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Turning our critical faculties up to eleven: reflections on creating a short course in digital literacy

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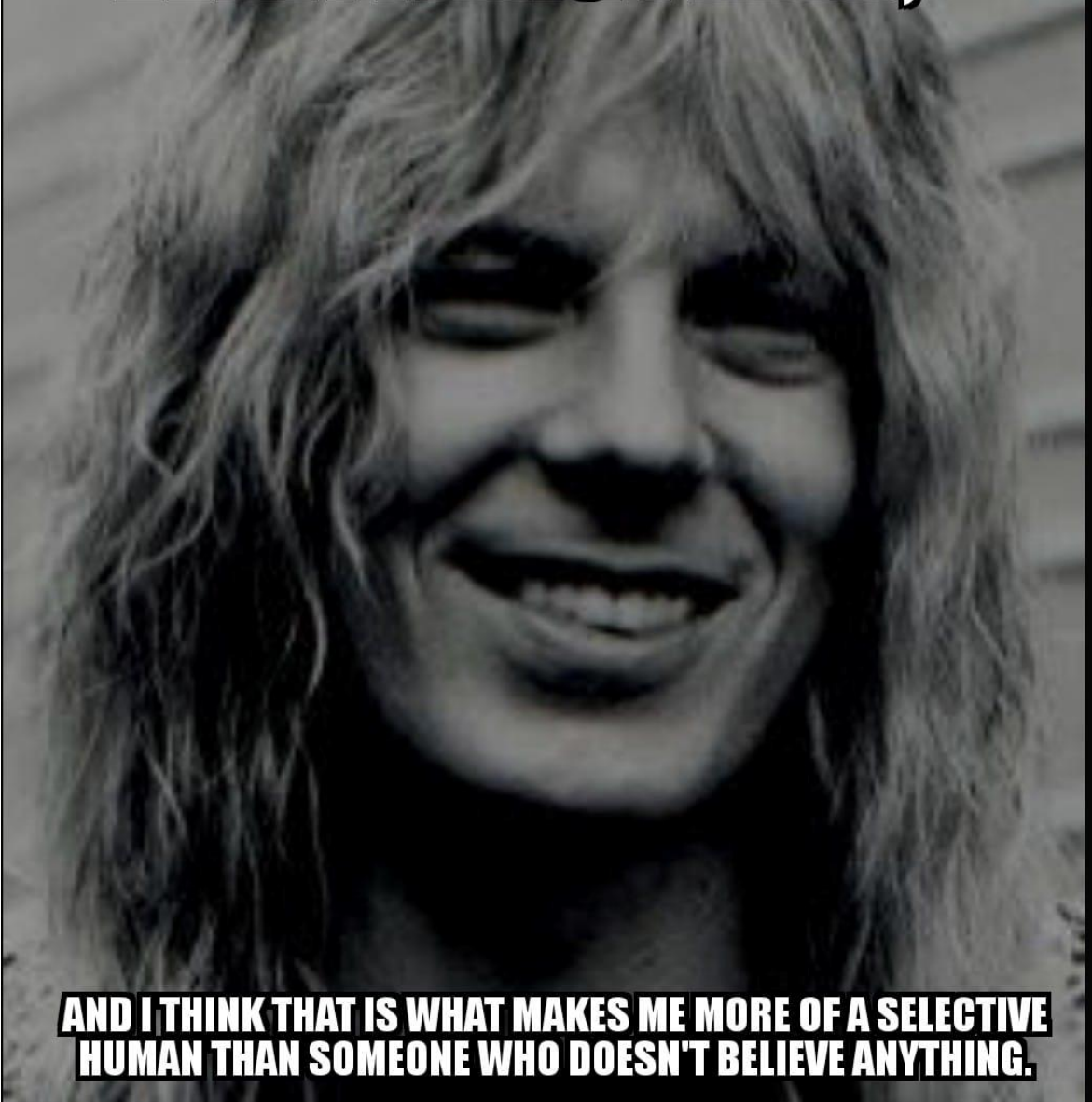
Turning our critical faculties up to eleven: reflections on creating a short course in digital literacy

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**I BELIEVE VIRTUALLY
EVERYTHING I READ,**



**AND I THINK THAT IS WHAT MAKES ME MORE OF A SELECTIVE
HUMAN THAN SOMEONE WHO DOESN'T BELIEVE ANYTHING.**

Why you should not be like David St Hubbins

- Critically assessing the integrity and validity of information has never been more important or more challenging.
- To do this successfully requires **digital literacy** skills and competences.
- DigComp 2.2, the European Digital Competence Framework, defines digital competence as:
- “the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.”



Digital literacy and digital citizenship



- Recognition of the key role of digital literacy for fostering digital citizenship, linking it to sustainable development and human rights
- The Council of Europe (2023) definition of digital citizenship:

"Digital citizens can be described as individuals able to use digital tools to create, consume, communicate and engage positively and responsibly with others."

Digital literacy and sustainable development

- SDG 4 Quality Education: thematic Indicator 4.4.2: “Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills” is also known as the Digital Literacy Skills indicator.
- SDG 3 Good health and well-being: gives people the ability to obtain, understand, and use health-care information to make informed health decisions. For health care workers, digital literacy provides the confidence to adopt new technologies and embrace change, ultimately leading to improved patient outcomes.
- SDG 8 Decent work and economic growth: accessing information, solving problems, working collaboratively, communicating effectively and analysing data are highly relevant in the workplace.



Why a course in digital literacy?

- Our involvement with supporting students in academic writing and library use, best practices in critically evaluating sources and citing them
- Logical extension of this is providing guidance in critically evaluating information they receive outside the library environment, as well as use internet and digital tools appropriately and take care of their digital wellbeing
- These three aspects of digital literacy are covered in our Digital Literacy course
- Course is for staff as well as students – all can benefit



Developing the course – some reflections

- From the literature
 - Humans and tech “mutually shape each other in the relations that come about between them”; this interaction frequently mediates the relationship between humans and their world (Verbeek, 2015)
 - Technology use has the potential to shape our perceptions (Walla and Lozovic, 2020), our psychology (Elhai et al, 2016), and even our neurology (Small et al, 2020)
 - Cognitive skills and competencies as well as tech skills
- Choosing the most important domains to cover
- Structuring and navigating the authoring tool, and how this shaped the content
- Decisions around time on task, quizzes, how much to include and at what level



Piloting, review and launch

- Pilot feedback suggested the course was welcome and useful
- Differences of opinion re. coverage and some content
- Editing and design review
- Launch timed to coincide with UNESCO Global Media & Information Literacy Week and Media Literacy Ireland's Be Media Smart campaign



Why an **open** course in digital literacy?

- The content by its nature is applicable to all
- Making it available as an OER allows us to share it with the wider community
- OER creation and dissemination are themselves supportive of SDG and DigComp indicators
- The course is available as an OER on our digital repository and on OER Commons



Future plans

- Increase visibility – other OER registries
- Expand content to address other framework areas
- Integrate with other content in our programmes
- Gather and explore data on engagement and use
- Five Rs of Openness (Wiley, 2014)
- Remix idea (other OERs)



VOLUME II



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Screenshots taken from the feature film:

This is Spinal Tap (1984) Directed by Rob Reiner [DVD]. London: Studio Canal.

Thank you!

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