DIRECTED METHODS OF DIGITAL LITERACY TO TEACH DIGITAL LITERACY

MICHELLE BIANCO, M.A.
Purdue University Global
mbianco@purdueglobal.edu
OVERVIEW

• Understanding the lack of digital literacy.
• Understanding the need for educators to demonstrate mastery of Digital Literacy
• Demonstration of directed methods.
DEFINITIONS

• What is Digital Literacy?
  • Digital literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills (American Library Association's digital-literacy task force).

• What is a passive method?
  • A method of teaching wherein students solely taking in of information from reading, listening to a lecture, or viewing a video.

• What is a directed method?
  • A methodology of teaching with similarities to Modelling wherein the instructor will demonstrate the best practices while including the pupil in the discussion using critical thinking skills.
META- SYNTHESIS RESEARCH METHOD

1. Determine research questions.
2. Establish parameters of exclusion criteria and quality criteria for articles.
3. Conduct database searches.
4. Evaluate articles.
5. Synthesize information correlated with research questions.
• Stanford History Education Group concluded, “More than 80% of students [studied] believed that the native advertisement, identified by the words “sponsored content”, was a real news story” (2016).

• Most curriculum designed for Digital Literacy was created in 1999 therefore it is outdated and irrelevant. “Seventy-four percent of millennials, along with respondents with less than a four-year degree (76 percent), earned an F ” in digital literacy skills (Ascione).
MANY STUDIES CLAIM IT TAKES A STUDENT AN AVERAGE OF 100 REPEATED BEHAVIORS TO CREATE A SUSTAINED HABIT.

The bad habit of simply “Googling it” far out numbers the lessons provided in a classroom, so students have an ingrained habit that must be changed.

When students are presented with a research opportunity, they turn to their personal devices rather than the computer.

The default search strategy for students is simply to input the assignment title.
DIRECTED METHODS

- Why Online Searches fail
- Teach Filter Bubbles
- Explore Search Bias
- Demonstrate Tools
- Databases

Whois → Google Operators → Country Codes → Wolfram Alpha → Wayback Machine
Beware Online “Filter Bubbles”  
by Eli Pariser

Algorithms intended to meet personal tastes trapped searchers in a "filter bubble" and failed to expose new information that could challenge or broaden our worldview.
BIAS

PAID ADVERTISING, LOCATION AND POPULARITY LEAD THE RESULTS LIST.
TOOLS

Academic Writer

Library Citation Tools

Diigo

Wikipedia References
GOOGLE OPERATORS

- Filetype:
- allintitle:
- phonebook:
- site:
- allinurl:
RESEARCH
Students need educators to model the complexity of the questions and model the different methods needed to define results. One of the many struggles is the fluidity and ever-changing algorithms utilized by online databases. Students must be taught how to try one search phrase and how to adjust based on the quality of results.
Directed Methods of Digital Literacy to Teach Digital Literacy
REFERENCES


• Donald, B. (2016, November 22). Stanford researchers find students have trouble judging the credibility of information online. Stanford Graduate School of Education. Retrieved from https://ed.stanford.edu/news/stanford-researchers-find-students-have-trouble-judging-credibility-information-online


RESEARCH QUESTIONS

• Do students understand and evaluate the credibility of information?

• What are current methods used to educate students in Digital Literacy?

• Are passive methods effective?

• What are directed methods of teaching Digital Literacy?
Exclusion Criteria

- The article is irrelevant for the study question
- The article does not have the relevant population
- The article does not have the relevant intervention (or exposure)
- The article does not have a relevant comparison group
- The article does not discuss the outcome that is of interest to this research
- The article is published in a non-standard format and not suitable for review
- The article is published in a foreign language and cannot be translated
- The article is published outside of the date ranges
- The article is a duplicate of another article (same publication published twice)

(Basu, 2017).
Quality Criteria

• The article is relevant to the research questions.
• The research method is appropriate for the research question.
• Research population is appropriate for the research questions.
• The analysis is appropriate for the research questions.

(Newton, n.d.)