From Teachers to Students: Digital Literacy Course for University Teachers

Katri Rintamäki, University of Vaasa, Tritonia Academic Library

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Session 3: Linking research and practice: the synergies and their relevance to practice, policy and academia

Main concepts

INFORMATION LITERACY

"recognize when information is needed and have the ability to locate, evaluate, and effectively use the needed information" (ALA, ACRL 1989)

"The set of integrated abilities encompassing the reflective discovery of information, the understanding how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning" (ALA, ACRL 2015)

"Empowering us as citizens to reach and express informed views and to engage fully with society" (CILIP 2018)

DIGITAL LITERACY

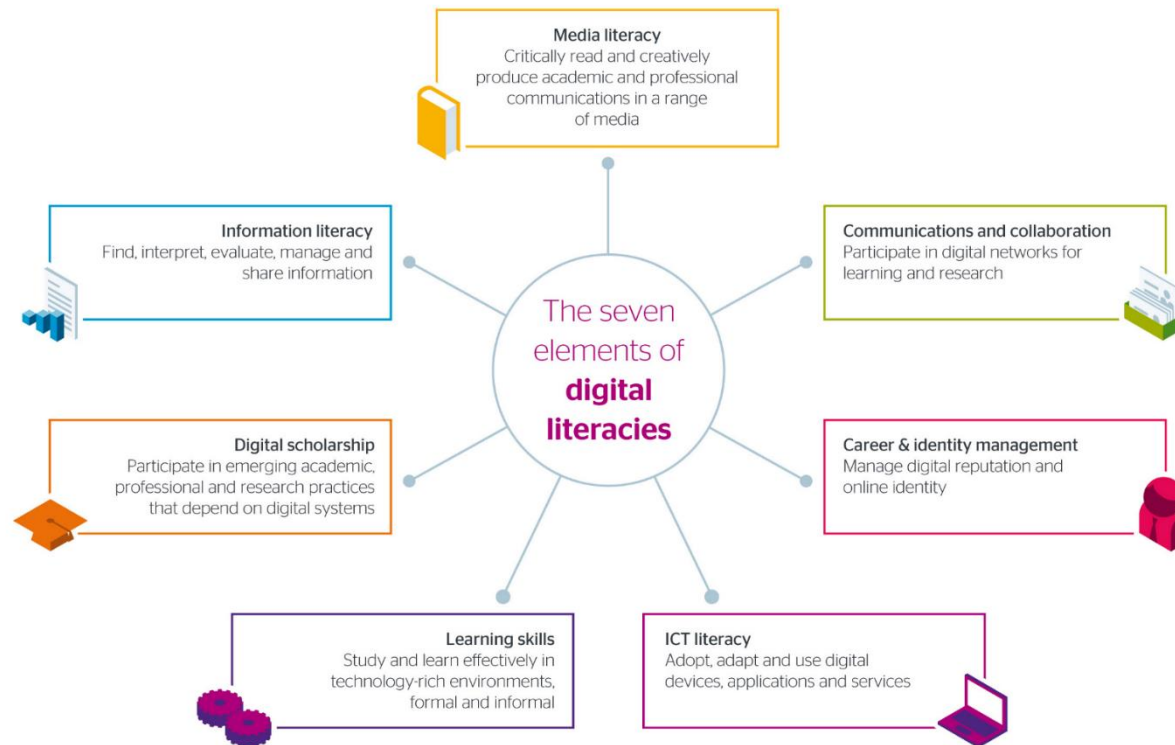Emphasizes the use of digital technology (Koltay 2015, 411)

Not just about technical user skills, but also user–technology interactivity, aka involves researchers' experiences, emotions and complex processes of learning, practicing and self-development when they interact with technology (Tsatsou 2018, 1240, 1254)

Two critical aspects: (1) ability to effectively plan and monitor the efficacy of strategies used to search and manage the wealth of information available online and (2) knowledge to vet and integrate those information sources (Greene, Yu & Copeland 2014, 55)

Umbrella concept that includes 7 different elements of digital literacy (Jisc 2011; 2014)

Seven element of digital literacies

Jisc (2014) https://www.jisc.ac.uk/guides/developing-digital-literacies CC BY-NC-ND

The seven elements of **digital literacies**

Media literacy
Critically read and creatively produce academic and professional communications in a range of media

Communications and collaboration
Participate in digital networks for learning and research

Information literacy
Find, interpret, evaluate, manage and share information

Career & identity management
Manage digital reputation and online identity

Digital scholarship
Participate in emerging academic, professional and research practices that depend on digital systems

Learning skills
Study and learn effectively in technology-rich environments, formal and informal

ICT literacy
Adopt, adapt and use digital devices, applications and services

Information literacy education

Academic libraries have a very strong status in the information literacy education, but one-shots do not accomplish the main goals of information literacy.

The task of developing information-literate students is too large to leave to the librarians alone.

Enlisting faculty in the cause of information literacy is the key to putting it on the academic agenda. (Badke 2017, 67.)

Supervisors form the most valued, frequent and influential academic contacts for graduate students (JISC & British Library & 2012, 60; Delaney & Bates 2018, 79).

Supporting students in gaining access to academic literacies is even named as one of the most challenging responsibilities for higher education teachers (Bergman 2016, 516).

Information literacy education

University teachers instruct students in defining topics, finding articles and books for projects, critically evaluating resources, synthesizing materials, and avoiding plagiarism (Weiner 2014, 9).

Still, the role of doctoral supervisors, for example, focuses on imparting discipline-specific knowledge, and they are less inclined to convey high-level information skills (Delaney & Bates 2018, 66; also Togia et al. 2015, 226, 236–237; Xu & Chen 2016, 343–344).

The promotion of teacher literacy could enhance the information technology ability, professional growth, and teaching efficacy. (Xu & Chen 2016, 343–344.)

Digital literacy education for university teachers is a valuable means to develop also their students' digital literacy.

The higher education pedagogy study module developed in the HELLA project

The teaching project HELLA – Higher Education Learning Lab in 2017–2019 financed by the Finnish Ministry of Education and Culture

- A research-based development project on higher education pedagogy that

- develops and pilots a new study module (60 ECTS) in higher education

- in order to strengthen the pedagogic and digital teaching competencies

- of the teaching staff of the universities and universities of applied sciences

The HELLA project is

- led by Åbo Akademi University

- coordinated by Tritonia Academic Library, EduLab

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Basic and subject studies in the higher education pedagogy study module (60 ECTS)

BASIC STUDIES, 25 ECTS

- Introduction to teaching in higher education, 5 ECTS

- Didactical design of courses in higher education, 5 ECTS

- Digital teaching and learning in higher education, 5 ECTS

- Digital tools for teaching and learning, 5 ECTS

- Teaching practice 1, 5 ECTS

SUBJECT STUDIES, 35 ECTS

- Educational counselling and supervision, 5 ECTS

- Pedagogical content knowledge, 5 ECTS

- Curriculum leadership, 5 ECTS

- Teaching practice 2, 5 ECTS

- Digital literacy and information resources, 5 ECTS

- Developmental work research, 5 ECTS

- Research and development work, 5 ECTS

Tritonia Academic Library

A joint academic library of five university units located in the city of Vaasa

- University of Vaasa
- VAMK University of Applied Sciences
- Novia University of Applied Sciences
- Åbo Akademi University
- Hanken School of Economics

offers

- library and information services for students and staff
- teaching development services for staff by its digital support unit EduLab

EduLab

- supports the development of digital education
- by offering consultation and training in both technical and pedagogical issues

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Tritonia in the HELLA project

Digital teaching and learning in higher education (5 ECTS) planned and piloted by Tritonia EduLab

Digital tools for teaching and learning (5 ECTS) planned and piloted by Tritonia EduLab

Digital literacy and information resources (5 ECTS) planned and piloted by Tritonia Academic Library

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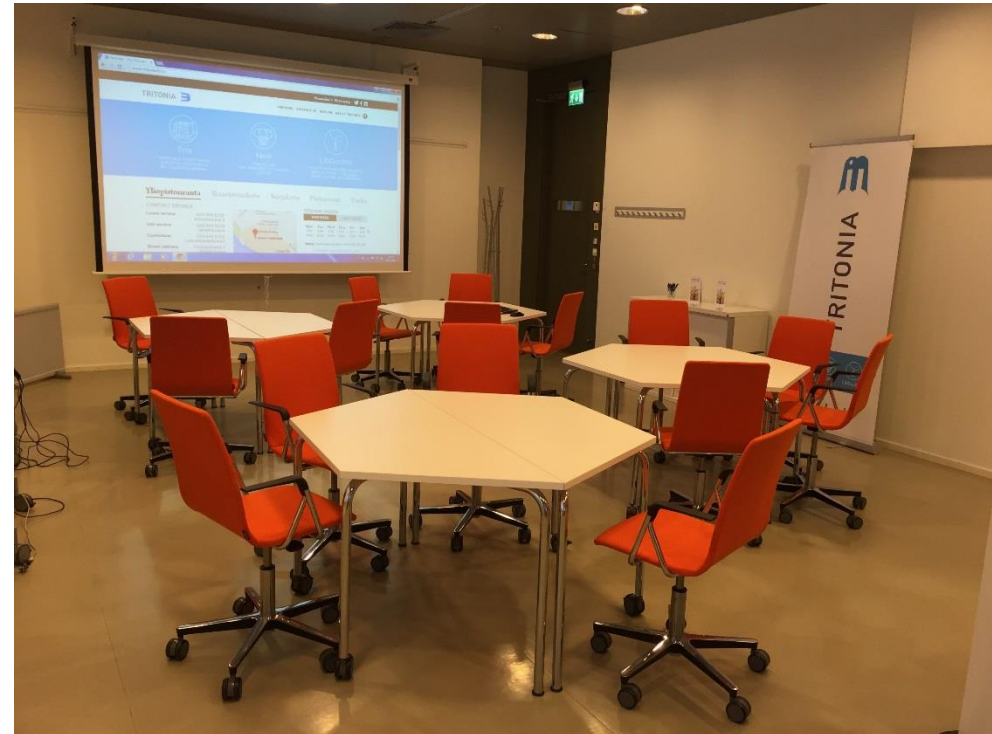
Course *Digital literacy and information resources* (5 ECTS)

Aims to

develop faculty's information skills, digital and pedagogic skills to use digital information resources in their teaching and research

integrate information retrieval into teaching so that teachers with their behaviour give students an example of good information practices and support students' information retrieval

enhance teaching practices and culture that support students' working life skills and lifelong learning

Gilly Salmon's Carpe Diem Learning Design Model

team-based learning design process

an alternative to traditional staff development processes

to create fast, effective, and forward looking learning design

to design something that can be put into immediate use with learners: the vision, learning outcomes, action plan, schedule, activities, assessment and online environment of the course

The Carpe Diem workshop for the HELLA digital literacy course

Collaboration

> Orientation session (2 hours)
>
> Workshop (2 days, à 6 hours)

Multi-professional team of 8 experts

> 1 pedagogue: led the workshop and moderated the collaboration
>
> 1 pedagogue: acted as an advisor in ICT questions
>
> 1 new recruit: listened to the discussion as a critical friend outside the library profession
>
> 4 information specialists:
>
>> provided the expertise and experience in information literacy teaching
>>
>> planned the thematic substance of the course

In the workshop were planned

> Vision
>
> Learning objectives
>
> Action plan
>
> Schedule
>
> Activities
>
> Assessment
>
> Online environment

Learning objectives and contents of the course

LEARNING OBJECTIVES

THE PARTICIPANT WILL AFTER THE COURSE BE ABLE TO

- describe and explain the meaning of information retrieval in teaching and research

- choose, use and evaluate licensed and open access scientific information resources

- integrate information retrieval, use and evaluation of information in teaching and research

- support the student in independent information retrieval and use by using his or her own practice and guidance

- apply practices in open science to teaching and research

CONTENTS

- Licensed and open access digital information resources and how to use them in a pedagogical way in teaching

- Information resources for the participants' own disciplines and teaching

- Information retrieval, use and evaluation of information as part of teaching, research and development

- Supporting students in their own information retrieval and use of information

- Utilizing open access resources within the participants' own disciplines and applying operating models to teaching and research

The pilot course

5 higher education institutions
   Åbo Akademi University
   University of Vaasa
   Arcada University of Applied Sciences
   Novia University of Applied Sciences
   VAMK University of Applied Sciences

2 university sectors
   2 academic universities
   3 universities of applied sciences

3 languages
   Finnish – 2 universities
   Swedish – 3 universities
   English – international staff of 5 universities

3 cities

30 participants

Multimodal teaching

Online learning – learning environment Moodle

- Course materials
- Learning assignments instructions
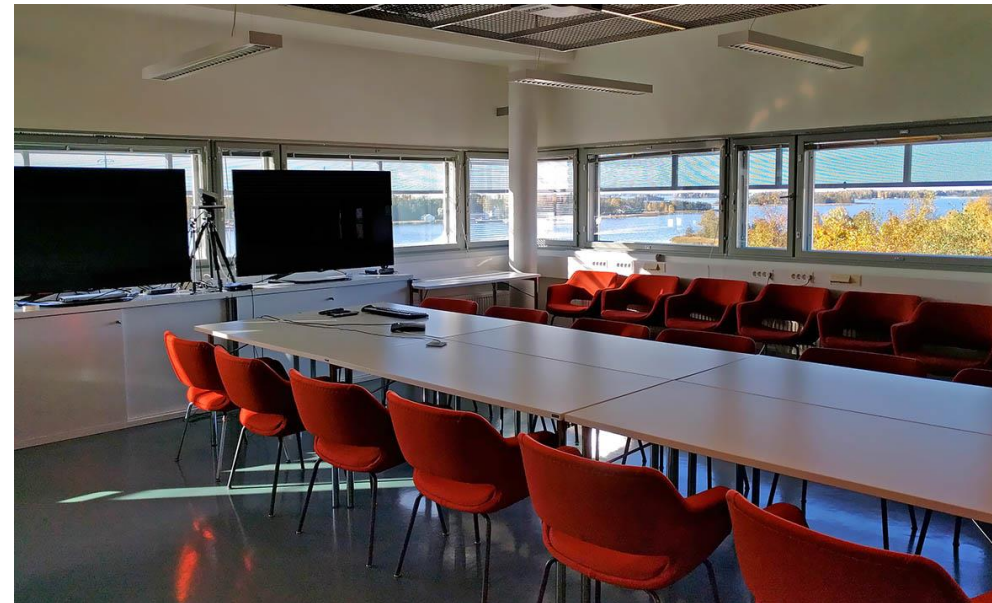- Assignments submission
- Online discussions

Hybrid teaching

- 3 lectures and 2 seminar sessions
- classroom or online - videoconferencing platform Zoom
- Lectures recorded and made available in Moodle

100 % distance learning possible

Course activities and materials

Activities
Individual online assignments
Study circle group collaboration
Online discussions
Hybrid seminars

Course material
Digital information resources: e-books, e-articles, video materials
Open access materials favoured

Expert lectures
Open science
Students' information retrieval skills
Visibility and impact of publications in the teacher's profession

Trilingual course
Main language English
All instructions and feedback in 3 languages
6 study circle/tutorial groups in 3 languages (à 4–6 members)
Joint teaching – 2 teachers

Course assignments

1. Individual reflection *My information landscape*

2. Online discussion *Today's information landscape*

3. Group work *Wiki article on literacies* + peer-review

4. Individual report *Information retrieval and information resources*

5. Final assignment *Development plan for information retrieval* + peer-review

6. Individual reflection *My information practices today and tomorrow*

Conclusions

A digital literacy course in a higher education pedagogy study module -> relevance of information literacy in teaching and research

New audience: students -> teachers and researchers

Different digital tools and teaching methods -> examples of different opportunities in information retrieval and digital teaching

Teacher feedback -> online discussions + peer-reviews

Hybrid teaching -> 100% online education via videoconferencing and learning environment

Several alternative source materials -> a few compulsory and fundamental source materials in order to teach the same basics

Further studies

The course self-evaluated from a course teacher's point of view

Participants' experiences and feedback? - Joint feedback for all courses piloted in the HELLA project coming soon

Long-term feedback?

Long-term effect on participants' information and teaching practices?

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