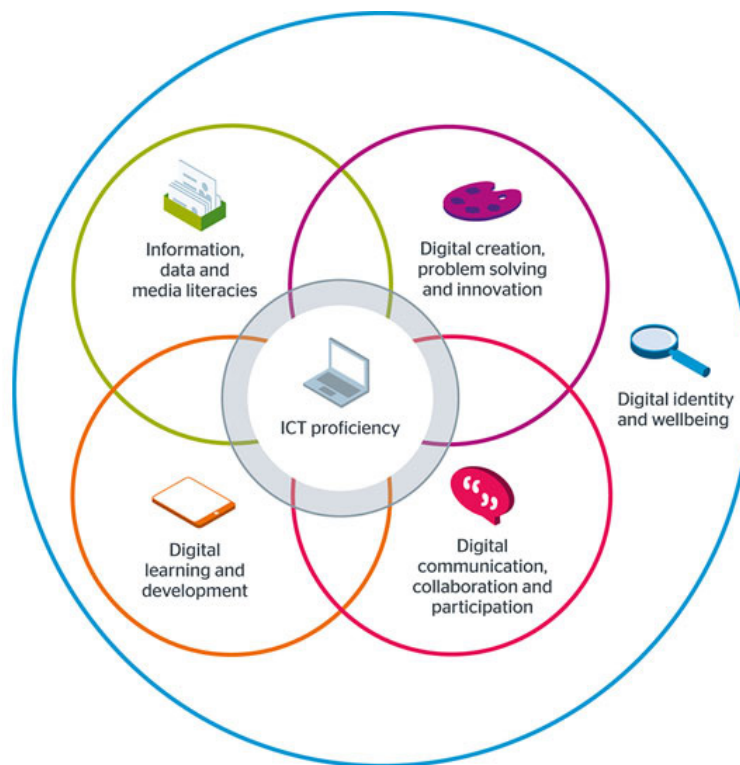


Digital Literacies

What is it?

Digital literacies include a broad spectrum of capabilities such as using technologies and systems to engage and connect with others; access, organise, and present information; manage risk and online identity. Being able to adapt to using new technologies easily and knowing which tool is best suited to a task are skills which will equip students for the rapidly changing digital work environment.



<https://www.jisc.ac.uk/sites/default/files/digital-capability-model-wide.jpg>

How can students best learn digital literacy?

Digital Literacy skills can build on what is currently taught, as part of activities and assessments where active learning; inquiry-based learning; problem solving, case study or project-based learning is used. Students can use technologies to source and evaluate information, share and communicate with their peers, and use the digital technologies to enhance their learning experiences. The focus of these technology-based learning experiences should be on what the students can do with a technology, rather than what a technology can do.

How can digital literacy be assessed?

The key elements of the ECU course learning outcome for AQF Level 7 Bachelor Degree courses include using digital technologies and literacies to access, evaluate and synthesise relevant information from multiple sources.

Examples of tasks that reflect the development of digital literacy skills are listed below.

Information literacy

- Critically curate information from multiple sources using digital tools, and present the information using digital tools.
- Plan and employ effective research strategies and demonstrate meaningful conclusions using quality sources
- Apply critical judgement when evaluating information sources for currency and reliability.

Digital communication and collaboration

- Use of appropriate technologies to communicate information clearly and coherently (eg. online discussion, presentation)
- Communicate concepts and ideas using a variety of digital objects such as information curation tools, visualisation or concept mapping tools
- Publish or present content and customise the information appropriately for the intended audience (e.g. Poster, pamphlet)
- Use collaborative technologies to work with others, including peers, discipline experts or community to examine or debate issues and problems.

Digital Identity

- Students manage their personal data and maintain digital privacy while creating an online professional profile to enhance employability and professional practice
- Develop an online portfolio of learning experiences based on discipline standards

Good practice examples

Information collection and curation activities

- Students access and interpret data from a variety of digital sources related to the field and create an infographic to present the information.
- Students collaborate by using a shared online tool such as Padlet to collect information sourced from various digital sources

Digital Creation Activities

- Students create a 5-minute video recording using role play to explain a key concept
- Students practice interviewing skills using a video recording to capture their performance and to reflect and make improvements
- Students collaborate to identify and rectify a logical fallacy or myth using a wide-range of information and create a poster to demonstrate their argument or debunk the myth with facts.
- Students video a demonstration of a lab or clinical skill and collaborate with peers to reflect and review their performance

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