



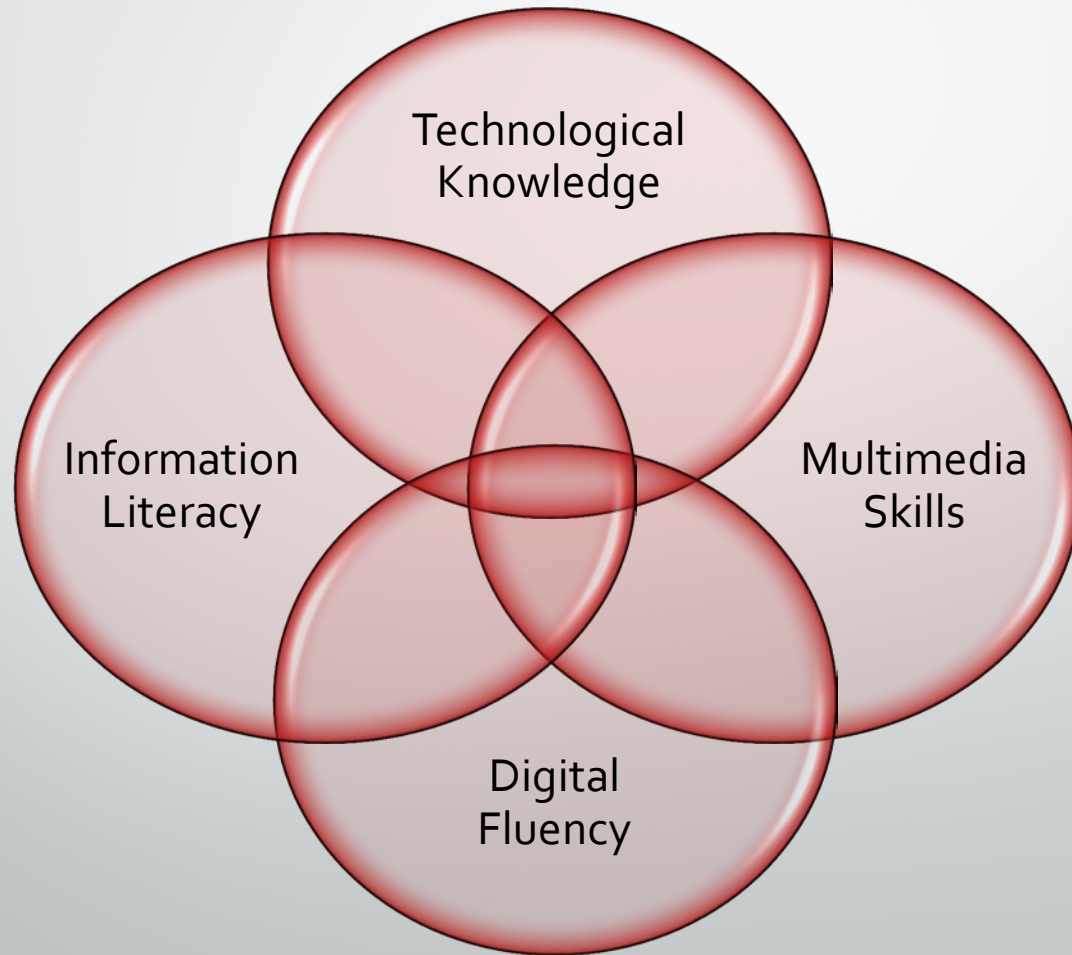
My Students are Tech Savvy, Right?

Well, Maybe...

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Let's Talk Terminology



Technology Literacy ("old style," 1996)

From the US Department of Education:

"Computer skills and the ability to use computers and [other technology to improve learning, productivity, and performance."



Current Elements of Digital Literacy

- Using technology “responsibly, creatively, and effectively...”
- In order to “...communicate, solve problems, and access information.”
- The ability to “create, manage, and evaluate information...” and
- to “develop lifelong learning skills”



No problem, my students are
“digital natives!”



The Myths ...

- *"Today's students think and process information fundamentally differently from their predecessors." (Prensky, 2001)*
- *"The brains of wisdom seekers of the future will be fundamentally different, in organization and in structure, than our brains are today." (Prensky, 2009)*



Natives and Immigrants

(from the ridiculous...)

Immigrants

Exclusive focus on work-related matters during work hours

Tell friends about a trip with an at-home slideshow

Read instructions and learn linearly

Natives

Prefer to switch focus and alternate among work, play, social networking, etc.

Tell friends about a trip by posting pictures on Facebook

Explore new technologies by “playing” with them

Natives and Immigrants

(... to the insulting)

Immigrants

Little appreciation for
learning new skills

Passive

Natives

Born with a new
way of thinking

Active

More myths...

Grown Up Digital (Tapscott, 2008)

" 'Net Geners' are the new scrutinizers. Given the large number of information sources on the Web, not to mention unreliable information - spam, phishers, inaccuracies, hoaxes, scams, and misrepresentations - today's youth have the ability to distinguish fact from fiction...

The Net Generation knows to be skeptical whenever they're online."



The Impending Demise of the University (Tapscott, 2009)

"Growing up digital has changed the way their minds work in a manner that will help them handle the challenges of the digital age. They're used to multitasking, and have learned to handle the information overload."



The Realities

- Our students are tech-savvy primarily in task-specific ways
- The majority engage in relatively basic activities with technology tools, using trial-and-error learning methods
- They exhibit great confidence in their abilities, with little correlation to their actual technological skill level



More Realities...

- They have unrealistic expectations of and extraordinary confidence in search engines
- They lack critical thinking skills that would enable them to be “scrutinizers”
- The more technology experience they have, the less skeptical they are about online resources
- They cannot multitask effectively



Categories of Digital Literacy Skills

- Hands-on Skill Sets
- Conceptual Knowledge
- Intellectual Capabilities



Hands-on Skill Sets

- Students should be able to use (well):
 - Communication Tools
 - Word Processing
 - Spreadsheets
 - Databases
 - Internet Search Engines



Conceptual Knowledge

- Students should understand:
 - Basic concepts related to digital technology
 - Network structures and data organization
 - Societal issues related to technology
 - What technology cannot do for us



Intellectual Capabilities

- Students should be able to:
 - Collaborate with others in virtual environments
 - Articulate their thinking cogently when producing content materials or engaging in online interactions
 - Identify how information they find online may be influenced by political, commercial, or social/cultural forces



Intellectual Capabilities

- Students should be able to:
 - Reflect on how their online behavior aligns with ethical norms and safe practices regarding privacy rights, intellectual property, data security, etc.
 - Evaluate information and information sources for credibility



Credibility

- Increased need for self-sufficiency requires evaluation skills
- Assessment of credibility is frequently based on peripheral information or website features
- Attributing authority (or trustworthiness) to an “endorser”
- Reliance on “likes” may reinforce misconceptions and group-think



“Bandwagon Effect”

Aggregate bandwagon effect on online videos' viewership: Value uncertainty, popularity cues, and heuristics

1. W. Wayne Fu,
2. Clarice C. Sim

Journal of the American Society for Information Science and Technology

[Volume 62, Issue 12, pages 2382–2395, December 2011](#)

Abstract

This study examines the aggregate bandwagon effect of popularity cues on the viewership of online user-generated videos. Cognitive and behavioral theories of information processing suggest that Web users, overwhelmed by information and quality uncertainty, will gravitate toward the popular choices made by earlier decision makers, which appear via indicators such as hit counts to forge quality impressions. Building on the theories, we hypothesize that how much viewer exposure videos will attract at any future time depends on their viewership accumulated individually; furthermore, this viewership cascade is moderated by pictorial and verbal preview because such information reduces quality uncertainty for content shoppers. Our longitudinal model tests these hypotheses using an extensive real-life dataset on video clips retrieved from a video-sharing site.

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Integrating Hands-on Skills into Coursework

- Expect students to submit work in digital formats
- Ensure that students are aware of institutional resources for learning about technology tools
- Utilize a variety of technologies for instruction
 - Use online communication tools
 - Provide course content online
 - Assess learner progress with online tools



Integrating Conceptual Issues

- Explore how technology has enabled advances in your discipline
- Discuss the organization of information in scholarly resources you utilize
- Examine the limitations of relying too heavily on technological tools



Developing Intellectual Strategies

- Model for students the evaluation of resources and hold students accountable for resource evaluation in their work
- Encourage/Require students to create digital content objects (becoming “prosumers”)
- Require students to collaborate with others in online environments
- Discuss ethical issues relevant to using technology in your discipline



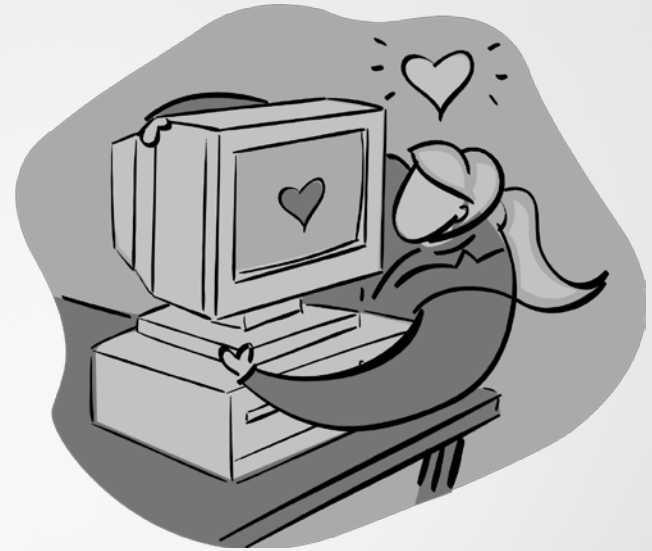
Intellectual Strategies (continued)

- Expect students to provide real-world examples to support their ideas
- Develop communication protocols as a collaborative activity with students
- Challenge students to explore how their point of view may be different than someone else's and why



“We're smitten with technology. And we're afraid, like young lovers, that too much talking might spoil the romance. But it's time to talk.”

Sherry Turkle, "Connected but Alone"



Contact (Like?) Me

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