

Course Ready Validation and Mapping

Validation Report

The Author

I am Paul Croft, a passionate advocate and experienced professional in the field of Digital Literacy education. Over the past six years, I have been actively involved in the industry and conducted within my Masters programs, gaining practical and theoretical knowledge on how learners engage with technology and develop their skills.

Currently, I serve as the Digital Literacy Specialist at Star of the Sea College in Victoria, where my focus is on enhancing the school community's digital competency to improve learning, teaching, and work. Prior to this, I held the position of Digital Literacy Team Leader at Eastern Regional Library Corporation. In that role, I led a team in assessing and developing programs aimed at delivering high-impact outcomes to the Knox, Maroondah, and Yarra Ranges communities. I have also held various roles within Tertiary and State Government settings.

Throughout my career, I have developed and assessed Digital Literacy programs for diverse audiences, including teachers and students, migrant and refugee communities, social housing communities, and the general public. I take great interest in tailoring targeted programs that effectively engage these groups and bridge the digital divide. Another area of keen interest for me is exploring the intersection of teacher and learner capabilities and finding ways to uplift them together.

My educational background includes a Masters of Teaching - IT and Media, as well as a Masters in Teaching English to Speakers of Other Languages. These qualifications have equipped me with a strong foundation to design and deliver impactful Digital Literacy initiatives for a wide range of learners.

Validation and Verification Process

To validate and verify The Learning Resources Group's Course Ready project, I have completed the following activities:

- Take TLRG's student personas and simulate them through the survey to allow for a blind comparison of my results and their results.
- Create 15 additional student personas representing different areas of the digital literacy matrix, and a diversity in lived experiences. These were also simulated through the survey and their hypothesised and actual results were compared.
- Each question was individually considered under the framework of:
 - o Easy to understand.
 - o Elicits useful information.
 - o Covers a breadth of useful possibilities.
 - o Scores are weighted in proportion to other questions.
 - o Questions provide scores for all areas that they are relevant.
- Student personas were re-simulated through the survey to ensure changes made to the survey had intended results.

Conclusion

The Course Ready tool will provide an excellent measure of a commencing students' digital access and abilities. The knowledge it provides is perfect for tertiary institutions to build a picture of their students and gain an understanding of what support is necessary for them to be successful in their educational pathways.

Against numerous tests, this survey has reliably judged student personas at suitable competency and access levels. This will allow appropriate measures of support to be identified and offered to incoming students and compare their progress between courses. There is a positive tendency for students to receive scores that are conservative against the range of possible interpretations of their competency and access. This is a strength of this tool as I was unable to produce a student persona who might have needed additional support but did not receive a recommendation. I believe that this tendency within the tool will reduce any opportunities for an individual to slip through the gaps.

Similarly, this survey provides an outline of an individual's skill level across focus areas of Digital Literacy. This will support tertiary institutions in identifying an individual's specific strengths and weaknesses. These can be compared against the requirements for the course that the student is undertaking to identify development goals that will ensure a student's success.

This survey utilises clear and concise questions that will be accessible to the vast majority of students, regardless of their backgrounds and abilities. It also makes use of clever inferences and question flows to capture the required information in an approachable length of time.

I have confidence that this tool will provide students the visibility of their access and competency that they need to be successful in their pathways. After spending extensive time with the tool and scrutinising the outcomes for each of the personas I have created, I can recommend it's inclusion in intake procedures for tertiary institutions.

Questionnaire Mapping

Section	Question	ADCF Focus Area	Sub Criteria
Section 1 - Employment	Question 1. Question 2. Question 2a.	1. Information and Data Literacy	1.2 Verify information and data 1.3 Manage data and information
		2. Communication and Collaboration	2.1 Digital communication 2.2 Digital sharing
		3. Digital Content Creation	3.1 Develop digital content 3.2 Integrate and modify digital content 3.4 Create instructions for computers
		4. Protection and Safety	4.1 Protect devices
		5. Technical Proficiency and Problem Solving	5.1 Manage devices and resolve problems 5.2 Operate digital devices and tools 5.3 Innovate with digital tools
	Question 3. Question 3a.	5. Technical Proficiency and Problem Solving	5.2 Operate digital devices and tools
	Question 4.	2. Communication and Collaboration	2.1 Digital communication
		4. Protection and Safety	4.2 Protect information and privacy
		5. Technical Proficiency and Problem Solving	5.2 Operate digital devices and tools
Section 2 – Education & Training	Question 1. Question 2. Question 2a. Question 2b. Question 2c.	1. Information and Data Literacy	1.2 Verify information and data 1.3 Manage data and information
		2. Communication and Collaboration	2.1 Digital communication 2.6 Digital identity
		3. Digital Content Creation	3.1 Develop digital content
		4. Protection and Safety	4.2 Protect information and privacy
		5. Technical Proficiency and Problem Solving	5.2 Operate digital devices and tools
	Question 3. Question 3a.	2. Communication and Collaboration	2.1 Digital communication 2.6 Digital identity
		4. Protection and Safety	4.2 Protect information and privacy
Section 3 – Social Media	Question 1. Question 2.	2. Communication and Collaboration	2.1 Digital communication 2.2 Digital sharing 2.3 Digital engagement 2.4 Digital collaboration 2.5 Digital conduct 2.6 Digital identity
		3. Digital Content Creation	3.1 Develop digital content 3.2 Integrate and modify digital content
		4. Protection and Safety	4.1 Protect devices 4.2 Protect information and privacy 4.3 Protect health and well- being
		5. Technical Proficiency and Problem Solving	5.2 Operate digital devices and tools
	Question 3 Question 4.	1. Information and Data Literacy	1.1 Search, browse, and filter information
		2. Communication and Collaboration	2.2 Digital sharing 2.3 Digital engagement
Section 4 – Internet Access	Question 1. Question 1a.	1. Information and Data Literacy	1.1 Search, browse, and filter information
	Question 2. Question 3.	2. Communication and Collaboration	2.6 Digital identity
Section 5 – Email	Question 1. Question 2.	2. Communication and Collaboration	2.1 Digital communication 2.3 Digital engagement 2.6 Digital identity
		5. Technical Proficiency and Problem Solving	5.2 Operate digital devices and tools
	Question 3. Question 4. Question 5.	1. Information and Data Literacy	1.1 Search, browse, and filter information
		2. Communication and Collaboration	2.1 Digital communication 2.3 Digital engagement 2.6 Digital identity
		5. Technical Proficiency and Problem Solving	5.2 Operate digital devices and tools
Section 6 – Device Access	Question 1. Question 1a.	5. Technical Proficiency and Problem Solving	5.1 Manage devices and resolve problems 5.2 Operate digital devices and tools
	Question. 2	4. Protection and Safety	4.1 Protect devices
		5. Technical Proficiency and Problem Solving	5.1 Manage devices and resolve problems
	Question 2a.	3. Digital Content Creation	3.1 Develop digital content 3.2 Integrate and modify digital content
		5. Technical Proficiency and Problem Solving	5.2 Operate digital devices and tools
	Question 3.	1. Information and Data Literacy	1.3 Manage data and information
		2. Communication and Collaboration	2.1 Digital communication
		3. Digital Content Creation	3.1 Develop digital content
		5. Technical Proficiency and Problem Solving	5.2 Operate digital devices and tools
	Question 4.	5. Technical Proficiency and Problem Solving	5.1 Manage devices and resolve problems 5.2 Operate digital devices and tools
	Question 4a.	1. Information and Data Literacy	1.1 Search, browse, and filter information 1.2 Verify information and data
		5. Technical Proficiency and Problem Solving	5.2 Operate digital devices and tools
	Question 4b.	1. Information and Data Literacy	1.3 Manage data and information
		5. Technical Proficiency and Problem Solving	5.2 Operate digital devices and tools