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## **Digital Literacy and Student Learning**

We define digital literacy as any type of learning that utilizes online technology for the creation, distribution, collection, and assessment of instructional content. We use the University's LMS training as a beginning point to teach students digital literacy skills they can use in and out of the classroom and to equip faculty with effective digital pedagogy.

### **Student Interventions**

Training modules are given in each section of our year-long First-Year Seminar courses. In these modules, students first learn skills for using an LMS, including understanding and accessing attendance and gradebook; accessing messages and announcements, submitting assignments, and keeping track of due dates in the LMS. Students also learn the following transferable skills: communicating with professors; using digital technology to aid in time management; using online databases to find credible sources; understanding file types; using proper video conferencing etiquette; understanding strategies for cybersecurity; using digital technology to collaborate with others; and solving problems that may occur when using digital technology. Each digital literacy skill is taught through a video and completion of quizzes to demonstrate knowledge retention. Learning continues to be assessed in the Second- and Third-Year Seminars, each of which is one semester long. In both courses, students complete a technology-enhanced assignment that asks them to apply knowledge and skills acquired as part of the modules completed in the First-Year Seminar courses. Students also take a quiz that reviews the material from the video modules, in order to assess whether students retain the knowledge.

### **Faculty Interventions**

By improving faculty understanding of the LMS and through ongoing training in digital teaching and learning, we anticipate that faculty will be better able to consistently construct online courses and utilize digital tools to deliver, manage, and assess educational content. All undergraduate faculty are expected to (1) complete at least one course in Blackboard Academy's "Digital Teaching and Learning Series"; and (2) attend sessions on digital literacy and teaching that occur at the University's Fall and Winter Faculty Conferences. The first goal of these sessions is to cultivate a growth mindset towards technology in pedagogy. The second goal is to hone instructional skills by sharing best practice techniques and introducing digital learning principles as they emerge.

First-Year Seminar students also complete a reflection at the end of each semester; the reflection includes Likert-scale questions such as, "My learning in this course was supported by the instructor's effective use of the LMS" and specific, qualitative feedback such as, "What specific techniques did your instructor use to enhance your digital literacy?"