Transcript for A DIY Toolkit for Digital Literacy
BCcampus FLO Lab event hosted on June 26, 2024
Facilitators: Jessica Gemella and Anwen Burk
Host: Helena Prins

HELENA PRINS:
Okay. Hello, and welcome, everyone. My name is Helena Prins, and I'm an advisor on the learning and teaching team here at BCcampus. I have the very fun and rewarding job of coordinating our family of FLO courses. I'm so glad you joined us today, especially given the fact that it is the opening of the Olympic games in Paris. I did not realize that when we set this date. Thank you for being here. And while I'm not in Paris this morning, I'm deeply grateful to be joining you from the unceded traditional territories of Lekwungen-speaking people, which includes Songhees and Esquimalt Nations. I am personally and professionally committed to continue my learning journey and responsibility towards reconciliation. I'm definitely not alone on this journey. Here with me and behind the scenes today, I've got Kelsey Kilbey. Thank you, Kelsey, for being here. She's our tech support. Another invaluable member of our team is here, Britt Dzioba. She's our in-house digital literacy expert. Then of course, we have Jessica and Anwen here, who will be two FLO facilitators, and we are so thankful to the Vancouver Island University for supporting this FLO Friday session. Now, before I hand the session over to Jessica and Anwen, I just want to remind you that the session is being recorded. If you do not wish to appear on camera, just keep your camera off and you can also change your name, click on your name there and you can rename it to "FLO participant." We will share the recording as well as the slides with you in about two to three weeks' time, it will be emailed to all registrants, don't worry. They actually have beautiful slides today, so if you want to see the slides again, we will email it to you. There will also be one breakout session towards the end of the session. But please, if you prefer not to go into the breakout room, just hang in the main room. Don't feel that you have to leave the session to avoid that discomfort if you're not ready for chatting today, we understand. It is Friday. Also the breakout room discussions will not be recorded. Closed captioning has been enabled for those who would like to do that. Then we will have some poll questions throughout today. If you have any difficulty with the poll, you can use the chat function to just answer in the chat. Now, I hope you will stay with us till the very end because we always launch a survey to get your input and feedback that I will share with the facilitators afterwards. Also, we would love to get your input on future topics for professional development. Now, that is it for me. I am going to hand over the session with great excitement. We had an amazing chat before we actually started the session. Jessica and Anwen, thank you for sharing your work with us today. The Zoom floor is yours.

JESSICA GEMELLA:
Thank you, Helena. We are here today on a FLO Friday to talk about a DIY Toolkit for Digital Literacy. I'm happy to start with the land acknowledgment and Anwen and I are part of the VIU community. We live, learn, and share knowledge on the traditional lands of the Snuneymuxw, the Quw'utsun Tla'amin, Snaw-naw-as, and Qualicum First Nation. We would like to acknowledge the Snuneymuxw First Nation on whose traditional lands we join you from today.

We are on the Nanaimo main campus Anwen and I today. For our session, we are connected via a vast system of infrastructure and we recognize that much of that infrastructure is on stolen land. We invite you to consider the land from which you join us today.

I am Jessica Gemella. I'm a curriculum teaching and learning specialist in the Centre for Innovation and Excellence in Learning, the CIEL at VIU, and I'll be one of the facilitators and I'm happy to be working with Anwen today.

ANWEN:
Hi, everyone. I'm Anwen Burk. You can tell that we have a little bit of fun where we work. These are our official CIEL photographs, and I'm a crazy cat lady, and I'm very happy to be joining you today and working with Jessica. We've been told already that we're a bit hyper. We're excited to be here. We're trying to keep ourselves calm.

We're going to start with our first poll just to get things going. Which of these images best reflects what you're planning to do this weekend. You're planning to relax, you're just going to go to do some forests. Hang out in the forest, have some tea time, read your book, have a little urban adventure or just ride the wave like our Highland cow over here. All of these images were generated using Adobe Firefly, which is why some of them might look a little bit strange. But they're all pretty cute though. Let's see, what do we have people doing ? Relaxing, That's nice to see. Hanging out in the forest. Wonderful. Urban adventure, I'm going to have an urban adventure too, I'm going to head up to Victoria this weekend. And just riding in the wave. Excellent. No one's going to have tea time or reading though. Wow. I guess it's summertime. That's more of a winter thing.

JESSICA:
The weather is going to be beautiful.

ANWEN:
Exactly. Not too hot. That's awesome. Thank you for that. While you're dreaming of your weekend, we should have put watch the Olympics on here, but we weren't paying attention. Those of you who are joining us and not watching the opening ceremonies, we appreciate that.

Here's just a quick overview of what our session is going to be today. We're going to go back and forth. But where this session began, where it started was with a project that Jessica did that she's going to talk about called the Digital Tool Shed. That was something she worked on with the trades faculty here at VIU. And then talk about digital literacy and how to navigate some of those ideas with your students. Then, of course, we have this thing called ChatGPT that showed up, which disrupted that conversation. Then we moved into building a digital literacy toolkit, building on that digital tool shed. Then we did a 2.0 in spring of 2023, we presented at ETUG, and got some great feedback from people. Then we redeveloped our Digital Literacy Toolkit. And now we're looking at our own, well the Digital Literacy Strategy came out to be official, and now we are looking at applying that framework with strategies here at VIU. Our

session today is going to follow that timeline, so you can get a sense of where we came from and why we're doing what we're doing. What we're hoping is that you'll be able to get some strategies and some ideas out of this, but also that we will be able to hear from some of you that are already doing great things in applying that Digital Literacy Framework.

Another couple of questions here. First question, how would you rate the overall level of digital literacy within your learning community? Wherever it is that you're working on in that learning community, where do you think that where are you sitting? The options we have are: high, getting there, and not ready yet. I don't know if I'm not seeing the poll, there we go. Excellent. I didn't know if that was me. How would you rate the overall level? This is good. A little bit, not ready yet, getting there. Yeah. This is what I assumed is getting that but we have some high and we have a couple of not ready. That's good. So we've got some people we can learn from, and hopefully, we've got some stuff that we can share. Okay. Next question we want to just get a sense of is, how confident do you feel about your own digital literacy skills to facilitate learning? So in your own... Got some confident. Excellent. Wonderful. This is excellent. I'm getting a sense that we're going to be able to not only share some ideas, but get some ideas from other people. This is wonderful. I should also say throughout the session, if you have questions, feel free to put them in the chat, and one of us will get to them. Also you can feel free to put up your hand if you want to speak. If there's at some point along the way, if there's just ideas you want to share, feel free to put those in the chat. It'd be great and we'll share those out vocally as well for the recording because we'd love to hear what you guys have to say. Just sharing the results there. Most of you feel confident, which is great and some of confident, but there's no non confident that makes you very happy.

Okay. I'm going to hand it over to Jessica.

JESSICA:
Thanks, Anwen. I'm just going to talk about the beginnings of this Digital Toolkit, which has really been an evolution of several tool kits. And how it started is I was working in the Faculty of Trades and Applied Technology here at VIU. I had been teaching in horticulture and then had the chance to work as the curriculum teaching and learning specialist for that one faculty. Now I'm working for the centre here that provides support for all of VIU. But what I was hearing in our weekly meetings, and Dr. Sally Vinden here at VIU started a Digital Tool Shed, which was a meeting every Friday morning at 8:00 in the morning. Started that during COVID. It was different themes. A lot of instructors would come as the guests and take over and facilitate those meetings. But there were some questions that were coming about how to use emerging technologies and, in specific, using social media. And I had been using some social media in horticulture as part of teaching, and that was where it started. There was also some back channel uses that students were using in classes, which is great for communicating, but you may have experienced in your own environments that there needs to be some facilitation around that too because sometimes it can be affecting what's happening, relationships in class from what's happening outside of class time and linked together. In the Digital Tool Shed, some of the strategies that worked in conjunction to this Tool Shed, the faculty worked together on

another similar board that was people would post tools or let me know what tools they were using. Then we would go through our institutional policies, freedom of information and protection, and think about what that tool might mean, and we used the sections model and we talked about that tool and then thought about whether it's appropriate in their context. It was a really great way of just seeing what people are using and many of the trades and trades in applied technologies didn't realize that that was something they needed to do. The other thing that came out of that as a strategy was to really tap into student motivation. Things about connecting to what was going to be what's happening in their lives now and in their communities and their future careers and being supported through use and staying connected with each other. That was a key strategy that came out of this Tool Shed as a means of enhancing digital literacy amongst instructors. What was very of interest also to the instructors was the B.C. Digital Learning Strategy that was coming out as a draft. And I remember conversations about K-12. This is what students are coming out with. I better think about what we're doing in our classes because that's more advanced than I thought. When people are coming right out of high school, for example. This is something that this Tool Shed you can link on there. I know the link has have been shared, but this is something you can look at and there's lots of resources shared in there. Anwen, I'll have you go on to the next one.

What came out of that Tool Shed is I came to work here at the centre and work with Anwen. Anwen gave me a little nudge and said, "This is something that you could present at ETUG, and we could use in different contexts." This DIY Tool Kit was refined at the Educational Technology User Group, which is ETUG, and that was in the spring of 2023. And when you search through that link there and go on to that digital board, you'll see some of the comments and the questions that we discussed as a group. Some of the key strategies that came out of that, when you can think about when you're working on enhancing digital literacy, is the importance of helping instructors develop their facilitation skills. Thinking about the student support and what support you can provide and what support you can connect students to. There's lots of supports, for example, at our institution that students can get to know the tools. A topic of conversation is guidelines and boundaries. As we open up these tools, the boundaries become more open. And Anwen and I really came out of that and discussed, we really need to support writing digital literacy outcomes as part of courses and that that's transparent and part of a course outline, for example, or program outline. There was an example on the board that working with the heavy equipment operators, they had been working on an outcome and there's an example in that board. So we can move to the next slide.

ANWEN:
I just wanted to address the comment that was in the chat. Lindsey. "Many of our students use WhatsApp to communicate with each other often to facilitate cheating." Going back to that original comment you were talking about. Again, it speaks to what you're saying there is, what are our guidelines and boundaries around using technology? What we have found from speaking to people and our own experiences is co-creating expectations and co-creating those boundaries with your students around what's actually considered a good use of technology, not good use of technology, academic integrity, all those conversations, talking about what

academic integrity actually means, not just putting the statement in your syllabus, those kinds of things. Not that I'm saying that's what you do, Lindsey. I'm just saying there are those conversations that need to take place because as soon as, Jessica said, as soon as all those tools open up, it also opens up opportunities, but it also opens up challenges. Having to and really facing those challenges head on, I think is the way to deal with them, which of course means that more work.

JESSICA:
And just to add to that. In the previous example, that one that we're calling Tool Shed. The example that was shared is that an instructor from the aesthetics department said to me, we want to use social media, that's a big part of somebody's career when they come out of aesthetics, but I'm really unsure of using it. Together, we co-facilitated a session together with her class on coming up with an agreement and there's some resources in there and some ways of going about co-creating those agreements together with students. The comments that you'll see in that board too and that I heard from students is that they were really appreciated of that, they also want to be communicating in a way that they do in their everyday lives as well, but they're unsure of how to bring that into a different context because they may have not had a chance to practise that in that particular environment.

ANWEN:
This is my version of the evolution of digital literacy. When we first started talking about this back in 2023, and when we were talking about generative AI and stuff like that in 2022, I kept getting this flashback, what are all these conversations reminding me about, students who are just going to use ChatGPT to write their essays or how can we rein this. How can we make use of this technology rather than letting it rule us? All these things. It made me really reflect on the evolution of what I'm calling the evolution of digital literacy that I think in my mind, it's really tied to information and information literacy. I'm a librarian, that's my background. When I started in 2004 as a public librarian, one of the things that we were doing then we're teaching people how to set up an email address, how to use MS Office, how to search the internet, because it was a fairly it wasn't new, but it was new to a lot of people. Then once I became a librarian in a post-secondary world, and then 2007, the smartphone comes out. That really changed how things worked. What we talked about a lot then as a post-secondary librarian is talking about database searching skills, information literacy. Wikipedia was like the enemy. You can't trust Wikipedia, you can never use Wikipedia. Having instructors, or students coming to me saying, I'm writing this essay. My instructor says, I'm not allowed to use the internet. Which now seems laughable, but was totally what it was. It was the same that was what I was hearing again with ChatGPT and generative AI. I was hearing these same conversations. Then moving on in that part of my career. We went from Wikipedia's the enemy. Information is this one-way street to so much creation, like web 2.0, media creation, podcasting, making learning objects, people being able to generate content for the internet in an easy way that it wasn't all coming from a publisher. That was a really great thing again because you could have lots of different voices. But also, it meant you had to be really good at discerning what the voices were and where that information was coming from. At the same time, this concept and that's what I have

this little icon here, the person with all the little balls coming out of his face. That didn't sound very. It's this concept of the 21st century educator. That was all about how being a 21st century educator, you need to know about technology, you need to know how to collaborate, you need to know how to curate. There's all these things that you need to be able to do besides just this one-way stream of information that we tend to think of post-secondary, old fashioned post-secondary. Complicated then by the concept of fake news and then we had COVID, and we had all these conspiracy theories and generative AI and the algorithms are talking to us, all these things. I went to a session with some librarians here at VIU and they talked about this dumpster fire of information that we have so much information now. It's being pushed out everywhere and all these skills that we've been trying to teach people way back here, way back at the beginning of this continuum are the same kind of skills, but the way that people are getting information is exponential. It's a real challenge to think about how can we help people discern how to share information, how to collaborate with information, how to differentiate good information from bad information. To me, it all ties into the same thing. Then we have this Post-Secondary Digital Literacy Framework, which to me really shows how information doesn't exist in a vacuum. It started with publishers publishing information that's good, which we also know is not necessarily good and very biased and all that stuff. But now it doesn't exist like that. We have different cultures, different politics, we have different societal norms. We have so many different things that influence not just how information is created, but how it's interpreted and how it's passed along the line. The way that we're looking at the framework is to say, how can we use this to provide strategies for people so that they can actually learn how to discern this information, interact with information, and help our students do the same thing? While realizing that there's all these tools out there that are making it. Information isn't neutral, it isn't benign. There's all these different things. There's a resource there, looking forward to seeing that. Anyway, this is our continuum of where our Tool Kit started, but this really made me think about, and I think this will not be unusual for any of you. I'm sure many of you will recognize the different things that we've gone through. Um to get to where we are now, and we're still struggling to try to figure out how can we help our students, and how can we help ourselves in this world?

On that note, and this is a little bit going back to Lindsey's question too. Knowing that we have all of this information that's flowing out into the world, knowing that we have so many different ways of seeing the world and we need to see the world in different ways from different perspectives. How can we create a culture of trust in our learning spaces so that we can trust to have these conversations with our students and with our colleagues and about how we're working with information and how we're working with digital tools? This is a short-answer question. If you have any problems opening up the poll, feel free to use the chat. We'll give you a couple of minutes because it's a short-answer question and it's not an easy one, but we'd be interested to hear how you do this in your role. We're going to get Kelsey to share her screen to share the results. This is the first time you've tried to short answer questions in Zoom, so we're figuring out how we can share it. Oh, interesting. I'm just looking at the chat from Teresa. Let's look at this one first though. So Jessica and I could probably both look through here.

JESSICA:

Yeah. Starting with some of the policies that you have in-house, the first comment relates to college policy. That can be a nice place to start because it's easily accessible. I like that as a place to start as well, and that's what also I have done in some of them. Modelling transparent and collaborative processes. That one we've been talking about transparency quite a bit and I'll put a link into a resource that Anwen and I have been referring to in preparing some of our materials as well.

ANWEN:

I also like the idea of having subject matters connect their topics to the importance of trust. It's not just trust because we're making you do this in the post-secondary environment. It's trust because this is an important topic to your discipline. I think that's a really important thing as well. I think sometimes we separate in student minds that we're separating school from what they're going to be doing when they leave school, and I think it's important to connect those. I also really like that idea of don't react with no. So modelling that critical thinking. I see that there's a support there that would be really good to look at as well. That's going back to that having those conversations about academic integrity are really important. Start by learning about your learners. Yes, let them know that we're in this together. That automatic power imbalance that just happens in classrooms, whether or not you believe there's a power imbalance or not your students often feel that. And so being able to Oh, I love this too... Try to make safe spaces to fail and experiment with tech. Yes, absolutely. One of the strategies that I try to say to people when they say, Oh, students are using all these tools and I don't want to be on all these platforms, but have a conversation with them, ask them how they use them. Even with artificial intelligence, we'd say to people, you don't have to create an account. But there's lots of information about it. There's lots of ways you can learn about how it can be used in education without you having to jump into it if you don't want to. Because again, it's about setting your own boundaries and also allowing students to set their own boundaries. These are great answers. Structured consistent opportunities for connection, engagement. Not pretending I know everything. Absolutely. Once you realize you don't have to know everything, the world becomes a much more fun place. I also wanted to just make a note in the chat, to add to what I said in the poll about modelling critical thinking. We're adopting Grammarly for education, institution wide this fall. Very interesting. I like that. Embrace it. These are tools that are helping people to learn how to write and that idea that we have to. It goes back to that thinking that we know everything. We don't need to know everything, but learning is really great, and if we have these tools that can help people learn, I think that's great. I don't know, Teresa, if there's anything more that you want

THERESA:

I just wanted to add that we're not just, I think there are a number of institutions who are adopting Grammarly. I know UNBC is. I don't know anybody else, let me know if they are. I'd love to know. But we're doing it really thoughtfully, so we're linking it back to our generative AI guidelines. So talking about how we've thought about this from a privacy perspective. We're giving workshops on citation of the use of Grammarly. We're using their analytics, really

7

spending a lot of time with Grammarly looking at the analytics that they'll have for our institution as a result. Yeah, I think that's what I meant. It's not just a "Here you go."

ANWEN:
Yeah. No, that's great. Thank you for sharing that. I love that. That idea of tying it into your institutional policies and also saying, we've done our due diligence on this. It's not what you're saying, Oh, everyone likes Grammarly, we'll slap it onto the computer. You're saying we've done our privacy and showing students that this is also important when you're looking at technology. I like that. That's awesome. Thank you.

JESSICA:
And I've also heard from some other institutions that are looking at Grammarly and other things. And by institutionally adopting, there's a more equitable access because right now, students are using all kinds of tools, but not everybody has the same access depending on costs and other barriers.

THERESA:
Yeah, it's such a good point. Grammarly for education costs about $180 per person, and our institutional license is around $13 per person. We're not charging that back to students this year. UNBC I see is charging it back to students, not to out them. But even if they are, it's still $13 as opposed to $180 for students. Hopefully, it's increasing the accessibility, like you say, for all students. This is something we're really concerned about, especially English as a second language learners.

ANWEN:
That's awesome. Thank you. I just muted myself like a nerd. Someone has to do it in every Zoom meeting. We have another poll question for you now. How do you support healthy skepticism? I don't think I need to show this on the slide. What we mean by that is, how do you support people questioning things without it turning into I'm just not going to use that. I'm not going to just say no. We've talked about some of those ideas here already. I don't know if there's anything else you want to add. Also supporting maybe students or co-workers to maybe be a little bit more skeptical about using certain tools. You did a great description right there, actually, Theresa of saying, we didn't just jump into this. We said, this is going to be a good tool, but let's make sure we do our due diligence. Are there any other strategies that any of you have around supporting that healthy skepticism?

JESSICA:
I just want to share that this question came out of our ETUG conference, that we had the question about trust and because the responses were anonymous. Somebody posed this question, so I really appreciate it and whoever that is, I thank them, I can't acknowledge who made the question, but I just want to share that.

ANWEN:

If you're here, thank you. Again, we'll give about 3 minutes to answer the question. All right, what do we have here? Nice. Go back to the research literature and respond from there. Yeah. Questioning is good and model this. It goes back to that idea of you don't have to know everything. It's good to ask questions and clarify. Guided process, absolutely. Ask people to share their opinions and validate them, then try to meet them where they are at. Even if maybe their opinions are maybe not where they need to be in terms of your discipline, meeting them where they're at and then continuing to have that conversation. I like that. Jump in at any time, Jessica, by the way.

JESSICA:
Yeah. I just want to add to that too. I think we're going to touch on this as we go through the last couple of the information ahead, but just really acknowledging that there's a huge range of skill level and comfort and openness to experimentation amongst every group that we've been working with. And I know that some presentations and some research that I've looked at that the range of skills is huge. We really do need to provide these different levels to meet people where they're at. Again, on the note of not having to know everything, Sherri has just let us know that when you share the results for the short-answer question, we just see the question and that it is closed. This is, as I say, the first time we've used this in Zoom, a short answer. So thank you for letting us practise with you guys and figuring out how this works. We very much appreciate it. I believe that is the Sherri that I used to work with Sherri, my friend, Sherri, Sherri Fricker. I think that's you. So hello. It's nice to see you here. It is. Yeah. Okay, encouraging dialogue, I really like that. We've talked about that as well. I like the apply a scientific method lens. What we know now will change. I really like that. That knowledge and information is very fluid, and what we know now is not what's going to stick around forever, for sure. I like that. Okay. So having said all of that, I'm going to take over the share. Thank you for all of those answers. We're hoping that we can also share those answers with everyone that's here so that you can see what other people are doing. Get some of those ideas out.

Okay, so given everything that we've talked about, and we've talked about how are we going to apply this Digital Literacy Framework and how can we get what we wanted to do we worked with, Jessica worked with this trades group and then we tried to make it a little bit bigger and now we're trying to really apply it at a broader scale. So here are some of the strategies that we've tried so far that we thought we would share with you. Maybe I'll get you to start off, Jessica because.

JESSICA:
The first strategy that we have found to be effective in our context is to share frameworks like the sections model that Tony Bates from UBC has shared and it's been modified a few times. But this asks a series of questions, a guided process and provide opportunities to practise that together to see how you could actually apply the framework. In practice. That's one strategy that works. There's other frameworks like TPACK is one that Anwen and I have been using and SMAR is the other one. So those ones depending on the context you're working in, those are three examples that we turn to quite often. I'll jump to the second one, multiple entry points.

This is in the concept of working for professional development, for example, is to address multiple levels of competencies. BCcampus, a little later in our presentation, we're going to show Anwen's created some links to some of those resources that might be helpful for people that are just starting out. I can say in my experience, working with trades and applied technology that many instructors are hired right straight from working in a shop somewhere. And they're just not familiar with a lot of the tools that are available in a completely new role. So it's nice to refer to some of those open resources to help them get started.

ANWEN:
Yeah, absolutely. The other thing that we decided we needed to be able to do was engage in some self-reflection and really look at what digital literacy skills mean and where are our own weaknesses and where do we need to dig in a little bit more? Especially in our roles where we help faculty. It's hard to help someone do something if you don't understand it yourself. Then we're helping them to help students. We've spent some time again, really exploring a lot of the BCcampus. We're not doing this because BCcampus, but they are really great resources. I really like their Digital Literacy Quiz. It's very fun. But there's some wonderful resources in there that really helped me understand. Some of the language that's in that Digital Literacy Framework. We certainly engaged in a lot of self-reflection and conversations. Jessica and I have lots of conversations as well. The other thing that we did and lure with AI is exactly what we've done here. Because the conversation on generative AI was so pervasive, we've done a lot of blog posts about it, we've done a lot of sessions about it, we've had a mini conference about it. As part of those things, we talked about. Yes, we've talked about generative AI, but we've talked about all these other digital literacy skills and how they all tie into this conversation around generative AI. So yes, we have generative AI. But the conversations we have about that are not really any different than the other academic integrity conversations we have or the other conversations we have about how to safely use tools, how to protect your privacy. What about how to critically analyze the information that you're getting back out. So we've used the veneer of AI as a way to have these conversations both intentionally and unintentionally, but what we're realizing is no one wants to come and have a conversation, well, I shouldn't say that. If we said, we're going to have a session on digital literacy, people would be like, Yeah, no, I'm good. I know how to use a computer. But if we can talk to people in ways that are actually far more meaningful like academic integrity, generative AI, how to talk to your students about using technology in the classroom, all those kinds of things, it's definitely a better way to lure people in. That's what we've been doing with a lot of our blogs and our programming and stuff like that. We also this year launched our Online Learning Institute. I just see that we missed an S here. But anyway, we called it OLI. So for a long time, I've wanted to do training with faculty at VIU on how to teach online. Because some online learning that happened before COVID and then of course, COVID happened, and everyone went online, but were they teaching, enjoying teaching online? Were they doing the best that they could? Were they getting the supports that they could? Were they getting the training that they needed? We launched that this year, and of course, an undercurrent of that is digital literacy of your students, of yourself, what it is that you need to be able to do in order to be able to do this well. One of the things that we really found that instructors found useful, were both they really want to know about the facilitation

skills side of it. They're like, I can build a course shell. I know how to use the tools in Zoom, but how do I facilitate this well? How do I actually have a conversation online? How do I actually engage with my students? How do I not feel like I just have a bunch of blank faces looking at me? Those are really what people wanted to learn about. Also, we used a course design rubric that was adapted from Durham College in Ontario. I did some work with them and they have this amazing course design rubric that they have for online courses. Again, that concept of digital literacy is woven all the way through it? All those things that we see are woven through it. It helps take this big giant concept and break it down into more useful and tangible elements so that you can say, maybe I can't do everything right now in my course, but I can do this, and I can do this, and I can do this. Then one day I will do this other thing. Those were some of the strategies that we've used so far. Of course, the whole point of our session today is that we had this toolkit that we really wanted to share out with people so that they could create their own toolkit. We said, well, what would be better than actually I said, I want to adapt the toolkit that Jessica created for use here at CIEL as a broader perspective, as a broader resource, as something that we could use to help with our programming to send people out to just so they can get some ideas. I've just started working on it. It's still a bit of a work in progress.

This is what it looks like, and we will put this link in the chat so you can go to it when we do our breakout room activity. What I've done is I've just created all the categories that are from the Digital Literacy Framework and added some strategies. I've just done the first few. I've added some strategies under there. Just getting some ideas either broad or specific, of some things that people can do to enact this in their classroom and their teaching because we're looking particularly at faculty. And what they can do with their students. Also, what I'll continue to add there, any sessions that we're doing, any other readings that we find. We just want to make this into this toolkit. When it's is all ready, which you'll probably be another month or so I'm guessing, it'll still be a draft, but then we will also share that out to the larger community so that you could then take it and say, Oh, cool, I want to take some of these ideas and build my own toolkit, so that when I'm talking to students or I'm talking to faculty or I'm talking to administration, whoever it happens to be, that you can then take that and use those resources yourself as well. What we did is we both expanded from what Jessica originally did. We looked at what BCcampus has done, which is very global, and then we went, how can we refine this into something that would be good for VIU faculty? But I also think they're going to be some pretty universal stuff in there as well. So on that note, what we would like you to do right now is if you are comfortable going into a breakout room, we are going to put you into breakout rooms. And we have the two tool kits that we talked about earlier, the Tool Shed and the Tool Kit, and this Tool Kit, we'll provide those links. I guess we'll probably have to go into the breakout rooms to add those links and just to make sure that you have them. What we would like you to do while you're getting to know each other, we can pop in and do that.

What we'd like you to do is think about one key learning activity or strategy that you can all agree to take away from the session today. It can be from those websites, it can be from our conversation. You don't have to use the websites if you don't want to. If we have time, how are we doing for time here? We probably won't have time. Actually, maybe you just say let's just

hang in the main room? Absolutely. I just realized the time. Yeah, Let's just hang in the main room, and let's go back here. What I'd like to do is put these links. Sorry. I'll put the link, we'll put the links into the chat. You guys can take a look through this Tool Kit and just feel free to shut out ideas, ideas that you particularly like or questions that you have and we'll maybe give you a couple minutes to do that. Let's say we'll give you How long should we give them, Jessica? Oh, sorry. Going all over the place here.

JESSICA: I think 5 minutes.

ANWEN:
Okay, 5 minutes. I'm going to go back up and copy some of the links from above just so that you have them there. And then I will put the other one in here too. If you're thinking about in your context, if you want to implement some of these things, what are some of your faves?

PARTICIPANT: I have a question. Can I ask it just here?

JESSICA: Sure.

PARTICIPANT:
So with your WordPress book, how do you integrate that with everything? Our communications people would really like us to keep things web first but on our actual website. And how do you integrate because I see there's a lot of linking back to probably that are on your website.

ANWEN:
Yeah, I suspect this is sort of a prototype that we just wanted to have something that we could share with you guys. We have the content. We just want to be able to share it in a way that was on the web. Probably what we'll do is end up having a section either of our blog or website that has this content in it. Probably our website, we'll probably have a page and then have it there. But because we didn't want to put it on the official website and we don't have access to doing that. We just did this for now. So that's a really good question. That's probably what we'll end up doing.

PARTICIPANT:
Well, then I guess it's really up to how you get people to read it, right?

ANWEN:
Yeah. For us, for resources like this, what we tend to do is we have them almost for ourselves so that when we're having consultations or we're doing a session, we have it to refer back to, and we have it to refer people to. There's usually a pivot point, a connection point somewhere in between either a one-on-one consultation or a session, and we'll say, we're going to refer you back to these resources that are here. I don't think so. Unless it's something really like the AI blog posts that we do, Jessica has written a number of them. People read those because

they're really chomping at the bit. But, that's how we would do it, as we'd use it as a resource for people and for us as well.

PARTICIPANT:
Yeah, for better or worse, we are integrating all of this kind of material onto an instance of our learning management system. The problem with that is it's not very open to other post-secondaries. But that is where all of our instructors are, so.

ANWEN:
Yeah. It's a struggle, isn't it? We go back and forth with that as well because we have some things that we have created, same thing. We put it on the learning management system, we have a well-being course and we have some other things like that. Yeah, that's where they are. But again, then you have to add people into it or you have to get them to sign up for it. I know it's a tough thing. It's that challenge of meeting them where they're at and directing them in a certain way. But then also the limitations of what the tool provides. It's definitely a challenge. We go back and forth with putting stuff on the learning management system because. Well, before COVID, not many people use the learning management system. Now, lots of people are on it. That makes a bit of a difference. But yeah, if you want to share it out, it also makes it difficult. No magic answers there. We have found in our centre, our website and our blog are the biggest places that we post information. We use the learning management system if we are having something like the Online Learning Institute or a specific course redesign thing that we're doing with people, then we'll put it in the learning management system.

JESSICA:
I'll just that, it makes it a bit tricky too, when there's a lot of sessional people that maybe want to go ahead and prepare and work on something, but they're not officially hired, so can't get into the learning management system until all those things are lined up. I mean, if it was my preference, I like it where it's more open and accessible, that they can use it any time because they may be here for years. Yeah. I'm sure with most other institutions.

PARTICIPANT:
We do have an instance of the learning management system that has got a back door. So, can come in without the software email address. And we can change it so quickly. It's not beautiful like this beautiful website you've created or WordPress site that you've created. But we can change it really quick.

ANWEN:
Right. We're also lucky here. We have an institutional instance of WordPress. I can just go in and create, and we have lots of support materials around it, and we have a tech team that supports us. We're also lucky there. That's why I went to WordPress because we have that institutional access to it, which is very nice. We have our own licence. We also know that it's FIPA compliant and all that stuff as well.

JESSICA:
Anwen, we're at five to the hour, I'm thinking we should bring people back together.

ANWEN:
I think so. I don't know if anyone has anything they want to share that they didn't see or that they think, Oh, that's really great. I hadn't thought of that. Either in the chat or just speak. I'll just give people a minute to do that if they want to. I am going to give a little shoutout to Sherri who's here because one of the strategies I put in there is to not assume that your students know how to use technologies such as Word or Excel, all those Office things that we assume everyone knows how to use. When Sherri and I worked together, we taught a course of educational technology, and the term that she used, or the phrase, Jessica has heard me say this is that our students may be really text savvy, but they're not necessarily tech savvy. The way that many of us had to learn how to use these tools because it's part of our work or whatever, students may not. We can't make assumptions that everyone knows how to use Word or everyone knows how to use Excel to do these assignments. Providing them resources, you don't have to teach them how to use them, but knowing where they can learn how to use those things is an important thing. Okay. Well, if I don't see any burning questions.

I appreciate that, we both appreciate that you didn't watch the opening of the Olympics, maybe you're watching on another screen, which we also understand. I'm sure we're just as exciting as the opening ceremonies at the Olympics. This is our contact information. It'll be provided in slides that get sent to you. Thank you very much for being here and sharing so many great ideas. It's wonderful. Jessica, did you want to say anything?

JESSICA:
I just said it was great to spend the morning with everybody, just to encourage you to reach out, we'd be happy to have these conversations.

HELENA:
Well, thank you so much to Jessica and Anwen. I think we made a good decision to be here today. This I feel is still just the start of a very long conversation ahead. I do want to encourage you, we're going to put a few links in the chat. If you want to continue doing some digging around digital literacy and explore further, we at BCcampus created the BC Digital Literacy Hub. So there are some resources, they've referred to it as well, so we'll share the link. You can do that independently. But if you're like me and you're a bit more of a social learner, we have this amazing Digital Literacy Challenge series that's running through the summer. It goes over eight weeks. And you can still sign up. Today is the last week of week three, so you can just go back and do the first three challenges. This is really a great series to invite maybe some of your friends at the institute where you are and say, Hey, let's do this together, and each week you'll learn a little bit about one specific competency. Of course, in the future, that could be adopted to your institution. Keep that in mind too if you joined us here as a leader that may want to take this to your institution. Then our next FLO Friday is on the topic of safe spaces in post-secondary education. I think that will be a very important and stimulating conversation to join.

That will be August 30. Most of us will be back from whatever summer holidays we have had by then. We also in September, have a one week FLO micro-course coming up and decolonizing pedagogies with Carmen Rodriguez de France, and I invite you to sign up for that. But if you want to stick to the theme of digital literacy, there's a lot that we're offering right now that is really related to the topic. We have a FLO Friday coming up Mindfully Using Technology in the Classroom. I think this would be very practical and relevant. We also have and I saw Key was here today on September 20, we have a FLO Friday, and that registration isn't open or live yet, Toward Trauma-Aware Pedagogies, and I think that will also be such an important conversation for us to have. If these topics don't appeal to you, then just do the survey, please, give us some ideas of what are the professional development topics and skills you want us to focus on as we go forward. The link to that survey is also there and we do share the feedback with our facilitators so we can all learn. That is it from me. I want to say thank you for joining us. Have a wonderful weekend and enjoy the rest of your summer.