

Digital Technology: Literacy and Digital Engagement

COLLEGE
to **CAREER**

Digital Technology

- demonstrate technical and program literacy
- manage podcast projects
- use variety of modalities to express meaning
- know and apply field-related technology to solve challenges
- produce audio and video solutions
- translate data
- engage in variety of digital publishing formats
- create audience-appropriate layouts
- design creative digital solutions
- engage in copywriting and editing tasks



1. LEARNING OUTCOME

Students will become aware of the career-readiness competency Digital Technology and connect this competency and the skills associated with it to the assignment topic.

2. OBJECTIVE

The following exercises are designed to help you identify your digital technology skills and put them into practice. As you move through them, reflect on what you believe are your most significant strengths and weaknesses when it comes to digital technology.

3. DIGITAL LITERACY DEFINED

When was the last time you read an article in a printed newspaper, or the last time you used a printed map for navigation?

We have all heard the word “literacy.” However, digital literacy is a relatively new concept. Although there is no universal agreement on the definition of this term, it is generally understood to mean literacy that extends beyond words.

Increasingly, we consume information digitally rather than via print sources. We are reading content that appears online. Being digitally literate means that we understand how to access and process these materials effectively and efficiently.

Being digitally literate means being able to comprehend different types of information including textual and numerical. Digital literacy includes basic computer skills as well as the ability to understand charts, graphs, and other representations of data. Digital literacy also involves an ability to discern among different sources of digital information.

ASSIGNMENT CHECKLIST

PLEASE READ/COMPLETE THE FOLLOWING SECTIONS:

1. Learning Outcome
2. Objective
3. Digital Literacy Defined
4. Exercise 1:
 - I. *Reflect on Your Digital Involvement*
 - II. *Track Your Technology Use for 24 Hours*
 - III. *Answer Questions on Your Digital Engagement*

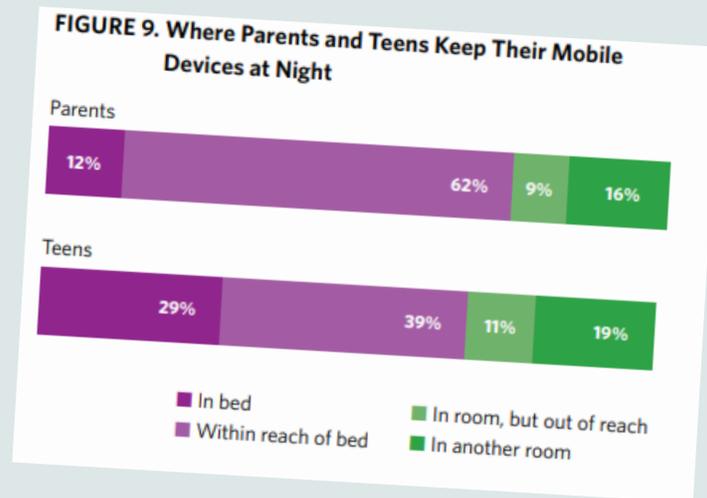
4. EXERCISE ONE

I. Reflect on Your Digital Involvement

Do You Use Your Mobile Device At Night?

Adolescents as well as many adults spend a sizable proportion of their day directly engaged with technology. This could involve time spent with a computer, tablet, Kindle, smartphone, or some other device. In fact, one study found that about a third of teenagers keep their mobile devices with them in bed at night. While only 12% of parents kept their mobile devices in bed, 62% of them kept their devices within reach of the bed. Among teens, 39% kept them within reach. This same report, released by Common Sense Media, found that a significant proportion of both adolescents

and parents wake up at least once during the night to check their devices. Among teens, 36% check their devices at least once during the night. Among parents, 26% do so.



II. Track Your Technology Use for 24 Hours

Engaging With Technology

- Since most of us use our digital devices for record keeping, you probably will not need a pen and paper for this activity! Using whatever form you prefer, record how much time you spend engaged with technology (computer use, cell phone use, reading on a Kindle, etc.).
- You may wish to notate different levels of engagement. For instance, sitting in a room or having lunch while the computer is open is different from typing on a computer or watching a video online. They are both examples of engagement, albeit different degrees.



III. Answer the Following Questions on Your Digital Engagement:

1. How many hours in a typical day do you spend engaged with some form of technology?
2. What is the major purpose of your engagement – education, work, entertainment?
3. What devices are you “in front of” for the largest portion of the day?
4. Do you access technology at night? When you are normally sleeping, for example?

