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An Introduction to the Digital Literacy Framework

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Introductions



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Territorial Acknowledgement



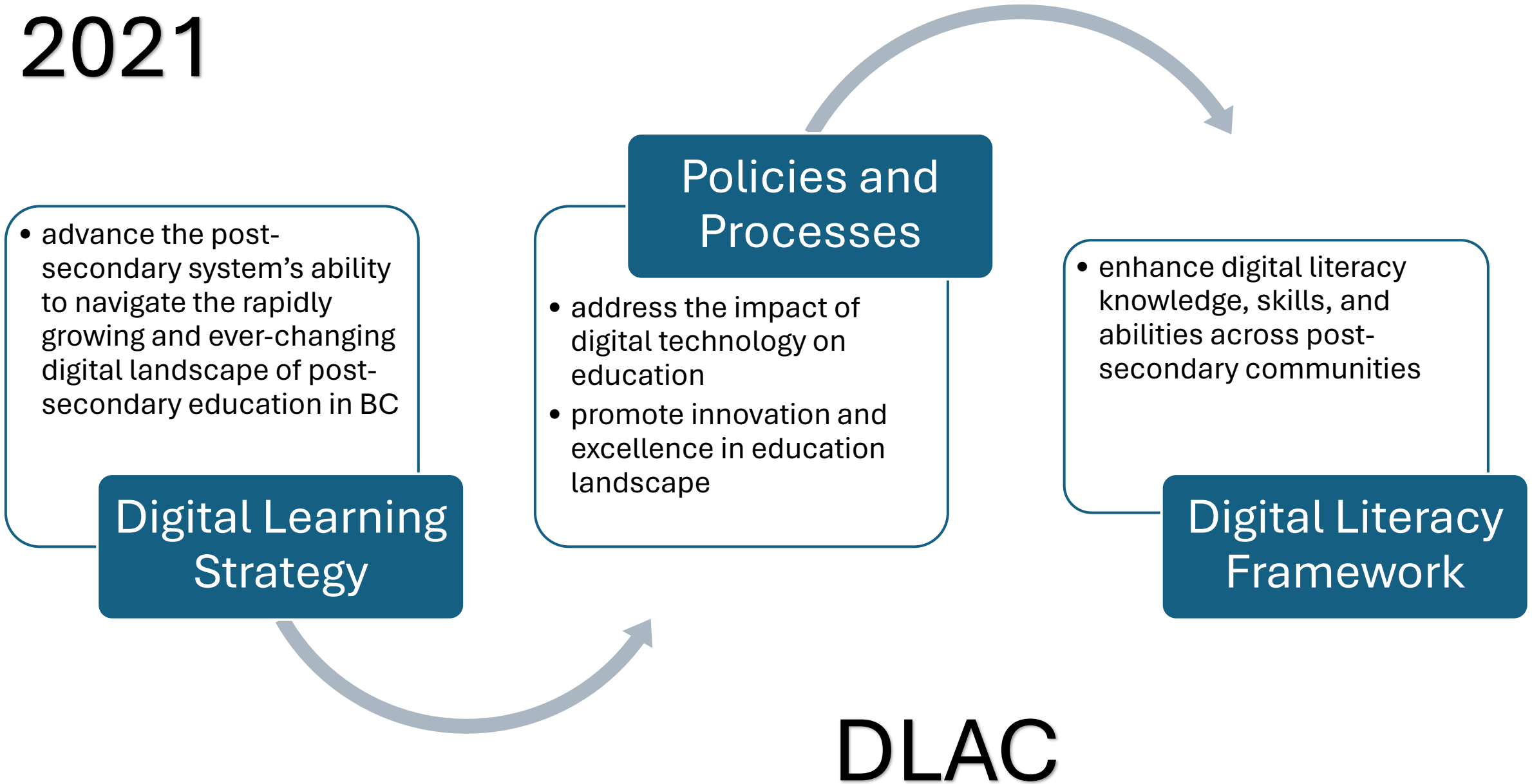
Today, we will:

- discuss the eight thematic competencies critical to digital literacy in B.C.'s post-secondary education;
- identify our strengths as well as untapped potential using the Digital Literacy Superpower Quiz;
- Locate and share a chosen resource from the B.C. Digital Literacy Hub that resonates with our educational needs.



What comes to mind when you
hear the term *digital literacy*?

2021



DL Framework: What?

- defines digital literacy
- highlights the associated knowledge, skills, and abilities necessary to participate in digital society among members of post-secondary communities
- offers guidelines for developing localized digital literacy policies, professional development programs, and Open Education Resources



DL Framework: Why?

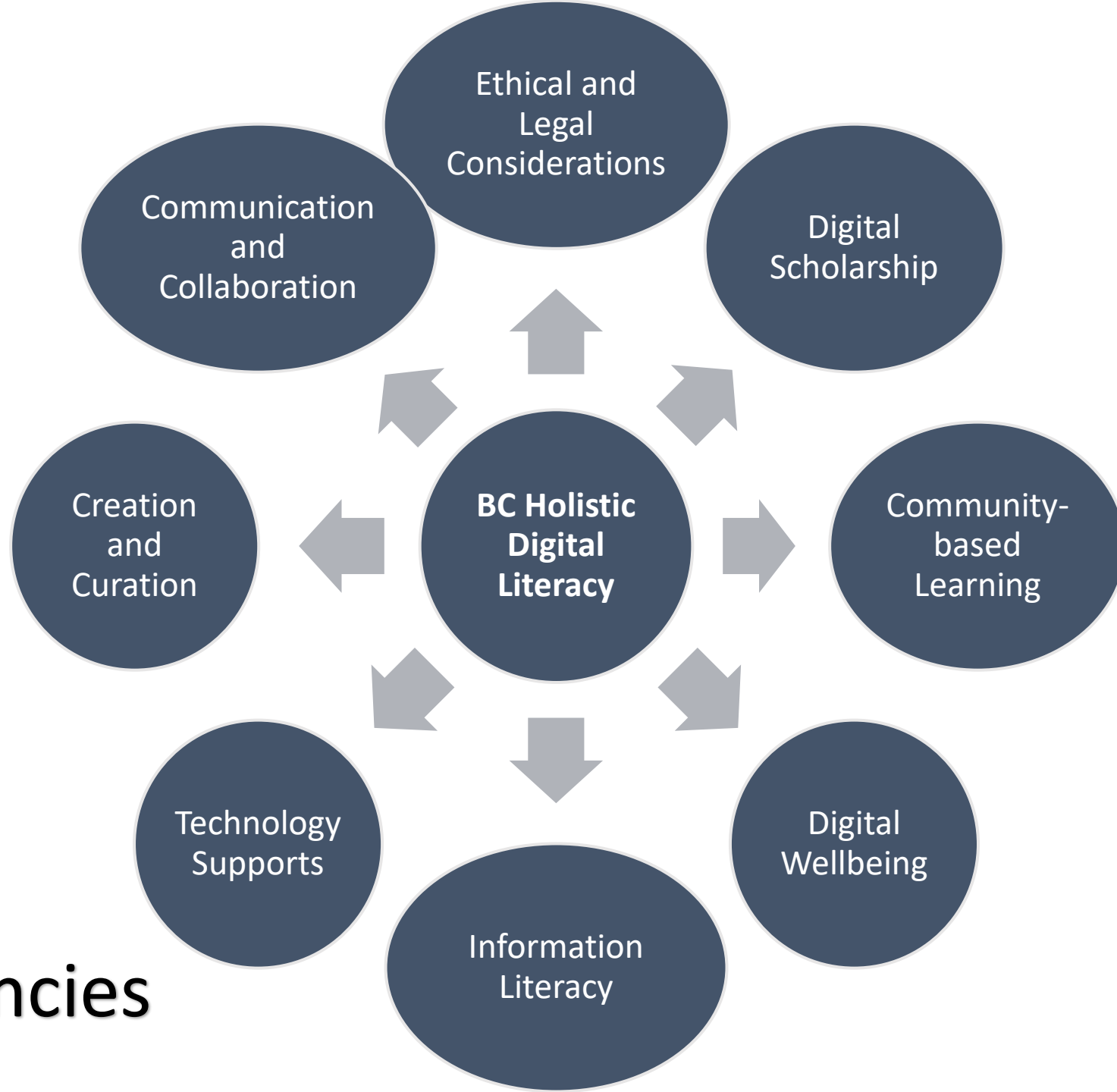
- outlines details about what you and your learners should understand and be able to do in a tech-infused environment.
- provides guidance for integrating technology and digital literacy-related activities into your classroom.



Digital Literacy

“Digital literacy is a person’s knowledge, skills, and abilities for using digital tools ethically, effectively, and within a variety of contexts in order to access, interpret, and evaluate information, as well as to create, construct new knowledge, and communicate with others.”





8 competencies

Ethical and Legal Considerations

privacy protection

inclusion

accessibility

power inequalities

Instructor	Learner
Developing content that follows digital accessibility standards and guidelines.	Understanding and following academic integrity guidelines, including citing sources and avoiding plagiarism in digital learning spaces.



Technology Supports

tools and technologies
exploration & curiosity
intention & selection
troubleshooting skills

Instructor	Learner
Mindfully selecting technology for courses, which includes considering ethics, accessibility, technical support resources at your institution, affordability, and learners' cognitive loads.	Knowing how to use technology that is specific to your work or studies. Learning strategies for learning how to use new technologies



Information Literacy

critical thinking skills
production, prioritization and presentation of online content
different ways of knowing
biases within online content and technology

Instructor	Learner
Providing experiential lessons that demonstrate and model information literacy in practice.	Identifying, differentiating, and appropriately using different types of online information.



Digital Scholarship

intentional and purposeful use of digital technologies
research, critical thinking, problem solving skills

Instructor	Learner
Collaborating with peers to develop digital learning opportunities, maintaining consistency across curriculums, and building digital skills of learner populations.	Learning citation methods, how to use digital resources for their own learning, how to filter to refine research results, how to complete online components of courses.



Communication and Collaboration

online tools to communicate and collaborate
intentionally crafting messages

Instructor	Learner
<p>Designing and facilitating collaborative learning experiences in digital spaces.</p> <p>Understanding that cultural values may lead to different ways of participating in online spaces.</p>	<p>Choosing tools that make it easy to collaborate and complete tasks.</p> <p>Learning how to work with others flexibly (online, in-person, synchronous, asynchronous)</p>



Creation and Curation

create or curate accessible digital materials
specific to different audiences and platforms

Instructor	Learner
Being able to use technology to enhance digital learning opportunities (e.g., learning management systems, visuals, idea clouds, whiteboards, polls, etc.) to convey complex concepts.	Using digital media to creatively express yourself Selecting the appropriate platform and medium for different types of expression.



Digital Wellbeing

technology to support wellbeing
strategies for managing technology
healthy boundaries with digital technologies
intentional use and causing no harm to others

Instructor	Learner
Protecting your identity and the identity of others when sharing information online. Having strategies for managing technology when it impacts physical, mental, and emotional health	Knowing that search engines, websites, platforms, and the Internet of Things (e.g., wearable technologies, smart homes) contribute to your digital footprint.



Community-Based Learning

work with individuals and communities
support digital projects
leverage Indigenous or community knowledge and cultural practices
produce mutually beneficial outcomes

Instructor	Learner
Providing opportunities for learners to participate in community-based learning by building and maintaining relationships (using co-creation model, placing community expertise at heart)	Recognizing that different groups and communities may have their own ways of working in digital spaces. Respecting community partners regarding their expertise and choices of technology.



Building Digital Literacy Skills as a Journey

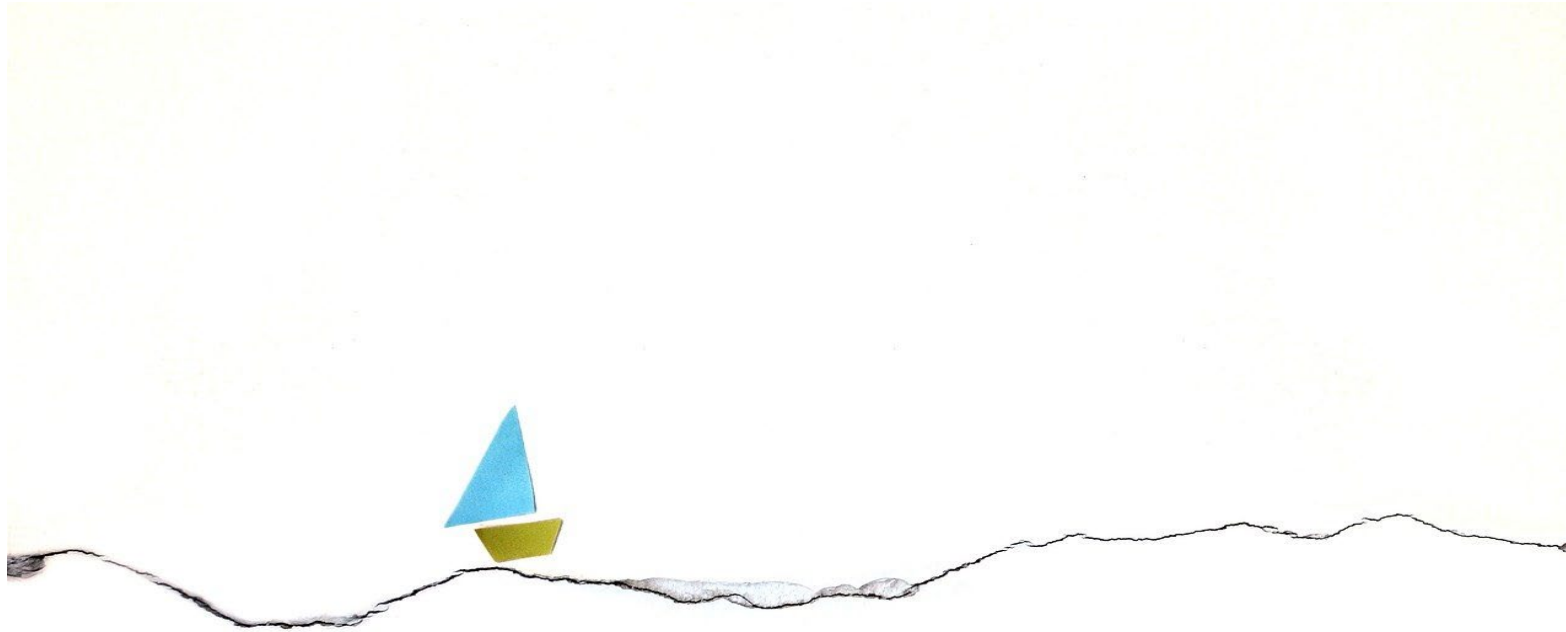


Image by [Anna Prosekova](#) from [Pixabay](#)





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How to get started?

What is the BC Digital Literacy Hub?

- A collection of Open Education Resources focused on various topics under the umbrella of digital literacy
- Informed by the BC Digital Literacy Framework
- Collaboratively built by educators, librarians, instructional designers, and subject matter experts from around the BC Post-Secondary sector
- Built for **educators** – the resources are for professional development and course content



<https://digitalliteracy.bccampus.ca/>



[Learn it](#) [Teach it](#) [About](#)



Digital Literacy Materials for Post-Secondary Educators

Incorporate digital skills into any post-secondary course to equip your students with the ability to exist, contribute, express, critically analyze, and stay healthy in digital spaces.

[Start Learning](#)

[Start Teaching](#)

Website Tour

The screenshot shows the B.C. Digital Literacy website. At the top left is the logo "B.C. Digital Literacy" and at the top right are navigation links for "LEARN IT", "TEACH IT", and "ABOUT". The main heading is "Digital Literacy Materials for Post-Secondary Educators". Below this is a sub-heading "Incorporate digital skills into any post-secondary course to equip your students with the ability to exist, contribute, express, critically analyze, and stay healthy in digital spaces." There are two buttons: "Start Learning" and "Start Teaching". To the left of the text is an illustration of an open book with colorful lines representing digital connections. Below this is a section titled "What are your digital skills?" with a sub-heading "Find out what digital skills you are ready to teach your students and what opportunities you have to level up as an instructor. (You might be more ready than you think.)" and a button "Take the Digital Superpower Quiz". To the right is an illustration of a blue superhero character holding a glowing green flame. Below this is a section titled "Explore Competencies" with a sub-heading "Download and customize any of our peer-reviewed and highly-curated modules and resources." There are seven competency buttons: "Ethical and Legal Considerations", "Technology Supports", "Information Literacy", "Digital Scholarship", "Communication and Collaboration", "Creation and Curation", "Digital Wellbeing", and "Community-Based Learning". Each button has a small icon to its left.



Explore the Digital Literacy Superpower Quiz

- We are not testing you!
- Choose one competence/category, do the quiz
- Think about how it went
- Review the feedback, answers
- Now choose one resource that resonates with your educational needs, share your reflection.



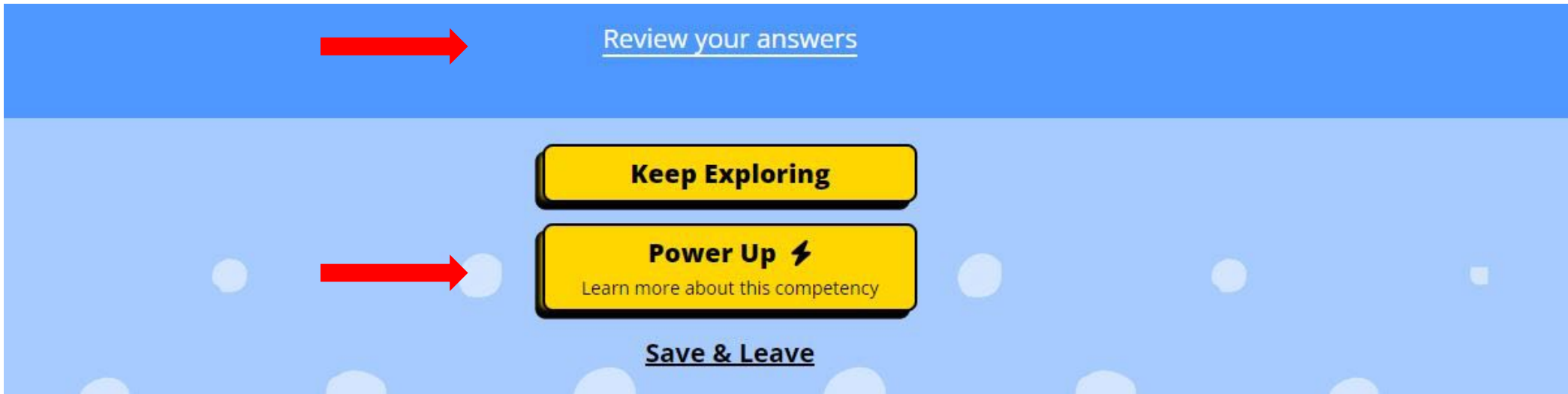
1) Choose **one** competency

Start searching

 Ethical Expert	 Technologist	 Info Inspector	 Creator & Curator
 Scholar	 Collaborator	 Healthy Hero	 Community Builder



2) Review Answers & Choose Power Up



The screenshot shows a user interface with a blue header bar containing the text Review your answers. Below the header, there are three yellow buttons with black text and borders. The first button is labeled **Keep Exploring**. The second button is labeled **Power Up ⚡** and includes the subtext "Learn more about this competency". The third button is labeled Save & Leave. Two red arrows point to the right: one points to the Review your answers text, and the other points to the **Power Up ⚡** button.



Breakout Discussion: Reflective Prompts

- What are your initial reactions to the results? Were you surprised by anything?
- Which resource did you select?
- Share some of your first thoughts about the resource (based on its relevance, accessibility, potential impact on teaching and learning in your context)



I had a lot of **students citing fake news** sources in their work last semester. I want to incorporate some materials to **help students** better identify legitimate sources in online research.

What options do I have?



[Go to the B.C. Digital Literacy Website](#)





What did you find?



Keep Exploring!

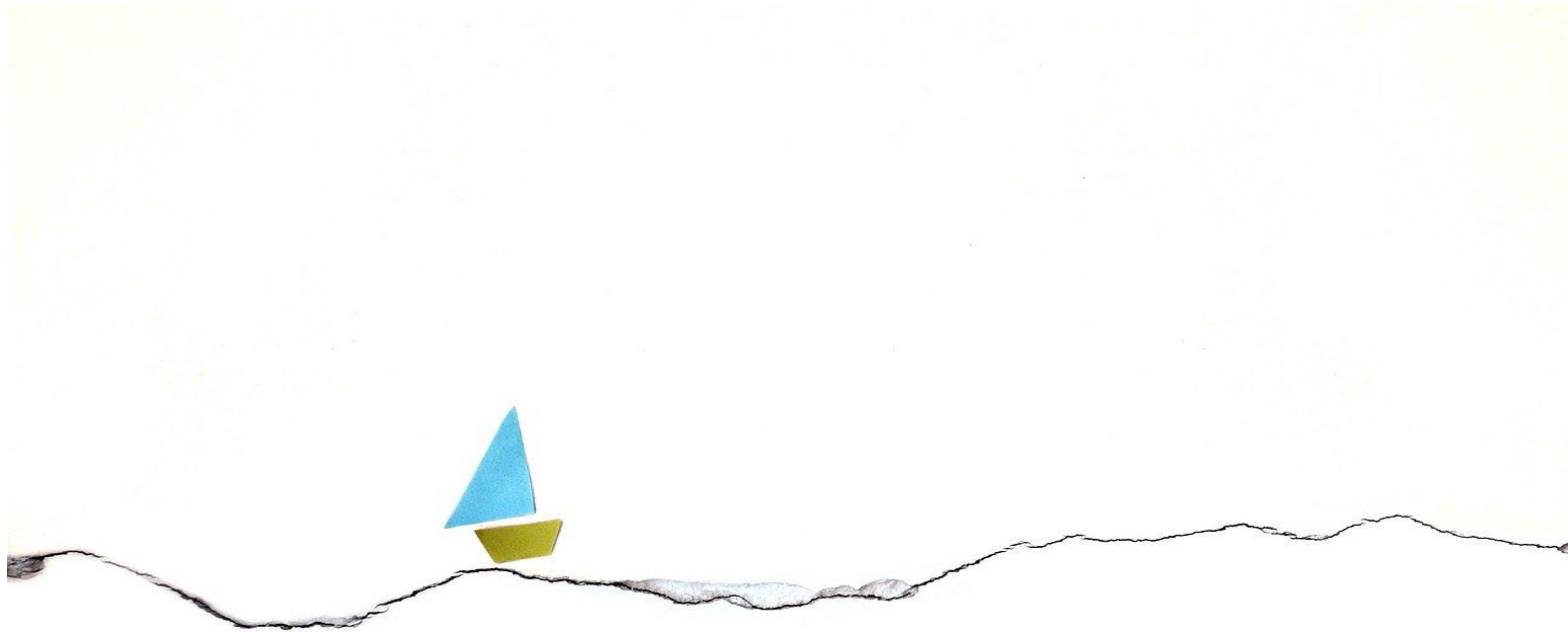


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Questions?





Upcoming FLO Events

- FLO MicroCourse: Introduction to the DL Framework (Starts Monday)
- FLO Lab: Maximizing Student Learning with Assessment -As, -For, and -Of Learning (May 22)
- FLO Friday: Openness, Flexibility, and Kindness in the Classroom (May 24)
- FLO MicroCourse: The Space Between us – Navigating Boundaries in Post-Secondary Education
- FLO MicroCourse: Artificial Intelligence images in the classroom (Week of June 17)



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*Regional
Roadshow*



Driving Learning & Connection



Kelowna
June 10-11



Kamloops
June 13-14



Castlegar
June 17-18

Register at: roadshow.bccampus.ca