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## Digital Literacies for Online Learning (hidden)

### OERu

Show us you know how to apply digital and academic learning literacies to support learning from the internet in tertiary education.

Digital Literacies for Online Learning (LIDA 101) is the second of four micro-courses for Learning in a Digital Age - a standalone 16 credit course for OERu.

- Level 5
- Credits 4
- \$80 NZD (GST incl.)

### Assessment

You are required to submit evidence of the following:

1. Apply digital tools effectively to demonstrate learning literacies including researching, producing, analysing and presenting information for tertiary education purposes.

Digital Literacies for Online Learning is one of four related EduBits. If you pass all four EduBits you will be eligible to be awarded credit for the Learning in a Digital Age course.

The other related EduBits are:

- Critical Media Literacies and Associated Digital Skills
- Digital Citizenship
- Open Education, Copyright and Open Licensing in a Digital World.

All work for this EduBit must be your own and any references used must be cited appropriately.

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### Learning Recommendations

Establish a personal online learning environment: <https://oer.nz/ple>

Introduction to digital literacies: <https://oer.nz/digitalliteracies>

Find and select open resources: <https://oer.nz/findoer>

Learning in a digital age: <https://oer.nz/digitallearning>

### Tasks

#### Proof of Identity

Please provide a scanned copy of photo identification (e.g. passport, drivers licence, work ID card).

#### Task 1: Apply digital tools to support learning on the Internet for tertiary education purposes.

*I can:*

- 1.1. Maintain a public personal blog as my e-learning portfolio.

*By providing:*

Links to a minimum of three (3) individual blog posts that you have published online on any topic related to learning in a digital age or a formal learning context.

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These posts must include external links, images, tags and references where appropriate and must be approximately 250 words each.

*I can:*

1.2. Interact constructively with public online learning communities using forums and social media.

*By providing:*

1.2.a. Links to two (2) examples of forum posts (and/or replies) demonstrating authentic and substantive engagement with the topic of discussion within online learning communities. Provide a sentence summarising your intention and the context for each example.

1.2.b. Links to four (4) examples of your use of social media in support of learning online, e.g. microblog posts or comments on other blogs. Provide a sentence summarising your intention and the context for each example.

*I can:*

1.3. Annotate and discuss web resources publicly in support of my learning.

*By providing:*

Use the online tool Hypothes.is to annotate resources (see Guide for Students under Resources for this assessment or go to: <https://web.hypothes.is/quick-start-guide-for-students/>).

- This should list your public annotations and comments for a minimum of four (4) different online resources or documents associated with your Hypothes.is account.
- The link to your user page of Hypothes.is will be in the form of: [https://hypothes.is/users/Your\\_username](https://hypothes.is/users/Your_username).
- Provide a sentence describing your experience using public annotations.

*I can:*

1.4. Share with my learning peer group recommendations for online resources that I have found to be useful.

*By providing:*

Source links to a minimum of four (4) examples showing where you shared and recommended online resources publicly, e.g. in a social bookmarking site or blog post summary.

Please note, we require the link demonstrating that you shared resource links, not the links to the actual individual resources. The link provided should contain your reason for sharing the resources, as well as the link to the original source.

- In a sentence, describe the approach you used to evaluate the legitimacy of your recommendations.

*I can:*

1.5. Use citation management software for my personal online resource library.

*By providing:*

A link to a public online version of your reference library, or alternatively, provide screenshots showing an extract of your library collection and the detailed view of an individual item.

Your reference library should contain a minimum of five (5) entries - see how to select and how to use a reference management tool under Resources for this assessment.

(Important: Applicants must test all links before submitting evidence using the private or incognito mode of the browser to ensure that the assessor can access the resources without login credentials).

## **Task 2: Explain what digital literacies mean for you in a tertiary education context.**

*I can:*

2.1. Define the concept of digital literacies and its implications for my learning.

*By providing:*

2.1.a. A personal definition of digital literacies based on my reading of the literature and credible online resources with supporting references in APA style (consult APA style published by the University of Canterbury - provided under Resources for this assessment).

2.1.b. A description of what digital literacies mean for my formal learning (in a sentence).

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*I can:*

2.2. Review the digital tools that I use for formal learning.

*By providing:*

A review of the digital tools that I use to support formal learning. This review should be presented in the form of a Personal Learning Network (PLN) map generated using your preferred graphics software (for more information on PLN maps, see the link in Resources for this assessment.)

*I can:*

2.3. Develop an action plan for improving my digital literacies.

*By providing:*

A summary of your action plan for improving digital literacies identifying the literacies you plan to improve, including the reasons why, and how you aim to achieve the nominated improvements.

(You can submit evidence for Task 2 as a link to a blog post or text contained within your electronic submission.)

### **Task 3: Apply advanced search skills to select credible open resources for a research topic.**

*I can:*

3.1. Justify a topic suitable for a short research project.

*By providing:*

3.1.a. A statement of your research topic in the form of a question.

3.1.b. A short explanation (e.g. 1-2 sentences) of why your topic is suitable for a short research project at the first year, tertiary education level.

*I can:*

3.2. Apply online search techniques to find relevant online resources.

*By providing:*

3.2.a. A minimum of two (2) resources selected by applying advanced online search strategies.

3.2.b. A minimum of two (2) resources selected from online database searches.

3.2.c. Summarise the steps you applied to filter the selection of one (1) resource supported by screenshots of the online search techniques, demonstrating your application of advanced searching skills.

*I can:*

3.3. Apply a framework to evaluate the credibility of online resources.

*By providing:*

3.3.a. A confirmation of the evaluation framework used to evaluate the credibility of the resources by stating the framework and providing a reference to the source.

3.3.b. A statement of the criteria used to evaluate the credibility of the resources.

*I can:*

3.4. Justify the selection of credible resources for my chosen research topic.

*By providing:*

3.4.a. An alphabetical list of the sources using the APA reference style; each followed with the summary for the bibliographic entry. (A guide to the APA referencing style is provided under Resources for this assessment).

3.4.b. Each bibliographic entry must include:

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- A reference to the type of search approach, i.e. online search using advanced search techniques or database search.
- A concise summary of the resource.
- A statement identifying how the resource relates to your research question.
- A justification (based on your preferred evaluation framework) of why the resource is credible for tertiary education purposes.

**Please note** that the scope for an individual annotated bibliography is typically 150 - 200 words. All resources must be legally accessible as open access without the need for a paid subscription.

#### **Task 4: Present research findings for tertiary education purposes.**

*I can* produce an analytical essay for a research topic of my choice that:

- 4.1. Investigates an idea/research question.
- 4.2. Evaluates evidence.
- 4.3. Generates a defensible argument that meets academic standards.

*By providing:*

4.1., 4.2., and 4.3. An essay of no more than 700 words applying the structural conventions for an analytic essay, including: a thesis statement, main position, alternative perspectives, justification of the main position and conclusion. See, for example, [Writing an analytic essay published by the University of Toronto](#).

Your essay should be a demonstration of objective academic writing by illustrating both sides of an argument, and by avoiding personal opinion, generalisations and unjustified assertions. Do not use personal pronouns, slang, and intensifiers that exaggerate your writing, e.g. "very", "really".

Include a minimum of five (5) credible references and in-text references and citations where appropriate (use the APA style for in-text references and citations.)

*I can:*

- 4.4. Uses digital tools to prepare a professionally styled document integrating citations and references.

*By providing:*

4.4.a. A submission using in Libre Office (.odt) or MS Word (.docx) format, and presented professionally using the following style guidelines:

- Title, 14pt bold (centred).
- Use styles for headings and subheadings (Main headings 12 pt bold, Second level 11 pt bold, third level 11 pt italic bold).
- Use 11 pt for body text, 1.5 line or double line spacing.
- Enclose quotes of less than 40 words in double quotation marks in text. Indent quotes longer than 40 words in block format using italics.
- List sources alphabetically (under the heading references at the end of the essay) using the APA style.

4.4.b. A submission demonstrating consistent spelling and acceptable grammar. You may use a spell and grammar checker. Choose your preferred English spelling preference, e.g. American, Australian, Canadian, United Kingdom etc., and apply your spelling preference consistently throughout the essay.

4.4.c. Evidence that citations and references were generated using reference management software, e.g. using form fields in the word processing document, or providing an explanation with supporting screen-shots from your preferred reference management software, to show how you generated the references.

#### **Task 5: Assess your learning as a reflective digital online learner.**

*I can:*

- 5.1. Provide evidence of learning through self-evaluation.

*By providing:*

A learning reflection based on my knowledge and experiences with Digital Literacies for online learning that:

- 5.1.a. Explains the connections between my experience (what I already knew) and what I have learned from Digital Literacies for Online Learning.
- 5.1.b. Identifies WHAT I have learned, and also HOW I have learned it.

*I can:*

- 5.2. Demonstrate reflective learning skills.

*By providing:*

The following aspects in less than 400 words:

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- Description: Provide your reader with comments on specifically what happened during your learning journey.
- Evaluation: What was “good” and “bad” about the experience?
- Analysis: What did you learn from it? How do you feel about it now? Did it change you? How?
- Conclusion: What alternatives did you consider at the time? What else might you have done?
- Plan: What new knowledge or skills do you now have, and how will this expertise inform your future learning?

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