

**Transcript for FLO Friday: An Introduction to the Digital Literacy Framework**  
**BCcampus event hosted on April 19, 2024**  
**Facilitators: Gwen Nguyen and Helena Prins**

HELENA PRINS:

Well, hello, everyone, and welcome to this FLO Friday on the Digital Literacy Framework. I'm so excited to spend my beautiful Friday morning with you. My name is Helena Prins, and I'm an advisor on the learning and teaching team here at BCcampus. Please note that the session is being recorded and the recording will be shared publicly. So, if you've not given media consent, then please keep your camera off. You could also change your name to FLO participant. We have enabled live closed captioning for the session. Also now we'll drop a link to the survey for feedback afterwards. If you have to leave early, then please keep the link because we really value your input. Today, my colleague Paula Gaube is providing tech support for the session. Thank you so much, Paula. And I'm not alone with you, I'm here with my fabulous co-facilitator for the session, Dr. Gwen Nguyen. Gwen, how about you start by introducing yourself. Next slide, please.

GWEN NGUYEN:

Thanks very much, Helena. Hi everyone. My name is Gwen. I'm also an advisor with the teaching and learning team at BCcampus. So one of my interests is related to digital pedagogies and art space teaching and learning practices. At BCcampus, I had an opportunity to work with my team in contributing to the Digital Literacy OER Project as a pathway designer. My work has actually involved with the development of the content of the superpower use as well as some other resources featured on the [Digital Literacy Hub](https://digitalliteracy.bccampus.ca/) (https://digitalliteracy.bccampus.ca/) that you will see today. I believe in the continuous learning and development of our digital literacy skills as facilitators, and in helping our learners to enhance their digital literacy within their respective fields as well. I'm very excited to co-facilitate this course alongside Helena. Our main goal is to foster an introductory understanding of the Digital Literacy Framework and to promote our Digital Literacy Open Educational Resource Collection. Thank you.

HELENA:

Thank you, Gwen. Wow, it's been quite the ride putting this all together and just so many people along the way being part of this. My role has been at the beginning. I was a product owner, and I handed off to Britt Dzioba is not with us today, but who's still very much a part of this project and in moving it forward. So thank you for joining us on this beautiful morning.

I would like to start us off in a good way. So, I'm joining you from the unceded territories after the Lekwungen-speaking peoples, which includes Songhees and Esquimalt Nations. I've been living on this beautiful island now known as Vancouver Island for the past 15 years. I'm personally and professionally committed to continue my learning and the work towards reconciliation and decolonizing practices. The picture here is of a beautiful beach that I frequent on Vancouver Island. So the Digital Literacy Framework that we'll explore today also makes it very clear that knowing about and following Indigenous protocols for using Indigenous

knowledge, information, and intellectual property and knowing that not all knowledge is appropriate for public sharing in the digital space, it's all part of our responsibility as digital citizens. We should continue to uphold and act upon the calls to action listed in the Canadian Truth and Reconciliation Commission and the articles listed in the United Nations Declaration on the Rights of Indigenous Peoples. Digital citizenship also includes meaningful consultation with and including Indigenous Peoples in the development of digital programs and policies. We are also considering and prioritizing Indigenous data sovereignty. I want to acknowledge that we're not all coming from the exact same place. We're from all around the province and beyond, so you are invited to share with us in the chat where you're from. While you do that, Gwen, what's our lineup for today?

GWEN:

Today, we will focus on two main parts. The first one is the overview of the B.C. Digital Literacy Framework, and followed by that is the demonstration of the Digital Literacy Hub or known as BCcampus Digital Literacy Open Educational Resource Collection that can support educators in developing digital competencies and also implementing the framework into the teaching process. Throughout the demonstration, we will invite you to play a little bit with the superpower quiz to identify our strengths or maybe untapped potential and then learn to locate or share a chosen resource that resonates with our educational needs.

So before we jump into further, next slide, please, I'd like to invite you to start with the discussion. What comes to mind when you hear the term "digital literacy"? So please use the annotating tools of Zoom to share your insights and you can see the signal of the pane on the left side. Then you can type your thoughts and you can also stamp or highlight the ideas that resonate with you. You can type a few words of what first comes to mind when you hear the term "digital literacy." So I see here "online safety." Yes. "Media understanding and ability to create information literacy, online identity, accessibility, and inclusion. A moving target. Maybe we can move the words around a little bit, so it's easy to see Paula. "Navigating online and digital environments." "About making good choices while studying online." That's really good. Yeah. Oh, I can see "empowerment." Thank you for sharing those thoughts. "The overall ability to find, evaluate, share, collaborate." Yes, really good. "To be able to access basic technology." Besides typing, you can also use the stamp to stamp on the ideas that you find resonate with you. Maybe a few more seconds, but yeah, thank you very much for sharing these thoughts. "About being confident online." Yes. Yes, digital literacy defined by UNESCO as the basic right in the 21st century. Without them, it is very difficult to participate and as a civil citizen or in a very economical way. Thank you very much for sharing. This is really rich. Before we move on, maybe we can take a good screenshot of this so we can go over later and share with others who can't make it to our session today. Thank you. Thank you very much for sharing this. I would like to go over a bit the context and background of the Framework. Can we have the next slide, please?

In the 2021st, so the post-secondary education and the Ministry of Post-Secondary Education and Future Skills in British Columbia actually took action in response to the educational shift

caused by the pandemic. They formed a group called the Digital Learning Advisory Committee, known as DLAC over here. This group actually consists of experts from different colleges and institutions and universities in B.C. And the tasks are looking into how digital learning happened during the pandemic. Learn from it and figure out how to make online learning better for colleges and universities in B.C. In general, the DLAC work has three main tasks. One is reflecting on the past, what works and what doesn't work. Second thing is leveraging some insights. We integrate some findings and establish the best practice to move digital learning experience forward. And the last one is to envision the future. So developing some innovative strategies to make technology-enhanced learning more accessible as well as effective students in the next five to ten years. So the collaborative efforts of the DLAC as well as the Working Group result in the B.C. Digital Learning Strategy. So, in other words, the Digital Learning Strategy outlines a set of priorities, as well as recommended action, drawing on best practices, lessons learned, and moving forward-thinking approaches. The Digital Learning Strategies contain some priorities, and one of the focal priorities related to the policies and processes, which include we address the impact of digital technology on online education and also promotes the innovation and excellence in educational landscape through developing new or updating the policies at the institution. By talking about the online technology used in post-secondary, we don't just mean online education. It's also including the digital components of in-person, hybrid, and also some remote programs. So, Paula, or maybe I can pop the link in the chat to this Digital Learning Strategy document here for our reference, and also in this one, As we said, among the recommended actions are the development of the Guidelines of Technology-Enhanced Learning and also the B.C. Digital Literacy Framework document. The purpose is to enhance the digital literacy knowledge, skills, ability across the post-secondary communities. I will also pop the links of the Framework in the chat. I know that most of you might have read the Framework or are familiar with the Framework. Okay. In short, can I have the next slide please?

The Digital Literacy Framework defines digital literacy in B.C. context, and also highlights some associated knowledge, skills, and ability necessary for members to participate in the digital society, especially within the post-secondary communities. It also offers some guidelines to develop the digital literacy policies, professional development programs, and the OER resources at the institutions. For educators, why is it important? For educators, the Frameworks actually specify what we and our learners need to know and be able to do in the technology-enhanced learning environment. Can I have the next slide, please?

It also guides on incorporating technology and digital literacy activities into our classroom. I'm not going to go through the details of this, but I will go through some keywords and highlight the key competencies that we see in the Framework. Can I have the next slide, please?

Okay. So again, one of the primary goals of the Digital Literacy Framework is to cultivate the digital skills within the post-secondary communities that will be beneficial as students and also educators to advance into the workforce. It's very important to highlight the critical aspects of the Digital Literacy Framework because it's understood that learning spaces are not the same

for everyone, especially for equity-seeking groups and Indigenous learners. The Framework also acknowledges the disparity in opportunities to develop the digital skills and provides the flexibility in application for different situations. It is defined as "a person's knowledge, skills, and ability for using digital tools ethically, effectively, and within a variety of contexts in order to assess, interpret and evaluate information as well as create, construct new knowledge, and communicate with others." The next slide, please.

One of the analogies that I often use is comparing navigating the world of teaching and learning in the digital age to driving. Helena might laugh at me right now, as you know, I'm not quite really good at driving. It took me actually five times to pass the driving test in B.C., but stick with me on this one. Thinking about digital teaching as driving is more than just knowing about how to operate the tech gadgets. It's not only about technical skills. It's more about being aware of everyone else who shares the same role with us. And that's why it's very important to adhere to the road rules and care about the digital environment that we all share. Yes, so long gone the day that digital literacy is just about typing, it's just about downloading/ uploading documents, it's about creating PowerPoint slides. But in this digital world being digital literacy is obtaining, renewing our crucial licence so that we can drive the learning and teaching forward. I'm so glad that the B.C. Digital Literacy Framework presents this comprehensive view by including the eight competencies. You can see that ethical and legal considerations, technology supports, communication, collaboration, creation and curation, information literacy, digital scholarship, community-based learning, and also digital well-being. So again, it's not only about the technical skill, but it's also about developing our cognitive skills and also about our attitudes towards this learning environment in the digital age. Can I please have the next slide?

So what's interesting about this Framework is the categorization into specific populations that you will see, and they use some words, for example, like digital citizens, incoming learners, program graduates, or educators. So an individual can actually identify themselves with more than one group, meaning that the skill associated with this competency actually can intersect and build upon one another. So in a way the approaches demonstrate a more cumulative and also interconnected development of literacy skills, across different populations. I will try my best to wrap in through this competency. I'm not going to go into details, but I want to highlight some key terms and contextualize them so that it's the background for us to share and to discuss this concept with others. I want to acknowledge Dr. Taruna Goel, who actually introduced this approach of constructing this competency when she developed the FLO micro-course in early March with us. The first one is ethical and legal considerations. So from the ethical and legal perspective, being digital literate means that understanding and following the principles of privacy protection, understanding the inclusion accessibility guidelines, and also about being aware of the power of inequalities in the digital learning spaces. For example, the one who wears an instructor hat would be about developing the content that follows digital accessibility standards and guidelines. And for learners, it's about understanding and following academic integrity guidelines. Thank you.

The next slide is about technology supports. From a technology supports perspective, being digital literate means being able to explore the tools with full curiosity and open mind and with intention and also developing the troubleshooting skills when technology doesn't work. For learners, it is also about learning strategies for learning how to use new technology. For instructors, it's about selecting the tools for the course that consider ethics, accessibility, and also some technical support at the institution.

The next one is about information literacy. Information literacy will focus on the critical thinking skills. Understanding about the production, prioritization and also presentation of online content. Understanding that there are different ways of knowing and also biases within those online content. For instructors, it's going to be about providing some experiential lessons that demonstrate information literacy in practice. For learners about identifying, differentiating different types of online information.

Next one is about the digital scholarship. It's about the intentional and purposeful use of digital technologies for researching that includes critical thinking, problem-solving skills. For learners, it's about learning citation, how to filter, refine the result. And for instructors, it's going to be about collaborating with others to maintain the consistency across the curriculum and building digital skills for learner populations. Next one is going to be about communication and collaboration. Using the tools in a way that enhanced communication and collaboration. It's about intentionally grafting messages for different audiences. Next slides, please.

I will talk a bit about the creation and curation. Creation and curation is about developing the content that can be accessible for different audiences and different platforms. For learners, it's going to be about learning to use digital media to express themselves and about selecting the appropriate platform for different types of expression. For instructors it's going to be about using technology to enhance digital learning opportunities for learners.

The next one is about digital well-being. Digital well-being is about using technology to support well-being. Having the strategies for managing technology and setting up some healthy boundaries with technology, especially when it affects our physical, mental, emotional health. It's also about intentional use of technology that causes no harm to others.

The last component is about community-based learning. Community-based learning is using technology to work with individuals and community to support digital projects. It's centring Indigenous and community knowledge and cultural practices at the centre of the project so that it can produce mutually beneficial outcomes. For learners, it's about recognizing that different groups and communities might have different ways of working in digital spaces. For instructors, it's about providing opportunities for learners to participate in community-based learning by building and maintaining relationships through some co-creation models or some other model that places community expertise at the heart. Thank you for listening to my wrap thing. I'm almost there, so bear with me through one more slide.

I want to talk about viewing the development of digital skills as not the things that you do one time and then done. It is more about the continuum. It's more about the journey. It is very important to stay relevant and effective in a very rapidly evolving digital landscape. So this perspective actually acknowledges that the skill is a dynamic process that requires adaptability and continuous commitment to learning. Think about obtaining the licence and then renewing the licence. One thing that is suitable today, it might be changed tomorrow. And so when we are embracing the mindset of curiosity and we build comfort around the unknown is very crucial. This is going to be the avenue for us to expand our knowledge and to obtain new skills and also engage in meaningful conversation with each other. The way that you are coming to us today is also showing that you are committed to this meaningful conversation, and we really appreciate that. So I will hand it over to Helena to continue with our journey and lead us through some of that. Thanks.

HELENA:

Thank you, Gwen. I think you've done the heavy lifting in this session for sure, going through all those competencies, and Paula, we can go to the next side.

By no means do we now think you have a grip on all of those competencies. It could be a little bit overwhelming. You may wonder how to get started. Where do you begin? What we first and foremost want to say from the side of BCcampus, you do not have to grow through this process alone. I used the word "grow" because I do see it like a journey too and maybe some of us are early on the journey of developing our digital literacy skills. Some of you might feel you're already quite fluent. Either way, BCcampus is here to support you through it. One of the ways you want to support you in building your digital literacy skills is through a Digital Literacy Hub.

On the next slide, we'll explain to you what this hub is. We're very excited to show you. It's a collection of open education resources that's focused on various topics, all under the umbrella of digital literacy. These are all informed by the Digital Literacy Framework that Gwen just briefly touched on, and we have really collaborated with the sector to put this together. I'll show when I do the demo in a minute, I'll show you some of the processes that went behind it, too. It is built for you. If you're here in your educator, instructional designer, ed developer, this was built for you; the resources are for professional development as well as for course content. So someone already put the link in there.

On the next slide, I have the link for you as well. Because I'm going to take you I'm going to do a demo off the site so you could browse for yourself, or if you hold on for a minute or two, I'll take you through maybe an organized one and then keep the link so you can explore further once I'm done. Here we go. Are you ready for a nice tour of the site?

You should be seeing you all seeing this one right now? I want to bring your attention first to the top right where we see Learn It and Teach It. These are really the two focuses when you come to the site. Are you here to learn for yourself as an educator to build your own skill set, or are you here to find resources that you can integrate into your current coursework? Because if

it's for yourself, then you're going to go to Learn It. If you click on Learn It, I'll go through what you'll see on this page. What we've created there is just some of the more urgent topics perhaps right now: getting started with digital literacy, how to teach online. If you are looking for resources related to technology tools, then you go in there, if this is related to accessibility. When you click on one of those. Let's say today, we are interested in accessibility. What will come up for you is the resources that have been curated by a group of people that evaluated them and decided these are good enough for our site. And then those are your options. You can click on them and peruse them further. However, you'll also see that if you click on the Learn It page, the content is organized according to the competency. There are all eight competencies as I scroll down on this page, starting with ethical and legal and all the resources related to accessibility for that, technology supports, information literacy. You can see it's quite comprehensive. However, let's go back to the home page. If, however, you came to think I want to find some resources to teach, then you can either click on Teach It at the top or start teaching. When you do that, again, you will find the eight competencies and all the resources. Under the topic of ethical and legal considerations, there are four in plain view. But if you click on this, it will expand to all 13 resources related to the topic of ethical and legal considerations that you can integrate into parent coursework. On the About page, we give you a link to the Digital Literacy Framework. If you can think, where do I find this? You can find it there. You can also find this little cheat sheet. Just have to show definitions of the competencies. Then if you click on the link there, it will take you to each of those competencies. Then we just want to explain to you too. We have included here the list of all the reviewers that were part of this process. Each of the resources were carefully selected and then carefully evaluated as well. You can also see a link to the strategy. That's the broad umbrella that I'm going to address of where this Framework came from and all the resources. I'm going to go back to the home page because there's some exciting stuff on the home page. This is the starting place. But if you scroll down and we are going to give you an opportunity to get into the quiz today. This is the button you're going to press, Take the digital superpower quiz, and then I'll show you what you'll see there. At the bottom here, we also have the eight competencies. You can really access the eight competencies either from the top or from down here. It helps to know. Are you here to learn or are you here to teach? So that is a very quick overview of what you are going to find when you go into our site. Paula, you can take screen over again. Because we want you now to dive in, get your feet wet, and explore the Digital Literacy Superpower Quiz.

I've shown you the button that is there on the home page. I want you to know this is not a test. This is just a quiz for your sake. It's a way to just determine your own strengths. You choose today for this purpose, just one of the competencies that you're curious about. As you do it, please take note of how you're feeling while you're doing it. Are you nervous, are you anxious, are you enjoying it? Are there questions that surprise you? Once you finish the one competency, you'll get the answers, and I'll show on the next slide for you what will happen. When you click on that Do this quiz link, the eight competencies will come up. Pick just one for today that you want to test and you'll see I've done the scholar. That's why there's no yellow label there. Pick the one that you're curious about. Then on the next slide, I'll show you once you've completed that short little quiz, it's very short. And you have the option to review your

answers. If you click on that, each of the answers will be explained. You could choose Keep exploring, but for today, we would like for you to click on Power Up because what will happen is if you picked the Digital Well-Being competency, then it will take you to the resources, the learned resources, connected to digital well-being. We want you to choose one of those resources of the competency that you chose that resonate with you, meaning, I think I might look into this a little bit later. I think I could benefit from doing that. We're going to give you 7 minutes of silence to do this fabulous quiz that Dr. Gwen Nguyen designed, and we look forward to discussing it when you're done 7 minutes.

Just wrapping up that quiet time. I hope you had fun diving into the quiz. You could give us an emoticon there if you're done, then we know we can move on to our next activity. Okay. Wanted to... So, Paula, let's share the next slide.

We understand that people don't always like to go into breakout rooms, usually we like to give a choice. But today, I do want to encourage you. I think reflection is such an important part of our learning. I do want to encourage you to hang tight. You might meet someone really interesting or hear about a resource that you didn't discover yet. We are going to give a short time in breakout rooms just for you to share some of those initial reactions. Did you like the experience? Were you surprised by anything? Maybe you can share the resource that you picked. Just some first thoughts. It's really not going to be a long and expansive breakout room session. In fact, if we can make it 5 minutes in the interest of time, that'd be great. We invite you now to go into your breakout room and share your response to how this quiz activity went. Any feelings and reflections that came to mind. Thank you.

Okay. Welcome back, everyone. I hope you had a lovely discussion. I want to give an opportunity if there's one burning reflection that someone wants to share in the main room. You're invited to do so. It's always nice to hear from our participants. Anyone? Now, I'm looking at you, Elle.

ELLE:

Oh, no. Don't look at me! Don't look at me! I had the pleasure of chatting with Wendy, who's out east, and, you know, has been a big fan of BCcampus for a long time as have I, of course. And what we talked about was the voluntary nature sort of adapting the Framework at institutions. And we were wondering at the institutional level, what role was going to look like, what support is going to look like for continuous sort of training. And that's a piece we're curious about. And Wendy and I sort and just before we were booted out of the breakout room, we sort of landed on the word "required." And we know it's a dangerous word to throw around, right? That this is required of instructors of institutions, but short of requiring it, what can we do to make sure that good work continues?

WENDY:

And to add to that idea, unless it's required, it doesn't become a budgetary line item in fiscal restraint.



HELENA:

So they throw out big questions, Gwen. I'm not going to give you an immediate answer to that. I want to see if there's anyone else that wants to add to that question or perspective. David, David Thompson.

DAVID:

I thank you for the opportunity. I'm not quite sure what I understand by the word "required." What exactly would be required? I'm assuming you mean required of post-secondary instructors. But what would be required? We weren't even talking about instructors per se. We were thinking about institutional-level rollout. Like, how are you going to, as Wendy correctly said, how are you going to make sure that there are resources? There's resourcing for this work that this doesn't sort of land on the side of people's desks for them to do. That there's quality assurance for some of these initiatives as they roll out at institutions. That's the piece we're wondering about. Again, we recognize that required is, as I said, a very loaded word. Having worked in institutional governance, it's a word that we absolutely try our best to refrain from using. But short of requiring it in any sort of official way, how do we strongly encourage institutions to move this work forward? And to continue doing so when this is, it's very clear from the language of the Framework that it is voluntary work. Yes. It is indeed not required, and my answer is simply going to be that this year and it's been the past year to and in the coming year, this will be the focus of the support that our learning and teaching team offer the sector is we will really try to make clear all the connections to the Framework as we can through the year ahead. I think it's just the times that we require that, as facilitators, we take this on because we want to be competent in how we deliver content. That's where I'm going to leave that question for now, but I'm really glad you asked it, and I do think this is a hallway conversation to take to institutions. To take to your team is how are we going to grow our own digital literacy skills, those of our students. How do we add this to all the other things that's also on our plate? We recognize that that is certainly a struggle for many to deal with. Okay. With the little time we have left, I'm going to ask Paula just to share the next slide because we've now been hanging out in the Learn It section and we do want to invite you to go look at what we have in the Teach It section.

Here's a scenario for you. 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? So we invite you to have a quick scan there. Go to the Literacy page again. The link is fresh for you there. Click on Teach It and see where we find a resource that might be helpful? And you're invited to share in the chat. I see a few answers there. So, I'm just going to steal sharing from you just to show those, if anyone did get stuck with this question.

How you could address it is once you've clicked on Teach It. If you don't quite know what competency this falls under because you could go through the competency root as someone in the chat did. I just typed into the search bar "fake news," and all the resources related to fake

news came up. Then, of course, you choose which one you think might be the best fit for your course and your students where they're at. I also want to show you this wonderful resource that's in here. It's called Course pack. If you type in the Teacher page "Course pack" you'll find it. This course pack is really if you feel overwhelmed and what is the easiest possible way and the least you could do and should know to incorporate digital literacy into your course. This course pack might be your answer or a good starting point. It has resources for each of the competencies. Just a snapshot of what you could start with. I just wanted to share that with you. And Paula, you can take sharing back. Thank you.

Okay. Now, with the time remaining, we just want to remind you then and I see people who did well there. In the chat of some answers. The next side, Paula. As Taruna Goel, who designed our first FLO course on the Digital Literacy Framework, said Gwen reiterated today. Now I want to emphasize this is a journey and we don't expect anyone to be fully competent in all areas today. We think this is a journey that we can all be on together and we will keep exploring.

With the 5 minutes, 6 minutes left, we do want to open for other questions. And you can unmute or you can just put in your question in the chat. Okay. Even if you want to take up what Elle mentioned about how do we bring this forward if it's not a requirement, please do. We would love some answers and ideas. Yes. If you go to Teach It, this is just an answer to Kim's question about where the Course pack was located. If you go to the Teach It site and you type in "course pack" in the search, you'll find the course pack there. I put this link in and you can let me know if it works for you.

GWEN:

So while Helena is putting the link in the chat. So if you have any questions that you want us to address right now, and it doesn't mean that we can answer everything, but the floor is open. I know that there are some questions from the registration form as well. Helena, we look at that. And when we look at that, we feel like we cannot answer everything. The same thing when you share your ideas about right now, how are we going to roll out at the institutional level? Why is it not something that is required? But we feel the urge of doing that. We worry about financial, to support those professional development so that we can maintain the consistency across the curriculum, for example, and some questions related to how the organization development professional at the institution can be developed among the faculty and staff group. I think at the Ministry and also the DLAC group. They don't want to put the heavy work on the instructors or the students either. That's why we start with curating and developing some open educational results for this digital literacy journey. When we said it's a journey because at BCcampus, we also learning about how to roll out to support, to support you all and the students in teaching and learning excellence as well, by offering these introductory workshops and also besides those workshops, there's also another big event, for example, at the Road Show that you will see. I will share the link later today, that we will go to some institutions in B.C., offering to share those, offering to meet with other educators to learn what they do at the institution, and then we can go from there and hopefully this connection, and when we keep on

this this learning conversation, then this is something to empower us to continue to learn how to implement and empowering this digital literacy journey.

HELENA:

Yes. Thank you, Gwen. I also put a link in the introduction to the Sector Advisory Committee that I work with. This is happening at the provincial level. We have a group of people from around the province coming together to find the professional development opportunities related to digital literacy, and we are hoping to make it easier for people to find these opportunities and to participate in the opportunities. We also have the cert, which is around educational resources, how to bring those software to across the province. So they are provincial movements, and you'll find some of that information in the strategy, the Digital Learning Strategy document that Gwen shared earlier too. Gwen, do you want to show the upcoming events? Next slide, please.

Sure. We have quite a few upcoming FLO events that will be related to the DL Framework. The closest one is right next week. If you still have questions, if you want to provide other feedback related to the Digital Literacy Hub of the Framework in general, join us in this intensive conversation. There's also the FLO Lab coming soon in May, about alternative assessment, Maximizing Student Learning with Assessment As, For, and Of Learning. There's also FLO Friday on the Openness, Flexibility, and Kindness in the Classroom. We will see that those are not directly related to competency, but somehow those are all overlapping and it's cumulative from the competency that we provide in the overview today. Yes. Helena, do you want to continue with courses? Yes. They can find all the information and the link that Paula shared about upcoming events on boundaries. We have artificial intelligence. We will really focus on that in June and stay tuned.

Then the exciting news is probably the Road Show for you.

GWEN:

We're hitting the road this summer. Our goal is to connect with educators around the province. And as you can see, there are three stops there, Kelowna, Kamloops and Castlegar. All of our learning advisors will be there, and we'll collaborate with other teams like the open educational team at BCcampus and support team will be with us as well. We will talk about digital literacy, open education, and more. If you are nearby come say hi and participate in our offerings. And for more details, please visit our site. I think that I can actually put that link in the chat for further information. But thank you very much for being here with us till now. And we're very glad and appreciate that you are here. So have a great day and let's continue our conversation on this digital literacy journey.

Resources:

[B.C. Digital Literacy Hub](https://digitalliteracy.bccampus.ca/) (https://digitalliteracy.bccampus.ca/)

[Digital Learning Strategy](https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/digital-learning-strategy) (https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/digital-learning-strategy )

[Digital Learning Framework](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/digital-learning-strategy/bc_post-secondary_digital_literacy_framework.pdf) (PDF)

(https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/digital-learning-strategy/bc\_post-secondary\_digital\_literacy\_framework.pdf)

[BCcampus Regional Roadshow](https://roadshow.bccampus.ca/) (https://roadshow.bccampus.ca/)