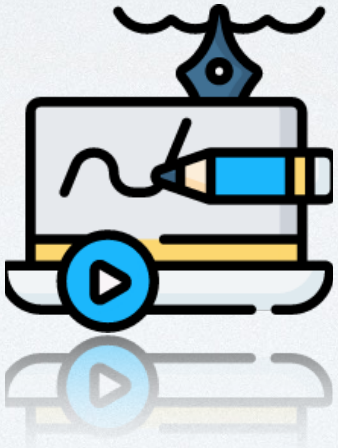
Assessment Case Study

# Enhancing Digital Literacy Skills



**Dr Rhian Morgan** - Enhancing Pathway students' digital literacy skills through integrated assessment design across core subjects.

# Overview

In this JCU snapshot, we consider a subject that brings real **authenticity** to the development and utility of Pathway students' digital literacy skills through the integration of assessment with an academic skills subject that is also core to the program.

A benefit of assessment integration across subjects is that capabilities can be applied and assessed in more than one subject and context. Feedback can consequently have greater influence and impact.

The interaction between assessment tasks in both subjects provide students with an engaging experience of the roles, potential and impact of technologies in academic learning, research, communication and in independent learning for successful university studies.

**Valid. Fair. Authentic. Continuous. Transparent. Varied Methods.**

# About this subject

**CS1022 Learning in a Digital**

Internal & External Study Mode

Townsville, Cairns & Singapore Campus

Co-ordinator Dr Rhian Morgan

Diploma of Higher Education & Certificate of Higher Education

The subject is designed to equip students to learn effectively in a digital environment.

It is intended to equip students with digital literacy skills that will assist them to select and use appropriate tools and technologies for learning, research and communication purposes.

It is also intended to introduce students to library information literacy skills and the functions of the LearnJCU platform and provide them with a safe digital environment to apply their new skills and practices.

# Learning outcomes

Students who successfully complete this subject will be able to:

- Search, find, and evaluate the appropriateness of information/sources for specific academic purposes through appropriate use of tools and technologies.
- Use online information and technologies effectively and ethically and within relevant University guidelines.
- Use technologies to manage personal and professional development and evaluate future study/career pathways.
- Communicate, adapt and present information in a range of academic contexts and for peer audiences using a range of information and communication technologies.

# Assessment tasks

**Task 1 (15%) – Digital Literacy Modules**

- Students need to complete the 3 digital literacy modules (5% each) via LearnJCU.
- The modules contain a range of content to read or watch and a quiz.
- The quizzes do not have a set time duration and are automatically graded.

**Task 2 (10%) – (Re)Search Plan**

- This task takes students through the initial stages of developing a search strategy to locate scholarly sources for assessment tasks in both CS1022 (this subject) and CU1022 (Developing Academic Skills).
- Setup as a LearnJCU quiz with multi-choice and short answer options to help students unpack their assignment question and write out search strings.
- Library staff run an information literacy course in week 2 and were involved in the development of the subject.

**Task 3 (40%) – Digi-explanation**

- This task builds on the digital literacy modules, the research strategy connected to task two and an annotated bibliography in CU1022 (Academic Skills).
- It requires students to create a video (narrated PowerPoint or Screencast) that provides a concise summary of their response to the CU1022 (Academic Skills) discussion paper topic (e.g. *Identify a social, political, economic, or ethical dilemma within your discipline. Research, analyse, and discuss the societal or environmental impacts of this dilemma.)*

**Task 4 (35%) – ePortfolio**

- This task requires students to set up an initial ePortfolio in PebblePad.
- This helps them draw together their achievements in their diploma and research their understanding of the skills and qualifications required in their future field of work.
- They must include sections on (1) about me, (2) skills and qualifications, (3) their intended field of work, (4) career objectives or future studies, and (5) references.
- Detailed guidance is provided on what should be included in each section.

# Challenges

To ensure students achieved the learning outcomes to a sufficient breadth and depth:

- Students needed a real research topic to apply their information literacy, productivity and communication technologies.
- The subject content needs to be relevant to students from a multitude of disciplines.
- Students need to spend time researching their topic at the expense of learning to use the range of digital tools to help them succeed as an independent, successful learner.

# Approach - Integrated assessment

To meet the challenges noted above, the coordinator integrated the assessment for this unit with the other core subject CU1022 (Developing Academic Skills).

This strategy not only brought meaning, a deeper and more authentic learning experience in each subject but also allowed for more time to spend on a range of digital tools and their application.

Additionally, each subject now concentrates on their core learning outcomes whilst providing opportunities for students to apply their learning across subjects in a highly complementary and meaningful way.

The interaction between assessment tasks in both subjects provides students with an engaging experience that prepares them to be independent, successful learners for their future university studies. The diagram on the right provides an overview of how the assessment from the two subjects work together.

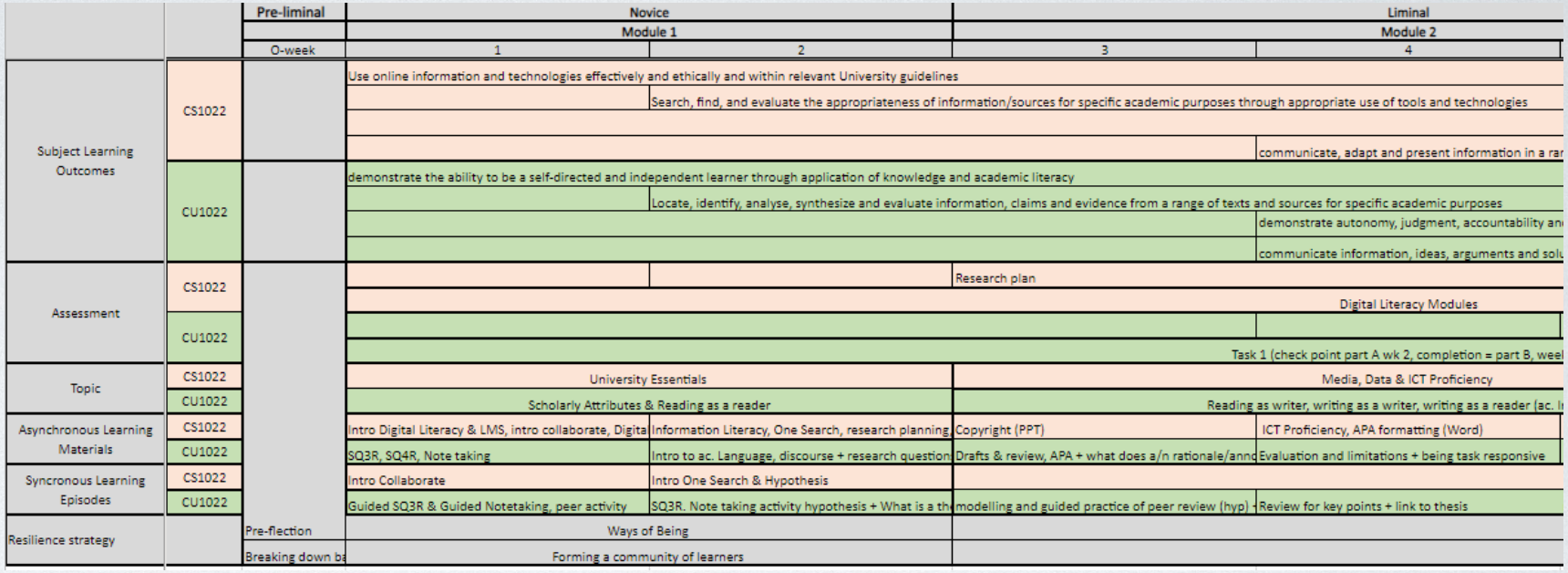
| CS1022: Learning in a Digital Environment | | CU1022: Developing Academic Skills |
|---|---|---|
| **Task 1:**<br>Digital literacy modules + library database training. | Feedback | **Task 1:**<br>Preparatory work on the foundational academic skills and their application (modules and quizzes). |
| **Task 2:**<br>(Re)Search Plan to develop a search strategy to locate scholarly sources. | Feedback | **Task 2:**<br>Student choose a research topic, demonstrate use of scholarly databases to locate 5 academic journal articles, and provide a brief annotation bibliography of each article, and create a discussion paper from 4 of the articles chosen. |
| **Task 3:**<br>Digi-explanation that provides a concise summary of their response to the CU1022 discussion paper topic.<br>**Task 4: ePortfolio**<br>5 required pages plus a work sample from first semester of university, research into future careers, and a study plan. | Feedback | **Task 3:**<br>Identify a wicked problem in their discipline, write a discussion paper on the implications of technology/AI in their discipline drawing on ways expressed or explored through scholarly literature and research, construct a written reflection using their experiences over the semester. |

# Approach - Develop an alignment framework

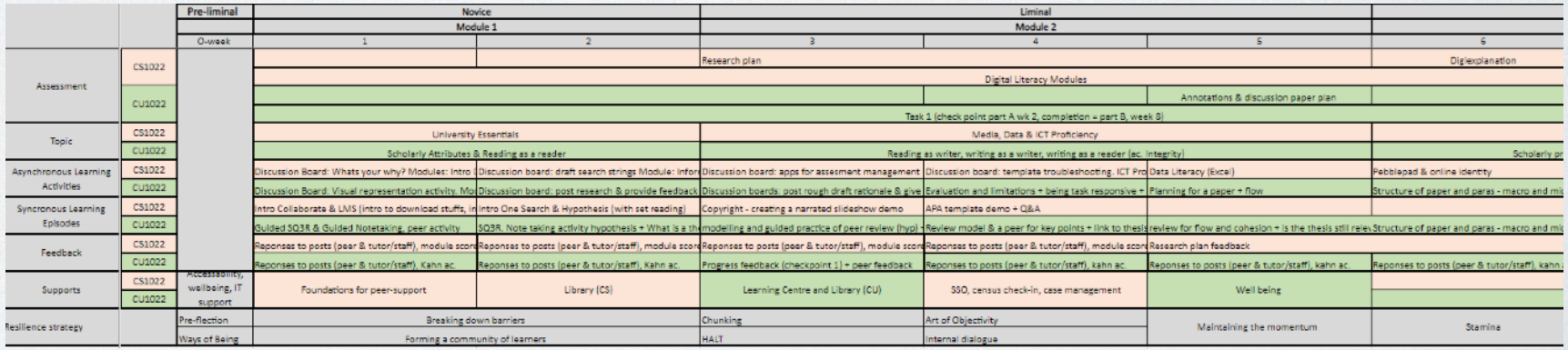
Recently, the team developed an integrated curriculum alignment framework that allows teachers to map learning outcomes, assessment tasks, learning episodes, feedback cycles, support structures, and resilience strategies across the semester and across subjects.

They are in the process of refining the tool and preparing it for publication. Examples of current prototypes are provided in the screenshots to the right.

**Click on images to go to enlarged online version.**



| | | Pre-liminal | Novice | | Liminal | |
|---|---|---|---|---|---|---|
| | | | Module 1 | | Module 2 | |
| | | O-week | 1 | 2 | 3 | 4 |
| Subject Learning Outcomes | CS1022 | | Use online information and technologies effectively and ethically and within relevant University guidelines | | | |
| | | | | Search, find, and evaluate the appropriateness of information/sources for specific academic purposes through appropriate use of tools and technologies | | |
| | | | | | | communicate, adapt and present information in a ra |
| | CU1022 | | demonstrate the ability to be a self-directed and independent learner through application of knowledge and academic literacy | | | |
| | | | | Locate, identify, analyse, synthesize and evaluate information, claims and evidence from a range of texts and sources for specific academic purposes | | |
| | | | | | | demonstrate autonomy, judgment, accountability an |
| | | | | | | communicate information, ideas, arguments and solu |
| Assessment | CS1022 | | | | Research plan | |
| | | | | | | Digital Literacy Modules |
| | CU1022 | | | | | |
| | | | | | | Task 1 (check point part A wk 2, completion = part B, week |
| Topic | CS1022 | | University Essentials | | Media, Data & ICT Proficiency | |
| | CU1022 | | Scholarly Attributes & Reading as a reader | | Reading as writer, writing as a writer, writing as a reader (ac. I | |
| Asynchronous Learning Materials | CS1022 | | Intro Digital Literacy & LMS, intro collaborate, Digita | Information Literacy, One Search, research planning | Copyright (PPT) | ICT Proficiency, APA formatting (Word) |
| | CU1022 | | SQ3R, SQ4R, Note taking | Intro to ac. Language, discourse + research question | Drafts & review, APA + what does a/n rationale/annc | Evaluation and limitations + being task responsive |
| Syncronous Learning Episodes | CS1022 | | Intro Collaborate | Intro One Search & Hypothesis | | |
| | CU1022 | | Guided SQ3R & Guided Notetaking, peer activity | SQ3R. Note taking activity hypothesis + What is a th | modelling and guided practice of peer review (hyp) + | Review for key points + link to thesis |
| Resilience strategy | | Pre-flection | Ways of Being | | | |
| | | Breaking down ba | Forming a community of learners | | | |



| | | Pre-liminal | Novice | | Liminal | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Module 1 | | Module 2 | | | |
| | | O-week | 1 | 2 | 3 | 4 | 5 | 6 |
| Assessment | CS1022 | | | | Research plan | | | Digiexplanation |
| | | | Digital Literacy Modules | | | | | |
| | CU1022 | | | | | | Annotations & discussion paper plan | |
| | | | Task 1 (check point part A wk 2, completion = part B, week 8) | | | | | |
| Topic | CS1022 | | University Essentials | | Media, Data & ICT Proficiency | | | |
| | CU1022 | | Scholarly Attributes & Reading as a reader | | Reading as writer, writing as a writer, writing as a reader (ac. Integrity) | | | Scholarly pr |
| Asynchronous Learning Activities | CS1022 | | Discussion Board: Whats your why? Modules: Intro | Discussion board: draft search strings Module: Infor | Discussion board: apps for assesment management | Discussion board: template troubleshooting. ICT Pro | Data Literacy (Excel) | Pebblepad & online identity |
| | CU1022 | | Discussion Board. Visual representation activity. Mo | Discussion board: post research & provide feedback | Discussion boards. post rough draft rationale & give | Evaluation and limitations + being task responsive + | Planning for a paper + flow | Structure of paper and paras - macro and mi |
| Syncronous Learning Episodes | CS1022 | | Intro Collaborate & LMS (intro to download stuffs, in | Intro One Search & Hypothesis (with set reading) | Copyright - creating a narrated slideshow demo | APA template demo + Q&A | | |
| | CU1022 | | Guided SQ3R & Guided Notetaking, peer activity | SQ3R. Note taking activity hypothesis + What is a th | modelling and guided practice of peer review (hyp) + | Review model & a peer for key points + link to thesis | review for flow and cohesion + is the thesis still relev | Structure of paper and paras - macro and mi |
| Feedback | CS1022 | | Reponses to posts (peer & tutor/staff), module score | Reponses to posts (peer & tutor/staff), module score | Reponses to posts (peer & tutor/staff), module score | Reponses to posts (peer & tutor/staff), module score | Research plan feadback | |
| | CU1022 | | Reponses to posts (peer & tutor/staff), Kahn ac. | Reponses to posts (peer & tutor/staff), Kahn ac. | Progress feedback (checkpoint 1) + peer feedback | Reponses to posts (peer & tutor/staff), kahn ac. | Reponses to posts (peer & tutor/staff), kahn ac. | Reponses to posts (peer & tutor/staff), kahn |
| Supports | CS1022 | Accessability, wellbeing, IT support | Foundations for peer-support | Library (CS) | Learning Centre and Library (CU) | S3O, census check-in, case management | Well being | |
| | CU1022 | | | | | | | |
| Resilience strategy | | Pre-flection | Breaking down barriers | | Chunking | Art of Objectivity | Maintaining the momentum | Stamina |
| | | Ways of Being | Forming a community of learners | | HALT | Internal dialogue | | |

# Technologies

- H5P (modules with quizzes)
- Library databases
- MS Word, Excel
- LearnJCU
- PowerPoint
- Screencast
- PowToon
- Prezie
- PebblePad
- Hypothesis (for peer review)

# Tips

- Don't use technology just for the sake of using technology – if it doesn't serve a purpose don't use it.
- Start from your subject learning outcomes (Constructive Alignment).
- Map learning episodes across semester and student lifecycle (e.g. we have now mapped in scholarly resilience strategies to help students cope with the ups and downs of academic learning – like time management strategies).
- Look for opportunities for knowledge transfer across subjects. Think about how skills can be applied across more than one disciplinary domain.
- Is the intent on teaching students how to learn to use a tool (practical skills) or on conceptual understanding – so more focused on cognitive learning?
- Provide sufficient instruction for students to engage with assessment and the technologies (but be careful of information overload or removing any sense of autonomy).
- Integrate JCU support services into curriculum or draw on their expertise during course delivery (e.g. librarians and career advisors in class teaching workshops – particularly around assessment).
- Provide opportunities for flexibility in assessment (e.g. ability to use different kinds of presentation platforms).