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.
4. EXERCISE ONE

I. Evaluate News Sources

Perform your own informal research on the following online news sources:

- CNN
- Fox News
- New York Times
- Breitbart
- Slate
- Huffington Post
- USA Today
- The Guardian
- Mother Jones
- Wall Street Journal

Of course, there are many other resources to consider on this subject. A strong, critical thinking approach would most likely lead us to want to explore this question further.

What’s most important, perhaps, is not the conclusion or answer to which we arrive, but how we arrive at it. Are we thinking critically? Evaluating the credibility of sources? Are we accepting what is presented to us at face value without reflecting on it carefully and analytically?
II. Read the Following Articles About Fake News and Respond to the Questions Below:

Fake news and how it relates to digital literacy
Journalists, policy makers, and others have recently expressed concerns about “fake news,” stories which are presented as legitimate accounts but which lack a substantial basis in fact. Let us consider the question of fake news and how it relates to digital literacy.

*Article about the spread of fake news within online media outlets:*

*TED Talk “How Fake News Does Real Harm”*
https://www.ted.com/talks/stephanie_busari_how_fake_news_does_real_harm?language=en#t-322479

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?

5. Would you say that your involvement with technology has an impact on your interpersonal relationships? If so, how?