THE NEW WEB LITERACY: PART II
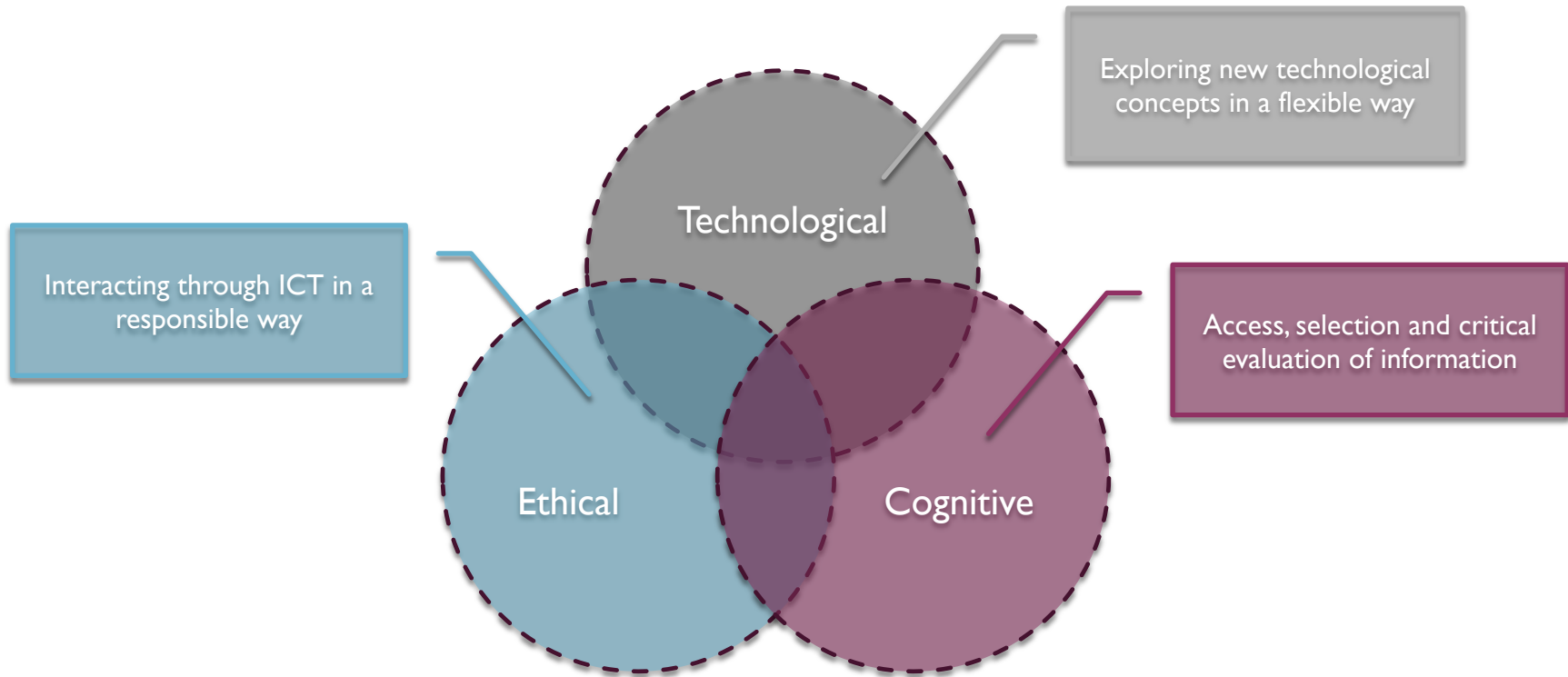
DAVID MILLARD

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Literacy, n.

"The quality or state of being literate; knowledge of letters; condition in respect to education, *esp.* ability to read and write."

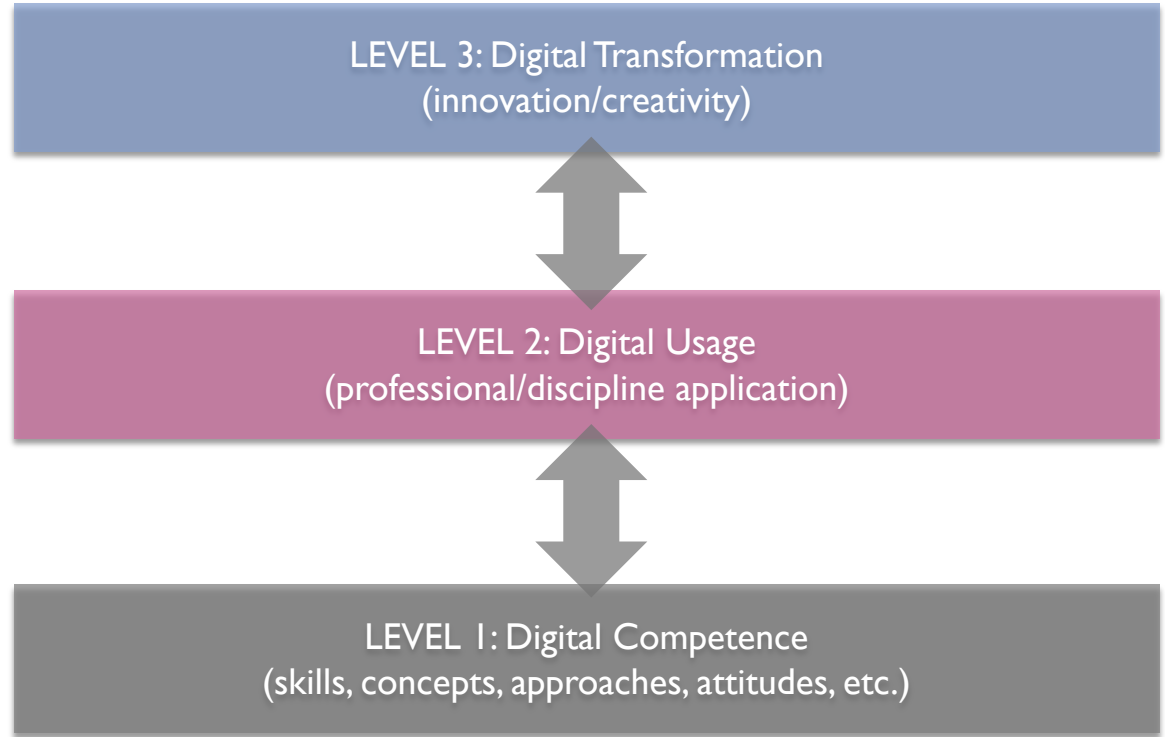*- The Oxford English Dictionary*

Discussion (5 min)

In small groups (3-4) what are the types of **digital literacy** that you can think of (skills concerning the use of ICT and Web 2.0 technology)?

Exploring new technological concepts in a flexible way

Technological

Interacting through ICT in a responsible way

Access, selection and critical evaluation of information

Ethical

Cognitive

Adapted from: Calvani, A., Fini, A., and Ranieri, M. (2009). Assessing Digital Competence in Secondary Education – Issues, Models and Instruments. (M. Leaning, Ed.) Issues in Information and Media Literacy: Education, Practice and Pedagogy , 153-172.

Digital Literacy is the **awareness**, **attitude** and **ability** of individuals to appropriately use digital tools and facilities to identify, access, manage, integrate, evaluate, analyse and synthesize digital resources, construct new knowledge, create media expressions, and communicate with others, in the context of specific life situations, in order to enable constructive social action; and to reflect upon this process.

LEVEL 3: Digital Transformation
(innovation/creativity)

LEVEL 2: Digital Usage
(professional/discipline application)

LEVEL 1: Digital Competence
(skills, concepts, approaches, attitudes, etc.)

Digital
Literacy

Eshet-Alkalai. Digital Literacy: A Conceptual Framework for Survival Skills in the Digital Era. Journal of Educational Multimedia and Hypermedia (2004) vol. 13 (1) pp. 93-106

Photo-Visual Literacy

"helps them to "read" intuitively and freely, and to understand the instructions and messages represented visually. People with photo-visual literacy have good visual memory and strong intuitive-associative thinking, which help them decode and understand visual messages easily and fluently."
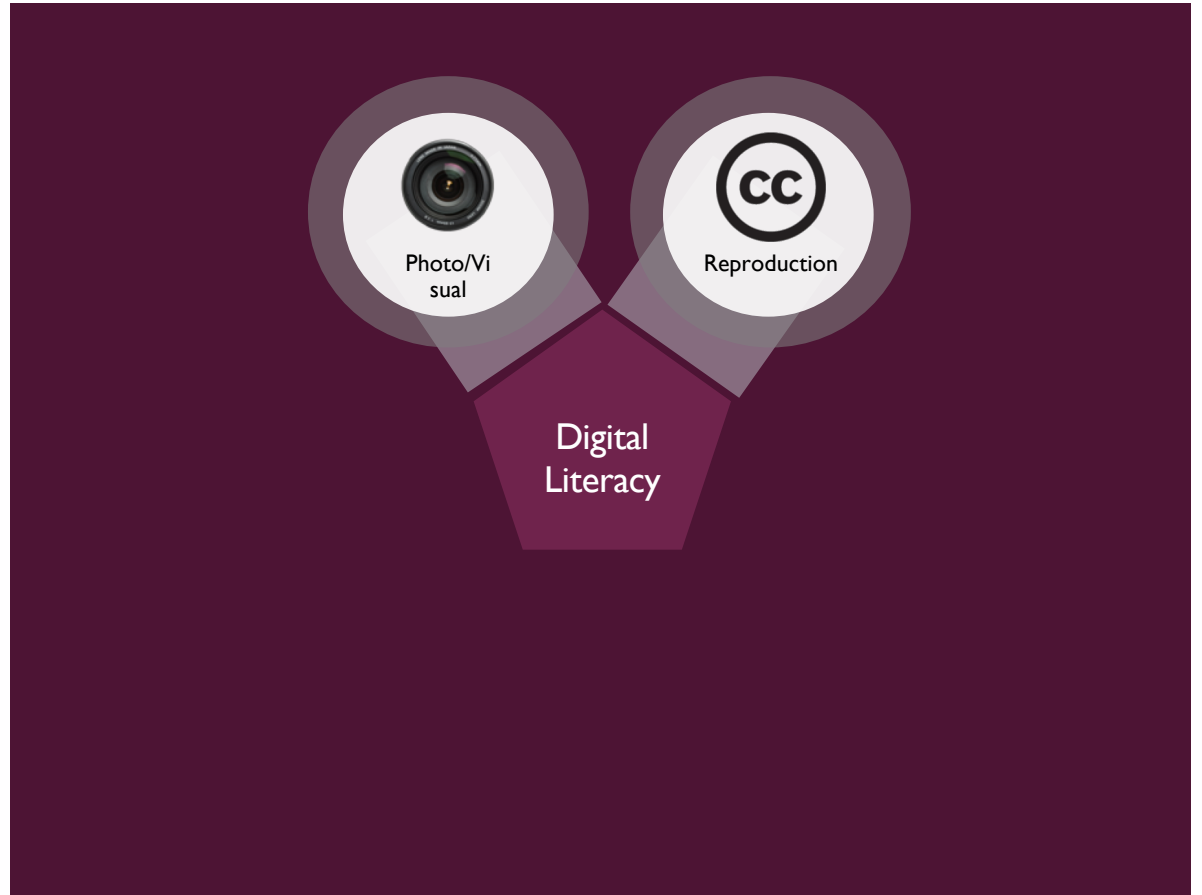
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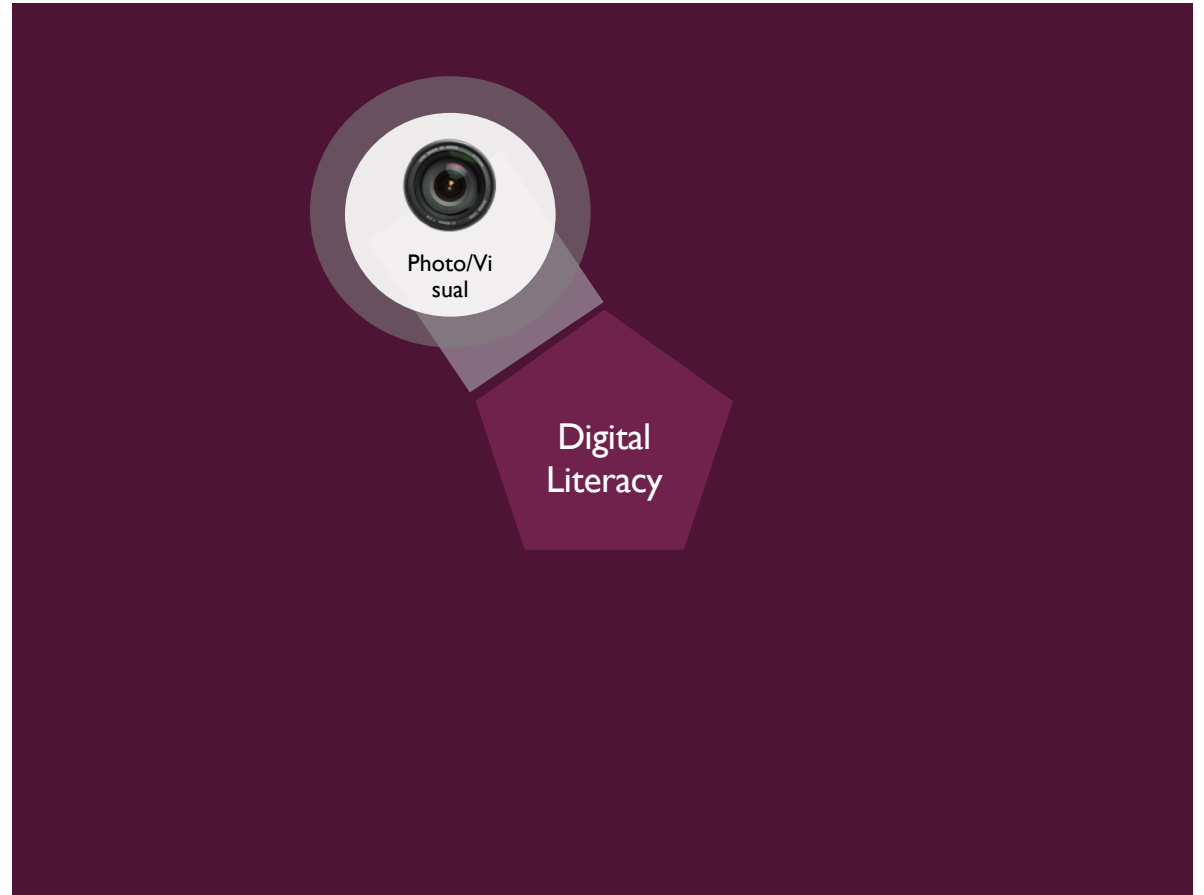
Reproduction Literacy

"Digital reproduction literacy is the ability to create a meaningful, authentic, and creative work or interpretation, by integrating existing independent pieces of information."

Eshet-Alkalai. Digital Literacy: A Conceptual Framework for Survival Skills in the Digital Era. Journal of Educational Multimedia and Hypermedia (2004) vol. 13 (1) pp. 93-106

Photo/Visual

Reproduction

Digital Literacy

Branching/Hypermedia Literacy

"People with good branching literacy are characterized by a good sense of multidimensional spatial orientation, that is, the ability to avoid loosing orientation when surfing through the labyrinth of lanes that characterizes the hyperspace."
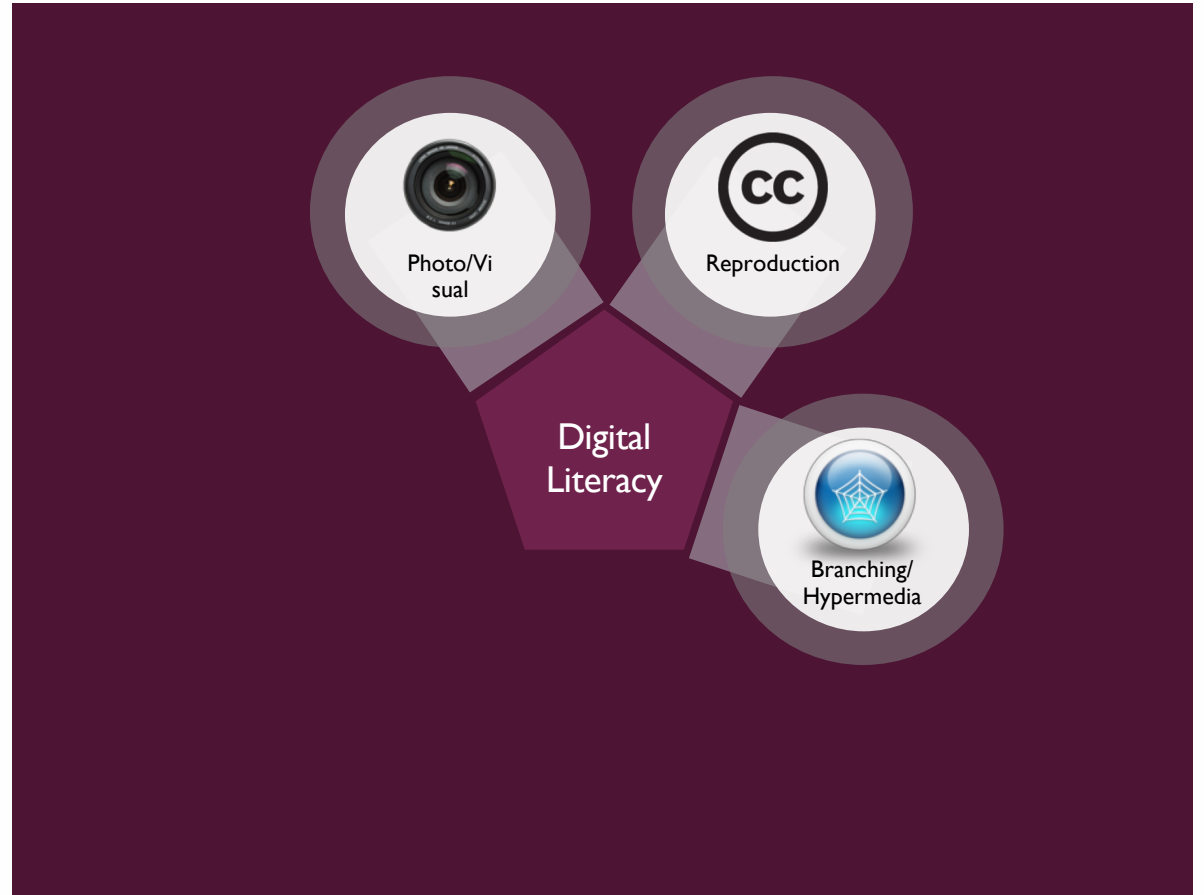
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Information Literacy

"refers to the cognitive skills that consumers use to evaluate information in an educated and effective manner. Information literacy works as a filter: it identifies erroneous, irrelevant, or biased information […]

Information-literate people think critically, and are always ready to doubt the quality of information. They are not tempted to take information for granted, even when it seems 'authoritative' and valid."
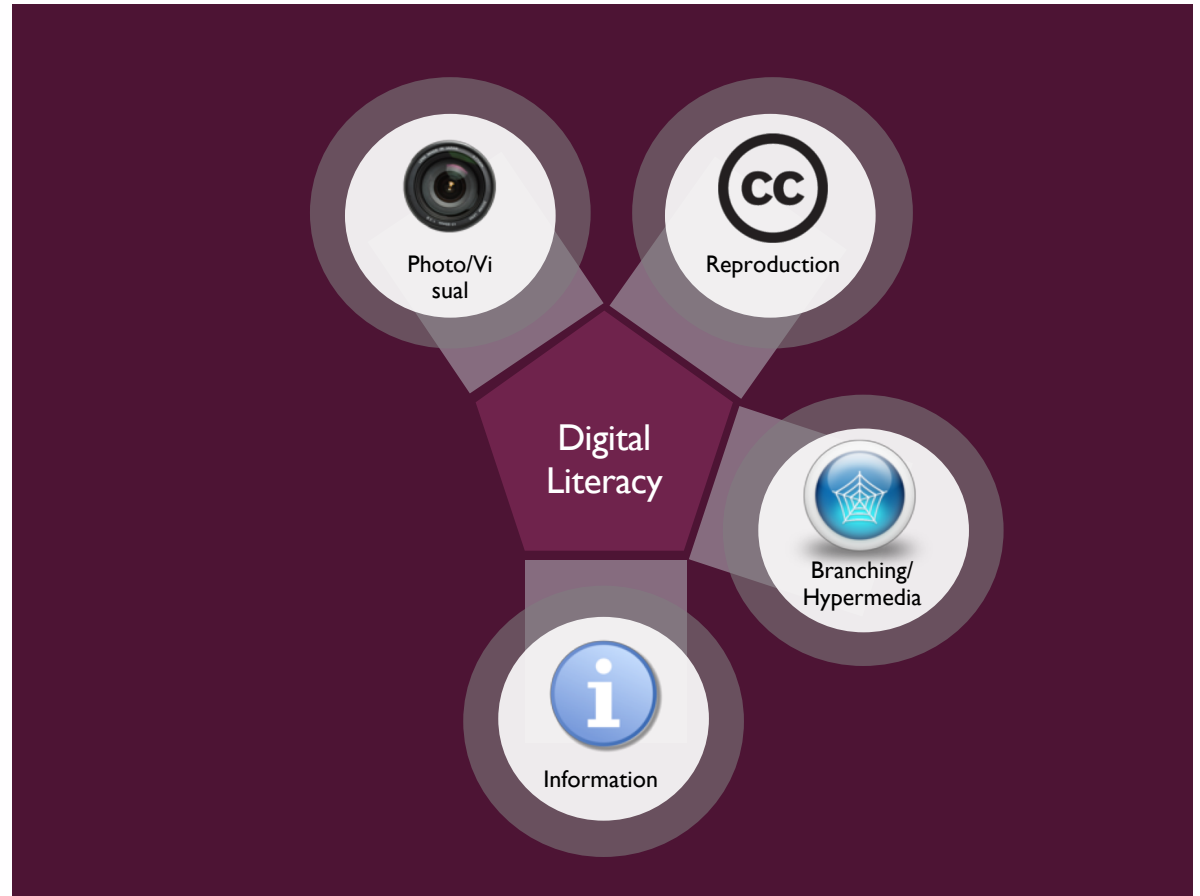
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Photo/Visual

Reproduction

Digital Literacy

Branching/Hypermedia

Information

Socio-Emotional Literacy

"socio- emotionally-literate users can be described as those who are willing to share data and knowledge with others, capable of information evaluation and abstract thinking, and able to collaboratively construct knowledge"

Eshet-Alkalai. Digital Literacy: A Conceptual Framework for Survival Skills in the Digital Era. Journal of Educational Multimedia and Hypermedia (2004) vol. 13 (1) pp. 93-106

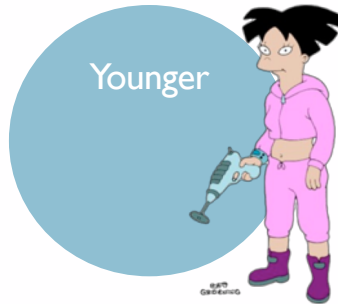**In experiments which generations come out the strongest in these areas?**

Eshet-Alkalai. Digital Literacy: A Conceptual Framework for Survival Skills in the Digital Era. Journal of Educational Multimedia and Hypermedia (2004) vol. 13 (1) pp. 93-106

Older

Younger

Eshet-Alkalai & Amichai - Hamburger (2004). Experiments with digital literacy. Cyber Psychology, 7 (4): 425-434

Eshet-Alkalai, Y. and Chaiut, E. (2005). Living books: On the acquisition of digital skills in multimedia environments. Learning in the Technology Era. Proc. of the Chais Conference, The Open University of Israel, Raanana,

Photo/Vi sual

Reproduction

Digital Literacy

Socio-Emotional

Branching/ Hypermedia

Information

False	No Evidence	True

Williams and Rowlands. Information behaviour of the researcher of the future. British Library / JISC Study (2007)

False

- Prefer Visual
- Prefer Interactive
- More Impatient
- Trust Peers over Experts
- Better at Learning by Doing
- Only Learn in Short Chunks
- See Virtual Reality as Reality

No Evidence

True

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- Prefer Visual
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No Evidence

- Prefer Typing
- Better at Multitasking
- More (Web) Connected
- Are Format Agnostic

True

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False

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True

- Lack of Respect for Intellectual Property

Williams and Rowlands. Information behaviour of the researcher of the future. British Library / JISC Study (2007)

BBC Website where teenagers could engage with and share creative projects in fashion, art, film and media

"Adult organizers of Blast, the web designers, wider policy initiatives, youth arts, and pedagogy, all seem to assume a straightforward relationship between technological knowledge and the production of content."

Helen Thornham, Angela McFarlane, 'Discourses of the Digital Native', Information, Communication & Society Vol. 14, Iss. 2, 2010

But study showed:

- Technical Proficiency not a motivator for participation

- Simplistic stand alone assertions over discussion or interaction

- Productive contribution only happens when there is an incentive

"the presumption of ability or enthusiasm by the organizers and designers ultimately work as a barrier to actual engagement."

Helen Thornham, Angela McFarlane, 'Discourses of the Digital Native', Information, Communication & Society Vol. 14, Iss. 2, 2010

DIGITAL NATIVES CONSIDERED HARMFUL?

Digital Visitors

Have defined tasks
Use tools JIT to help
Anonymous

The Web is a tool

Digital Residents

Online to connect to people
Online identity is important
Are perceived as present

The Web is a place

A mindset, not a skillset

PEOPLE ENGAGE SOMEWHERE ON THIS CONTINUUM DEPENDING ON THEIR TASK AND CONTEXT

David S. White, Alison Le Cornu, Visitors and Residents: A new typology for online engagement, First Monday Volume 16, Number 9 (2011)

PRAGMATISM

Benefit	Example
Logistics	schedules, timetables, deadlines
Flexibility of Place	remote working
Time-saving	online assignment submission
Reviewing/Revising	catch up on missed content
Research	searching for resources
Support Basic Tasks	word processing, internet search
Collaborating	Facebook, Google docs
Augmenting University Materials	YouTube tutorials, Wikipedia
Different Views	videos, animation, annotation
Cost Saving	e-readers, online journals

Michael Henderson, Neil Selwyn & Rachel Aston (2017) What works and why? Student perceptions of 'useful' digital technology in university teaching and learning, Studies in Higher Education, 42:8,

PRAGMATISM

"While these data confirm digital technologies as **central** to the ways in which students experience their studies, they also suggest that digital technologies are **not 'transforming'** the nature of university teaching and learning."

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PRAGMATISM

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"Put bluntly, then, the rather limited sets of digital practices highlighted in our data are those that best 'fit' the rather **limited expectations and processes** that currently constitute university teaching and learning."

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Networked

Dyadic

Individual
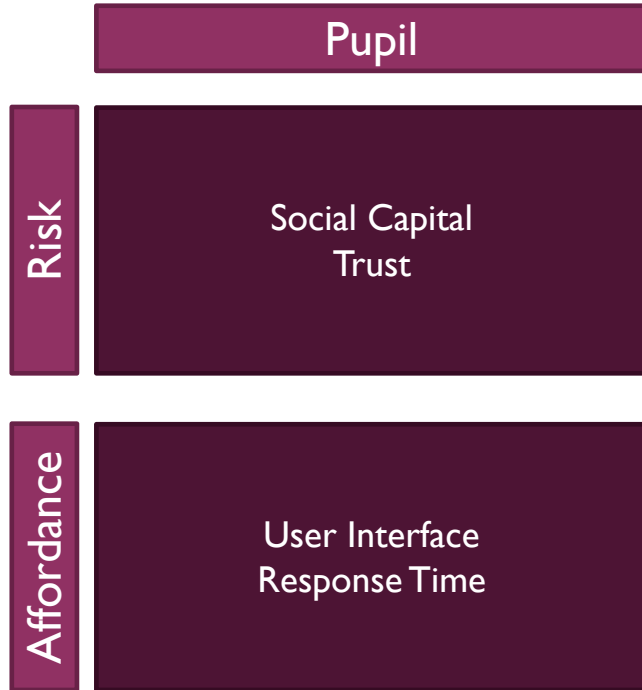
Blair R. (2018). Exploring the barriers to use of social media in support of non-formal learning by pupils attending secondary education in UK: A mixed method approach. Thesis, Uni of Southampton, UK

SCHOOLKIDS AND SOCIAL MEDIA

Pupil

Risk	Social Capital Trust

Affordance	User Interface Response Time

Blair R. (2018). Exploring the barriers to use of social media in support of non-formal learning by pupils attending secondary education in UK: A mixed method approach. Thesis, Uni of Southampton, UK

SCHOOLKIDS AND SOCIAL MEDIA

	Pupil	Teacher
Risk	Social Capital Trust	Pupil Welfare Institutional Responsibility Professional Status
Affordance	User Interface Response Time	Institutional Moderation

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SCHOOLKIDS AND SOCIAL MEDIA

	Pupil	Teacher	
Risk	Social Capital Trust	Pupil Welfare Institutional Responsibility Professional Status	Literacy Policy
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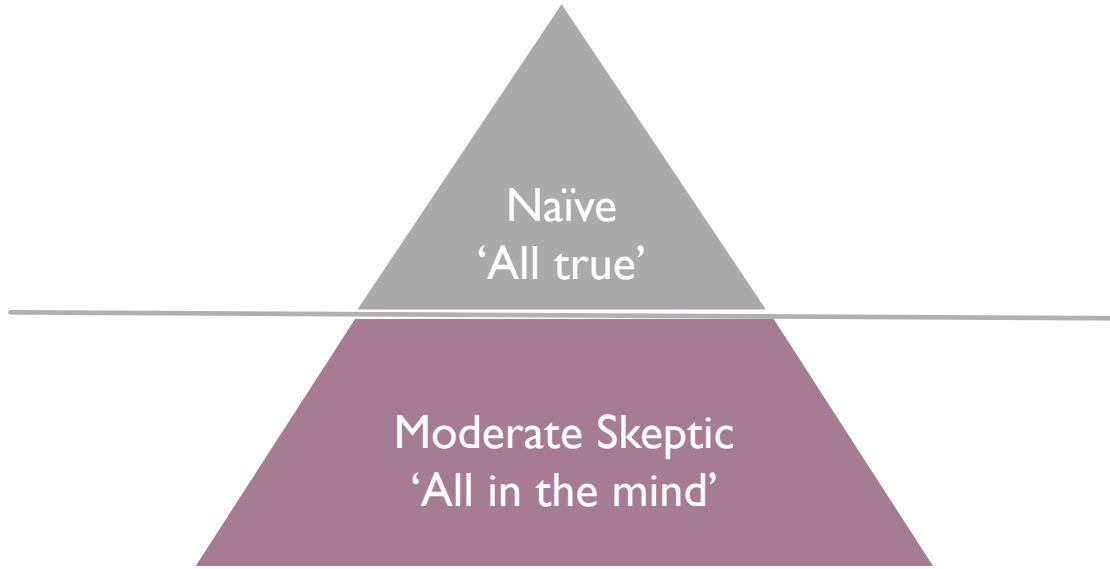
THE BIG PICTURE

The Naïve View

"It accepts the basic assumption that what we are dealing with is a number of separate skills."

Questions:

- Are the skills inclusive?
- Are the skills independent?
- Are the skills compatible?
- Are the skills innate?

Aviram A. and Eshet-Alkalai. Towards a theory of digital literacy: three scenarios for the next steps. European Journal of Open, Distance and E-learning (2006)

Naïve
'All true'

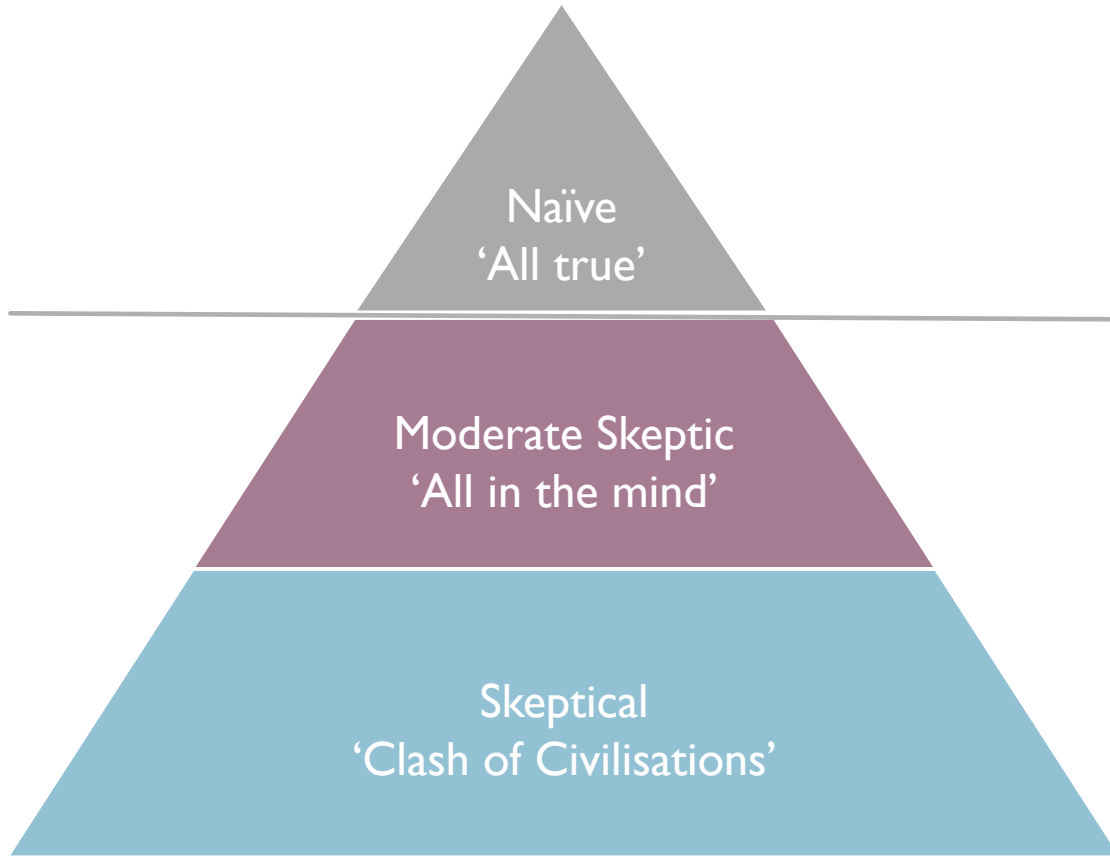Moderate Skeptic
'All in the mind'

Moderate Skeptical View

"the literature on digital literacy should become part and parcel of the body of work on learning styles, multiple intelligences, or personality types."

Questions:

- What are the personality traits?
- Should designers teach these skills, or design around them?

Aviram A. and Eshet-Alkalai. Towards a theory of digital literacy: three scenarios for the next steps. European Journal of Open, Distance and E-learning (2006)

Naïve
'All true'

Moderate Skeptic
'All in the mind'

Skeptical
'Clash of Civilisations'

Skeptical View

"[these skills] represent two different cultures. [...] the transition of western societies from book-based, rational, individualistic culture to the digital, audio-visual, culture characterized by saturation or disintegration of the self."

Question:

- Should education strive to achieve the enhancement of post modern values, or rather the preservation of modern values?

Aviram A. and Eshet-Alkalai. Towards a theory of digital literacy: three scenarios for the next steps. European Journal of Open, Distance and E-learning (2006)

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