging me like crazy just as I start the presentation. Let me just turn off my phone here.

TRACY:

Good luck, Dad. Good luck.

CLINT:

But it's not only climate emergencies, I think there's a real demand from learners for this kind of flexibility within the system. So all that is to add some more context to what Ben and Tess talked about this morning as to the purpose. Digital Learning Strategy and specifically the Digital Learning Framework that we're going to talk a little bit more about here today. So there's some other purpose. Tracy, back to you.

TRACY:

Thanks, Ben and Tess did a great job this morning of talking about the Framework and how it came to be. And this is how I think of it. It's been in the works for a long time. It's involved the input and consultation with many, many people in the sector over quite a long period of time. So starting in the summer of 2001 with the DLAC, as they're often called, the Digital Learning Advisory Committee. And the Working Group started doing their thing. As Ben said this morning, when they realized that in spite of what we had hoped the pandemic was going to be over in a short time. It had gone on for a long time and was going to continue and have quite an impact on what we're going to do next. So those folks develop this document, which I think a lot of you have probably seen by now. It's been well socialized by this group ETUG and leading up to this event. So that's the strategy, the Digital Learning Strategy document, which includes in it an appendix that has a Digital Literacy Framework. And that Framework is giving shape to the project that we're doing and we're going to talk about today.

This is the working definition of digital literacy in that document. I think it has been talked about before. And these are the thematic competencies, which I like to just highlight because I was thinking as we're looking at the amazing material from eCampusOntario, which we have also looked at ourselves a lot in doing this work. Part of what we need to do as a community in

British Columbia is work with the competencies that are in the Framework. So as we may be interested in adopting materials from elsewhere, It's important that all of the competencies are represented in those materials too. So if you're looking at other materials, look also at the competencies and make sure that you're getting the full picture in the materials.

And another thing I just like to say as we're talking about this project and echoing what Ben was saying this morning. This is, what we're doing is in a hope of supporting what you will be doing at local institutions, which is making it work for you. How it needs to work locally for you in your teaching and learning centres, contexts, what is going on locally. So our hope is that we will help by providing materials that you can use to adapt to your own needs. Back to you, Clint.

CLINT:

So the Ministry has asked BCcampus to take on some work around digital literacies. And these are the specific deliverables that we are looking at to provide open educational resources. Everything will be openly licensed as the work of BCcampus is. We're providing some, we're looking to provide some OER that can be integrated into courses so that faculty can take pieces that are, that meet the competencies and the learning objectives of the Digital Literacy Framework and be able to insert it into their course, perhaps at an activity level or wider with their curriculum. We are looking to develop learning pathways for educators and staff that could eventually turn into something like a micro-credential or could be offered by institutions as a micro-credential around digital literacy. And we're looking to do that by finding resources that are already openly licensed and taking on a curation role as opposed to a creation role. We know that many institutions in this province have been working on digital literacy initiatives and it may not have been used, that language may not have been used around this. But there are tons of resources that I know institutions have created and have already openly licensed that will fit and map really nicely onto the Digital Literacy Framework. Our hope is to be able to work with you at the institutional level, to be able to curate those resources and create a central repository or a central hub, a website that we'll be able to point people to these various resources that we are gathering. We're also looking at including open-for credit courses that address digital literacy that we want to add to our repository. And one of the big events that we're planning on doing in 2023 is an actual Digital Literacy Forum where we want to bring people together. And we've been talking about doing this as a face-to-face and online, sort of high-flex events, but we're just starting to work on that. So these are the major deliverables that we have as part of the Digital Literacy Project that the Ministry has asked us to take on. So let's get into some of those details and I'm going to turn this over now to Britt to talk about the first part.

BRITT DZIOBA:

Thank you, Clint. I'm Britt Dzioba and I'm the lead on collecting, assessing, and curating resources for our Digital Learning Resource Repository. So the main functionality of the repository is a space that's going to hold these open resources, which will be catalogued, curated, and managed in a way that makes them easy to locate. So we really want to focus on curating high-quality functional resources. For B.C. educators to easily utilize in their courses. We know educators already are pretty overwhelmed. They have a lot on their plate. We want

to make something that's easy to use, enjoyable to use, and really highly curated so educators don't have to do any guesswork to where to find the resources. And a big part of this is really baking into the process all the competencies in a way that makes sense for educators. So if they're looking for ethical and legal resources, they know exactly where to go and they can figure out exactly how to incorporate those resources into their course in a really streamlined manner. So our team started on this project working close to home by pulling together a bunch of resources from our collections related to digital literacy. And we were fairly broad on that scope. So we looked at our BCcampus Open Collection, our Pressbooks site, and our main BCcampus website. So through that process, we were able to procure about 70 resources to start. So that's including textbooks, books, blog posts, videos, websites. We want to stress that for resources we are very open. We aren't just looking for textbooks or book chapters. We want lots of multi-modality resources. So once we had this starting point, my job has been to look at these resources and start cataloging them. Using the Digital Learning Strategy and the Digital Literacy Framework for the Ministry of Advanced Education. What Ben was speaking about this morning. And looking at those eight thematic competencies outlined there, we are trying to match up these resources that we have with the competencies. So we can ensure that our resource, or sorry, a repository is fulsome and that educators are easily able to find the resources they need to match up with each of these competencies and find strategies to bake them into their courses. So through this process, I've been working closely with Leva on our team and really leaning into her experience as a librarian. And we've been working to develop an evaluation rubric so that we can accurately and thoroughly assess the resources that we have on hand and also the resources that we will procure in the future. So a big part of this repository is also going to include resources for outside of our collection. So outside of those 70 that we've started with, and we are going to be looking for contributions from around the B.C. post-secondary sector. And we're going to touch on this later in the presentation. And I'm hoping that we're going to double at least our numbers of quality resources that we currently have. In the development of this rubric, Leva and I've been focused around, focusing on a few key points. So the first which Clinton's touched on is that the resource must be openly licensed. The second is that the resource must meet BCcampus accessibility standards. And we do have a thorough outline of what that means in our Pressbooks site. And the resource must cover at least one of the eight thematic competencies from the Digital Learning Strategy in depth. And it's great if we have a resource that covers multiple as well. We're also prioritizing B.C.- created sources right now, although we do plan to accept out-of-province sources eventually. But really because this resources focused on the B.C. post- secondary sector, that's where we're starting. We're also looking for relatively current sources. Just given the fast-paced nature of technological change, we're hoping for resources that were created within the past five years. But this is flexible, of course, depending on the nature of the resource. So as mentioned, the goal is really to create a repository that's fulsome, thorough, and easy to navigate. So we're really trying to do a lot of that detailed work ahead of time so that educators can enjoy using the repository and find it simple to use and it's not adding anything onto they're already very full plate. So a big piece of that puzzle is gathering quality resources so that when the repository is looked at holistically, we really have lots of resources that delve into all of the thematic competencies and provide a wide range of entry points and modalities for educators

to use. So we're going to hand it over to my colleague Leva, who's going to talk more about the outreach process.

LEVA LEE:

Hi everyone. My name is Leva. Those of you who might not know me. So as the PSI contact, I'll be reaching out to important community needs like ETUG for your input and contributions. As Britt noted, we have started the work of collecting materials that align with the DL Framework and the eight competencies that she talked about that everyone has been speaking about today. So shortly we'll be doing a call for open content that is suitable content that is currently openly licensed or can be made available for use under an open license. We will also be reaching out to collaborate with interested institutions and individuals in our sector to form a working group or working groups to evaluate these resources. And of course, one of the first task will be to identify and sort of co-create an evaluation rubric that will be used. So Britt, I have started the work on this, but we really need help from you in the sector and so we would love to hear from people. So please contact me or Britt, if you have any contact that you'd like to contribute or are interested in participating. I look forward to hearing from you.

HELENA PRINS:

Hey, this is me, I'm Helena and I am the product owner of the website. So what that means is I'm very fortunate to work closely with our development and operations team. And Selena, who is not here today, we spent a lot of time together trying to come up with a repository that will be well-received and needed in the sector. While ultimately, our goal is to improve student experience, our primary audience for this will be post-secondary educators incorporating digital literacy in courses. As Briana and Luke said this morning in their presentation, we also do need to hone and develop our own digital competency. So that would be a secondary audience for us, is to come up with resources and carefully curate them. Not to overwhelm you. So you can develop your own digital competency. To do this well, we have spoken to a few people from the sector, and if it hasn't been made clear so far, we are so interested in collaborating with the sector. BCcampus cannot go at this alone. We really look forward to input from all of you and we are actually going to give you an opportunity for input in the next few minutes. I do want to share a roadmap with you just so you know where we're at. It's such a complex project, so we've come up with a fairly simplified roadmap. And Tracy, that's the next slide.

So what you see there is basically just what we're working on right now is to come up with a minimal viable product or lovable, as we were first calling it, that can be helpful to the sector. We're not going to wait till it's all perfect and then release it. We are going to release what we have as soon as we can so you can start using those resources. And it will continue to develop and improve. Further down the road map, you'll see there's a self-assessment and within our team, there was a question about that this morning in a session too. So we are developing a self-assessment tool so you can maybe gauge where you're at in your digital competency and where you want to focus as you move forward in your facilitation and design. And then ultimately, we hope not too far in the future to have a beautiful, reliable, easy-to-use, delightful website that you can access together the information that you need.

To get to that end product, we really would like to invite you to participate in a very short exercise. It's going to be five minutes. So if you want to use your phone, you could certainly use your phone, but the view might be a little bit small if you use your phone, you could also just Britt will put in the URL in the chat. You could use that as well. I did check a few browsers and Chrome was the best one for me to use this few questions with. It will take you to a very short survey. If you don't want to really dive into it now, that's okay too. Maybe you just put ETUG. ETUG in the word box because ultimately the final question is for you to say if you want to be part of a future feedback session, we would love to hear from you. We need your email address for that, so I'm going to put myself on mute for five minutes. We're going to embrace the silence to work independently on this little interactive feedback session. Thank you for your participation.

Thank you everyone. And if you saw in the chat there, this link will be open for two weeks still. So if you couldn't do it right now, felt a little bit rushed, it didn't work for you on your phone. Copy this link and you can do this at a later time. We really welcome your feedback. I'm going to hand it over now to my co-worker Gwen.

GWEN NGUYEN:

Thanks, Helena. Hi everyone. My name is Gwen and I'm also a learning and teaching advisor at BCcampus. And before coming to this row, I have been working as a sessional instructor and learning experience designer at UVic. So here in this project, I'm supporting the process of evaluation and also leading the development of learning pathways. It's such a pleasure to dive in this work with our whole team in developing the whole system. Why digital learning and teaching open educational resources that support the instructor to teach in a very transformation of digital learning environment. So when I first look at the Framework with the eight competencies, ethical and legal considerations, technology proficiency or information literacy, scholarship, communication, creation, curation, well-being, and community-based learning. I was very impressed and very motivated to see how this Framework actually is value and ethic driving. It also put a great focus on equity, diversity, and inclusion. As you know, the presentations in the morning. The lunchtime that how we focus on those. Towards the end, we want to create an open and inclusive environment for all. So it also actually encourages the integration of Indigenous viewpoint in our teaching and learning. But this is such a long journey. And especially when we're talking about ethics and value-driven. So each institution and program currently actually vary in terms of embedding the values and ethics of our technologies choices, what they're teaching policies and practices. Here at BCcampus, we're not trying to invent the magical one. And from our first step in the evaluation, that first examination towards the gap analysis, we like to call for a sustained conversation, meaningful collaboration among all scholars across B.C., post- secondary institute. Because we want to ensure that the resources map the Framework. And we want to ensure the quality, the breadth, and the duration of the resources. So we go to the next slide, please Tracy.

Once we have the content that aligns with the competencies in the Framework, we will create some suggested learning module using this content. And the way that we can do this is by developing the suggested pathway made up of the suggested content. Again, this is not one

instance for all. That is not what we want to play. It's not like the ideal pathway for the students or all the educator. And basically refocusing on the educator pathway. But we are trying to collect the materials for educators to adopt and perhaps make their own ways by that, like as you see, we want to meet the educators where they are by the digital literacy competency piece. And in that process, I work closely with Helena and other team members in designing the assessment tools so that we know where you are. And then in order to help us in the process of pursuing the sneaky baked method assignments, including the digital literacy. And those pathway actually created on the holistic instructional design practices, which addresses environment issues. Also, you know, like some others things that we see like health, well-being, access and diversity inclusion as well as safety and some other parts. And we hope to develop the pathway that support the instructors in their journey of improving the pedagogical as well as technological skills and the knowledge about accessibility, intellectual property, and online learning practice. It's all about developing the modules for open, inclusive, equitable creation of new knowledge, sharing knowledge and service for the good of the community. So yeah, I think that's all for my pot in talking about the evaluation and learning design in process. Over to you. Thank you.

CLINT:

Thank you, Gwen, and thank you everyone for speaking about your specific pieces of this project. So what we'd like to talk about now, just before we get to some questions. And if you have any questions, we will be taking questions in just a moment. So here's a prompt for you to get those questions ready or start adding those into the chat. And we'll get to those in just a second. We're looking for involvement, as you've heard from post-secondaries within the province. And we really want to create something that is a resource that will be not only used by post-secondary institutions, but will be co-created by post-secondary institutions. So we are hoping that we can find materials that are already openly licensed that align with the competencies in the Framework from post-secondary institutions. So we're looking for contributions from people and organizations like yours to add to the repository that we can put into the review process and then be able to align those, see if they align with the competencies in the Framework. The idea being is if we can gather these resources that we know are out there that institutions have been developing over the years. That we are able to quickly create these learning pathways that will help support faculty development and support student work as they increase their digital literacies as well. We are looking for people who are going to be able to help us do that reviewing process once those materials start coming in. One of the first activities, you've heard Leva and Britt talk about it a bit, was the development of a review rubric to be able to make sure that the resources not only do things like meet accessibility, teaching and learning standards. But also align with those competencies within the Framework. So we are going to be looking for people to help us develop that rubric. And then we'll be able to share that rubric back with the institutions hopefully to create a useful tool that will not only inform the work that we're doing here at BCcampus, but will be able to also inform the work that you'd like to do with the Digital Literacy Framework at your institutions. Those are the two key asks that we have at this point.

In terms of next steps. We have this work. It has started. We are now doing the work of gathering and evaluating the resources. I should say the repository. We are taking an agile development approach to the repository. But our hope is that by the end of March of 2023, we will have a repository up and running, which will have some of these features that we have talked about today baked into them. So that's of the long timeframe that we have for the main deliverable of this project, which is that website that will house all of these resources. And then we will start working on the Digital Literacy Forum. And we will be looking for people to help us out with that as well from the system. What would you like to see in a Digital Literacy Forum? If we were to have an event, who would be some of the speakers you would like to see? What kinds of topics would you like to have on the agenda during that Digital Literacy Forum? And that's what's next. So that's it, I think for the presentation piece.

So let's open it up to questions. Is there anything in the chat that has come in? Oh, Julie, and that's great. There is a self-assessment tool developed. Yeah. I would love to. I think we would all love to see that if you had something to be able to work on. I'd be interested to know if any other institutions have, and I think Julie, you asked this earlier this morning at one of the sessions is how do institutions assess the digital readiness of their staff and their students? And if there's anybody that has any frameworks out there or are currently using any frameworks or any assessment tools, we'd love to hear about those as well. Yeah. We'll definitely share the slides. Yeah.

PARTICIPANT:

I'll start off with a question, Clint. I'm just wondering about a digital a self-assessment tool. Would it have an initial setting of whether you're an educator or a student, or they're different criteria that you're looking at comparing against depending on your role?

CLINT:

Yeah, I believe I believe that's the intention and part of the, if you look at the Digital Literacy Framework itself, it is built around personas. Around a student persona, around an educator persona. And there are certainly some universal skills that will be to both, but there will be some that are specific competencies to whether you're an educator or whether you're a student as laid out in the Framework. So I think as we go and start developing the self-assessment tool that yes, that could be a possibility that we'll have multiple pathways with that assessment tool. Maybe I just signed up someone on the team for a lot of extra work with that.

HELENA:

We're definitely starting with the educators. We haven't committed to anything beyond that just yet.

CLINT:

Question from Tess. What are each of us most excited about with this project? Good question, Tess. Go ahead, team. Who wants to start?

BRITT:

I, in my role, I'm really excited to delve into a lot of the resources that are out there and actually getting to kind of handle quote unquote. I mean, they're all digital, but to look through them all and see all the great resources that people have created out there. What B.C. has provided, what B.C. educators have provided for digital literacy resources. And putting them all together in a puzzle piece to create that holistic view of a digital citizen. That's something that I'm really excited to see come together. And at the end, Selena isn't here, but she's such a talented UX designer. To see how Selena brings all of those pieces together in a wonderful site. You got to see a little bit of Selena's work in the prototype that we shared. I'm really excited to see the resources coming together in that way.

TRACY:

I'm excited about the extremely high likelihood of success. And that might be a risky thing to say at this point, but I just feel good about the amount of collaboration and contribution that's gone into it. And the pace. This isn't, no one is racing to get something out the door. People are taking their time and consulting broadly with the incredible B.C. higher ed community. So I feel good about where it's headed and I'm hopeful that this will be just one sort of invitation to learn from what we've all been through the last couple of years. We can do better about making access to education greater and more inclusive and accessible. So I think this is all with that in mind. And so I'm excited about that.

HELENA:

I really liked the question because there's a lot of excitement at BCcampus around this project. For me, specifically, I have a heart for the facilitator. I coordinate the Facilitating Learning Online program, and I just really sense some fatigue in the sector. And if we can contribute in a way to support the sector, that we provide something that's needed, something that's easy to access and it will make their lives easier. Then, you know, then I get up in the morning with a song in my heart. So really excited that we could potentially make it easier for facilitators to take on this Framework and bring it to the students.

LEVA:

I'd like to say that I'm really excited about the opportunity to work on something tangible with people from all the post-secondary institutions in our sector. And so people from our sectors. So I'm really looking forward to that. And I think there's a real sense of we've got a common mission. And I think we are all excited about this project and I think it's a great opportunity to collaborate and work on something tangible and meaningful for everyone.

GWEN:

I echo the ideas of my whole team. But as I said, I'm very excited to see the Framework at first, how its value and ethic driven and in the process of supporting teaching and learning in post-secondary institutions. The way that we focus on the new pedagogical and technological is teaching practices that, you know, in our process. That we have the, we have a opportunity for the meaningful collaboration across the sectors as well as different scholars from different fields. So that's really the best part for me in that part to develop the faculty beliefs as well as to encourage the practice around accessibility, as well as advertise the property rights as well as

copyrights and some of the ethical legal consideration. It is something that I look forward to every day in my work, especially in this environment of this project.

CLINT:

And I guess for me just to echo what everybody else has said here, but also to build upon that. For me, I'm most excited that this project is actually happening and that there is a focus on digital literacies. And part of this is because I have this belief that we have created this incredible teaching machine, teaching and learning and contribution to this thing called the internet. And the web. Which is, as far as. There's a lot of terrible stuff on the Internet. And I know that when Ben talked this morning, he also mentioned too, that this is not strictly about online learning. And there's certainly that piece too. But for me, what excites me is to be able to come out of this project hopefully knowing that people will have been able to increase their skills to participate as citizens on this platform, on the web, with the internet, and to continue with a lifelong learning path that they now have some skills that they can take with them, that they can build on through their entire life and continue down that learning path, whether it's in formal education or informally on their own. So that's what really excites me about this project and about digital literacy. I think digital literacies are really an empowerment tool for people to be able to participate in society, contribute to society, and carry on their lifelong learning. Other questions? I saw the chat is kind of going, going, but I haven't really been following. Sorry.

ANNE SOMMERFELD:

We were just chuckling about all students are not digital natives. We have to, we have to think about who our audience is. And I said, what is the average age of a student now in higher ed? And it's surprising, it's higher than you think. So we have to stop assuming everybody knows this stuff and go back to the basics and ask and allow learning to happen in this kind of thing. I was part of one of the working groups. Our first thing was, why is this just for higher ed? When we started talking about this because it's a societal issue. It's for everybody. So we thought about bringing in the librarians who are the entry point for community members to come in and use computers if they don't have one, those kind of things. So I think the Framework can be used very broadly and I'm excited to see that you're taking it on like this at BCcampus.

CLINT:

Wonderful. Thank you.

BRITT:

I think Andy and Brenda both brought up really good points in the chat about how do you get educators to adopt these resources? It's one thing to make this repository, but how do we make it enticing to adopt? And especially for those who are, as Brenda mentioned, reluctant. I think something that we've talked a lot about in our group is how do we build fun into digital literacy? How do we make this something that is not an overwhelming experience, is simple and easy to follow and also brings enjoyment into the process? Because I think that's something that's often left out of the conversation, this element of fun and enjoyment. And I think the great thing about digital literacy, or digital and digital pedagogy and digital platforms,

is there's so much space for play and exploration and creativity. Yeah, Amanda brought up the fundamentals of digital literacy is definitely something we tried to encompass in our work at BCcampus. So of course we're always looking for suggestions and ideas, but that is definitely top of our mind. How do we make this a resource that educators really want to use? Especially educators that are reluctant to explore digital literacy.

CLINT:

I'll just add to that. I really like this idea of, I mean, I love the idea of fun for sure. But I do like the idea that the eCampus model of the micro-credentialing and the partnering for some kind of professional credential that can be at the end of that. So we've talked a lot about this and I think one of the things that we have considered around. We didn't take on the micro-credential piece per say just because of the scope of the project that we have in front of us right now. But we're all kind of eager to explore what that could be in a possible. We talk about phase two. And so how can we future-proof the work that we're doing right now to move down that micro-credential path to see if there is possibilities to ladder into professional development programs where people who do this work actually get professional recognition for the time and the effort that they put into it. So for some that will be a bit of a carrot that could help them move down this. I'm just looking at the chat if anybody is under the impression that BCcampus is not a fun place to work, just fall in the chat. I mean, it's a pretty fun place to work at.

JESSICA:

Thanks for this great workshop. It's Jessica here. I love ETUG and I feel like I'm hanging out with my peeps and it's such a great day. I'm just chilling at home. And you know, I think digital literacy for some. That word quote unquote, digital literacy is like, I'm going to close my door. Thank you. I'm really busy. it's not an inviting term. It's very technical in and of itself. I think people might not realize that we are talking about more than your fingers on a keyboard or more than moving, more than navigating websites. And yes, we're talking about those things, but the idea of creating, moving from ink on paper to creating and the possibilities, the incredible possibilities that we can have even if we create offline and then post to online. So I like to specialize in visual representations. Comics and using ways to tell really deep and painful stories through visual representation. But also how to have fun with stick figures or whatever. And a lot of people might not think that that is digital. That involves digital literacy. You're using your hand, you're making, you're making a story, and then you're sharing it online. That's digital literacy or performing like doing a radio show or performing. I wish there was just a way to invite people to just love their work and love what their students are handing in rather than the typical essay by unpacking this word or finding a new exciting way to refer to digital literacy. What we're really doing is expanding creativity, allowing you to get surprised by what you can offer your learners and what your learners can offer back to their community. So anyway, that's a long prelude to asking what other ways could we describe digital literacy that doesn't invite the closed door? No, thank you. I'm really busy.

CLINT:

Anyone want to take a shot? And by anyone, I mean, anyone in this room. I would love to hear what people have to say. Like what would, what would make it, what would be a more enticing

term or more enticing way to phrase this? What I mean, you people will work with the people that we're working with or that we're hoping to reach with this project all the time. Instructors and students and faculty developers. What would make it enticing to them to come and join us? I think one way. Oh, go ahead.

JAMIE DROZDA:

I was going to say, I'm not sure exactly what would make it enticing for people to come and join us. That's a really, really tough question. But I do know working with a lot of folks at TRU, they don't know what they don't know. And they often come to us, to our team and they want to do something, but they simply don't know how and they don't know what they're asking for. So you really have to read between the lines and draw them out. So I am by no means answering the question. But I do know there are a lot of people out there that are still scared. They're worried that their paper has been taken away from them. They're trying to, I had one person who this September, after a few years online, she still didn't know how to start an online conferencing system. So I walked them through how to, the whole part. Add an activity or resource in Moodle, selecting big blue button, how to start the session. We had a few practice sessions and he told me, he said the chair of my department doesn't want to start my Zoom classes anymore, so I have to learn how to do it myself. And I was like, yeah, let's learn this. And then by October I had an email from him saying, Hey, I learned how to use a document camera in my classroom. And I was like, Well, this is wonderful. So I don't know how do we reach these people because they're not entirely sure what they need or what they're looking for. So that's just another question. I think I added onto the question.

CLINT:

That's good, Jamie, and I don't know if, there's not going to be one way to reach everybody. I think the way that this is, I mean, some people might find digital literacy and tasting. Some people might go, man, that's not for me. So what are the other ways that we can do it? And I think there's probably going to have to be multiple approaches taken when we start promoting this work a little bit more broadly. One of the things I go back to one of the, one of the best, I think digital literacy projects that I've seen was the Daily Create Project that happened as part of DS106 over many, many years ago out of the University of Mary Washington and Alan Levine put that together and it's just a simple daily prompt to do something creative. But it's all digital. I mean, that's a way to develop digital skills in digital competencies. It's really low, a low stakes way of doing it every day. It's a five or ten-minute activity. But every day you're slowly building your, and it became at the end it's like, Oh, what's, what's today's going to be? What's today's activity? What's today's prompt going to be to do something? And that was a really fun way to do that. So I look at that as perhaps one way that could entice some people into this without actually calling it digital literacies. But it's kind of a fun and informative way to do it.

ANDY SELLWOOD:

Okay, so we're coming up to about five minutes before the next session. So I want to let everyone know they can take that bit of time, but I also want to thank everybody from BCcampus who's come on to share this work. And it dovetails nicely with our opening session and certainly with our theme. And I think there's a lot of ground for more conversations. So I

want to make a pitch. jump into the chat and carry on the discussion. Or if you're feeling brave, hop over to matter most. And try a bit of discussion over there too. I'm going to share a link to a really provocative article that I read probably four or five years ago about digital literacy and social justice.

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