

**Transcript for Integrating Digital Literacy in Your Classroom: Skills, Stories, and Strategies
2024 ETUG Spring Workshop: Digital Literacy Today – Day 1, May 9, 2024
Educational Technology Users Group
Presenter: Gwen Nguyen**

MELANIE LATHAM:

Hi, everyone. I'm Melanie Latham, and I would like to introduce our next session, Integrating Digital Literacy in Your Classroom: Skills, Stories, and Strategies with Gwen Nguyen. Gwen is an advisor learning and teaching at BCcampus. So I will turn it over to Gwen.

GWEN NGUYEN:

Thanks, Melanie. Good afternoon, everyone. How are you? Almost the end of the day, end of the first, the first day. Thank you very much for being here with me till now. My name is Gwen and an advisor with the teaching and learning team at BCampus. My research interests actually primarily focus on first space in teaching and learning. And then it moved towards digital pedagogies in the past few years. At BCcampus, actually, in the past two years, I had an opportunity to work with my team and engage in the Digital Literacy Project as the pathway designer. My work is involved in the development of some content that you will see in the B.C. Digital Literacy Hub. Before joining BCcampus, I was actually working as the learning experience designer with the Division of Teaching and Learning at UVic. And before that, I was also working with free-service teachers at the Faculty of Education at UVic as instructional, as sessional instructor. So whether working directly with the students or supporting faculty, I believe in the continuous learning and development of digital literacy skills, both as facilitators, as well as empowering our learners to in their respective fields. So today, I'm very excited to share my stories on the digital literacy in the classroom. So, I will go to the next slide,

Having worked, and growing higher education since 2000, I've seen digital literacy evolve tremendously. Gone are the days with only basic computer skills, spreadsheet, attaching documents to emails, technology that has actually transformed a lot and so quickly, and so are the needs of the students as well as faculty and broader community. By the way, I want to share something fun. I have two pictures here. One is the real me and one is actually, one was taken at Studio 23 last fall and the other was generated by DALL-E. I was amazed by how pretty my AI-generated version turned out, so I showed it to my kids. They said, "Mummy you look like a princess now with a smartphone and microphone." I still like a model. I'm very glad that worked out. [laughs]

It's challenging to stay on top of technology advancements and sometimes it feels very overwhelming. However, I think it's also the space and it's a powerful opportunity for all of us to come together to think together to share and to navigate those challenges collectively with our honest, open, and sustained conversation, and that's the whole point of this session. As this title, we will focus on the core digital educator competencies aligned with the B.C. Digital Literacy Framework. So I will also open the floor for all of us to share some success stories, as well as the stories that are not so successful and some challenges in incorporating those in our

teaching practice so that we can inspire each other. We can empower each other on this journey. After sharing those stories, we will explore some mini lessons collections on the Digital Literacy Hub.

So the very first thing to kick things off, because one of the analogies that I often use when I compare navigating the world of teaching and learning is to drive. And if you know me well, some of you in this room, you know that I'm not so good with driving. It took me actually four times to pass the road test in B.C. but stick with me with this one. Thinking about digital teaching and learning, it's like driving because it's more than only knowing about technical skills about tech gadgets. It's more about being aware of everyone else who shares the road with us. Obeying some road rules and about caring for our digital environment as we all share, and we need to cultivate a safe and mindful community. Yes, the days digital technologies was only about downloading some attachments, typing, or using PowerPoints are long gone. Now being digital literate is more about obtaining and renewing our licence so that we can drive teaching and learning forward. Please join me in this Mentimeter activity with two questions. One is, "What skills do you believe are essential for educators to effectively navigate the digital landscape in today's classroom?" I will start sharing now the Mentimeter.

What we see here is "critical thinking, creativity." We see "reflection." We also see "compassion." A lot of people vote for "adaptability, flexibility," and I also could see "patience." Basic programming about mindfulness." Those are all skills that are necessary for educators to navigate the digital landscape in today's classroom. Thank you very much for sharing this response, I will incorporate the slides into the slides to share with everyone later today. Yeah, we will discuss more about this when we go through our presentation. Can you please come to the next question? * "What qualities differentiate a proficient educator from a traditional educator?" "Willingness to fail, design thinking." Thank you. "Media literacy." "Digital educator is flexible and innovative." I also see "access learning, adaptation, awareness to skills, open mind flexibility, creative, adaptive, adaptation" also show up a lot in the first question. "Embrace change, openness, flexibility. Different role." Yes. The roles of an educator actually shift a lot through our journey of transforming with education. Yes. We see a long list here. Thank you very much for participating in this Mentimeter activity. Nice. Yeah. "Focus on the students' experience, flexible thinking, giving control to the students, giving the students the opportunity to drive their own learning." I also see "curiosity and continuous learning." Thank you. And again, I will integrate these Mentimeter slides to my slide to share with everyone later.

So I go back to my slide share for now. The digital teacher competence. Let's talk about the work competencies. The origin of teaching and learning by competencies approach actually is the result of our social changes that we have been living in in the past few decades. More recently, with globalization, as well as the emergency remote teaching due to the COVID health crisis, adaptation clearly actually illustrates the digital evolution in education. So digital competence has gained a prominence in educational context, especially with the technology is now like an everyday necessity. So there's a lot of definitions that relate to the digital teacher

competence or we can also see like digital teaching competence. And there are some common threats, though. So normally when they talk about those competencies, they talk about some core competencies related to technological, informational, multimedia, or communicative or collaborative or ethical dimensions. And also consider one of the researchers in the digital teacher competence mentioned that the digital teacher competence must be holistic, situated, developing, trainable, and also constantly developing is the key in this thought. And among those, I find that this definition actually captures those ideas. So digital teacher competencies are "the set of skills, attitudes, and knowledge required by educators to support the student learning in technological world, design, and transform classroom practice and enrich their professional development." So as we can see that they are varied in the definition, but there are four common areas in those definitions when they talk about digital teacher competencies. The first thing is the basic digital skills or generic digital competence. And the next one is the pedagogical application of digital technologies, the competence to mindfully select and integrate those technologies into the teaching practice. And the next one is the use of technology for continuous professional development. And the last one is the ability to further those digital competencies for university students.

In this workshop, we will explore those competencies that align with the B.C. Digital Literacy Framework. And this framework actually represents the comprehensive view by including eight competencies that Britt and some of you have shared through the presentation today. As you can see that those reflect the ethical and legal consideration, technology support, information literacy, communication and collaboration, digital scholarship, community-based learning, and digital well-being, And in the next few minutes, you will see me wrapping through those so that we can conceptualize those for our discussion. Building digital literacy competencies actually because it's a complex journey. So it should be a dynamic journey because technology as well as pedagogies continuously evolve to meet with the learners as well as the community needs. By attending to some professional developments and engaging in those active conversations, we can refine our skills or renew our licence, as I said, when we imagine navigating those spaces as obtaining and renewing our licence. Modelling this active and adaptive curious approach to building digital competencies, not only benefits ourselves, but also benefits our students because we can show them the growth mindset in digital literacy.

The very first one is ethical and legal consideration. So the educators right now, when they need to follow some digital accessibility standards when developing the content, for example, and develop and model the awareness around the Indigenous protocols when using Indigenous knowledge information. We also need to support the students in understanding and following academic integrity.

Talking about technology support, then it's not only about technical skills, but about mindfully selecting those skills for different activities in the coursework, considering ethics, accessibility, the support results available at the institution, as well as the affordability and the learners' cognitive loads. We need to ensure that the students have the technology skills that are specific

for that task or that assignment. We also need to support the students with some learning strategies so that they can adapt to using new technologies.

About the information literacy viewpoint, the educator should provide the students with some experiential information literacy lessons so that they can understand more about how online information is produced, prioritized, presented. Also about using digital information and tools to expand the knowledge as well as provide multiple viewpoints in the coursework.

The next one is the digital scholarship. It's about collaborating with other teachers, fellows to develop the digital learning opportunities and maintaining the consistency across the curriculum. It's about teaching our learners citation methods, about how to use the digital resources for their own learning. And how to complete online components of the course, for example, back to the LMS example like Britt has shared before.

Communication and collaboration perspective is about designing and facilitating the learning experience, collaborative learning experience, in digital spaces. It's about understanding that cultural values might lead to different ways of participating in online space and teaching students about the tools and the strategies to collaborate online and how to respond to online conflict, for example, in the forum of the LMS, for example, if that arises.

Creation and curation perspective. The digital educator needs to develop the learning resources that uphold accessibility protocols about teaching the students tools and strategy to creatively express themselves in digital space.

Digital well-being is all about intention when sharing and consuming digital content, about managing technology. If technology affects our physical, mental, and emotional health, we need to teach students to take breaks in digital spaces. And also, we need to keep learning ourselves about how to take those breaks, necessary breaks.

Community-based learning is the last competence in the B.C. Digital Literacy Framework from community-based learning approach, then the digital educator should provide opportunities for learners to participate in community-based learning using the co-creation model, and we need to learn to centralize the community expert at heart. It's about developing safe digital space so that our learners will be respectful of Indigenous protocols, community priorities, for example. It's about teaching our students that access and expertise with digital technologies might vary across the communities.

So building digital teacher competency is a really dynamic learning journey as we see through all those competencies.

The next steps that I would like to share is a little bit of the successful story from the course back in 2017, when I taught the course Principles of Teaching Learners of English as an Additional Language to pre-service teachers at UVic. And in this context, actually, the pre-

service teachers visited the local schools to observe the lessons as well as engage with the English language learners in the classroom. They conducted the interview, they wrote reflections, and then they developed the syllabus featuring five lessons that tailor to those students needs that they have identified in the interviews. And then those teachers will then share the reflection and syllabi with the classroom teachers to seek the feedback when available. So in this case, we can see that using WordPress, and I also provide some self-directed tutorials online and I make myself available during the courses whenever the students need help with WordPress. WordPress actually promotes critical thinking and accessibility through different forms of blogging, such as audio and video, as well as visual formats, and the student engagement and collaboration in this course really enhanced because this platform enhanced the students' engagement with the community partners as well as the course materials.

And now I could open up the floor a little bit for you to share the stories. So I could maybe now in the next in the next 5 to 7 minutes, could you share a little stories, any stories that you integrate technology or maybe teaching the students some digital skills in the classroom or in your practice of supporting faculties those skills with the people that you at your table?. Okay. So now, maybe you share stories. If you wish.

But right now, let's move to the tough part that we talk about the challenges. If you could go back to the Mentimeter and share what do you see as challenges for educators in integrating digital literacy in their teaching practice? That would be great. "Lack of time." Yes, time is always something that is a barrier for a lot of us, especially with the hats that we wear. "Assumption that familiarity is literacy." "Lack of time." I see lack of "imagination," "educators' low level of digital literacy" and "keeping current in both subject matter, teaching strategies, and digital literacy time." "Cost of tools" and "lack of knowledge." I assume that knowledge here can be here like the content knowledge, as well as the pedagogy knowledge. "Lack of awareness of the tools." "Avoidance." "Creativity." "Not knowing how to select additional tools." Yes. To support learning, I can see "one on one support." It's also challenges. "Stuck with the old ways." "large class size." and "tech is a silver bullet." "Overloaded by information and work responsibilities." Yes. Yeah. So like the opportunities, this also present tons of challenges for educators in integrating digital literacy into their teaching practice or curriculum in general. And I may not have the answers for all, but I think that those responses quite align the research would show that. Also, I found out that a lot of students ,like Britt shared, that we need to ensure that the students have sufficient digital capacity to learn in the digital environment as well, and also the misconception that those competencies do not need to be explicitly taught because of many reasons, and also the evidence show that those digital competencies can take a considerable amount of time to develop, which means that it is not something that we can do in a brief induction period and should it should be part of a longer program, and those skills should be integrated into all kinds of curriculums and using various multimedia animation, low-stake assessment, and also engaged levels of engagement as well. And I may not have the answers for all of those, but I would like to share a few considerations so that maybe that can start our conversation later. I will stop sharing now and then turn back to my slides.

A few considerations for educators in general is the very first one that I think is engaging in the professional development related to digital literacy so that we can embrace the growth mindset in digital literacy, the first thing. Also the second thing about the curriculum design and co-design. About the curriculum design is ensure that the curriculum design prioritizes the integration of digital literacy across the academic programs as well as the disciplines at high levels. But then if we think about the course design, then the courses and assignments should structure that foster different digital literacy competencies. For example, collaboration, communication, as well as problem-solving, creativity, and so that they can meet up with the ethical and legal considerations for those technologies, for example. Some of the few things that we can start is we can start revisiting the learning objectives or learning outcomes. And when we visit those learning outcomes, it's the time for us to brainstorm different ways that we can meet those learning outcomes. We can imagine how to support those learning outcomes, how to support the students to achieve those learning outcomes differently. Actually, Britt has shared the plus-one approach. Then one question that we should ask ourselves is, what is the one thing that I can choose to add to my practice today. For instance, if you have already asked the student to submit their essay online, so maybe another way of thinking is integrate block format, for example, allow the student to submit multimedia recording themself and share those because people have that we call multiple intelligences in this one that make it more accessible for the students to achieve those. Rather than teaching digital literacy as an isolated skill, we can also think about integration across the curriculum and embedded in the content. For example, the platform that we can use like Google Docs or Miro or Mural, those facilitating peer feedback as well as collaboration in learning. And the last one is about the changing roles because technology change, digital literacy change, digital competencies also change. That's why we also can act as academic advisor so that we refer the students to different comprehensive support services around them to navigate the digital learning. And then also we also need to interact actively with the open educational resources so that we can refer those students and model this open pedagogy to the students. In the very last part of our session, I'd like us to explore the collection of mini lessons from the course pack on the B.C. Digital Literacy Hub. I will go back to the site and then share this and I design those, but those have actually been peer reviewed and we will visit those lessons and then share some reflections.

This is the site. You can log in the site and then I will share it shortly.

And then those are some guiding questions. But I will stop sharing and then share the slide a little bit first for those mini lesson collection.

So if you see the screen right now, if you go to the Teach it pathway. In the Teach it pathway, you can either search lesson plan or you can also do the competence. What you can do is you choose the competence that aligns with your work or your practice mostly relevant with you. And then you will join the group and share some of your insights or your first reviews, guided by some of the questions that I share in the slides. So I will leave it up to you. For example, like ethical and legal consideration, there's going to be two lesson plans. Understanding principles of privacy protection and surveillance, for example. When you go to that, you can have a review

of the lesson plan. Sorry, it has to be downloaded first and then review and then we can share our insights on this one. I go back to this one. Okay.

And those are the guiding questions for us. You don't need to answer all of those questions but those are just there to simply facilitate our discussion. I will leave it there a few minutes to look at those lesson plans in the competencies and then share some of your first thoughts. Which lesson might you choose, for example? Or you can also choose to answer question number 4. Did you notice any gaps in those lesson plans? I didn't find the mini lesson plan in this competency, for example. Or any new ideas or adaptation could you make or customize those lessons. So right now, it's 3:24. So maybe I will invite you to, with your partners in the same table and share some of your first thoughts on this one. Have any questions that you want, please do. Before I do my two blockings. Yeah. Any questions or any comments? Yes, Amanda.

AMANDA:

I was just going to say, ironically, had not taken a look at all of the lesson plans before. And I'm quite impressed. And just to say that I can see the lesson plans are so great that they seem as great examples that anybody, educational technologist or instructional designer or anybody here in this room would be able to show these samples to their instructors and say, "You could do this or you could do that." So just want to say, good job. It's really impressive.

GWEN: Thanks. Thank you, Amanda.

PARTICIPANT:

Yeah, I second that, really impressive. I wonder if you might consider using maybe colour coding to identify the different categories of things? Because I'm looking at, like, I'm seeing reading material lesson plan, recorded lesson, and if there was some kind of visual clue as to what things are as I scroll through them on my phone. So if I'm looking for a lesson plan, I can find it really easily.

GWEN:

I see. Yeah. That is the back end, but we definitely thank you very much for the comments. We will take it and then we will...

BRITT:

That feature is in our backlog right now. It is something that we have considered and are going to implement more colour coding, more specific. Like those ones wouldn't have specific images just because they're not a textbook or web page or anything, but coming up with more eye-catching, differentiating images for the lesson plans. Yeah. And also, we were thinking of doing a preview so that when we open, we can preview before we download the lesson plan or the PowerPoint. Yeah, that could be more accessible. Thank you. Any other questions or comments?

PARTICIPANT:

Just another thing that I think would be helpful is if there was also a PDF version, so we don't have to download it. It could open in the browser. Yeah. And then it's easier to see again.

GWEN: Yeah. Totally. Thank you.

PARTICIPANT:

Hi. I peeked at the academic integrity lesson plan. You know, it is phrased in all the positive ways we think of academic integrity: trust, responsibility, but there isn't an explicit conversation around cheating or lying or why we might do that. And I feel that that is. I don't know if you're looking for this kind of feedback, but there's a huge amount of research in the psychological literature on why people cheat or lie, and it has a lot to do with systemic pressure and lack of time. I feel if we don't actually look at what pressured you into this or what frame allowed you to do this, that we're glossing over the issue and hoping. Using these great words but not actually giving people a way to recognize systemic errors or pressures. So that's one gap in the integrity one, and I'm sorry if I'm misunderstanding the prompt here. But I'd love to see some of that research from Dan Ariely referenced there because it's a very inspiring and actually he has examples of an honour code and he's got evidence to show under what conditions that works and doesn't work. Anyway, thanks.

GWEN:

Thank you very much for the feedback. Yes. The lesson plans was actually use the resources available on the open resources available on our site. And this open resource, as I remember, is actually from the Pressbook of Thompson River University. So it's more, it's definitely doesn't apply to all the contexts. But this academic integrity, also the introductory lesson. For example, it can be included as a separate module in the coursework so that the students can understand more about the values of academic integrity, along the line, because just like digital competencies, it is an ongoing journey. So when we engage in the conversation related to that, we learn more about this. We model this to our students. We also engage them into the thinking. So first, for example, I feel thankful for your feedback because, you know, maybe the classroom, something that we can advise the classroom teachers is open it to the students to understand more what do they actually values, what they actually think about academic integrity, and then pull it back to the values of the organization, and then maybe offer some experiential learning design activities so that the students can identify and then find out ways to like to deal with those if they are actually interact with those in real life. Yeah. I don't know if I answer your question, but those are some of the ideas that I have. Thank you.

PARTICIPANT:

The resources on your website, they all have a Creative Commons license on them, right? Yes. So these lesson plans, I'm sure, could be used as a starting place to be adapted and adjusted to suit your needs and area of expertise and passions as well. Yeah. Thanks. Any other questions?

MELANIE:

Anything else from you Gwen?

GWEN:

If you don't have any other questions, thank you very much for being with me till now. And then I have two things that I would like to add on over here.

So this is the reference and the slides will be shared. But because you are all passionate educators with technology, so please consider one of our call right now. This is an excellent opportunity to share your expertise and introduce the new tools or emerging tools in teaching and learning. In this upcoming series, actually, we have two focuses. One is on AI technologies and the other one is avoiding some technologies, including AI in education. So you will have some other fellow educators to make informed decisions in their teaching and learning. Moreover, we have a I forgot. Very exciting thing is this is actually you're going to receive 750 as compensation for this participation in this initiative, and the deadline is May 31.

So next one is the BCcampus Roadshow. So please come say hi if you are close by any of our stops, Okanagan College, Thompson River University or Selkirk College. So for more details, please visit our website. Thank you very much. Thank you.