Digital Literacy Competencies for Visual Explanation
Thematic Digital Literacy Competencies

This framework includes eight thematic competencies within digital literacy: ethical and legal; technology; information literacy; digital scholarship; communication and collaboration; creation and curation; digital wellbeing; and community-based learning. These competencies are broken down into the ideal skills, knowledge, and abilities of people in different post-secondary populations.

1. **Ethical and Legal Considerations**
2. **Technology Supports**
3. **Information Literacy**
4. **Digital Scholarship**
5. **Communication and Collaboration**
6. **Creation and Curation**
7. **Digital Wellbeing**
8. **Community-based Learning**

1. Ethical and Legal Considerations

If you are an educator, being digitally literate means:

- Ensuring that learners either already have the digital skills they need for their coursework or that they know where they can access support and assistance.
- Providing alternative participation methods where assignments require learners to publish information in the public domain. This could include creating replacement assignments or allowing learners to use pseudonyms instead of real names.
- Developing content that follows digital accessibility standards and guidelines.
- Not requiring social media for course participation unless it is relevant to the learning outcomes.
- Being aware that digital learning spaces are not equally accessible to everyone and can create barriers, particularly for Indigenous learners and equity-seeking groups.

2. Technology Supports

If you are an educator, being digitally literate means:

- Mindfully selecting technology for courses, which includes considering ethics, accessibility, technical support resources at your institution, affordability, and learners' cognitive loads.20
- Connecting learners with support for using campus-wide technologies.
- Providing clear instructions about the technology, offering technical support, and providing learners with support resources if new technology is introduced to them (for example, vendor contact information, user guides, etc.).
- Working with Teaching and Learning Centres (or equivalent) to ensure that online course materials, assessments, and activities are accessible and inclusive. This includes making sure

materials posted online follow accessibility protocols, such as Web Content Accessibility Guidelines, links work and are not broken, course sites are easy to navigate, etc.
- Seeking out and choosing technologies that support Indigenous self-determination, including the use of Indigenous knowledge and cultural expressions.

3. Information Literacy

If you are an educator, being digitally literate means:

- Providing experiential lessons that demonstrate and model information literacy in practice.
- Using digital information and tools to expand knowledge and providing multiple perspectives in coursework.

4. Digital Scholarship

If you are an educator, being digitally literate means:

- Referring learners to resources if they are struggling with academic integrity in digital spaces, and teaching citation methods.
- Engaging with professional development opportunities related to fostering inclusive, accessible, and supportive online learning environments.
- Modelling digital scholarship by sharing digital research strategies, tools, and methods with peers.
- Using appropriate types of digital media for teaching and assessment.
- Collaborating with peers to develop digital learning opportunities, maintaining consistency across curriculums, and building digital skills of learner populations.
- Seeking out, using, and informing others of technologies that are relevant and responsive to First Nations, Urban Indigenous, Métis, and Inuit Peoples.

5. Communication and Collaboration

If you are an educator, being digitally literate means:

- Referring learners to resources if they are struggling with academic integrity in digital spaces, and teaching citation methods.
- Engaging with professional development opportunities related to fostering inclusive, accessible, and supportive online learning environments.
- Modelling digital scholarship by sharing digital research strategies, tools, and methods with peers.
- Using appropriate types of digital media for teaching and assessment.
- Collaborating with peers to develop digital learning opportunities, maintaining consistency across curriculums, and building digital skills of learner populations.
- Seeking out, using, and informing others of technologies that are relevant and responsive to First Nations, Urban Indigenous, Métis, and Inuit Peoples.

6. Creation and Curation

If you are an educator, being digitally literate means:

- Upholding accessibility protocols when developing learning resources.
- Being able to use technology to enhance digital learning opportunities (e.g., learning management systems, visuals, idea clouds, whiteboards, polls, etc.) to convey complex concepts.
- Providing opportunities for creative expression in digital learning spaces and Assignments.

7. Digital Wellbeing

A digitally literate person will use technology to support their wellbeing and have strategies for managing technology if it negatively impacts their physical, mental, or emotional health. A digitally literate person will have healthy boundaries with digital technologies, use them intentionally and will not use digital technologies in ways that harm others.

8. Community-based Learning

If you are an educator, being digitally literate means:

- Supporting a co-creational model, placing community expertise at the centre of projects and leadership.
- Providing opportunities for learners to participate in community-based learning by building and maintaining relationships.
- Listening to and prioritizing community needs and working with local experts and learners to meet those needs.
- Recognizing that First Nations, Métis and Inuit are distinct, rights-bearing communities, and committing to a distinctions-based approach in relationships with each.
- Developing a safe digital space for community/learner collaborations that are respectful and mindful of Indigenous Peoples, protocols, and priorities.

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