



Deakin University Digital Literacy Framework, Graduate Learning Outcome 3

This Framework articulates students' need to develop the ability to: access global information in many formats from diverse sources; critically analyse and evaluate sources; create new knowledge; and use appropriate technology to communicate information and connect with others in an academic environment. Digital literacy is socially situated so the Framework is designed for Unit Chairs to apply and explore the elements of Digital Literacy within the context of their disciplines and professional practice.

Elements of Digital Literacy	Foundation level	Proficient Level	Advanced Level
Find: search and navigate	<ul style="list-style-type: none"> Identify a need for information to effectively accomplish a task; Define the scope of the research required and determine key concepts and contexts; Successfully locate sources from citation lists provided; Research and accesses key sources of information in the subject area / context. 	<ul style="list-style-type: none"> Interpret a research question and develops an effective search plan to navigate to relevant information sources; Demonstrate the ability to alter or refine searches to ensure results reflect the information need; Demonstrate knowledge of information sources and employ judgement in selection. 	<ul style="list-style-type: none"> Demonstrate sophisticated use of search strategies required to retrieve comprehensive range of relevant resources; Use advanced features of library databases to automatically generate regular search outputs e.g. alerting services, RSS feeds.
Use: think critically and analyse	<ul style="list-style-type: none"> Recognise that the quality of information varies; Aware of elementary evaluation criteria to avoid use of misleading knowledge resources. 	<ul style="list-style-type: none"> Apply appropriate criteria to evaluate reliability, relevance, accuracy and authority of information. 	<ul style="list-style-type: none"> Consistently demonstrate analytical skills in selecting accurate and relevant digital sources to support a contention or argument.
Disseminate: create, communicate and connect	<ul style="list-style-type: none"> Recognise the importance of referencing and acknowledges the ideas of others in the work one creates; Demonstrate an understanding of copyright requirements, information security and privacy and ethical use of information; Select and use technologies to communicate in an academic environment. 	<ul style="list-style-type: none"> Consistently and correctly reference and acknowledge the work of others; Keep systematic records of resources, using appropriate technologies to manage information; Demonstrate an understanding of privacy, ethical and legal requirements and relate these concepts to the development of one's digital profile; Understand the relevance of social media tools and use appropriately for enabling teamwork and collaboration; Demonstrate the ability to produce subject-related knowledge artefacts using digital tools and resources; Demonstrate collaborative production and sharing of digital content for study and research. 	<ul style="list-style-type: none"> Demonstrate advanced working knowledge of relevant bibliographic software tools; Demonstrate capability to reflect and confidently create and share new knowledge; Ethically curate and share knowledge in a variety of forms.



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The Digital Literacy Framework has been developed by Deakin University Library to assist course teams and unit chairs developing course and unit learning outcomes which provide opportunities for students to develop Digital Literacy capability. Informed by an extensive review of the Digital Literacy literature, the Framework provides three levels of Digital Literacy attainment by undergraduate students (AQF Level 7 Bachelor degree).

Research commissioned by the Library (Hagel) found that Digital Literacy is best developed when integrated into course curricula and underpinned by sound educational principles. It is a key 21st century skill primarily about literacies, rather than digital technologies. It integrates information, media and ICT literacies, encompasses issues of navigation and information management and requires synthesis and critical assessment of disparate information sources.

Eight criteria of good practice for the development, assessment and evaluation of digital literacy are as follows:

1. Does the practice address digital literacy?
2. Is the practice consistent with principles of good learning, teaching and assessment?
3. Is the practice integrated with discipline learning?
4. Does the practice involve authentic assessment in support of graduate employability in the discipline?
5. Does the practice use the affordances of the digital technology
6. Does the practice cater for a diverse student body?
7. Is the practice consistent with effective evaluation procedures for the assurance of graduate outcomes?
8. Is the practice sustainable?

The Library's role in delivering Digital Literacy is to collaborate with Deakin's course teams and Unit Chairs in developing targeted activities which build students' capabilities to find, use and disseminate information, using appropriate technologies. The Library has developed a series of case studies highlighting existing good practice at Deakin University, and created informative videos for students and staff to build their Digital Literacy awareness and capability.

Web links to the resources and support documentation are located at the following links:

- Staff resources <http://www.deakin.edu.au/library/teach/digital-literacy>
- Student resources <http://www.deakin.edu.au/library/help/getting-started>

Hagel, P 2015, 'Towards an understanding of 'Digital Literacy(ies)''', discourse: Deakin University Library research & practice, no. 1, Geelong, Deakin University Library, <http://dro.deakin.edu.au/view/DU:30073198>

Hagel, P 2015, 'What is good practice in the development, assessment and evaluation of digital literacy for graduate employability?', discourse: Deakin University Library research & practice, no. 2, Geelong, Deakin University Library, <http://dro.deakin.edu.au/view/DU:30073199>



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