

Igniting Talk on Digital Literacy

Ingrid Erickson

Rutgers University

ingrid.erickson@rutgers.edu

Eric Meyers

University of British Columbia

eric.meyers@ubc.ca

Ruth Small

Syracuse University

drruth@syr.edu

Abstract

New technologies and developments in media are transforming the way that individuals, groups and societies communicate, learn, work and govern. This new socio-technical reality requires participants to possess not only skills and abilities related to the use of technological tools, but also knowledge regarding the norms and practices of appropriate usage. To be 'digitally literate' in this way encompasses issues of cognitive authority, safety and privacy, creative, ethical, and responsible use and reuse of digital media, among other topics (Meyers, 2009; Arnone, et al., 2011). A lack of digital literacy increasingly implicates one's full potential of being a competent student, an empowered employee, or an engaged citizen. Digital literacy is often considered a school-based competency, but it is introduced and developed in informal learning contexts such as libraries, museums, social groups, affinity spaces online, not to mention the home environment. This community-building event will recognize and connect the ways and places we conceptualize and realize digital literacy.

Keywords: digital literacy, informal learning, socio-technical, digital media

Introduction

This series of Ignite Talks will provide a platform for members of the iSchool community to develop a deeper understanding of digital literacy and its importance within an iSchool research agenda. Via talks and discussion, we will showcase a few of the many ways that digital literacy affects the lives of people as they explore media representations, solve everyday problems, and create new knowledge.

The intended audience for this forum is scholars at all career stages who have an interest in conceptualizations of digital literacy, pedagogies and practices for fostering digital literacy, or the policy implications of digital literacy in society.

Session Overview

We have broken the 90-minute alternative event session into two parts. During the first part, following a brief introduction, Ignite Talk speakers will present for 5-minutes using up to 25 slides. These presentations will be followed by 5 minutes of Q&A. The second part of the session is meant to be synthetic and interactive. We will invite the audience to discuss the ignite talks in small groups, clustered around the individual presenters who will lead the discussion and summarize the group response. The outcomes of each small group discussion will be displayed using sticky notes and white boards. The final 10 minutes of the discussion will involve participants' free movement among the groups to make their own sense of the discussions. The schedule for the session is as follows:

- [5 mins] Introduction/Welcome
- [10 mins] Ignite Talk 1 + 5 mins Q & A
- [10 mins] Ignite Talk 2 + 5 mins Q & A
- [10 mins] Ignite Talk 3 + 5 mins Q & A
- [10 mins] Ignite Talk 4 + 5 mins Q & A
- [10 mins] Ignite Talk 5 + 5 mins Q & A
- [35 mins] Facilitated Interaction

Invited Speakers and Audience Participation

As indicated above, our current schedule allows for five Ignite presentations. A set of potential speakers has been invited, but cannot be confirmed at the time of this publication. We are motivated to curate a group of recognized and emerging scholars active in the domain of digital literacy to provide a diversity of insights to understanding the topic—particularly as this approach best befits the iSchool community. We welcome any number of participants to join as members of the audience and follow-up discussion.

- Katie Davis (University of Washington)
- Ingrid Erickson (Rutgers University)
- Sara Grimes (University of Toronto)
- Marcia Mardis (Florida State University)
- Paul Marty (Florida State University)
- Eric Meyers (University of British Columbia)
- Rebecca Reynolds (Rutgers University)
- Sarita Yardi Schoenebeck (University of Michigan)

Relevance to the Field

We anticipate that this alternative event will yield two outcomes of benefit to the field. First, we will build on the participation and feedback of the attendees to organize a workshop or research paper roundtable on digital literacy for the 2014 iConference. Additionally, we will use the insights from the discussion to write a summarizing article post-conference about the place of digital literacy in iSchool discourse for either *Interactions* or *First Monday*. We expect each of these outcomes to encourage a deeper attention to issues of digital literacy within future iSchool scholarship.

References

- Arnone, M., et al. (2011). Curiosity, interest and engagement in technology-pervasive learning environments: a new research agenda. *Educational Technology Research & Development*, 59(2), 181-198. doi: 10.1007/s11423-011-9190-9
- Meyers, E. M. (2009). Tip of the iceberg: Meaning, identity, and literacy in preteen virtual worlds. *Journal of Education for Library and Information Science*, 50(4), 226-236. ISSN: 0748-5786