

# Digital Literacy Pathway Certificate

## Program Goals, SLOs, Courses, and Assessments

### Program Description

The Digital Literacy Pathway Certificate program is designed to provide West Chester University students with the opportunity develop the competencies in consuming and producing digital content with cultural sensitivity, the awareness and understanding of digital communication and its role in society, and the ability to function in digital contexts as individuals, citizens, and professionals. as well contributes to personal and professional success. Digital literacy, . In an era when digital technologies are ubiquitous, graduates should not only have an understanding of basic digital tools, but also apply their understanding to a variety of disciplines such as engagement in civic discourse creative problem solving.

### Digital Literacy Pathway and Certificate Program Goals and Learning Outcomes

In order to implement and link the programmatic goals into more measurable learning outcomes, three “Digital Literacy Learning Outcomes” have been established as the core of the Digital Literacy Pathway Certificate. These foundational skills have been represented in a diverse array of assessments that evaluate the skills needed in the consumption, production, and application of digital literacies in the twenty-first century. The global learning outcomes will form the core of the Digital Literacy Pathway program and provide the foundation for the first courses to be approved for inclusion. Courses in this program at least two student learning outcomes for each of at least two of the program goals, as well as relevant assessment measures.

#### **Pathway Goal 1: Students will understand the nature and role of digital technologies in society.**

SLO 1.1. Students will describe the various types of digital technologies and their effects on individuals and cultural, social, political systems.

SLO 1.2. Students will Recognize the evolving, dynamic, and changeable nature of digital technologies.

SLO 1.3. Students will Distinguish between cultural, social, and political forces that have shaped the development, access to, and control over digital technologies.

#### **Pathway Goal 2: Students will apply digital technologies to competently retrieve and read content**

SLO 2.1. Students will Locate and retrieve a variety of content through appropriate digital channels.

SLO 2.2. Students will Critically analyze the nature and quality of digital content.

SLO 2.3. Students will Articulate the relationships between the content and the technologies used to create and distribute it.

SLO 2.4. Students will Interpret a variety of digital signs, symbols, intertextual references, and representations across disciplinary boundaries.

**Pathway Goal 3: Students will use digital technologies competently and ethically to accomplish tasks and goals as individuals, professionals, and citizens.**

SLO 3.1. Students will Apply digital technologies effectively to engage in dialogue for different purposes.

SLO 3.2. Students will Demonstrate skill in creating digital content informed by various cultural, historical, and philosophical traditions.

SLO 3.3. Students will Employ digital technologies in collaborative work.

SLO 3.4. Students will Demonstrate competency using digital technologies to complete specialized tasks and projects in chosen field.

SLO 3.5. Students will Demonstrate competency in solving problems posed by digital technologies.

### Sample Assessment Tools

#### Weekly reflections

Students can write short, reflective essays on specific literacy-based topics that are designed to check for understanding while also encouraging individual, divergent thinking. Ethical considerations with artificial intelligence, for instance could be written about as well as topics on social media like body image and bullying. These regularly, weekly reflections can be submitted through various medium like written compositions, but also vlogs, podcasts, digital stories, and other sorts of creative metacognitive exercises.

#### Content creation projects

Students will engage in a variety of project-based learning opportunities where they will use digital tools to create and make things like computer programs and applications, digital stories, blogs, websites, and 3D printed materials. These sorts of projects require students to apply and synthesize course materials into new ways of understanding that are reflective of students' identities and demonstrate basic cultural competence.

#### Collaborative projects

Students can engage in a variety of collaborative projects related to digital literacy. This certificate recognizes the various cultural, historical, and philosophical traditions that encompass students' backgrounds and also guide how students work and collaborate with each other in digital spaces. A variety of unique tasks and assignments encourage students to learn from each other in understanding how digital literacy impacts society's needs.

#### Quizzes and examinations

Students will complete in-class and take-home quizzes and examinations consisting of multiple choice and short-answer questions. These exams will help assess the students' understanding of the nature and role of digital technologies in society.

## Research papers

Written assignments in the form of research papers, reports, and blog posts will allow instructors to assess students' ability to apply digital technologies to competently retrieve and read content, to engage in dialogue for different purposes, as well as to create digital content informed by various cultural, historical, and philosophical traditions

## Courses for Inclusion into the Digital Literacy Pathway (Syllabi attached, course descriptions below)

### CSC 110. Fundamentals in Computer Science. 3 Credits.

Introduction to the fundamentals of computer science. Topics include surveys of the following sub-areas of computer science: artificial intelligence, hardware/operating systems, programming languages/software, ethics/social issues, history, electronic communications, problem solving, and programming. The course includes laboratory projects (writing computer programs).

Gen Ed Attribute: Science Distributive Requirement.

### CSC 112. Programming & Data Science. 3 Credits.

Introduction to the fundamentals of business computing. Topics include surveys of the following sub-areas of computer science: hardware/operating systems, programming languages/software, ethics/social issues, problem solving, and advanced MS Excel and Scratch programming for business use. The course includes laboratory projects in MS Excel and Scratch.

Gen Ed Attribute: Science Distributive Requirement.

### DHM 260. Digital Storytelling. 3 Credits.

By engaging with digital stories from a range of cultural traditions, this course invites students to analyze and explore what it means to be human. Students as storytellers will create their own digital artifacts as citizens of the world.

Gen Ed Attribute: Humanities Distributive Requirement.

### ENG 320. Writing and Computers. 3 Credits.

Introduction to document design and production, desktop publishing, and issues of technological impact on written communication.

Gen Ed Attribute: Writing Emphasis.

### HIS 390. History on the Web. 3 Credits.

This course helps students develop skills to critically engage with, evaluate, and synthesize historical resources on the Internet by teaching digital literacy through instruction in searching and discovering information, evaluating material critically, and collecting and curating information. Beyond the mere collection of information, though, this course will develop students' ability to gain the transferable skill of moving from information to knowledge.

HIS 480. Digital History. 3 Credits.

Introduction to digital tools and technologies for conducting and disseminating historical research, with an emphasis on putting digital approaches into practice through course blog and production of a class website.

MDC 251. Media Technology. 3 Credits.

This course introduces the students to key technologies used in producing digital messages, as well as professional standards applied in using these technologies. As part of the course, students will also develop basic, practical skills in using current media technology applications.

MDC 254. Media & Culture Theory. 3 Credits.

This is an introductory course designed to explore the connection between media technologies and culture by examining basic theoretical arguments in media studies today. Students will examine key theoretical approaches to understanding the influence of media in contemporary culture, including audience studies, behavior change theories, computer-mediated communication, critical cultural studies, media convergence, and media literacy. By semester's end, students will be able to understand, apply, and contribute to research in the field of media studies. This knowledge will aid in the process of becoming responsible media producers and critical media consumers in today's digital world.

Distance education offering may be available.

Course	Gen. Ed. Attribute	Pathway Goals	Pathway SLOs and corresponding assessments	Other course SLOs and assessments
CSC 110 Fundamentals of Computer Science	Science	1, 3	1.1: IT Course Project 1.2: IT Course Project 3.3: Programming labs, Course project 3.4: Programming Labs	<ul style="list-style-type: none"> <li>• (SLO1): Recall major Information Technology concepts and define technology relates to everyday life. <i>[GE Goal #1]</i></li> <li>• (SLO2): Explain current and future technological concepts and their relevance to modern society. <i>[GE Goal #1]</i></li> <li>• (SLO3): Develop and implement algorithmic solutions, given basic problem specifications in a programming language of the instructor's choice. <i>[GE Goals #2, 3]</i></li> <li>• (SLO4): Use appropriate data types, mathematical formulas, and logical expressions</li> </ul>

				<p>in their programming assignments., given basic problem specifications in a programming language of the instructor's choice. <i>[GE Goals #3]</i></p> <ul style="list-style-type: none"> <li>• (SLO5): Determine the correctness of computer programs, given basic problem specifications in a programming language of the instructor's choice. <i>[GE Goals #3]</i></li> </ul>
CSC 112 Programming and Data Science	Science	1, 3	<p>1.1: Course project 1.2: Spreadsheet project 3.3: Programming Labs 3.4: Programming Labs 3.5: Programming Labs</p>	<ul style="list-style-type: none"> <li>• (SLO1): understand and implement non-trivial programming assignments which will require comprehension of a problem description, software design, and other technical specifics. Programming assignments will be a mix of in-class and outside-class work. <i>[GE Goal #1]</i></li> <li>• (SLO2): develop clear and logically correct algorithms to solve problems stated in written form <i>[GE Goals #2, 3]</i></li> <li>• (SLO3): implement solutions in MS Excel <i>[GE Goal #2]</i></li> <li>• (SLO4): use appropriate data types, mathematical formulas, and logical expressions in their programming assignments <i>[GE Goal #3]</i></li> <li>• (SLO5): determine the correctness of the computer programs <i>[GE Goal #3]</i></li> </ul>

DHM 260 Digital Storytelling	humanities	1, 3	<p>SLO 1.1: Media ecology homework</p> <p>SLO 2.1: Blog post</p> <p>SLO 2.2 : Blog post</p> <p>SLO 2.3: Social media posts</p> <p>SLO 3.4: Social media posts, resume website, podcast, video</p> <p>SLO 3.5: Social media posts, resume website, podcast, video</p>	<p><b>Course Student Learning Outcomes (SLO)</b></p> <p>A. To create a series of digital stories that shows sensitivity to issues of social justice in order to demonstrate an understanding of the complexities of global socio-cultural, environmental, and political relationships and also varied historical, cultural, and philosophical traditions. (GE Goals # 1, 2, 6)</p> <p>B. To demonstrate the ability to synthesize and understand the complexity of how political, social, racial, gender, culture and aesthetics affects the author/storyteller's message. (GE Goals # 1, 2, 6)</p> <p>C. To gain experience with a variety of digital tools (e.g., digital</p>
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				<p>video editing software, Photoshop, and music-making programs) in order to compose multiple digital stories of various lengths and content. (GE Goal #1)</p> <p>D. To incorporate communication strategies (prewriting/planning, revising/editing, reflection, etc.) through workshops in order to produce finished/polished digital that will be shared/published with the West Chester University community. (GE Goals # 1, 2)</p>
ENG 320 Usability and User Experience	writing emphasis	1, 2, 3	<p>Pathway Goal 1: Students will understand the nature and role of digital technologies in society. SLO 1.1. Students will describe the various types of digital technologies and their effects on individuals and cultural, social, political systems. SLO 1.1 will be assessed through will be assessed through: Media ecology homework</p> <p>Pathway Goal 2: Students will apply digital technologies to competently retrieve and read content</p>	<p>ENG 320 fulfills the following goals for the Writing Emphasis component of the WCU General Education curriculum:</p> <ul style="list-style-type: none"> <li>● <b>Goal 1:</b> Communicate effectively</li> <li>● <b>Goal 2:</b> Think critically and analytically</li> </ul>

			<p>SLO 2.1. Students will Locate and retrieve a variety of content through appropriate digital channels. SLO 2.1 will be assessed through: Blog post</p> <p>SLO 2.2. Students will Critically analyze the nature and quality of digital content. SLO 2.2 will be assessed through: Blog post</p> <p>SLO 2.3. Students will Articulate the relationships between the content and the technologies used to create and distribute it. SLO 2.3 will be assessed through: Social media posts</p> <p>Pathway Goal 3: Students will use digital technologies competently and ethically to accomplish tasks and goals as individuals, professionals, and citizens.</p> <p>SLO 3.4. Students will Demonstrate competency using digital technologies to complete specialized tasks and projects in chosen field. SLO 3.4 will be assessed through: Social media posts, resume website, podcast, video</p> <p>SLO 3.5. Students will Demonstrate competency in solving problems posed by digital technologies. SLO 3.5 will be assessed through: Social media posts, resume website, podcast, video</p>	
HIS 390 History on the Web	none	1, 2, 3	<p>1.1: Course readings, Wikipedia article critique, Slack posts</p> <p>1.2: Course readings, Wikipedia article critique, Slack posts</p> <p>1.3: Course readings, Wikipedia article critique, curating the web, Slack posts</p> <p>2.1: Curating the Web, Rewriting Wikipedia</p> <p>2.2: Wikipedia article critique, Curating the Web, Literature Review, Slack posts</p>	<ul style="list-style-type: none"> <li>• Broaden capacity to identify and evaluate relevant humanities focused resources on the Internet, skills necessary for academic work in any discipline in the digital age (<i>through all assignments</i>).</li> <li>• Contribute to history on the Internet by curating, annotating, and synthesizing resources, as well as</li> </ul>



			<p>2.3: Wikipedia article critique, Curating the Web, Literature Review, Slack posts</p> <p>2.4: Wikipedia article critique, Curating the Web</p> <p>3.1: Wikipedia article critique, Curating the Web, Re-writing Wikipedia, and Slack posts</p> <p>3.2: Wikipedia training module, Wikipedia article critique, Re-Writing Wikipedia, and Curating the Web</p> <p>3.3: Literature Review, Re-writing Wikipedia</p> <p>3.4: Literature Review, Re-writing Wikipedia, and Curating the Web</p> <p>3.5: Literature Review, Re-writing Wikipedia, Slack Posts, Wikipedia Article Critique, and Curating the Web</p>	<p>improving upon them. <i>(through literature review, curating the web, and re-writing Wikipedia assignment)</i></p> <ul style="list-style-type: none"> <li>Learn how to use the web effectively as a student of history, and in doing so, increase your personal digital literacy. <i>(through peer collaboration, literature review, Final Multimedia Synthesis, and weekly Slack posts)</i></li> <li>Develop essential skills in remote collaboration via digital tools and platforms. <i>(through peer collaboration, curating the web, literature review)</i></li> </ul>
HIS 480 Digital History	none	2, 3	<p>2.1: Slack posts and Digital Storytelling Project</p> <p>2.2: Slack posts and project reviews</p> <p>2.3: project reviews</p> <p>2.4: Slack posts, Digital Storytelling Project</p> <p>3.1: Digital Storytelling Project</p> <p>3.2: Digital Storytelling Project</p> <p>3.3: Project Proposal/Contract, Digital Storytelling Project</p> <p>3.4: Digital Storytelling Project</p>	<ul style="list-style-type: none"> <li>Experience the extension of the discipline of history to concerns outside of the college classroom and into the wider world <i>(through digital storytelling project)</i></li> <li>Learn how knowledge of the past can influence contemporary public policies <i>(through required readings, reflection pieces)</i>.</li> <li>Connect historical events and topics to contemporary life and issues. <i>(through digital storytelling project)</i></li> <li>Understand how listening and sharing life stories has the power to build empathy toward</li> </ul>

				<p>individuals whose life experiences differ from your own. (<i>through digital exhibit, reflection pieces</i>)</p> <ul style="list-style-type: none"> <li>• Gain an understanding of the experiences of members of your community and region through the practice of “shared authority” – a hallmark of oral history (<i>through digital exhibit, reflection pieces</i>)</li> <li>• Development of transferable skills in digital history, media arts, and public history, all of which are increasingly in demand in the workforce (<i>through digital storytelling project</i>)</li> <li>• Analyze and interpret a variety of written, oral, visual, and material evidence (<i>through digital storytelling project, discussion leading</i>)</li> </ul>
MDC 251 Media technologies	none	1, 2, 3	<p>1.1: Media ecology homework  1.2: Media ecology homework, Blog post  2.1: Blog post  2.2: Blog post  2.3: Social media posts  3.4: Social media posts, resume website, podcast, video  3.5: Social media posts, resume website, podcast, video</p>	<p><b>MDC Program Learning Outcomes</b></p> <p>Media &amp; information literacy  Specialized writing &amp; performance skills  Technological competence</p> <ol style="list-style-type: none"> <li>1. Intercultural communication competence</li> </ol> <p><b>Objectives</b>  The purpose of this course is to give you basic skills in using digital technologies for content creation. These skills will be</p>

				<p>essential in more advanced MDC courses and in professional contexts beyond college. Specifically, upon completing this course you should:</p> <p>Demonstrate basic, practical skills in using a range of media technologies and applications to produce digital and printed content</p> <p>PLO(s) addressed: #1, #2, #3 Assessment: website critique, mobile video, online portfolio</p> <p>Demonstrate knowledge of professional standards that apply to common media technologies</p> <p>PLO(s) addressed: #1, #3, #4 Assessment: quizzes, website critique, mobile video, online portfolio</p> <p>Demonstrate ability to build your web presence and a professional online portfolio of your work</p> <p>PLO(s) addressed: MDC #1, #2, #3, #4 Assessment: online portfolio</p>
MDC 254 Media & culture theory	none	1, 2	<p>1.1: Weekly reflections 1.2: reflect Weekly ions 1.3: Weekly reflection 2.1: Final Literature review, Final Project Presentation 2.2: Final Literature review, Final Project Presentation</p>	<p><b>Program Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Media &amp; information literacy</li> <li>2. Specialized writing skills &amp; competency</li> </ol> <p><b>Course Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Course learning outcome #1: Develop understanding of key theories in the areas of media and culture <ul style="list-style-type: none"> <li>○ PLO(s) addressed: #1</li> <li>○ Assessment:</li> </ul> </li> </ul>

				<p>Quizzes &amp; Literature Review</p> <ul style="list-style-type: none"><li>• Course learning outcome #2: Specialized writing skills<ul style="list-style-type: none"><li>○ PLO(s) addressed: #2</li><li>○ Assessment: Weekly Reflections &amp; Literature Review</li></ul></li></ul>
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