

From Digital Voices to Digital Literacy

Developing Student Potential



**International
Schools**
Qatar · Doha

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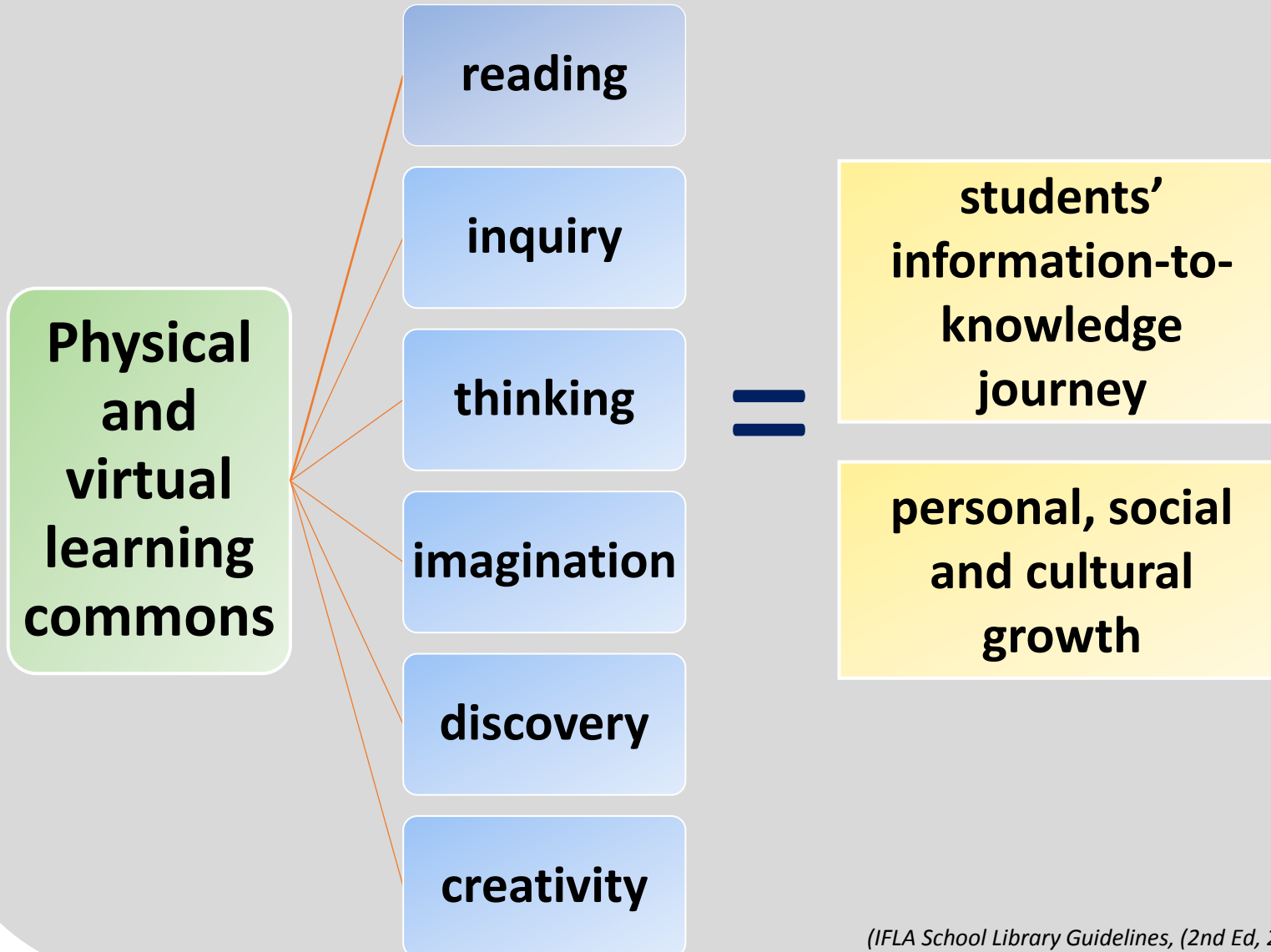
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SEC supports a learning environment that develops:

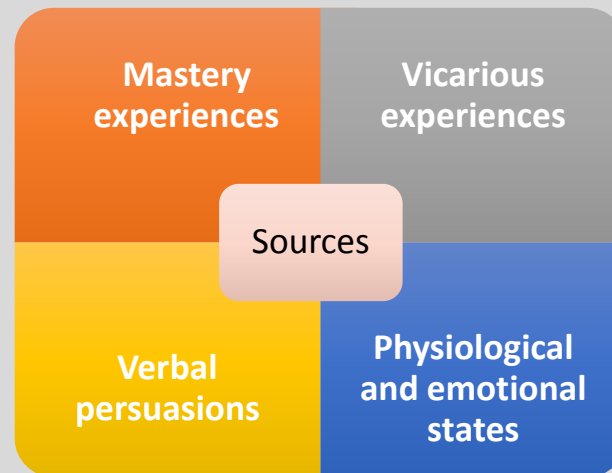
- **Skilled citizens capable of keeping abreast with progress.**
- **Citizens enjoying high mental abilities.**
- **Citizens enjoying the most advanced technological skills.**
- **Citizens who can put knowledge into action.**
- **Citizens with positive attitudes and values toward the nation and humanity.**

What is a School Library?



Key Literature

- **Self-Efficacy: “people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives” (Bandura, 1994)**



- **Self efficacy does not focus on what the person can do but on what they think needs to be done, and this idea can empower students' motivation and performances (Scott, 1996).**

Key Literature

- From the study conducted at National Institute of Education in Singapore, confidence is a much better predictor of students' achievements than any other non-cognitive measure. (Stankov, 2011).
- Direct instruction, problem solving, time and effort spent thinking about the problems influence levels of competence, and resulting users confidence (Watson, 2001).

Central concern and core question



how CONFIDENT and CAPABLE are students in learning and working effectively in an online world?

Open University UK titled “Being digital: Digital literacy skills checklist” available at:

Being digital
Digital literacy skills checklist

1: Introduction
How confident are you that you can do the following?

- When you search for information, are you able to find the right information from a good source?
- Do you know how to tell if the information is reliable?
- Do you know how to make a safe Facebook and Twitter profile?
- Are you happy with the way you manage your digital identity?

Understanding digital practices

| Skills | Very confident | Quite confident | Not confident |
|---|----------------|-----------------|---------------|
| Knowing what categories of users you can expect to find online | | | |
| Explaining what happens to information you put online: your digital footprint | | | |
| Choosing the right tool to find, use, or create information | | | |
| Presenting yourself online: your digital identity | | | |
| Finding a person online, for example an expert in your discipline, and | | | |

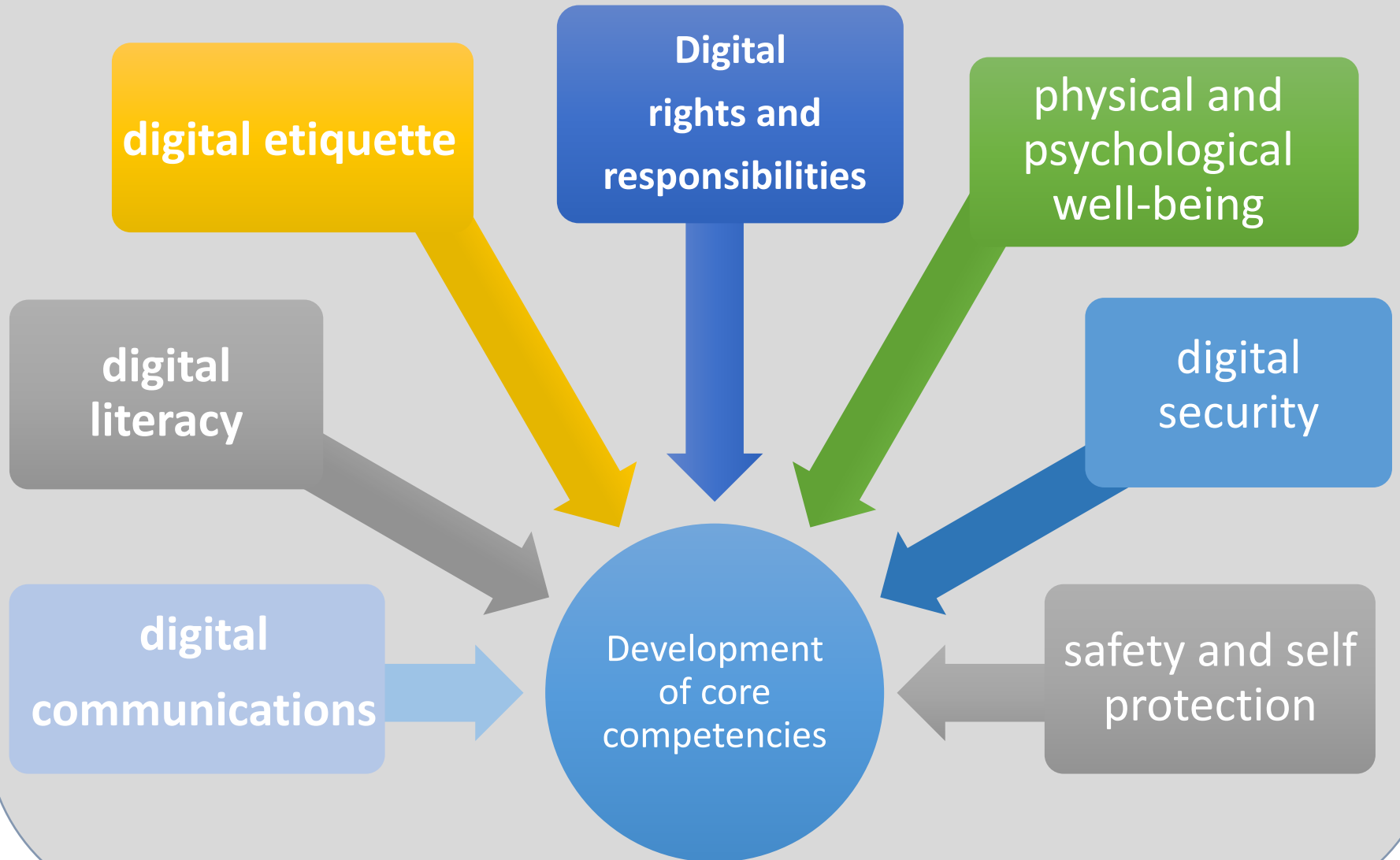
Finding information

| Skills | Very confident | Quite confident | Not confident |
|---|----------------|-----------------|---------------|
| Knowing what information you can find on the web | | | |
| Knowing what information you can find in an online Library | | | |
| Using advanced search options to limit and refine your search | | | |
| Using keywords commonly used in your discipline to search for | | | |

Using information

| Skills | Very confident | Quite confident | Not confident |
|--|----------------|-----------------|---------------|
| Using information in different media, for example, podcasts or videos | | | |
| Assessing whether an online resource (e.g. web page, blog, wiki, video, podcast, academic journal article) or person is credible and trustworthy | | | |
| Using other people's work (found online) without committing plagiarism | | | |
| Citing a reference to an online resource (e.g. in an assignment) using the correct format | | | |

Development of Core Competencies



how confident students are with being safe and productive in the online world:

✓ protocols with online communication

✓ sharing information

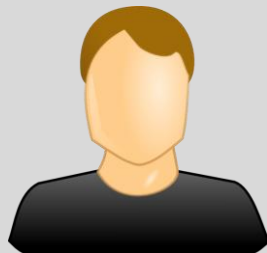
✓ identifying quality information

✓ online researching

41%



59%



- survey questionnaire,
- self-reported responses to 28 questions
- open questions

FINDINGS



- ✓ most dimensions
- ✓ talking with others safely online
- ✓ Sharing information online
- ✓ Searching
- ✓ Citing
- ✓ Using keywords
- ✓ Downloading information

FINDINGS

Contrast between confidence and competence: Articulate key difficulties and want library to help them:

more precise and accurate forms of searching

identifying accurate information on the web

identifying relevant information from website

help with analysing and structuring relevant information

citation to avoid plagiarism

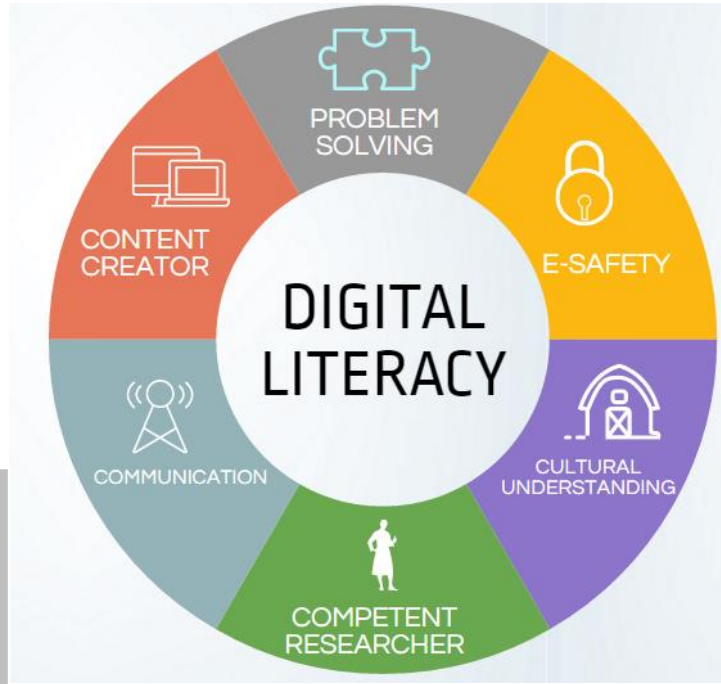
detailed lessons on online safety and security; recognizing spam, viruses, hacking

A proposal

1. Technical problems
2. Needs and technological responses
3. Innovating using technology
4. Digital competence

1. Devices
2. Personal data
3. Health
4. Environment

1. Developing content
2. Integrating and re-elaborating
3. Copyright and licenses
4. Programming



1. Cultural differences and limitations
2. International mindedness
3. Global issues pertaining to Technology

1. Interacting
2. Sharing
3. Engaging citizenship
4. Collaborating
5. Netiquette
6. Digital identity

1. Browsing, searching and filtering
2. Evaluating
3. Storing and retrieving

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Thank you