Developing digital and information literacies: teaching for lifelong learning

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Teaching lifelong learning

UNESCO Alexandria Proclamation 2005

Information Literacy lies at the core of lifelong learning. It empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. It is a basic human right in a digital world and promotes social inclusion of all nations.
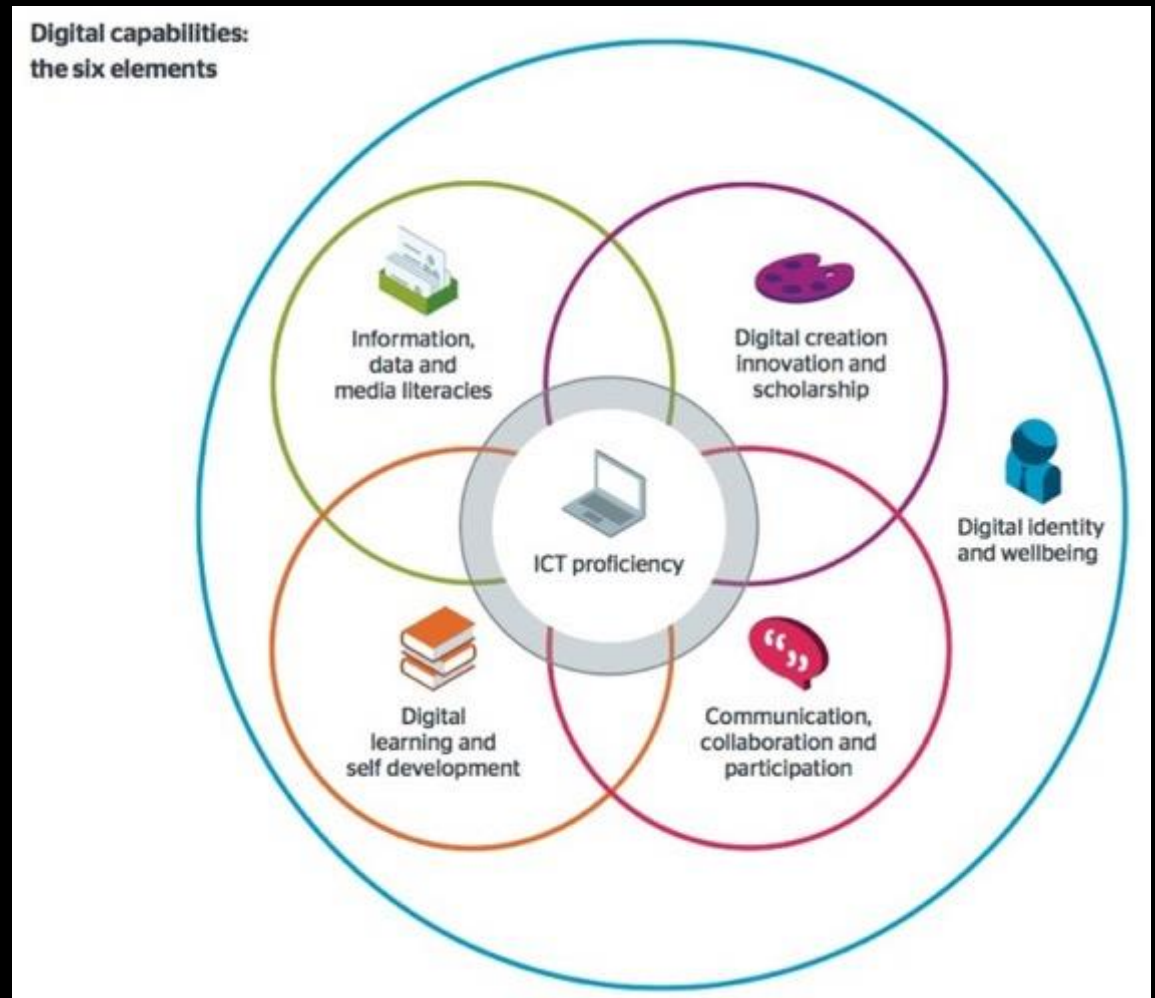
CILIP Definition of Information Literacy 2018

"information literacy is the ability to think critically and make balanced judgements about any information we find and use. It empowers us as citizens to develop informed views and to engage fully with society."
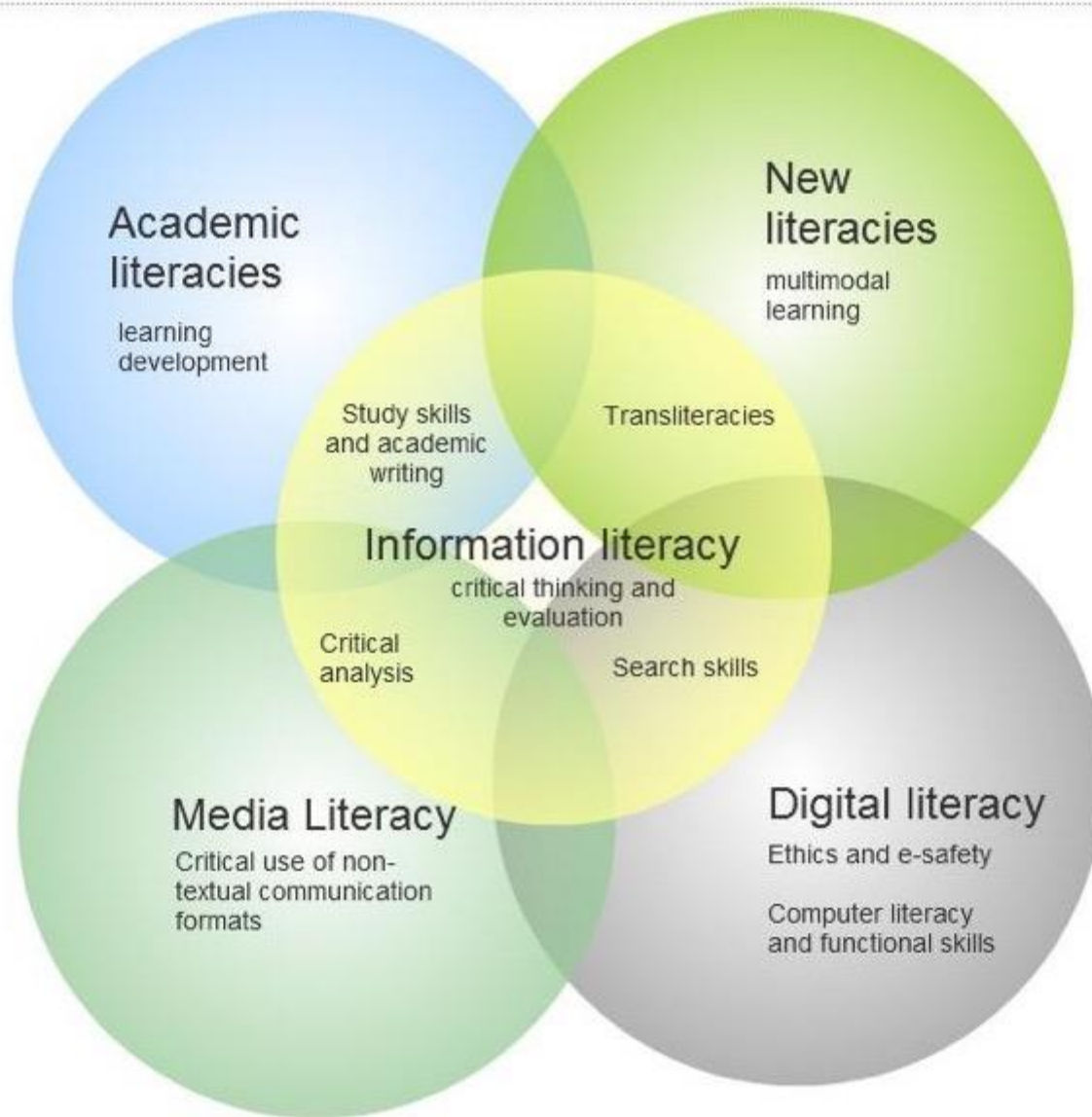
JISC definition of Digital Capabilities

By digital literacy we mean those capabilities which fit an individual for living, learning and working in a digital society: for example, the skills to use digital tools to undertake academic research, writing and critical thinking; as part of personal development planning; and as a way of showcasing achievements.

Digital capabilities: the six elements

- Information, data and media literacies
- Digital creation innovation and scholarship
- ICT proficiency
- Digital identity and wellbeing
- Digital learning and self development
- Communication, collaboration and participation

My dolly is bigger than yours…….

Matryoshka metaphor conceived by Florence Dujardin (@afdujardin)

Information Literacy: first coined by Paul Zurkowski in 1974

What I've learnt from studying information literacy

- Frameworks are helpful

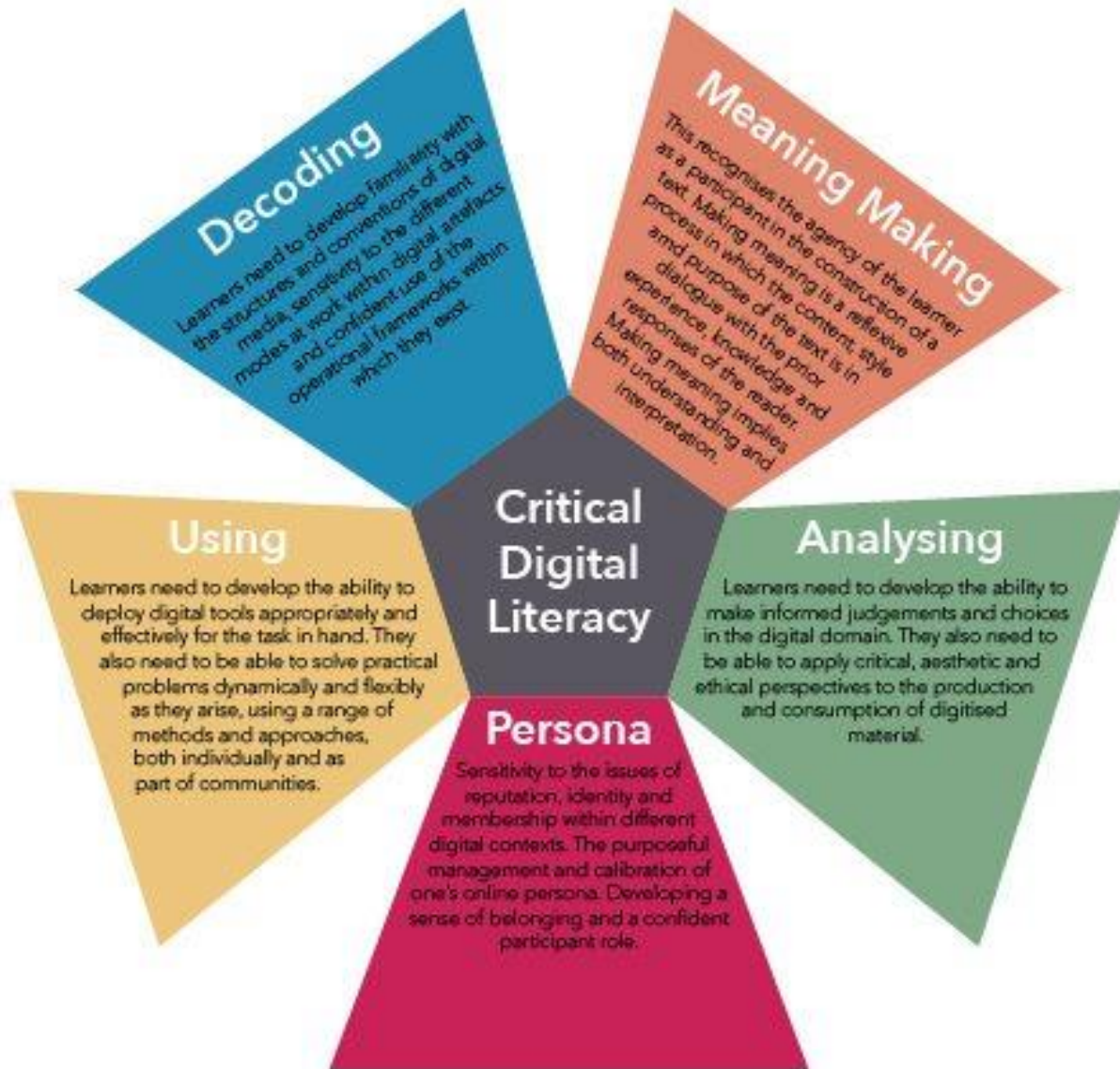- It's a global issue

- We need more evidence

What I've learnt from teaching information literacy

- Assumptions are dangerous
- Don't assume teachers know how to teach it
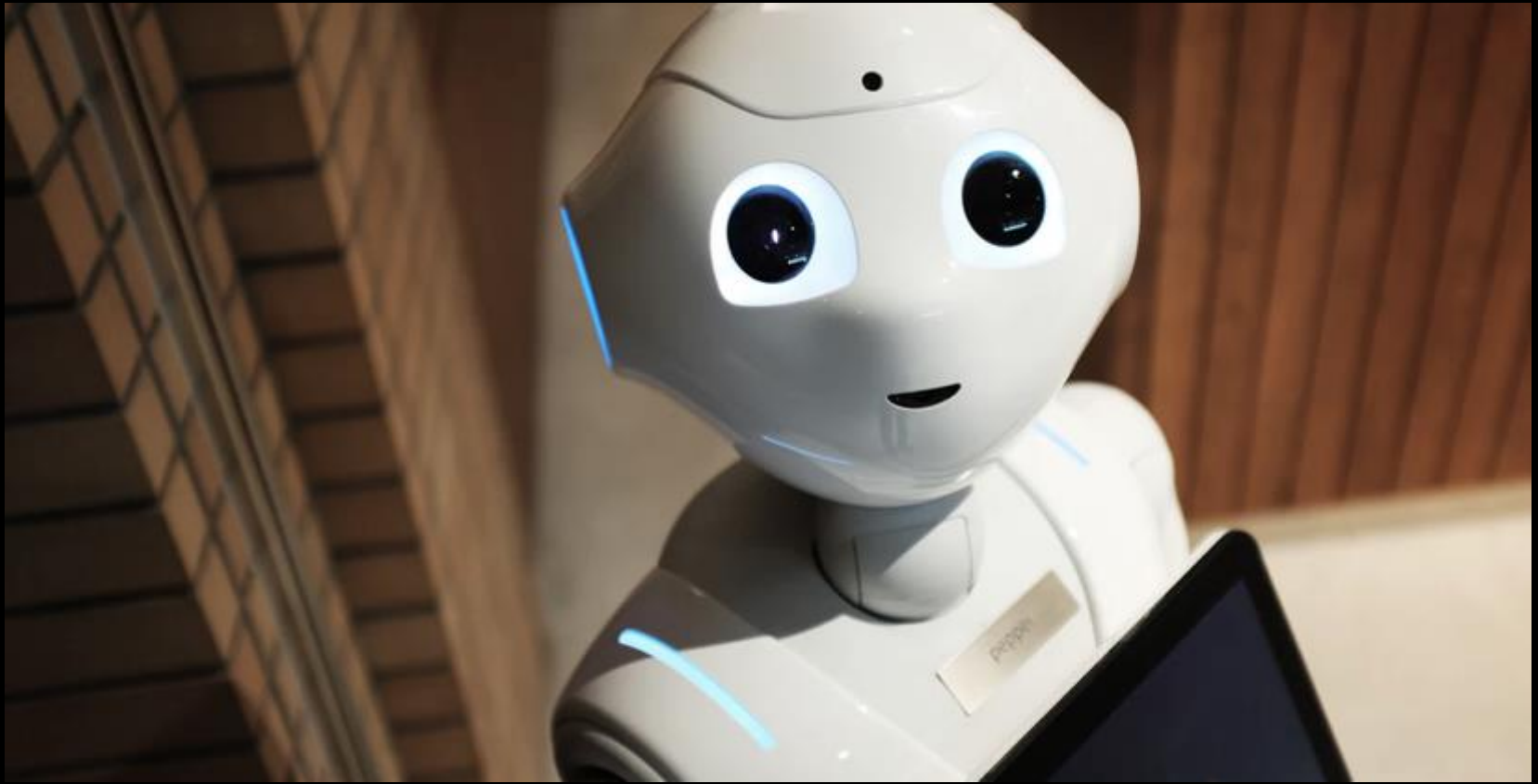- Complexity and privilege needs exposing

A word about ~~digital natives~~...

Critical digital literacy

'broader literacy practices are not going to emerge spontaneously as a result of technology proliferation'

(Hinrichsen and Coombs, 2013, p.4)

Decoding
Learners need to develop familiarity with the structures and conventions of digital media, sensitivity to the different modes at work within digital artefacts and confident use of the operational frameworks within which they exist.

Meaning Making
This recognises the agency of the learner as a participant in the construction of a text. Making meaning is a reflexive process in which the content, style and purpose of the text is in dialogue with the prior experience, knowledge and responses of the reader. Making meaning implies both understanding and interpretation.

Critical Digital Literacy

Using
Learners need to develop the ability to deploy digital tools appropriately and effectively for the task in hand. They also need to be able to solve practical problems dynamically and flexibly as they arise, using a range of methods and approaches, both individually and as part of communities.

Analysing
Learners need to develop the ability to make informed judgements and choices in the digital domain. They also need to be able to apply critical, aesthetic and ethical perspectives to the production and consumption of digitised material.

Persona
Sensitivity to the issues of reputation, identity and membership within different digital contexts. The purposeful management and calibration of one's online persona. Developing a sense of belonging and a confident participant role.

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Why does it matter?

Safiya Umoja Noble

Why is this not a priority?

IT'S HARD TO ASSESS

NO CLEAR OWNERSHIP OR LEADERS

LACK OF EXPERTISE

CONSEQUENCES ARE SEEN DOWN THE LINE
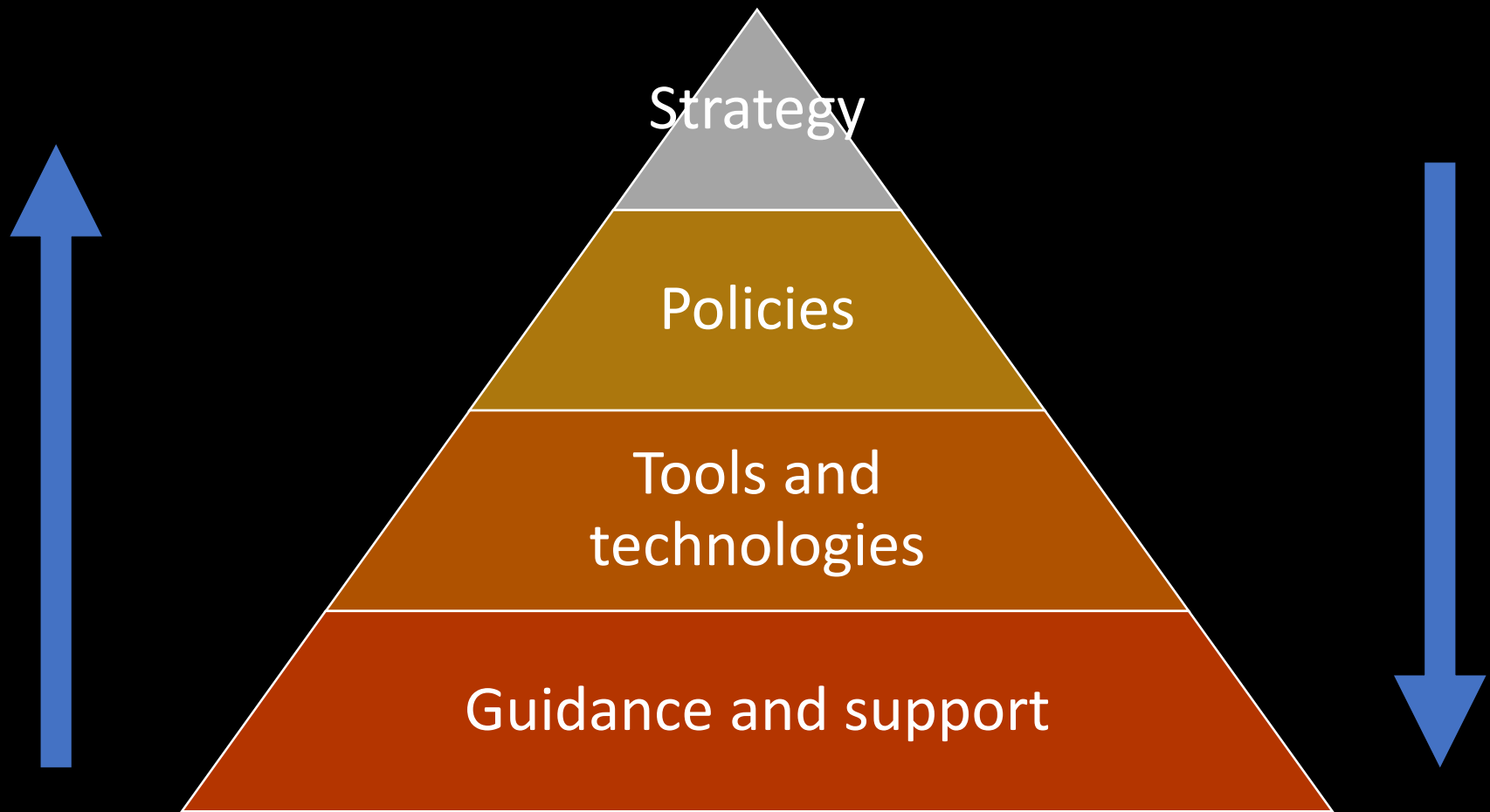
SOMEONE ELSE'S PROBLEM?

Liminal spaces……

the transitional period or phase of
a rite of passage, during which the
participant lacks social status

With thanks to Barbara Fister

What are the solutions?

Top down and bottom up

Embedding in teacher education

- Teacher training agencies / universities

- Higher Education Academy

- Professional bodies

- Teacher educators

Collaboration

Champions

Highlighting good practice

In schools
In universities

The need for openness and sharing

The People vs Tech

How the internet is killing democracy (and how we save it)

Jamie Bartlett

TEACH CRITICAL THINKING

Our education system needs to respond to the overwhelming and confusing information world. Every school should teach the critical thinking necessary to navigate the internet skeptically

p.210

A Digital Literacy Challenge........

To win a copy of Katharine Reedy and Jo Parker's *Digital Literacy Unpacked…..*

First person to

1) *take a selfie and tweet @jsecker*

2) *Complete the phrase "information and digital literacies matter because……"*

Thank you

Any questions?

@jsecker

Jane.Secker@city.ac.uk

informationliteracy.org.uk

copyrightliteracy.org

Further reading

Bartlett, J. (2018) *The People Vs Tech*. Ebury Press: London

CILIP Definition of Information Literacy (2018) Available at: https://infolit.org.uk/ILdefinitionCILIP2018.pdf

Digital Literacies and Open Practice (2018) City University Module as part of MA in Academic Practice. Available at: https://blogs.city.ac.uk/dilop/

Fister, B (2015) The Liminal Library: Making Our Libraries Sites of Transformative Learning Available at: https://barbarafister.com/LiminalLibrary.pdf

Hinrichsen, J., & Coombs, A. (2014). The five resources of critical digital literacy: a framework for curriculum integration. *Research in Learning Technology*, 21.

Noble, Safiya (2018) *Algorithms of Oppression: how search engines reinforce racism.* New York University Press.

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