

Digital Fluencies:

A Story of Trials & Triumph



Once upon a time, a long, long time ago, you landed in a magical place.



A magical place called Penn Libraries - one of the oldest academic research libraries in the country.



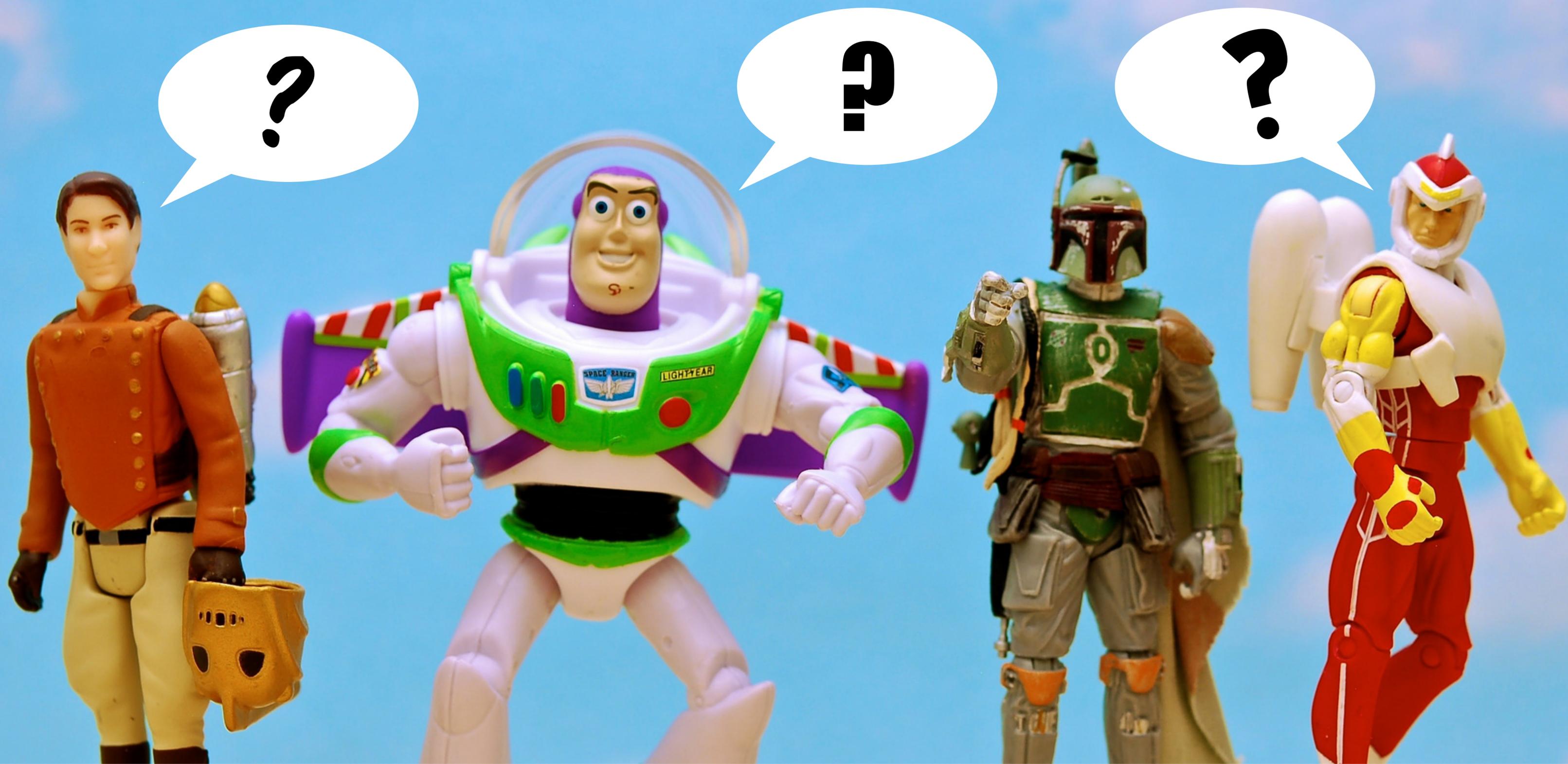
Where you had the good fortune to work w/amazing librarians!



Librarians who were dedicated, hard-working & consummate helpers.



You observed that they were so tireless in their support of faculty & students that they were stretched very thin.



Furthermore, your conversations w/people *outside* the library suggested that they didn't know the magical things happening *inside*.



You wondered, "How could such a dynamic & vibrant place be so misunderstood?" How did others not see what you saw?



*They saw weeds. Old notions. Outdated ideas & services.
What was going on?*



You pondered. And at this fortuitous moment, you & I met.



I couldn't help you answer all of your questions, but I could give you a window into our instruction. We taught a LOT of workshops.

Canvas Office Hours
Canvas Basics
Assessment and Grading in Canvas
Respondus Browser
BlueJeans Video and Web Conference
Introduction to Google Apps
Google Analytics for Social Media
LinkedIn for Undergraduates
Introduction to APIs: Flickr and Tumblr

NVivo
NVivo Advanced Queries
NVivo for Literature Reviews

Maker Space Event: Calendar Planning
Introduction to 3D Printing
Intro to SketchUp
Intro to solidworks
Introduction to Latex
Introduction to Matlab
Differential and Integral calculus with Matlab

PowerPoint Basics
Audio and Video in PowerPoint
Prezi
Excel Basics
Excel Charts
Excel Formulas and Functions
Excel Pivot Tables
Excel office hours

Unexpected Discovery: Serendipity in the Research Process
Controlling Scholarship: Using Copyright
Making Your Research Discoverable: Metadata, Scholarly Commons, Academia.edu and Researchgate

Faculty Active Learning Showcase: Increasing Student Engagement Across the Disciplines

Engaging Students Through Technology Lightning Round 2015

Using Metadata in Digital Humanities Research More Effectively

Creating and Describing an Online Exhibit Using the Omeka Platform

Early Books Collective

Tableau for Data Visualization
Simple Mapping Tools
ArcGIS Basics

Synthesizing Sources in a Research Paper
The Editing and Revising Process
Reasoning and Peer Review
Zotero
RefWorks

Ready, Set. Succeed: Unpacking your last exam

WordPress Basics
WordPress Advanced

iBooks Author

Editing Audio for Videos with Adobe Audition
Publishing with Adobe InDesign
Adobe Illustrator Basics

iMovie 10
Video Editing with Adobe Premiere Pro

50 unique sessions per semester

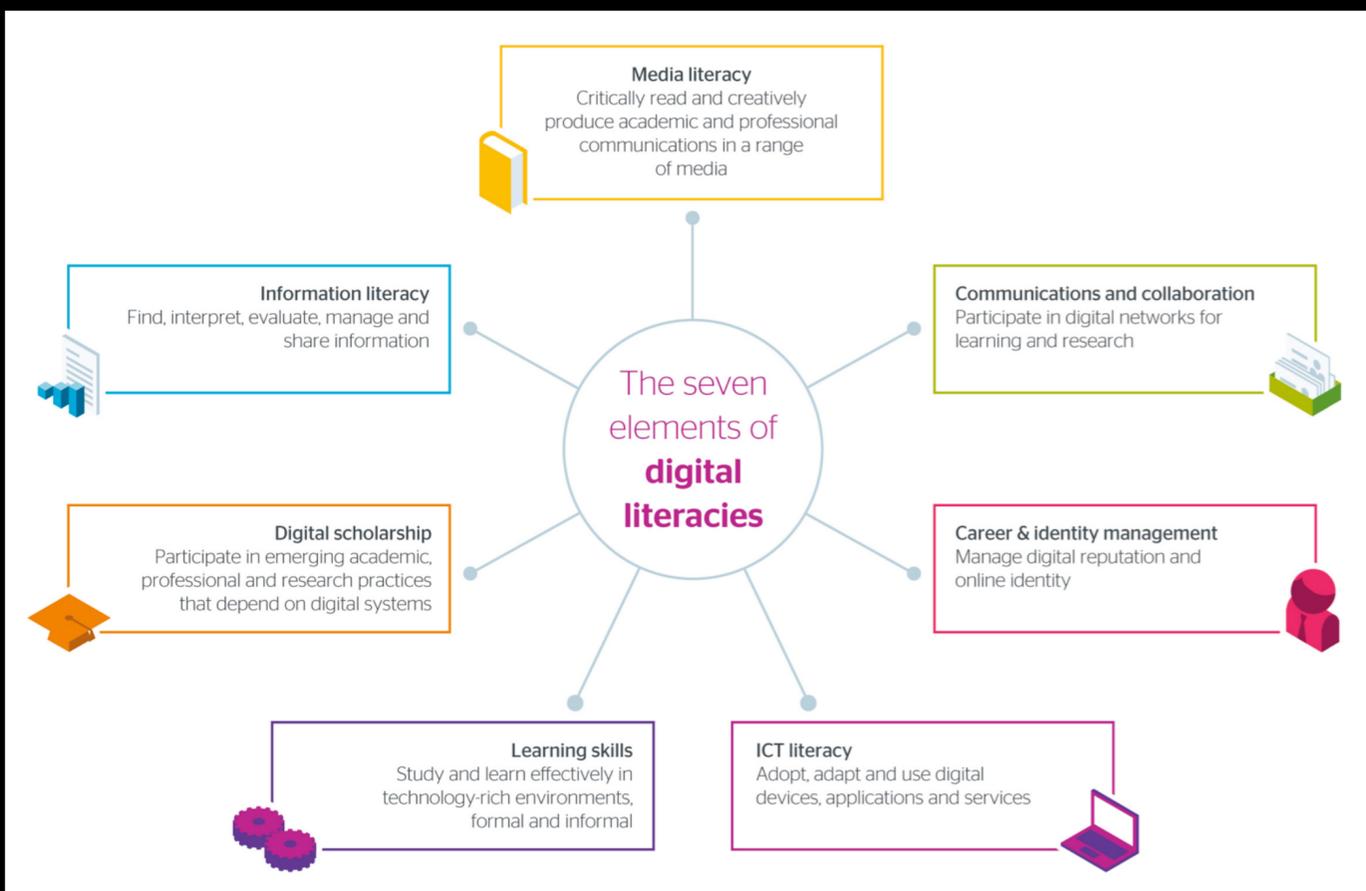
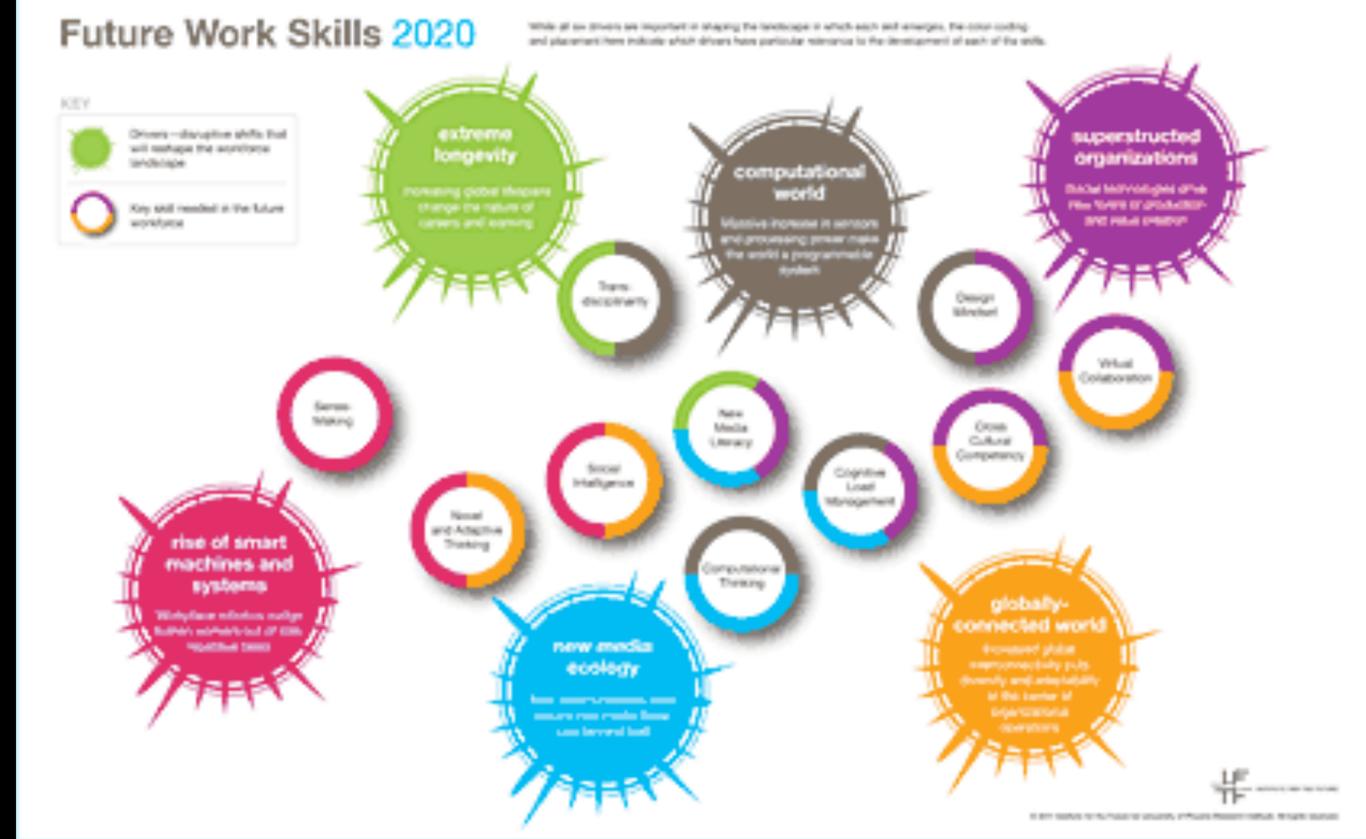
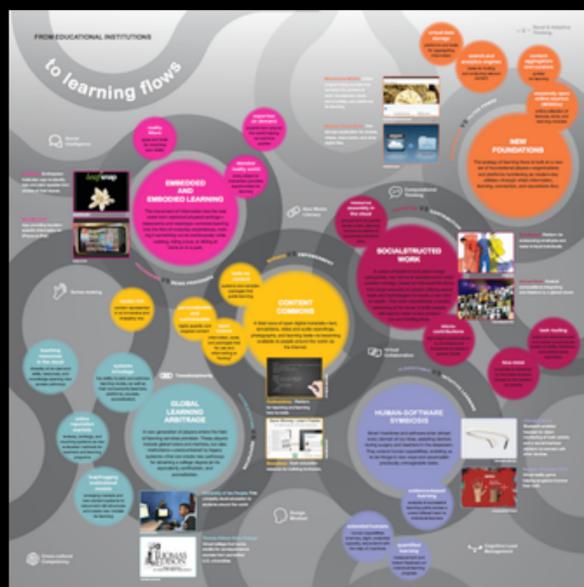
3000 sessions/yr



You thought, "Maybe all of this teaching was wearing people out!"



*And there were 2 other things you noticed at that time:
(1) Reports on literacies + (2) Penn Libraries Strategic Plan*



The John D. and Catherine T. MacArthur Foundation Reports on Digital Media and Learning

Confronting the Challenges of Participatory Culture

Media Education for the 21st Century

Henry Jenkins
with Ravi Purushotma, Margaret Weigel, Katie Clinton, and Alice J. Robison



MACARTHUR
The John D. and Catherine T. MacArthur Foundation

<https://goo.gl/MkVYVU>

ACRL Advancing learning Transforming scholarship
Association of College & Research Libraries
A division of the American Library Association

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You are at: ALA.org > ACRL > Guidelines, Standards, and Frameworks > Framework for Information Literacy for Higher Education

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ACRL, IFTF, JISC, NMC, Educause, MacArthur



University of Pennsylvania Libraries
Strategic Plan for 2015-2017

June 25, 2014



“Think ‘library’ and programs to build **digital and information fluency** will also come to mind.”

“We will expand our focus...to embrace a **wide spectrum of digital proficiencies** that everyone needs in order to be successful in our changing environment.”



You recommended we use fluencies as a way to organize & prioritize workshops.

Improving Digital Literacy

Solvable Challenge: Those that we understand and know how to solve

With the proliferation of the Internet, mobile devices, and other technologies that are now pervasive in education, the traditional view of literacy as the ability to read and write has expanded to encompass understanding digital tools and information. This new category of competence is affecting how education institutions address literacy issues in their curriculum objectives and teacher development programs. Lack of consensus on what comprises digital literacy is impeding many colleges and universities from

Literacy," which critically examines the current landscape of this topic. They believe that an often-overlooked aspect of digital literacy is finding training techniques that prioritize creativity. Understanding how to use technologies is a key first step, but being able to leverage them for innovation is vital to fostering real transformation in higher education.¹²⁸ Current definitions of literacy only account for the gaining of new knowledge, skills, and attitudes, but do not include the deeper components of intention, reflection, and generativity. The addition of aptitude and creativity

The good news? NMC Horizon Report 2015 identified Improving Digital Literacy as a "solvable Challenge!"



SrNeio

The bad news? No agreed upon definitions, standards, curriculum, goals, platforms, or tools. We would have to create our own.

1,000
miles



And thus began our modest journey of a thousand miles...

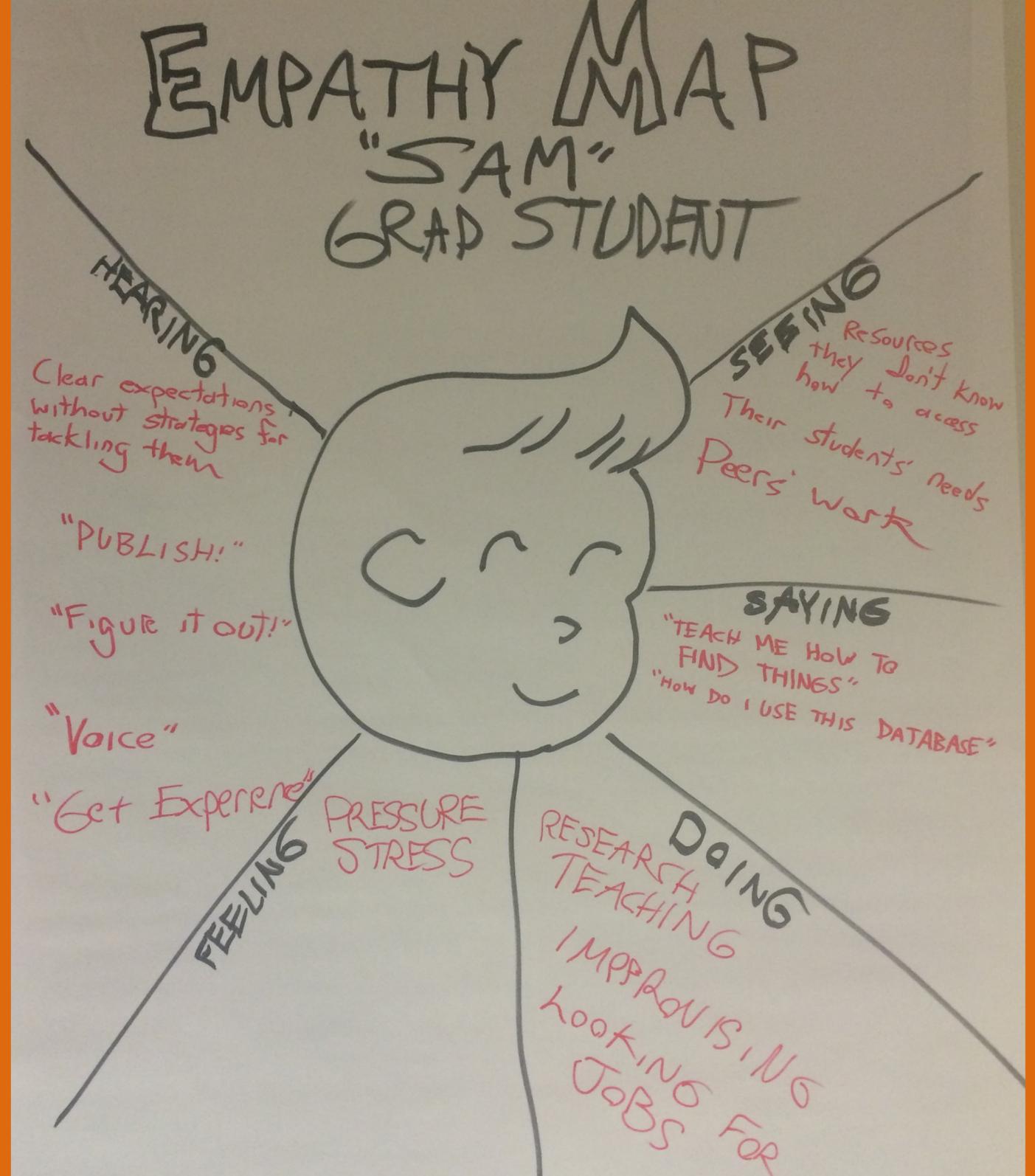
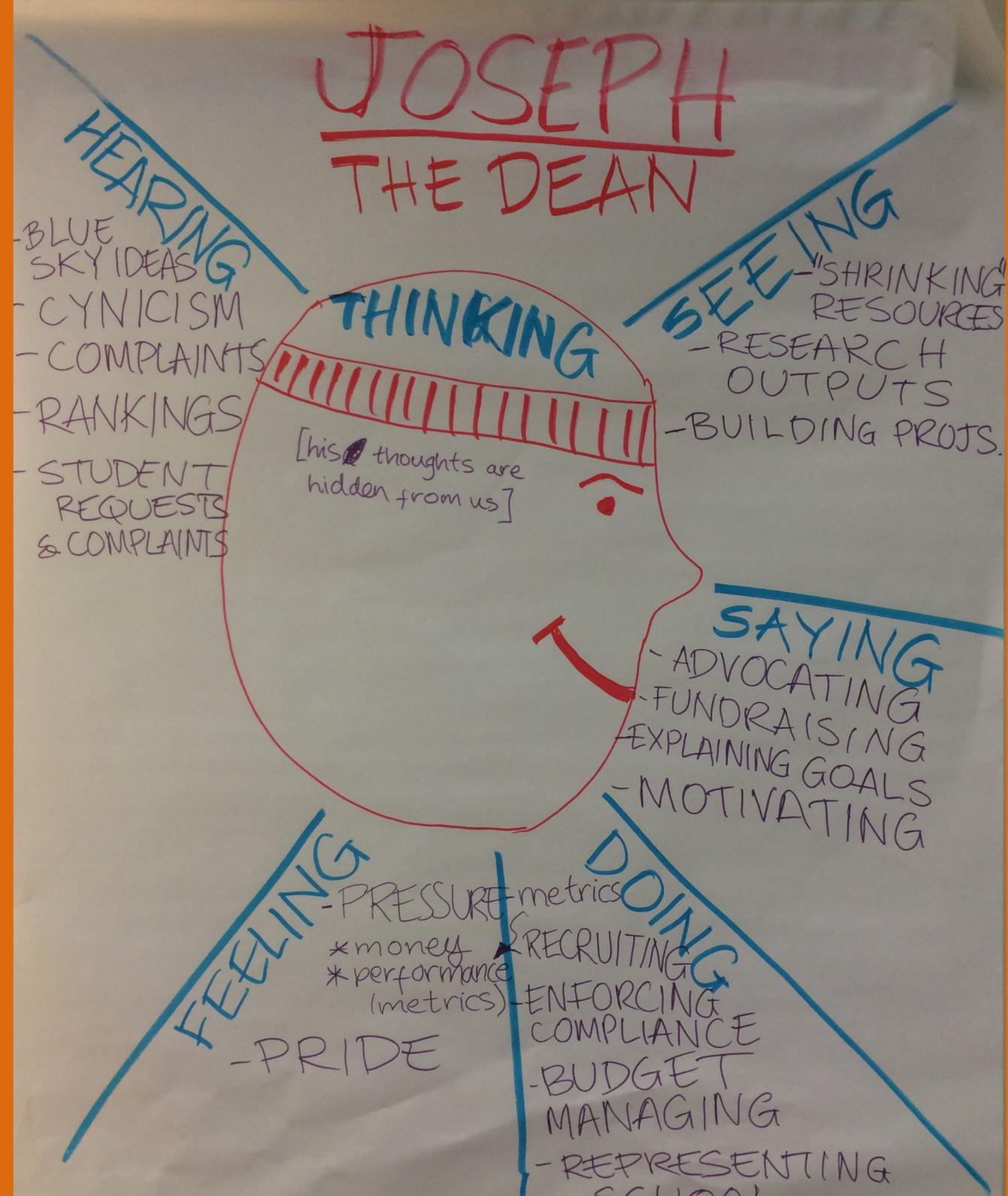


Wide net

Slow thinking

Concepts & skills

*You wisely encouraged us to be expansive in our thinking,
take our time, and focus on concepts (not tools).*



We followed your advice & held brainstorming sessions with people in & out of the library

Digital Fluencies “Cheat Sheet”

	<u>Information Literacy</u>	<u>Digital Media Literacy</u>	<u>Digital Pedagogy</u>
<i>Definition</i>	You are fluent in information literacy if you are able to create meaning from existing works by finding, analyzing, and synthesizing information from a variety of sources.	You are fluent in digital media literacy if you are able to understand, produce, and legally distribute digital media.	You are fluent in digital pedagogy if you are able to evaluate and successfully use technologies in combination with physical spaces to support teaching and learning.
<i>Skills</i>	Competencies are related to: <ul style="list-style-type: none"> • Finding/discovering credible sources of information • Analyzing information • Evaluating information • Creating information • Disseminating information • Attributing information properly 	Competencies are related to: <ul style="list-style-type: none"> • Analyzing a digital object by asking questions about that work’s author, argument, creation process, presentation, and medium of choice. • Using digital tools to create and create media. • Recognizing the physical and legal limitations, and obligations, associated with disseminating digital media. 	Competencies are related to: <ul style="list-style-type: none"> • Theoretical frameworks of how people learn • Application and evaluation of technologies used for instruction • Continued professional development through online networks
<i>Why it’s important</i>	Quality research and the creation of new knowledge is predicated upon having the competencies above. We should be informed producers and consumers.	Digital media objects are intellectual assets that can be used to create and disseminate new knowledge. We should be informed producers and consumers.	Nearly all courses have some digital component integrated into them but may not take full advantage the affordances of digital tools for improved learning.

Define in “kindergarten language”

We collectively created a “cheat sheet” to serve as a common language for talking & thinking about fluencies

What did you notice

- lots of how to but not much eval in dig. ped wkshps

△ wkshp form allow sharing + get evaluative comments

- Need to focus wkshps on an objective

could limit audience

mark & specific audience

- Need to keep basics

- Quality

MAKING COMMUNITY

- Having higher level workshops is imp

SEQUENCE

smaller groups

What's here vs what is elsewhere?

TEELS VS can you get this help elsewhere?

Collective analysis & brainstorming

Digital Research Methods

• Digital Research fair at beginning of semester with library staff + possible partners showcasing different methods

→ Offer workshops ^{during semester} based on interest

→ individual consultations, working sessions, course-integrated instruction

→ Showcase of projects done by participants in the above

Designing workshop series

Possible connection to Research Teas?

Mapping Text + SP Search

Cutting fluencies

Critiquing definitions



Connecting to services

Aligning to platforms

We were ruthless. Our colleagues were more so!



*Make no mistake: This was difficult, frustrating work.
Only the hardest among us survived.*

2015 Calendar

January	February	March	April 1 - First brainstorming session
May	June 5 - Second brainstorming session	July 9 - Digital Fluencies Lunch-and-Learn session	August
September 14 - working definitions 30 - Trello boards & networked teams	September	November 13 - workshop mapping	December 10 - fluencies update to TRL team for feedback, ideas, participation



2016 Calendar

January	February	March	April 25 - Draft "Cheat Sheet" developed
May 17 - Workshop Planning Meeting	June 23 - Workshop Planning Brown Bag Lunch-and-Learn Presentations	July	August 15 - Workshop brochure & promotional materials drafted for FY17 including updated "Cheat Sheet" (v3)
September <i>New workshops offered!</i>	October <i>New workshops offered!</i> 9-New site digital-fluencies	November <i>New workshops offered!</i>	December 13-CNI Presentation 15-Fluencies Debrief

It was a 2-year labor of love.



And then something interesting started to happen...



We started to see fluencies everywhere!



Let's look @ 3 ex. of new services that SEEMED disconnected...

It's a big info universe out there...



Library Lounge

Better Research, Less Stress

1

“Most of the time I ended up using things like Google Scholar because I wasn’t given any direction for the research.”

LAUREN PRUITT

STUDENT, GRADUATE SCHOOL OF EDUCATION

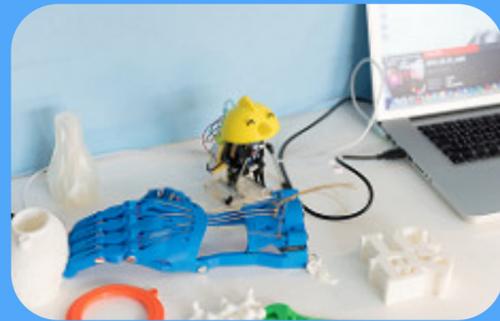


The Information Landscape



We partnered w/faculty to create media to support research in their courses & disciplines.

Examples Beyond Research Paper



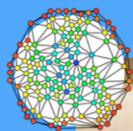
3D models & physical prototypes



Online or in-class debates



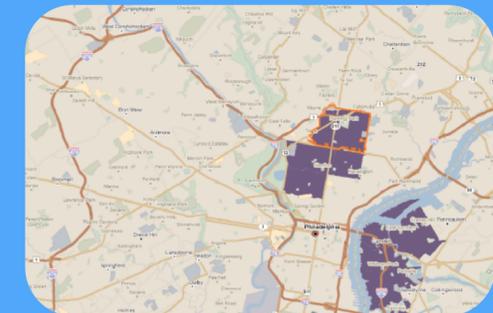
Comics & infographics



Data set analysis



Service learning



Maps

There is no limit to creative ways to teach info lit concepts!

Hechtman Recording Studio

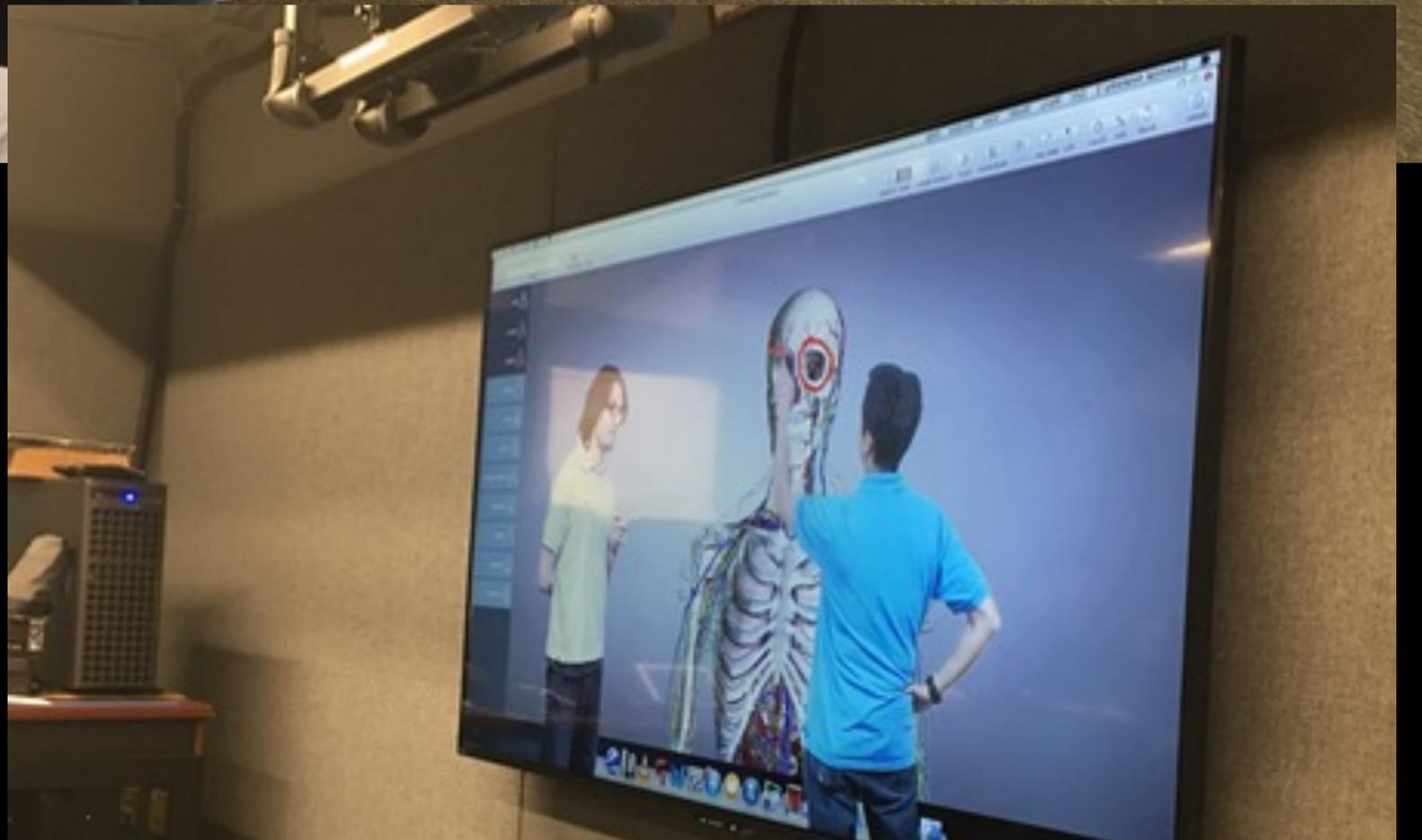
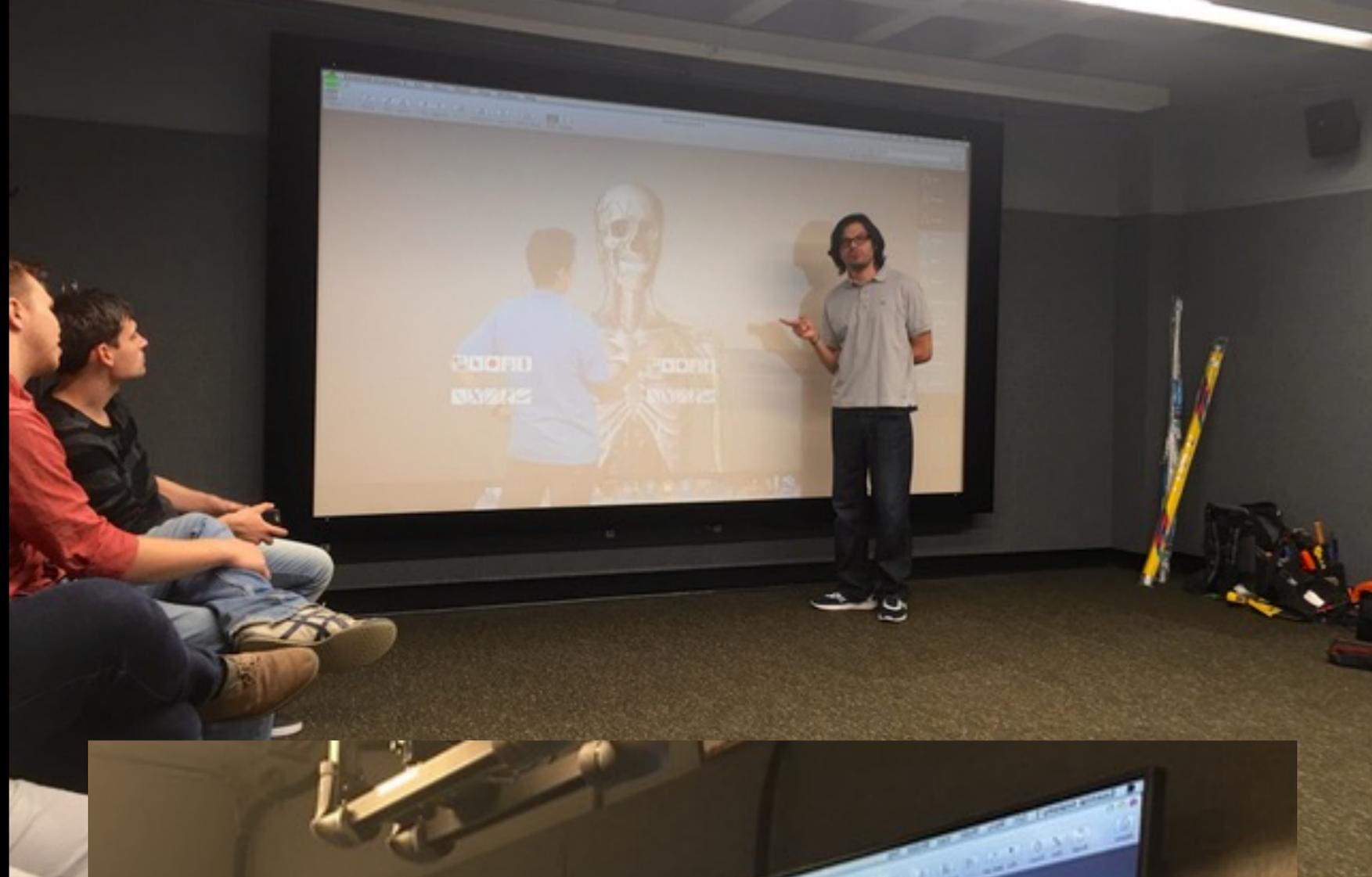
RECORDING
RECORDING



2

We have a recording studio. In the library!

SightDeck



Staff support

Free-of-charge

Open to all

Class of '65 Collaborative Classroom

- 5 round tables
rolling chairs
- Projector per table
- 360° writable walls



3

We support active learning methods, research, faculty, & students.

“The work we do ahead of time prepares us to more efficiently and effectively put our ideas together as a group...”





The Collaborative Classroom is an innovative teaching space open to the entire Penn Community. The room has 360 degrees of writable surfaces and a projector at each of 5 group tables. Come enhance your own teaching practice through hands-on active learning demos and discussions with other faculty.

ACTIVE LEARNING SHOWCASE
(Lunch Provided)

Faculty Speakers

Dr. Alain Plante
Earth and Environmental Science

Eric Baratta & Catherine Johnson
Theatre Arts

Robert Berry
Center for Programs in Contemporary Writing

Register Today

Language Without Borders
Technology Principles and Practices for Language Educators

E-LEARNING	VIDEO TUTORIAL	DISTANCE EDUCATION	EDUCATION FOR ALL
KNOWLEDGE AT YOUR FINGERTIPS	AWARDS	FIND UNIVERSITY	STUDENTS

Turning a Course Acti into a Blended Learning Experience

<http://libcal.library.upenn.edu/event/2751914>

Fri., 11/4 (2:00-3:30pm)
Leveraging Classroom Spaces for Active, Collaborative Learning

<http://libcal.library.upenn.edu/event/2751834>

Teaching + Tech Workshops
Explore methods of using technology more purposefu

This has led to new faculty development opportunities & cmmtty events.

Fluencies as organizing principle



Over time, fluencies have become a way to prioritize, organize & communicate our events, instruction, consults, platforms, & services.

Media Literacy



Digital
Pedagogy



Info
Literacy

We can explain how combos of spaces, services, & workshops all connect to larger topics. It helps provide a holistic picture in a simple way.



People outside the library are starting to understand what we do, why, & how we can help them in new & exciting ways!



And, our fabulous librarians can direct their own professional development interests & activities in ways that are manageable.



We can't thank you enough for your help!

Offered new series for each fluency

Group debrief 12.15

Repurpose new formats

New marketing

ITERATE

*Here's where we are now. We'd love to partner w/you
or hear if you do something similar.*

tinyurl.com/digital-fluencies

digital-fluencies.kimeke.org



Thank you!

kimeke@upenn.edu



Reports Cited

Confronting the Challenges of Participatory Culture: Media Education for the 21st Century

(MacArthur Foundation, 2009)

<https://mitpress.mit.edu/books/confronting-challenges-participatory-culture>

Future of Work Skills 2020 Report

(Institute for the Future, 2011)

<http://www.iftf.org/futureworkskills/>

From Educational Institutions to Learning Flows

(Institute for the Future, 2013)

<http://www.iftf.org/our-work/global-landscape/learning/from-educational-institutions-to-learning-flows-map/>

NMC Horizon Report 2014 - Higher Education Edition

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Framework for Information Literacy for Higher Education (ACRL, 2016)

<http://www.ala.org/acrl/standards/ilframework>

JISC Developing Digital Literacies (2014)

<https://www.jisc.ac.uk/guides/developing-digital-literacies>

Penn Libraries' Strategic Plan

<https://project.library.upenn.edu/confluence/display/libstratplan/Welcome>

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