The Five Resources Model

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

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Antony Coombs

Contexts: institutional

Contexts: intellectual

Definitions

Discourse

Models
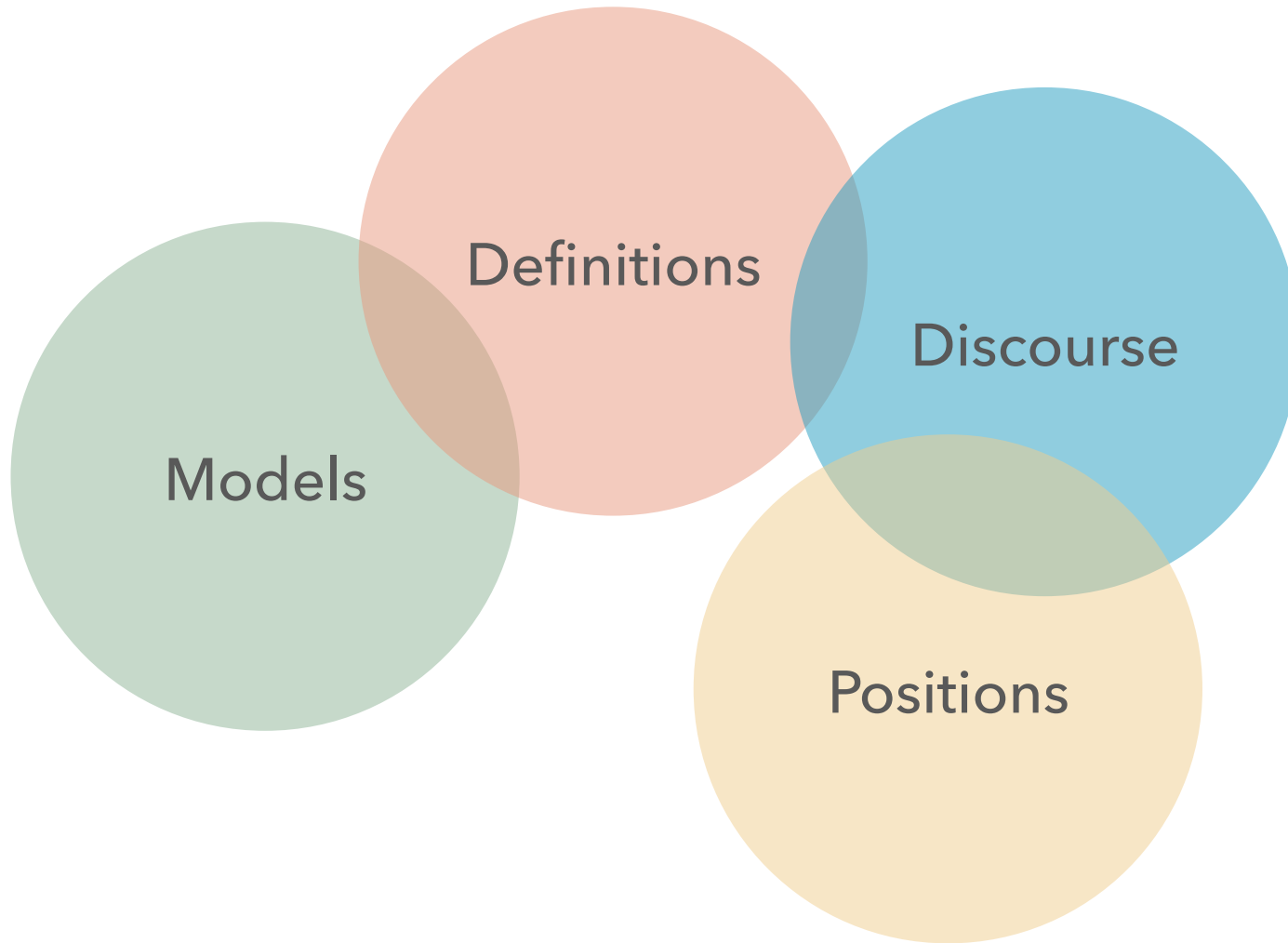
Positions
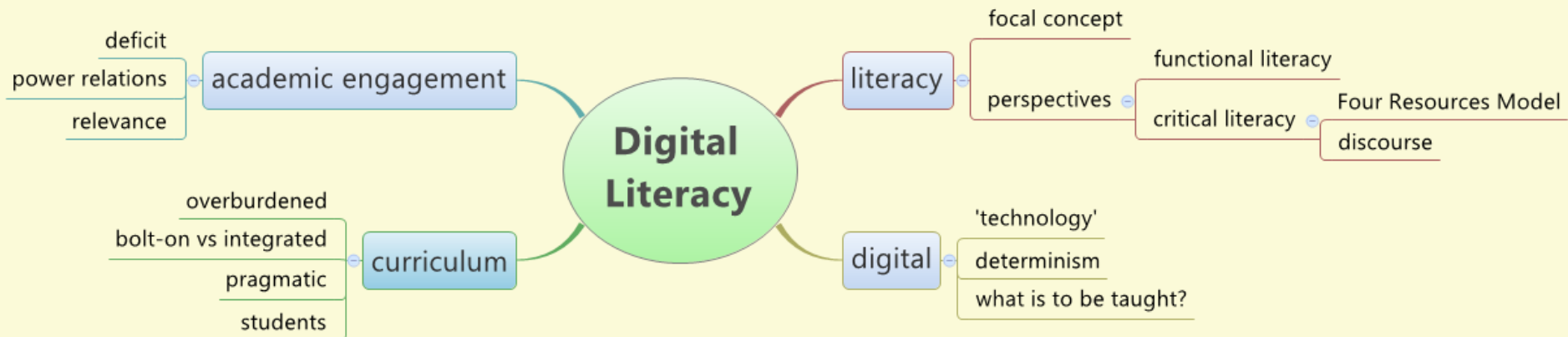
Conceptual Issues
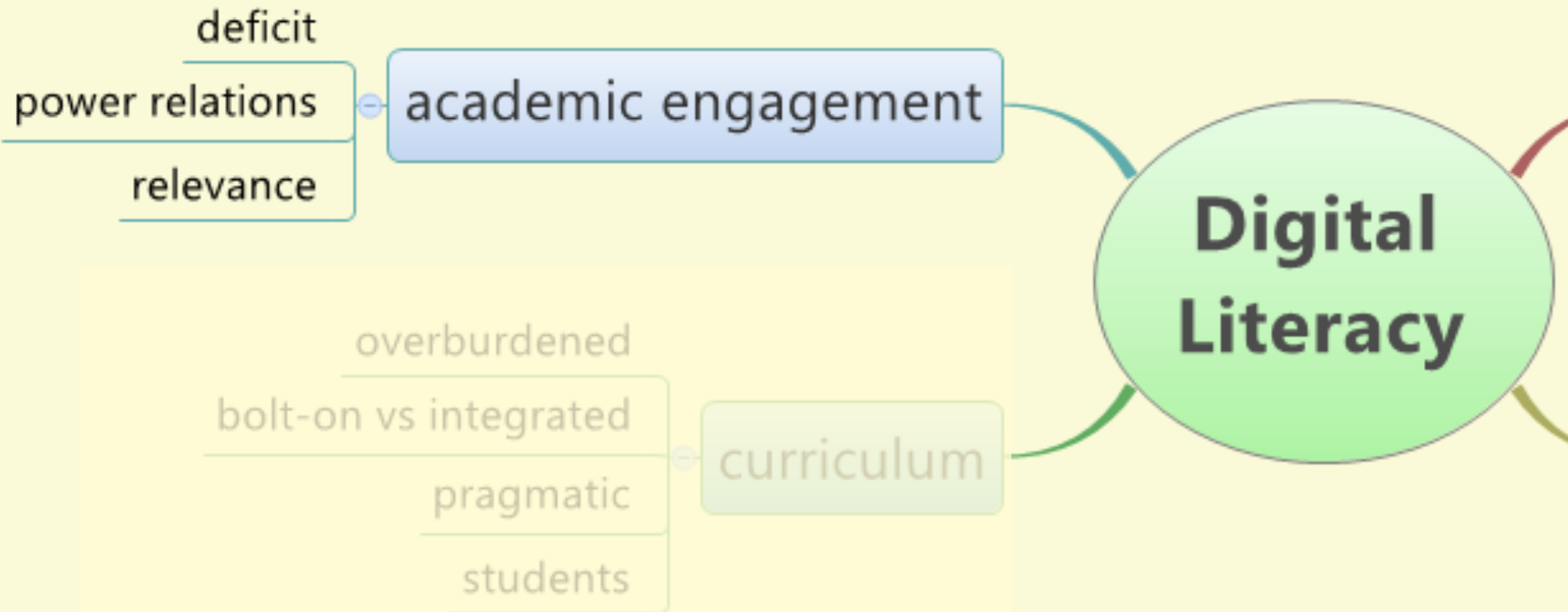
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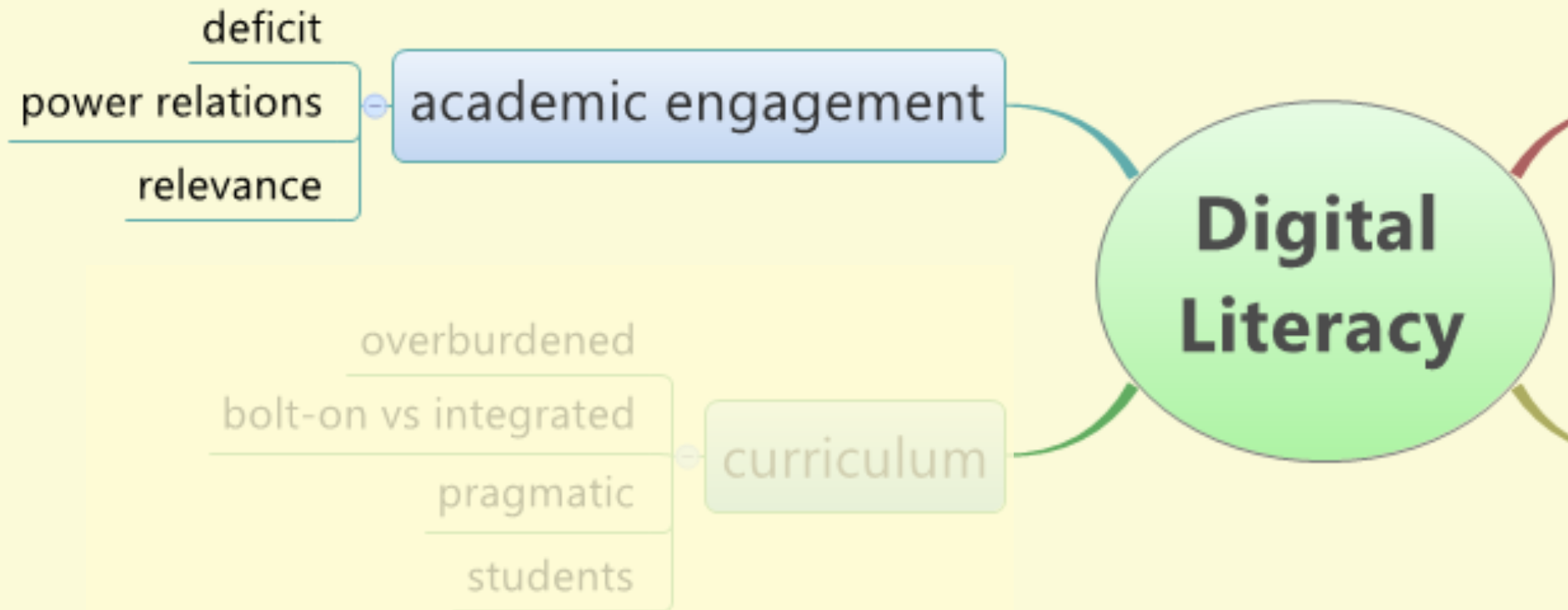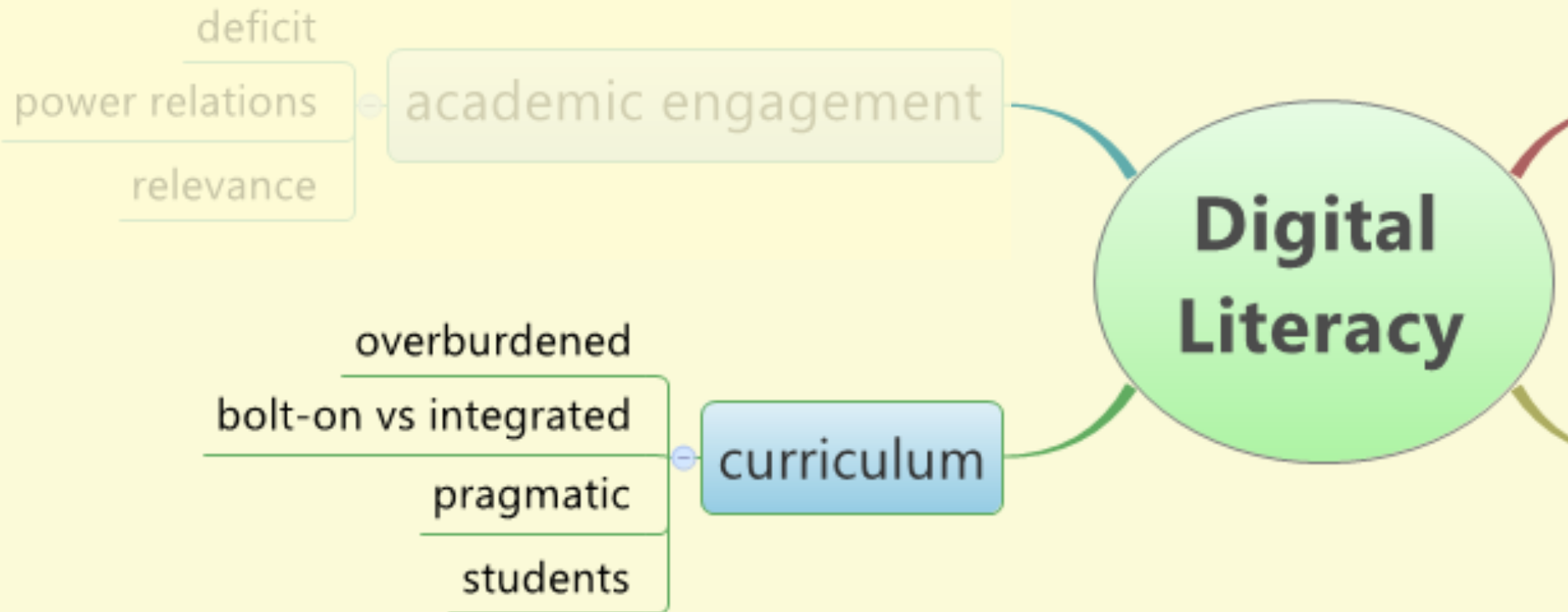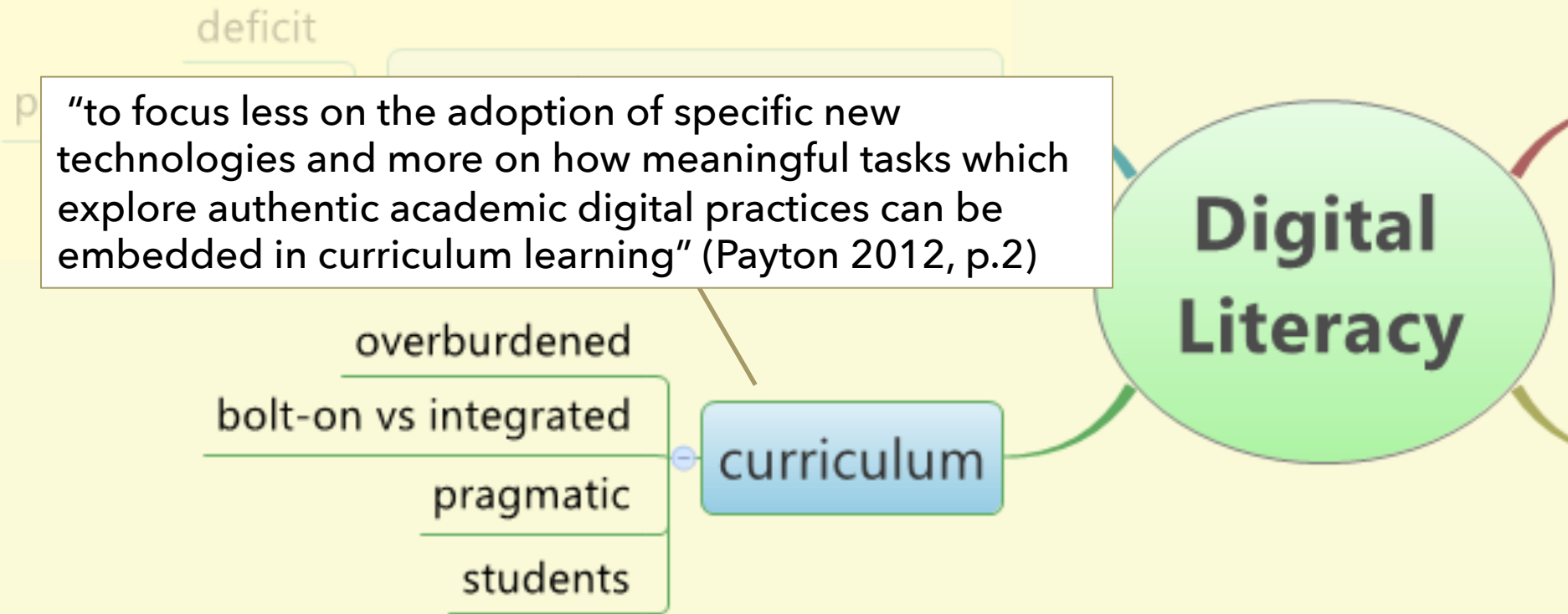
Conceptual Issues

Conceptual Issues

deficit

"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)

Digital Literacy

overburdened

bolt-on vs integrated

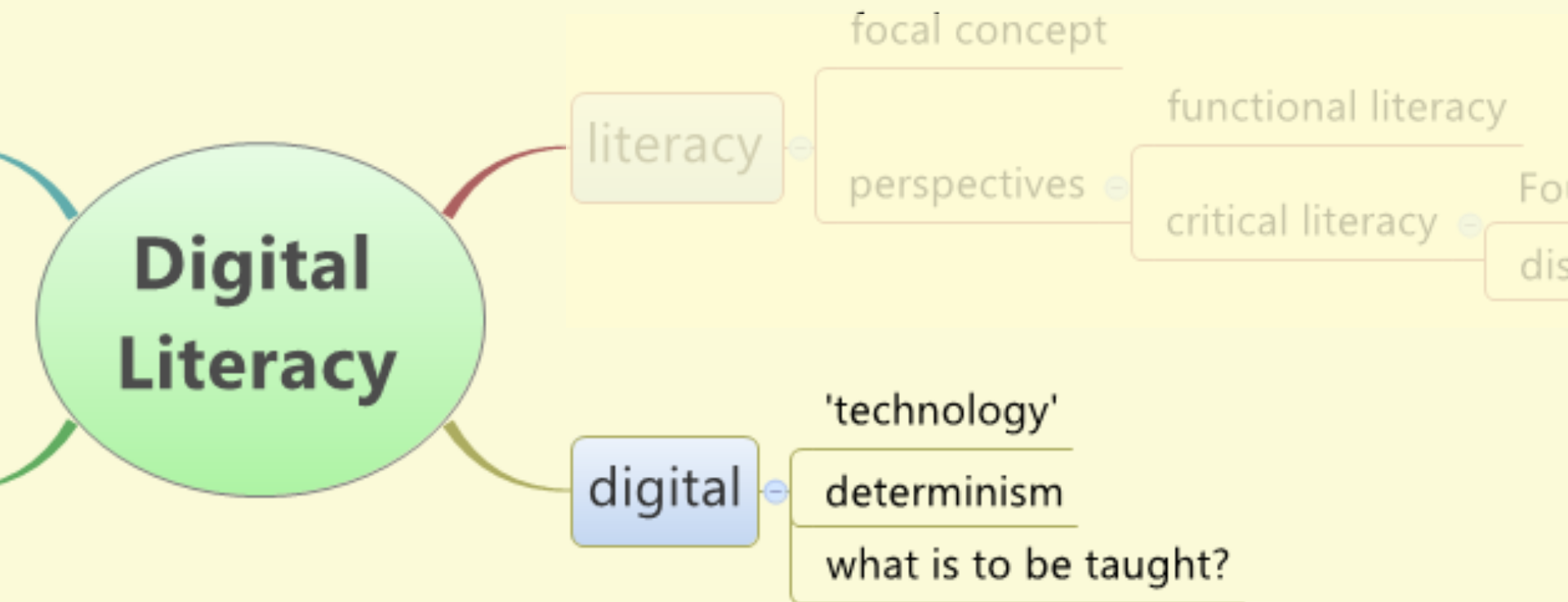pragmatic

students

curriculum

Payton, S. (2012) JISC Briefing: Developing Digital Literacies, Bristol. Available at: http://www.jisc.ac.uk/media/documents/publications/briefingpaper/2012/Developing_Digital_Literacies.pdf

Littlejohn, A., Beetham, H. & McGill, L. (2012) 'Learning at the digital frontier: a review of digital literacies in theory and practice', *Journal of Computer Assisted Learning*, 28(6), pp.547–556.

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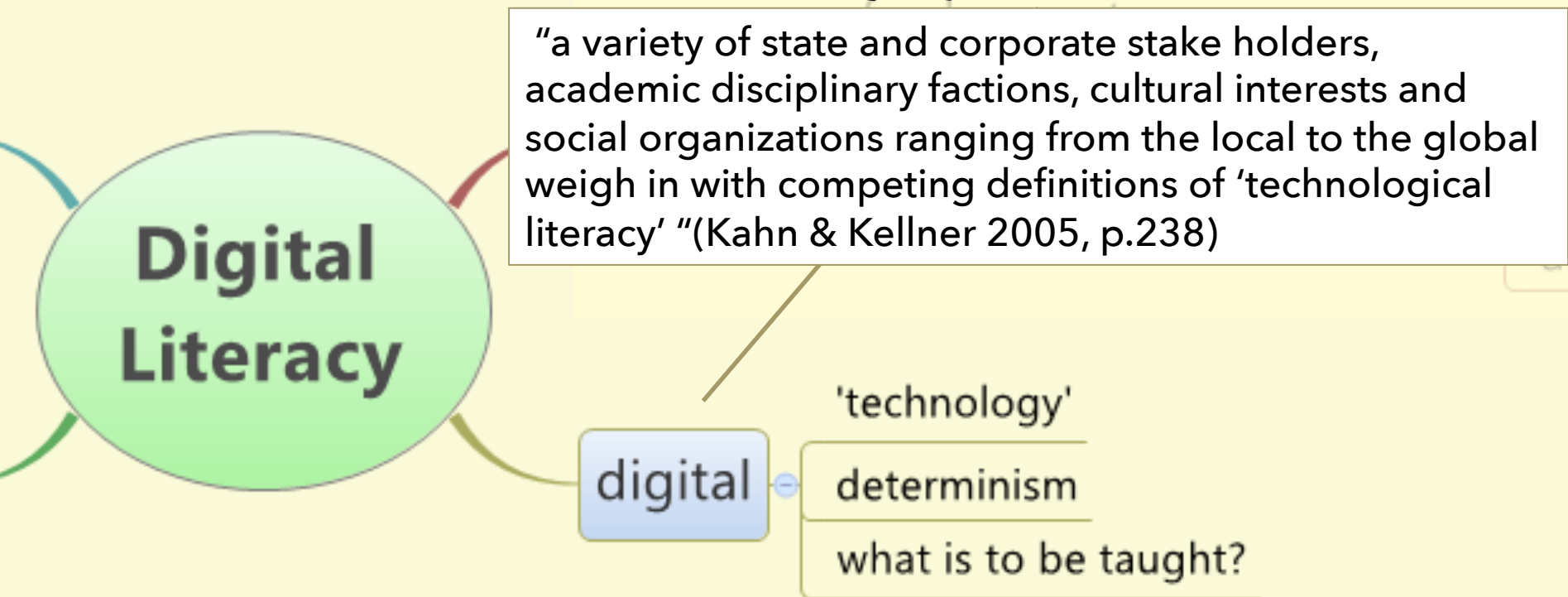
Conceptual Issues

"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)

Digital Literacy

digital

'technology'

determinism

what is to be taught?

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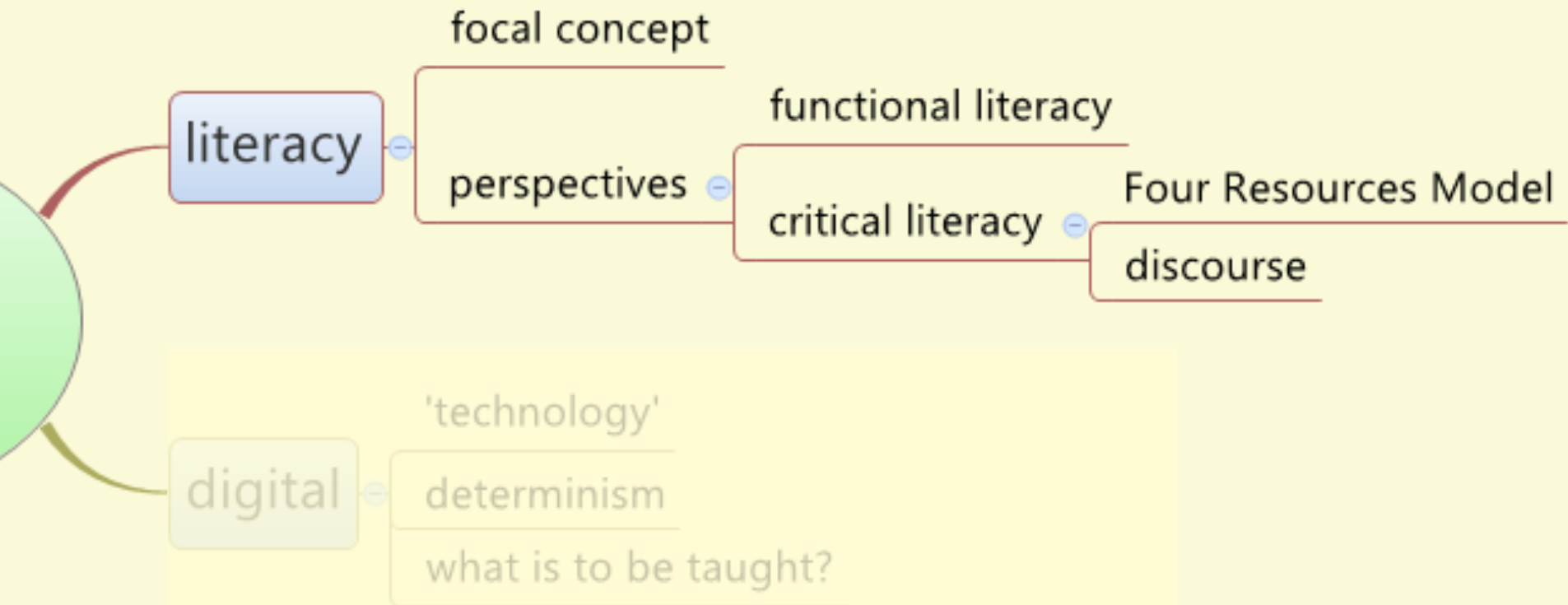
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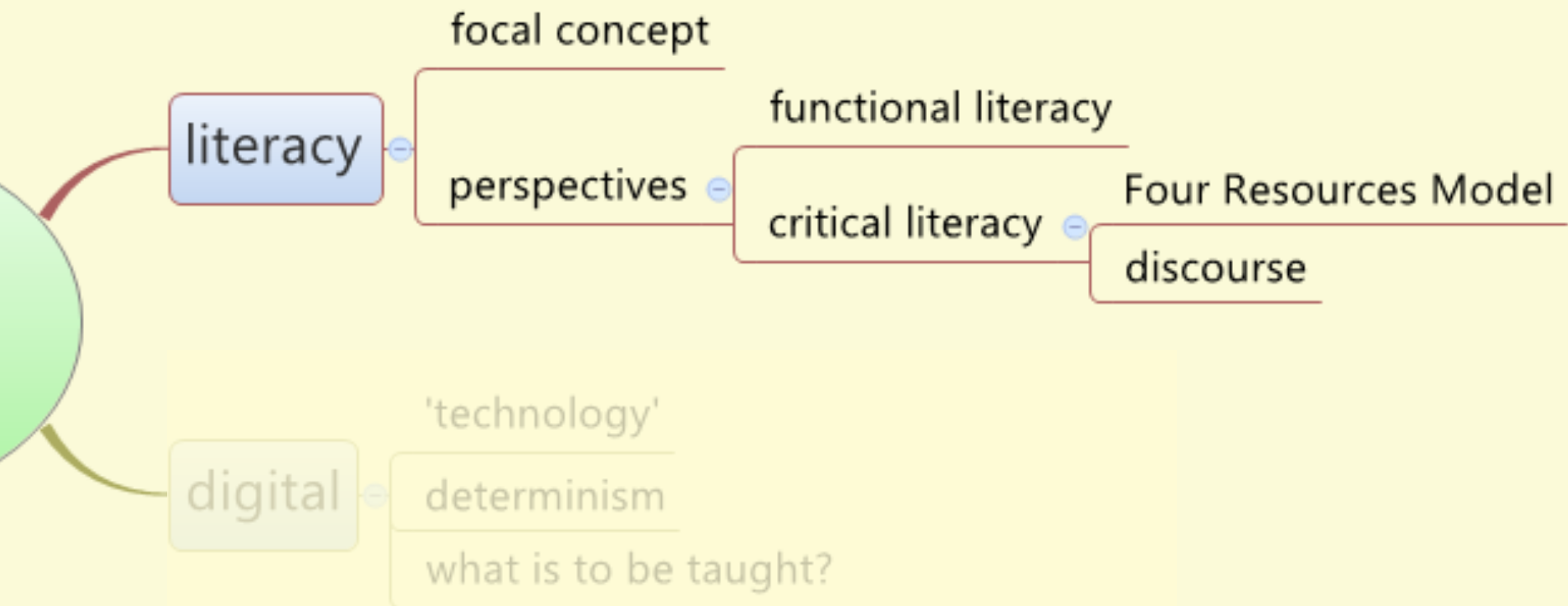
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Street, B. (2003) 'What's "new" in New Literacy Studies? Critical approaches to literacy in theory and practice', *Current Issues in Comparative Education*, 5(2), pp.77–91.
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The model: Four Resources

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

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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?

Critically analysing and transforming texts
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Deconstructing

Selecting

Interrogating

How does this translate?

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Persona

Identity building

Reputation management

Participation

Decoding
Navigation
Conventions
Operations
Stylistics
Modalities

Meaning Making
Reading
Relating
Expressing

Critical Digital Literacy

Using
Finding
Applying
Problem solving
Creating

Analysing
Deconstructing
Selecting
Interrogating

Persona
Identity building
Reputation management
Participation

https://sites.google.com/site/dlframework/the5resourcesframework/

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'
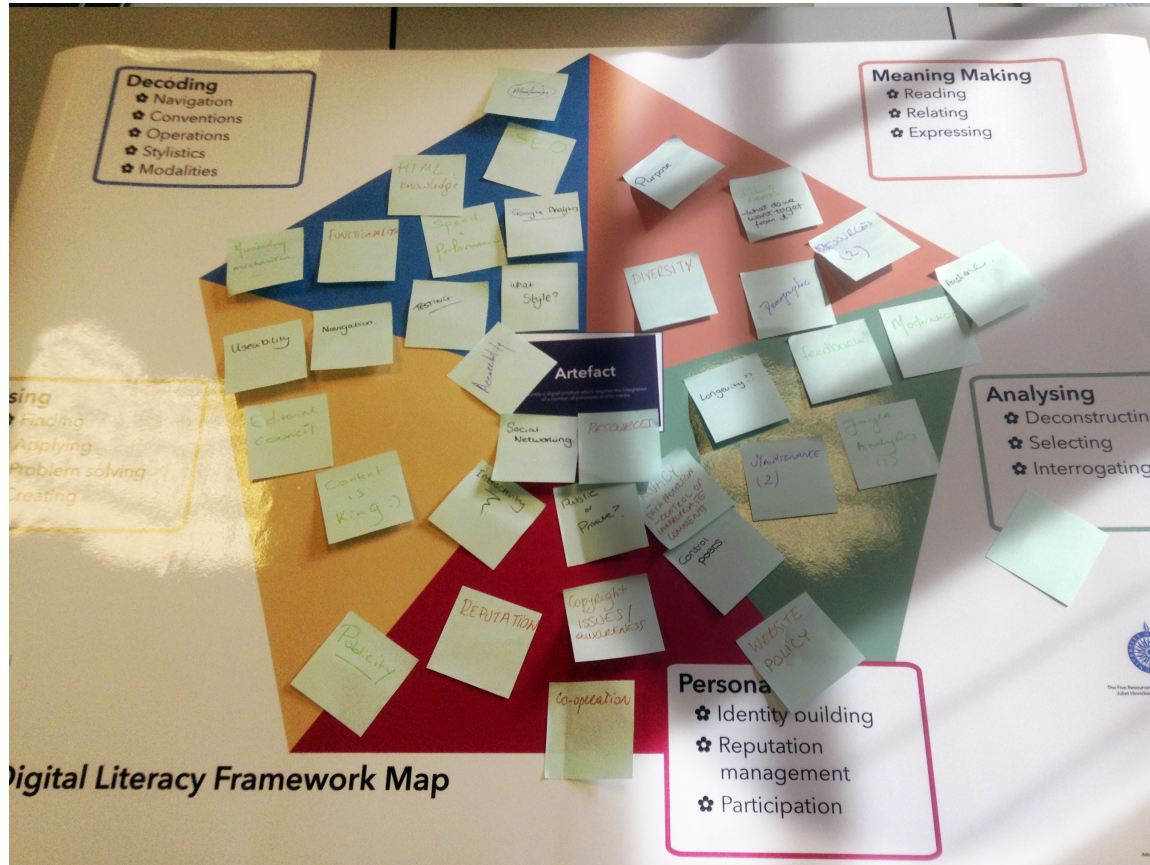
Artefact activity map

Participants deconstructed the production of a website for a student society

The Five Resources Model of Critical Digital Literacy

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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