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Digital Literacy and Resilience in Trades Training

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Vancouver Island University
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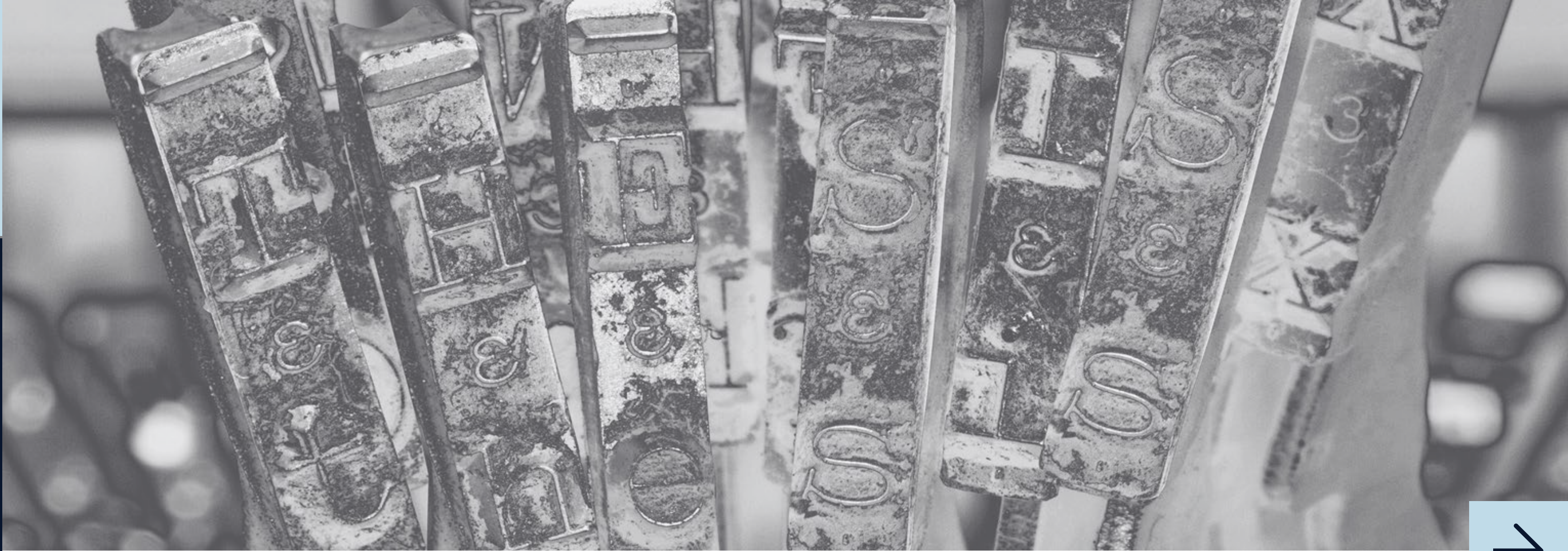


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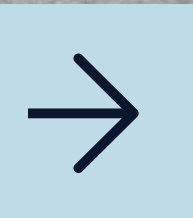
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Digital Literacy and Resilience:

How Can Professional Development Prepare
Instructors to Succeed in Changing Times?



Land Acknowledgement

With respect and gratitude, I am joining you from Snuneymuxw Territory, located in the centre of Coast Salish territory on the eastern coast of Vancouver Island.




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Good morning! Using the annotation tool, please place a heart stamp  on the map to show where you are joining from.



Chat



Add 1-2 sentences in the chat box answering:
Why did you choose to attend this webinar
today, and what do you hope to learn?

Then, take a moment to read what others have
shared and select one message to respond to.



Overview

Background

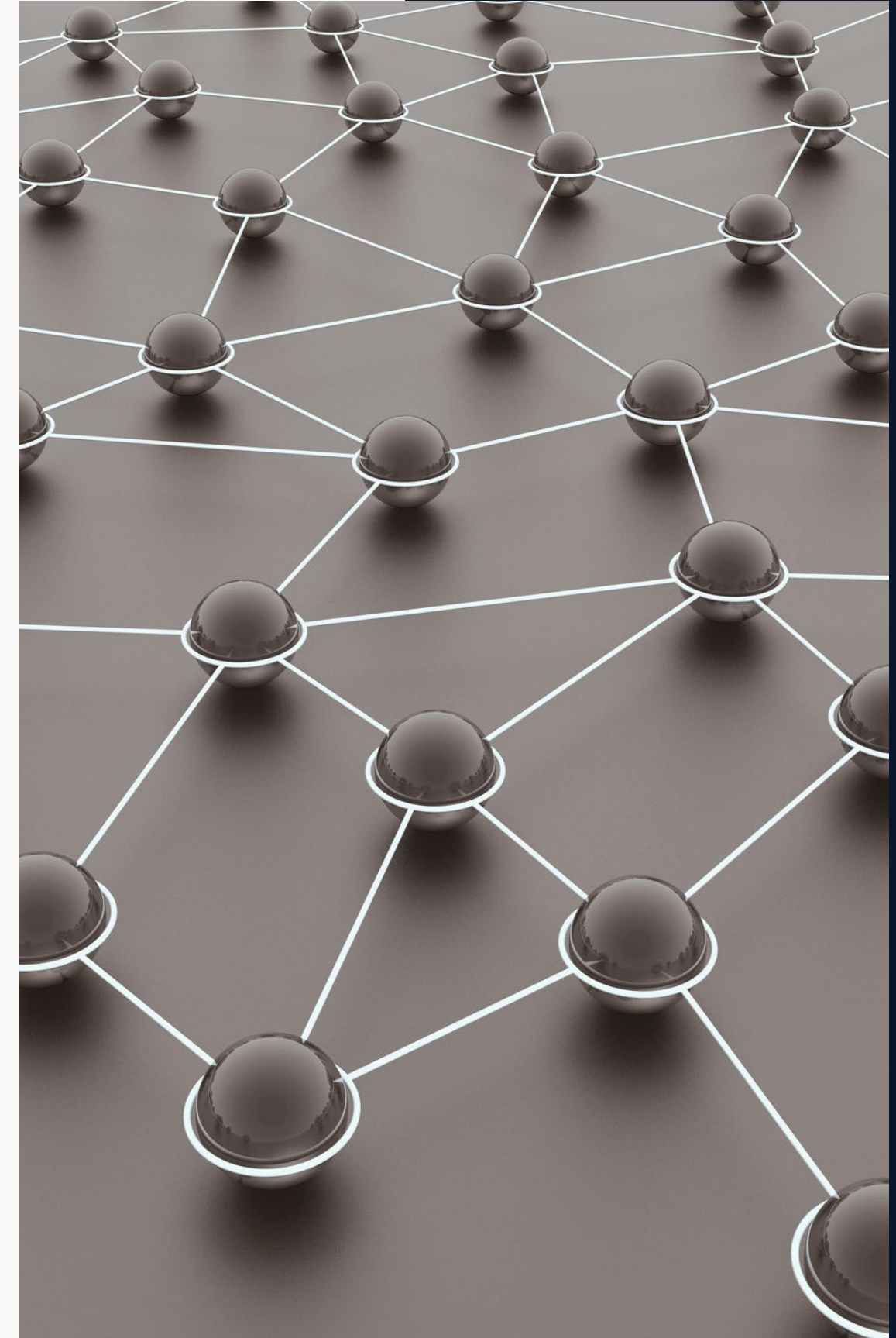
Research Questions

How I went about it

Findings

Key Takeaways

Looking Ahead



Background

Digital literacy involves understanding and using digital tools wisely and responsibly.

Digital resilience encourages behavioural and attitudinal changes to better navigate stress in digital environments (Sun et al., 2022).



Gaps

- limited research on teacher professional development for digital education in Canada (VanLeeuwen et al., 2020)
- lack of research on TVET pedagogy (Lucas, 2014)



Poll

How would you rate the overall level of digital literacy and resilience within your community?



Explore Competencies

Download and customize any of our peer-reviewed and highly-curated modules and resources.



Ethical and Legal Considerations



Technology Supports



Information Literacy



Digital Scholarship



Communication and Collaboration



Creation and Curation



Digital Wellbeing



Community-Based Learning

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





Research Questions

How can digital literacy professional development be designed to enhance the digital resilience of TVET instructors in British Columbia?

What are the digital literacy needs and competencies of TVET instructors?

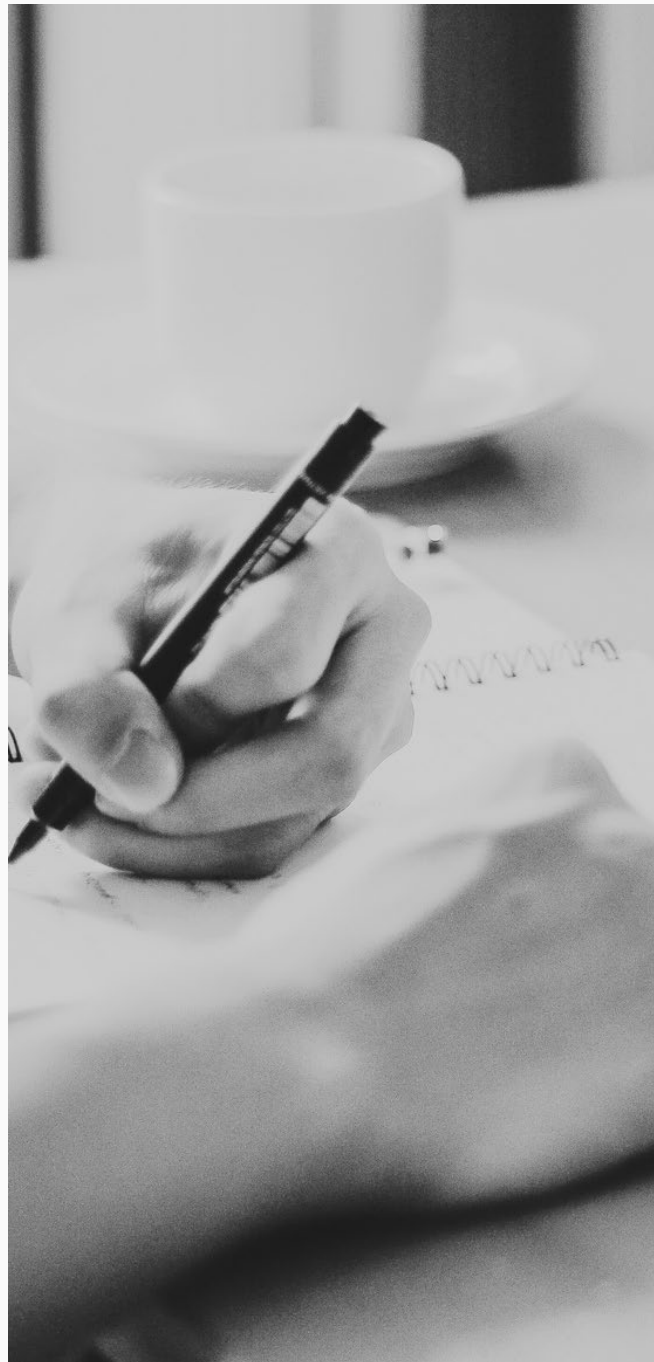
What are the digital education requirements of TVET institutions?

What are the key features of digital literacy that will prepare TVET instructors to succeed while also supporting digital resilience?



How I went about it

- literature review
- interviewed eight faculty developers and two instructors, from eight different organizations in BC
- Technology Acceptance Model (TAM)



Findings and Interpretation

The breadth of instructor needs and competencies

I think one of the things is that the use of technology is across the board. It's a mile wide and an inch deep. I still run across trades instructors who do not know how to attach an attachment to a file. I have people who teach, who still cannot figure out how to put a hyperlink in a form posting (Faculty Developer 8).



Findings and Interpretation

TVET-specific

You know their schedules are very restrictive compared to instructors in other parts of the college. . . . It has been a challenge to meet trades instructors where they're at because of the way their programs are structured (Faculty Developer 4).



Findings and Interpretation

Critical Digital Literacy

I feel like everything is core . . . because it's such a fluid and dynamic entity. What you think is core now isn't core later. The baseline competency would be a critical understanding . . . which tools work best and why (Faculty Developer 3)

For teachers in general, the constantly changing issues around privacy and copyright and creative commons and what information am I allowed to collect? . . . Professional development programs could really provide that emphasis (Faculty Developer 7)



Findings and Interpretation

Meaningful connections for resilience

It all starts with our heart, the value system that we have (Faculty Developer 5).

To maintain your curiosity and maintain love for what you're doing. Keep hold of the sense of meaning that teaching brings . . . the resilience comes from the sense of connection and meaning in what we do (Faculty Developer 7).





Key Takeaways

What are the digital literacy needs and competencies of TVET instructors?

What are the digital education requirements of TVET institutions?

What are the key features of digital literacy that will prepare TVET instructors to succeed while also supporting digital resilience?



Recommendations

How can digital literacy professional development be designed to enhance the digital resilience of TVET instructors?

- (1) Design professional development opportunities to address multiple competency levels.
- (2) Create professional development initiatives that make educational theories and frameworks transparent.
- (3) Develop facilitation practices to shift traditional teaching methods to digital pedagogy.
- (4) Plan flexible and accessible professional development programs.
- (5) Design continuous professional development.
- (6) Emphasize academic integrity and ethical selection of digital tools.
- (7) Promote collaboration and resilience in professional development.



Breakout



As a group, decide which of the recommendations do you believe would have the greatest impact on enhancing the digital resilience of TVET instructors?

Choose one person to report your group's decision by responding to the poll when we reconvene.

- 1) Design professional development opportunities to address multiple competency levels.
- 2) Create professional development initiatives that make educational theories and frameworks transparent.
- 3) Develop facilitation practices to shift traditional teaching methods to digital pedagogy.
- 4) Plan flexible and accessible professional development programs.
- 5) Design continuous professional development.
- 6) Emphasize academic integrity and ethical selection of digital tools.
- 7) Promote collaboration and resilience in professional development.

Poll

Which of the recommendations do you believe would have the greatest impact on enhancing the digital resilience of TVET instructors?



- 1) Design professional development opportunities to address multiple competency levels.
- 2) Create professional development initiatives that make educational theories and frameworks transparent.
- 3) Develop facilitation practices to shift traditional teaching methods to digital pedagogy.
- 4) Plan flexible and accessible professional development programs.
- 5) Design continuous professional development.
- 6) Emphasize academic integrity and ethical selection of digital tools.
- 7) Promote collaboration and resilience in professional development.

Looking Ahead

- individual instructors (micro-level),
- institutions (meso-level), and
- external bodies such as Skilled Trades BC (macro-level)





Conclusion

- influence a culture change
- enhance digital education
- impact policy change and funding for ongoing digital literacy training
- support instructors' digital resilience and well-being in changing times

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