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Reimagining Digital Literacy possibilities @ Deakin university

Christine Oughtred
Sabina Robertson
Sue Owen
Deakin University Library, Australia
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DEAKIN UNIVERSITY

The Beginning

• Established in 1974

• Named after Alfred Deakin, Australia’s second Prime Minister

• Deakin University Act included:
  • Providing university access to communities in regional Victoria.
  • Commitment to widening access to university study through distance education programs.
Deakin University is the ninth largest university in Australia

In 2013:

Total: 47,485 students
- 33,203 Undergraduate
- 11,824 Postgraduate
- 1,749 Research Higher Degree

Mode of enrolment
- Campus: 34,197
- Cloud (online): 13,168

Attendance type
- Full time: 32,211
- Part time: 15,275
DEAKIN’S STRATEGIC PLAN: LIVE

In 2012, Deakin launched a new strategic plan, *LIVE the future: Agenda 2020* outlining strategic priorities for all aspects of the University’s endeavour:

- **Learning**: Offer brilliant education where you are and where you want to go.

- **Ideas**: Make a difference through world-class innovation and research.

- **Value**: Strengthen our communities, enable our partners and enhance our enterprise.

- **Experience**: Delight our students, our alumni, our staff and our friends.
CATALYSTS FOR CHANGE

• Australian Qualifications Framework (AQF)

• Deakin University Course Enhancement Strategy – articulating and mapping eight graduate learning outcomes:
  1. Discipline-specific knowledge and capabilities
  2. Communication
  3. Digital Literacy
  4. Critical thinking
  5. Problem solving
  6. Self-management
  7. Teamwork
  8. Global citizenship
DIGITAL LITERACY

Digital Literacy is a key 21st Century skill primarily about literacies, rather than digital technologies.

Digital Literacy integrates information, media and ICT literacies, encompasses issues of navigation and information management and requires synthesis and critical assessment of disparate information sources (Hagel, 2011)
# Digital Literacy Framework

The three elements:

**Find:** search and navigate

**Use:** think critically and analyse

**Disseminate:** create, communicate and connect

## Digital Literacy Framework for Deakin University Graduate Learning Outcome 3

This Framework articulates students’ need to develop the ability to: access global information in many formats from diverse sources; critically analyse and evaluate sources; create new knowledge; and use appropriate technology to communicate information and connect with others in an academic environment. Digital Literacy is socially situated so the framework is designed for Unit Chairs to apply and explore the elements of Digital Literacy within the context of their disciplines and professional practice.

<table>
<thead>
<tr>
<th>Elements of Digital Literacy</th>
<th>Foundation Level</th>
<th>Proficient Level</th>
<th>Advanced Level</th>
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| **Find: search and navigate** | - Identify a need for information to effectively accomplish a task;  
- Define the scope of the research required and determine key concepts and contexts;  
- Successfully locate sources from citation lists provided;  
- Research and access key sources of information in the subject area / context. | - Interpret a research question and develops an effective search plan to navigate to relevant information sources;  
- Demonstrate the ability to alter or refine searches to ensure results reflect the information need;  
- Demonstrate knowledge of information sources and employ judgement in selection. | - Demonstrate sophisticated use of search strategies required to retrieve comprehensive range of relevant resources;  
- Use advanced features of library databases to automatically generate regular search outputs e.g. alerting services, RSS feeds. |
| **Use: think critically and analyse** | - Recognise that the quality of information varies;  
- Aware of elementary evaluation criteria to avoid use of misleading knowledge resources. | - Apply appropriate criteria to evaluate reliability, relevance, accuracy and authority of information. | - Consistently demonstrate analytical skills in selecting accurate and relevant digital sources to support a contention or argument. |
| **Disseminate: create, communicate and connect** | - Recognise the importance of referencing and acknowledges the ideas of others in the work one creates;  
- Demonstrate an understanding of copyright requirements, information security and privacy and ethical use of information;  
- Select and use technologies to communicate in an academic environment. | - Consistently and correctly reference and acknowledge the work of others;  
- Keep systematic records of resources, using appropriate technologies to manage information;  
- Demonstrate an understanding of privacy, ethical and legal requirements and relate these concepts to the development of one’s digital profile;  
- Understand the relevance of social media tools and use appropriately for enabling teamwork and collaboration;  
- Demonstrate the ability to produce subject-related knowledge artefacts using digital tools and resources;  
- Demonstrate collaborative production and sharing of digital content for study and research. | - Demonstrate advanced working knowledge of relevant bibliographic software tools;  
- Demonstrate capability to reflect and confidently create and share new knowledge;  
- Ethically curate and share knowledge in a variety of forms. |
ENGAGING STUDENTS

“Judging accuracy and reliability of websites” - a new way to engage students in developing elements of Digital Literacy through active learning.

Reactions from tutors:
Tutors now report that accuracy and reliability is a part of regular discussion by students when looking at information sources.

Reaction from a student:
‘I now have the criteria indelibly imprinted on my eyeballs’.
DEVELOPING LIBRARY STAFF CAPABILITY

• Structured annual training program for Liaison Librarians.

• Program based on a training needs analysis.

• Each month builds on knowledge and skills gained through active learning in training sessions.

• Evaluation of training effectiveness and skill development.
LEARNINGS

• Clear communication strategies.

• Constant relationship building and collaboration with academic staff.

• Listening and working with academics to create authentic learning activities that build students’ Digital Literacy.

• Listening and working with liaison librarians in developing their understanding of Digital Literacy.

• Developing training programs that build liaison librarians’ capability as Digital Literacy advocates.

• Preparedness to say “yes” to a new idea and work with it to see where it may lead.
THANK YOU

Sabina Robertson, Manager Faculty of Arts and Education Library Services

sabina.robertson@deakin.edu.au

deakin.edu.au/library/

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