



# Learning the dance at Deakin University Library

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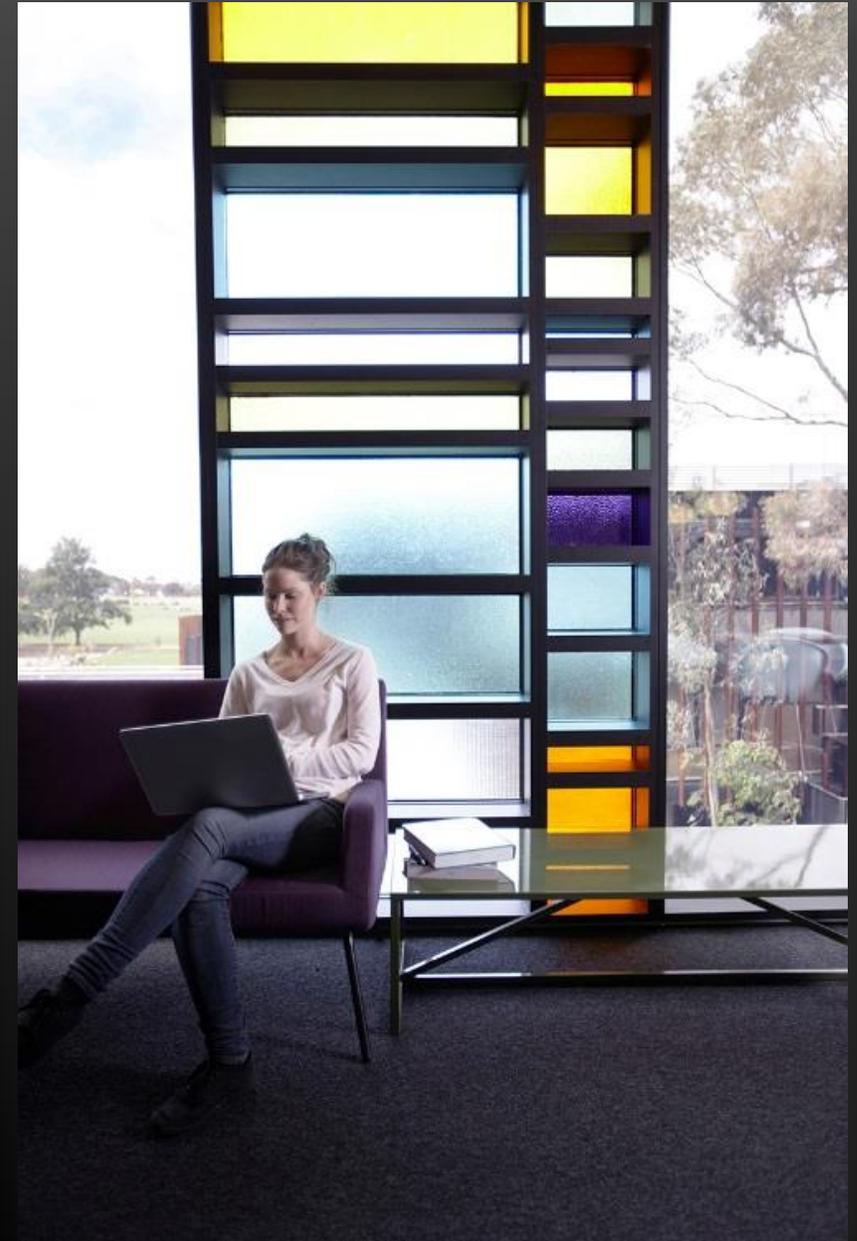
# Getting Fit for the Dance

Digital literacy concept, contexts and Deakin University definition



*“...Digital Competence has been acknowledged as one of the **8 key competences for Lifelong Learning** by the European Union. Digital Competence can be broadly defined as the **confident, critical and creative use of ICT** to achieve goals related to **work, employability, learning, leisure, inclusion and/or participation in society....**”*

European Union Parliament 2006



*“We now live in a global, connected world with a digital economy influencing every aspect of our lives. Competition and accelerating expectations mean that students rightly expect a premium learning experience that will prepare them for life and careers in a rapidly changing world”*

Jane den Hollander, Vice Chancellor, Deakin University



2012: Deakin University launched *LIVE the future: Agenda 2020*

Major review of existing course structures to ensure that all courses would develop eight mandatory Graduate Learning Outcomes

The Library was given the responsibility for building a university-wide understanding of Digital Literacy

-  *Discipline-specific knowledge and capabilities*
-  Communication skills
-  Digital literacy
-  Critical thinking
-  Problem solving
-  Self-management
-  Teamwork
-  Global citizenship

Deakin University defines Digital Literacy as

*“using technologies to find, use and disseminate information”*

## Deakin University Library

Search Catalogue

Search for books, articles and more

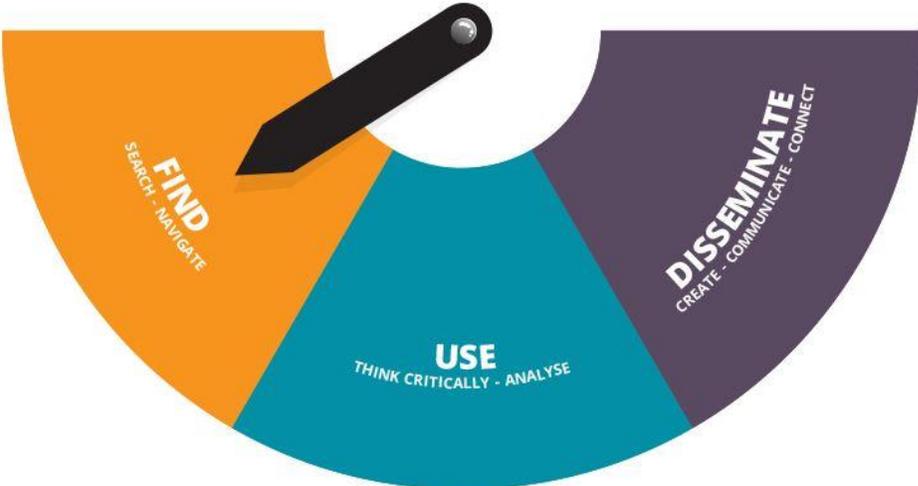
I am an [MIBT](#) student, alumni, community or other member

### Elements of Digital Literacy

Deakin University Graduate Learning Outcome 3, Digital literacy, using technologies to find, use and disseminate information.

The Digital Literacy Framework articulates the skills students need to access and evaluate global information sources and communicate with others in an academic environment. The Framework is based on AQF Level 7 Bachelor Degree criteria and designed to support Unit Chairs in applying and exploring the elements of Digital Literacy within the context of their disciplines and professional practice.

Choose from the following options:



**FIND**  
SEARCH - NAVIGATE

**USE**  
THINK CRITICALLY - ANALYSE

**DISSEMINATE**  
CREATE - COMMUNICATE - CONNECT

[Elements of Digital Literacy](#)



## Liaison librarians:

- Discuss the Library's Digital Literacy Framework with academics and colleagues
- Use the Digital Literacy Framework to inform Unit program development
- Deliver presentations and develop learning activities to different student cohorts, levels and abilities within classes and seminars.

## Liaison librarian capacity building:

### Monthly training sessions:

- creating scripts and storyboards for videos
- foundations of Digital Literacy
- strategies for developing conversation with academics about Digital Literacy
- online learning theories and pedagogy and use of learning and teaching apps
- learning activity, “Assessing the reliability and accuracy of information”

# Developing the digitally literate student

*“students, particularly undergraduate students, employ ‘cognitive economy and satisficing in information seeking” (Warwick, 2009)*

*“Helping students recognize that some tasks require more careful, methodical research and thinking...initiates students into an authentic view of research“ (Ostenson, 2014)*





Communicating Science teaching team and library staff shared purpose:

*to motivate and enable students to better assess information which is freely available on the web*

Learning Outcomes:

- Be aware that information on the web comes with a **range of accuracy and reliability**
- **Develop criteria** for assessing accuracy and reliability of information
- Use these criteria to **critically assess** the accuracy and reliability of a range of web based information
- **Communicate** judgements of accuracy and reliability

*As long as the website is set out in a way that looks  
kinda modern, like they know what they're doing,  
or paid someone to do it for them,  
you kinda trust it"*

(Communicating Science student, 2014)

## The teaching program consisted of:

- **A class:** led by Library staff focussing on assessing the credibility of sources as an integral skill of Digital Literacy
- **Three seminar activities** during which groups of students:
  - examine a website with scientific content for information which could not be verified directly from the site
  - develop a decision making process (decision tree or similar) to assess OERs for accuracy and reliability
  - apply this process to a different website
- **The group assessment:** a 'Media Watch' style video communicating the analysis



# Evaluation section of the assessment rubric:

*'perform a powerful, credible and persuasive review of the accuracy and reliability of claims made by the source'.*

- Correlates to the proficient, rather than foundation level standard of the Deakin University Digital Literacy Framework for the term 'Use: Think critically and analyse'.
- Eighty five per cent of groups, after completing this task in their first few weeks of university, achieved credit or above for this skill.

## Results and Feedback

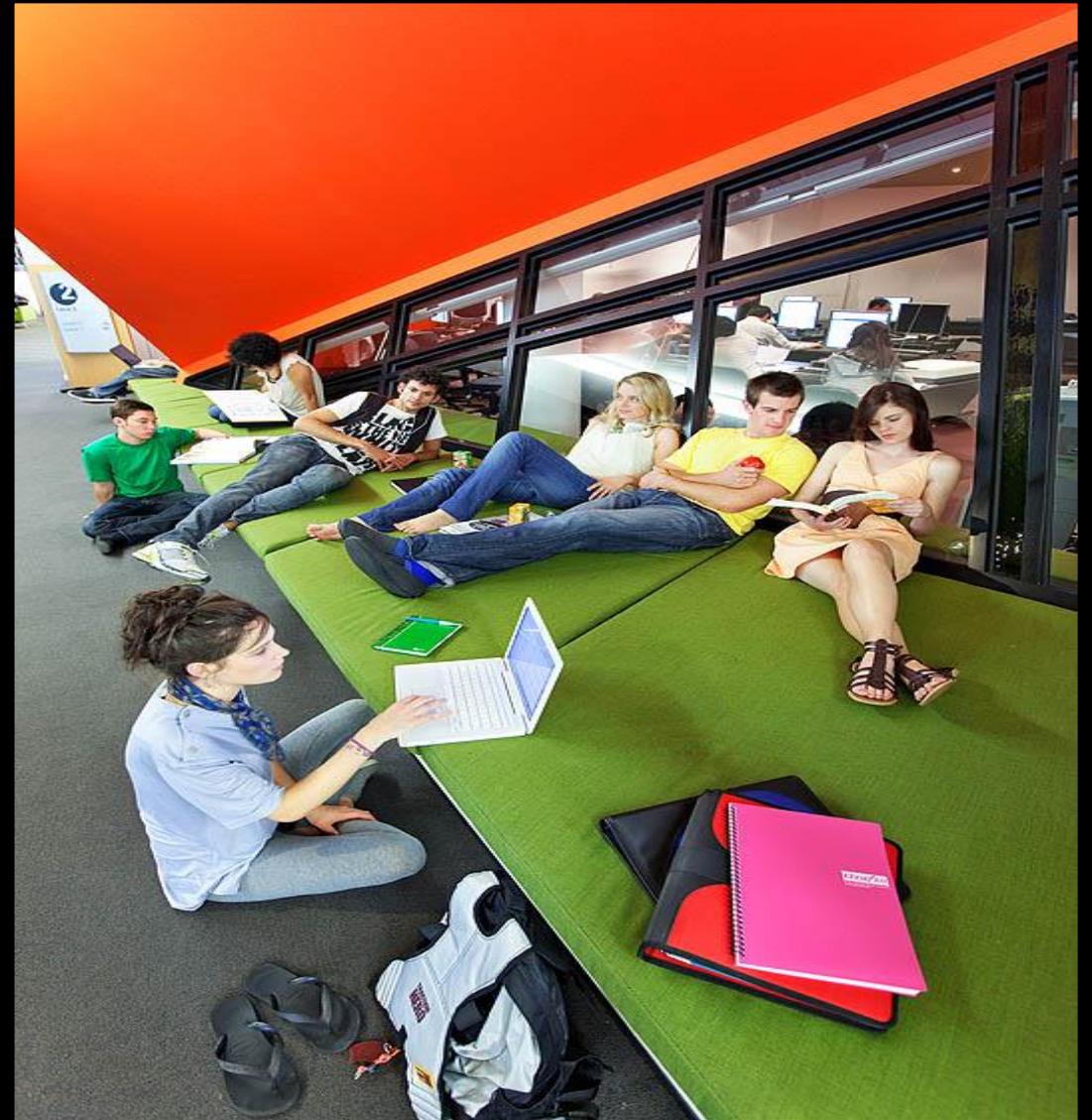
Tutor response:

*“the students were really seeing that this had changed the way they were thinking about using the internet and their sources”*



Student response:

*“We can go and do our research and know what’s right, not because we’re science students but because we know how to look at websites now’.*



## Key elements for success

- Reinforcement of judging accuracy and reliability – class, seminar and assessment

This included development of critical thinking skills through seminar activity and discussions



“the practice of doing it over and over it’s like burnt into our brains now, I can’t look at a website without looking for references or the author or stuff like that”



- Relevance to unit content



“It’s a perfect segway into the next thing we’re doing which is looking at scientific papers, it makes sense to do all of this stuff straight away before we do anything else”.



- Creative and practical seminar task



Tutor: " I think the activity, the decision tree, was good in that they actually got to handle and interact with it as opposed to listening to us reiterate a checkpoint...the creative (element) was fun"



Student: "it was more interesting doing it as a video ... rather than coming into class and having to look at one and than do a test on it"



- Collaborative experience of working in a group



Student: “Yeah it was good to see other people also doing it, so you’re kinda like oh, that’s a good way to think about it, I didn’t think how to do it that way”



Challenge based learning activities engage students in developing the higher order skills of evaluation and critical thinking.

Collaborating on this activity has given us the confidence to embrace an experience first, active and creative approach to other digital literacy learning activities.

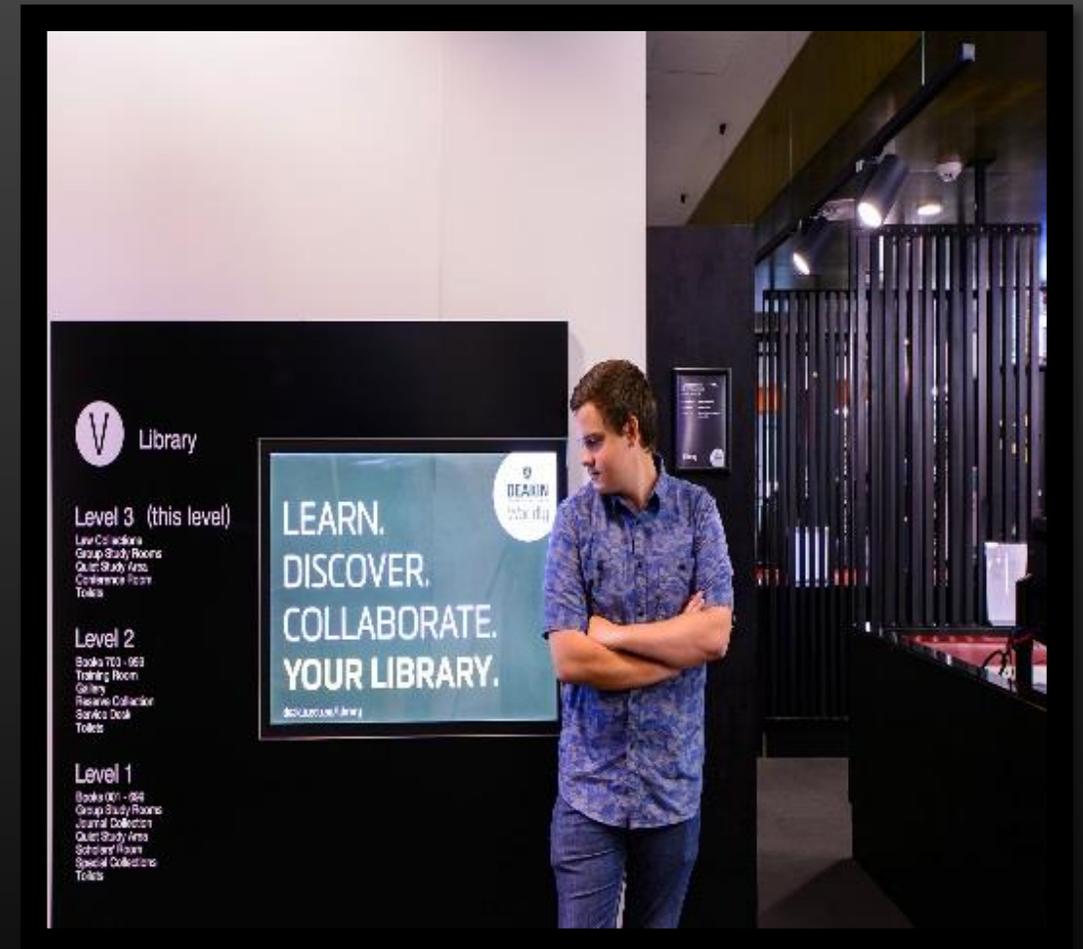




Libraries in the Higher Education sector need to seize the opportunities to **partner with academics** to prepare students for the complex and dazzling 21<sup>st</sup> Century digital world.

There are unparalleled opportunities for Liaison Librarians to fully engage with academics in **designing authentic digital literacy learning activities** and assessment tasks.

The new collaborative relationships are not only changing academic perceptions of librarians' skills and knowledge that they bring to curriculum redesign but also students' perceptions of the Library and librarians.



# Thank you

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