Assessment description

Digital literacies for online learning (LiDA101)

Assessable Competencies

This EduBit assesses your ability to

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

Recommended resources

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

(Applicants are required to submit evidence for each listed task)

Task 1	Performance Indicators *What I can do*	Evidence to demonstrate competence *Evidence to show I can do it*
Apply digital tools to support learning on the Internet for tertiary education purposes	**I can do the following:** 1.1 Maintain a public personal blog as my elearning portfolio. 1.2 Interact constructively with public online learning communities using forums and social media.	**I have provided the following:** 1.1: 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. These posts must include external links, images, tags and references where appropriate and must be approximately 250 words each. 1.2a: 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. 1.2b: Links to four (4) examples of your use of social media in support of learning online; for example, microblog posts or comments on other blogs. Provide a sentence summarising your intention and the context for each example.

	1.3 Annotate and discuss web resources publicly in support of my learning.	1.3: Use the online tool Hypothes.is to annotate resources (see: 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 which will be in the form of: https://hypothes.is/users/*Your_username* . Provide a sentence describing your experience using public annotations.
	1.4 Share with my learning peer group recommendations for online resources that I have found to be useful.	1.4: Source links to a minimum of four (4) examples showing where you shared and recommended online resources publicly; for example, 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.
	1.5 Use citation management software for my personal online resource library.	1.5: 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 use a reference management tool.)
		(**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	**Performance Indicators** *What I can do*	**Evidence to demonstrate competence** *Evidence to show I can do it*
Explain what digital literacies mean for you in a tertiary education context	**I can do the following:** 2.1 Define the concept of digital literacies and its implications for my learning 2.2 Review the digital tools that I use for formal learning	**I have provided the following:** 2.1a: 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.) 2.1b: A description of what digital literacies mean for my formal learning (in a sentence). 2.2: 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. (Please consult this learning challenge for more information on PLN maps.)

	2.3 Develop an action plan for improving my digital literacies.	2.3: 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	**Performance Indicators** *What I can do*	
Apply advanced search skills to select credible open resources for a research topic.	**I can do the following:**	**I have provided an annotated bibliography for a research topic of my choice which includes:**
	3.1 Justify a topic suitable for a short research project.	3.1a: A statement of your research topic in the form of a question. 3.1b: A short explanation (e.g. 1-2 sentences) of why your topic is suitable for a short research project at the 1st year, tertiary education level.
	3.2 Apply online search techniques to find relevant online resources.	3.2a: A minimum of two (2) resources selected by applying advanced online search strategies. 3.2b: A minimum of two (2) resources selected from online database searches. 3.2c: 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.

	3.3 Apply a framework to evaluate the credibility of online resources.	3.3a: 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. 3.3b: A statement of the criteria used to evaluate the credibility of the resources.
	3.4 Justify the selection of credible resources for my chosen research topic	3.4a: An alphabetical list of the sources using the APA reference style; each followed with the summary for the bibliographic entry. 3.4b: Each bibliographic entry must include: • 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	Performance Indicators	Evidence to demonstrate competence
	What I can do	*Evidence to show I can do it*
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.	**I have provided the following:** 4.1a, 4.2a and 4.3a: 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; for example "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.)

	4.4 Uses digital tools to prepare a professionally styled document integrating citations and references.	4.4a: A submission using in Libre Office (.odt) or MS Word (.docx) format, and presented professionally using the following style guidelines:
		
		     ○ Title, 14pt bold (centered).
		     ○ Use styles for headings and

		subheadings (Main headings 12pt 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.

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

4.4c: Evidence that citations and references were generated using reference management software; for example, 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	Performance Indicators *What I can do*	Evidence to demonstrate competence *Evidence to show I can do it*

Assess your learning as a reflective digital online learner	**I can do the following:**
	
	5.1 Provide evidence of learning through self-evaluation.
	
	5.2 Demonstrate reflective learning skills.
		I have provided a learning reflection based on my knowledge and experiences with *Digital literacies for online learning* that*:*
		
		5.1a Explains the connections between my experience (what I already knew) and what I have learned from *Digital literacies for online learning*.
		
		5.1b Identifies WHAT I have learned, and also HOW I have learned it.
		
		5.2 Covers the following aspects in less than 400 words:
		   ○ **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?

Assessment rubrics

Weighting table

Each task contributes to the calculation of the final grade according to the following proportional weightings.

Task	Weighting
Task 1: Apply digital tools to support learning on the Internet for tertiary education purposes	15%
Task 2: Explain what digital literacies mean for you in a tertiary education context	20%
Task 3: Apply advanced search skills to select credible open resources for a research topic	15%
Task 4: Present research findings for tertiary education purposes	35%
Task 5: Assess your learning as a reflective digital online learner	15%
Total	100%

Task 1: Apply digital tools to support learning on the Internet for tertiary education purposes (Weighting: 15%)

	Achieved			Not achieved
	10 - 9	**8-7**	**6-5**	**4-0**
Generate an online learning portfolio	In addition to the requirements for 8-7 the applicant's blog is an exemplar portfolio that thoroughly and consistently demonstrates evidence of authentic learning of high academic standard that is professionally presented. The blog has succeeded in attracting regular comments from the peer learning community.	In addition to the requirements for 6-5, the applicant provides evidence of: ● Integrating a range of media, such as: video, audio, social media. ● All images are captioned with correct attribution or alternate solution such as footnotes. ● Application of theme customisations other than the default theme and/or integration of appropriate widget(s). ● A wide range of relevant references with no errors in APA referencing. The applicant's blog shows evidence of developing into an authentic portfolio for learning appropriate for a higher education context providing a purposeful collection of evidence that shows a learning journey over a period of time with a minimum of 5 posts.	Applicant demonstrates digital competence in maintaining a personal learning blog. The evidence includes: ● Semantically consistent markup for headings, subheadings and text formatting. ● Regular use of embedded hyperlinks ● References to online sources with only a few errors in APA citation rules. ● Use of tags or labels for individual posts. The applicant's personal learning blog contains a minimum of three individual posts which demonstrates engagement in learning with topics appropriate for a formal learning context.	Applicant has not (one or more of the following): ● Demonstrated basic digital skills in publishing individual blog posts, or ● Provided a valid url to a publicly accessible blog ● Published a minimum of 3 posts. The applicant's personal learning blog fails to demonstrate engagement in learning with topics appropriate for a formal learning context

	Achieved			Not achieved
	10 - 9	**8-7**	**6-5**	**4-0**
Use a variety of online and digital tools for interacting within a formal learning community.	In addition to the requirements for 8-7, the applicant demonstrates positive citizenship by providing evidence of helping and supporting their peers on their learning journey through content specific help, sharing of valuable online resources, providing motivational support and engaging in the learning community, for example voting or liking posts, commenting on posts of peers etc.	The applicant demonstrates *purposeful* use of a variety of online tools as evidenced by relevant supporting statements summarising intent and context for examples provided. Interactions with online communities are authentic and constructive adhering to netiquette conventions for online discourse. The applicant is becoming a regular user of online annotation evidenced by a variety of annotations and replies using Hypothes.is It is clear that the applicant is generating a library of useful and wide ranging types of resources by populating the required fields correctly.	Applicant demonstrates proficiency in using a range of digital tools for interacting with a formal online learning community including forums, social media and online annotation. The applicant provides evidence of using a citation management tool, with a minimum of 5 items but may contain errors in populating the respective library fields.	Applicant has not provided valid urls to (one or more of the following): ● Forum posts or replies ● Examples of social media interactions in support of learning. ● Evidence of using a citation management tool. The evidence does not demonstrate proficiency in using a range of digital tools to support learning.

Task 2: Explain what digital literacies mean for you in a tertiary education context (Weighting: 20%)

	Achieved			Not achieved
	10 - 9	**8-7**	**6-5**	**4-0**
Define digital literacy and apply the results of a Personal Learning Network (PLN) map to develop an acting plan for improving digital literacies	In addition to the requirements of 8-7, the applicant provides an exemplary analysis with thorough and thoughtful detail with the PLN graphic produced to a high professional standard.	PLN map incorporating a minimum of 12 or more tools, appropriately allocated to the relevant quadrants In addition to the other requirements for 6-5, the applicant also provides evidence of: Comparing and contrasting two or more mainstream definitions of digital literacy before presenting their personal definition; Clear and detailed action plan incorporating valid reasons *why* and *how* they plan to achieve nominated improvements is included.	The applicant provides an holistic definition of digital literacies derived from the literature (appropriately referenced) differentiating between skills and literacies and identifies a relevant connection to what digital literacies mean in their formal learning context. The applicant's PLN map demonstrates proficiency in using graphics software including a minimum of 8 tools. The PLN graphic shows the spread of different digital tools in the four quadrants depicting the intersection between the following two continuums: personal versus professional, and visitor versus resident. (Consult PLN mapping examples.) The applicant provides a plausible plan for improving their digital literacies.	The applicant has not explained the concept of digital literacies and the evidence only shows superficial use of a very narrow range of digital tools without generating a PLN map.

Task 3: Apply advanced search skills to select credible open resources for a research topic. (Weighting: 15%)

	Achieved			Not achieved
	10 - 9	**8-7**	**6-5**	**4-0**
Publish an annotated bibliography for a research question applying a framework to evaluate the credibility of online resources.	The applicant publishes an exemplary annotated bibliography of outstanding academic quality including a minimum of 10 credible and reliable resources relating to the stated research topic demonstrating considerable discernment in the selection of references for the research topic. There are no errors in applying the APA style.	In addition to the requirements for 6-5, the applicant provides a wider range of bibliographic references (minimum of 8 sources) that provide evidence of multiple perspectives, for example, opposing views, of the topic under consideration. Summaries are of a high academic standard. There are no errors in applying the APA style.	The applicant states an achievable research question providing a valid justification (in a sentence) why the selected topic is suitable for a short research project at the 1st year tertiary education level. The applicant provides evidence of advanced search strategies and database searches to select relevant sources by publishing an annotated bibliography for a minimum of 4 online resources (i.e. 2 sources identified from advanced search strategies and 2 sources from online database searches). All resources must be legally accessible as open access without the need for a paid subscription. (Papers sourced, for instance, from Sci-hub are not permitted.) The bibliography must be presented alphabetically using the APA reference style with each bibliographic entry including:	The applicant has not provided a suitable research question and the annotated bibliography does not meet minimum specified requirements.

			● A confirmation of the type of search approach i.e. online search using advanced search techniques or database search. ● Correct url to the source ● Concise summary of the resource ● A statement identifying how the resource relates to the research question. ● A justification (with reference to an evaluation framework) why the resource is credible and reliable for tertiary education purposes. (A few minor errors in the APA style are acceptable).	

Task 4: Present research findings for tertiary education purposes (Weighting: 35%)

	Achieved			Not achieved
	10 - 9	**8-7**	**6-5**	**4-0**
Evaluate evidence and produce defensible academic argument	In addition to the requirements for 8-7, the applicant has produced an essay that could be used as a model answer for the research question. The submission is is an exemplar of an analytic essay for objective academic writing and ability to evaluate evidence and generate a defensible argument.	The applicant produces an essay that applies the structural conventions for an analytic essay, including: a thesis statement, main position, alternative perspectives, justification of the main position and conclusion. The applicant has demonstrated clear capability to investigate a research question, evaluate evidence and generate an academically defensible argument. Both sides of an argument are presented and there are no unjustified assertions that would reasonably require justification. The applicant shows above average competence in objective academic writing.	The applicant produces an essay broadly adhering to the accepted structural conventions for an analytical essay with an introduction, body and conclusion. The essay shows reasonable ability of the applicant to evaluate evidence and generate a defensible argument, but the applicant does not always present both sides of an argument, and a some assertions are not justified by the literature. The applicant has used objective academic writing for the majority of the essay but shows room from improvement.	The analytical essay is poorly structured and provides little evidence of a defensible academic argument. Frequent use of unjustified opinion and generalisations.

	Achieved			Not achieved
	10 - 9	**8-7**	**6-5**	**4-0**
Demonstrate digital skills for presenting research findings	● Essay provides at least 10 credible sources with in-text citations and references using the APA style. There are no APA style errors. ● There are no spelling errors, and preferred English spelling preference (for example American, Australian, Canadian, United Kingdom etc) is applied consistently throughout the essay. There are no contestable grammatical errors. ● There are no errors in applying the specified style guidelines. ● There is clear evidence of generating citations and references using citation management software.	● Essay provides at least 8 credible sources with in-text citations and references using the APA style. One or two APA style errors are acceptable. ● There are no more than two spelling or grammar errors and the preferred English spelling preference (for example American, Australian, Canadian, United Kingdom etc) is used consistently. ● The essay has adhered to the specified style guidelines with no more than two errors demonstrating consistent semantic markup applied by using word processor styles for formatting features, eg headings and subheadings, quotations etc.. ● There is clear evidence of generating citations and references using citation management software.	● Essay provides a minimum of 5 credible sources with in-text citations and references using the APA style. Only a few APA style errors. ● The essay demonstrates application of the preferred English spelling preference (for example American, Australian, Canadian, United Kingdom etc) with reasonable consistency and only a few spelling, grammatical or consistency errors. ● The essay is presented professionally and with reasonably consistent layout but has not applied the style guidelines in a few instances.	Presentation is inconsistent and hasn't adhered to the specified style guidelines. There is no evidence of using citation management software for generating references and / or citations.

			The applicant provides acceptable evidence for generating citations and references using citation management software.	

Task 5: Assess your learning as a reflective digital online learner (Weighting: 15%)

	Achieved			Not achieved
Evaluate your learning as a reflective practitioner	**10 - 9**	**8-7**	**6-5**	**4-0**
	In addition to the requirements for 8-7, the reflection submitted is exemplary, and incorporates planning for how the current learning experience will inform learning in the future.	The applicant clearly identifies *what* they have learned and *how* they have learned it with clear examples to illustrate connections between prior experience and new learning. The reflection is structured under relevant subheadings.	The applicant provides a short reflection illustrating examples of what they learned about digital literacies for online learning. The reflection provides adequate evidence of personal learning, that is, learning acquired through participation in this Edubit but does not establish appropriate connections between experience (what the learner already knew) and new learning and/or reflect on how new knowledge or competencies were acquired. The reflection is not structured under appropriate subheadings.	The applicant is unable to provide evidence of learning using reflective learning techniques. There is no connection between experience and new learning or the reflection does not relate to digital literacies for online learning.