Using a

Digital and Information Literacy framework

to underpin skills development for distance learners studying at

The Open University, UK

Fiona Durham (Open University)
ECIL conference, October 2013

About the Open University

DIL and OU staff

The DIL Framework - principles

http://www.open.ac.uk/libraryservices/subsites/dilframework

Digital and information literacy framework

	Level 0	Level 1	Level 2	Level 3	Masters
Understand and engage in digital practices	▶ Describe own 'digital footprint' - the tools and sites that show own presence as an internet user. ▶ Demonstrate basic use of a range of tools and websites for finding and recording information online: internet browsers, search engines, copy/paste and download functions. ▶ Successfully follow instructions for accessing and using generic tools and sites for information relevant to OU study. ▶ Demonstrate the successful use of OU VLE tools that are required for study at this level. ▶ Describe the ways in which mobile communication devices might be used for personal study purposes. ▶ Identify instances of digital technologies being used for the creating and sharing of knowledge in a specific subject area. ▶ Demonstrate the ability to integrate time spent online into a study schedule. ▶ Successfully carry out the task of finding a person online, (e.g. a discipline expert) and establishing contact details.				
Find information	▶ Identify key sources of information in the subject area or context. ▶ Articulate the key characteristics of different information types (e.g. print / electronic, primary / secondary, freely available / subscriber only / invisible web) as relevant to the subject or context. ▶ Identify the 'knowledge gap' and the information needed to fill it, in relation to a particular subject-related search task. ▶ Demonstrate the ability to plan and adapt a search. e.g. by broadening or narrowing, adding or removing keywords, or using different ones. ▶ Successfully plan and carry out a search in a database on a pre-defined topic using pre-defined resources. ▶ Successfully find a journal article or book from a reference.				

http://www.open.ac.uk/libraryservices/subsites/dilframework/index.php

Digital and information literacy framework

	Understand and engage in digital practices	Find information	Critically evaluate information, online interactions and online tools	Manage and communicate information	Collaborate and share digital content
Level 1	▶ Describe own 'digital footprint' - the tools and sites that show own presence as an internet user. ▶ Demonstrate basic use of a range of tools and websites for finding and recording information online: internet browsers, search engines, copy/paste and download functions. ▶ Successfully follow instructions for accessing and using generic tools and sites for information relevant to OU study. ▶ Demonstrate the successful use of OU VLE tools that are required for study at this level. ▶ Describe the ways in which mobile communication devices might be used for personal study purposes. ▶ Identify instances of digital technologies being used for the creating and sharing of knowledge in a specific subject area. ▶ Demonstrate the ability to integrate time spent online into a study schedule. ▶ Successfully carry out the task of finding a person online, (e.g. a discipline expert) and establishing contact details.				
Level 2	▶ Contribute online information and resources from outside into the activities of the OU study community. ▶ Articulate the requirements of online group work for learning and demonstrate proactivity in meeting those requirements. ▶ Distinguish between different online communication tools in terms of their usefulness for enabling teamwork and collaboration. ▶ Demonstrate the ability to produce subject-related knowledge artefacts using digital tools and resources. ▶ Articulate principles of legal and ethical behaviour in online contexts. ▶ Demonstrate the ability to use a variety of online contacts and social networks to find out information.				

http://www.open.ac.uk/libraryservices/subsites/dilframework/index.php

Overview of digital and information literacy skills in BA (Hons) Art history pathway

Template for showing overview of DIL skills in a qualification Q03 BA (Hons) Humanities: Art History Pathway

Key: A=Assessed T=Taught G=Guidance provided U=Used	**AA100 (1st level module)**	**A150 (1st level module)**	**A151 (1st level module)**	**AD281 (2nd level module)**	**A226 (2nd level module)**	**AA315 (3rd level module)**	**AA318 (3rd level module)**
Understand and engage in digital practices using online tools and networks to create and share information							
Find information Using online resources and networks to find information, with increasing independence throughout study							
Critically evaluate information, online interactions and online tools Use criteria to filter/evaluate information from any source. Evaluate online tools for contextual relevance.							
Manage and communicate information Includes avoiding plagiarism, referencing, managing information and communicating effectively online							
Collaborate and share digital content Includes developing the skills to work with others online to create and share digital content							
Overall evaluation (green, amber or red)[1]							

[1] Green = good, amber = adequate, red = insufficient or absent

Support for teaching

- ‘Being digital’: bite-size interactive learning activities to illustrate the DIL Framework skills:

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My digital identity: making a good impression online

Who's reading my posts?

2/4

Next

If you are a keen Facebook user you may have many online contacts from different walks of life and be used to sharing different kinds of information quite freely.

We're going to look at some of the ways people use social media to communicate with others. We're also going to think about who might be reading your posts.

Let's say you are friends with the following people:

- your aunt in Australia
- your school and college friends
- workmates
- people who share the same hobby as you

Select each tab in turn and think about which of the above-mentioned people you would be happy to share this information with.

Holiday | Hobbies | Last night | Career

What's on your mind? "Had a great time in Tenerife - can't say I missed anyone at work"

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http://www.open.ac.uk/libraryservices/beingdigital/

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Search slips and tips

Where did they go wrong?

2/4

The three case studies on the right provide an insight into the kinds of problems people face when they are searching for information online.

Ruth, Michael and Jenny were unsuccessful in searching for the information they needed.

Select each tab to read about their experiences, and try to pinpoint where they may have gone wrong. Also think about how they might have improved the ways they conducted their searches.

Do you think there are any key points that sum up what went wrong? What tips would you give to help them to search more effectively next time?

You might like to make a few quick notes to compare with the suggestions made on the next page.

Ruth | Michael | Jenny

Ruth is planning her holiday to New Zealand. She has just booked her flight, but is a bit concerned about Deep Vein Thrombosis (DVT). She's heard that there are socks available on the market that can reduce the risks associated with DVT.

Ruth would now like to find out more about the socks, to help her decide whether to buy a pair. She searches for 'DVT socks' on Google and finds pages of results.

Looking through the results, Ruth is dismayed that most of them are online shops that sell the socks, but don't explain how they would help. Others contain very general information. From what she can see, there appears to be very little trustworthy information on the pros and cons of using the socks.

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http://www.open.ac.uk/libraryservices/beingdigital/

The DIL Framework in practice

- Workshops with module chairs and faculty teams
- Mapping DIL in OU qualifications
- Incorporating into learning design / course production processes

  DIL Framework facilitation cards available from the JISC website:

  http://jiscdesignstudio.pbworks.com/w/page/48915295/OULDI-Information Literacy facilitation cards
- Articulating relationship of DIL to employability

What does DIL look like? Voices and texts (1st level Arts)

- Wiki activity (first assignment)
  - select 2 texts out of a total of 5 provided
  - construct a wiki page explaining how the chosen texts relate to the theme of authority; aimed at prospective students of this module
- **Reflect individually** on experience of online group working

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Identify stylistic aspects of writing in different online and offline contexts.

Successfully follow instructions for sharing digital content with multiple recipients using the main OU VLE tools.

What does DIL look like?
My digital life (1st level Technology)

- A range of digital and information literacy skills are taught and assessed, e.g.
  - netiquette and managing online identity
  - evaluating and referencing information
  - building Google sites pages
  - contributing to a group wiki
  - producing a short AV presentation in response to a YouTube video

Brixton (2008) The Robot overlords welcome you to Denver: http://www.flickr.com/photos/brixton/2740668031/

What does DIL look like? Practical science (2nd level)

Activity on finding images relating to practical science:

- Respond to volcano image
- Find, describe and reference own image, according to criteria given; post to forum
- Respond to others' postings and nominate top 3; tutor compiles group consensus on top 3

Image Editor (2007) Kilauea Volcano at Mauna Ulu: http://www.flickr.com/photos/11304375@N07/2044855541/

Demonstrate the ability to independently select appropriate resources for a task.

Contribute useful feedback on others' contributions to an online interaction.

What does DIL look like? Worlds of English (2nd level): digital texts activity

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Use appropriate quality criteria to critically evaluate information

U214-13B > Digital Texts > Digital resources

Search this document

Contents

Introduction

Versions of texts

Additional material

Variations

Letters and typefaces

Bibliographic differences

Digital resources

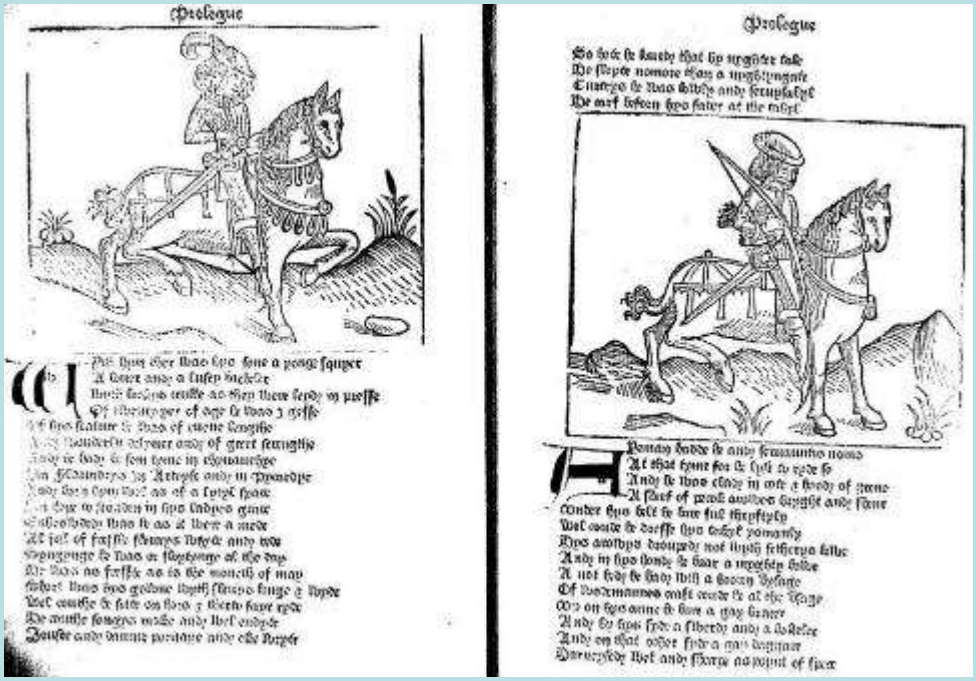
Online resources

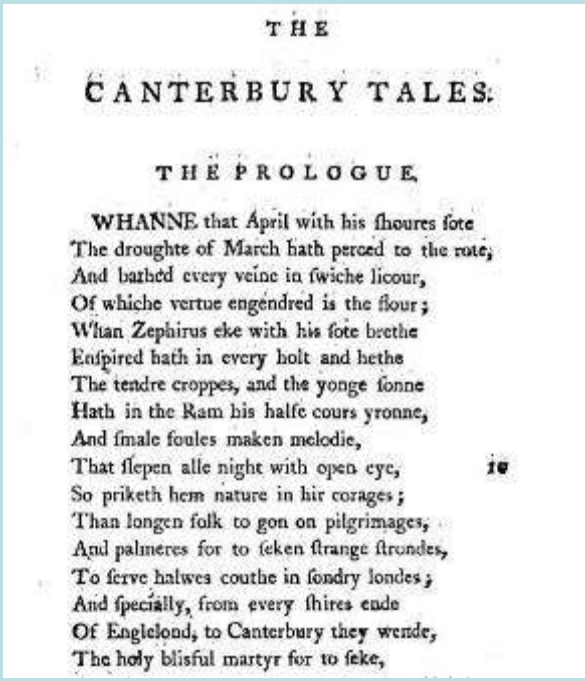
Previous: **Bibliographic differences**

Digital resources

In this activity we have considered texts that have been made accessible through three digitisation projects or services: Project Gutenberg, Google Books and EEBO. The Rossetti Archive mentioned in Book 2 Chapter 2 is also a digitisation project. All of these are freely available online except EEBO, which is a subscription service paid for by and available through the OU library (you can also get to it from the list of databases on the library website).

Have a look around each one. Are they all useful? Would you use them all the same way? What kinds of research could you use them for?





THE

CANTERBURY TALES.

THE PROLOGUE.

WHANNE that April with his ſhoures ſote
The droughte of March hath perced to the rote,
And bathed every veine in ſwiche licour,
Of whiche vertue engendred is the flour;
Wtan Zephirus eke with his ſote breethe
Enſpired hath in every holt and hethe
The tendre croppes, and the yonge ſonne
Hath in the Ram his halfe cours yronne,
And ſmale foules maken melodie,
That ſlepen alle night with open eye, 10
So priketh hem nature in hir corages;
Than longen folk to gon on pilgrimages,
And palmeres for to ſeken ſtrange ſtrondes,
To ſerve halwes couthe in ſondry londes;
And ſpecially, from every ſhires ende
Of Engleland, to Canterbury they wende,
The holy bliſful martyr for to ſeke,

Chaucer, G. (1490 ed.) *The Canterbury Tales,* from EEBO; Extract from *The Canterbury Tales of Chaucer Vol. 1*, (1775) from Google Books

What does DIL look like? Adulthood, aging and the life course (Health & Social Care, 3rd level)

- For their 3rd essay students work collaboratively to discuss and collectively create a joint presentation
- They reflect on the experience and relate it to their professional context

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Give evidence of the use of sources of current information (including people) for keeping up-to-date.

Produce a shared digital asset or output in collaboration with others as part of an assessed activity.

DIL and employability

Early Years Foundation Degree

:: Primary school teacher: Nicky
:: Primary school teacher: Karen

Typical work activities

Early years teachers teach all areas of the foundation stage, which is focused on helping the children to achieve early learning goals. Typical activities include:

- motivating and stimulating the children's learning abilities, often encouraging learning through experience;
- providing pastoral care and support to children and providing them with a secure environment to learn;
- devising and producing visual aids and teaching resources;
- organising learning materials and resources and making imaginative use of resources;
- assisting with the development of children's personal/social and language abilities;
- supporting the development of children's basic skills, including physical coordination, speech and communication;
- encouraging children's mathematical and creative development through stories, songs, games, drawing and imaginative play;
- developing children's curiosity and knowledge;
- working with others, including teaching assistants and/or nursery nurses as well as volunteer helpers, to plan and coordinate work both indoors and outdoors;
- sharing knowledge gained with other practitioners and parents;
- observing, assessing and recording each child's progress;
- attending in-service training;
- ensuring the health and safety of children and staff is maintained during all activities, both inside and outside the nursery/school;
- keeping up to date with changes in the curriculum and developments in best practice.

Some early years/nursery teachers will make home visits prior to a child starting nursery/school and, where appropriate, might also visit providers of pre-school care, such as day nurseries.

Taken from http://www.prospects.ac.uk/early_years_teacher_job_description.htm

Mapping employability to DIL in Early years

Job task	Digital & Information Literacy Skill	Being Digital activity
Devising and producing visual aids and teaching resources	Articulate the key characteristics of different information types as relevant to the subject or context *(Level 1)* Identify the 'knowledge gap' and the information needed to fill it, in relation to a particular subject-related task *(Level 1)* Demonstrate independent selection of appropriate resources for the task *(Level 3)* Give evidence of the use of sources of current information (including people) for keeping up-to-date *(Level 3)*	•Target your Google search •Information Universe •Choosing good keywords

Early years foundation degree and learning outcomes

- Mapped existing content against DIL framework to find gaps
- Suggested activities to meet learning outcomes

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Compulsory modules	Learning outcomes	Assessment strategy	DIL framework	Suggested Activities
E100 (The Early Year's developing practice)	6. Demonstrate knowledge and understanding of the impact of policies and provision relating to the regulation or promotion of children's status, welfare and learning on children (and adults) in early years settings, at home, in school and in wider contexts (A3);	TMA 02, 04 and EMA	Finding Information -identify key sources of information in the subject area	Expand on Book 1 Activity 2.1 Exploring National Policy. Use Being Digital – Choosing Good Keywords. Targeted Google Search

Credits

With thanks to Katharine Reedy, Sam Thomas , and Liz Benucci

The Digital and Information Literacy Framework
http://www.open.ac.uk/libraryservices/subsites/dilframework/

Being Digital
http://www.open.ac.uk/libraryservices/beingdigital/

Early Years Teacher job description
http://www.prospects.ac.uk/early_years_teacher_job_description.htm

Chaucer, G. (1490 ed.) *The Canterbury Tales,* from EEBO
http://www.open.ac.uk/libraryservices/resource/190702

Extract from *The Canterbury Tales of Chaucer Vol. 1*, (1775) from Google Books
http://books.google.com/books?id=pYcTAAAAQAAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false