Reflecting on Two Case Studies to Evaluate the Development of Embedded Academic and Digital Literacies Curricula

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TWO CASE STUDIES

Curriculum Design

1. Academic skills and literacies
   Example - Core Health units

2. Digital literacies
   Library

Deakin’s Graduate Learning Outcomes

1. Discipline-specific knowledge and capabilities
2. Communication
3. Digital literacy
4. Critical thinking
5. Problem solving
6. Self-management
7. Teamwork
8. Global citizenship.
Higher Education Participation and Partnerships Program (HEPPPP) Project
Focus on students from LSES background

Widening participation through an inclusive approach to curriculum design.

- to improve academic attainment of all students
- build capacity of staff to design embedded academic and digital literacies curricula
- implement embedded academic and digital literacies curricula
2 CASE STUDIES

Different approaches (discipline diversity), but some commonalities

- Course **learning outcomes**/graduate attributes
- **Mapping** of academic and digital literacies (see example)
- Mapping to **developmental levels** (see example)
- Focus on **assessment and feedback**
- Collaborative approach to development of **resources** for teaching and learning
- Staff **professional development**/capacity building
- **Sustainability** of curriculum development
A PROCESS FOR DEVELOPING ACADEMIC SKILLS AND LITERACIES IN YOUR COURSE CURRICULUM.

Diagram based on a process for implementing graduate attributes (Jolly 2001)

What academic skills and literacies do students need to help them evidence the Deakin Graduate Learning Outcomes within your Course curriculum?

1. Discipline-specific knowledge and capabilities
2. Communication
3. Digital literacy
4. Critical thinking
5. Problem solving
6. Self-management
7. Teamwork
8. Global citizenship.

Reference
DESIGN OF RESEARCH EVALUATION

1. Reflective practice (researchers and participants)

Perceptions of:
- Course team members
- Language and Learning Advisers
- Students.
- Project Coordinators

2. Data

Staff surveys for Symposia and PD days
Staff interviews and focus groups
Students surveys, reflections and focus groups
Metastudy – Project Coordinators

Models of best practice
- how best to embed the development of academic and digital literacies within the disciplines
- reflecting on commonalities and differences between courses and professional groups
RESEARCH EVALUATION

Action research model
- this process includes the opportunity for self-reflection and change by participants (Reason & Bradbury, 2001)

Collective case study
- an understanding of a number of cases will lead to a better overall understanding, and ‘perhaps better theorizing’ (Stake 2003, p. 138).

‘Rigorous and consistent evaluation that is commensurate with the task i.e. acknowledgment that program effectiveness can be difficult to establish given non-clinical contexts and uncontrollable variables, which render absolute cause and effect claims problematic’ (Gale & Parker, p. 52).
Case Study 1 – CORE HEALTH UNITS

‘Health Information and Data’
CloudDeakin resources – learning objectives, research

‘Health and Behaviour’
Feedback to students on academic literacies development, including verbal feedback

‘Human Structure and Function’
Introductory modules –
• So much to read! – effective reading
• So much to learn! – learning styles
• Multiple choice tests and exams
CORE HEALTH UNITS

‘Human Structure and Function’

**Student survey** (1,152 responses)

62% worked through the learning activities

85% responded that the modules helped them get started with their study

“Very helpful to find way around new subject/content.”
“I didn’t know about the modules. I didn’t know how to access them.”
STAFF CAPACITY BUILDING

Seminar for sessional tutors (core Health units)

Have your understandings of academic literacies in Health changed throughout the day?

- Yes
- No

How would you rate your understanding of academic literacies in Health at the end of the day?

- Excellent (2)
- Good (11)
- Fair (0)
- Negligible (0)
Case Study 2 – DIGITAL LITERACY
## Digital Literacy Framework for Deakin University Graduate Learning Outcome 3

This Framework articulates students’ need to develop the ability to: access global information in many formats from diverse sources; critically analyse and evaluate sources; create new knowledge; and use appropriate technology to communicate information and connect with others in an academic environment. Digital literacy is socially situated so the Framework is designed for Unit Chairs to apply and explore the elements of Digital Literacy within the context of their disciplines and professional practice.

<table>
<thead>
<tr>
<th>Elements of Digital Literacy</th>
<th>Foundation Level</th>
<th>Proficient Level</th>
<th>Advanced Level</th>
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<tbody>
<tr>
<td>Find: search and navigate</td>
<td>● Identify a need for information to effectively accomplish a task;</td>
<td>● Interpret a research question and develops an effective search plan to navigate to relevant information sources;</td>
<td>● Demonstrate sophisticated use of search strategies required to retrieve comprehensive range of relevant resources;</td>
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<td>● Define the scope of the research required and determine key concepts and contexts;</td>
<td>● Demonstrate the ability to alter or refine searches to ensure results reflect the information need;</td>
<td>● Use advanced features of library databases to automatically generate regular search outputs e.g. alerting services, RSS feeds.</td>
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<td>● Successfully locate sources from citation lists provided;</td>
<td>● Demonstrate knowledge of information sources and employ judgement in selection.</td>
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<td>● Research and accesses key sources of information in the subject area / context.</td>
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<td>Use: think critically and analyse</td>
<td>● Recognise that the quality of information varies;</td>
<td>● Apply appropriate criteria to evaluate reliability, relevance, accuracy and authority of information.</td>
<td>● Consistently demonstrate analytical skills in selecting accurate and relevant digital sources to support a contention or argument.</td>
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<td>● Aware of elementary evaluation criteria to avoid use of misleading knowledge resources.</td>
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<td>Disseminate: create, communicate and connect</td>
<td>● Recognise the importance of referencing and acknowledges the ideas of others in the work one creates;</td>
<td>● Consistently and correctly reference and acknowledge the work of others;</td>
<td>● Demonstrate advanced working knowledge of relevant bibliographic software tools;</td>
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<td>● Demonstrate an understanding of copyright requirements, information security and privacy and ethical use of information;</td>
<td>● Keep systematic records of resources, using appropriate technologies to manage information;</td>
<td>● Demonstrate capability to reflect and confidently create and share new knowledge;</td>
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<td>● Select and use technologies to communicate in an academic environment.</td>
<td>● Demonstrate an understanding of privacy, ethical and legal requirements and relate these concepts to the development of one’s digital profile;</td>
<td>● Ethically curate and share knowledge in a variety of forms.</td>
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<td>● Understand the relevance of social media tools and use appropriately for enabling teamwork and collaboration;</td>
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<td>● Demonstrate the ability to produce subject-related knowledge artefacts using digital tools and resources;</td>
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<td>● Demonstrate collaborative production and sharing of digital content for study and research.</td>
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COLLABORATING TO EVIDENCE DIGITAL LITERACY

Library staff

• attend course forums and meetings

• collaborate with teaching teams to develop learning activities

• create cloud concepts (short videos), participate in training, and maintain an active presence on the unit LMS
SOME OUTCOMES

• Development of **embedded academic and digital literacies** in some units

• **Model/framework** for collaborative curriculum design

• Production of ‘**Guide** to developing academic literacies in your course curriculum’

• **Cloud concepts** on embedded academic literacies curricula development on staff development site

• Higher Education Participation and Partnerships Program (HEPPP) **Project** ‘Inclusive Curriculum and Capacity Building’
HEPPP INCLUSIVE CURRICULUM AND CAPACITY BUILDING ‘ PROJECT

Sponsored and led by Equity and Diversity in partnership with the Library, Student Life and Institute of Koorie Education.

Aim: to support diverse student achievement

• **Embedding** academic skills and literacies, digital literacy, employability skills and universal design principles in curriculum in targeted courses and units
• **Capacity building** for academic staff through ongoing professional development activities.
• Sharing and **collaborative development** of inclusive teaching and learning resources.
LESSONS LEARNT

• Need to develop *shared understanding*

• Dynamic nature of the research evaluation - time required for *collaborative reflection*

• Time for reviewing and *building on the research findings*, although often projects finish and ‘champions’ are lost

• *Curriculum renewal* best achieved with combination of
  
  ➢ university-wide policy
  
  ➢ bottom up involvement and input
LIBRARY RESEARCH PUBLICATIONS

THE LIBRARY AND STUDENT SUCCESS


REFERENCES


Google images
https://www.google.com/search?site=imghp&tbn=isch&source=hp&biw=1600&bih=728&q=measuring&oq..


QUESTIONS AND COMMENTS

Discussion

Challenges of working collaboratively on curriculum design.