EDUCAUSE on Campus

What is EDUCAUSE on Campus? Using EDUCAUSE resources—video, readings, and discussion guides—you can create programs and completely design local professional development events. Combined with the EDUCAUSE Event Planning Kit, containing resources to plan your meeting and facilitate discussions, you can bring innovative ideas and thought leadership from across higher ed IT to your faculty and staff in an easy, cost-effective fashion. This document will take you through the basic steps to prepare and customize the content for your program.

Step One: Decide Purpose and Length of Event

The first question to ask yourself or your event team is, What is the purpose of this program? Is it to get a diverse group together to build a team while learning more about a specific topic? Do you plan to develop a more intense, assignment-driven experience on a highly focused topic for your attendees? Or do you want a fun, full-of-activity escape from daily work where you can learn more about a broad topic? Knowing the demographic of the people you are working with will be crucial here. That will influence your determination of what you intend to accomplish with your program. Once you have that question answered, you can move on to the next step.

Step Two: Develop Your Curriculum on Your Program’s Topic or Theme

The next step is to consider your theme and curriculum. What is the main thrust of this experience? What is the primary goal you want all your participants to meet? How would you define success, in terms of what your people walk away with? Once you figure out the main theme and these learning objectives, you can use the content on the following pages to create a highly customized curriculum for your program.

As you assemble your program using the suggested content on the following pages, be sure to search for more current content on the EDUCAUSE website as resources, articles, podcasts, webcasts, and other valuable content is added every day.

Step Three: Plan the Logistics and Host Your Program

Using the two-part EDUCAUSE Event Planning Kit, plan the logistical details for your site and prepare to facilitate the group learning experience on the day of your program. The kit provides easy-to-use promotional tools to help you create awareness and encourage participation. You will also find tips and strategies to continue the conversation about the event’s topic or theme.

So, take a look at the content and activities we have assembled on the following pages. With a little bit of planning you will be able to leverage the best thinking in higher ed IT to put together a great professional development activity right on your campus.
Developing 21st-Century Literacies
Among Students and Faculty

Program Overview

The emergence of new tools for seeking, sharing, and parsing information has given rise to an information age where seemingly limitless content is available at the click of a mouse or the launch of a browser. This technological evolution has also vastly transformed the face of the job market, demanding workers with both basic computer skills and the ability to sort information and develop content. Today’s college campus must ensure that students—and faculty—who are immersed in information acquire the IT skills and literacies they need to succeed on campus and in their careers beyond.

Information literacy or fluency is an intellectual framework for understanding, finding, evaluating, and using information—activities that can be accomplished in part by fluency with information technology, in part by sound investigative methods—but mostly through critical discernment and reasoning. Information literacy initiates, sustains, and extends lifelong learning through abilities that may use technologies but are ultimately independent of them.

As IT professionals:

- How do we address information literacy on our own campuses?
- How can we, as a community, define them and better integrate them into the academic experience?

Using this program, IT staff will brainstorm and consider campus strategies for developing 21st-century literacies among faculty and students, from basic research skills to the ability to evaluate and synthesize data. Content included in this kit was developed by members of the EDUCAUSE community as part of the Top Teaching and Learning Challenges project. Find additional resources here.

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1. Pre-Event Activities

1.1. Pre-Event Homework

To provide attendees with background in the topic, consider suggesting the following resources as pre-event homework:


1.2. Pre-Event Conversation Starters

To help participants begin connecting around key ideas before the session begins, consider posing the following questions for discussion. Discussion might occur on a discussion board, through e-mail, or in a face-to-face meeting during the program.

- How does your campus or department define information literacy? If there is no accepted definition, how might you define it?
- How would you characterize your students’ understanding of information literacy? Are there ways to measure their understanding?
- Why should information literacy be a critical part of the campus experience?
- Where are the opportunities to integrate information literacy into the student experience?

2. Opening Session

Note: Depending on your group’s interest and expertise level, we have suggested different presentations to begin the program. Specific themes are highlighted.

Henry Jenkins, “What Wikipedia Can Teach Us About the New Media Literacies”
ELI 2008 Annual Meeting General Session
Theme: Introducing information literacy
In this 73-minute video, Jenkins uses segments from a forthcoming documentary about the Wikipedia movement produced by MIT’s Project New Media Literacies to discuss how educators might use Wikipedia to introduce students to the ways that new forms of cultural production and knowledge sharing are reshaping the research process.

Cerise Oberman, “Information Literacy Redux: Whose Job Is It?”
ELI Web Seminar, July 2007
Theme: Introducing information literacy
In this one-hour webcast, Oberman explores the renewed interest in information literacy as an institutional imperative as well as the basic concepts of information literacy and key elements of successful programs. It also answers the question of whose role it is to design and deliver an information literacy program.
Suggested Discussion Questions:

- What are the new skills that we must foster to produce students and faculty who are “information literate”?
- Are there ideas that you can implement on your campus?

2.1. Additional Themed Session Suggestions

As you create the remainder of your program, we recommend the following recorded sessions, each grouped by theme.

2.1.1. Understanding Students

After reviewing key attributes of information literacy for today’s students, consider engaging your audience in an exploration of student attitudes about information literacy.

Use this video to start the discussion:

- **Net Experienced, but How Savvy? (University of Minnesota)**
  This video from the University of Minnesota’s Digital Media Center presents students talking about how they use digital technology in their lives and learning. It also compares those perspectives against survey data collected by the center, which provides a more accurate picture of how knowledgeable and experienced students really are in the use of digital technologies. The video is provided in QuickTime format.

After watching, consider these questions:

- How do the student reactions change your own perceptions of the university’s role in developing 21st-century literacies?
- Do you feel that the student interviews capture the feelings or experiences of the students on your campus? In what way?

Consider inviting your own panel of students to share their own thoughts, experiences, and perspectives.

2.1.2. Plenary Sessions

As you develop your program, consider these sessions as plenary sessions or as concurrent sessions for attendees. For each, an overall theme has been identified.

- **Patricia Aufderheide, “Media Literacy 2.x: Employing Fair Use Educationally in an Remix Era,” ELI 2010 Annual Meeting Featured Session.** Theme: Media literacy
  In this one-hour video, Patricia Aufderheide shares the best-practices model pioneered at American University that has greatly expanded the utility of fair use for filmmakers, online video makers, media literacy teachers, archivists, and OpenCourseWare makers. Digital practices in education—everything from remixing assignments to posting material on Blackboard—present new challenges to educational copyright policies and stretch far past existing educational and library exemptions. The doctrine of fair use, which permits reuse of copyrighted material under some circumstances, has become an ever more vital tool. Their experience is valuable to librarians as they begin the same process.
• Beth Cate, “The Law and Policy of Web 2.0: Much Old, Some New, Lots Borrowed, So Don't Be Blue,” ELI 2009 Annual Meeting General Session. Theme: Policy issues
In this one-hour video, Beth Cate reviews and answer questions commonly asked by faculty, staff, and university attorneys related to today’s emerging technologies. She shares why, although technologies are continually evolving, the relevant legal and policy principles are generally quite familiar and not scary. She highlights a few new wrinkles and some unknowns and offers practical strategies for maintaining good communications with your campus counsel as you and your institution navigate these promising new technologies and look ahead to Web 3.0.

• Susan Metros, “Picture-Perfect Generation: Digitally Stimulated or Digitally Literate?,” ELI Web Seminar, September 2008. Theme: Digital literacies
In this one-hour webcast, Metros argues that IT professionals and educators must take leadership and responsibility for introducing new literacies to teaching, learning, research, and outreach to better prepare a visually literate citizenry. Today’s youth are visually stimulated, but hardly literate, in engaging in a vocabulary of design and the language of images. To educate and engage this new breed of learners, institutions of higher education are revisiting and revising the basic tenets of a general education by asking, What does it mean to be literate in today’s visually saturated society?

In this one-hour webcast, Joan Getman examines the importance of storytelling and related skills in teaching, learning, and literacy development. For the student researcher, digital literacy is about navigation, assessment, citation, and incorporation of credible digital information from ever-expanding resources. But digital literacy extends beyond intelligent consumption to encompass production and storytelling—skills that are emerging as essential to teaching, learning, and scholarship.

3. Synthesize for Action/Session Activities

After participating in the sessions, enhance the discussion with additional information and activities that will prepare attendees to take action. Keep in mind the learning objectives and goals that were set while defining your program.

3.1. Solution-Surfacing

After exploring broad themes, consider shifting the focus of your event to exploring and discussing examples from across higher education.

• “Developing 21st-Century Literacies for Faculty and Students,” Solutions in Action Webcast
In this lightning round presentation, IT staff share their campus solutions for integrating 21st-century literacies into the academic experience.

Session Activity: While watching each presentation, ask participants to reflect on the following questions:

• Which of these ideas holds the most promise for faculty on your campus?
• What are the key takeways?
• Based on these presentations, what will you do differently on campus?
4. Customize Your Event with Additional Content and Activities

In addition to using content provided by EDUCAUSE, we encourage each institution to consider ways to bring local voices into the conversation, allowing for networking among participants and interaction with the local community.

Consider:

- **Michael Wesch YouTube Videos**: Show any of these to start a session and promote discussion:
  - *The Visions of Students Today* (2011)—A quick remix of the first submissions to The Visions of Students Today project. Join the conversation by uploading your own video. Tag it VOST2011 and it will appear in the pool of videos available for remix.

- **Problem-Solving Workshops**: Create scenarios for individual discussion teams related to cloud computing. Individual scenarios might focus on a specific type of service or a problem that participants have faced on campus. (You could solicit potential topics from participants in advance.) Organize the group around each scenario and challenge them to read the problem, discuss, and prepare a brief presentation based on their collective ideas for a response. Present each group’s findings in a report out at the end of the session.

- **Discussion Sessions**: At the start of the session or before, ask participants to share their concerns related to cloud computing, perhaps posing the question in a poll before the event or on a whiteboard or flipchart throughout the program. Leave time in your day for participants to break into smaller groups around the big issues for informal discussion. To aid the process, consider assigning discussion facilitators who are trained to get the conversation moving and to capture key ideas. Plan time for a report out from all the groups involved.

- **A Brainstorming Carousel**: Carousels are a high-energy activity designed to generate content and build collective ideas. Consider these three questions or create your own:
  1. What are the potential benefits to utilizing cloud computing services on campus?
  2. What are the potential risks to cloud computing?
  3. What areas are most logical for cloud computing services?

Create three distinct areas in the room, one for each question, and ask participants to migrate to an area. For five minutes, ask them to react to the questions on a flipchart. When their time is up, ask the group to migrate to the next station and to spend five minutes building on the previous group’s responses. After another rotation, each group should have responded to each question. At the end of the session, ask each group to share big ideas from their last station, incorporating their comments with those of the group before.

5. After the Event

This event should just be the start of conversations with your faculty and staff about the role of computer labs on your campus. Consider using your local event as a jump start to continued professional development. Post-session events might include:
• **Problem-Solving Lunches:** Build on the community formed during your event during a series of solution-seeking brown-bag lunches. Ask faculty and staff to bring their frustrations and concerns to the group during a series of “problem-solving lunches” where they seek feedback from colleagues. Or, pose a challenge to the group each week and ask them to collaborate on potential solutions or ideas moving forward.

• **New Ideas Lightning Round:** Consider using a lightning round to highlight new initiatives or projects started after the event ends. A lightning round is delivery of a series of short (~five minute) presentations on related topics in a single session. After the session, leave time for informal interaction between attendees and speakers.

• **Virtual Community:** Use the event—and the interest generated in the topic—to build a virtual community of practice around enterprise services. Learning management systems, social networking tools like Ning, and community wikis can provide the tools necessary for colleagues to share resources, plan events, and continue conversations.

## 6. Additional Resources

- [21st-Century Literacies](#)—Howard Rheingold speaks at the Reboot Britain event in London, July, 2009
- [National Council of Teachers of English](#) Position Statement—[The NCTE Definition of 21st-Century Literacies](#)