Project Overview
Survey data was collected in order to

1. Map students’ digital literacy practices, attitudes and skills

2. Guide the integration of critical digital literacy skills into RWS100: The Rhetoric of Written Argument

3. Pilot reconfigured student learning outcomes which include critical digital literacy

4. Support the process of creating online materials and teaching resources to teach critical digital literacy
Project Overview

- Data (surveys, reflections, interviews) was collected from students in first year writing classes, and from students in an upper division RWS course who possess “advanced” digital literacy skills.

- We are conducting a revised version of the study in fall 2015 and spring 2016.
Research Questions

1. What are students’ most common forms of engagement with social media resources? Which digital resources are students using most often to read, write, socialize and interact?

2. What purposes, attitudes and assumptions accompany students’ use of social media resources?

3. To what extent are our students’ digital literacy practices similar to those documented in recent research studies?

4. When we compare first year students’ use of social media with those of more experienced, “sophisticated,” upper division undergraduate students, what is seen?

5. Definitions of digital literacy often include the ability to search, store, tag, annotate, network, curate and analyze texts. To what extent do our students show facility with these skills?

6. Do our students’ uses of new media present “bridging” opportunities, ways of leveraging existing practices in order to support key academic writing/reading/research/thinking skills?
Q3: Specify Ethnicity

Answered: 86    Skipped: 0

- African American: 13.95% (12)
- White: 39.53% (34)
- Asian: 8.14% (7)
- Hispanic: 4.65% (4)
- Pacific Islander: 2.33% (2)
- Middle Eastern: 1.16% (1)
- Native American: 1.16% (1)
- Other: 29.07% (25)
- Rather Not Say: 0% (0)
Q4: Do you own a laptop computer?

Answered: 85   Skipped: 1

- **Yes**: 94.12% (80)
- **No**: 5.88% (5)
Q5: At university, when taking notes in class, do you mostly take a) handwritten lecture notes or b) use a computer?

Answered: 84    Skipped: 2
Q6: HOW OFTEN DO YOU USE THE FOLLOWING SITES AND SERVICES?

<table>
<thead>
<tr>
<th>Website</th>
<th>Use Frequency</th>
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<tbody>
<tr>
<td>Facebook</td>
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<td>Text Messaging</td>
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<td>Instagram</td>
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<td>Snapchat</td>
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<td>LinkedIn</td>
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<tr>
<td>YouTube</td>
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<tr>
<td>Wikipedia to read</td>
<td></td>
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</tbody>
</table>
Q11: When you read news stories online, what is the most common way you access them (e.g. via a Facebook link, Instagram, Yahoo, email, visiting a news site like CNN, some other site.)

- 40.70% (35) - A news site like CNN, BBC, etc.
- 23.26% (20) - Facebook
- 20.93% (18) - Email
- 8.14% (7) - AN aggregator site such as Yahoo, Google News, etc.
- 6.98% (6) - A social site/online community like Reddit, Digg, etc.
Q31: When you are searching and surfing web pages, for fun or as part of school, how do you store and organize links to what you find so you can go back and retrieve them later?
Q33: If you do take notes on the web pages you find, how do you do this?

Answered: 86   Skipped: 0
Q7: Describe if/why you have blogged

- For school: 67.44% (58)
- For work: 6.98% (6)
- For fun: 25.58% (22)
- Have not blogged: 100%
Q23: Did you know you can search web pages by date range

24.71% (21)

75.29% (64)

Yes  No
Q36: Do you ever search “socially,” i.e. by asking groups you are part of, email lists, social networks, Facebook friends, etc., to help you find things?
Q40: Have you ever been taught how to evaluate the credibility or reliability of a web page?

Answered: 85  Skipped: 1
Q56: As part of their undergraduate experience, do you think new students should be given instruction in how to use digital tools to search, navigate, research, evaluate, bookmark and annotate sites/online texts?
Sample Findings

• **First year students use a small number of social media tools and services often**, but rarely use most other tools and services (this contrasts with more experienced, “power users.”)

• Texting, Facebook, Instagram, YouTube and Snapchat are (at present) by far the most commonly used social media services. A smaller number use Twitter, Tumblr and Reddit

• Most students prefer to take hand written lecture notes, despite ~95% owning a laptop
Sample Findings

- First year students far less frequently blog, create content for wikis, post comments to web sites, compose fan fiction, read or contribute to newsgroups/listservs, create web sites, videos or music.

- Most first year students **have limited knowledge of key digital literacy skills** such as search, annotation, tagging, bookmarking, curation, web site analysis, web genre knowledge, etc. In this regard SDSU students resemble other students their age in comparable academic institutions.
Sample Findings

- SDSU students who are older, more sophisticated “power” users of digital media are more skilled in their understanding of web genres, search literacy, and their ability to tag, store and curate material that they can use later in their writing and research.

- They are more adept at gaining information from social networks, and at finding ways of “bridging” their personal and academic use of social media tools and resources.

- For example, they are more likely to use sites such as Reddit, which host some academic communities and conversations, and use such sites as part of their academic work.
The 8 Habits of Highly Effective (Digital) Students

1. **Background information** (knowledge of online genres, conventions, technical formats, etc.)
2. **Search** – from basics, to advanced search, to “reflexive search,” and “social search”
3. **Annotate**, capture and store digital text
4. **Tag, sort, archive and curate** (read to write, research, contribute and publish)
5. **Analyze**, interpret, evaluate, interrogate, and triangulate (rhetorical knowledge)
6. **Network** – map, visualize, cultivate connections
7. **Stream**, feed, filter, follow and collaborate
8. **Manage Personal Learning Networks**
Sample Findings

• When first year SDSU students do engage in some more “advanced” digital literacy practices, such as creating content for a blog or wiki, this is **not usually self-sponsored**. Rather, it is usually because it was required by a teacher.

• First year students access news stories primarily through Facebook (40.7%), news aggregator sites such as Yahoo News or Google News (23.26%) or a specialized news site such as CNN or BBC (20.9%).
Social Media as a Pathway to News: Facebook Leads the Way

Percent of U.S. adults who use each social networking site & percent of U.S. adults who get news from each social networking site

- Facebook: Use site - 64%, Get news on site - 30%
- YouTube: Use site - 51%
- LinkedIn: Use site - 19%, Get news on site - 3%
- Twitter: Use site - 16%
- Pinterest: Use site - 15%
- Google Plus: Use site - 14%
- Instagram: Use site - 12%
- MySpace: Use site - 5%
- Tumblr: Use site - 4%
- Vine: Use site - 3%
- Reddit: Use site - 3%

Note: The percent of U.S. adults who get news on Pinterest and Vine each amount to less than one percent.

Aug. 21-Sept. 2, 2013
PEW RESEARCH CENTER
Sample Findings

- FY students do not appear to have effective strategies for annotation, retrieval & curation of materials they find online. For example, most use “stand alone” bookmarks. Many paste useful links into MS Word, and some even hand write web addresses on paper. Students do not seem to have many effective strategies for “reading to write” online. This could be addressed in several RWS100 assignments.
Sample Findings

When asked how the most common forms of online activity they engage in connect to their academic work, students had three main responses:

1. They see **no connection** between their experiences online and their academic work.

2. They feel it is helpful for **coordinating academic work activities**, connecting with others, collaborating with other students, and discussing classes and university life as a kind of “backchannel.”

3. They see reading and writing online, and participating in digital environments as **useful for acquiring literacy skills and social skills** that are **broadly relevant** to their academic lives.

(Responses #2 and #3 appear more common amongst older, more “sophisticated” users of digital media.)
Sample Findings

- **Half** our students feel they are **not equipped to evaluate the credibility** of web pages, and most students have **limited knowledge** of how to use the **advanced functions** on search engines and specialized tools such as google scholar.

- Most students (87%) say **undergraduate education should include instruction** in how to use digital tools to search, navigate, research, evaluate, bookmark and annotate sites and texts.
Comparing results to other studies

• Compared to results from recent studies that contrast **digital literacy practices across institution types** (for example Michigan’s “Writing in Digital Environments: The Writing Lives of College Students”) SDSU students appear to resemble students at M.A. granting state universities and students at Research universities. The resemblance to the latter may be due to the assignments faculty give students that require particular kinds of engagement with new media, rather than self-sponsored student activity.
Sample Findings

This pilot survey confirms some of the “limitations” in student digital literacy identifiable in recent studies and reports with respect to search, annotation, curation, etc. However, preliminary results suggest that these limitations may be as much a function of limited rhetorical knowledge, limited knowledge of print and web genres, and lack of background knowledge often assumed of “digital natives.” They also appear a function of students not being explicitly taught these skills in their earlier education.
We developed a template wiki containing tools and resources writing teachers can use to teach critical digital literacy. This platform can be duplicated so a group of teachers can use the same resources. The modules include material on search literacy, site/author evaluation, rhetorical analysis of web pages, social bookmarking, tagging, annotation, and the curation of online materials for writing and research projects.
Integrating Critical Digital Literacy Into GE Writing Courses

Excerpts from the Search Literacy Module

**Becoming a search ninja**
- You can search by site, date range, exact words in a phrase, file type, “exclusions,” etc.

**Google Scholar**
- Google Scholar: [http://scholar.google.com](http://scholar.google.com)
- Provides a simple way to search broadly for scholarly literature, including articles, theses, books and more from academic publishers, professional societies, online repositories, universities and other web sites.
- See the “advanced settings” option.
- Click Cited by or related articles to find related research or research that cites texts you find.
- Can specify date, save results, get citation information for your works cited page, etc.
- For more on google scholar see handouts, wiki resources, and [http://www.powersearchingwithgoogle.com](http://www.powersearchingwithgoogle.com)

**The “Cited By” link**

**Archive.org** – search the web’s past, analyze changes, create collections of content

**Social Search**
- Reddit is an online community with many “sub-reddits.” Some sub-reddits discuss academic subjects. You can join, ask questions, answer questions, search previous questions and answers, discuss issues related to your field, etc.
- Many sub-reddits focus on science, engineering, and professional fields. But there are also humanities sub-reddits. E.g. [http://www.reddit.com/r/philosophy/](http://www.reddit.com/r/philosophy/)

**Sample Search: Vampires in Popular Culture**

**Patterns in searches for drugs (Adderall increases during finals weeks)**

**Search Google Trends to Investigate Child Abuse**

**Social Search, Personal Learning Networks & Curation**
- Social bookmarks
- RSS Feeds
- Twitter
- Blogs
- Evernote
- “Dashboards” to organize data flows and collections

**Critical digital literacy**
- Who owns a site?
  - The WHOIS Lookup: [https://www.whois.net](https://www.whois.net)
  - “WHOIS” is the utility that is used to check or find out the information about a domain name. This gives not only the information of the registrant but also the administrative contact, technical contact, domain expiration date and original registration date.

- Video: “Find, Check, Search, Look Up Who Owns A Website”
Example: search literacy

- Search is central to digital literacy yet many studies show young people have few search skills.

- “In the 1950s critics pondered, ‘Why Johnny Can’t Read.’ Now they should ponder ‘Why Johnny Can’t Search.’ Whose fault is that? Not the students…**amazingly, they’re almost never taught search literacy in schools.**” (Clive Thompson)

- “The majority of students -- of all levels -- exhibited significant difficulties that ranged across nearly every aspect of the search process” (The ERIAL project - Ethnographic Research in Illinois Academic Libraries.)
Becoming a search ninja

• You can search by site, date range, exact words in a phrase, file type, “exclusions,” etc.
Google Trends data from February 2014 to February 2015

Top U.S. Searches 2014

- ebola
- robin williams
- world cup
- iphone 6
- iggy azalea
- fb
- google drive
- amazon prime
- ariana grande

Top 2014 Searches by State

**CALIFORNIA:**
FIFA 2014 World Cup / Malaysian Airlines / Kim Kardashian / Iggy Azalea (recording artist) / Donald Sterling (former NBA owner) / Renee Zellweger (actress) / Tom Perkins (businessman) / Joe the Plumber (political plumber) / Jamie Dornan (actor) / Steve McQueen (director) / Charles Manson (criminal) / James McAvoy (actor) / Ellen Page (actress) / James Franco Instagram

How to get rid of acne? / What is BB cream? / How to minimize pores? / How to shape eyebrows? / Nexus 6 / iPad 3 / Bitcoin / Kate Middleton butt / Chia seed / Uber

**MASSACHUSETTS:**
Kate Middleton (Duchess of Cambridge) / Scottish referendum / Scottish independence / "True Detective" (TV series) / "The Good Wife" (TV series) / "The Newsroom" (TV series) / Patton Oswalt (comedian) / Ira Glass (NPR host) / Tom Magliozzi (host of Car Talk) / Jonathan Gruber (professor) / Bill Simmons (sports writer) / "Serial" (podcast) / "The Imitation Game" (film) / Emma Watson UN speech (check it out [here](#))
Patterns in searches for drugs (Adderall increases during finals weeks)

The next question, then, was whether Google Trends could do more than confirm the same phenomenon by matching the top three states for Adderall search activity to the top three identified by the Twitter study.

Search Volume for 'Adderall' by U.S. State

<table>
<thead>
<tr>
<th>Top 10 States (Nov '11 - May '12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rhode Island</td>
</tr>
<tr>
<td>2. Louisiana</td>
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<tr>
<td>3. Michigan</td>
</tr>
<tr>
<td>4. Alabama</td>
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<tr>
<td>5. Mississippi</td>
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<tr>
<td>6. Delaware</td>
</tr>
<tr>
<td>7. South Carolina</td>
</tr>
<tr>
<td>8. Massachusetts</td>
</tr>
<tr>
<td>9. West Virginia</td>
</tr>
<tr>
<td>10. Pennsylvania</td>
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</tbody>
</table>

I filtered Google Trend's results to the exact same time period used in the Twitter analysis, and it showed me the Top 10 states for "Adderall" search volume. Two of the same top three states showed up: Alabama and Massachusetts. The third, Vermont, didn't appear in the Top 10 for that period but was in the Top 10 throughout 2009.
Did you mean: **Your father should never hit you, even in hard times.** Click here for help.
Climate change is happening. There’s no question about it, despite what some news media outlets would have you believe. To mitigate or adapt to the effects of climate change, it is prudent to understand how people learn about climate-related issues in the first place.

Corey Lang is a researcher in the Department of Environmental and Natural Resource Economics at the University of Rhode Island. He wondered whether local temperature and precipitation patterns, such as extreme heat, extreme cold, extreme drought, or extreme storms, motivated people to learn more about climate change. “As people experience anomalous weather events,” he asks, “do they connect those experiences to climate change? Or do they not?”
> Put Your Benefits to Work: GI Bill School Finder
Search for schools where you can use your GI Bill benefits.

> Military Education Benefits 101
Make sure you’re getting the most out of your benefits by learning about them.

> In with the New GI Bill and Out with the Old? Not Necessarily.
Compare the ins and outs of both the MGIB and new GI Bills.

> From the Armed Forces to the Workforce: The Military to Civilian Transition
See where your fellow veterans are working, and learn
Martin Luther King, Jr.

Minister

Martin Luther King, Jr. was an American Baptist minister, activist, humanitarian, and leader in the African-American Civil Rights Movement.

Born: January 15, 1929, Atlanta, GA
Assassinated: April 4, 1968, Memphis, TN
Spouse: Coretta Scott King (m. 1953–1968)
Children: Martin Luther King III, Yolanda King, Dexter

Attention Students: Try our MLK Pop Quiz

A True Historical Examination

That night King retired to his room at the Willard Hotel. There FBI bugs reportedly picked up 14 hours of party chatter, the clinking of glasses and the sounds of illicit sex, including King's cries of "I'm nagging for God" and "I'm not a Negro tonight!"

Rap lyrics - Now

Watch the new Martin Luther King Educational Video