Embedding Digital Literacies in HEIs

Programme and Book of Abstracts

Digital Humanities Active Learning Space

Fourth Floor, Food Science Building

University College Cork

21st and 22nd of June 2018

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Book of Abstracts (In order of Speaker)

Panel 1:

Virginia Conrick (UCC): Fake News and Digital Literacy: Do we value the truth?

This presentation will address the phenomenon of Fake News/Disinformation and assess why it has gained traction in recent years. The advent of more sophisticated technologies, cheaper access to devices, and the growth of the internet has enabled ordinary people to easily engage in debate and spread their view. This use of high speed technology combined with the need to get it out there quickly, devalues the information as there is no time for fact checking.

Fake News has proved to be particularly useful in the political arena as evidenced by the Trump and Brexit campaigns. There are far-reaching consequences for society in general as facts are essential in a functioning democracy but does society still value the truth? Some commentators believe that we are in a "post truth" era where objective facts are less influential and information is most powerful when it appeals to our emotions and personal beliefs. In the academic sphere, it is of particular concern as objectivity is key to our research and there is no room for emotion.

How do we counter Fake News? Research shows that "Digital Native" does not equate with Digital Literacy. So how do we reach these "digital natives"? There is a growing recognition that we must tackle this problem through pedagogy. How do we teach our students to evaluate information? They must understand that "all information is not equal". They must think critically and this is an art that needs to be developed from an early stage. Librarians are best placed to help students to acquire and develop these skills through digital, information and media literacy programmes.

Orla Murphy (UCC): What is DIGCOMP 2.1 and Why Should We Care? Graduate Attributes For Today's Citizen and Tomorrow.

DigComp 2.1 is a further development of the Digital Competence Framework for Citizens. Based on the reference conceptual model published in DigComp 2.0, it presents eight proficiency levels and examples of use applied to the learning and employment field.

Workshop: Briony Supple (UCC): Get some perspective: Utilising real and virtual gallery spaces in SoTL to develop critical thinking and digital literacy.

The exhibitions and gallery space at The Glucksman at UCC have been used as a number of years as a way of exploring elements of the Scholarship of Teaching and Learning (SoTL) through an arts in education lens for participants in the Certificate and Diploma in Teaching and Learning in Higher Education. This has enabled individuals across different disciplines to learn from each other, encouraged higher order thinking, helped participants make connections between previously disparate concepts, and encouraged a diversity of perspectives (McCarthy, 2010). Participants in these programs take part in an activity which focuses on the Entry Points to Learning as a springboard for discussing a chosen artwork. The Entry Points approach:

...is a particularly good way for teachers to stretch beyond the obvious in approaching a new topic or beyond what they have already being doing to teach a concept. Multiple entry points provide not only different ways for students to gain access to a concept or topic, but also ways for learners to develop multiple representations of that concept or a topic, thereby building deeper understanding (Kornhaber, Fierros, & Veenema, 2004, p. 79).

In 2015 both the Certificate and Diploma were moved to fully online delivery, and the practice of utilising elements of the arts in education are still used, having been adapted for the virtual environment.

This workshop will demonstrate the arts in education approaches used at UCC from both real and virtual perspectives. Participants will engage with a virtual representation of UCC's Glucksman Gallery (and/or other galleries) through 360 degree technology, taking part in a 'virtual tour' using their own smartphones and Google Cardboard glasses (provided). Working in small groups, participants will work together in answering a series of questions/prompts about the works in the virtual space. Participants will also be invited to attend a 'real' session at the Glucksman Gallery to compare the experience of learning in real and virtual environments, and prompted to discuss implications of these experiences on their own teaching and learning in real or virtual spaces.

References:

Kornhaber, M. L., Fierros, E. G., & Veenema, S. A. (2004). Multiple intelligences: Best ideas from research and practice. New York: Allyn & Bacon.

McCarthy, M. (2010). The arts in education as an integrative learning approach. In Higgs, Kilcommins and Ryan (eds) Making Connections: Intentional Teaching for Integrative Learning, pp. 115 – 127. Published by NAIRTL. Retrieved from http://www.nairtl.ie

Panel 2:

Mike Cosgrave (UCC): Personal Research Ecologies; Inter and Transdisciplinary Frameworks

Drawing on teaching digital research methods courses in history, politics, international relations and digital humanities at undergraduate and graduate level over the past thirty years, this paper reflects on the relationship between disciplinary and interdisciplinary ways of knowing, and suggests an integrated perspective must flow from tools and methods to epistemology and ontology.

Vicky Garnett (TCD): Embedding PARTHENOS Training Materials in Digital Humanities courses across Europe

The PARTHENOS Project, an EU-wide cluster project bringing together skills from Research Infrastructures and large projects has, for the past 3 years, been working to develop training materials that support trainers and researchers alike in their pedagogical endeavours. Modules have been developed to cover pan-disciplinary topics, such as Research Infrastructures, Research Data Management, and Research Impact, with further modules around Ontologies and Developing Research Questions due to be issued later in the year. In all modules, training materials have been specifically designed to meet a 'Train the Trainer' requirement by making them open access, and downloadable

on an individual basis, allowing them to be used in a variety of contexts, such as lectures, in seminars, or through self-guided learning. In Autumn 201 8, King's College London (KCL) will launch a Master's level module on Research Data Management (RDM), making use of the training materials produced by the PARTHENOS project. In order to ensure that this module is able to embed these training materials in a useful manner, a team of researchers within the PARTHENOS project has been documenting and investigating the multitude of Digital Humanities based courses within Higher Education Institutions across Europe, as well as conducting interviews and focus groups with course providers in order to find what works, and crucially, what doesn't work. This paper will highlight current findings, and discuss how we are applying them to the development of the RDM module in KCL. Along the way, we will discuss issues we have encountered, and those that have been revealed to us from course providers across Europe, and how they have been overcome.

Keynote Paper

Helen Beetham: Critical/digital: teaching with, of and against technology.

Panel 3:

While some social policy educators are digital enthusiasts, many feel insufficiently knowledgeable about the possibilities of digital technologies for enhancing student learning. The SPEEDS Project (Social Policy: Enhancing Digital Skills) was developed to enable social policy educators to critically engage with technology enhanced learning in and outside of the classroom.

This project is led by the School of Applied Social Studies (UCC) in partnership with the Office of the Vice-President for Teaching & Learning (OVPTL in UCC) with the aim of expanding social policy educators' digital capacities and improving their confidence in integrating digital skills into curricula. The project is based on shared values between the discipline of social policy, the OVPTL, and the National Professional Development Framework, namely, inclusivity, authenticity, public scholarship, learner-centredness, and collaboration.

Social policy educators and learning technologists have worked together in designing and implementing staff development and training initiatives that maximise the use of digital technologies in advancing teaching and learning. 'Digital Badges' acknowledge and award social policy educators' engagement in continuing professional development (CPD) and the application of acquired digital literacy skills in teaching and learning contexts.

As a consequence of their engagement, staff will be better positioned to incorporate digital technologies into their practice, thereby maximising the student experience through exciting technology-enhanced teaching and learning approaches, and positively impacting the experiences of educators and students alike.

This panel will discuss various elements of this project:

Eileen Hogan (UCC) will open and give an overview of the project. She will discuss the methodology of the project along with some of the challenges faced.

Tom O' Mara (UCC) will speak about the design thinking and technological development of the Spikey Profile Tool for social policy educators. This tool was developed to enable social policy educators to self assess their digital skills and capacities

Maeve Murphy (Carlow IT) Will talk about the challenges from the social policy educators perspective and also the challenges that students incur with specific reference to the discipline of social policy.

Eileen Farrell (Carlow IT) will discuss using digital tools in the classroom, summative and formative assessment with large groups and her experience and contribution in working on the SPEEDS project.

Workshop: Shannon and Eugene Eichelberger: Wikipedia skills workshops for researchers and lecturers

Wikipedia is often the first source for information for everyone, and can be the primary site for engagement with a large amount of research in arts and sciences. It offers a platform on which researchers can learn and apply a number of important writing skills. This workshop will look at the application of those skills such as critical assessment of source material, applying consistent and concise writing skills, and citation formats. The use of Wikipedia in educational settings, as a vehicle for writing production and publication, allows students to place their work within a context larger than the classroom. In editing and contributing to Wikipedia, their work is assessed, critiqued and built on by a community of editors, and available to an established international audience. The use of Wikipedia in universities, such as UCC, Maynooth, NUI Galway and UCD, as well as engagement with museums and libraries, demonstrate an increasing interest in working with the largest publisher and creator of Creative Commons (CC) licensed material available online. The workshop will be an introduction to editing Wikipedia, as well as other Wikimedia projects to participants. The workshop will cover common issues, such as mistakes new editors make, basic improvements that can be made to existing articles by adding images or additional structure, and using Wikipedia as a discovery tool for other open knowledge or culture initiatives. Following the presentation, the workshop will be a practical one, with real time editing aided by an experienced Wikipedia editor.

Panel 4

Laura Daly (UCC): Digital Wellbeing: A review of the challenges facing computer-integrated learning

The incorporation of digital technologies in education is becoming increasingly important. While the associated benefits of this can be very positive to a student's experience in many ways, there are possible drawbacks which should also be considered. This paper addresses some of these drawbacks and outlines potential strategies which could be implemented to minimise any damaging effects. Upon examination of pre-existing research in the field, it becomes clear that there are direct links between the use of certain technology (the internet and social media in particular) and fragmented attention spans, unfocused thinking, and anxiety. This is hardly surprising given the ubiquity of smart phones and other devices which allow users access to different types of media on a near-constant basis. Users not only have access to the pre-determined media of their choice, most are also permanently open to social interaction, through messages, calls and 'likes'. Additionally, many online platforms are designed to prolong the interest of their users, meaning they can be hugely addictive. This results in users spending excessive time online, with one study showing some college women spending up to 12 hours a day using some form of media ('Texting, Social Networking and Other Media Use Linked to Poor Academic Performance'). Combined, these factors can result in a drop in academic performance. Finally, this paper explores some of the options open to Higher Education Institutes (HEIs) to attempt to reduce the possible damaging impact of digital technology, while still effectively using at as an educational tool. There is evidence which suggests that younger students react better to computer integrated learning when they have an active interest in the use of technology (Granito and Chernobilsky). To capitalise on these findings, HEI's could encourage

students to be more open to the experience of e-learning, and the opportunities which digital technology affords them.

Eileen Hogan (UCC) and Rebecca Jeffers (UCC): An Examination of Social Policy Educators digital skills, capacities and attitudes in Ireland

The SPEEDS (Social Policy Education:Enhancing Digital Skills) project is a collaborative initiative funded by the National Forum for Teaching and Learning. It seeks to enhance the digital capacity of Social Policy education. This project aims to expand social policy educators' digital capacities and improve their confidence by supporting them in applying their new digital literacy skills through a reflective and evidence-based approach. To achieve this, the project involved the collection of survey-based data from social policy educators and students across the partnered academic units in Carlow IT, Cork IT, University College Cork, University College Dublin, Trinity College Dublin, and Waterford IT. The surveys were designed in collaboration with the academic and educational technologists across the partner institutions. They draw on a variety of national and international digital competency frameworks, which aim to map digital skills to educational and professional settings. These frameworks include, DigiComp 2.0, All Aboard, and the Continuous Professional Development Framework. This paper will discuss the process of designing and outcomes from these surveys.

Panel 5

Briony Supple (UCC): Building digital competency for academics: demonstrating impact and evidencing investigation through e-portfolios

While a (paper/document-based) portfolio approach to assessment has been in place for students on the Certificate, Diploma and Masters qualifications in Teaching and Learning in Higher Education for a number of years, the recent move to delivering both the Certificate and Diploma via fully online mode warranted a natural progression towards electronically-based portfolios. The Certificate, Diploma and Masters qualifications in Teaching and Learning in Higher Education are underpinned by a Scholarship of Teaching and Learning (SoTL) approach. According to SoTL theorists such as Boyer (1990) and Shulman, (1993) in working to create parity of esteem between research and teaching, teaching should scrutinised the same ways as 'traditional' research by being open to peer review and available for public dissemination. Indeed good practice in SoTL requires that both the process of inquiry and the evidence (of good teaching and student learning) are public (Felten, 2013). These elements can often be difficult to capture, however the portfolio genre is perfect for doing so; the eportfolio even better – as Bernstein & Bass (2005) point out "Sustained inquiry into student learning across semesters that is made widely available in an electronic course portfolio is a high form of scholarship in its own right" (p. 42). Exemplars of how teaching is going public via a course eportfolio model can be found here: https://peerreview.unl.edu/ This presentation will report on the trial of an eportfolio platform over 2 semesters as part of the Certificate in Teaching and Learning in Higher Education qualification at UCC. The participants in this programme are staff who are required to submit a number of portfolio pieces over the semester which document their teaching and engagement in SoTL. I will report of the experiences by both the teaching team

participants around developing the digital competency required to navigate a portfolio in an electronic format, as framed by a SoTL approach.

References:

Bernstein, D. & Bass, R. (2005). The scholarship of teaching and learning. Academe, 91 (4), 37-43.

Boyer, E. (1990) Scholarship Reconsidered: Priorities of the Professoriate. The Carnegie Foundation for the Advancement of Teaching, San Francisco:

Jossey-Bass. Felten, P. (2013). Principles of good practice in SoTL. Teaching and Learning Inquiry: The ISSOTL Journal, 1(1), 121-125.

Shulman, L. (1993) Teaching as community property: putting an end to pedagogical solitude. Change, 25 (6): 6-7

Craig Neville (UCC) and Laura Linares (UCC): "Give us some Slack": Creating dialogic, constructivist learning experiences outside the classroom using the social media platform, Slack.

The traditional lecture scenario is not an environment in which multichannel or enriched, dialogic communication can be fostered. Indeed, this traditional approach to teaching and learning is predominantly a one-way street: lecturers speak, and students listen. Whilst we might recognise that the 'lecture' is often necessary as a means to communicate information quickly, educators must endeavour to develop alternative approaches that foster dialogic cooperative enquiry amongst all those involved in the learning experience (Bransford, Brown & Cocking, 1999. Such an approach aims to empower students by allowing them to continue constructing their learning experiences both in and outside the classroom. It is clear that digital tools can facilitate this process. Blogs, chat rooms, wikis, social networking sites have all been extensively used to facilitate and vary communication, but these tools often stifle communication rather than encourage authentic dialogue in which students construct their learning. This paper aims to offer a model for dialogic, constructivist learning (Innes Vanderbilt, 2007) that, in turn, enhances a student's own digital literacy through the use of the professional social media platform, Slack. Based on their experiences of teaching Translation Studies theory, Laura Linares and Craig Neville describe and critique the ways in which this professional social media tool and its associated pedagogy were employed to foster such communication outside the classroom. In particular, this paper will focus on how the tool can be used successfully to help students to grapple with complex theoretical concepts critically through communication facilitated by digital means. They will provide concrete examples of its application as well as offer other suggestions as to how it might be applied in other teaching scenarios. The paper will finish by providing quantitative and qualitative data drawn from student surveys related to the students' own perceptions of its impact as well as offer areas for further development.

Karolyn McDonnell (Carlow IT): Online Discussion Boards as Assessment in Social Care Education

CORU, Ireland's multi-profession health regulator, has been tasked with an emerging remit to set and oversee quality standards of Social Care education in Irish Higher Education Institutes (CORU,

2017). Embedding this process warrants a re-examination of traditional methods of Social Care Supervised Professional Practice assessment.

Digital platforms to facilitate collaborative learning have become more prevalent across all disciplines in Higher Education Institutes. In research, the topic of online discussion boards and student learning has been investigated with foci varying from participant interactions (Xia, 2013; Biasutti, 2016), moderator involvement (Wise et al., 2006; Baxter and Haycock, 2014) to effective assessment (Oliver, 2001; Northover, 2002). However, the empirical research into digital technologies and Social Care education is scant.

In 2016-2017, a pilot programme in the Institute of Technology, Carlow replaced the portfolio with asynchronous online discussion (AOD) assessment for the Supervised Professional Practice module in the Social Care undergraduate programme. The literature asserts that discussion boards are reflective in nature, and compel students to think critically, cognisant of other-person perspectives, thus contributing to an enhanced learning experience (Martyn, 2005; Portacio, 2016).

The overarching objective of this study was to evaluate this piloted programme with a view to understanding AOD boards usefulness to the development of critical thinking and reflection in social care education. This mixed methods study utilised a systematic survey with a purposive sample of third year Social Care students (n=49), a focus group (n=8), and tutor interviews (n=5) to explore emergent themes ranging from student engagement motivators to instructional methodologies.

Findings indicate the practical and theoretical efficacy of AOD boards to facilitate collaborative reflection, critical thinking, peer learning, and to foster graduate attributes in student learners. Specific instructional components for AOD have been identified contributing to a limited body of knowledge to use AOD as assessment in Social Care education.

Iris Van Vliet and Jasmijn Van Gorp (Utrecht University): The audiovisual research journal: a research and teaching method to enhance digital tool criticism and reflection.

The training of 'digital literacy' is high on the agenda of educational institutes. When interacting with digital tools, however, users often seem to consider tools as "things" (Drucker, 201 1), as external to themselves, as instruments to them. In this paper, we argue that it is important to put the user within the circuit of digital tool criticism. More specifically, we argue that digital tool criticism is not only a matter of criticizing the tool and data but also about reflecting on the own role.

In order to train students and researchers in digital tool criticism, we developed a method: the Audiovisual Research Journal. A research journal is a common instrument for researchers to track their actions, decisions and thoughts (Borg, 2001 ; Engin, 201 1). The Audiovisual Research Journal, then, is an audiovisual recording of the user, who records the use of a digital tool with a Screencast technology and thinks 'aloud', i.e. narrates what s/he is doing and thinking (cf. van Someren, Barnard & Sandberg, 1 994; Van Gorp, 201 3). This audiovisual recording is monitored by a peer, 'the observer', who sits next to the user, observes, takes notes (without interrupting) and conducts a post-use interview.

To test the method, we conducted multiple studies with two PhD researchers and a large-scale study with a group of fourteen MA students. Preliminary results show that the Audiovisual Research Journal is an effective method for monitoring research processes, observing personal progress and retrospective reflection on multiple levels. It is a fruitful method to enhance digital literacy, mainly be

cause of the enhancement of awareness, reflexivity, efficiency and transparency in research. It proves to be particularly insightful when used repetitively. Moreover, we found that it is a useful method for both users and observers, making it a promising method to be used in class.

Bibliography

Borg, S. (2001). The research journal: a tool for promoting and understanding researcher development. Language Teaching Research 5,2; pp. 156–177.

Drucker, J. (2011). Humanities Approaches to Interface Theory. Culture Machine, Vol 12.

Engin, M. (2011). Research Diary: A Tool for Scaffolding. International Journal of Qualitative Methods, 10(3).

Van Gorp, J. (2013). Looking for what you are looking for: a media researcher's first search in a television archive. VIEW: Journal of European Television History and Culture, 2(1).

Van Someren, M.W., Barnard, Y.F., & Sandberg, J.A.C. (1994). The Think Aloud Method: A Practical Approach to Modelling Cognitive Processes (Knowledge-Based Systems). London: Academic Press.

Conference Schedule

DAY 1: 21st June 2018

9.30-10.15. Welcome and Registration: Tea/Coffee

10.15: Conference Opening: Fiona Chambers (School of Education), Orla Murphy (Digital Humanities; DARIAH Ireland National Co-Ordinator)

10.30-11.45: Panel 1: Fake News, Digital Literacy, Critical Literacy

Chair: Miranda Corcoran (UCC)

Speaker: Virginia Conrick (UCC)

Paper: "Fake News and Digital Literacy: Do we value the truth?"

Speaker: Orla Murphy (UCC)

Paper: What is DIGCOMP 2.1 and Why Should We Care? Graduate Attributes For Today's Citizen and Tomorrow

Tea/Coffee 11.45-12.15

12.15-1.45: Workshop

Facilitator: Briony Supple (UCC)

Title: Get some perspective: Utilising real and virtual gallery spaces in SoTL to develop critical thinking and digital literacy.

1.45-2.30: Lunch

2.30-3.30. Panel 2: Transdisciplinarity and Outreach

Chair: Donna Alexander (UCC)

Speaker: Vicky Garnett (TCD)

Paper: "Embedding PARTHENOS Training Materials in Digital Humanities courses across Europe"

Speaker: Mike Cosgrave (UCC)

Paper: "Personal Research Ecologies; Inter and Transdisciplinary Frameworks"

3.30-4.00: Tea/Coffee

Keynote: 4.00-5.30

Chair: Orla Murphy (UCC)

Speaker: Helen Beetham (Independent Researcher and Writer)

Title: Critical/digital: teaching with, of and against technology.

Wine Reception 5.30-7. Staff Mini Restaurant.

Conference Dinner 8pm: La Dolce Vita.

DAY 2: 22nd June 2018

9.30-11.30. Panel 3: Developing Digital Competencies and Capacities in Social Policy Educators in Higher Educational Institutions.

Chair: Kathy O'Hare (UCC)

Speaker: Eileen Hogan (UCC)

Paper: "An Overview of SPEEDS"

Speaker: Tom O'Mara (UCC)

Paper: "The design thinking and technological development of the Spikey Profile Tool for social policy educators"

Speaker: Maeve Murphy (Carlow IT)

Paper: "'It's a learning curve': Developing digital competency in educators alongside appropriate use of technology for students."

Speaker: Eileen Farrell (Carlow IT)

Paper: "Does anybody listen to me ? Using Audio feedback as a tool to take the emotion out of feedback for the lecturer and the assignment."

11.30-11.45 Tea/Coffee

11.45-12.45 Workshop

Facilitator: Shannon Eichelberger and Eugene Eichelberger (Wikimedia Ireland)

Title: "Wikipedia skills workshop for researchers and lecturers"

12.45-1.45 Lunch

1.45-2.45. Panel 4: Digital Wellbeing, Digital Autonomy

Chair: Justin Tonra (NUIG)

Speaker: Laura Daly (UCC)

Paper: "Digital Wellbeing: A review of the challenges facing computer-integrated learning"

Speaker: Eileen Hogan (UCC) and Rebecca Jeffers (UCC)

Paper: "An Examination of Social Policy Educators digital skills, capacities and attitudes in Ireland"

2.45-3.00. Tea/Coffee

3.00-5.00pm. panel 5: E-portfolios, Social Media, and Discussion Boards

Chair: Pedro Nilsson-Fernandez (UCC)

Speaker: Briony Supple (UCC)

Paper: "Building digital competency for academics: demonstrating impact and evidencing investigation through e-portfolios"

Speakers: Craig Neville and Laura Linares (UCC)

Paper: "Give us some Slack": Creating dialogic, constructivist learning experiences outside the classroom using the social media platform, Slack."

Speaker: Karolyn McDonnell (Carlow IT)

Paper: "Online Discussion Boards as Assessment in Social Care Education"

Speaker: Iris Van Vliet and Jasmijn Van Gorp (Utrecht University)

Paper: "The audiovisual research journal: a research and teaching method to enhance digital tool criticism and reflection"

Conference Close

Organised by Donna Alexander (DARIAH Ireland Postdoctoral Researcher) and Orla Murphy (DARIAH Ireland National Co-ordinator).

Special thanks to Ann Riordan, Patricia O'Connor and Orla Peach Power.

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