



The Five Resources Model

a framework for considering digital literacy in relation to Higher Education curricula

Juliet Hinrichsen
Antony Coombs

Contexts: institutional

University of ULSTER

MODULE VIEW

Name(s):
Module(s):
Objectives:

Induction

Place cards here...

Final phase

Place cards here...

Action points:
Reflections:

Encourage positive motivational beliefs

Inform and shape your teaching

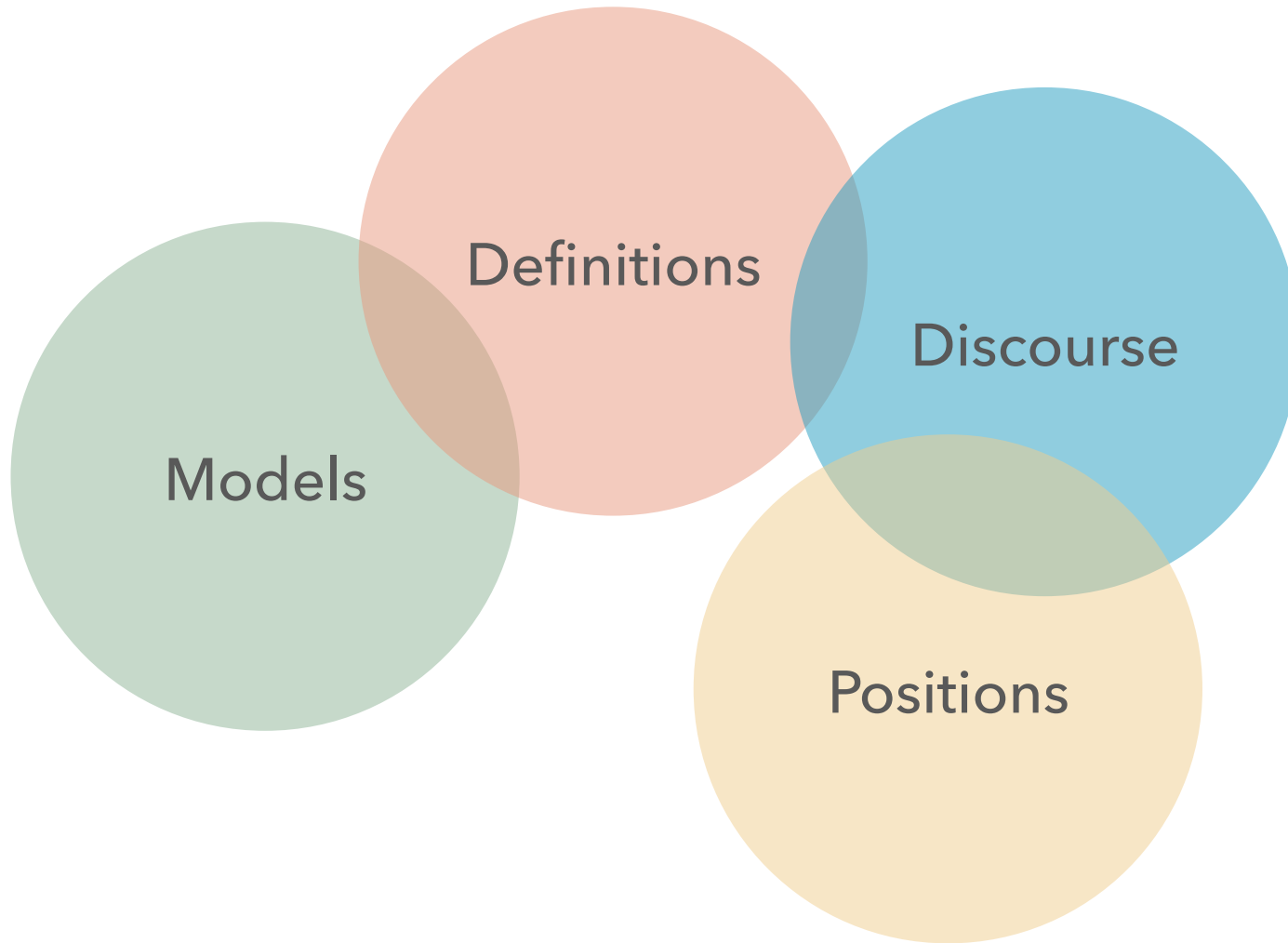
Encourage time and effort on task

Develop responsibility for self-learning

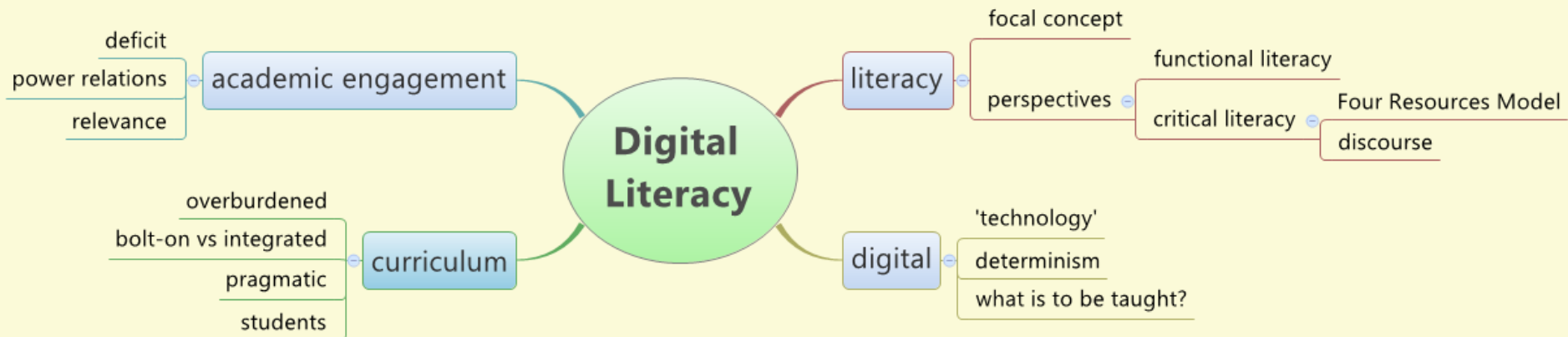
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Learning, Assessment and Development Learning, University of Ulster
http://www.points.ulster.ac.uk



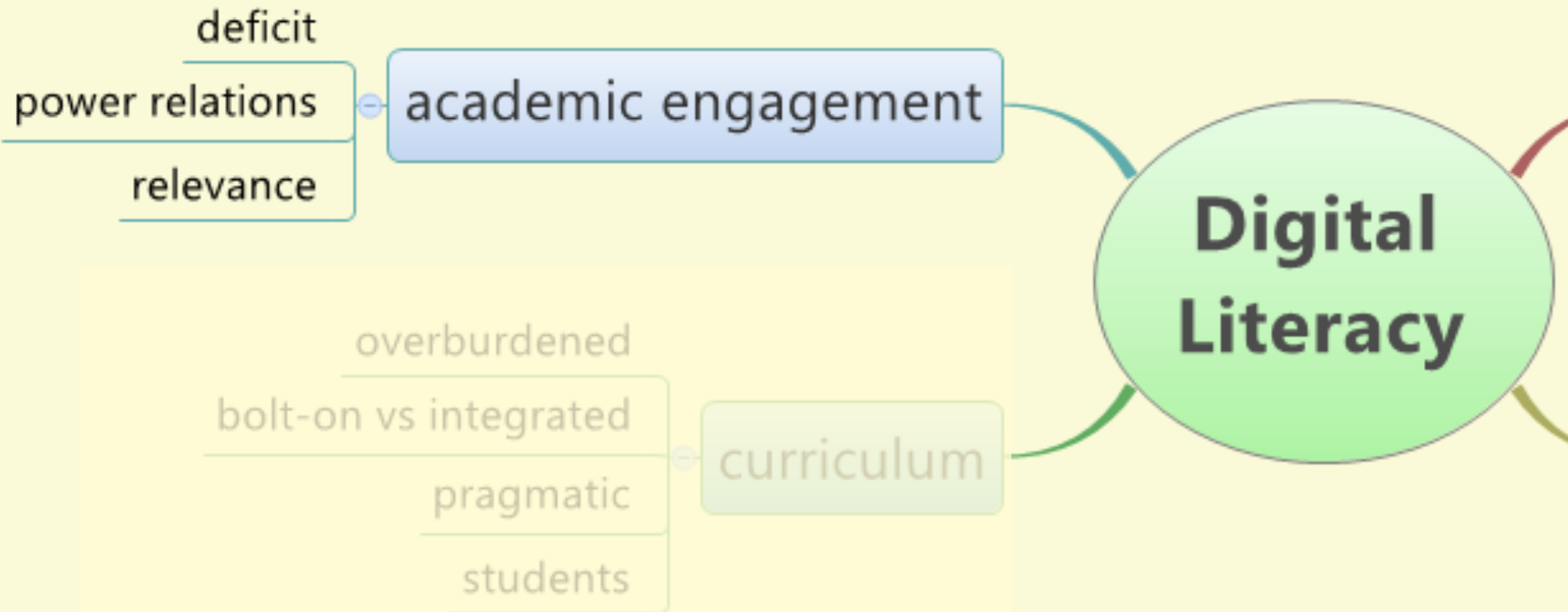
Contexts: intellectual



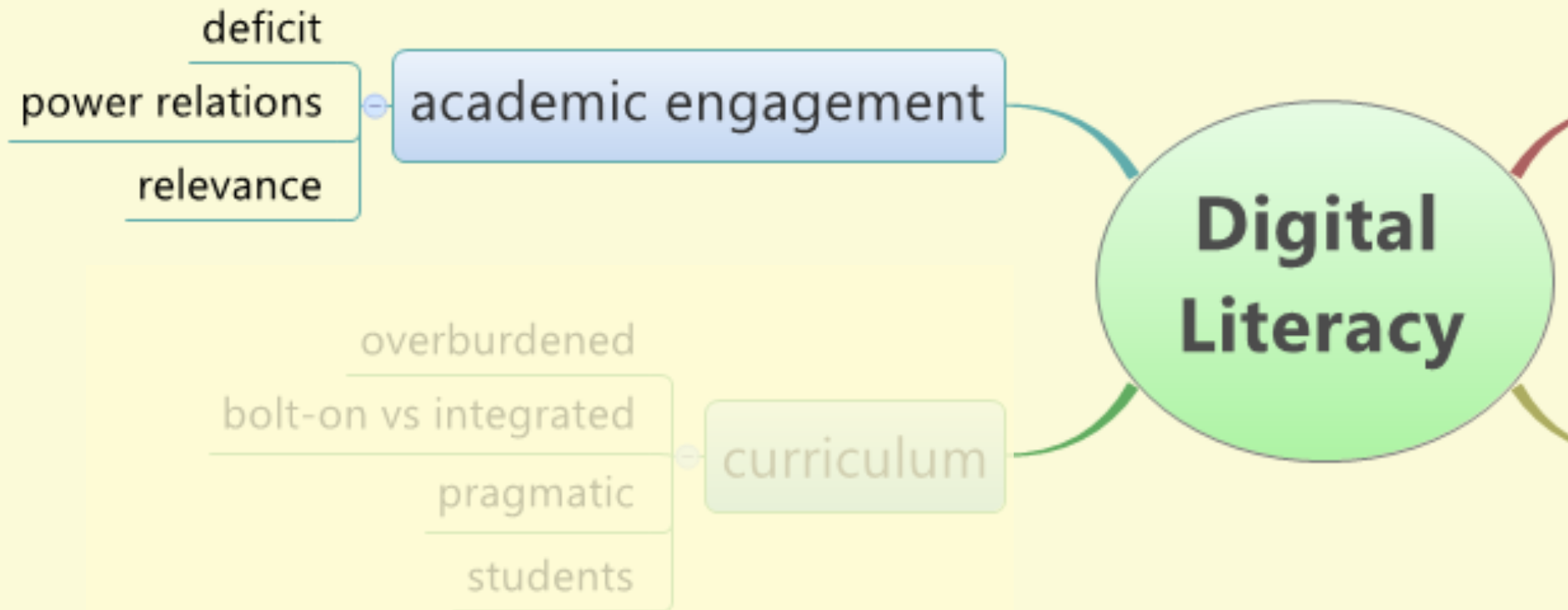
Conceptual Issues



Conceptual Issues

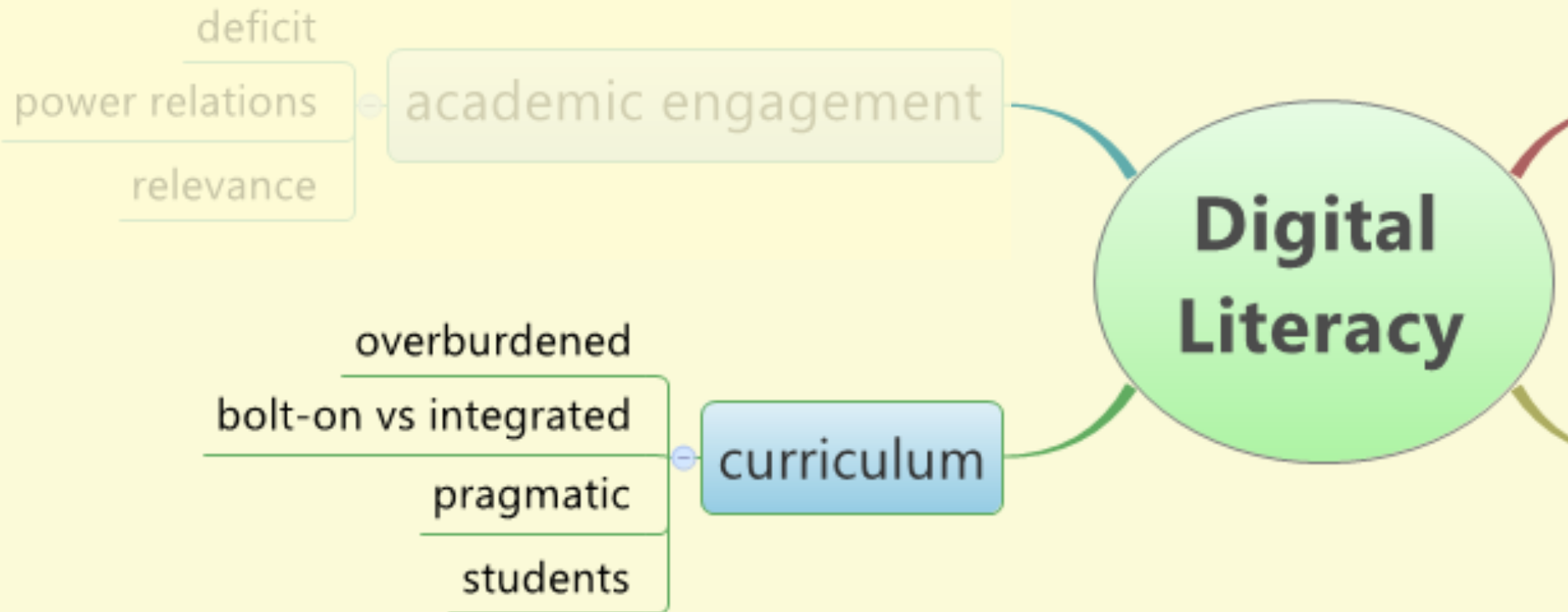


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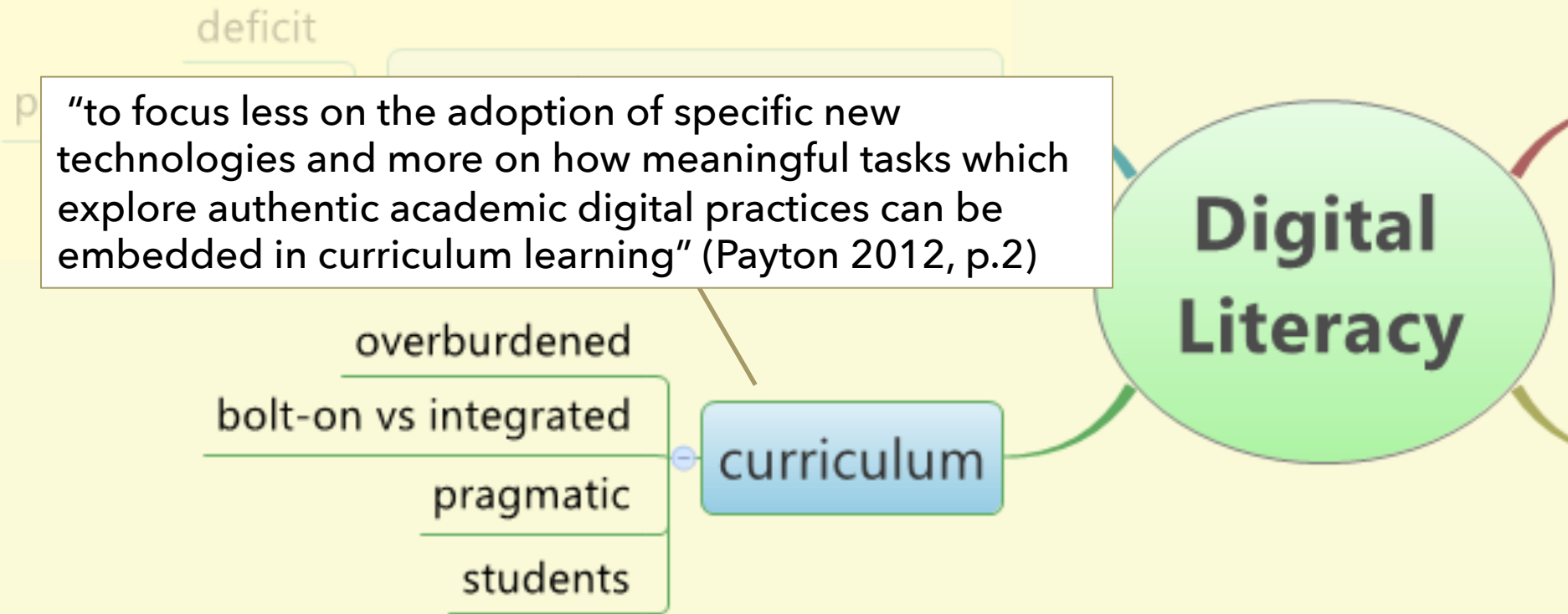


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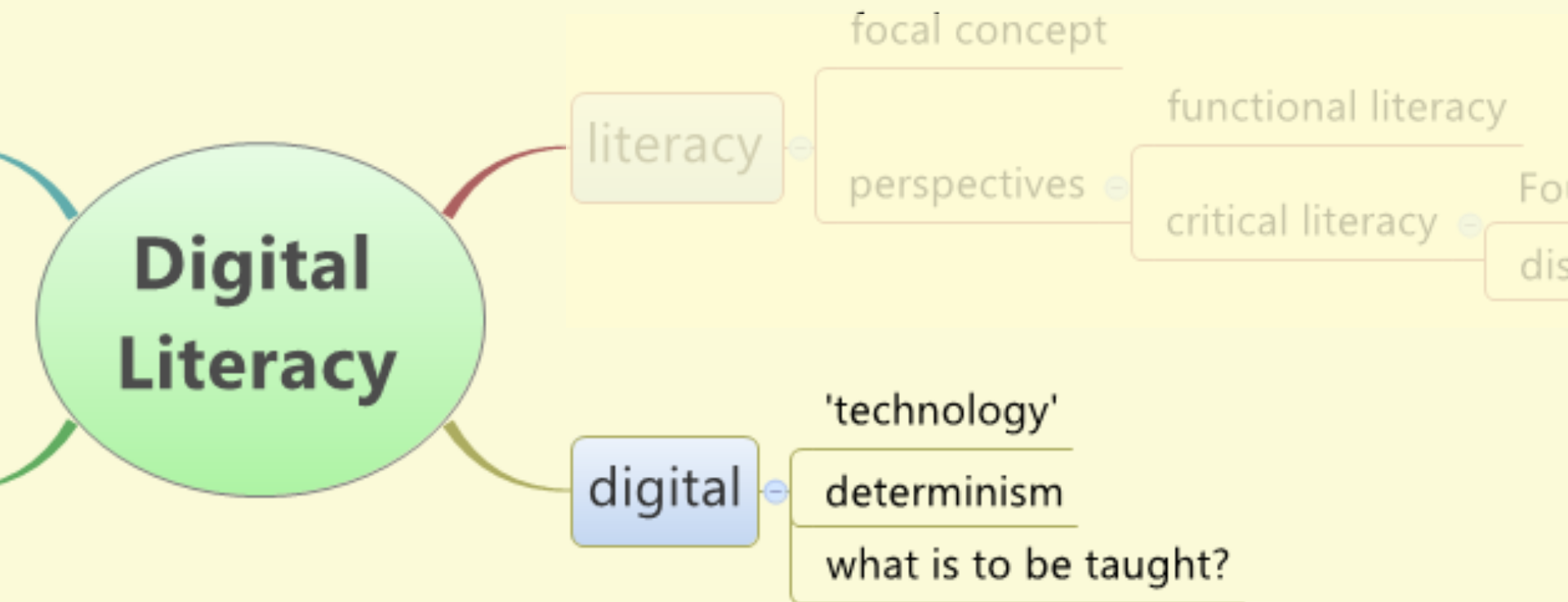
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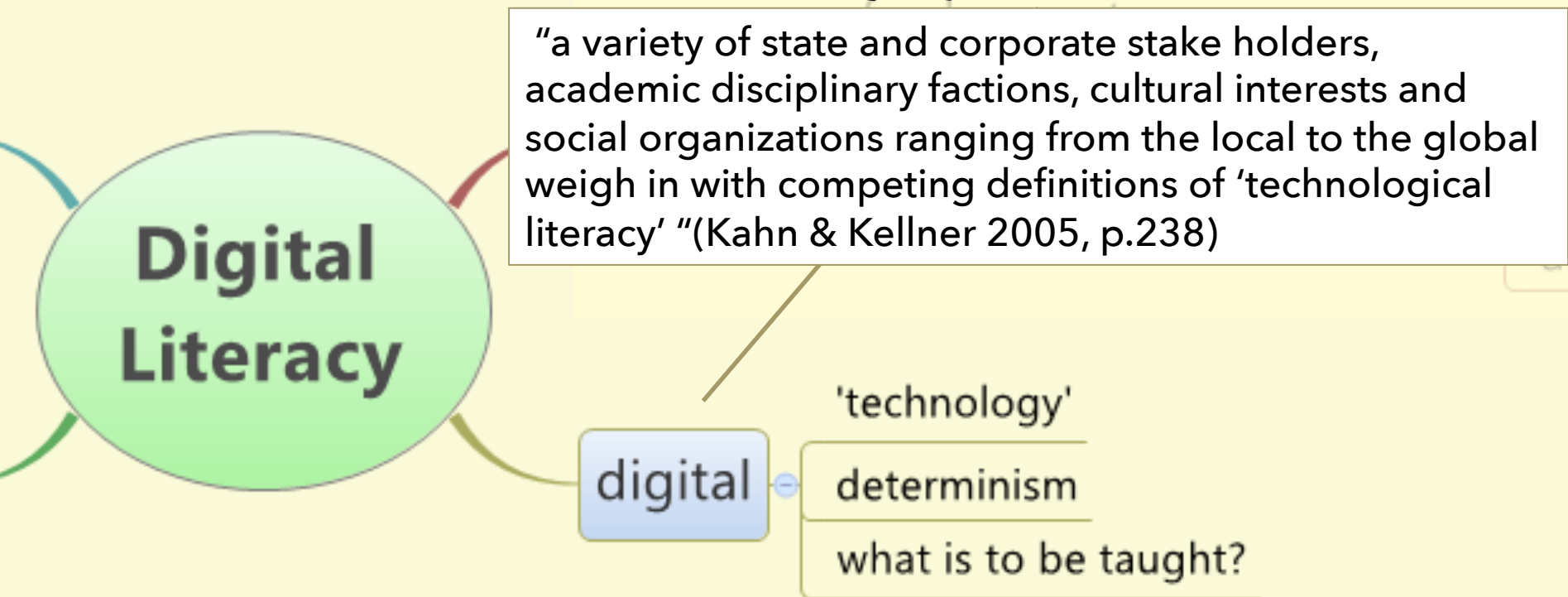
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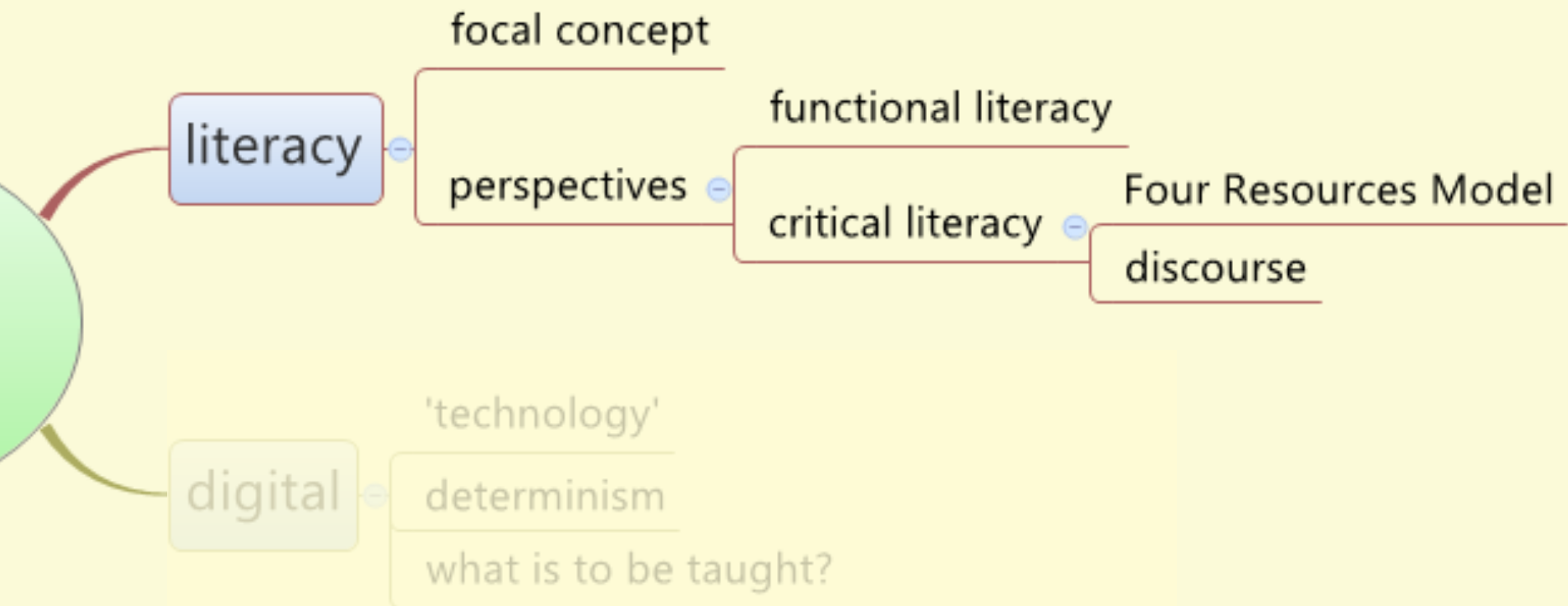


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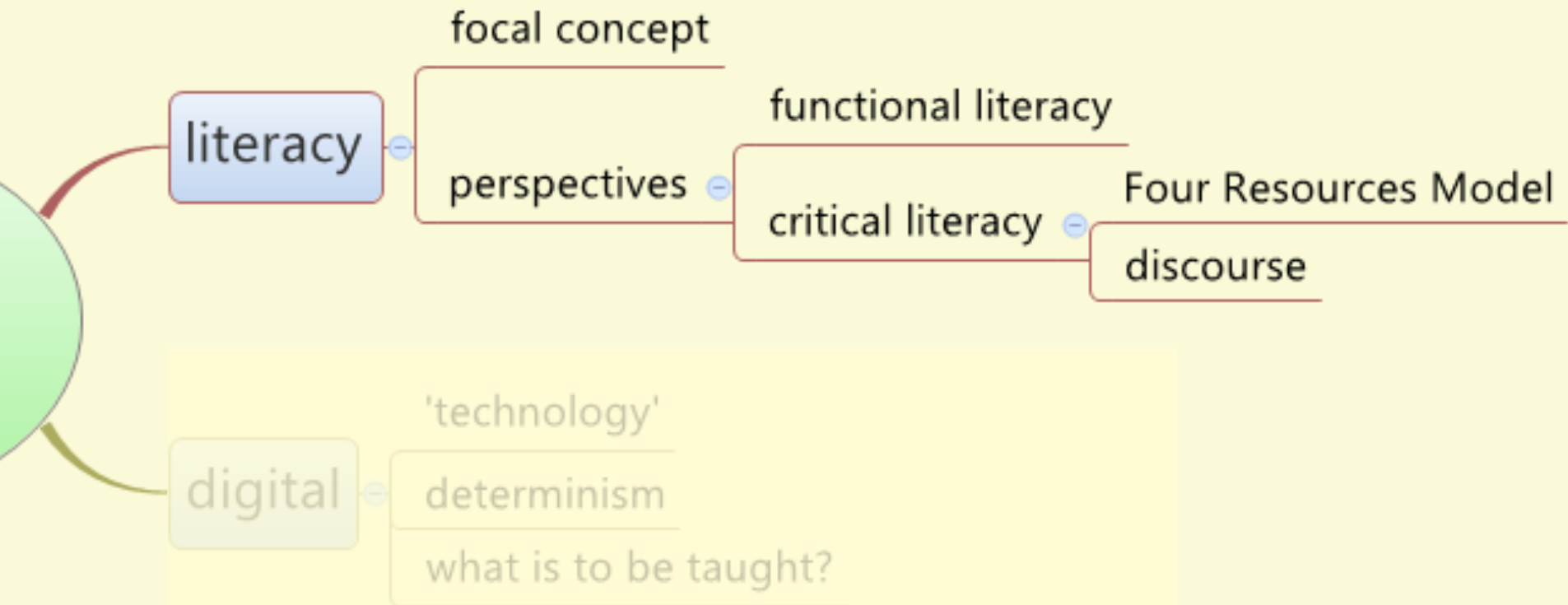
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The model: Four Resources



Freebody, P., & Luke, A. (1990). Literacies programs: Debates and demands in cultural context. *Prospect: Australian Journal of TESOL*, 5(7), 7-16.

Four roles:

- code breaker (coding competence)
- text participant (semantic competence)
- text user (pragmatic competence)
- text analyst (critical competence)

Later (by 1999) reframed as four resources:

- code-breaking
- making meaning
- using text
- analysing text

The model: Four Resources

Table 1: The Four Resources Literacy Framework

Breaking the code of texts

The emphasis here is on decoding and encoding texts.

Some examples include:

- Alphabetic awareness
- Recognising letter-sound relationships
- Word building/manipulating units of sound
- Spelling
- Recognising conventions or mechanics of texts

Participating in the meanings of texts

The emphasis here is on making meaning from the text.

Some examples include:

- Active participation to gain meaning from texts and illustrations
- Drawing on own experiences and prior knowledge
- Comparing own experiences with those of the text
- Comparing experiences with similar texts
- Understanding how a text works

Using texts functionally

The emphasis here is on understanding the purpose of different texts.

Some examples include:

- Using texts in different ways both in and outside school
- Knowing what is expected at school
- Reading, writing, speaking and listening for real purposes
- Using a variety of texts appropriately

Critically analysing and transforming texts

The emphasis here is on understanding how texts are constructed within social contexts.

Some examples include:

- Recognising that texts are not neutral but represent particular views, voices and interests and silence others
- Understanding how texts are crafted to the interests and ideologies of the writer
- Questioning/challenging texts and understanding that their designs and discourses can be critiqued and redesigned in novel ways

Honan, E. (2008) 'Barriers to teachers using digital texts in literacy classrooms', *Literacy*, vol. 42, no. 1, pp. 36-43.

The model: Four Resources

Table 1: The Four Resources Literacy Framework

<p>Breaking the code of texts <i>The emphasis here is on decoding and encoding texts.</i> Some examples include: Alphabetical awareness Re... Word building/ manipulating Spelling Recognising conventions or mechanics of texts</p>	<p>Participating in the meanings of texts <i>The emphasis here is on making meaning from the text.</i> Some examples include: Active participation to gain meaning from texts and ... own experiences and prior knowledge Comparing own experiences with those of the text Comparing experiences with similar texts Understanding how a text works</p>
<p>Using texts functionally <i>The emphasis here is on understanding the purpose of different texts.</i> Some examples include: Using texts in different ways both in and outside school Knowing what is expected at school Reading, writing, speaking and listening for real purposes Using a variety of texts appropriately</p>	<p>Critically analysing and transforming texts <i>The emphasis here is on understanding how texts are constructed within social contexts.</i> Some examples include: Recognising that texts are not neutral but represent particular views, voices and interests and silence others Understanding how texts are crafted to the interests and ideologies of the writer Questioning/challenging texts and understanding that their designs and discourses can be critiqued and redesigned in novel ways</p>

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Some examples include:

- Recognising that texts are not neutral but represent particular views, voices and interests and silence others
- Understanding how texts are constructed and how they are used
- Questioning/challenging texts and understanding that their designs and discourses can be critiqued and redesigned in novel ways

Recognising that texts are not neutral

How does this translate?

Decoding

Breaking the code of texts

The emphasis here is on decoding and encoding texts.

Some examples include:

Alphabetic awareness

Recognising letter–sound relationships

Word building/manipulating units of sound

Spelling

Recognising conventions or mechanics of texts

Navigation

Conventions

Operations

Stylistics

Modalities

How does this translate?

Meaning Making

Participating in the meanings of texts

The emphasis here is on making meaning from the text.

Some examples include:

Active participation to gain meaning from texts and illustrations

Drawing on own experiences and prior knowledge

Comparing own experiences with those of the text

Comparing experiences with similar texts

Understanding how a text works

Reading

Relating

Expressing

How does this translate?

Using

Using texts functionally

The emphasis here is on understanding the purpose of different texts.

Some examples include:

Using texts in different ways both in and outside school

Knowing what is expected at school

Reading, writing, speaking and listening for real purposes

Using a variety of texts appropriately

Finding

Applying

Problem solving

Creating

How does this translate?

Analysing

Critically analysing and transforming texts

The emphasis here is on understanding how texts are constructed within social contexts.

Some examples include:

Recognising that texts are not neutral but represent particular views, voices and interests and silence others
Understanding how texts are crafted to the interests and ideologies of the writer
Questioning/challenging texts and understanding that their designs and discourses can be critiqued and redesigned in novel ways

Deconstructing

Selecting

Interrogating

How does this translate?

Persona

Identity building

Reputation management

Participation

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Procedure

Identify a process or procedure relating to academic or professional practice which is carried out using digital tools or services.

Choose one of the following:

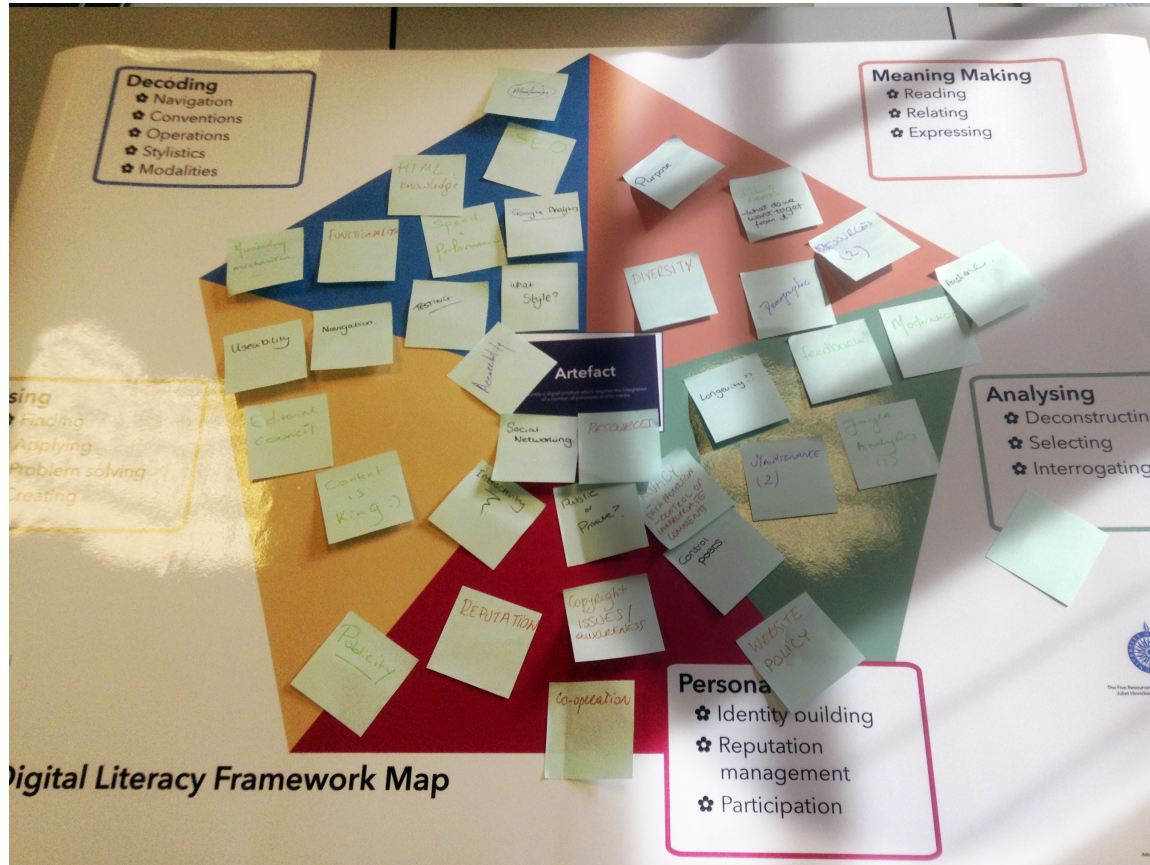
1. *A bibliographic search*
2. *Field or practice recording*
3. *Statistical analysis of a dataset*

Activity cards: Scenario; Challenge; Procedure; Artefact
Example type and blank. Prompts.



Deconstruction activity

Participants decide what the skill/knowledge elements are and debate where to place them on the DL 'map'



Artefact activity map

Participants deconstructed the production of a website for a student society

The Five Resources Model of Critical Digital Literacy



Components of Decoding

Navigation	Conventions	Operations	Stylistics	Modalities
Understanding of navigational mechanisms (scrolling, active windows, menus, buttons, etc) and notions of movement in the digital landscape, both conceptual (e.g. metaphors, avatars) and practical (e.g. mouse, swiping, VR). To be able to locate oneself spatially (such as when following links) and operationally (e.g. having several programs or sites running simultaneously).	Understanding of the practices and norms of, for example: • ICT usage; including safety and security, presentational and accessible production; • Participation in online communities; including communication protocols, ethics, privacy, sharing and attribution).	Grasp of common functional procedures (such as saving, printing and opening files; upload and download; starting up and shutting down). Confidence in engaging with new tools or applications.	Refers to the design and presentational elements of a digital text (e.g. colours used, typefaces and layout, illustration styles, transitions between pages, slides or scenes). It is important to be able to consider and separate these and their impact on the messages within the text.	Different modes of digital texts (e.g. video, immersive game, SMS, twitter streams) have different characteristics and conventions. Understanding these helps in decoding them in much the same way as a knowledge of idiom and register is important in using language.

Components of Meaning Making

Reading	Relating	Expressing
Fluent and confident assimilation of digital content; purposeful and efficient movement around software and platforms. Being able to follow a narrative across diverse semantic, visual and structural elements.	Making connections both with developing linkages and relationships between new and existing knowledge. Acquiring and adapting mental models.	The capacity to translate a purpose or intention, feeling or idea into a digital form. This includes the development of content, artefacts or social relations. Evidence of engagement with a range of communicative modes.

Components of Using

Finding	Applying	Problem solving	Creating
The ability to gather appropriate information, resources and tools for a given purpose and to recognise and exploit the potential in communities, information, resources and tools encountered. This involves processes of asking, searching, filtering, curation and sharing.	Deploying tools and techniques effectively for a given purpose and within the bounds of ethical, legal and usability criteria.	To exploit digital tools, resources and networks for problem finding and definition, problem analysis and approaches to solutions.	Generating imaginative approaches, techniques, artefacts or content through the application of digital literacy skills. Confidence to explore, experiment and innovate.

Components of Analysing

Deconstructing	Selecting	Interrogating
Capable of discerning the elements which contribute to the meanings, uses and messages in digital products and communications.	Making judgements and drawing conclusions about digital tools, environments and artefacts. The ability to evaluate, choose, recommend or reject digital systems, content, networks or artefacts.	To employ skills of analysis and rigour in questioning the provenance, purpose and impact of digital content and interactions. Perceiving and exploiting affordances and opportunities.

Components of Persona

Identity building	Reputation management	Participation
The development of a sense of one's own roles within different digital environments and a sensitivity to relationships and alignments within groups and communities. An understanding of the multi-faceted nature of identity, how this operates in different contexts and the relationships between digital and other identities.	Learners need to be aware of their reputation as an asset which should be developed and managed effectively to support career and employment aspirations. They need to safeguard against loss of reputation, understanding how to protect and partition their online activity.	The ability to work with others in a variety of modes (e.g. synchronous and asynchronous) via digital interaction and exchange. To experience the contribution that individuals, groups and communities can make to an activity or endeavour. Awareness of the ethical and cultural challenges this raises.

Poster with detailed definitions. Used to check placement of post-its and consider further deconstruction.



Consulting the definitions

Discussion is generated around the poster as definitions are examined, contested and further understood.

In practice

- framework for thinking about what the use of digital technologies means in HE context
- rebalancing - reducing the 'other'ness
- topology & topography - a 'working model' structure of literacy and a way of positioning within a literacy landscape

References

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