The Digital Literacy Oversight Committee has prepared an initial description of the criteria for the Digital Literacy requirement which departments will be producing. This was sent to all faculty along with the criteria for WI and OC.

We have also attended the Digital Humanities Symposium on 9/25 and discussed different options that departments can pursue in crafting their requirements. We also heard many concerns of humanities faculty about how they will incorporate these requirements into their major.

Our plan is to work with departments individually to develop their proposals with the understanding that their Digital Literacy requirement will change over the years as we gain more insight into how to implement this requirement and, as well, to keep up with changes in our digital environment.

The Computer Science Department will be proposing an Intro to Programming in Python course (CS3a) which will have four sections, one for each school (S, SS, H, FA) where the homeworks projects, and recitations for each section will be focused on programming problems from that domain, and peer assistants from those schools will help run the recitations. We feel that this is one easy option that some department might want to allow as they develop their own requirements.

Another approach that we are considering is to begin to develop a set of workshops consisting of online instructional materials and pedagogical techniques which faculty could use to introduce Digital Literacy into their classes. The DL requirement could then be met by requiring students to take a course in which there were two “DL” homeworks as well as some DL instruction, possibly involving online resources.

Some examples that we are considering are

- video production — having students convert a research paper into a video presentation which could be posted on the web
- website design — have students build a website to present their research results
- digital object biographies — have students trace the biography of a digital object (e.g. a movie, image, meme) from its origin through its publication and modification in various venues. This will help them learn to evaluate the authenticity of a digital document using tools such as google image search and the internet archive (http://archive.org).
- discipline-based search — teach students how to effectively search for knowledge and artifacts in their academic disciplines (e.g. finding published articles using online databases, assessing the reputation of the source, using google to find information and then assessing the reliability of that data)
- discipline-based digital tools — several majors already require their students to develop mastery of key digital tools in that discipline (e.g. statistics software, software for musical notation, recording, editing, etc.).

Some departments already have a de facto Digital Literacy requirement in that students must demonstrate mastery of key digital skills and concepts in required courses. For example, a major with a required statistics course which uses professional software for performing statistical analyses, might just list those skills and concepts as their Digital Literacy requirement.
We will be helping each major produce a description of the skills and concepts in Digital Literacy which all of their majors should master, as well as a description of students will be able to attain that mastery (e.g. which courses will teach/assess which skills).