The Five Resources Model
a framework for considering digital literacy in relation to Higher Education curricula
Contexts: institutional
Contexts: intellectual

- Definitions
- Discourse
- Models
- Positions
Conceptual Issues

Digital Literacy

- academic engagement
- literacy
- curriculum
- digital

- deficit
- power relations
- relevance

- overburdened
- bolt-on vs integrated
- pragmatic
- students

- focal concept
- functional literacy
- perspectives
- critical literacy
- Four Resources Model
- discourse

- 'technology'
- determinism
- what is to be taught?
Conceptual Issues

- deficit
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Digital Literacy

curriculum
Conceptual Issues

Conceptual Issues

- deficit
- power relations
- relevance

academic engagement

- overburdened
  - bolt-on vs integrated
  - pragmatic
  - students

Digital Literacy

curriculum
“to focus less on the adoption of specific new technologies and more on how meaningful tasks which explore authentic academic digital practices can be embedded in curriculum learning” (Payton 2012, p.2)

Conceptual Issues

Digital Literacy

- literacy
- perspectives
- functional literacy
- critical literacy
- focal concept

'technology'
- determinism
- what is to be taught?
Conceptual Issues

“a variety of state and corporate stake holders, academic disciplinary factions, cultural interests and social organizations ranging from the local to the global weigh in with competing definitions of ‘technological literacy’ “(Kahn & Kellner 2005, p.238)


Conceptual Issues

- Literacy
  - Perspectives
  - Focal concept
- Functional literacy
- Critical literacy
- Four Resources Model
- Discourse

'Technology'
- Determinism
- What is to be taught?
Conceptual Issues


The model: Four Resources

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

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| Using texts functionally                                                                   | Critically analysing and transforming texts                                  |
| The emphasis here is on understanding the purpose of different texts.                      | The emphasis here is on understanding how texts are constructed within social contexts. |
| Some examples include:                                                                     | Some examples include:                                                       |
| Using texts in different ways both in and outside school                                   | Recognising that texts are not neutral but represent particular views, voices and interests and silence others |
| Knowing what is expected at school                                                         | Understanding how texts are crafted to the interests and ideologies of the writer |
| Reading, writing, speaking and listening for real purposes                                 | Questioning/challenging texts and understanding that their designs and discourses can be critiqued and redesigned in novel ways |
| Using a variety of texts appropriately                                                     |                                                                                |

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Recognising that texts are not neutral
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

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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?

Table 1: The Four Resources Literacy Framework

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Identity building

Reputation management

Participation
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
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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