

# Developing student capabilities in becoming sophisticated consumers and producers of information

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A number of university libraries have recently undertaken the responsibility of supporting Digital Literacy. Within the authors' institution Digital Literacy is considered a graduate learning outcome and is defined as using technology to find, use, and disseminate information. Digital literacy emphasises a holistic suite of capabilities to engage with the contemporary digital communications environment. This can be expressed as the ability for graduates to become sophisticated consumers and producers of information. In the past two years our library met this challenge by investing in experiences which empower students to become independent, self-directed agents who confidently explore the textures of digital communications. In particular, the research we have conducted into learning experiences has informed our understanding, confidence, and direction when mediating student experiences with Digital Literacy.

We articulated a set of principles for developing a framework for learning design through our research. These were collaborative, open ended responses to socioscientific problems, interdisciplinarity, seamless integration into curriculum and evaluation. We applied these principles to a range of learning activities and collected evidence of their success. The key elements identified contributing to the success of the learning programs were creativity, authenticity, interdisciplinarity, collaboration, reinforcement, and problem solving. The outcomes of the initiative led to empowerment and sustained behavioural change. The results of this project have informed the design and delivery of digital literacy learning activities throughout a range of faculties in 2015 and 2016.