# JV Rational and Learning Design for a class on Digital Literacy

## Context

**Topic:** Teaching Creative Subjects Online in the 21st Century

**Duration:** 1 hour and 30 minute (including 5 minute break)

**Size of class**: Approx: 16

**Description:** An exploration of what it means to be digitally literate in 2021 defining which skills are necessary, which ones would be desirable,  or just a personal choice or indulgence and compared to ones which are vital.

Mode of delivery: Online by Google Meet

## Aims

Explain the difference between Visitor and Resident when it comes to digital competencies, interests and skills.

Understand where they lie on an y axis spectrum between Visitor and Resident and between personal and professional uses

Acknowledge the scale of their use of certain platforms and tools and where the gaps lie.

Identify where gaps may lie in their digital skills, and the digital skills of their students

## Outcomes

**Recognise (Knowledge)**: Digital literacy as a competency like English or Maths but having a complex, shifting and heterogeneous nature.

**Explain (Comprehension):** How elements of digital literacy competencies for them, and others, will be on a scale of non-use, some familiarly, competency and expert use.

**Demonstrate (Application):** That they can apply an aspect of their own digital literacy in an online teaching environment.

# Teaching-Learning activities

*PART I Welcome and introduction*

Read Watch Listen (RLW) or 'Acquire'

**RWL**              **3 minutes**    **18:35**

Explore around literacies: writing, typing, reading, languages, reading music, dance, art ...

Link > Thesaurus.com : https://bit.ly/39dCCd8

**Discuss          8 minutes          18:43**

What is meant by literacy?

Language, visual arts, and performing arts: drawing, photography, singing/playing an instrument, dance

Grades/Certification/Competencies

Novice/Expert

**Produce          3 minutes          18:47 /
                                       18:53**

Go and find some paper and pens:

A4 sheet a a felt tip, rough paper and pencil, set of crayons, discarded Christmas Card/

Let's see what you're using. Very non-digital! But it does the job!

On the scale novice to expert put a mark.

***Part II What is meant by digital literacy: who are you online?***

**RWL          12 minutes          Together
                                   19:00**

**VIDEO >** Introduction to Visitor or Resident by David White, Oxon

Link > https://youtu.be/sPOG3iThmRI

**Young people** are good with digital …

Replay or read comments

Innate / young vs old / use of technology

Effective use of the web for … <span style="color:red">'learning literacies don't come free'</span>

A collection of tools. **Metaphors** of 'place' and 'tool'

**Discuss          4 minutes          All 19:05**

Where do you stand? 'V' or 'R' in chat

Link to Visitor or Resident as Personal or Professional use

**RWL** **10 minutes** **Together 19:15**

Video mapping tools and practices online

Link 'Just the Mapping' > https://youtu.be/MSK1lw1XtwQ END at 8:23.

Personal: email, search, chat, viewing, weather, news, music, Zoom.

Professional: email, search, calendar, chat, Meet, organiser, video, podcasts, website, image editing, Twitter & Tweetdeck

**Produce** **10 minutes** **1 student 19:30**

Producer a Mind Map or Venn Diagram (as at the start)

Include a 5 minute bathroom or tea break

Draw it on a sheet of A5 and hold it up to the screen.

Screenshot when everyone has their image in place!!

**BREAK 10 MINUTES > BACK 19:46**

**Discuss** **8 minutes** **All 19:54**

A definition of Digital Literacy

What a UK citizen needs in 2021?

What a teacher in England needs in 2021?

Is there anything specific to your discipline?

Doug Belshaw Tedx > https://youtu.be/A8yQPoTcZ78

*Part III What is meant by digital literacy: who are your students online?*

**Discuss** **8 minutes** **All 20:02**

**Personas**

Open University > mostly though not online. Monthly tutorial and annual residential. Though some entire modules online.

Personas as in marketing and advertising. How does the person tick?

Open Learn Create > https://bit.ly/3iSjDZ2

JISC 7 Digital Literacies > https://bit.ly/39gtNPI

**Collaborate       10 to 3 minutes        8 students    20:00**

In breakout rooms, each with a different GBMET student persona. Imagine a fictional student type. Offer each and allocate.

- Undergraduate fine art student.
- FE Digital Media Student
- FE MotorVehicle Workshop
- Adult Learner : Sculpture
- HE final year photography student

Who am I? My Interests. My Personality. Reasons for me to engage with you. Reasons for me not to engage with you. My skills. My dreams. My social environment.

**Part III**. **Bringing it all together**

**Discuss              6 minutes                  All 20:18**

Plenary > Tell us about your map

What expectations will you have of your **students** and yourself

Spelling
Expect too much?
New platform
Not the first finds in a Google Search
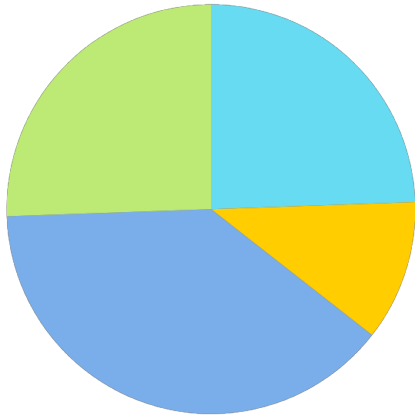Some base knowledge

Plenary: How has your view changed?

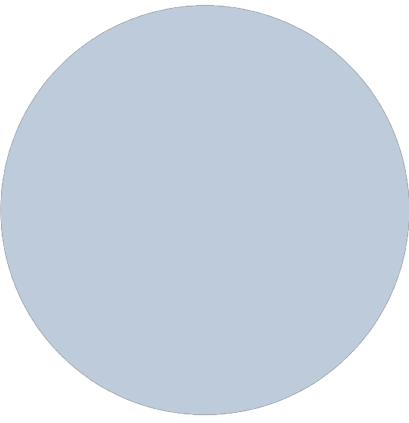What strengths? What weaknesses or gaps?
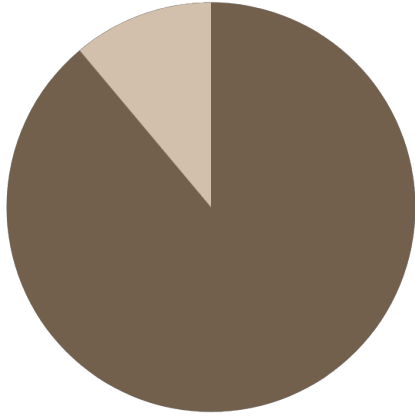
Thank you.

# Representations of the learning experience



| Learning through | Minutes | % |
|---|---|---|
| Acquisition (Read, Watch, Listen) | 22 | 24 |
| Investigation | 0 | 0 |
| Discussion | 35 | 39 |
| Practice | 0 | 0 |
| Collaboration | 10 | 11 |
| Production | 23 | 26 |

| | Minutes | % |
|---|---|---|
| Whole class | 39 | 43 |
| Group | 10 | 11 |
| Individual | 41 | 46 |



| | Minutes | % |
|---|---|---|
| Face to face | 0 | 0 |
| Online | 90 | 100 |

|  | Minutes | % |
|---|---|---|
| Teacher present | 80 | 89 |
| Teacher not present | 10 | 11 |