Digital Literacy
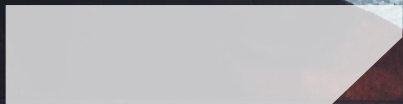## Framework

Vision

ECU is committed to equipping our students with the digital skills needed to succeed at university and in their future work life.

Digital literacy is the ability to use digital technologies to access, evaluate, create and communicate information in a socially responsible and ethical manner. Being digitally literate is an essential skill needed to effectively study, work and engage in today's digital society. Students need to be able to evaluate information in online environments, discern credible information from misinformation, ethically share information and know how to safely engage in digital environments. Digital creation of materials and our engagement with social media has had an impact on teaching and research in university environments and at ECU we are committed to developing proactive and scalable academic skills development programs, including learning support, information literacy and digital readiness. ECU uses contemporary learning technologies to provide our students with learning experiences that facilitate their transition from study into the workplace.
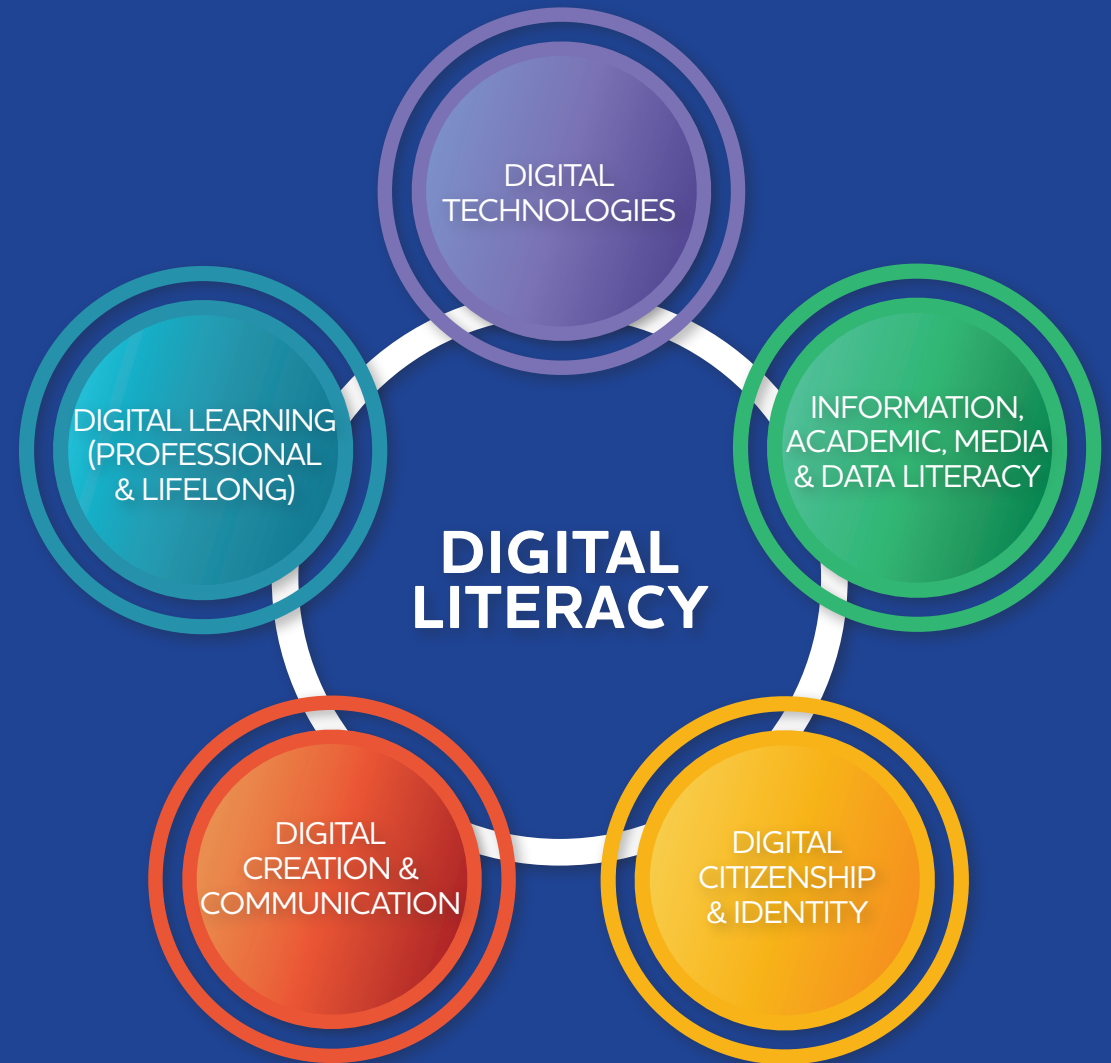
Curriculum Design at ECU

The Digital Literacy Framework aligns with ECU's Curriculum Design Policy which states that ECU will provide technology-enhanced learning experiences that develop students' digital literacies, as relevant to the discipline and the needs of learners.

The Framework also reflects ECU's commitment to enable all students to develop knowledge, skills and attitudes to navigate the complexity and diversity present in a rapidly changing world, including the world of work, and for making positive and ethical contributions to the community.

The Digital Literacy Framework also aligns with ECU Course Learning Outcome Exemplars which have been aligned to the Australian Qualification Framework (AQF). The Course Learning Outcomes include digital literacy at all degree (coursework) levels.

Framework

The Framework is underpinned by Information and Communication Technology (ICT) skills and encompasses the use of digital technologies, information, academic, media and data literacy, digital creation and communication, digital citizenship and identity, and digital learning, both professional and lifelong. The Library Services Centre will lead the implementation of digital literacy skills across the curriculum and equip ECU students with the skills needed to be digitally literate.

DIGITAL TECHNOLOGIES

INFORMATION, ACADEMIC, MEDIA & DATA LITERACY

DIGITAL LEARNING (PROFESSIONAL & LIFELONG)

DIGITAL LITERACY

DIGITAL CREATION & COMMUNICATION

DIGITAL CITIZENSHIP & IDENTITY

"Being digitally literate is an essential skill needed to effectively study, work and engage in today's digital society."

> "Digital literacy is the ability to use digital technologies to access, evaluate, create and communicate information in a socially responsible and ethical manner."

Strategies

The following strategies form the basis for the ECU Library Services Centre Framework for facilitating the development of digital literacy skills at ECU in collaboration with the Centre for Learning and Teaching, Careers and Employability Services, Graduate Research School, the eight Schools of the University and any other relevant areas of the University.

The Library Services Centre will work with other relevant centres and schools to embed all five elements of the Framework throughout the curriculum and provide support to students and staff that is focussed on enabling and enhancing learning for all students.

1 Equip staff within the Library Services Centre and wider University community with the digital literacy skills required to meet the digital learning needs of students.

2 Ensure ECU students develop information, academic, media and data literacy skills.

3 Educate ECU students about digital citizenship and their digital identity.

4 Enable students to be able to create and communicate in digital environments.

5 Promote digital literacy as a lifelong learning concept and equip students with digital literacy skills needed in the workplace.

"The Digital Literacy Framework aligns to the ECU Strategic Plan 2017-2021. The Framework will be reviewed in line with the future strategic plans and directions of the University."

Strategy 1

Equip staff within the Library Services Centre and wider University community with the digital literacy skills required to anticipate and meet the digital learning needs of students now and in the future.

Action 1.1
Council of Australian University Librarians (CAUL) Digital Dexterity Champion to advocate for digital dexterity within the Library Services Centre and the wider University community.

Action 1.2
Utilise the CAUL Digital Dexterity Framework to provide training opportunities for Library Services Centre staff.

Action 1.3
Provide opportunities for academic staff to develop skills in digital literacy.

Action 1.4
Develop digital literacy and online training materials for staff at the University.

Strategy 2

Ensure ECU students develop information, academic, media and data literacy skills.

Action 2.1
Work with schools and service centres to identify gaps in students' information, academic, media and data literacy skills.

Action 2.2
Work with key stakeholders in the Centre for Learning and Teaching, Graduate Research School and schools to develop information, academic, media and data literacy curriculum for students.

Action 2.3
Ensure that information, academic, media and data literacy skills development are embedded in all courses, through activities and assessments aligned to the relevant course learning outcomes.

Action 2.4
Provide equitable access to University-wide information, academic and digital literacy programs through the development of online resources and modules.

Action 2.5
Introduce evaluation methods to measure the effectiveness of information, academic media and data literacy programs in order to continuously improve practice.

Strategy 3

Educate ECU students about digital citizenship and their digital identity.

Action 3.1
Educate students on how to manage one or more digital identities on multiple platforms.

Action 3.2
Ensure curriculum incorporates information about digital safety and respect of others when communicating in digital environments and the risks of sharing information.

Action 3.3
Ensure students understand the implications and impact of their digital footprint.

Action 3.4
Promote and update the Student Learning in a Digital Environment (SLIDE) modules.

Strategy 4

Enable students to be able to create and communicate in digital environments.

Action 4.1
Provide students with access to digital learning technologies including relevant technologies in their discipline.

Action 4.2
Educate students about new and emerging technologies and how to design and create accessible digital materials relevant to their specific disciplines.

Action 4.3
Equip students with the skills to be able to communicate with other students in digital learning and social environments, e.g. online discussions, webinars, social media, virtual worlds.

Action 4.4
Build students' capacity to adopt and develop new practices with digital learning environments and use digital technologies to develop new ideas in their area of study.

Strategy 5

Promote digital literacy as a lifelong learning concept and equip students with digital literacy skills needed in the workplace.

Action 5.1
Develop workplace digital literacy modules and resources in collaboration with relevant schools and service centres.

Action 5.2
Equip students with the ability to manage an academic and professional identity, including building a CV or e-portfolio of work and a professional profile.

Action 5.3
Educate students about the importance of digital literacy skills as a lifelong endeavour.

Action 5.4
Ensure students are aware of the legal and ethical implications of sharing information in digital environments.

Supporting Resources

ECU's Digital Literacy Framework is informed by the following resources:

American Library Association. (n.d.). Digital literacy.
Retrieved from https://literacy.ala.org/digital-literacy/

Council of Australian University Librarians. (2019). Council of Australian University Librarians (CAUL) digital dexterity framework. Retrieved from https://www.caul.edu.au/sites/default/files/documents/digital-dexterity/digdex2019framework.pdf

Edith Cowan University. (2018). Student success blueprint: 2018-2021.
Retrieved from https://intranet.ecu.edu.au/__data/assets/pdf_file/0012/772869/student-success-blueprint.pdf

Edith Cowan University. (2017). Technology-enhanced learning blueprint: 2017-2021. Retrieved from https://intranet.ecu.edu.au/__data/assets/pdf_file/0005/767930/TEL-blueprint.pdf

Jisc. (2014). Developing digital literacies.
Retrieved from https://www.jisc.ac.uk/full-guide/developing-digital-literacies

Sibson, R., & Morgan, A. (2019). Digital literacy: What is it? What proficiencies do students say they have? And what else can educators do to develop these important skills? Paper presented at the 28th Annual WA Teaching and Learning Forum, University of Notre Dame, Perth, Australia.

Digital Literacy
Framework

Library Services Centre