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Digital Technology Introduction
Pertemuan-1
Dosen :Kundang K Juman
Prodi Teknik Informatika , Fakultas Ilmu Komputer



Introduction to digital literacy

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- What is digital literacy and how does it relate to other literacies?
- Explore models and frameworks of Digital Literacy
- Is digital different?
- Strategies for embedding digital literacy in your institution
- Digital Literacy in practice: case studies

Overview of session

“the ‘savvyness’ that allows young people to participate meaningfully and safely as digital technology becomes ever more pervasive in society.” (Future Learn)

“Digital and information literacies are the skills, knowledge and understanding that underpin our ability to learn, undertake research and to teach in a digital age. It is vital that LSE students and staff develop critical, creative, discerning and safe practises when engaging with information in the academic environment.” (LSE definition)

Defining digital literacy

“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 per personal development planning: and as a way of showcasing achievements.”

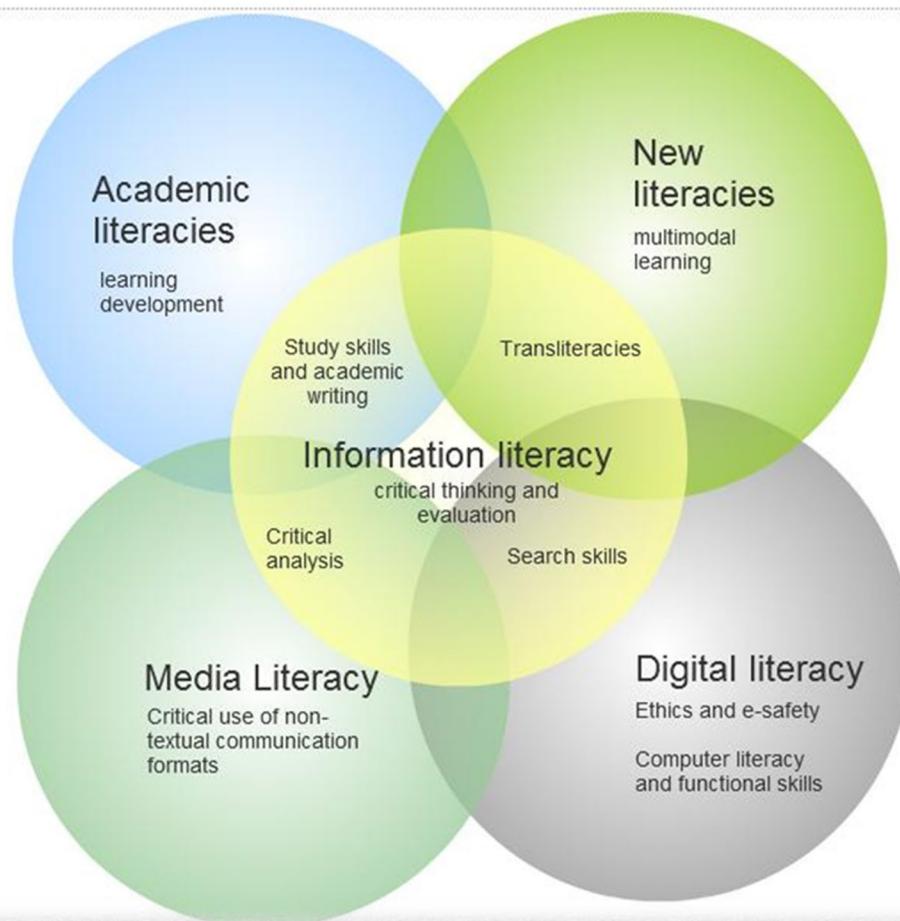
(JISC Definition)

Defining digital literacy

- In the UK, there is a strong government focus
 - Task Force on Digital Skills [Digital Skills for Tomorrow's World](#) (July 2014)
 - House of Lords Report on [Digital Skills](#) (June 2015)
 - Focus on [digital literacy in schools](#) = coding
 - Identified by [Quality Assurance Agency \(QAA\) as a focus for the 2015-16 reviews](#) of universities

Digital literacy in the UK

Information Literacy Landscape



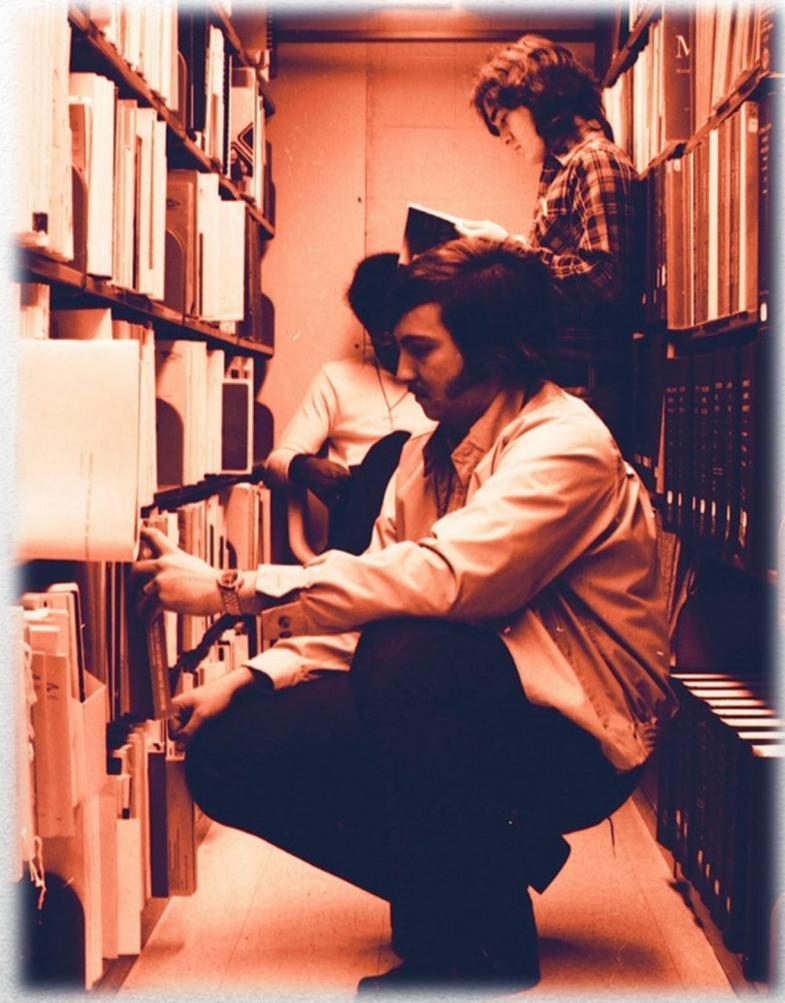
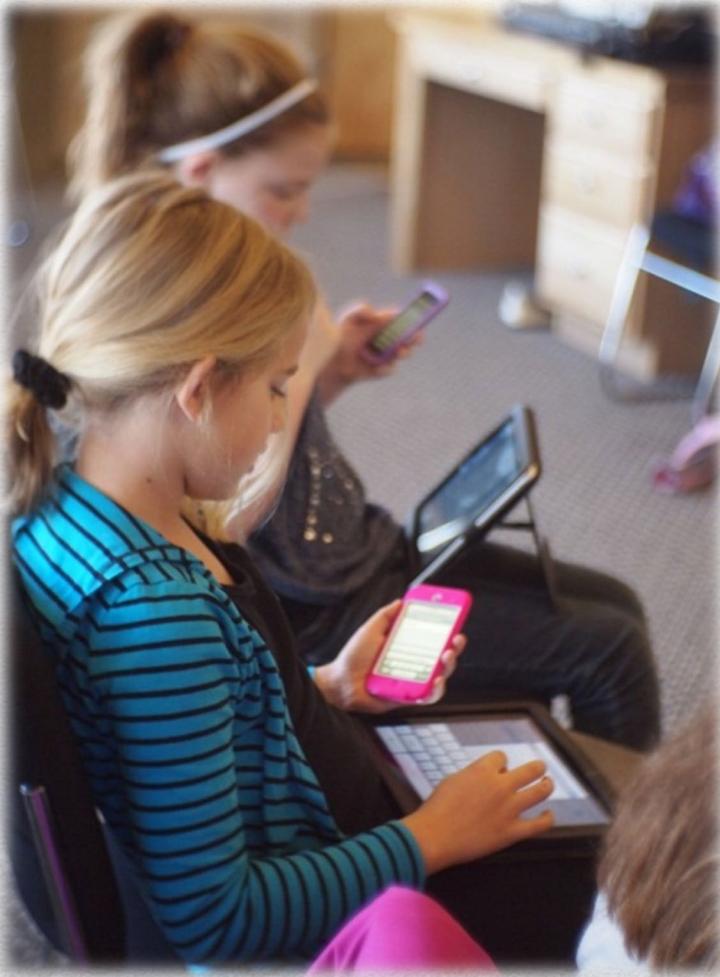
Is digital different?



Technology: a red herring?

- Digital literacy leads to taking a stance on whether technology is **neutral** or **socially constructed**
- Technology is an area that causes **anxiety** amongst some discipline teachers
- If taught outside the curriculum, digital literacy is **disconnected /disassociated** with the context or discipline and students don't transfer what they learn

Technology matters



The myth of the digital native

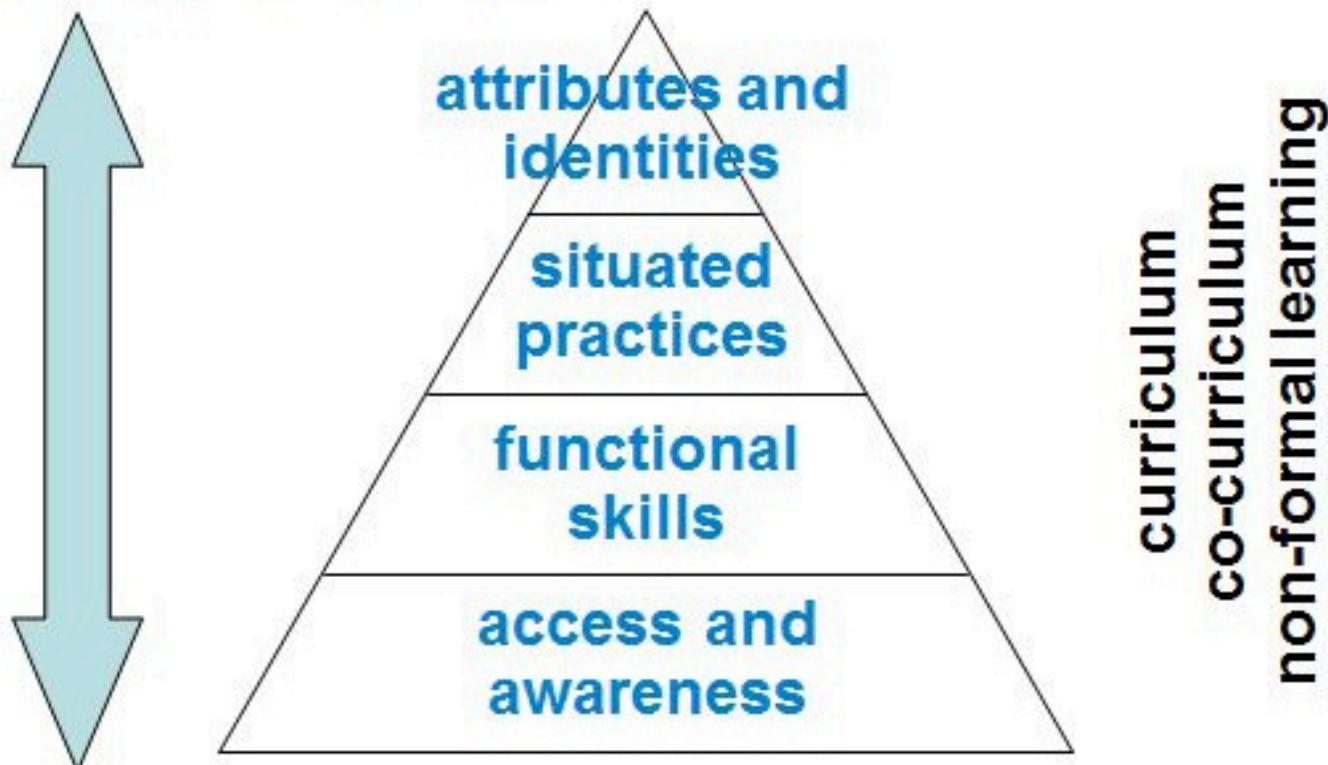
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FutureLab Model of Digital Literacy

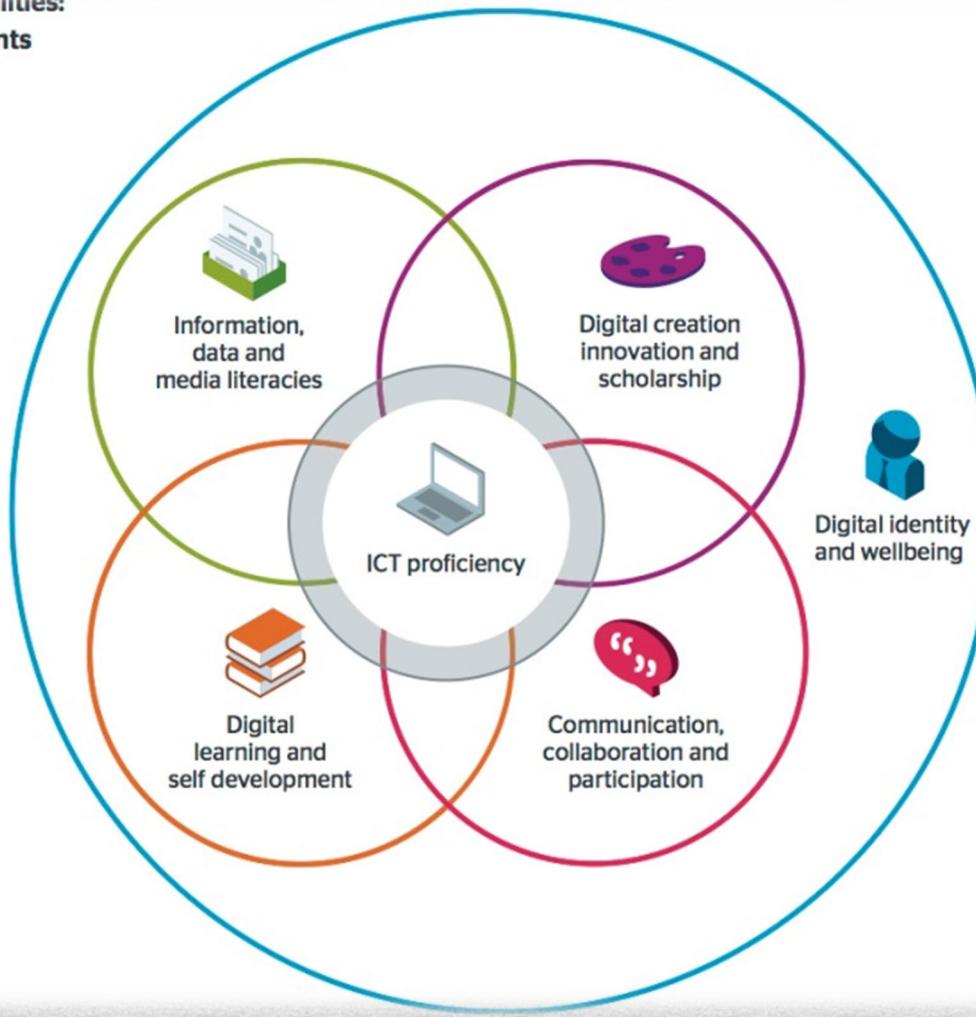
extensive, complex, ill-defined



intensive, simplified, well-defined

Beetham and Sharpe's model of digital literacy

Digital capabilities:
the six elements



Jisc Digital Capability Model (2015)

Cu

Cultural

Cg

Cognitive

Cn

Constructive

Co

Communicative

THE 8 ELEMENTS OF DIGITAL LITERACIES

Cf

Confident

Cr

Creative

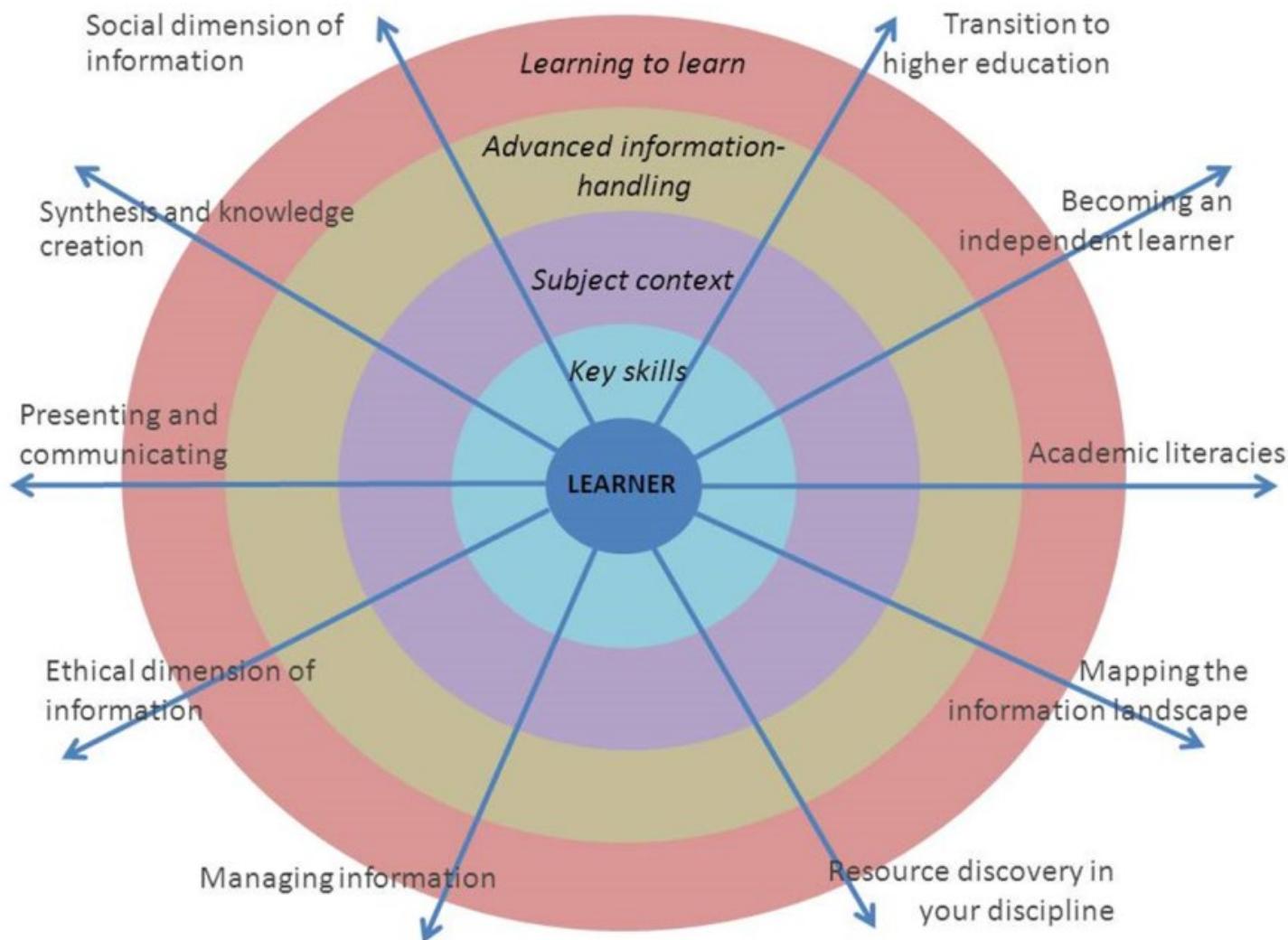
Ct

Critical

Ci

Civic

Doug Belshaw's Model of Digital Literacy



A New Curriculum for Information Literacy

Your guiding principles



Image: '[Path path path](#)' by Hockadilly, CC BY-NC 2.0

- Many overlaps with information and academic literacies
- The focus should be on cognitive abilities & practices
- Digital literacy is not a generic skill it is contextual
- Digital literacy is not (simply) functional skills or coding.
- It covers:
 - Critical use of technology – maybe no technology
 - Discernment and skepticism about online information
 - Consider ethics and respect for the work of others
 - Focus on using tools to communicate, creativity & collaboration
 - Online identity, safety and wellbeing

Digital literacy: in summary



- Before you plan any digital literacy initiatives first establish:
 - What are your aims and overall vision?
 - What are your drivers and motivations?
 - How do you define digital literacy
 - Which model of framework will you use?
 - Who are the stakeholders?
 - What are they currently doing? How will you measure success and impact?

Audits and reviews

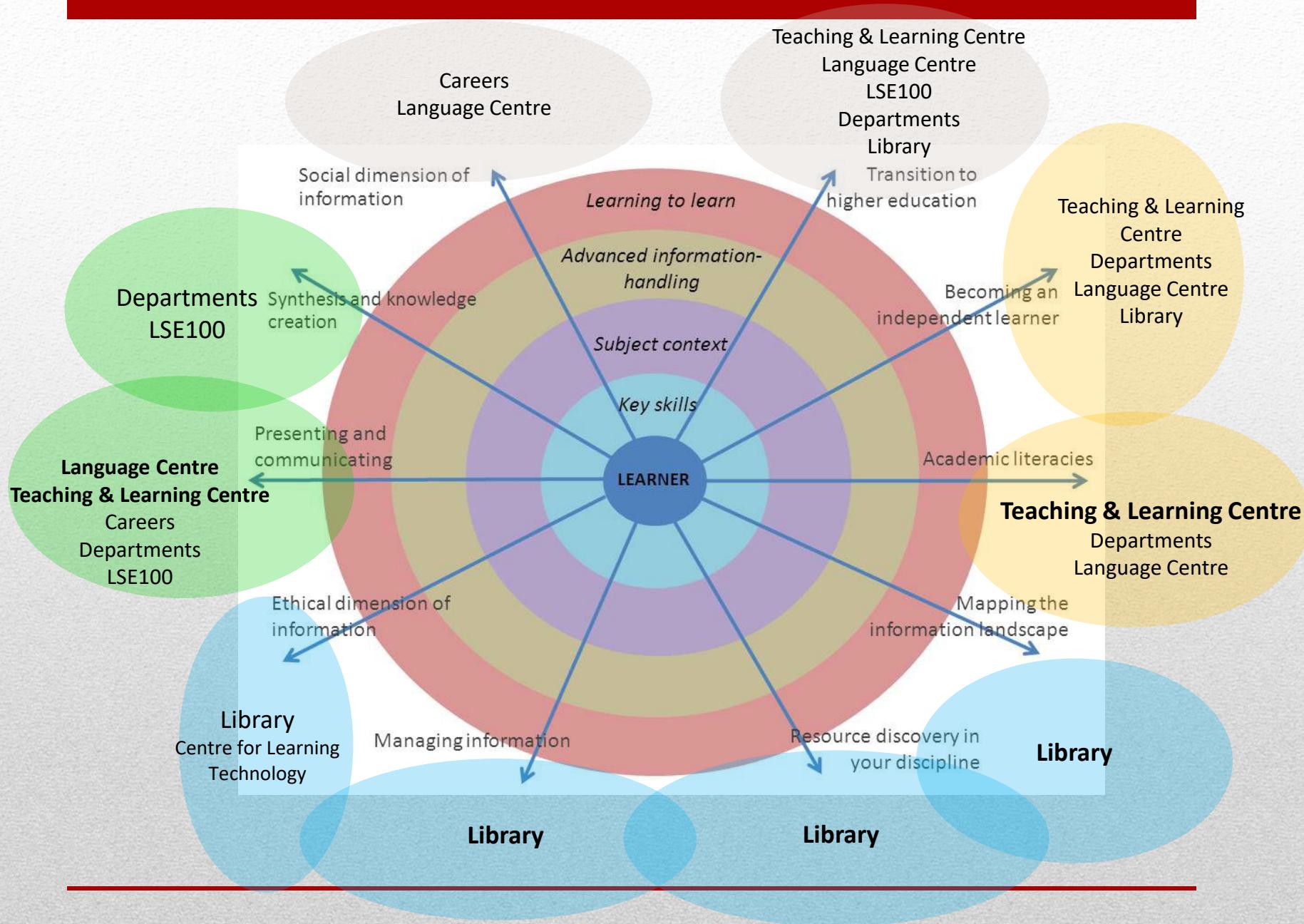


1. Select or develop a framework
2. Identify your stakeholders
3. Decide on a methodology: Survey? Interviews? Workshop?
4. Map your current activity to a framework
5. Look for examples of good practice, gaps & overlaps
6. Identify opportunities to collaborate and enhance provision

Find out more from Using ANCIL in your institution:

<https://newcurriculum.wordpress.com/using-ancil/>

How to audit?



- Top down: Developing a strategy
- Top down: Engaging senior managers
- Top down: Getting institutional buy-in from all departments

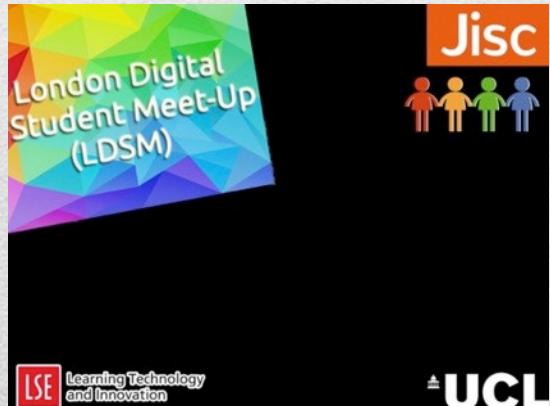


- Bottom up: working with students / students' union
- Bottom up: working with one or two departments
- Bottom up: champions / change agents network



Alternative approaches

- Key focus of Jisc Change Agents Network
- Building student engagement
- Working with students as partners
 - Understanding actual needs
 - Empowering students
 - Students sharing experiences with peers and beyond their institution
 - But consider how much support, guidance and structure they need



Student partnerships

COULD YOU BE A DIGITAL AMBASSADOR?

Are you are an undergraduate student in Social Policy or Statistics? Do you want to get the digital edge and help transform learning on your course?



Student Ambassadors
for Digital Literacy

<http://blogs.lse.ac.uk/lsesadl>

**Digital Literacies in practice: LSE Student
Ambassadors for Digital Literacy**

SADL aims:

- To **understand** students' existing digital and information literacy (DIL) skills.
- To explore how best to **support students** to improve their DIL skills and provide **peer support**.
- Collaborative: Library, Learning Technology, Teaching and Learning, Student Union

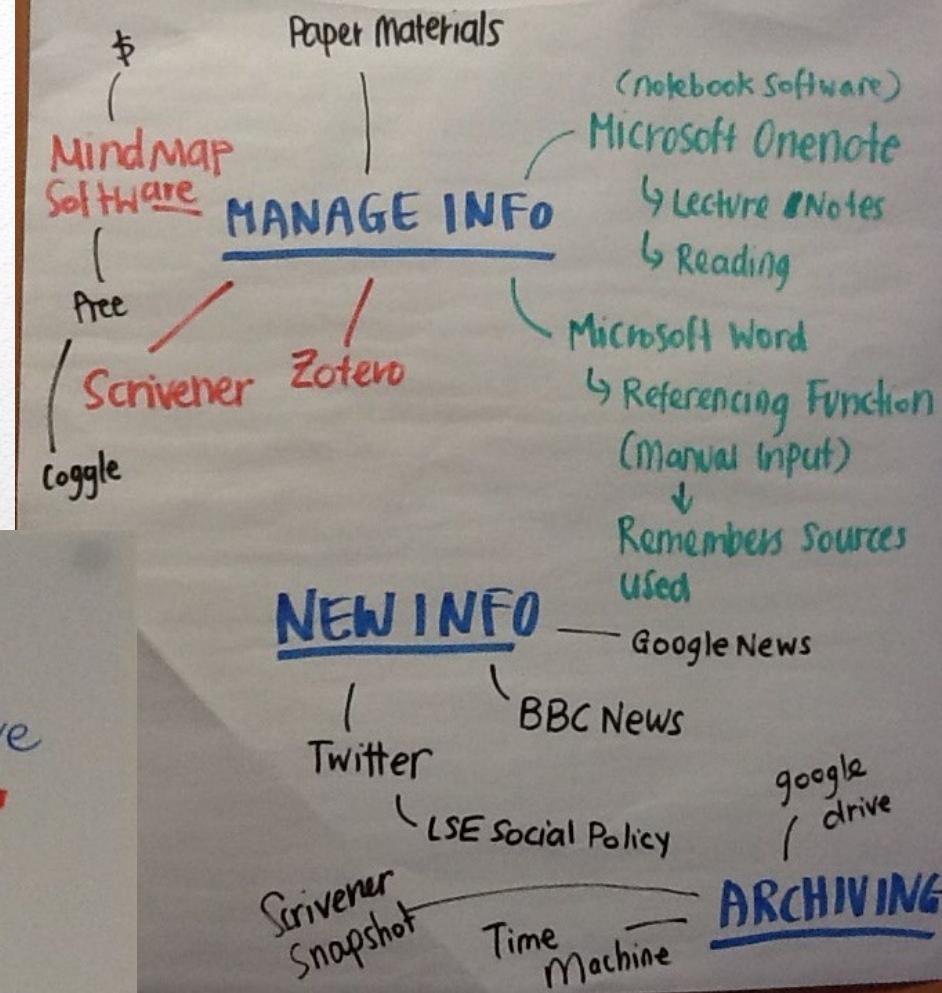
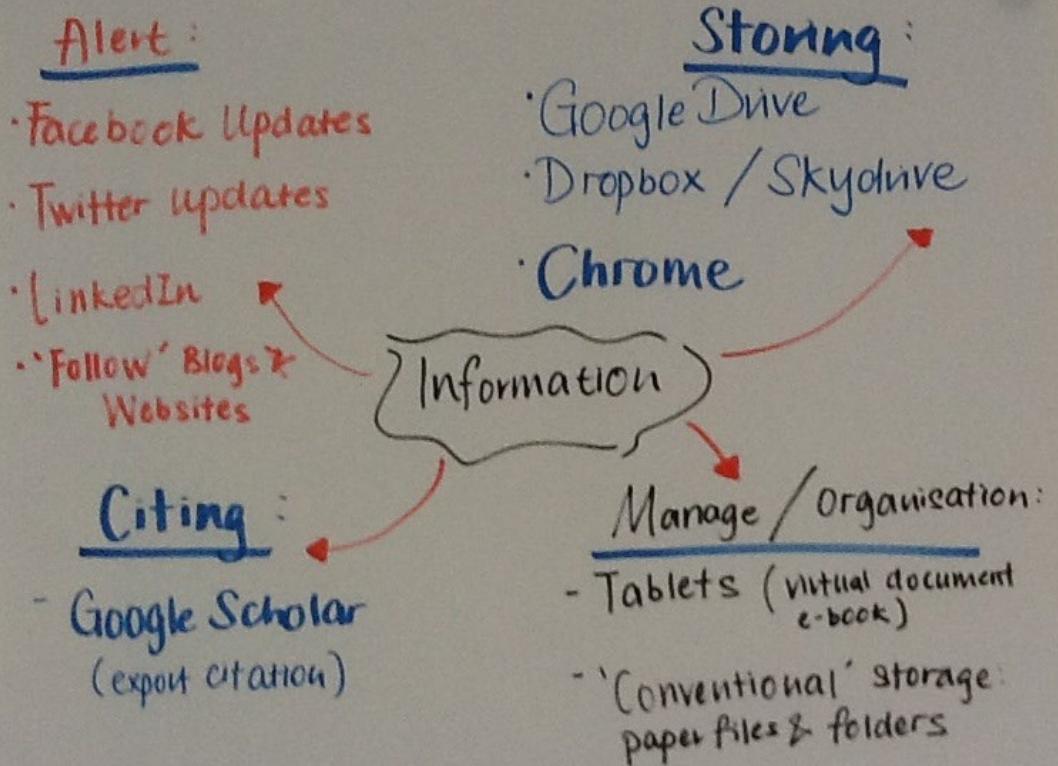


- Open to 50 LSE undergraduates to act as ‘ambassadors’
- Interactive, collaborative, discursive workshops
- Develop their digital literacy in four key areas
 - Finding and evaluating information
 - Reading and academic practices
 - Managing and sharing information
 - Managing your online identity
- Expected to provide peer support
- The role of Senior Ambassadors



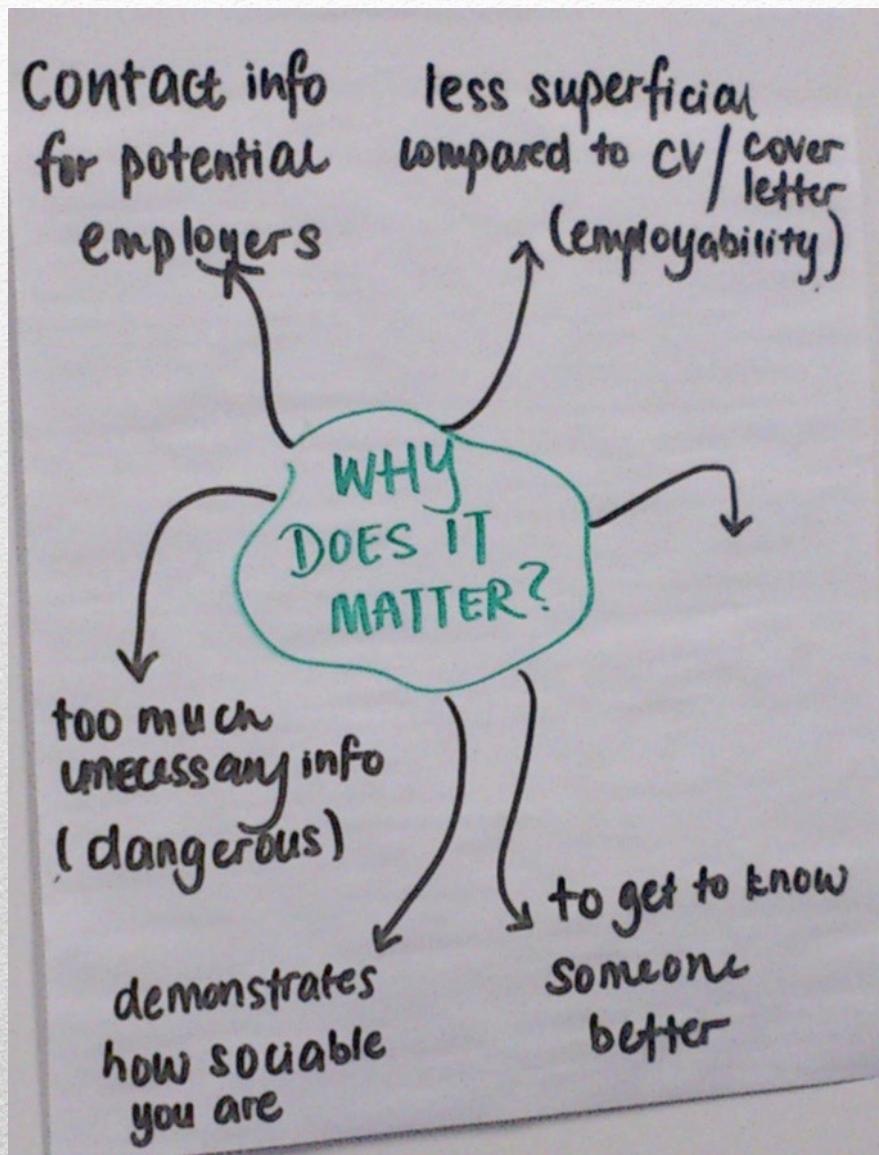
The SADL approach

How do you keep up to date, manage your information?



Workshop 3: Managing and sharing information

Digital Footprint: why does it matter?



Workshop 4: Managing your digital identity

- Students say the digital literacy curriculum supports their studies, is useful personally and for their future careers
- The experience is valued for non-tech skills (communication, group working)
- The benefit to staff has been significant: better understand UG needs, new approaches to teaching
- Academic staff need to be more engaged in SADL

I am glad I joined SADL because I wouldn't have known anything about copyright or any qualitative skills [SADL] really helped me a lot with research and managing information. It helped me through my second year. In my third year I am doing a half quantitative half qualitative module, so I feel more confident, being able to extract the skills from SADL to work on that. And I could actually teach others when they needed help as well.

Evaluation and impact

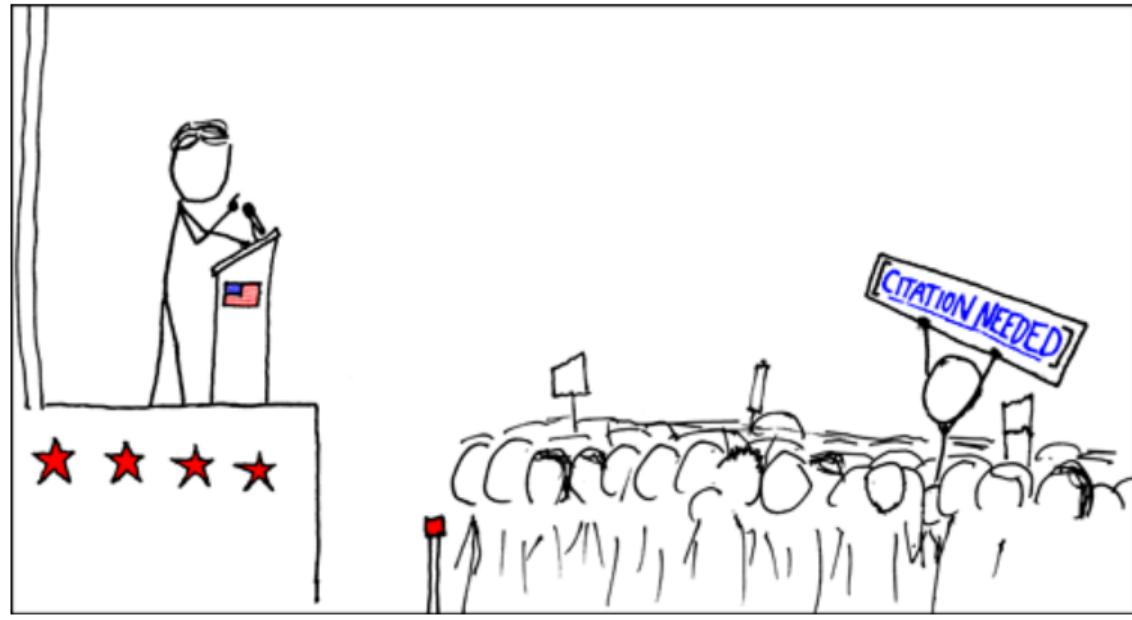


Our biggest challenges:

- Scaling up: Reaching all undergraduate students at LSE
- Developing the peer learning aspects of SADL
- Keeping it student-led and student focused

Sustaining SADL....

“You can’t Google your way to a degree ...



“ ... but your ‘Google brain’ (and your Facebook brain) can help you, if you use them intelligently.”

Case Study 2: University of East Anglia Digital Scholar Programme

- Not just web-based guides
- Designed not to *tell* but to give opportunities for reflective learning
- Needs to be sustainable
- Fully online programme
- Peer-led evaluation & feedback
- ‘The medium is the message’

Programme principles

- Four units – in the VLE (online)
- Digital environment – academic & employment
- Creation of artefacts throughout
- Approx. 20-40 mins. per unit – optional further reading
- Linked to UEA Skills Award
- Pilot Autumn 2015 – wider Autumn 2016

Programme content

Being digital

Skills for life online



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

**Case study : Open University Being
Digital course**

- Short, easy to follow online activities
- Develops essential skills for study, work and lifelong learning
- Arranged A-Z or by Pathways
- Each activity takes no more than 10 minutes
- Freely available from the Open University website – designed to work on mobiles as well as desktop computers
- Based on the Open University [Digital and Information Literacy framework](#)

The concept

- Activities cover areas such as:
 - Presenting yourself to best advantage online and managing your digital identity
 - Making the most of online networks
 - Knowing who and what to trust online
 - Using Wikipedia
 - Evaluating and using online tools
 - Searching effectively



Find out more

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

Being Digital curriculum

- Digital literacy is a key literacy: underpins learning
- Don't assume that students don't need this type of support (digital native, Net Generation)
- To be meaningful this needs embedding in the curriculum and a collaborative approach with other staff
- Be clear about how digital literacy fits into your organisational strategy and how you measure success
- Good luck

In conclusion



- Belshaw, D. *The Essential Elements of Digital Literacy*. Available at: <http://digitalliteraci.es/>
- FutureLab. Digital Literacy across the curriculum.
http://www2.futurelab.org.uk/resources/documents/handbooks/digital_literacy.pdf
- Jisc Digital Capabilities blog:
<http://digitalcapability.jiscinvolve.org/wp/>
- Secker, J and Coonan, E (2011) A New Curriculum for Information Literacy. Available at:
<http://newcurriculum.wordpress.com>

Futher reading: frameworks

- Lau, Doriane, Secker, Jane and Bell, Maria (2015) Student ambassadors for digital literacy (SADL): evaluation & impact report. Learning Technology and Innovation (LTI), London, UK. Available at: <http://eprints.lse.ac.uk/63357/>
- LSE SADL Project website and resources (2015) Available at: <http://blogs.lse.ac.uk/lsesadl/>
- SADL Project conference presentations: <http://blogs.lse.ac.uk/lsesadl/conferences-presentations-and-staff-development/>
- UCISA Digital Literacy Capabilities Survey 2014: <https://www.ucisa.ac.uk/Digcap/>
- Article about the digital natives debate: Helsper, Ellen and Eynon, Rebecca (2009) Digital natives: where is the evidence?, British educational research journal. pp. 1-18. http://eprints.lse.ac.uk/27739/1/Digital_natives_%28LSERO%29.pdf
- Audit report done at LSE using the ANCIL framework: Bell, Maria, Moon, Darren and Secker, Jane (2012) *Undergraduate support at LSE: the ANCIL report*. The London School of Economics and Political Science, London, UK. <http://eprints.lse.ac.uk/48058/>

Further reading: other

- Twitter: @jsecker
- Blog: <http://janesecker.wordpress.com>

Contact
