

## The SCONUL7 Pillars of Information Literacy through a Digital Literacy 'lens'

| Identify  | Scope   | Plan   | Gather  | Evaluate   | Manage   | Present  |
|---|---|--|---|--|--|--|
| <b>Understands:</b>   | <b>Understands:</b>   | <b>Understands:</b>  | <b>Understands:</b>   | <b>Understands:</b>  | <b>Understands:</b>  | <b>Understands:</b>  |
| <p><b>The concept</b> of digital literacy within an educational setting</p> <p><b>The Internet</b> is not regulated but content may be structured and regulated in a variety of ways depending on the requirements of the provider</p> <p><b>Technology</b> is constantly evolving and the exploration and evaluation of new and emerging information systems is a lifelong process</p> <p><b>The lifecycle</b> of digital content, including issues around provenance, sharing and long-term access and preservation</p> <p><b>The benefits and limitations</b> of using different forms of digital content, tools and technologies to meet specific needs</p> | <p><b>Issues</b> around copyright, IPR and CC licences in relation to the use and creation of digital material</p> <p><b>The need</b> to address issues of accessibility relating to digital content</p> <p><b>The characteristics</b> of different digital publication formats, the functionality available within software platforms and the benefits and limitations of these in relation to the task</p> <p><b>The impact</b> of online collaboration and networking as a means of developing, exchanging and communicating information</p> | <p><b>How to</b> search for digital content using appropriate tools and techniques</p> <p><b>The differences</b> between search tools (operating within and between environments), recognising their benefits and limitations</p> <p><b>The impact</b> of sharing digital content</p> <p><b>How the use</b> of different online communication tools can extend reach and enable teamwork and collaboration</p> <p><b>Where to</b> locate and publish digital content for formal publication purposes and for information exchange purposes, appreciating the differences between the two</p> | <p><b>The range</b> of different forms of digital publication and media, the different audiences they are designed for and how they are organised</p> <p><b>Issues around</b> the popularity of a resource versus its academic quality</p> <p><b>How digital</b> technologies are providing collaborative tools to create and share knowledge and the implications this has on gathering specific information.</p> <p><b>The risks</b> of operating in a virtual world and how they can be mitigated</p> <p><b>The importance</b> of appraising and evaluating results of online searches</p> | <p><b>The need</b> to make choices in the use of different technologies to meet specific needs</p> <p><b>Issues of</b> quality, accuracy, relevance, credibility, format and accessibility relating to digital information</p> <p><b>How to</b> assess the profile and visibility of digitally published information using analytic functionality and tools</p> <p><b>The need</b> to be a critical user of digital technologies</p> <p><b>The importance</b> of citation of digital resources in learning and research contexts</p> | <p><b>The need</b> to handle, store and disseminate digital information and data in a responsible and ethical way</p> <p><b>Issues</b> of plagiarism</p> <p><b>The principles</b> of citing and referencing digital sources and formats to enable verification</p> <p><b>The need</b> to keep systematic records of digital sources using relevant technology</p> <p><b>How</b> technologies can be used to personalise individual and shared digital environments</p> <p><b>How</b> security profiles can be used to manage levels of interaction</p> | <p><b>The need</b> to select a communication approach suitable for the audience</p> <p><b>Issues</b> around accessibility of digital information, formats and compatibility with accessibility software</p> <p><b>The importance</b> of online security and privacy</p> <p><b>How to</b> communicate appropriately online</p> <p><b>The need</b> to consider the digital self and ones online presence</p> <p><b>That new</b> technologies allow for information in new ways (blogs, wikis, open access)</p> |
| <b>Is able to:</b>  | <b>Is able to:</b>  | <b>Is able to:</b>   | <b>Is able to:</b>  | <b>Is able to:</b>   | <b>Is able to:</b>   | <b>Is able to:</b>   |
| <p><b>Recognise</b> the importance of skills in locating, creating managing and sharing information through a variety of digital forms</p> <p><b>Identify</b> gaps relating to the use, application or development of digital environments and tools</p> <p><b>Continuously assess</b> how the use of digital content and tools could enhance academic practice</p> <p><b>Recognise</b> where digital solutions can meet a specific information task or need</p>  | <p><b>Identify</b> gaps in knowledge relating to digital tools or content</p> <p><b>Identify</b> search tools for locating quality digital material</p> <p><b>Assess</b> different digital formats and select those to meet current need</p> <p><b>Use</b> new tools and technologies as they become available and evaluate them for suitability</p> <p><b>Assess</b> how online collaboration can enhance academic practice</p>  | <p><b>Identify</b> appropriate online search techniques</p> <p><b>Remotely access</b> external digital sources in order to extend opportunities for discovery</p> <p><b>Assess</b> which form(s) of digital media best meets the criteria identified</p> <p><b>Use different</b> online communication approaches to extend reach</p> <p><b>Assign</b> meta-data tags to content to enable future discoverability</p>   | <p><b>Use a range</b> of digital retrieval tools and technology effectively</p> <p><b>Access</b>, read and download digital information and data</p> <p><b>Engage in</b> online collaboration and networking to access and share information</p>  | <p><b>Assess</b> the suitability of digital content for the intended audience</p> <p><b>Assess</b> the quality, accuracy, relevance, credibility, format and accessibility of digital material</p> <p><b>Read</b> online information critically, taking into account access restrictions</p> <p><b>Maximise</b> discoverability of own digital material using indexing strategies</p>  | <p><b>Use</b> appropriate tools to organise digital content and data (social bookmarking, bibliographic software)</p> <p><b>Cite and</b> reference electronic sources appropriately</p> <p><b>Manage</b> digital resources effectively taking account of version control, file storage and record keeping issues</p> <p><b>Personalise</b> the digital environment according to need</p>   | <p><b>Communicate</b> effectively in a digital environment, using appropriate tools, to meet audience needs, taking account of accessibility issues</p> <p><b>Confidently use</b> the digital media appropriate for presentation</p> <p><b>Develop</b> an online personal profile using appropriate networks and technologies</p> <p><b>Stay</b> safe and, if necessary, private in the digital world</p> <p><b>Select</b> appropriate publication and dissemination outlets to share information</p>        |