

Leadership 101

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Welcome

This is the course book for LDRS 101: Learning with Technology. This book is divided into 6 units of study to help you engage with the course learning outcomes and prepare for the course assessment.

On the page below you will find a summary of the course syllabus, as well as how to navigate this book. Please also refer the schedule in Moodle, as well as the Assessment section in Moodle for instructions on assignments.

If you have any questions, do not hesitate to ask. We are here to help and be your guide on this journey.

The syllabus includes key information about the course schedule, assignments, and policies. Please read the full course syllabus, which you will find in Moodle. For information on how to navigate through this course on Moodle, see [here](#).

Course Description

Introduces theories and competencies related to learning and thriving in a digital world. Explores how learners are situated in ‘the digital’ throughout their lives and how they can use digital technologies to enhance and enrich their experience of learning, working, and playing. Learners will begin to build a curated digital footprint, initiate and develop personal and professional learning networks; develop competencies to allow them to evaluate and choose digital platforms and tools that are safe and ethical; and explore how to use digital technologies to discover, curate, connect, and share knowledge with their communities.

Meet Your Instructors

[insert]

Course Notes

How To Navigate This Book

Take a moment to experiment with the controls in the toolbar at the top of the page. You can search this book for a word or phrase (for example, to look up a definition). To move quickly to different portions of the book, click on the appropriate chapter or section in the table of contents on the left. The buttons at the top of the page allow you to show/hide the table of contents, search the book, adjust the typeface, the font size, and the background colour to make the text easier to read.



The faint left and right arrows at the sides of each page (or bottom of the page if it's narrow enough) allow you to step to the next/previous section. Here's what they look like:



You can also download an offline copy of this books in a pdf format. If you are having any accessibility or navigation issues with this book, please reach out to your instructor or our online team at elearning@twu.ca

Course Units

This course is organized into 10 units. Each unit of the course will provide you with the following information:

- A general overview of the key concepts that will be addressed during the unit.
- Specific learning outcomes and topics for the unit.
- Learning activities to help you engage with the concepts. These often include key readings, videos, and reflective prompts.
- The Assessment section provides details on assignments you will need to complete throughout the course to demonstrate your understanding of the course learning outcomes.

Note that assessments, including assignments and discussion posts will be submitted in Moodle. See the Assessment tab in Moodle for assignment details and dropboxes.

Course Activities

Below is some key information on features you will see throughout the course.

Learning Activity

This box will prompt you to engage in course concepts, often by viewing resources and reflecting on your experience and/or learning. Most learning activities are ungraded and are designed to help prepare you for the assessment in this course.

Assessment

This box will signify an assignment you will submit in Moodle. Note that assignments demonstrate your understanding of the course learning outcomes. Be sure to review the grading rubrics for each assignment.

Checking Your Learning

This box is for checking your understanding, to make sure you are ready for what follows.

Note

This box signifies key notes, important quotes, or case students. It may also warn you of possible problems or pitfalls you may encounter!

Chapter 1

Introduction to Digital Literacies for Online Learning

Overview

Welcome to Unit 1 of Learning with Technology! This course will introduce you to some ideas related to living, learning, and working in our digitally-saturated society. It is our intent to provide you with opportunities to start your university career with an emerging set of skills and literacies related to digital tools for learning. Within your academic pursuits, you will encounter a vast amount of information, and integrating digital tools into your learning journey might be difficult. Your chosen discipline will provide ample learning possibilities, and incorporating digital tools to enhance your learning may prove challenging. This course will give you a head start on using digital tools to build a workflow that will allow you to stay organized and to make your process of learning visible for yourself and your instructors. We will also lead you through readings and thoughts about your digital identity, privacy and security, and sharing your new knowledge in ethical ways.

There will be two primary branches of the course and the tools that we will show you. The first branch will be a workflow that is private to you because it takes place primarily on your own computer, and the second branch is shared as publicly as you are comfortable sharing. You will have control over how public your work is, but we will think about the importance of sharing knowledge and how to do that easily and in ways that preserve your ‘ownership’ over your work.

During this first week, there will be both theoretical and practical work for you to do. In order to build a theoretical understanding of digital tools for learning,

we will explore the idea of *the digital* in the context of contemporary society. At the same time, there are some important practicalities to manage in order to get set up for the course, so we will lead you through installing some apps on your computer that you will use extensively in this course, and which hopefully will become the backbone of your digital workflow throughout your time in higher education and beyond.

Topics

This unit is divided into the following topics:

1. Understanding the Digital
2. Digital Literacies
3. Digital Privacy and safety
4. Digital Safety
5. Starting your Workflow

Learning Outcomes

When you have completed this unit, you should be able to:

- Describe your engagement with digital technology
- Apply digital tools to support learning in an academic environment
- Explain what digital literacies mean for you in an academic and professional context
- Examine your digital footprint
- Build your professional online biography
- Examine privacy concerns related to various platforms and tools
- Describe how to protect yourself and others in the digital environment.

Activity Checklist

Here is a checklist of learning activities you will benefit from in completing this unit. You may find it useful for planning your work.

During this unit you will:

- create a Visitors and Residents diagram
- download and install Obsidian
- download and open the course vault in Obsidian
 - activate the plugins that came with the Obsidian vault

You will be directed to complete these activities as they come.

Assessment

- See the Assessment section in Moodle for assignment details and due dates.

Resources

- All resources will be provided online in the unit.

1.1 Understanding the Digital

We begin Unit 1 with an introduction to the idea of *the digital*. You may recognize that digital tools are deeply embedded in modern society. It is not uncommon for people of all ages to interact with apps and tools that claim to connect people in conversations or networks, or to perform complex tasks for work, or to control various systems in our vehicles. Digital technology is really everywhere we look. Thinking about these tools is one way to conceptualize how we interact with digital tools, but we can also recognize that our social practices and norms have been impacted by digital tools. An example of this, at least in North America, is that the names of companies have become verbs. If people want to learn something about a topic, they *Google* it. It is deeper than that, though, as the COVID-19 pandemic led to many jurisdictions relying on mobile phones for allowing people to confirm their vaccination status in order to access restaurants or other public venues in the midst of restrictions creating barriers for those who don't have mobile phones. Mobile phones are often essential tools for communication, social media, internet browsing, messaging, entertainment, photography, navigation, online shopping, mobile banking, productivity, and health and fitness management. In other cases, such as in social media, it is almost impossible to participate in public discourse without access to technology.

Modern universities are also deeply impacted by *the digital*. Every system involved in higher education has been digitized in some manner, including recruit-

ment, accounting, and fundraising. As you begin your university career, here are some digital systems you will likely encounter:

- courses are designed and often delivered digitally,
- course logistics (discussion forums, assignment submissions, quizzes, gradebooks) happen in large digital tools called learning management systems (LMS) or virtual learning environments (VLE) (e.g. Moodle),
- assignments must often be created digitally (word processors, presentation software, video editors, website builders),
- research data is gathered, stored, analyzed, and shared digitally

There are many other processes and procedures that rely on *the digital* in higher education, but the important thing for you to realize as you begin your higher education journey is that there are many tools that you will be required to learn and use throughout your journey. Some are more obvious, like word processors, presentation software, email, the library website, and LMSs, but some are less obvious and won't necessarily be taught specifically, other than in this course.

Some of the digital tools we will introduce to you will help you build a *workflow* for you to manage the huge amount of information and resources that you will have to sort through to complete many of your assignments. You will learn to use AI to find *relevant* resources on whatever your topic might be. As you know from searching Google, a simple search of the web can turn up thousands or millions of hits, but there are tools that can help you highlight the 20 most relevant resources in just a few clicks. Once you find resources, we will show you tools that will allow you to track all your references, create citations in your writing quickly and easily, and then create a perfectly formatted reference list. Do not waste your time creating your own bibliographies! This one tool will save you days and likely weeks of work during your degree (quite literally). We will show you another tool that will allow you to make connections between ideas and notes so that you build a network of connected ideas. Curating this network of ideas is possibly one of the most useful things you can do in higher ed. You will end up with a searchable network of everything you've learned, and be able to visualize it at the click of a button. We will help you think through the implications of how you present yourself on the web so that you can make wise decisions about what you share and how you share it. We will also help you make connections on the web that could become a key resource for your learning and working in your career.

Activity:

Head over to the Learning Hub, which is an app called *Discourse* that we use to build community among learners who do not attend one of the TWU campuses in Langley or Richmond, BC. Find the *Leadership/Media and Communications 101* category and respond to the *Welcome* forum.

1.2 Digital Literacies

Definition 1.1 (Digital Literacy). Digital literacy is a person's knowledge, skills, and abilities for using digital tools ethically, effectively, and within a variety of contexts in order to access, interpret, and evaluate information, as well as to create, construct new knowledge, and communicate with others. (?)

Literacy, as we commonly understand it, is the ability to *understand* the meaning of texts. It is more than just being able to 'read'. In the same way, digital literacy is the ability to make meaning using digital tools. It is more than simply being able to post to Instagram or TikTok, or whatever app you might use. As the definition above indicates, digital literacy involves using tools *ethically*, to *access*, *interpret*, *evaluate*, *create*, *construct*, and *communicate* information and knowledge.

One way to start thinking about digital literacy is to create a map of the apps and tools that you use, how you use them, and what traces of your presence you leave behind on the web. We call this a *Visitors and Residents Diagram*. To complete this activity, you will need to do a little bit of setup, as follows.

Activity

Install Obsidian

Obsidian is a free and open source note-taking and mind-mapping app.

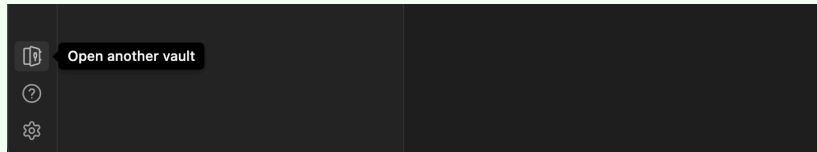
1. Go to obsidian.md and follow these instructions to install Obsidian on your computer.
 - It is recommended that you use a computer, rather than a mobile phone to install Obsidian, but please let your instructor or facilitator know if you are on mobile.
 - You do NOT need to purchase any upgrades such as **Obsidian Sync** or **Obsidian Publish**.
2. Work through the **Getting Started** section of the Obsidian help pages starting with **Create a vault**.
 - When you create the vault in this step, we recommend that you name it **TWU** or something similar. Later, you can create as many vaults as you would like.
3. It is recommended that you use one of the sync services listed here so that your files are backed up.

Obsidian will become a backbone of this course as we will use it to learn how the web works and give you a workflow that will help you stay organized. One of the advantages of Obsidian is that everything you do in the app happens on your own computer, rather than *the cloud*, which is just another way of saying *someone else's computer*. However, the drawback to that is that you need to ensure that you have a backup of your vaults in a secure location, either one of the sync services mentioned in step 3, above, or another backup system. Please check the Learning Hub or talk your your instructor or facilitator for help with this.

To give you a head start, we have created a **starter vault** for you to download and use. Follow the instructions below to access the starter vault.

Download the Starter Vault

1. Click this link to download the vault.
 - This will download a file called `ldrs101-vault-main.zip` to your computer.
2. Move the file to your **Documents** folder.
3. Unzip or extract the contents of the file.
4. Rename the folder to `ldrs101`.
5. Open the **Obsidian** app and click the **Open another vault** icon in the bottom left corner.



6. Choose the `ldrs101` folder, and then Obsidian will ask you to trust this vault. Click 'Trust author and enable plugins'.

1.3 Digital Literacies

In this unit we've started discussing 'the digital', you have started a blog (part of your PLN), and you've examined your own digital identity. In our final topic, we want to begin to define digital literacies, and continue to build digital skills.

So, what is digital literacy? In the next activity, you will start to unpack this term and prepare your own initial definition of digital literacy.

Activity: Defining Digital Literacy

Purpose: Search for definitions of digital literacy and digital skills on the web to identify the difference.

1. Read Wikipedia’s definition of Digital literacy – Is this a good description?
2. Scan the #diglit hashtag on Twitter – Did you find any valuable links to defining digital literacy?
3. Conduct a Google search for “digital literacy.” Select a few definitions you like and record the urls, for example by adding these to your browser bookmarks.
4. Conduct a Google search for “digital skills.” Select one or two definitions you like and record the urls.
5. Conduct a Google search for “digital fluency” Select one or two definitions.
6. What are the differences between digital literacies, digital fluency, and digital skills? How are these concepts related?
7. Read: What is digital literacy? published by POMO – Is this a reliable source?
8. How would you rate the academic quality of the definitions you found (e.g. low / high quality)?
9. What did you discover? Share your thoughts and experiences by posting on the LDRS101 Discourse channel. For example:
 - The major difference between digital skills and literacies is ...
 - I didn’t realise that ...
 - For me, digital literacy means ...”

Note: Your comment will be displayed in the course feed.

1.3.1 Digital skills versus literacies

“Saying that any digital tool teaches us digital literacies is like saying a pen or a keyboard teaches us writing.” —Maha Bali ?

“Digital literacies are not solely about technical proficiency but about the issues, norms, and habits of mind surrounding technologies used for a particular purpose.” —Doug Belshaw, Educational researcher

Activity: Digital skills versus literacies

In this activity, we will review an article on the difference between digital skills and digital literacies using Hypothes.is – an online social annotation technology.

Purpose Read an online article and annotate it using Hypothes.is.

Tasks

1. Read the Hypothes.is “Quick start guide for students”
2. Create an account on Hypothes.is. Here is the registration link We recommend that you use the Chrome browser (download here) and install the Hypothes.is extension. Alternatively, you can annotate web pages directly from the Hypothes.is website by pasting the link into the text area after you have logged into the site. If you are working on a mobile device, please follow these instructions: How to use Hypothes.is on mobile devices.
3. Read the following article: Knowing the Difference Between Digital Skills and Digital Literacies, and Teaching Both
4. Activate the annotations after logging in to Hypothes.is and click on the search icon () and enter the course code (LiDA101) to filter posts for this course from the public feed.
5. Annotate or reply to posts by visiting the annotation page (You will need to be logged into the Hypothes.is site to post.)
6. Remember to tag your posts using the course code: LDRS101 (The course tag is required to harvest posts for the course feed.)

Activity: Researching a definition

This course is facilitated and enabled by resources that learners can access on the Internet. This involves the ability to search, evaluate, and select resources to support your learning. A key feature of a PLE is the ability to share useful and valuable information with your peers. In this activity, you will complete your first resource bank activity, where you are invited to search for additional resources to help you refine and develop your own definition of digital literacies, and to reflect on how this differs from definitions for digital skills. The resource bank activity builds on your initial search on the previous page by inviting you to share links to valuable resources you source on the Internet. The resource bank provides the technology to share these resources with our LDRS 101 learning community.

The resource bank for this course is hosted on ... (Obsidian? Evernote? Moodle wiki? Google doc?) is an open source social bookmarking application which enables users to share and annotate links to resources they find on the web. It uses a tag system to group resources according to different topics. The tag system helps users to locate links to resources on the site using the same tag.

The purpose of this activity is to find and select online definitions for digital literacies and digital skills, and to record and share these links using the OERu resource bank. This activity is designed to give you the opportunity to familiarise yourself with our shared resource bank, which is hosted on the bookmarks.oeru.org site. Note the format of the resource bank activity; in particular, scroll down to the footnote area at the bottom of this activity to see the required and recommended tags.

Tasks

Search 1. Conduct a general Google search to find a few definitions for digital literacies and digital skills (narrow your search to three or four resources you find valuable for both concepts.) **Select 1.** Select the best resource link for each concept – think about why you chose these links. **Create an account on bookmarks 1.** Click on the register link on bookmarks.oeru.org. The code you need for the anti-spam question is contained in the instructions for Session 1. For additional help in using bookmarks, consult the support site. **Record, annotate and tag your bookmarks 1.** Log in to bookmarks.oeru.org and click on the “Add” link to record your best resource link describing digital literacies, and your best resource link for describing digital skills. Remember to add the required tags and suggested tags (see below in the footnote area). - Notes about tags: Tags should be lowercase without spaces. When adding more than one tag, these should be separated using commas. The lida101a2-1 refers to the first activity of the second learning pathway of the lida101 course. - Important: Remember to make your bookmark public (this is located next to the privacy section in the edit window when adding a bookmark). Include a short description summarising the link, including why you recommend the resource. **Explore the bookmark tags for digital literacy and digital skills 1.** Click on the “Tags” link located at the top of the page at bookmarks.oeru.org. Search for resources tagged: digital literacy, or with the activity number: lida101a2-1 (Note, remember to select “all bookmarks” so that your search is not restricted to your own bookmarks.) Explore a few bookmarks which have been submitted by fellow learners. If you find a resource you like, vote for the resource by clicking on the “thumbs-up” graphic. Click on the “copy”

Activity: Forum – Why digital literacy matters

A key component of digital literacy and networked learning relates to the ability to engage meaningfully in online learning communities.

This learning activity will provide you with the opportunity to familiarise yourself with the Moodle discussion boards that are common in TWU online learning discussions.

Purpose of discussion activity: To reflect on the reasons why digital literacy matters to you, and to demonstrate your digital skills using a discussion forum.

TWU online courses often use Moodle discussion forums as the main discussion platform for learners to engage in course conversations asynchronously.

- info re oeru forums - replace with Discourse? This is a community managed platform using the open source Discourse software. The system awards badges for a range of activities. Authentic activity increases the user's trust levels which will enable more software features for participants as your trust levels increase over time. Therefore it's a good time to get started in earning your first badges and improving your trust levels early in the course.

Watch the following video and jot down the reasons why digital literacy matters to you, then complete the steps which follow. <https://www.youtube.com/watch?v=p2k3C-iB88w&t=3s> update video?

Steps

1. Log in to forums.oeru.org (Sign up to register a new account if you don't already have one.)
 2. Complete your profile page (Click on your user icon on the top right-hand side of your screen and select the settings cog (.) .)
 3. Spend a few minutes to explore the badges you can earn on the discourse platform. (Click on the badge for details.) By the end of this learning pathway you should have attained the following badges:
 - Autobiographer
 - First-like
 - First mention
 - First quote
1. Post a contribution to the discussion on digital literacies and why they are important for you
 2. Remember to post one or two replies to interesting contributions (You should also "like" good contributions, use ? when replying, and if appropriate quote a reply when responding.)

1.3.2 Assessment and scope of digital literacies

Digital literacies for academic learning involves more than Facebook, Snapchat or Twitter and the associated technical skills in using these technologies.

As you explore the concept, you will find online resources which confuse digital skills with digital literacies. The activities which follow aim to provide an initial introduction to the wide range of digital literacies associated with academic learning. We will explore the concept of digital literacies in greater depth as we progress with the course. When exploring these online resources, we encourage you to differentiate between skills and literacies and to develop a critical disposition. Digital literacies involve issues, norms, and habits of mind surrounding technologies used for a particular purpose. However, these literacies are closely related to technical proficiency in using a range of digital applications

Activity: Am I Digitally Literate?

Digital literacies encompasses a wide range of capabilities which extend beyond the digital skills associated with different technologies.

1. Study the graphic depicting the Seven elements of digital literacies (scroll down the page to view the graphic). (replace)
2. Jot down one or more technologies or tools you would recommend for each of the seven elements in the graphic and assess your competence in using each particular technology/tool (eg below average, average, above average and excellent).
3. Next, use your searching skills to discover the range and scope of digital literacies (Don't spend more than 15 to 20 minutes on the self-assessment activity).
 - Conduct a Google search using: “digital literacy self-assessment”
 - Choose a link to conduct a self-assessment of your digital literacy. Alternatively, you can:
 - Try the iTest developed by the University of Exeter or
 - Explore the What is digital literacy? page of the Digital Literacies Toolkit developed by the University of Southampton.

Questions to consider

- Did the self-assessment you chose focus on digital skills or digital literacies?
- What did you learn from this exercise?
- Share your thoughts by posting on Discourse:

Note: Your comment will be displayed in the course feed.

Activity: PLN mapping challenge

In this activity you will publish a blog post including your personal definition of digital literacies and complete the digital visitor / digital resident personal learning network (PLN) mapping exercise.

1. Read the Digital Visitor and Resident article on Wikipedia
2. Watch David White's video on visitors and resident mapping
3. Explore the visitors and residents map below (click on the image for a larger view).

A Visitors & Residents map of online engagement.jpg

Review one or two examples of the following digital visitor and resident maps created by learners. (Click on the image for a larger view and image attributions. Remember that your "back button" will take you back to this page or you can open the image links a new tab or window.) insert images from <https://course.oeru.org/lida101/learning-pathways/introduction-to-digital-literacies/tasks-pln-mapping-challenge/>

1. Create your own Personal Learning Network (PLN) map. You can generate your PLN map using your preferred graphics software, slideshow software, or draw your map free hand and then take a photograph for posting on your blog. Institutional quadrants in this context refers to your professional environment and/or engagement in formal learning contexts. (Note that the final assessment requires your PLN map to be generated using digital tools, but for the purposes of this post you can use a hand drawn graphic as a draft before finalising this post for assessment.)
2. Revisit your original definition of digital literacy and think about how you would like to refine and improve your first attempt.
3. Prepare a revised definition of digital literacy and what digital literacy means for you.
4. Complete today's LiDA photo challenge and share your reflection and image on mastodon.oeru.org or Twitter. Remember to include the following two hashtags in the text of your tweet: #LiDA101 and #lida101photo
5. Consider the digital literacies you would like personally to improve on this course based on the seven elements of digital literacies

Activity: Blog: Digital Literacies for Online Learning

Publish a blog post responding to four requirements:

Your personal definition of digital literacies justified from your reading of the literature (about 100 to 150 words) Describe what digital literacies mean for you in a sentence. Upload an image of your PLN map in your blog post. Summarise an action plan for improving your digital literacies. Identify the literacies you plan to improve including the reasons why and how you aim to achieve this. Ensure that your references are cited appropriately. Scan the course feed for blog posts and post a comment on two posts from your peers. Notes

Remember to tag or label your post using the course code: LiDA101. (If you omit this step, we will not be able to harvest your post for the course feed.)

Activity: Researching a definition

Summary

In this first unit, you have had the opportunity to learn about ...

Assessment

Quizzes 1 & 2

After completing this unit, including the learning activities, you are asked to complete ...

Checking your Learning

Before you move on to the next unit, check that you are able to:

- Describe your engagement with digital technology
- Apply digital tools to support learning in an academic environment
- Explain what digital literacies mean for you in a tertiary education context
- Examine your digital footprint
- Build your professional online biography
- Examine privacy concerns related to various platforms and tools
- Describe how to protect yourself, other students and colleagues, to stay safe in the digital environment.

This is text Word To define this is more text

Chapter 2

Discovering and Curating Resources

Overview

...

See Definition 1.1

Topics

This unit is divided into the following topics:

1. Finding & Selecting Resources
2. Citation Management

Learning Outcomes

When you have completed this unit, you should be able to:

- ...
- ...

Activity Checklist

Here is a checklist of learning activities you will benefit from in completing this unit. You may find it useful for planning your work.

Learning Activities

- ...
- ...

Note: The learning activities in this course are designed to prepare you for the graded assignments in this course. You are strongly encouraged to complete them.

Assessment

- See the Assessment section in Moodle for assignment details and due dates.

Resources

- All resources will be provided online in the unit.

2.1 Topic

content

Activity:

Watch/read...

Questions to Consider

After completing the activities above, answer the following questions:

- ...

2.2 Topic

content

Activity:

Watch/read...

Questions to Consider

After completing the activities above, answer the following questions:

- ...

2.3 Topic

content

Activity:

Watch/read...

Questions to Consider

After completing the activities above, answer the following questions:

- ...

Summary

In this unit, you have had the opportunity to learn about ...

Assessment

Quizzes 1 & 2

After completing this unit, including the learning activities, you are asked to complete ...

Checking your Learning

Before you move on to the next unit, check that you are able to:

- ...
- ...

Chapter 3

Connecting Ideas for Learning

Overview

...

Topics

This unit is divided into the following topics:

1. Sense-making through Hyperlinks
2. Sense-making through Taxonomies
3. Note-Taking
4. Concept Maps
5. Digital Tools to Support Learning

Learning Outcomes

When you have completed this unit, you should be able to:

- ...
- ...

Activity Checklist

Here is a checklist of learning activities you will benefit from in completing this unit. You may find it useful for planning your work.

Learning Activities

- ...
- ...

Note: The learning activities in this course are designed to prepare you for the graded assignments in this course. You are strongly encouraged to complete them.

Assessment

- See the Assessment section in Moodle for assignment details and due dates.

Resources

- All resources will be provided online in the unit.

3.1 Topic

content

Activity:

Watch/read...

Questions to Consider

After completing the activities above, answer the following questions:

- ...

3.2 Topic

content

Activity:

Watch/read...

Questions to Consider

After completing the activities above, answer the following questions:

- ...

3.3 Topic

content

Activity:

Watch/read...

Questions to Consider

After completing the activities above, answer the following questions:

- ...

Summary

In this unit, you have had the opportunity to learn about ...

Assessment

Quizzes 1 & 2

After completing this unit, including the learning activities, you are asked to complete ...

Checking your Learning

Before you move on to the next unit, check that you are able to:

- ...
- ...

Chapter 4

Building Your Online Presence

Overview

Welcome to Unit 4! In previous units, you've been introduced to the world of digital literacies and how to use various tools for organizing and connecting ideas. You have started to build a workflow to help you learn more effectively, and have applied the critical skill of metacognition to explain your process for learning.

Now, let's delve into the next phase of our learning journey.

In the second half of the course, you will continue to build your digital skills and use critical thinking to record your learning process. Our attention will move from creating a personal collection of ideas to presenting your learning in a more open platform. Note that you will decide how public you want to be. We'll also consider why sharing knowledge is important and explore user-friendly ways to do so while still maintaining your control over your work and handling privacy matters. During this unit, you'll get the chance to create a blog, discover your digital footprint, and assess various digital tools.

Topics

This unit is divided into the following topics:

1. Personal Learning Environments
2. Building a Learning Blog
3. My Digital Footprint
4. Evaluating Digital Tools

Learning Outcomes

When you have completed this unit, you should be able to:

- Create a personalized narrative to document and express your learning process
- Examine your digital footprint and develop a positive digital online identity
- Evaluate digital tools, platforms, and interactions based on ethical principles
- Critically evaluate the affordances and restraints of digital tools and platforms
- Identify the digital skills needed in your field of study
- Describe how to protect yourself, other students and colleagues, to stay safe in the digital environment.
- Practice evaluative judgment to document your process of learning in complex domains of knowledge

Activity Checklist

Here is a checklist of learning activities you will benefit from in completing this unit. You may find it useful for planning your work.

Learning Activities

- Create a new blog on WordPress and personalise your blog site.
- Document and share your learning experience by posting a blog entry.

Note: The learning activities in this course are designed to prepare you for the graded assignments in this course. You are strongly encouraged to complete them.

Assessment

- See the Assessment section in Moodle for assignment details and due dates.

Resources

- All resources will be provided online in the unit.

Resource Reminders

- Be sure to add resources to your *Zotero library* you find relevant to your personal learning journey.
- Your peers are a resource! Reach out to your online community for support, and be sure to share resources and insights.

4.1 Personal Learning Environments

The primary purpose of this topic is to enable you to set up your own Learning Blog, which will form the hub of your Personal Learning Environment (PLE). Blog posts are a useful way of reflecting on your learning and a means to network with your peers. It also provides our TWU learning community with a way to see how you are engaging with the course and to help where we can. The purpose of a PLE is to put the learner at the centre of the online learning environment, which will be enabled by establishing a personal blog for this course.

So what is a Personal Learning Environment?

‘Personal Learning Environments are systems that help learners take control of and manage their own learning. This includes providing support for learners to set their own learning goals, manage their learning; managing both content and process, communicate with others in the process of learning, and thereby achieve learning goals. A PLE may be composed of one or more sub-systems: As such it may be a desktop application, or composed of one or more web-based services.’ PLE Wiki

A Personal Learning Environment is “a structure and process that helps learners organize the influx of information, resources and interactions that they are faced with on a daily basis into a personalized learning space or experience. In a PLE, the learner develops an individualized digital identity through the perceptual cues and cognitive affordances that the personal learning environment provides, such as what information to share and when, who to share it with, and how to effectively merge formal and informal learning experiences (Castañeda, Cosgrave, Marín, Cronin, 2016) cited in Personal Learning Environments: Research-Based Practices, Frameworks and Challenges.

What elements of the two definitions resonate with you? How do you organize your daily interactions and influx of information? How do you share your learning with others? What are your learning goals?

Activity: What is a PLE?

Before you start building your PLE, read the following article:

- “7 Things you should know about personal learning environments”

Questions to Consider

After reading the article, consider the following:

- How do PLEs promote authentic, student-centred learning?
- What are the benefits of a PLE? How would it benefit you?
- What tools do you currently use as part of your learning environment?

Finally, consider the approach taken at TWU as it supports inquiry-rich learning. As you watch the short video below, think about how you could use your PLE to enrich your learning at TWU.

Watch: *Inquiry-Rich Learning*

4.2 Building a Learning Blog

In the next activity, you will gain first hand experience in using blog technology for publishing your own website. You will “declare” yourself online using your PLE (as an alternative to posting an introduction in a closed course forum typically used in a conventional online course). Note that TWU online courses often use Moodle Discussion Forums to facilitate conversations. By using a platform such as Wordpress, you can retain the contents of your posts, as well as the comments of your peers. In an LMS (Learning Management System) such as Moodle, you may lose access to what you have posted in discussions, and more importantly, conversations with your peers. As you create your personal blog in WordPress (or your own selective blog site), you control your data and who can see it.

You will retain control of your data and learning outputs generated during this online course, even after the course is completed. You get to choose:

- The blog service you would like to use, although **we recommend WordPress as it is supported by TWU.**
- Whether to accept comments on your blog from your peers
- Whether to register your blog for the aggregated course feed so that any posts tagged with the course code (LDRS101) will be harvested for the feed.

A key teaching philosophy of this course is to embed the acquisition of new digital literacies into your learning journey. Knowledge of how to use the Internet and social media technologies will better prepare you for life in a digital world. If this is your first time blogging, you should spend time in setting up your personal digital learning environment. Please remember that your Learning Blog and the social media technologies you use on this course are public, and that you take full responsibility for anything you publish. Do not disclose any confidential information and respect the privacy of others. In short, don't say anything that you would not want to read on the Internet.

Activity: Setting Up Your Learning Blog

As this is a course focusing on digital literacies, you are asked to establish a Learning Blog, as this will improve your skills and enable you to network with your peers. We recommend using WordPress, as it is supported by TWU. WordPress is an open source website builder and is one of the most popular systems out there because of its versatility. If you already have your own website or you have previous experience using WordPress, you may set up your blog on it and skip the set-up steps described below, but you still need to complete the learning activities. Watch the following video tutorial on how to create a website using WordPress. This video provides you with an overview of all the necessary steps. Do not worry if you start to feel overwhelmed — we will break these steps down for you one by one in the learning activities in this course.

We are here to help you create your site, so do not hesitate to ask for technical support. Below you will find a number of resources, but if you get stuck, please reach out on Discourse, or email elarning@twu.ca

To get started on creating your site we suggest the following steps:

1. Sign up to create a website

Go to **create.twu.ca** to sign up for your free WordPress site. *Please read all the prompts and instructions carefully!* Be sure to read the Privacy Statement carefully before clicking “I Agree.” The information provided gives you excellent guidance regarding digital citizenship, privacy, and how to build a professional digital persona.

You will be prompted to **create a domain name**, which is your website’s address on the Internet. Often this is referred to as a URL (Uniform Resource Locator). This is what your users will type in their browsers to reach your site. Make sure that you choose a domain name that is related to you, easy to pronounce and spell, and easy to remember. Once you have done that, we suggest you write all this information somewhere you can access it easily – just in case.

You will also be asked to **select a theme** for your website. You are free to choose any template you wish. TWU Spark, TWU Hope, and TWU Spartans portfolio are simple to set up and provide easy navigation.

When you choose your theme, your new site will come with a simple menu and instructions for portfolio and website creation.

When you have activated your site (look for a notification in your TWU email), then you are ready to create.

2. Explore your dashboard

The dashboard is the initial area you see when you log in to TWU Create. It’s the centre for your site management and where you create content. From the Dashboard you can navigate to content, settings, themes, plugins, and more.

When logged in to TWU Create, you will always have access to an **admin menu** visible on your sites. From the menu item that is the name of the blog (second from left), you can find the link to the dashboard. While in the dashboard, the same menu can be used to return to the front view of your site.

Determine the difference between the dashboard used for editing and the published view of your blog. (It is important to know the difference because, when you register your blog for the course feed, you must use the published view.)

Congratulations!! You created your PLE for TWU!

4.3 My Digital Footprint

Now that you have created your Learning Blog and introduced yourself online, let's take a closer look at the information about you available on the internet. Imagine if potential employers were to search for you online. What would they discover, and what would you prefer them to find? As we examine online identities in this topic, we will ask you to consider how you can improve your digital identity in support of your online learning, as well as future employment prospects.

First, let's clarify some key terms.

We need to distinguish between the technical and human elements of online identity. In this course, we are more interested in the human side of online identity, but in part, this is determined by how technology automates the process of building your digital footprint.

Digital identity refers to the information utilized by computer systems to represent external entities, including a person, organization, application, or device. When used to describe an individual, it encompasses a person's compiled information and plays a crucial role in automating access to computer-based services, verifying identity online, and enabling computers to mediate relationships between entities. Digital identity for individuals is an aspect of a person's social identity and can also be referred to as online identity. (Wikipedia: Online).

Digital footprint or digital shadow refers to one's unique set of traceable digital activities, actions, contributions, and communications manifested on the Internet or digital devices. Digital footprints can be classified as either passive or active. The former is composed of a user's web-browsing activity and information stored as cookies. The latter is often released deliberately by a user to share information on websites or social media. While the term usually applies to a person, a digital footprint can also refer to a business, organization or corporation. (Wikipedia:Online).

Activity: What is a Digital Footprint?

Watch the following video and consider the steps you would take to control your digital footprint.

Activity: Who am I Online...and Why Should I Care?

Read the following articles:

- Understanding your Online Identity.
- How To Manage Your Digital Footprint: 20 Tips for Students

Questions to Consider

Consider the following questions:

- How does your real-world identity differ from your online identity?
- What factors inhibit or support the sharing of information in building an online identity?
- What is the value of an online identity for learning?

Reminder: As you view online resources in this course, feel free to annotate and discuss web resources publicly in support of your learning. (Digital Tools: Hypothes.is, Discourse, WordPress, etc.)

In addition to evaluating who you are online, ask yourself, “Why Should I Care?”

First, watch the following video, Four Reasons to Care About Your Digital Footprint

Next, select from these resources to inform your views:

- Students turn to Internet to build online presence, showcase work, published on Huffingtonpost.
- Your Online Presence published by the Open University
- 10 Ways to Build your Online Identity
- UBC’s Digital Tattoo project
- Policy Brief: Privacy from the Internet Society

Finally, consider how much someone could find out about you from your digital footprints. Here’s an interesting video that might cause you to reconsider what you post online.

Activity: Digital Footprint Audit

In this activity you will audit your own digital footprint in order to find out what exists on the internet about you, and reflect on what you want your online identity to be. Follow the steps below to begin.

1. Conduct a Google search of your own name (using an incognito or private window in Chrome or Firefox). Search for your first name and surname without parenthesis (for example: snow white) and then with parenthesis (for example: “snow white”). Explore the results of your search.
2. Conduct a Google search of your name with the name of current and previous employers.
3. Conduct a Google search of your name with the name of previous schools you attended.
4. Expand your search to include social media sites, for example: “snow white” twitter; “snow white” facebook; “snow white” youtube etc.
5. Note any interesting or surprising findings.

Activity: Blog: My Digital Footprint

Prepare and publish a short blog post of about 250 to 300 words focusing on what you hope to achieve with your online digital identity for learning. Your post can include:

1. **Reflection:** Share your thoughts on the outcomes of your footprint audit. Remember that your blog post is public, so only share what you are comfortable sharing with the world. You don't need to be specific; for example, you can generalise: "I am satisfied with my digital footprint because ..." or "I would like to improve my digital footprint for learning because ..."
2. **Professional versus private:** Consider how you want to separate your "private" online identity from your professional and / or learning identity. If you already maintain an online presence (existing blog or social media accounts) think about how you will separate professional / learning posts from private and social life interactions online. For example, maintaining a separate course or learning blog is one way to achieve this distinction. Will you link your personal online identities (e.g. an existing X (formerly Twitter) username or Facebook account) with your learning blog? Will you link your professional online identity (e.g. published online biography or resume) with your learning blog?
3. **Objectives:** List a few objectives for developing or improving your online identity.
4. **Tag:** Add a category or tag to your post using the course tag: LDRS101 (This is needed to harvest links to posts from registered blogs for the course feed.)

Remember: You are in charge of what you post online and you decide what you would like to share for your digital identity for the purposes of this course. Don't share high risk personal details like physical address, date of birth, name of first pet, etc., which may make it easier for identity thieves to appear more credible. If unsure, consult online resources for internet safety; for example Get Cyber Safe from the government of Canada.

4.4 Evaluating Online Tools

So far in Unit 4, you have created a Learning Blog in WordPress, explored your social media platforms, and applied a range of other tools like Zotero,

Hypothes.is, Discourse, Obsidian, and more.

As we step into this new topic, we encourage you to engage in a critical examination of the online tools you use or are interested in. Beyond the basic considerations of functionality and user-friendliness, we invite you to assess digital tools, platforms, and interactions through the lens of ethical principles.

So how do we evaluate technology on ethical principles? Here are some guiding questions from Ethical EdTech:

Guiding questions

- Where does power lie, and where are we expected to place our trust?
- To whom is it accessible—for instance, in terms of usability and cost?
- Does it lock us into closed, commercial systems or invite us into open communities?
- Does it give us more control over the learning process, or does it cede that control?
- Does it respect and protect our privacy appropriately?
- Can we access, study, and modify the underlying code or design?
- Who owns the infrastructure and our usage data? Does it produce private profit or public commons?

These crucial questions highlight the importance of privacy, data ownership, and accessibility. What other questions would you ask to ensure a tech tool is ethical? In the activity below, we will examine another perspective on ethics and technology. This may tap into the foundational lens by which you approach many ethical issues, so take a moment to reflect on the following:

- What role does technology play in my social, academic, and spiritual life?
- What guidance does the Bible have on our use of technology today?
- How will my use of technology support my social, academic, and spiritual goals?

“Every graduate is equipped to think truthfully, act justly, and live faithfully for the good of the world and the glory of God.” TWU Vision Statement

Activity: What Are My Criteria?

Read the following Rubric for Digital Tool Evaluation. Note there are a number of criteria, some that may not apply to the tool you choose to evaluate. In this activity, create your own criteria for evaluating digital tools. Set up a spreadsheet or notepad (in Obsidian for example) and as you list your criteria, consider why that detail is important to you.

To help you select your criteria, read the following:

- <https://www.internetsociety.org/policybriefs/privacy/>
- <https://ethicaledtech.info/wiki/Meta>About>

This next website might be a bit of an eye-opener. You may want to browse through some common tech examples and see their score.

- Terms of service. Didn't read

Activity: Evaluate a Digital Tool

In this challenge, you are invited to critically evaluate an online tool. As you select the tool you want to evaluate, consider your goals for improving your digital skills.

- What do you want to do or learn online?
- What skills are needed in your academic area and profession?
- What tool would be helpful for you and your peers to know more about?

This activity will not only help you improve your skills in becoming a critical consumer of web tools.. ... Publish a critical product review for an online tool of your choice.

How to write a product review

Examples of software as service

Please select any online tool, or choose one from the list below. - Blogging: Blogger, WordPress, Medium, Tumblr - File sharing: Dropbox, Nextcloud, MediaFire, Google Drive, SugarSync - Presentations: Haikudeck, Prezi, Google Slides, Slides (using Reveal.js) - Online collaboration: Basecamp, Slack, Rocket.chat, Hipchat - Video conferencing: jitsi, Anymeeting, Zoom, GoToMeeting - Feed aggregators: Feedly, Panada, NewsBlur, Inoreader, Feedreader. - Project management: Trello, Kanboard, Freedcamp, Asana, Notion, GitHub

What tool did you select? Let us know by posting a comment on Discourse sharing the name of the tool you selected and why.

Note: Your comment will be displayed in the course feed.

Questions to Consider

After completing the activities above, answer the following questions:

- ...

To wrap up this unit, we will examine another perspective on ethics and technology. This may tap into the foundational lens by which you approach many ethical issues, so take a moment to reflect on the following:

- What role does technology play in my social, academic, and spiritual life?
- What guidance does the Bible have on our use of technology today?
- How will my use of technology support my social, academic, and spiritual goals?

“Every graduate is equipped to think truthfully, act justly, and live faithfully for the good of the world and the glory of God.” TWU

Vision Statement

Activity: Digital Wisdom

Read the following article in which the authors present “a framework that includes theological principles, cultural critiques, and formative practices that can help us — as both educators and learners — move from a position of digital naiveté toward one of digital wisdom”.

- A Framework for Digital Wisdom in Higher Education

Summary

In this unit, you have had the opportunity to learn about ...

Assessment

Digital Literacy Portfolio

The learning activities in this unit were designed to support you as you build your *Digital Literacy Portfolio*.

Your portfolio will demonstrate how you apply digital tools to support your learning. It measures the following course learning outcomes:

- Create a personalized narrative to document and express your learning process
- Evaluate digital tools, platforms, and interactions based on ethical principles
- Practice evaluative judgment to document your process of learning in complex domains of knowledge

Performance Indicators

I can do the following:

- Maintain a public personal blog as my elearning portfolio.
- Interact constructively with public online learning communities using forums and social media.
- Annotate and discuss web resources publicly in support of my learning.
- Share with my learning peer group recommendations for online resources that I have found to be useful.
- Use citation management software for my personal online resource library.

See the Assessment section in Moodle for instructions, including the grading rubric.

Checking your Learning

Before you move on to the next unit, check that you are able to:

- ...
- ...

Chapter 5

Building a Network of People

Overview

...

Topics

This unit is divided into the following topics:

1. Digital Citizenship
2. Online Identity for Learning
3. Digital Environments

Learning Outcomes

When you have completed this unit, you should be able to:

- ...
- ...

Activity Checklist

Here is a checklist of learning activities you will benefit from in completing this unit. You may find it useful for planning your work.

Learning Activities

- ...
- ...

Note: The learning activities in this course are designed to prepare you for the graded assignments in this course. You are strongly encouraged to complete them.

Assessment

- See the Assessment section in Moodle for assignment details and due dates.

Resources

- All resources will be provided online in the unit.

5.1 Topic

content

Activity:

- Why you need a Personal Learning Network by Education Technology Solutions.

Questions to Consider

After completing the activities above, answer the following questions:

- ...

5.2 Topic

Social media for learning

Exploring how social media can support online learning and implications for engagement and identity

The purpose of this mini challenge is to:

Review social media technologies and how they can support or inhibit learning in a digital age. Reflect on engagement in online communities. Consider the relationship between sharing learning online and your digital footprint and online identity.

Annotation - Learners on the periphery

Read: Using social media for learning. A guide to becoming strategic published by Sheffield Hallam University. Explore: The conversation prism developed by Brian Solis. Reflect on what social media technologies you use for learning and how this impacts on your digital footprint and online identity. Share what social media technologies you use to support learning and how you use them by posting a WENote, for example:

I use to In the future, I plan to use to

Frameworks for online engagement

Read the following article and add or reply to annotations using on the Hypothes.is focusing on how the research might apply to your own behaviour. Remember to tag your posts using the course code: LiDA102. (Consult the OERu support site for help on using the Hypothes.is annotation tool.)

Honeychurch, S., Bozkurt, A., Singh, L., & Koutropoulos, A. (2017). Learners on the Periphery: Lurkers as Invisible Learners. *European Journal of Open, Distance and E-Learning*, 20(1). (Direct hypothes.is link.)

Read Derek Wenmouth's blog post: Participation online – Four C's (How does this apply to your own online engagement?). Watch the following video based on Ross Mayfield's power law of participation. Note how low threshold engagement on social media leaves a bread crumb (digital footprint) and generates a form of collective intelligence. Higher forms of engagement result in collaborative intelligence (note that Cheryl Reynolds refers to Yammer in the video, but the framework also applies to other social media platforms). When viewing the video, think about how you engage in different online communities.

Forum - Social media, online identity and learning

Join the discussion on social media, online identity and learning by sharing your personal views and thoughts. Choose one or more of the following questions as a catalyst for your contributions to the forum:

How much of what you learn should be open and transparent (i.e. public) and how much should be kept private? Why? In a digital age, how important is it

for you to build a digital footprint of your learning? What are the challenges and opportunities for building your online identity? What levels of online engagement do you feel are appropriate for your own learning on this course? Does this differ from your engagement in other online communities? Other? Please “Like”, share and reply to posts. These are forms of engagement and a contribution to your online learning identity. Remember to tag your posts using the course code: LiDA102.

Activity: Blog: My Online Biography (Optional)

In this challenge you are asked to build or update your professional online biography and the “About” page of your course blog.

1. Reflect on the following online personas, target audience and how this will impact on the style and voice of the communication medium.

Persona	Primary audience
Personal	Friends and family
Professional	(Future) Employers and professional network
Academic	Peer learning network

2. Choose the most appropriate medium for each of your online personas, for example:

Persona	Medium example
Personal	Facebook
Professional	Linkedin
Academic	Learning blog or website

3. Identify one or two professionals from your field of interest who maintain an active web presence and contribute regularly via social media. Explore their respective websites and professional listings as examples.
 - X (formerly Twitter) is a good place to search for individuals using popular hashtags from your field or area of study, for example “#highereducation”.
 - Click through to their respective X user page. If they have a personal website listed on the user page, visit the site and review their “About” page.
 - Visit their employer’s page and try to locate their biography on the employer’s website.
 - Search for the user on LinkedIn
 - Compare the user information on these different sites. Observe how they link to social media accounts, and vary the style and content presented for the different personas.
4. Create or update your professional profile on LinkedIn.
 - Consult TWU’s Student Resources website about LinkedIn.) TWU gives you access to LinkedIn Learning, which includes several great courses and videos, such as Rock Your LinkedIn Profile.
5. Create or update your “About” page on your Learning Blog. You

Activity:

Watch/read...

Questions to Consider

After completing the activities above, answer the following questions:

- ...

5.3 Topic

content

Activity:

Watch/read...

Questions to Consider

After completing the activities above, answer the following questions:

- ...

Summary

In this unit, you have had the opportunity to learn about ...

Assessment

Quizzes 1 & 2

After completing this unit, including the learning activities, you are asked to complete ...

Checking your Learning

Before you move on to the next unit, check that you are able to:

- ...
- ...

Chapter 6

Sharing your Knowledge

Overview

...

Topics

This unit is divided into the following topics:

1. TWU Online Community
2. Digital Practices in the Workplace
3. Societal Issues and the Internet

Learning Outcomes

When you have completed this unit, you should be able to:

- ...
- ...

Activity Checklist

Here is a checklist of learning activities you will benefit from in completing this unit. You may find it useful for planning your work.

Learning Activities

- ...
- ...

Note: The learning activities in this course are designed to prepare you for the graded assignments in this course. You are strongly encouraged to complete them.

Assessment

- See the Assessment section in Moodle for assignment details and due dates.

Resources

- All resources will be provided online in the unit.

6.1 Topic

content

Activity:

Watch/read...

Questions to Consider

After completing the activities above, answer the following questions:

- ...

6.2 Topic

content

Activity:

Watch/read...

Questions to Consider

After completing the activities above, answer the following questions:

- ...

6.3 Topic

content

Activity:

Watch/read...

Questions to Consider

After completing the activities above, answer the following questions:

- ...

Summary

In this unit, you have had the opportunity to learn about ...

Assessment

Quizzes 1 & 2

After completing this unit, including the learning activities, you are asked to complete ...

Checking your Learning

Before you move on to the next unit, check that you are able to:

- ...
- ...

References

The following are key references used in this course. *Check with your course syllabus for required readings.*

Bibliography