



Digital and media literacy: from public policy to the classroom

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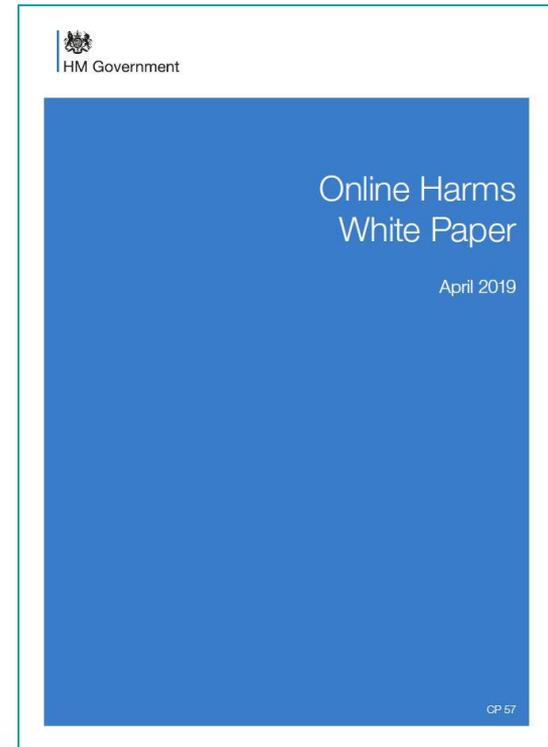




Online Harms White Paper

Published April 2019, went out to consultation for three months, currently awaiting Government response.

Chapter on empowering users: ***“...media and digital literacy can equip users with the skills they need to spot dangers online, critically appraise information and take steps to keep themselves and others safe online. It can also have wider benefits, including for the functioning of democracy by giving users a better understanding of online content and enabling them to distinguish between facts and opinions online”.***





White Paper envisages a **national media literacy strategy**, with the aims that include:

- Ensuring that users can be more resilient in dealing with mis- and disinformation, including in relation to democratic processes and representation.
- Equipping people to recognise and deal with a range of deceptive and malicious behaviours online, including catfishing, grooming and extremism.

Librarians have been recognised as key partners in the development of the strategy



House of Commons DCMS Select Committee inquiry and report

Chapter on digital literacy: ***“Children, young adults, and adults [...] need to be equipped in general with sufficient digital literacy, to be able to understand content on the Internet, and to work out what is accurate or trustworthy, and what is not.”***

Key recommendation from inquiry report:
“Digital literacy should be the fourth pillar of education, alongside reading, writing and maths.”

Unfortunately, the government rejected this recommendation.





Organisations with an interest

For instance:

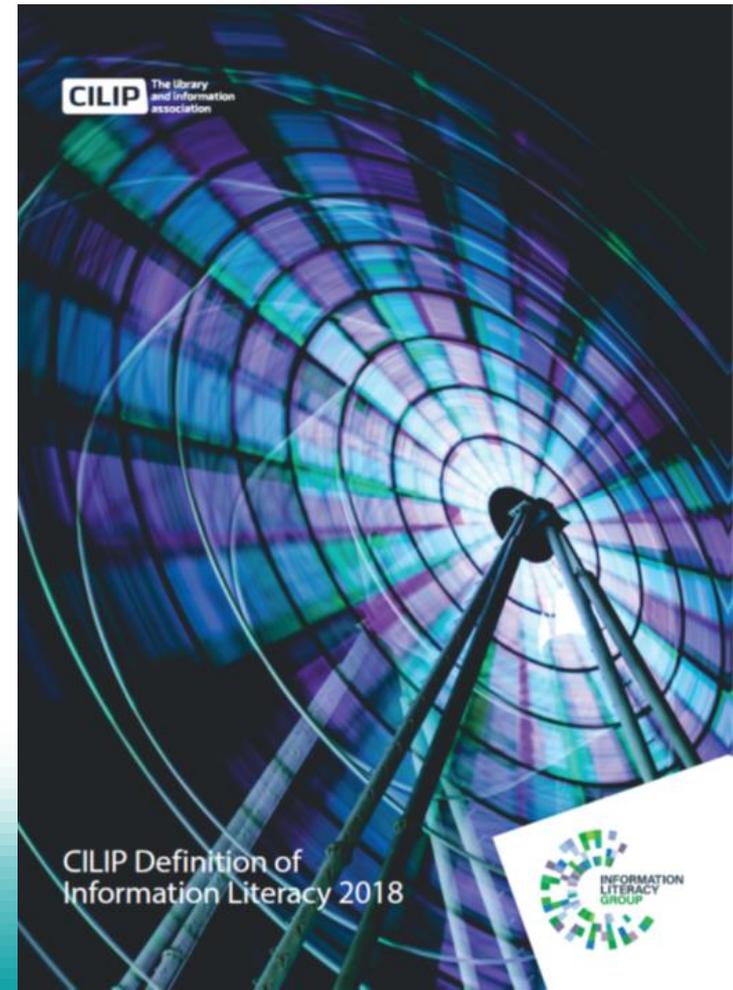
- **DCMS** Counter Online Manipulation Security and Online Harms Directorate – coordinating government's policy on combatting disinformation.
- **Ofcom** – regulator with statutory responsibility for evaluating media literacy in UK population.
- **National Literacy Trust** – resources on fake news and critical literacy
- **NewsWise** – promoting news literacy among primary school students.

And many more...



The CILIP definition of information literacy

“Information literacy is the ability to think critically and make balanced judgements about any information we find and use. It empowers us as citizens to develop informed views and to engage fully with society.”





How this fits into the curriculum (at school and HE level)

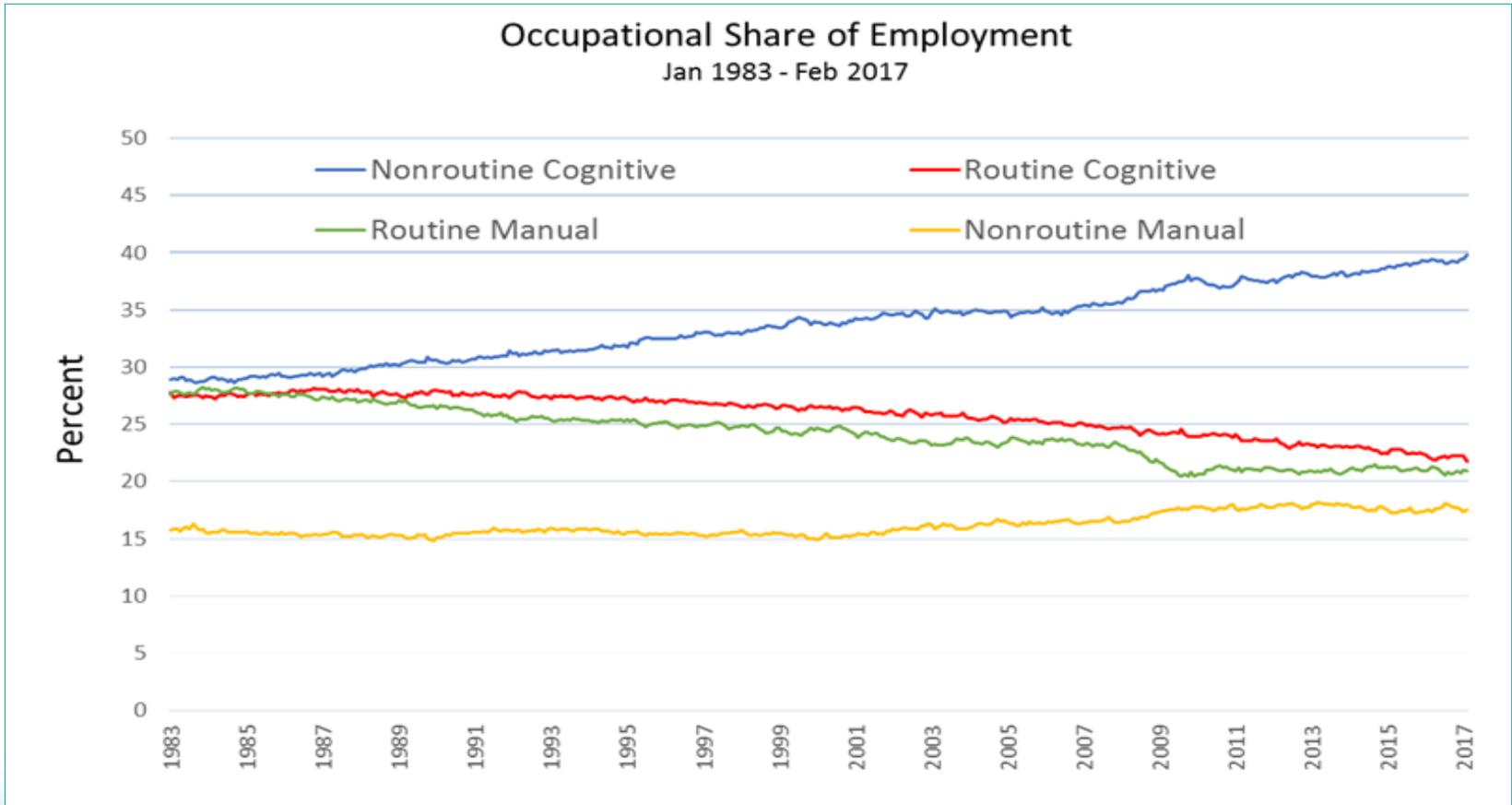


“Information literacy can enhance and enrich a range of taught subjects in the school curriculum, being embedded as part of critical thinking skills and knowledge development....

In Higher Education information literacy contributes to academic competencies, research methodologies and an understand of plagiarism”



An evolving job market



Source: Andolfatto, D. (2017)



Data, data, data...

By 2025 the world's data will have grown to 175 Zettabytes.

- One Zettabyte is a trillion Gigabytes.
- One Zettabyte is the equivalent of 36,000 years of high-definition video.

175ZB on CD would reach the moon 23 times over.

It would take 12.5 billion hard drives to store this information.

The average person will have nearly 5,000 digital interactions per day by 2025, up from the 700 to 800 or so that people average today.

In many ways, artificial intelligence already outperforms human cognitive capacity.

Sources: Patrizio, A. (2018); Data never sleeps 6.0



Curriculum constraints (1)

National Curriculum & Examination Boards England & Wales

- Focus on personal content reflection
- Personal opinion on factual evidence
- Limited factual evidence acceptable
- Marked on outcome

Scotland and IBO (Independent Learning Element Cross Curricular)

- Focus on use of factual information to support debate
- Marked on academic style
- Marked on process



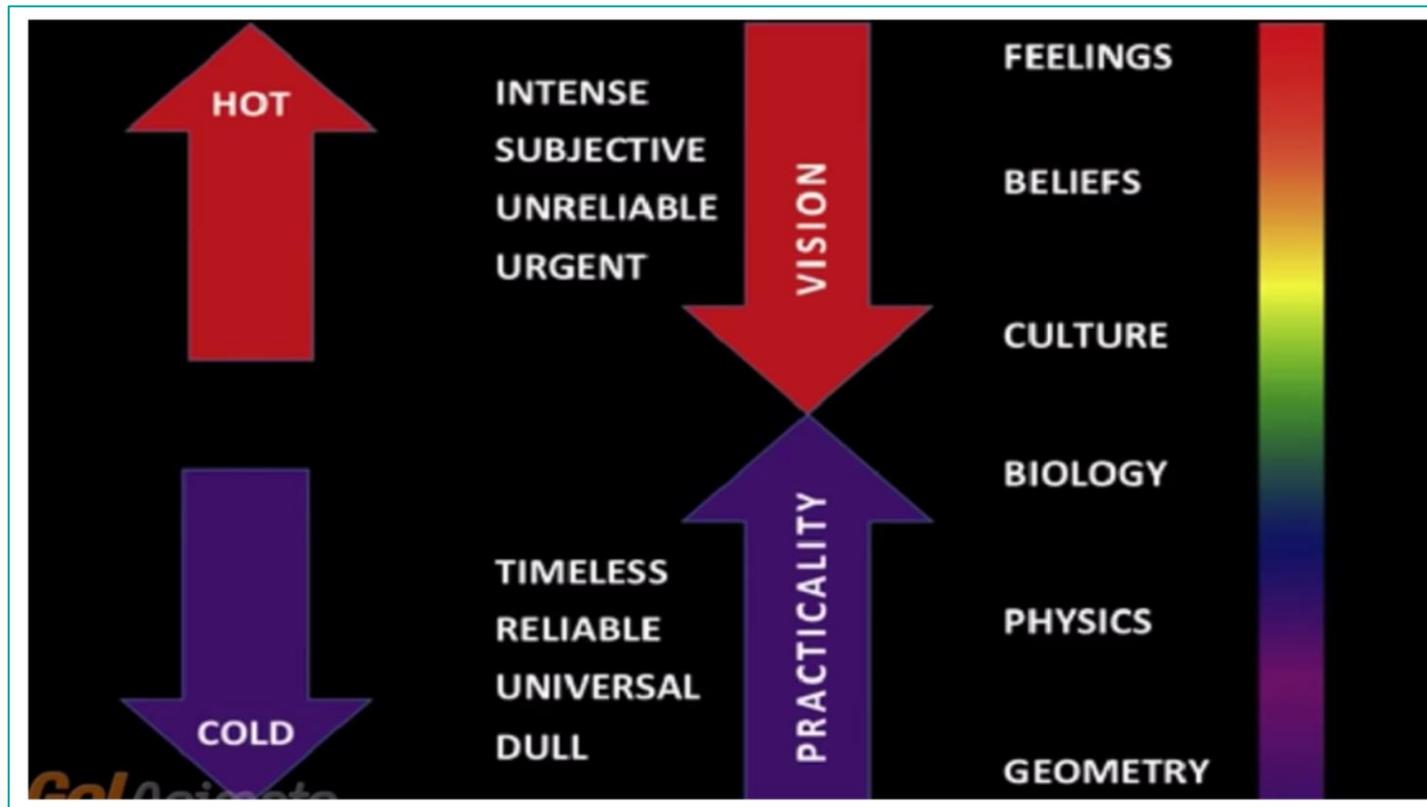
Curriculum constraints (2)

How well do you think each of these exam systems, A Levels, the DP, and Advanced Scottish Highers develop the following qualities in students at present?

1 = does not develop the quality and 5 = develops it extremely well

	A LEVEL	IBDP	ASH
Encouraging independent inquiry	49	94	83
Nurturing an open mind	24	93	74
Developing self-management skills	47	91	65
Encouraging creativity	15	37	27
Propensity to complete their degree	78	83	83
Interest to study to MA or PHD level	44	54	58

Critical thinking – Spectrum of Authority



Source: UBC Learn (2011)



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UBC Learn (2011) Spectrum of authority, on YouTube https://www.youtube.com/watch?v=9G5xooMN2_c



Thank you for your attention!

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