Embedding digital literacy in the curriculum

Katharine Reedy & Jo Parker
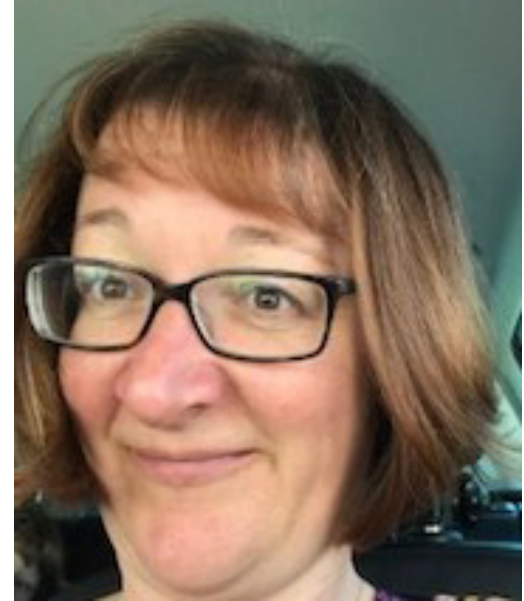
The Open University

INTRODUCING OURSELVES

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LEARNING DESIGN AT THE OPEN UNIVERSITY

- A structured, practical, collaborative and creative approach to developing and evaluating curriculum that puts the learner at the centre

- Based on pedagogically-informed research and evidence

- About **designing for student engagement with learning tools, materials and communities**

Focus on active learning and integrating student voice into curriculum design

LEARNING DESIGN WORKSHOPS

VISUALISING THE STUDENT JOURNEY
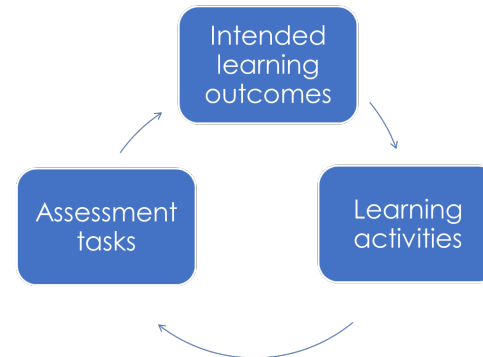
Creative, collaborative and consensus-driven approach
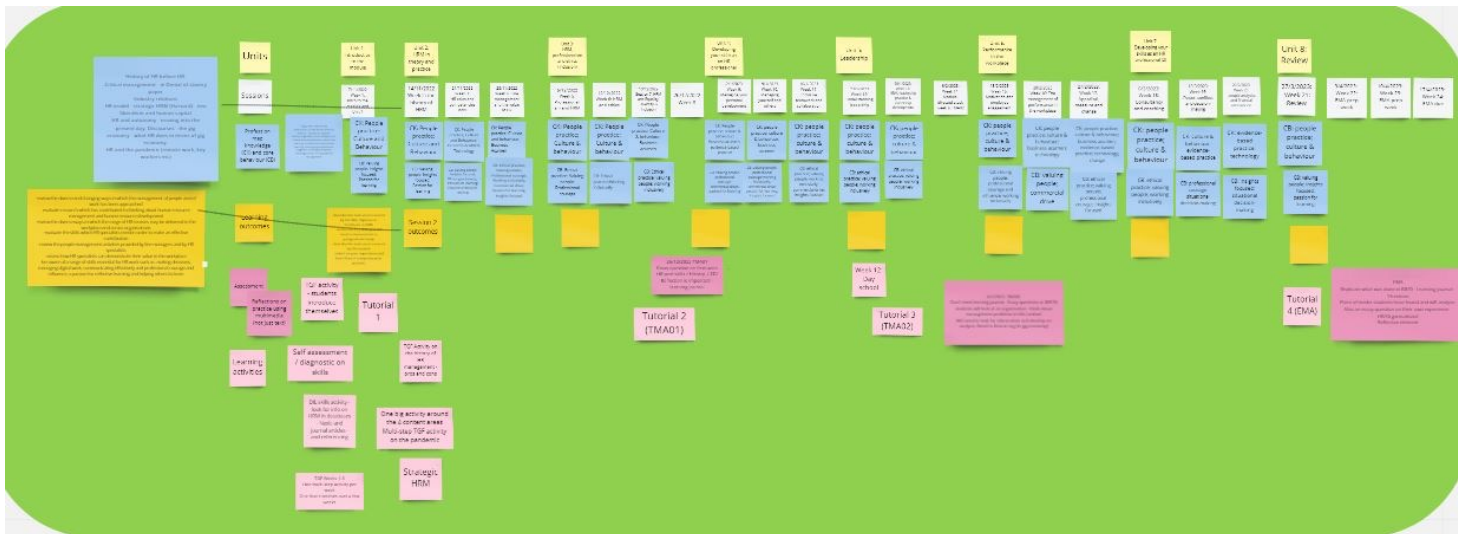
LEARNING DESIGN TOOLS & APPROACHES

Learner profiles

Constructive alignment

Visualisation of learner journey

LEARNING DESIGN TOOLS & APPROACHES

Activity types framework

Assimilative
Attending to information

Communicative
Discussing with others

Finding & Handling Information
Searching for and processing information

Productive
Actively constructing an artefact

Practice
Applying learning in a real-world or simulated setting

Assessment
All forms of assessment, represented as a blend of the five activity types

The Open University, September 2021

ACTIVITY TYPES FRAMEWORK: BENEFITS TO EDUCATORS

… try and engage the student as much as possible in something active, and also to take advantages of online (OU module team chair A, May 2019)

It just might encourage you to be brave and try new things (OU module team chair C, May 2019)

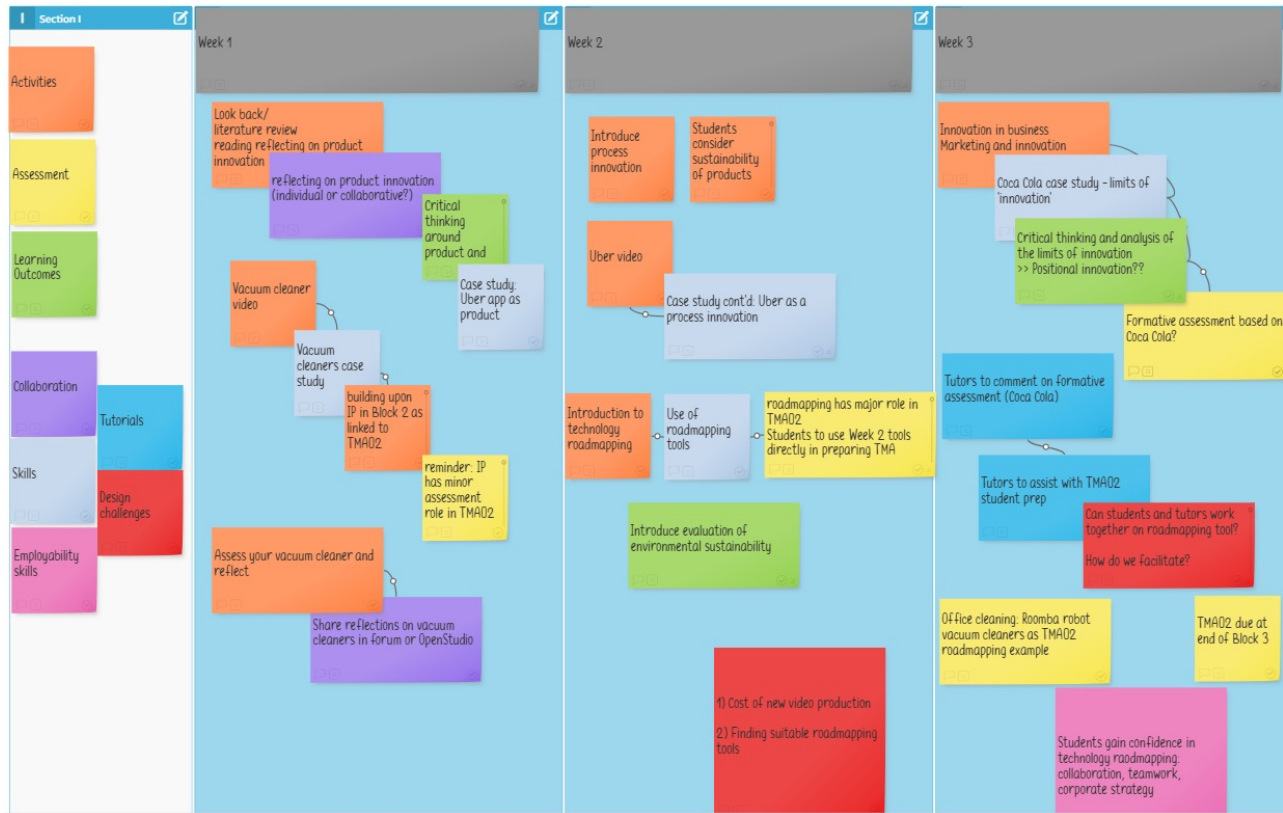…you need to mix up the different activities that you do…for [students] to be engaged (OU module team chair B, May 2019)

"… to change practice, a tool must challenge rather than help replicate or consolidate existing practice" (Cross et al, 2012, p.80)
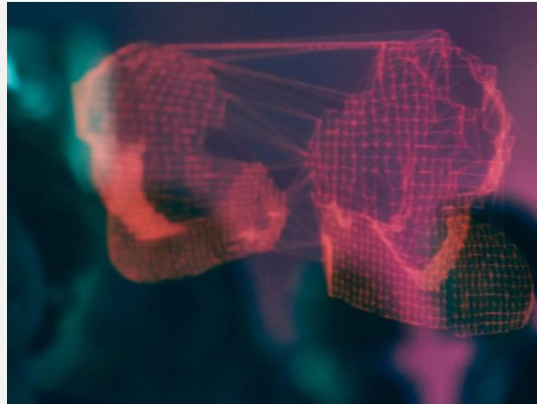
HOW ARE WE SUPPORTING DEVELOPMENT OF SKILLS AND ATTRIBUTES?

- Helping curriculum teams to map the student journey
- Bringing in the student voice
- Encouraging articulation of skills

DIL FRAMEWORK

Digital and Information Literacy Framework

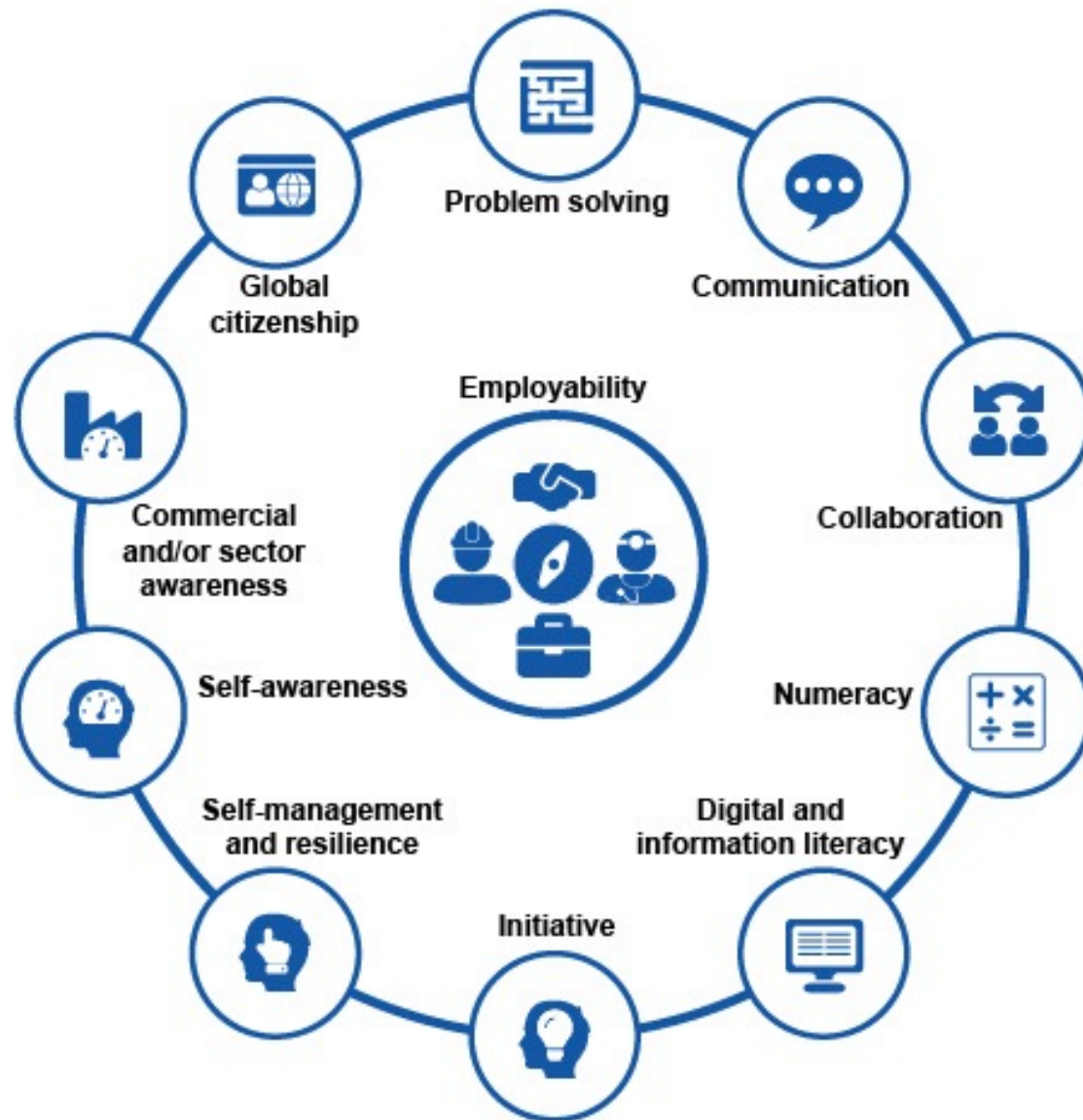Digital literacy includes the ability to find and use information

DIGITAL CAPABILITIES

At an individual level we define digital capabilities as those which equip someone to live, learn and work in a digital society.

At an organisational level we need to look beyond the capabilities of individuals and consider the extent to which the culture and infrastructure of an institution enables and motivates digital practices.

Information, data and media literacies

Digital creation, problem solving and innovation

Digital identity and wellbeing

ICT proficiency

Digital learning and development

Digital communication, collaboration and participation

EMPLOYABILITY FRAMEWORK

Problem solving

Communication

Global citizenship

Employability

Collaboration

Commercial and/or sector awareness

Self-awareness

Numeracy

Self-management and resilience

Digital and information literacy

Initiative

SKILLS MAPPING

Location in module	Module week number	URL	DIL instance description *Include the activity number / unique ID if the activity is from DISS or part of Being Digital.*	DIL Level	Is the DIL instance written by the library or the module team?	Understand and engage in digital practices	Find information from a variety of sources	Critically evaluate information, online interactions and online tools	Manage and communicate information	Use referencing appropriately to avoid plagiarism	Collaborate and share digital content	EECP codes (DO NOT TYPE IN THIS COLUMN)
Block 1			Referencing audio, visual and online module material sources General referencing	1						Used		ECOM, EDIL, ESM, ECA
Block 1			Posting on your group forum Netiquette	1							Used	EPS, ECOM, ECOL, EDIL, EIN, ESM, ECG,
Block 2			Finding sources – introduction and using online reference sources	1			Taught					EPS, EDIL, EIN, ESM, ECA
Block 2			Finding a journal article from a reference	1			Taught					EPS, EDIL, EIN, ESM,
Block 2			Finding sources - searching databases for journal articles	1			Taught					EPS, EDIL, EIN, ESM, ECA
Block 2			Finding sources – news articles	1			Taught					EPS, EDIL, EIN, ESM,
Block 2			Finding sources – official publications and reports	1			Taught					EPS, EDIL, EIN, ESM, ECA
Block 2			Finding sources – statistics	1			Taught					EPS, EDIL, EIN, ESM,
Block 2			Referencing print – conventional sources	1						Taught		ECOM, EDIL, ESM,
Block 3	Week 13		Evaluation using PROMPT (Being digital activity)	1				Taught				EPS, ECOM, ECOL, EDIL, EIN, ESM, ESA,
Block 3	Week 17		Apply PROMPT criteria to three sources about counter-mapping Library journal article, Wikipedia article and open access article retrieved from Google Search	1				Used				EPS, ECOM, ECOL, EDIL, EIN, ESM, ESA, ECA
Block 3	Week 17		Cybercartography and digital mapping – Go to open street map, find location, and add observations	1		Used						EPS, ECOM, ECOL, EDIL, EIN, ESM, ESA, ECA
Block 4	Week 18		Creating a presentation using slides	1					Used			ECOM, EDIL, ESM,
Block 4	Week 18		Revisit referencing	1						Guidance		ECOM, EDIL, ESM,
Block 4	Week 18		Posting on your tutor group forum	1							Used	EPS, ECOM, ECOL, EDIL, EIN, ESM, ECG,

HOW WE TEACH THE SKILLS

- Module-targeted: Live sessions/written activities
  - Activity bank: for re-use and embedding in the VLE
  - Live online teaching via module website
  - Integrated into module content

- Standalone: Live sessions/written activities
  - Live online teaching via Online rooms
  - Being digital
  - Facebook Q&As and live video

Accessibility:
At the OU we have around 28,000 students with declared disabilities.
Our sessions and activities are designed to be accessible for all students.

Doing the Covid-19 pivot

- Early in the first Covid-19 lockdown we were approached to share our experience of delivering online training

- 2 sessions attended by around 1200 librarians from around the world

- We covered 3 main topics

➢Part 1 Technical Considerations Claire Wotherspoon

➢Part 2 Designing for online Fiona Durham

➢Part 3 Accessibility Hossam Kassem

- A third session on making your online teaching interactive was run in collaboration between the OU and Royal Holloway University Library

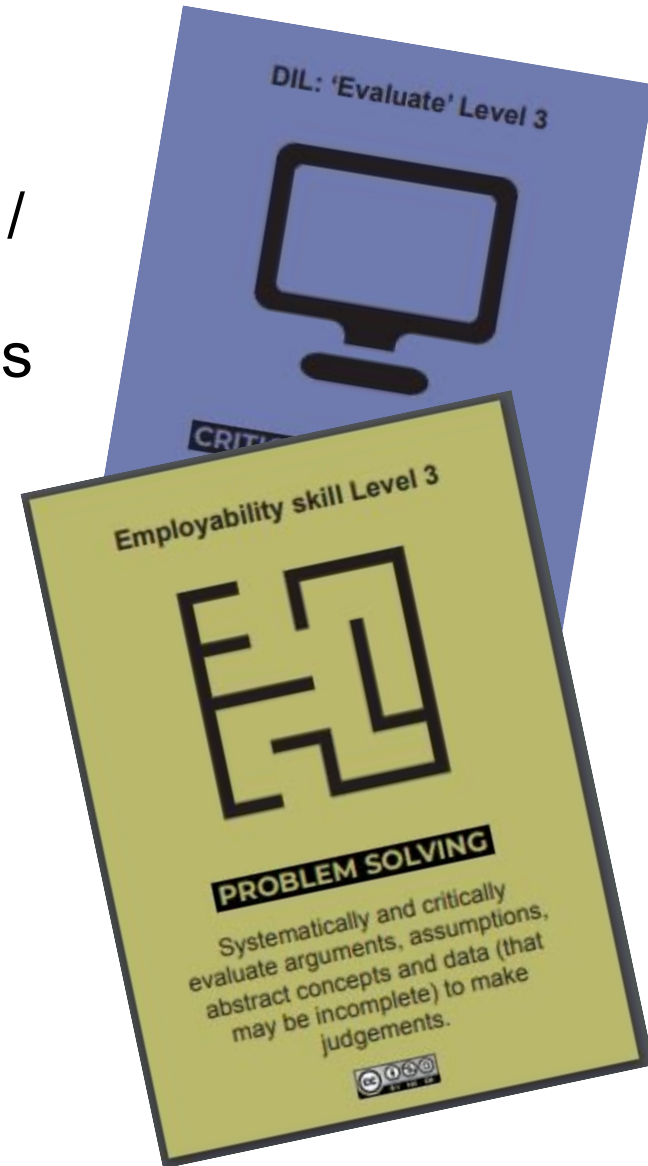**Doing the COVID-19 pivot**

How to deliver effective library teaching online

Presenters:
Fiona Durham, Hossam Kassem, Claire Wotherspoon, and Manda Closier on chat. #LibraryPivot

CURRICULUM DESIGN: SKILLS CARDS

- Brings together employability, digital / information literacy and academic study skills, behaviours and attributes

- Based on Employability and DIL frameworks

- For use in workshops and meetings, to visualise development and progression of student skills

- Available from OU Learning Design blog

DIL: 'Evaluate' Level 3

CRIT

Employability skill Level 3

PROBLEM SOLVING

Systematically and critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete) to make judgements.

SKILLS CARDS ONLINE

DIGITAL LITERACY SKILLS

FIND INFORMATION 'Find' - DIL Level 2

Able to carry out a simple search, and independently identify and select appropriate resources for a task:

CRITICALLY EVALUATE - 'Evaluate' DIL Level 2

Filter search results, evaluate the quality of a range of online resources and tools, and give and receive feedback in an online environment:

MANAGE INFORMATION 'Communicate' DIL Level 2

Record search results, use a system for managing references and write online for different audiences:

COLLABORATE AND SHARE - DIL Level 2

Able to produce digital content, individually or collaboratively, successfully negotiating roles and reflecting on effectiveness of process:

EMPLOYABILITY SKILLS

COMMUNICATION - Employability Level 2

accurately and effectively communicate information, arguments and ideas in a range of contexts.:

DIGITAL LITERACY - Employability Level 2

confidently use a range of digital practices to find, use, create and share data, information and knowledge.:

SELF-MANAGEMENT - Employability Level 2

develop a plan and carry out tasks of some complexity, identifying relevant constraints, dealing with uncertainties.:

SECTOR AWARENESS - Employability Level 2

ability to demonstrate an awareness of relevant ethical and sector/commercial issues as appropriate to the subject/discipline/sector:

Digital creation, problem solving and innovation

13. How would I approach designing a digital pres

Choose one

Focus only on the words

Use appropriate im

Use the layout of in

Use good principles

14. Which of these

Select all that apply

Digital audio

Digital video

Animation
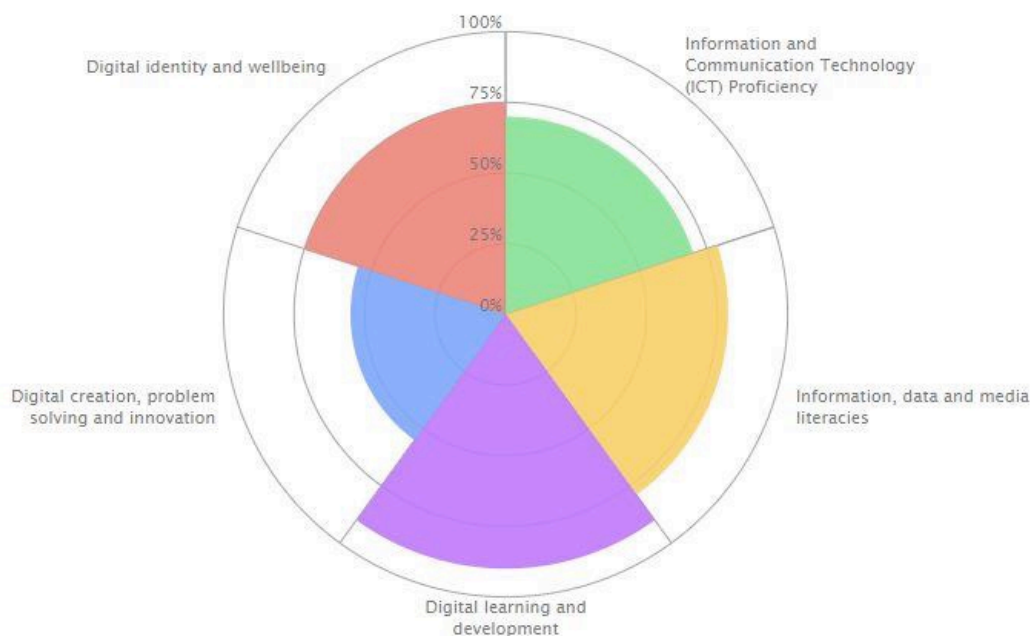
Infographic

Online quiz

Web page

19. How do I deal with negative messages if they arise on social media (e.g. fake news, cyber-bullying)?

Choose one

Try not to get involved

Avoid passing on any messages that might be damaging or untrue

ond

e?

Set up my desk, chair and computer to care for my posture and health

Overall results

Information and Communication Technology (ICT) Proficiency

Information, data and media literacies

Digital learning and development

Digital creation, problem solving and innovation

Digital identity and wellbeing

100%

75%

50%

25%

0%

EXAMPLE FROM AN UNDERGRADUATE MODULE: DIGITAL SKILLS CHECK ONLINE TOOL

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16. When I want to make sure I take forward skills or knowledge gained as part of study, which of the following do I do?
Choose one

○ I just learn for the enjoyment of it, and don't have any particular plan for the future.

○ I make a note of interesting or useful skills and knowledge as a reminder to self.

○ I take time to think about my career or life ambitions and how my learning and skills will help me to progress.

○ I use a checklist to reflect systematically on what I have learned and how I will apply it.

Digital identity and wellbeing

17. A website asks me to sign up with personal information. Which of the following am I most likely to do first?
Choose one

○ Use the fastest method, e.g. sign in through Facebook.

○ Consider first how my data might be used.

○ Read the small print, uncheck boxes, check data security notice.

○ If site is secure, sign in with an email I keep for this purpose.

20. Which of the following digital habits do I practise to protect/look after my health?
Select all that apply

☐ Schedule screen breaks when I'm working.

☐ Avoid bright screens before bedtime.

☐ Disconnect from social media when I need to concentrate.

☐ Use digital networks to extend and nurture friendships.

☐ Use health-related apps or belong to a health-related forum.

☐ Do an assessment of my workstation and set up my desk, chair and computer in a way that is beneficial to my posture and health.

[submit]

As you work through the module, you can return to this activity and use it again to evaluate your progress.

In the reflective part of your EMA (Part 2), you will need to include a reflection on how you have developed your digital and information skills.

Course

Digital skills: succeeding in a digital world

Free statement of participation on completion

| Course description | **Course content** | Course reviews |

OPEN PRACTICE

TOP TIPS FOR INTEGRATING DIGITAL AND INFORMATION LITERACY INTO THE CURRICULUM

- Partnership and collaboration between different stakeholders is key for a joined-up student-centred approach

- Frameworks can provide a shared understanding and starting point

- Examples really help

- Focus on what students will do to learn

- Embedding DIL into learning outcomes, assessment and teaching and learning activities (constructive alignment) results in better student engagement

- Motivation is all-important!

LINKS AND FURTHER READING 1

- Case study: shifting your IL teaching online – Hossam Kassem https://infolit.org.uk/case-study-shifting-your-il-teaching-online/
- Cross, S., Galley, R., Brasher, A. and Weller, M. (2012). OULDI-JISC Project Evaluation Report: the impact of new curriculum design tools and approaches on institutional process and design cultures. OULDI Project: http://oro.open.ac.uk/34140/1/
- Durham, Fiona and Kassem, Hossam (2019). Is there anybody there? Designing effective and engaging live online information literacy teaching. In: LILAC: the Information Literacy Conference, 24-26 Apr 2019, Nottingham. http://oro.open.ac.uk/61752/
- O'Sullivan, Terry (2020) *Check out the digital skills check* (YouTube video created for CABS Online Festival of Learning, Teaching & Student Experience, 14th September 2020): https://www.youtube.com/watch?v=YXmowe_PImU

LINKS AND FURTHER READING 2

- OU Learning Design Activity types framework, http://www.open.ac.uk/blogs/learning-design/wp-content/uploads/2021/10/OU-LD-Activity-Types-Framework-October-2021-FINAL.pdf (Creative Commons BY-NC-SA)
- OU Library training events https://www.open.ac.uk/library/training-and-events
- OU Library YouTube channel: Generic session recordings with captions https://www.youtube.com/playlist?list=PL20X7gnosgTKTCHTv9h3us44Q80PXUINE
- Reedy, K. and Parker, J. (eds) (2018) *Digital literacy unpacked.* London: Facet Publishing.
- Reedy, K. (2021) Learning from practice: refreshing the OU activity types framework: http://www.open.ac.uk/blogs/learning-design/?p=1280 (blog post)
- Skills cards for digital and information literacy, employability and academic skills (Creative Commons BY-NC-SA): http://www.open.ac.uk/blogs/learning-design/ (go to the Resources section)

Any questions?

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OU Learning Design blog:
http://www.open.ac.uk/blogs/learning-design/