

VU White Paper on Digital Literacy (ies)
December 1, 2017

DEFINITION AND STATEMENT ON DIGITAL LITERACY

The members of the ad hoc Digital Literacy committee were charged with

(1) providing a working definition of digital literacy, and

following recommendations be implemented at Vanderbilt in order to assure that our students graduate digitally literate.

**We note that the following ideas were derived not simply from the committee but also from discussions held with directors of undergraduate studies (and faculty in similar positions) throughout the university during spring, summer and fall 2017. The entire list of individuals consulted is in Appendix 1.

CURRICULAR SOLUTIONS -

EXAMPLES: FREN 3224: In this course, students analyze video games about the Middle Ages to explore modern understandings of the past in new media. This involves an understanding of video games and how they function.

The library fellows are working on co-curricular dimensions of DIVE that will offer a course on the Power of Propaganda.

Both the library and VIDL offer workshops and working groups on a number of these issues.

2. *Digital Visualization and Production*: Students should be able to produce and communicate

NON-CURRICULAR SOLUTIONS:

Digital literacy is not the responsibility of any one unit on campus; rather, it requires a collaborative effort from teaching faculty, librarians, educational technologists, academic advisors and more. The following non-curricular

for multi-modal presentations and arguments, as well as the development of critical digital literacy competencies.

4. The Center for Teaching should be encouraged to make digital literacy a point of emphasis in their work with faculty.
5. Vanderbilt should begin the process of negotiating a site license for Adobe Creative Cloud,