Digital Literacy Challenge Series

Digital Literacy Challenge Series

BRITT DZIOBA

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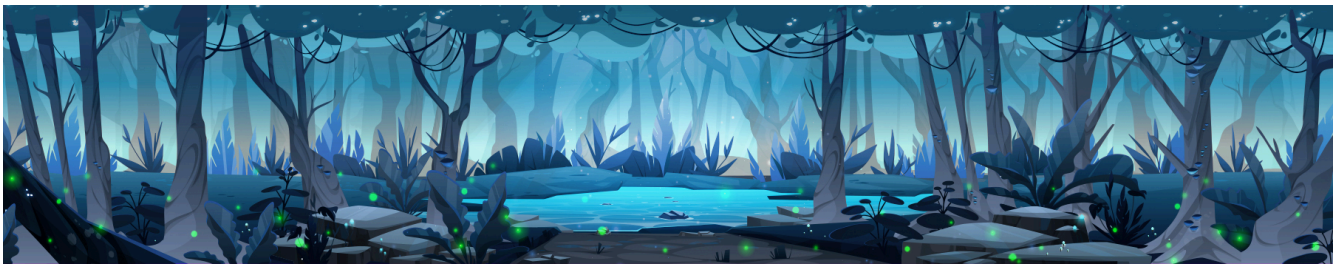
About

Educators, are you ready to begin your new quest?



Join us on this eight-week asynchronous challenge to expand your digital literacy toolkit. During this series, you will learn about the eight competencies outlined in the B.C. Digital Literacy Framework, strategies for incorporating these skills into your teaching practice, and how to support student success through digital literacy.

Please register if you would like to receive the Monday emails and Zoom links.

You will receive one challenge in your inbox each Monday morning over the course of eight weeks. Each challenge will address the following:

- **What**: a definition of the digital literacy competency
- **Why**: the importance of each competency in teaching practice
- **How**: approaches for developing the competency in our own learning, and how to incorporate these skills in our teaching practice

Interactive activities and thoughtful prompts will help you learn how to incorporate digital literacy into your teaching practice and generate ideas on how to teach these skills to students. Sharing your thoughts, ideas, and questions in the comments is optional, but please feel free to use the comments section to learn, share, and explore!

Each weekly challenge will take between one to four hours to complete, depending on how deeply you want to explore.

There will be four optional, synchronous drop-in sessions held over Zoom where you can ask questions and connect with peers in a casual setting. These sessions will not be recorded. The Zoom link will be emailed out on the preceding Monday.

Optional online drop-in sessions:

- Wednesday, July 17, 2024 from 12:00 to 1:00 PM Pacific Time
- Wednesday, July 31, 2024 from 11:00 AM to 12:00 PM Pacific Time
- Wednesday, August 14, 2024 from 12:00 to 1:00 PM Pacific Time
- Wednesday, August 21, 2024 from 11:00 AM to 12:00 PM PT Pacific Time

If you have any questions, you can put them in the comment section below each challenge or email Britt Dzioba at bdzioba@bccampus.ca

Meet the Learning Designers

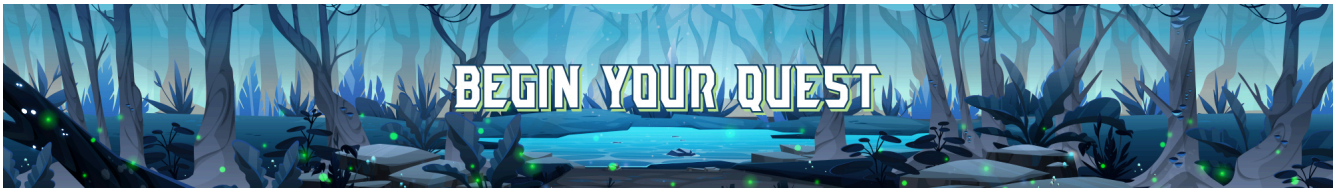
Helen Lee (She/Her)

I am a self-proclaimed challenge-chaser. My workday is never dull as an Instructional Designer at CTLI designing online courses, creating customized training programs, and playing with multimedia tools. One of the things I really love about the work I do is that I'm frequently faced with new challenges when working on projects, and with an awesome team to lean on, I'm able to come up with creative ways to problem solve and learn from each experience! I completed my MA in Instructional Technology & Media from Columbia University Teachers College and I am proud of my multicultural roots as a Taiwanese-Canadian.

Melanie Latham (She/Her)

In my role as Coordinator, Educational Technologies, I enjoy helping faculty navigate the intersection between educational technologies and instructional design. This collaborative journey often involves creativity and problem solving to come up with an innovative solution. My passions include online course design, the science of learning, and instructional materials design. Outside of work, you will find me crafting something, hiking the trails in and around Kamloops, on a ski hill, or spending time with family.

Start Here



Welcome to the eight-week Digital Literacy Challenge Series!

Let's start by asking, What the heck is digital literacy?

According to the B.C. Post-Secondary Digital Literacy Framework (p. 3), "Digital literacy is a person's knowledge, skills, and abilities for using digital tools ethically, effectively, and within a variety of contexts in order to access, interpret, and evaluate information, as well as to create, construct new knowledge, and communicate with others."

The definition of digital literacy is complex, and in fact there are lots of different definitions. While digital literacy is new territory for everyone, for educators it can feel especially overwhelming. We're just at the beginning of this learning journey to collectively embrace digital literacy in our work as educators.

For a moment, let's consider "literacy" on its own. We've been teaching our children and students how to read and write for centuries. We know there are big differences between simply teaching a student to read a book out loud and teaching a student to research and write a critical reflection paper on a book.

Similar logic applies when we add in the "digital" element. Today, our collective physical spaces are tightly intertwined with digital spaces. As educators it is essential to ensure that we and our students are able to navigate across all spaces. Our students may be using the technology every day (i.e., like being able to read a book out loud), but that is far from being digitally literate (i.e., like being able to write a critical reflection paper).

This simplified interpretation has a caveat, though: when it comes to digital literacy, we also have to consider access to digital tools, the cost of digital tools, the differences across modalities (e.g., tablet versus computer versus phone), how each platform offers different interpretations, and so on. As you can see, the deeper we get into digital literacy, the more complex and potentially

overwhelming it becomes. The important thing to keep in mind is that a wide variety of competencies work together to make a digitally literate person.

The intention of this challenge series is to distill the topic of digital literacy into bite-sized pieces — specifically eight bites corresponding to each of the eight competencies in the B.C. Post-Secondary Digital Literacy Framework, so you can successfully start your journey to becoming a digital literacy educator.

Over the next eight weeks, for each of the eight competencies, we will provide a weekly overview and a simple challenge, and we'll discuss:

- What digital literacy means under each competency
- The importance of each competency
- How each competency affects our work as educators
- How we can incorporate each competency into our work as educators

Icebreaker Activity

Let's kick off this challenge series with an icebreaker! Share with us in the discussion below your responses to this question:

What emotions come up for you when you think about digital literacy? Please provide your responses using one or two simple words, like fear, excitement, frustration, or anxiety.

Challenge One: Ethical & Legal Considerations

What it is:

Welcome to the first challenge!

The Ethical and Legal Considerations competency means striving to create equitable and inclusive learning spaces for students, in both in-person classrooms and digital spaces. This includes developing course content that follows digital accessibility standards and guidelines. it also means recognizing when learning environments aren't integrating accessibility strategies and determining what actions can be taken to improve them.

Why it is important:

Accessibility is an ethical responsibility. As stated on Niagara College Canada's Accessibility Hub, "Accessibility is about **equity**. Accessibility is about **human rights**. Inaccessible teaching and learning environments are exclusionary teaching and learning environments." Educators in post-secondary institutions have a collective and shared responsibility to identify and eliminate barriers, to make our in-person and digital learning environments more accessible for the range of our learners. Proactively taking action to enhance access and remove barriers helps create an inclusive environment that is more equitable for *all* learners.

Examples:

- Explore how open textbooks can increase access to education and enhance the learning experience: Open Resources: Improving Access for Everyone (blog post)
- Read about strategies to keep in mind when creating content to foster diversity and inclusivity: Diverse and Inclusive Representation in OER (article)
- Learn from Jamie Drozda's personal experience with accessibility, usability, and inclusive design: Engaging with Technology and Accessible Practice (blog post)

Multimedia Activity

Before we dive into strategies to make our courses more accessible, let's first explore some barriers. Click on each of the cards to learn about barriers students face when they don't have reliable access to services or equipment to engage in learning.

The card content was retrieved from Removing Barriers to Online Learning Through a Teaching and Learning Lens.

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Learning Activities

1. Learn it for yourself

Now that you're aware of some possible barriers that students in your classroom may be facing, let's explore a few key strategies that can help make your classroom practice more accessible for all learners.

As stated on Niagara College Canada's Accessibility Hub, "Reducing and removing barriers to ensure accessible teaching and learning spaces can feel like a big topic to tackle. However, one of

the barriers to consider is the way we think about and approach accessibility. Shifting our thinking from individual accommodations to creating a culture of accessibility for all students makes for a positive and inclusive learning experience for everyone."

Watch the 9 minute video below titled Improve the Accessibility of Your Online Course to learn about key practices you can integrate in your courses to improve accessibility for all students. Although the video mentions that these practices are for online courses, they can also be applied to in-person courses that integrate technology. This video is interactive. There are five true or false questions that you will be asked. The video will pause when a question pops up. Click your answer and then click the green play arrow to continue the video. **Please note the typo at 00:41, the word should say Medical Model**

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2. Incorporate it into your teaching practice

To build on what you learned in the video above, review the Checklist for Accessibility in the Accessibility Toolkit. It provides a list of strategies to incorporate into various kinds of course materials (e.g., images, links, tables) to make them more accessible for students. The strategies are described further in the Best Practices section — explore as needed!

Think about one or two resources that you currently use or include in your course, or want to use or include in your course in the future (e.g., hyperlink, document, video). Considering the accessibility strategies you've learned in this challenge, draft a reflective post to share with your peers that addresses the following questions:

- What accessibility strategies does the resource currently integrate?
- How do the current accessibility strategies benefit students?
- Where are there opportunities to improve the accessibility of the resource?
- How would additional changes make an impact?

Are you wondering about other ways you can support your students with accessibility?

At your institution:

- Explore the accommodation and accessibility services offered.

- Learn about the assistive technologies and supports that are available.
- Review the accessibility and inclusion policies.
- Then share information about these services and supports with your students. Include this information in places like your course outline or a section on student support in your course.

Work toward proactively integrating accessibility strategies into your teaching practice to develop accessible materials right from the start. For additional assistance, connect with the teaching and learning centre at your institution for guidance on creating accessible and inclusive course materials, assessments, and activities.

3. Teach it to students

Show students how they can use the Microsoft Office Accessibility Checker to begin considering the accessibility of the materials they are producing.

Further Reading

- Explore these student personas to better understand the variety of students you may see in your classroom. Keep this variability in mind when developing course content.
- This Accessible Online Course Checklist builds on the one explored in this challenge and includes considerations for course outline and design and instructional methods.
- Looking for more ways to enhance accessibility in your teaching practice? Browse the Niagara College Canada Accessibility Hub's Accessible Academic Delivery page for a variety of short articles to choose from.

Challenge Two: Technology Supports

What it is:

The Technology Supports competency means integrating technology into our courses by intentionally selecting appropriate tools for different tasks. This includes evaluating technologies for factors such as ethics, accessibility, and affordability. In addition, we strive to reduce students' cognitive load by providing the proper support to help them be successful with the technology. This may seem like a big task, but helpful frameworks exist to guide decisions about choosing educational technologies to use in the classroom.

Why it is important:

Since there are many educational technologies available to use in the classroom, it's essential to evaluate these technologies from multiple perspectives. This will help ensure that an ethical, accessible, and affordable technology is chosen. It's also important to avoid assuming students will automatically understand how to use the chosen technology. While some students might be proficient at using technology in their personal lives, technologies used for learning in the classroom may be a different matter. It's crucial to include proper support so that all students can be successful. Overall, getting to know our students' needs and abilities, choosing tools with purpose, and ensuring that we and our students have the proper support.

Examples:

- Browse a snapshot of the educational technology tools being used across the province in 2019: Educational Technology at Work in British Columbia: The ETUG Community Survey Results (blog post)
- Explore this edtech demo to see how others have built on existing models to create a rubric to assess technologies for use in the classroom: More Tools Than Time: Sharing a Rubric for Aiding Instructors' Predictive Evaluation of eLearning Tools (video, 50 minutes)

Multimedia Activity

Choosing and evaluating a technology to use in your classroom is a multidimensional decision that involves many perspectives beyond the technology's ability to do what you need it to do. The SECTIONS model offers a helpful framework based on eight important factors to consider. To begin to familiarize yourself with the model, click on each of the hotspots on the image for a question to consider when choosing technology. We will apply this model later in this challenge. The image below is from the chapter on choosing and using media in Teaching in a Digital Age by Tony Bates.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://opentextbc.ca/digitalliteracychallenge/?p=51

Learning Activities

1. Learn it for yourself

When considering integrating technologies into your teaching practice, a great place to start is exploring what's available at your institution for both you and your students. This way, you and the students can gain access to free and supported tools that take student privacy into account.

To help you discover and document the technologies and supports available at your institution, download and/or print this scavenger hunt activity. Browse your institution's website or speak with staff in service areas (e.g., information technologies, teaching and learning centre directly to learn more about what's available to help you fill it out. The more specific you can be, the more helpful this resource will be, as it will become a "cheat sheet" to refer back to when planning future lessons. We will also be referring back to it in future challenges.

If you are looking to explore other tools that aren't available at your institution, browse the B.C. Digital Literacy repository's Technology Supports page. You will be introduced to tools such as Hypothes.is, H5P, and SPLOT websites. Keep in mind that a good practice is to check with your institution before using new technologies to ensure student privacy and protection.

2. Incorporate it into your teaching practice

Using the scavenger hunt that you completed earlier, or the B.C. Digital Literacy repository's Technology Supports page, choose a technology you learned about in this challenge. Think about a problem or situation you're experiencing in the classroom that you think one of the technologies can help you resolve (e.g., you want to incorporate more formative assessments into your lectures and you think Slido can help you achieve that).

Work through the following H5P activity, which includes a few streamlined questions based on the SECTIONS model above, to help you reflect on choosing suitable technologies to use in your classroom. It will help you see how technology supports, ethics, and accessibility are intertwined. Be sure to click the buttons next to the yes/no answers to learn more!

***Please note** that this is only a small sample of the kinds of questions to ask yourself when choosing a technology for your course. See Appendix 2 in the Further Reading section for additional questions.*

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://opentextbc.ca/digitalliteracychallenge/?p=51

Sources for the SECTIONS quiz questions:

- SECTIONS UBC resource (PDF framework)
- H5P activity
- Using SECTIONS to Select Digital Tools
- Digital Literacy Framework

We hope this simplified technology assessment has prompted you to think beyond the simple utility of an educational technology. If you answered mainly yes, it likely means you've thought about technology integration from a variety of perspectives — great job! If you answered with a few no's, hopefully you were able to provide thoughtful rationales for those responses or were prompted with additional perspectives to consider in your decision-making journey when selecting a technology.

Next, create a reflective post that captures your journey through this assessment. What had you already considered when choosing the technology? What did you learn about that you hadn't initially considered? Was there anything about the assessment that surprised you? What is one thing you learned to apply in the future?

When you've chosen an appropriate technology for your classroom, it's essential to provide students with the technical support they need to be successful. Avoid assuming that students already know how to use the technology or that they have the skills to learn it quickly. While students might be familiar with certain technologies, educational technology platforms may be brand new to them!

- In your course outline, describe the technologies used in your course and what support resources are available.
- In assessments that involve technology, include:
    - A brief description of the technology, how it aligns with the learning outcomes, and the skills students will develop as a result of using the technology
    - Technical instructions or guides that students can refer to when learning how to use the technology
    - Support resources available to students (e.g., where can students go if they have questions or need assistance with troubleshooting the technology?)
- Talk to the teaching and learning centre or learning technology centre at your institution for guidance on aligning technology with course learning outcomes and teaching practices.

3. Teach it to students

This Technology for Post-Secondary Readiness Lesson Plan will help you have a conversation with students about assessing their technology readiness skills and point them to self-directed learning opportunities.

Create a mini-survey at the beginning of the term to gather information about your students' comfort level and familiarity with technologies you're considering implementing in your course.

This will help you ensure that the proper support is in place for students learning and using the technology.

Further Reading

- The Choosing and Using Media in Education: The SECTIONS Model chapter in Teaching in a Digital Age, by A.W. Bates, is an in-depth examination of the SECTIONS model.
- Or go straight to Appendix 2: Questions to Guide Media Selection and Use section for more in-depth questions aligned with the SECTIONS model to ask yourself.
- For a different option, explore the eLearning Toolkit Evaluation Rubric that Western University developed to guide the appraisal of technology tools.

Challenge Three: Information Literacy

What it is:

The Information Literacy competency involves using critical thinking skills to assess the reliability of information from online sources. This includes evaluating the information to judge its accuracy and to determine whether the information comes from a reliable and trusted source (Critical Digital Literacy, University of Edinburgh). This is very important in our digital world, where anyone can publish any content online, making information so widespread and readily available.

Why it is important:

Since anyone can publish content online, increasingly we need to be critical of the information we interact with. The algorithms that are so deeply embedded in our online technologies compound the problem, influencing how the information we interact with is produced, prioritized, and presented. This can lead to the information being inaccurate, limited, or untrustworthy, or containing inherent biases because it is presented through a particular worldview and may not reflect other interpretations. So it's crucial that we critically evaluate online information to assess its authority before interacting with it. Failing to do so runs the risk of spreading misinformation.

Examples:

- Explore how open pedagogy can facilitate the growth of critical information literacy skills in students with this article: Intersections of Open Pedagogy and Critical Information Literacy: A Case Study

Multimedia Activity

Read through the Explore section of The Digital Tattoo Project's Algorithms and Your Data tutorial and then complete the quiz from the tutorial below:

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Learning Activities

1. Learn it for yourself

Hopefully you're now more familiar with what algorithms are, how they affect the information we interact with, and how they can be biased. They are an "integral part of our socio-digital eco-system" and strongly influence how online information is produced, prioritized, and presented to us (Marta Samokishyn, Educational Technology Users Group). So, as consumers of this information, how are you and your students vetting the online information you interact with? Concrete strategies are needed to help identify reputable sources and analyze the credibility and reliability of those sources.

Read and familiarize yourself with the following two models for evaluating the suitability of content that both you and your students can use:

- SIFT (**S**top; **I**nvestigate the source; **F**ind better coverage; **T**race claims, quotes, and media to

the original context)
- CRAAP (**C**urrency, **R**elevance, **A**uthority, **A**ccuracy, **P**urpose)

Click on the image hotspots to see more information about the SIFT method. The image and text was adapted from Introduction to College Research by Walter D. Butler, Aloha Sargent, and Kelsey Smith is licensed under a Creative Commons Attribution 4.0 International License.

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These dialogue cards will give you a more in-depth look into the CRAAP method for evaluating sources. Click through each card to read more about each step. The information on these cards was adapted from Introduction to Professional Communications by Melissa Ashman is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

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2. Incorporate it into your teaching practice

Let's put the CRAAP model to the test! Choose a new or existing resource that you want to include in your course for students to learn from. Apply the CRAAP model to the resource by using the questions listed under each of the letters to help you evaluate the suitability of the resource (Melissa Ashman, Introduction to Professional Communications). Then create a brief post that shares the outcome of applying the CRAAP test to the resource. Based on your evaluation:

- Would you deem the resource suitable to use in your course?
- Why or why not?
- What factors stood out that made the resource reliable or unreliable?
- What did you learn overall?

Think about how you can integrate the practice of evaluating content, using models like SIFT and

CRAAP, explored above, into one of your course activities or assessments for your students to use. Here are some examples to consider:

- If students are using the internet to find information or perform research in your course, is there an opportunity to integrate an assignment that requires an annotated bibliography? Annotated bibliographies can help students methodically engage in the practice of evaluating resources and can be part of a larger research activity in your course. To model this for students, you might complete an annotated bibliography yourself. Then, when sharing it with students, walk them through your approach and thought process.
- If students are reading articles in your course, introducing them to the process of annotating resources can be beneficial for them. An example of a technology that can support this is Hypothes.is, which can be used both individually and collaboratively.
- Connect with your library or explore their LibGuides to see what support they can offer for you and your students. Can they visit your classroom for a presentation? Can you take your students to the library for a mini-lesson?
- Connect with your research office to see what support they can offer related to research and information literacy. Can they visit your classroom for a presentation?

Communicate to students the institutional supports (library, research office, writing centre, etc.) that are available to support them with their research and information literacy efforts. Include this information in places like your course outline, a "Student Supports" section in your course, and/or right in an assignment description when students may be looking for support in completing their assignment.

3. Teach it to students

- Revise the Annotated Bibliography lesson plan and customize it to include your institution's specific resources. The assignment will help students locate sources relevant to a topic, summarize the main points or arguments in a scholarly article, and evaluate the authority of sources.
- Help students develop their algorithmic literacy so they understand how the information they are presented with was produced and prioritized. This will help them see why it's essential that they evaluate the information they interact with on the internet. In Algorithmic Literacy: The Role of Academic Libraries in Creating Metaliterate Learners (presentation, 21 minutes), between 12:49 and 18:16, Marta Samokishyn shares some strategies for helping students develop algorithmic literacy.
- Algorithmic Awareness Toolkit: Teaching Algorithmic Literacy in Academic Libraries and

Beyond features a variety of lessons related to algorithmic literacy. You might be particularly interested in:

- Lesson 2: Examples of Algorithm
- Lesson 5: Exploring Algorithmic Biases

Further Reading

- Hypothes.is is a free tool that allows you to mark up an article with notes as you're reading and assessing its suitability for your purpose.
- Algorithms and information literacy are becoming inextricably linked in our digital world. Learn more about how algorithmic literacy intersects with information literacy, either in Algorithmic Literacy: The Role of Academic Libraries in Creating Metaliterate Learners (video, 20 minutes) or The Role of Algorithmic Literacy in Academia and Beyond: Some Considerations (article).

Challenge Four: Digital Scholarship

What it is:

The Digital Scholarship competency requires that we are comfortable incorporating appropriate types of digital media and tools for teaching and learning while ensuring academic integrity in the digital learning space. The digital tools we choose to incorporate should not be overly complicated; instead the key is to keep them simple, quick, and easy to use, and — most importantly — to intentionally incorporate them to enhance the learning goals of students and in turn ensure success in their individual learning journeys.

Why it is important:

By adapting the appropriate digital tools in our classrooms, we are helping students develop and nurture their digital literacy skills. The intentional integration of digital tools should aim to enhance the effectiveness of research questions and nurture student critical thinking and problem-solving skills. When used effectively, digital tools also help increase our own digital literacy as educators and enrich the learning experiences of our students.

Examples:

- Watch Dr. Catherine Anderson as she shares how incorporating short intro videos at the

start of each lesson, accompanied by checklists, helped guide students in her classroom on their learning journey: Flex Forward (video, 2 minutes)
- See several examples across various subject areas of how digital tools can serve as appropriate enhancements to the student learning experience: How to Apply the SAMR Model with Ruben Puentedura (video, 7 minutes)

Multimedia Activity

Review Chapter 11, Using Technology to Enhance Your Content, Not Detract from It, by Neil Kotch, in the Pressbook Applying Digital Experience Design to Teaching and Learning Environments. Next, watch the video linked in the presentation below and click through the slides for some thought-provoking questions on mindfully using technology in your teaching practice.

> *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://opentextbc.ca/digitalliteracychallenge/?p=61*

Learning Activities

1. Learn it for yourself

Now that we're halfway into the challenge series, it's time to scaffold our learning! In the Technology Support challenge, we've already asked you to work with your institution's teaching and learning centre, IT department, or library staff. By now you should know what tools are available to you within your institution's learning management system (LMS) or videoconference platform or other tools already available at your institution.

For this week's learning activity, let's incorporate at least two of your institution's digital tools and consider the six key points we learned this week.

We recognize that educators are busy, so let's start with one-hour chunks at a time. Start by

selecting the next one-hour synchronous lecture or presentation that you'd like to work on, and ask yourself:

- Are my lessons bite-sized (i.e., brief and concise)?
- Are my lessons digestible (i.e., organized and consistent)?
- Are my lessons appetizing (i.e., visual and engaging)?

2. Incorporate it into your teaching practice

Review these Four Live Class Models for One-Hour Synchronous Sessions against your one-hour lecture or presentation.

Consider adapting one of the four models. Is there a simple tool in your LMS or videoconferencing platform that could help you adapt one of the collaboration components — perhaps a Q&A discussion, a poll, or a breakout activity?

Here are some questions to ask yourself to determine if your technology-facilitated learning activities are enhancing, or detracting from, your content:

- Do these activities help your students stay engaged and help you evaluate their learning outcomes?
- Do these activities help you as an educator to periodically assess student learning?
- Are you periodically refreshing digital media materials in your course? If not, work with your faculty colleagues, check in with your program staff, and collaborate with teaching and learning staff to periodically refresh your materials.

Consider these steps to find new and creative ways to use technology in your teaching:

- Look outside your Learning Management System and see if there are any other tools that will help you enhance your teaching. Ask a colleague or a friend about tools that they find effective, and consider adapting them.
- Connect with your community by attending professional development opportunities and collaborating with fellow faculty/colleagues. Check out the Educational Technology Users Group for events and opportunities.

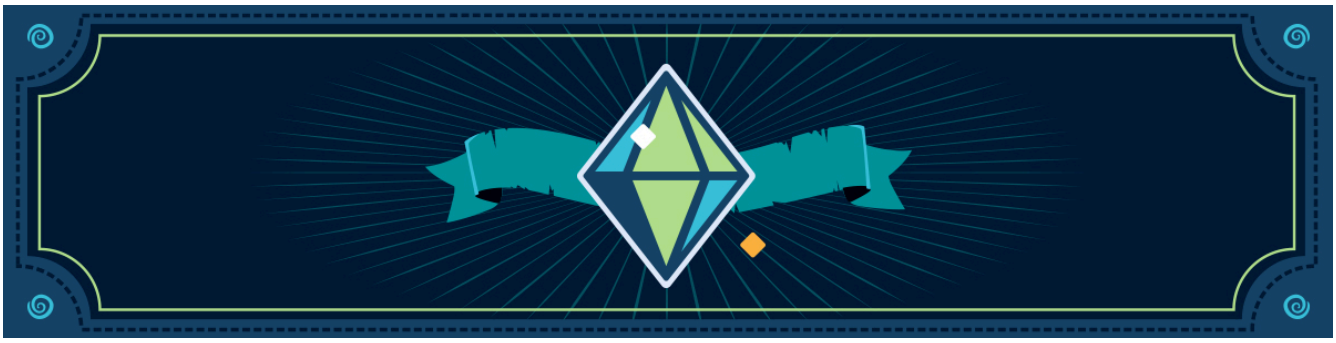
3. Teach it to students

Find an opportunity to teach this updated lesson plan in your next class — or at your next facilitated presentation or team meeting. Afterwards, seek student/participant feedback. Ask, "How did it go?" Did the digital tools help enhance their experience? And consider whether further tweaks are required.

Further Reading

- Common Sense Media offers a wide range of existing lesson plans and recommended tools for educators.
- Check out the Digital Scholarship competency page for a wide selection of available digital tools.

Challenge Five: Communication and Collaboration



What it is:

The Communication and Collaboration competency encompasses the incorporation of digital tools to ensure that the learning spaces we curate both virtually and physically offer opportunities for students to share information with each other, and in turn build a collaborative learning community.

Why it is important:

ABLE Research Consultants' 2020 research paper, Removing Barriers to Online Learning Through a Teaching and Learning Lens, identified three areas that provide a framework for thinking about pedagogy in online learning: equity mindedness, cultural affirmation, and social engagement (p. 14).

> *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://opentextbc.ca/digitalliteracychallenge/?p=65*

Examples:

- Read about the many ways in which Padlet can be incorporated into your digital learning space to encourage collaboration and communication: FLO Tech Tool Tip: The Power of Padlet (blog post)
- Read about the various ways in which SPLOT can be adapted to co-create an inclusive and safe online space with students: FLO Tech Tool Tips: SPLOTs (blog post)

Multimedia Activity

As educators, you're likely familiar with the concept of co-creating a "code of conduct" with our students/participants whenever we kickstart a class discussion or workshop. Did you know there is also a common code of conduct or proper etiquette when it comes to online conversations? It's called "netiquette."

Essentially the same rules apply whether we're face-to-face or online: if we want to create a safe and inclusive learning environment, we must follow proper etiquette when communicating and collaborating with one another.

Check your current understanding of the two main areas in this competency: communication (i.e., netiquette) and collaboration (i.e., why and how we adapt tools and strategies to collaborate) in this short digital skills quiz, adapted from eCampus Ontario's Digital Skills Quiz for Students:

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://opentextbc.ca/digitalliteracychallenge/?p=65

Learning Activities

1. Learn it for yourself

This week, in the Communication and Collaboration competency challenge, we ask you to reflect

on common barriers that learners and educators often face in online learning, and consider digital tools that enhance communication and collaboration to address these common issues.

Let's begin by revisiting ABLE Research Consultants' 2020 research paper, Removing Barriers to Online Learning Through a Teaching and Learning Lens, specifically in the social engagement section, on p.17, which shares common online learning barriers and combating strategies.

Review the information in the document below and fill out your answers. You will be able to export your answers at the end.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://opentextbc.ca/digitalliteracychallenge/?p=65

2. Incorporate it into your teaching practice

- Check out the BCcampus FLO Tech Tools Tips blog posts.
- Play around with at least one of the tools mentioned in the blog posts that would work in your classroom or in your next presentation.
- Are there any tools mentioned in the blog posts, or within your institutional LMS or video conference platform, that could help address some of the social learning barriers we reviewed above? Match the list of tools you explored against your exported H5P documentation report and identify any tools that would match any of the key strategies.

3. Teach it to students

- Don't be afraid to try out at least one of these tools with your students or your colleagues. Can you try one at your next session or team meeting? We recognize that educators are busy, so keep track of how it works and how long it takes you to incorporate it as an activity, and then decide whether it works in your teaching context.
- Remember to have some fun in a safe, collaborative space with your students and/or colleagues. Perhaps at your next in-person meeting, you could incorporate interactive digital tools like Mentimetre? Or at your next synchronous Zoom call, try a fun poll or quiz? The possibilities are endless!
- Remember to consult your teaching and learning centre team to see if the digital tool you

choose to adapt already exists within your institution. Always ensure that the digital tool complies with your institutional accessibility and privacy policies.

Further Reading

- Download 10 Ways to Create Dynamic Online Learning (PDF) for a guide to creating participatory online spaces that provide interactivity and a sense of community.
- Check out more digital learning tools on the Communication and Collaboration competency page.

Challenge Six: Creation and Curation

What it is:

The Creation and Curation competency involves using technology to enhance digital learning opportunities. By experimenting with various technologies, we can create and curate accessible digital materials for specific audiences and purposes. When creating your own digital resources, design for inclusion and integrate strategies to enhance accessibility — as we explored in the Ethical and Legal Considerations challenge.

Creating or curating existing materials requires that we understand and respect intellectual property rights in digital spaces. This includes being familiar with copyright licenses when using and sharing the work of others. In this challenge, we will explore copyright licences, which will allow you to make informed and ethical decisions about how and where you share your own work or the work of others.

Why it is important:

In the Information Literacy challenge, we discussed the importance of evaluating the information that we interact with. The Creation and Curation challenge focuses on developing our skills around appropriately gathering, selecting, and organizing the information we've evaluated. We do this by carefully curating content for our specific environments and thinking about how we share our own work with others. Understanding copyright licences allows us to ethically adopt and adapt existing resources, which can save a lot of time. Creating materials and licensing them

openly to share with others provides everyone with greater access to innovative, current, and low-cost resources.

Examples:

- Listen to art historian Andrea Korda talking about the role of the instructor as a curator of resources, drawing on her experiences using and creating open educational resources (OERs) during a year of remote teaching: Curating Course Materials: Lessons Learned from Using Open Educational Resources for Remote Teaching (video, 20 minutes)
- Walk through a step-by-step process of finding and selecting open educational resources (OER) to use in a derivative work, choosing a Creative Commons licence, and applying the licence to the work: Creating OER and Combining Licenses Part 1 (video, 5 minutes)

Multimedia Activity

The following image with hotspots, adapted from the work of Christopher Lister, has been modified to illustrate a simplified view of how the Information Literacy, Creation and Curation, and Communication and Collaboration competencies work together to form a cycle of consuming, curating, collaborating, and creating.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://opentextbc.ca/digitalliteracychallenge/?p=67

Learning Activities

1. Learn it for yourself

Nowadays, there's an abundance of educational resources available online. Using what already

exists, as opposed to making your own materials from scratch, can save time and effort. A good place to get started with digital curation and creation in your classroom is through open educational resources (OERs). Please read chapter 1 of The Open Pedagogy Student Toolkit, The OER Landscape, and watch the video at the end to gain a broad overview of what open education and open educational resources are and why they are important.

Now you might be wondering how OERs can be used in the classroom. The BC Open Educational Librarians suggest "adding an existing resource that someone else has already created (adopting). Or if you feel even more ambitious, take an existing OER and tweak it to match your specific needs (adapting)." This requires an understanding of the different kinds of open licences to know how OERs can or cannot be used. Please watch What Are Creative Commons Licenses? (video, 2 minutes) to learn more about how Creative Commons licences work.

2. Incorporate it into your teaching practice

Now it becomes very important to think about how you gather these educational resources and curate them for specific uses in your classroom. This way, you can avoid a long list of resources that students have to sift through. As you will see in the H5P slides below, "Digital curation for teaching involves transforming a collection of resources into instructional content." The goal is to include resources in your course that are well curated, directly relate to the learning outcomes, and are framed with information that help illustrate why they matter.

The following activity walks you through the five C's of digital curation, which will prompt you to think about how you collect, categorize, critique, conceptualize, and circulate learning resources in your own courses. When going through the 5 C's of Digital Curation for Teaching H5P slides, have in mind a course you teach. Use the slide prompts to reflect on whether your current curation approach aligns with the five C's.

One or more interactive elements has been excluded from this version of the text. You can view them online here: *https://opentextbc.ca/digitalliteracychallenge/?p=67*

Create a brief reflective post that captures your current curation process and whether you would make any adjustments to your process after learning about the five C's. Here are a few prompts that can serve as inspiration for reflection, as needed:

- Where do you search to locate materials for your course? Have you connected with the

library at your institution?
- How do you differentiate between "need to know" and "nice to know" resources in your course? Do you clearly mark "nice to know" resources as additional resources so it's clear that students can browse them if/when they have time?
- How do you briefly introduce each resource to create a connection between it and the learning outcome(s)? (For example, "The following video discusses _____, which illustrates the idea of _____ from last week.") Or, if this is an area you want to work on, how will you approach it moving forward?
- How do you set an action for students to complete when engaging with a learning resource? (For example, "Jot down one takeaway from the video that will be shared in a small group activity during the next class.") Or, if this is an area you want to work on, how will you approach it moving forward?

You might also consider working with your teaching and learning centre to:

- Review effective course design strategies to ensure your resources are organized appropriately to support student learning
- Design learning activities that allow students to demonstrate their learning in creative ways (For example, instead of having students write an essay on a topic, perhaps they can create a video, an audio recording, or a poster. This allows students to demonstrate their learning in creative ways using a technology that is accessible to them.)

3. Teach it to students

- Teach students about copyright licences so they understand which OERs can be freely adopted or adapted using What Are Creative Commons Licenses? (video, 2 minutes). Instructors and students can use the Licence Chooser to determine which Creative Commons licence is appropriate for their work.
- Revise the Take & Teach Presentation or Poster assignment template from Excelsior University and customize it to include your institution's specific resources. The assignment will help students prepare a teaching poster or presentation about a topic using openly licensed resources.
- Curate a list of resources for your course or specific assignment that includes links where free photos can be obtained. For example, Thompson River University's Intellectual Property Office shares a list of Free Photos.

Further Reading

- Explore the B.C. Digital Literacy Hub to learn more about curation and creation through various tools and resources.
- Learn about five different kinds of cues you can use to introduce and frame a video in your course, and help students actively engage with the video, in Introduce and Frame Your Video Content (webpage). These cues can be adapted for different types of resources too.
- To browse OERs for use in your course, check out the eCampus Ontario H5P Repository, a catalogue of H5P activities that can be filtered by keywords, subject, and licence. (Be sure to check the licence before adopting or adapting it!) Or browse free, open, and customizable materials in BCcampus's B.C. Open Collection.

Challenge Seven: Digital Wellbeing

What it is:

So far in this challenge series, we have encouraged educators to incorporate digital tools in their teaching and learning practice. However, like everything else, too much of a good thing can also be a bad thing, and any tool, when used ineffectively or inappropriately, can also do more harm than good.

The B.C. Post-Secondary Digital Literacy Framework (p. 11) states:

A digitally literate person will use technology to support their wellbeing and have strategies for managing technology if it negatively impacts their physical, mental, or emotional health. A digitally literate person will have healthy boundaries with digital technologies, use them intentionally and will not use digital technologies in ways that harm others.

The concept of digital wellbeing is an important one, but also very broad and hugely complex. Jisc uses *digital wellbeing* as a term to describe the impact of technologies and digital services on people's mental, physical, social, and emotional health. It is a complex concept that can be viewed from a variety of perspectives and across different contexts and situations.

Why it is important:

Our daily lives are intertwined with technology and filled with an abundance of digital tools. To live a digitally well-balanced life is often easier said than done. In Digital Media, Anxiety, and

Depression in Children, researchers identify "growing concerns about the impact of digital technologies on children's emotional well-being, particularly regarding fear, anxiety, and depression." There has also been a huge push in the K–12 education system to ensure our children grow up to be capable digital citizens by helping them balance their digital lives.

Jisc invites us to consider digital wellbeing in these four contexts: social, personal, learning and work: "Technologies and digital activities can impact on physical, mental, social and emotional wellbeing in both positive and negative ways."

Examples:

- Hear some great ideas and common strategies from webinar participants on how they support student digital wellbeing in their classrooms and presenter Lisa Gedak's list of key strategies for ensuring student digital wellbeing: FLO Lab: Developing a Manifesto for Digital Well-Being (timestamp 41:00–56:00) and corresponding Padlet
- Get a few tips on staying tranquil in your own digital life: TED Talk by Adam Alter (video, 9 minutes)

Multimedia Activity

Reflect on your current digital wellbeing by completing this self-assessment quiz, Is It Time for a Digital Detox?, from UBC's Digital Tattoo project.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://opentextbc.ca/digitalliteracychallenge/?p=69

Learning Activities

1. Learn it for yourself

- If your digital wellbeing self-assessment shows that you have a well-balanced digital life, congratulations! Then consider helping out Jordan, an instructor who is struggling with her class, in this case study, by learning and applying the PERMA Framework.
- If your digital wellbeing self-assessment shows that your digital wellbeing and real life is out of balance, no worries! In this week's challenge, we're offering you a few ways to get your digital life back on track by introducing the PERMA Framework.

Learn more about about the PERMA Framework through these reflective questions, adapted from this blog post:

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://opentextbc.ca/digitalliteracychallenge/?p=69

2. Incorporate it into your teaching practice

After learning and applying the PERMA framework, think of one thing that you could change over the next week. The immediate task could be as simple as:

- Using a bluelight filter on your devices
- Setting up fixed online office hours and only responding to messages and emails from students during this time
- Blocking off two to three hours of deep concentration time to avoid task switching and try out monotasking

The week's challenge has two parts:

1. Share your digital wellbeing tip of the week in the discussion below.
2. Review the discussion posts/digital wellbeing tips other people have shared, and try out at least one other digital wellbeing tip. Let them know how their tip worked for you.

3. Teach it to students

After trying a few digital wellbeing tips at the end of this week's challenge, consider sharing them with your students or colleagues. Again, this does not need to be hard or time-consuming. The immediate task could be as simple as:

- Not requiring social media use in your classroom.
- Offering your students or colleagues a few digital tools/resources to help balance life and tech.
- Inviting your students or colleagues to complete their own digital wellbeing self-assessment and facilitate a group discussion based on their results.

Further Reading

- Read Digital Pedagogy Toolbox: Cultivating Digital Well-Being – From Fatigue to Healthy Daily Practices (blog post) for some of the reasons for and ways to deal with digital fatigue.
- Jisc's Digital Wellbeing for You, Your Colleagues and Students: Briefing Paper for Practitioners defines digital wellbeing, looks at different aspects of it, and offers a list of positive actions individuals can take to support it.
- Check out the TRU Digital Detox, designed to help students and instructors think about technology and how it intersects with learning and teaching in new and more complex ways.

Challenge Eight: Community-Based Learning

What is it:

Welcome to our final challenge! Throughout the previous weeks, we've discussed how everyone (educators and learners alike) has their own unique lived experiences and is part of various communities. Our individual lived experiences always overlap with and move in and out of physical and digital spaces. As a result, each of us exists in the intersectionality of various communities (e.g., immigrant, international student, LGBTQ2S+, cultural or linguistic backgrounds).

The Community-Based Learning competency involves creating intentional opportunities for learners to participate in and offer their lived experiences and/or prior knowledge as valuable lessons. It also means being able to effectively adapt digital tools to build and maintain relationships between students and community partners.

Why it is important:

In the Communication and Collaboration competency challenge, ABLE Research Consultants' 2020 research paper, Removing Barriers to Online Learning Through a Teaching and Learning Lens, identified three areas for thinking about pedagogy in online learning: equity mindedness,

cultural affirmation, and social engagement. We promised to circle back to cultural affirmation, which fits in the Community-Based Learning competency.

We recognize the tremendous value of culturally relevant teaching and learner-oriented teaching. As educators creating community-based learning spaces, we validate all learners' lived experiences and in turn fulfill the diverse needs of our learners.

Examples:

- Read about an excellent example of how OER ties into Indigenous community learning through the TK Labels project
- Read this blog post to learn more about the 6 R's of Indigenous OER's: Sovereignty and Tradition: Indigenous Knowledge and Open Educational Resources

Multimedia Activity

The following is an example of a quiz you can give to students to assess their understanding of community-based learning. It is adapted from the Community-Based Learning Lesson Plan from the B.C. Digital Literacy Hub. Try it for yourself!

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://opentextbc.ca/digitalliteracychallenge/?p=71

Learning Activities

1. Learn it for yourself

- Review page 16 of the ABLE research paper, Removing Barriers to Online Learning Through a Teaching and Learning Lens, where barriers to online learning are outlined, along with

strategies to help create cultural affirmation in online learning. During your review, consider some of the digital tools you have tried out or incorporated so far and how they may help you overcome these barriers.
- Review the Community-Based Learning Lesson Plan. Choose one of the four options in the lesson plan to spark conversations at your next class, meeting, or presentation. Try out the activity in a space where it's safe to fail, and see if it works.
- Check out additional digital tools listed on the B.C. Digital Literacy repository's Community-Based Learning page that you would consider testing or adapting.

2. Incorporate it into your teaching practice

The intention of this week's challenge is for you to offer back to your institution/educational community what you have learned so far in this challenge series, then bring back to us what you have learned. While our teaching communities share similarities, each one is also unique. We want to embrace the true spirit of community-based learning in this week's challenge as we ask you to share what you applied in your community, and bring your learnings back to us as we wrap up this challenge series.

We invite you to use the same format with which each challenge has been presented to you, by explaining to us:

- **What it is:** Identify which community-based learning activity or option you decided to incorporate.
- **Why it's important** (for you as an educator and for students): How did you contextualize this community-based learning activity, and how does it fit in your teaching practice?
- **An example:** By this time in the challenge series, you should have a solid toolkit of digital tools at your disposal. Which digital tool did you decide to incorporate and why? And how did it work out? Did the activity help spark a conversation on what community means for everyone in your class or group? Did the activity help students/participants create a sense of community? Share your final takeaways with us in the discussion forum.

3. Teach it to students

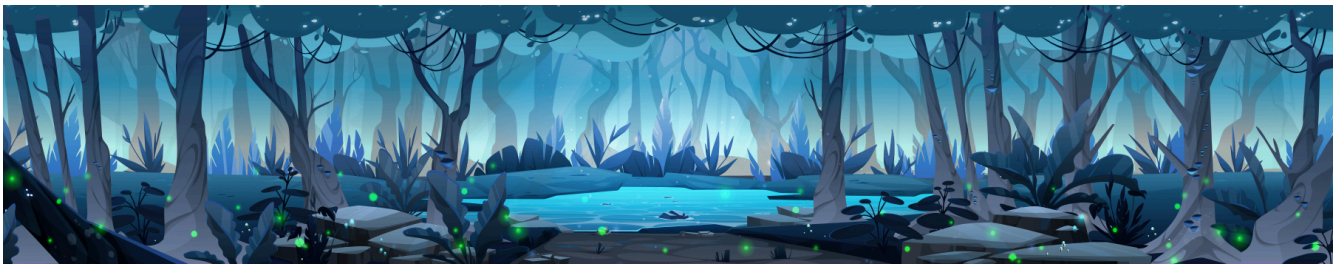
- Find a local community expert to connect your students with, or ask them to connect with leaders in their own community.
- Look into existing community-based learning programs in your institution, such as work-

integrated learning (WIL), co-op programs, and so on.

Further Reading

- Watch In It Together: Building Community and Enacting Care in Online Learning (recorded webinar, 55 minutes) for ideas on how to create and build community in online learning environments.
- Check out The Handbook of Experiential Pedagogies, a collaborative resource developed by the students and instructor of an experiential pedagogies course at UBC in 2023.

Final Blog Post



Conclusion

This brings us to the end of our eight-week Digital Literacy Challenge Series!

As we all know, integrating technology and digital learning experiences into our classrooms can be challenging and even overwhelming. Digital literacy is a big topic, with lots of complexity and many facets to explore. This challenge series was designed to simplify things by distilling the eight competencies from the B.C. Post-Secondary Digital Literacy Framework into bite-sized pieces. You should now have a better understanding of what each competency is, why it's important, and how you can begin to integrate it into your practice.

The skills and knowledge you have gained over the past eight weeks have created a foundation that you can continue to build on over time. We hope some of your fears have been reduced and you're now feeling more confident to explore technologies with excitement and curiosity.

So where can you go from here? Since this challenge series provided only a glimpse into each competency, we encourage you to take the Digital Superpower Quiz. This will help you discover the digital skills you excel in and identify opportunities where you can take further action. Then feel free to explore the B.C. Digital Literacy Hub of Digital Literacy Materials for Post-Secondary Educators. It contains a variety of resources that can be used to develop your own skills and help you teach them to your students.

As you've seen in many of the challenges, you're not alone in this digital literacy journey. In addition to the supports available at your institution, additional professional development opportunities and communities of practice are available through:

- BCcampus
- Educational Technology Users Group (ETUG)

- Open EdTech Collaborative

Remember, small actions lead to big results. We hope you're feeling more empowered to embrace digital literacy in your work as an educator.

Wrap-Up Activity

Let's think back to the start of this challenge series, when you were asked to reflect on and share the emotions you were feeling when thinking about digital literacy. Now, at the end of the challenge series, reflect for a moment on how your feelings have changed. In the discussion below, share with us in a sentence or two your response to this question:

What are you more confident about or curious about when you think about digital literacy?