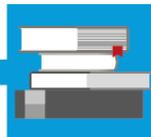
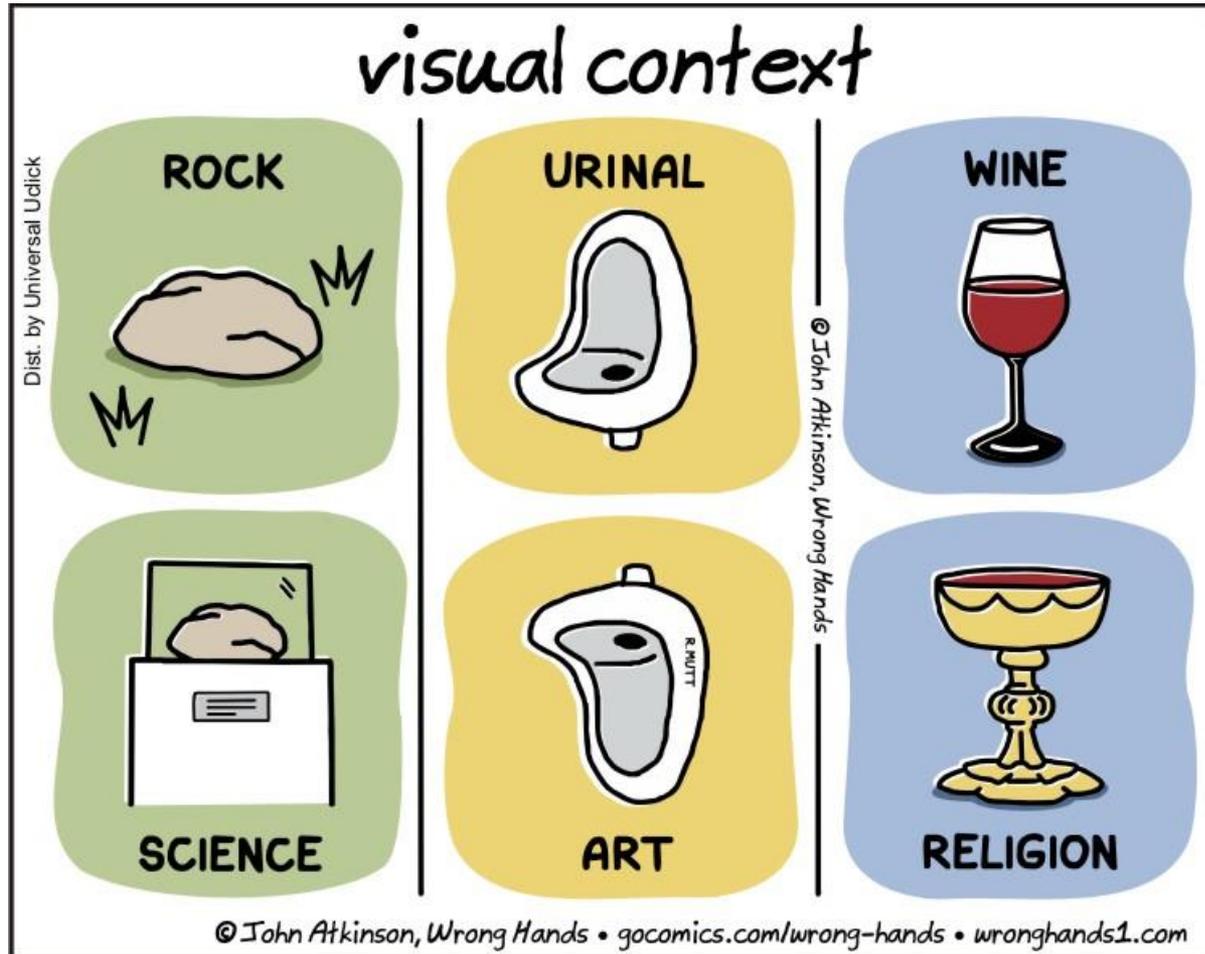


Reviewing the role of librarians in supporting student's digital capabilities

Manfred Gschwandtner

Learning & Research Librarian – Canterbury Christ Church University

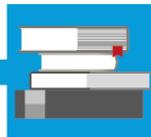




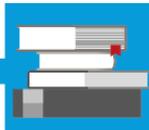
Changing the Context

Walton, G. (2016) “Digital Literacy” (DL): Establishing the Boundaries and Identifying the Partners, *New Review of Academic Librarianship*, 22:1, 1-4

- In this editorial Walton is thinking about academic librarians as being part of a DL curriculum or working in the context of a DL framework
- “The library has to establish what it currently delivers in the way of information literacy that can form part of the DL curriculum. **At the same time, the library should establish what it potentially could develop as part of DL, over and above its current practice.**” (p. 3)



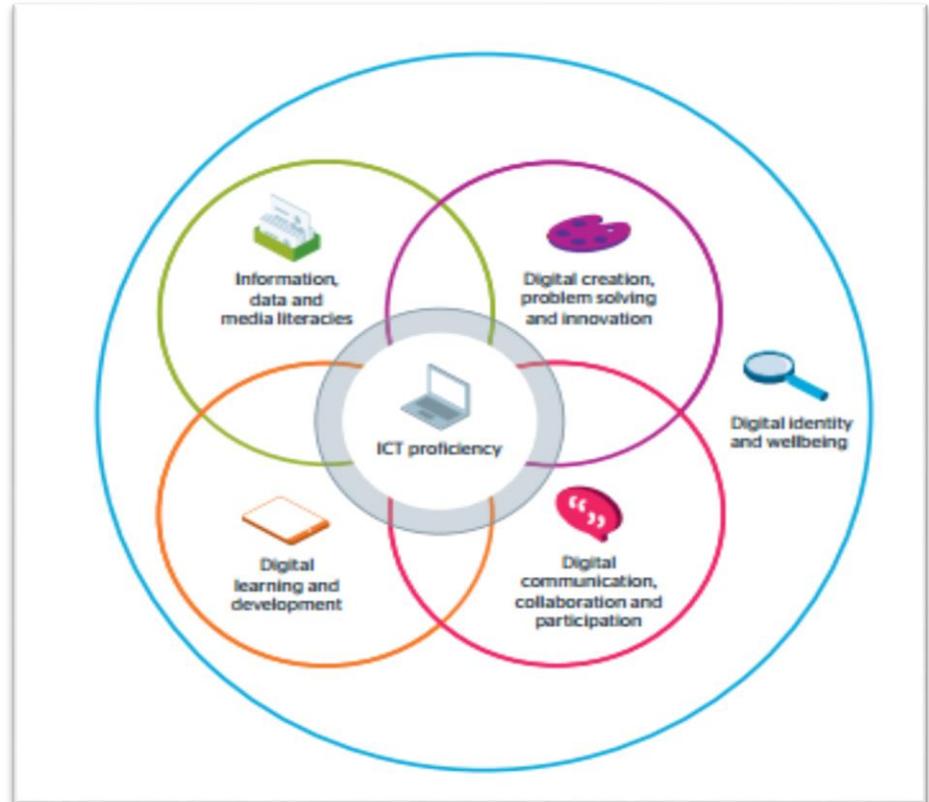
Digital Literacy Framework



JISC Digital Capabilities Framework

“6 Elements of digital capabilities”

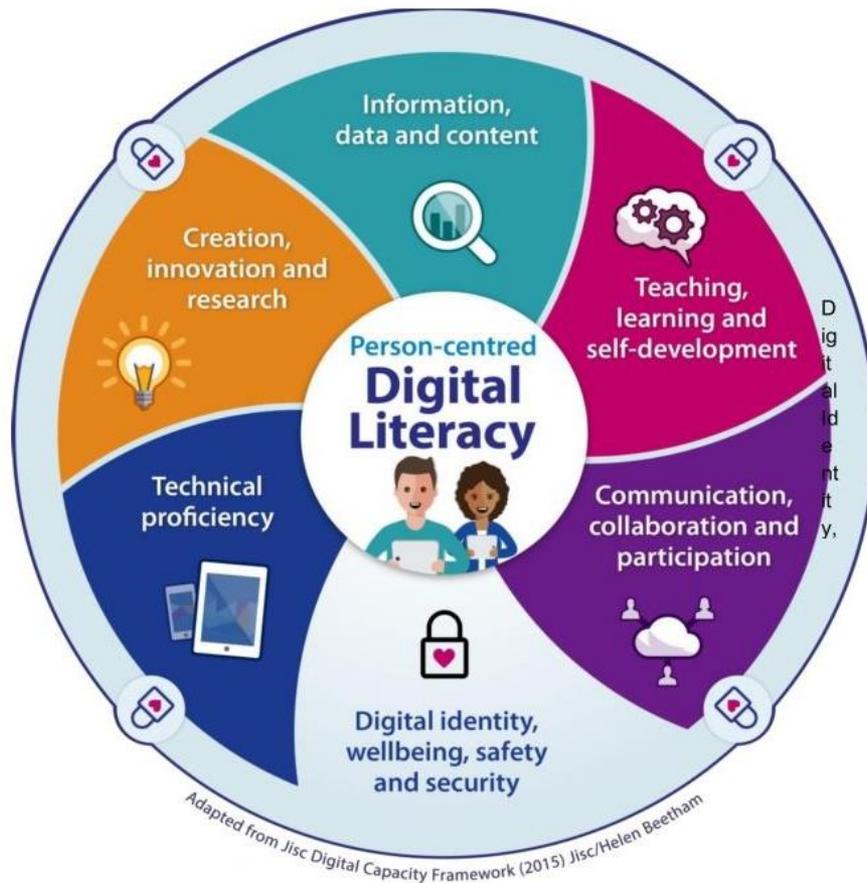
“Digital capabilities are the capabilities which fit someone for living, learning and working in a digital society.”



<https://digitalcapability.jisc.ac.uk/what-is-digital-capability/>



HEE - Health and Care Digital Capability Framework

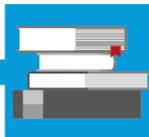


Health Education England (2018)



Current Practice

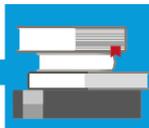
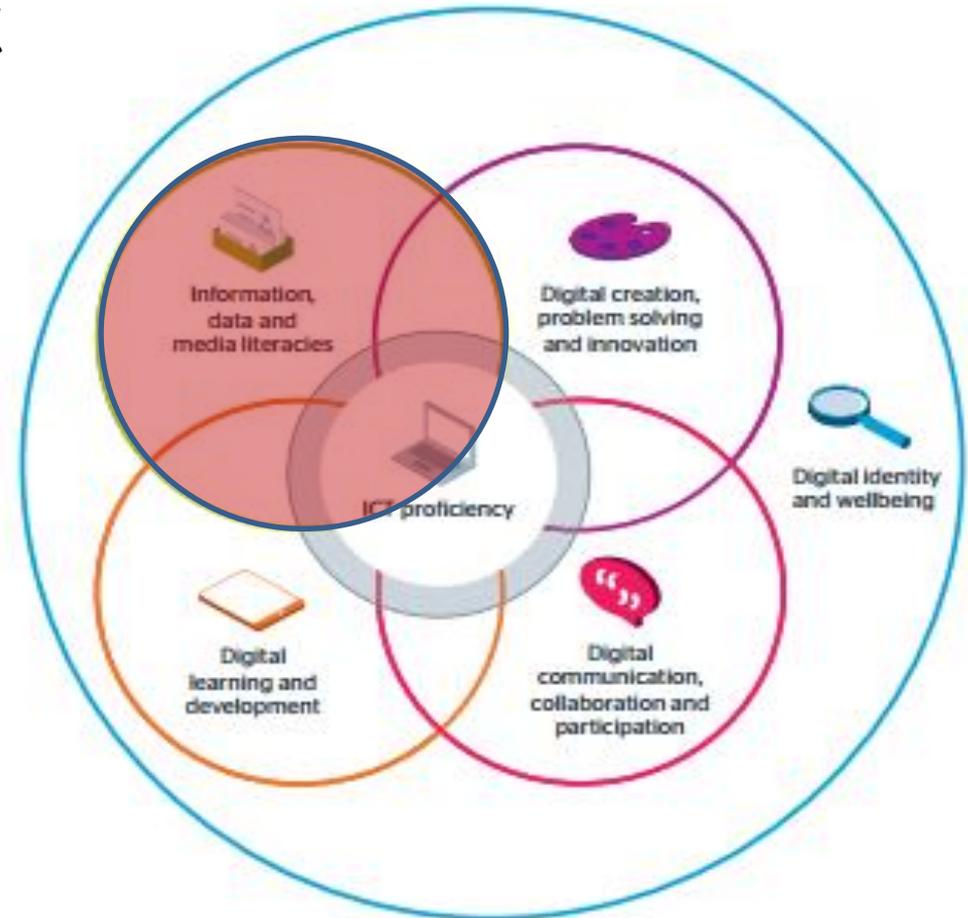
Results of a literature review and interviews on this topic
as part of my masters dissertation.



Supporting a Digital Literacy Framework

Is this ok?

Should librarians support more elements of the framework?



Should librarians support more elements of the framework?

1. It depends on our individual skills, interests and on our level of confidence

Professional Development

2. It depends on possible benefits



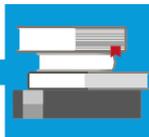
Benefits - Strategic

- Digital literacy (compared to IL) is seen as an essential strategic aim in most HE institutions (L&T strategies, graduate attributes)
- Digital Literacy is essentially linked to other important strategic aims such as employability or inclusion.
- Digital Literacy is linked to standards and reports (e.g. new NMC standards (2018) or Topol Review (2019))



Benefits - Collaboration

- Because of this links to strategies and standards, digital literacy is a pragmatic “way in” for librarians to collaborate with the Faculty in curriculum design or teaching.
- Boosts our collaboration with faculty and other professional services (teaching, curriculum development)
- It repositions the librarian as part of a wider service/team/group
- Raises the profile, visibility and value of librarians in a Health Faculty

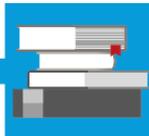


Benefits – Professional Development

- Enables librarians to try “new things” out of the comfort zone
- Since there is a lack of collaboration regarding digital capabilities amongst the involved stakeholders, librarians could play a leading role in establishing these collaborations.

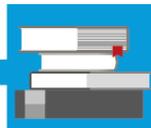


Conclusion



Conclusion

- Librarians are mainly seen as supporting digital information literacy, occasionally supporting other elements.
- Our core responsibility is to enhance student's information literacy.. .but it is beneficial (strategic, collaboration, PD) to understand IL as one element of a DL framework and to support other elements of this framework.
- We should make the digitally literate student our strategic aim, and help students to develop the digital capabilities necessary to learn and to thrive in a digital workplace and society.



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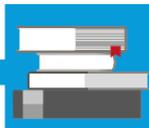
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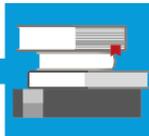
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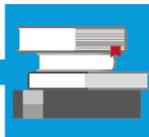
<http://doi.org/10.1016/j.acalib.2014.06.004>

Topol, E. (2019) *The Topol Review: Preparing the healthcare workforce to deliver the digital future*. Available at: <https://topol.hee.nhs.uk/wp-content/uploads/HEE-Topol-Review-2019.pdf> (Accessed: 5 March 2019).



Thank you!





Professional Development

A SCONUL study (2012) asked senior library managers how they would assess the digital capabilities of staff whose core roles are student support and academic liaison (JISC's Seven Elements of Digital Literacies)

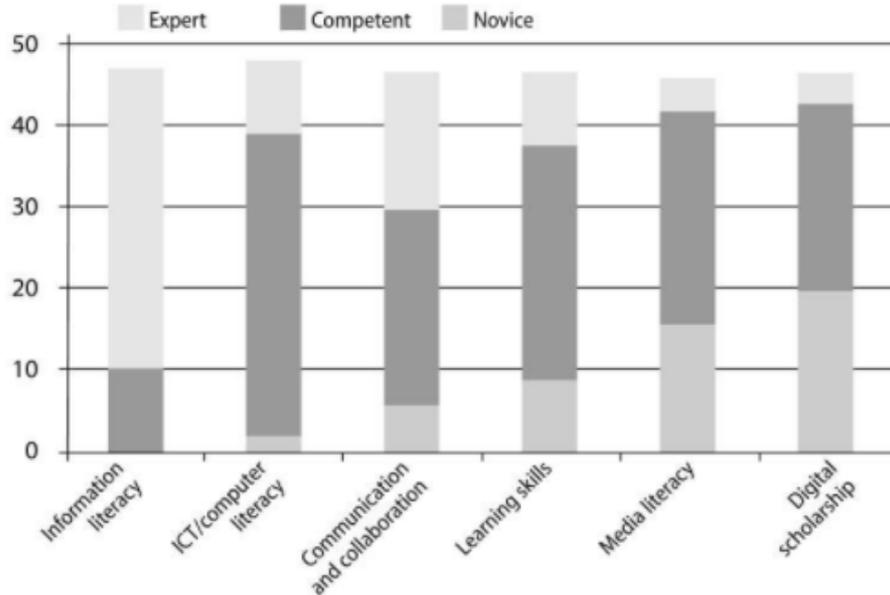
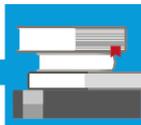
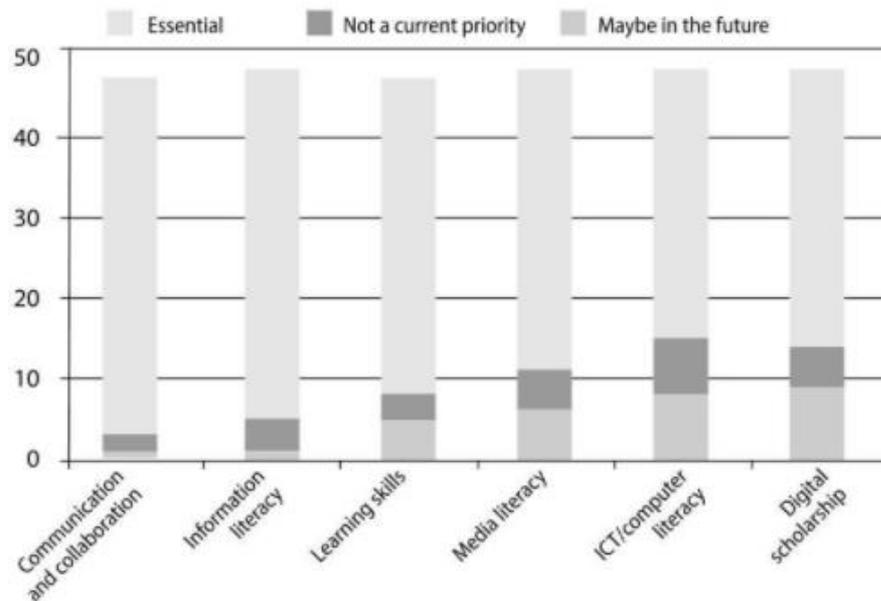


Figure 4.1 Assessment of the digital capabilities of staff whose core roles are student support and academic liaison: staff expertise



Professional Development

How important is it for staff to develop an expertise in this areas



This study shows that there is not enough expertise in other areas than IL and a need for professional development.

Figure 4.2 Assessment of the digital capabilities of staff whose core roles are student support and academic liaison: importance of staff developing expertise in this area

(SCONUL, 2012, p. 68)

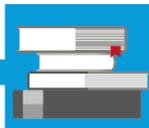


Literature Review

Other Examples:

- “Digital 2.0” project
“Disadvantaged groups and vulnerable social groups of people with special needs “ (Bernsmann & Croll, 2013, p. 53) took part in IT and social media training mostly run by librarians
- “What’s On the Menu?”, Digital Humanities project, NY Public Library
Building and maintaining a database/website including the world’s largest collection of restaurant menus.
Teaching interventions lead by librarians.
Using the website and extracting, annotating, contextualizing and visualize data (Pun, 2015)

Boundaries are often pushed in the public library sector.

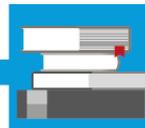


JISC Digital Capabilities Framework

Element 2: Information, Media and Data Literacies

Information, data and media literacies (Critical use)	
Information literacy	<p>The capacity to find, evaluate, manage, curate, organise and share digital information. The capacity to interpret digital information for academic and professional/vocational purposes, and to review, analyse and re-present digital information in different settings. A critical approach to evaluating information in terms of its provenance, relevance, value and credibility.</p> <p>An understanding of the rules of copyright and open alternatives eg creative commons; the ability to reference digital works appropriately in different contexts.</p>
Data literacy	<p>The capacity to collate, manage, access and use digital data in spreadsheets, databases and other formats, and to interpret data by running queries, data analyses and reports. The practices of personal data security.</p> <p>An understanding of how data is used in professional and public life; of legal, ethical and security guidelines in data collection and use; of the nature of algorithms; and of how personal data may be collected and used.</p>
Media literacy	<p>The capacity to critically receive and respond to messages in a range of digital media - text, graphical, video, animation, audio - and to curate, re-edit and repurpose media, giving due recognition to originators. A critical approach to evaluating media messages in terms of their provenance and purpose.</p> <p>An understanding of digital media as a social, political and educational tool, and of digital media production as a technical practice.</p>

(JISC, 2016)



JISC Digital Capabilities Framework

Element 6: Digital Identity and wellbeing

Digital identity and wellbeing (Self-actualising)	
Digital identity management	<p>The capacity to develop and project a positive digital identity or identities and to manage digital reputation (personal or organisational) across a range of platforms; to build and maintain digital profiles and other identity assets such as records of achievement; to review the impact of online activity; to collate and curate personal materials across digital networks.</p> <p>An understanding of the reputational benefits and risks involved in digital participation.</p>
Digital wellbeing	<p>The capacity to look after personal health, safety, relationships and work-life balance in digital settings; to use digital tools in pursuit of personal goals (eg health and fitness) and to participate in social and community activities; to act safely and responsibly in digital environments; to negotiate and resolve conflict; to manage digital workload, overload and distraction; to act with concern for the human and natural environment when using digital tools.</p> <p>An understanding of the benefits and risks of digital participation in relation to health and wellbeing outcomes.</p>

(JISC, 2016)



Literature Review

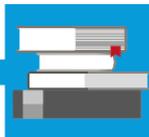
- Librarians can develop and teach a critical and reflective approach to social media and to a culture of online participation and sharing (Rheingold, 2012), (Scheaffer & Little, 2014).
- The “Digital Tattoo” Project <https://digitaltattoo.ubc.ca/>



Literature Review

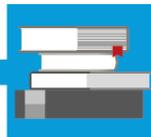
- When librarians talk about digital literacy they talk about
 - “digital information literacy”
(=finding, evaluating and organizing digital information)
 - teaching it online
 - teaching the digital skills (IT skills) necessary for teaching information literacy
(e.g. saving files or using appropriate software to organize information)

(Cordell, 2013 ; Kenton & Blummer, 2010 ; ...)



Literature Review

- Nevertheless, there are examples of librarians in the literature going beyond this practice by teaching data literacy (Digital Humanities) or social media topics including digital participation, digital identity and digital footprints.



Interview results

What is your opinion on the role of librarians related to digital literacy?

- Overall, there was a strong emphasis from most participants that librarians teach information literacy.

Librarians are the ones who *“oversee the finding of information, the organization of information, the sifting out of irrelevant information”*.

- Primarily, they are not seen as a service that teaches students in other elements of the digital literacy framework.

