

Digital literacy

Being digitally literate means being able to search and navigate, think critically and analyse, create and communicate information using a variety of digital media. It encompasses a broad range of critical skills to engage in the information-driven world in which we live. Digital literacy underpins teaching and research in all disciplines and has a good foundation in current unit curricula.

Students have the best opportunity to progressively develop and evidence their achievement of digital literacy when the learning and assessment of this outcome is an integral part of units and scaffolded across the course.

When reflecting on how your teaching might support the development of digital literacy, consider the following. How do your learning tasks facilitate student knowledge and skill attainment in:

Searching and navigating:

1. **locating information** using a variety of key digital sources and demonstrating appropriate use of these resources in their assessment tasks
2. identifying and locating **fundamental information sources** for your discipline
3. drawing on a **range of sources** at different times and for different needs (consider scaffolding students through tasks, across year level and over a course)

Thinking critically and analysing:

4. **critically evaluating** the relevance and appropriateness of resources (currency, quality, authority and relevance)
5. **extracting main ideas** and using these appropriately in students' learning
6. **adapting information** in a legal and ethical manner for study purposes
7. **transposing the data** or information gained into a form that is appropriate
8. **organising the data** in a manner that is relevant to the course level, the discipline etc.

Creating and communicating:

9. **communicating information** in an ethical and responsible manner (i.e. copyright issues)
10. being aware of **inclusive practice requirements** (for example presenting information for those with vision impairments)
11. **using a variety of different technologies** when appropriate to assess, organise and share information, efficiently and effectively (including mobile and social media)

Some considerations:

- What sort of activities (formative and summative) lend themselves logically to the development of digital literacy in your unit and across a course?
- What sort of fundamental technologies and resources are required by your discipline?
- What range of skills are students called upon to use for these technologies and resources? Are these taught explicitly at some point in the course? If not, is it reasonable for these to be assumed?
- In what ways will you consider and provide feedback to students on the development of digital literacy in a manner that supports knowledge and skill development?