



Information and Digital Literacies as Foundation of Digital Strategies

Guyline Beaudry, vice-provost digital strategy and university librarian
WILU, Université d'Ottawa, 6 June 2018



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35 disciplines

philosophie, sciences de la santé,
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↑ FRIENDS OF THE LIBRARY ROOM 362.00
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SEMINAR ROOM 362.00
SALLE DE SEMINAIRE

GROUP STUDY ROOMS 353.00 | 363.00 | 359.00
SALLES DE TRAVAIL EN COLLABORATION

READING ROOM 345.00
SALLE DE LECTURE









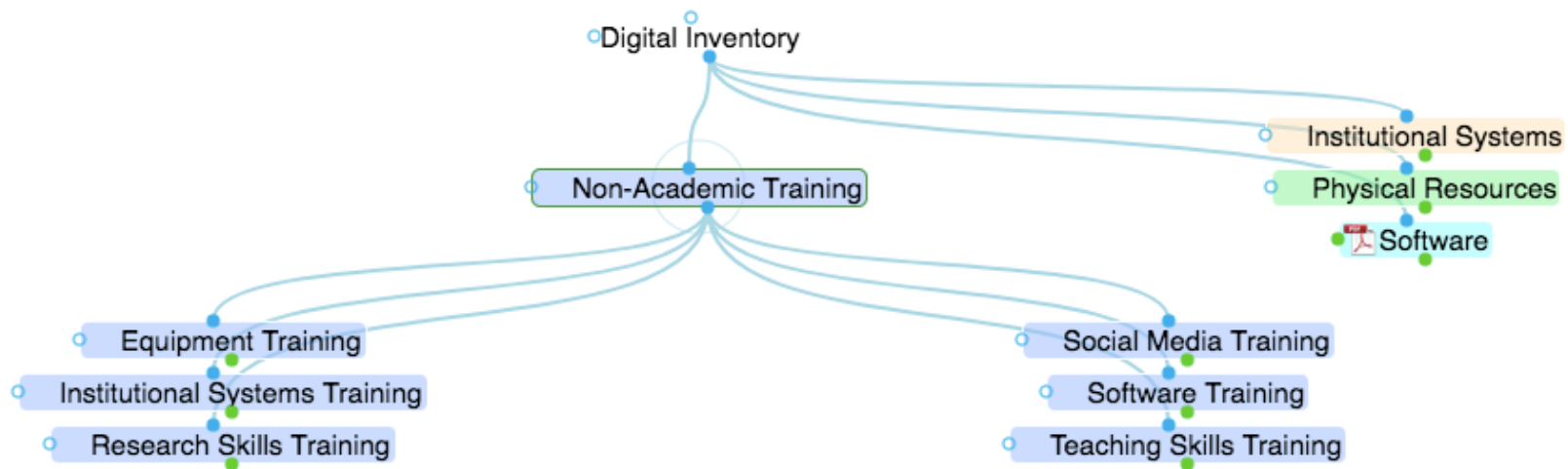
“What about working on the digital strategy for the entire university?”



Digital Strategy

Digital Strategy

A plan of **action** for the adoption of institutional processes and practices to **transform the organization and culture** to effectively and competitively function in an increasingly **digital world**.

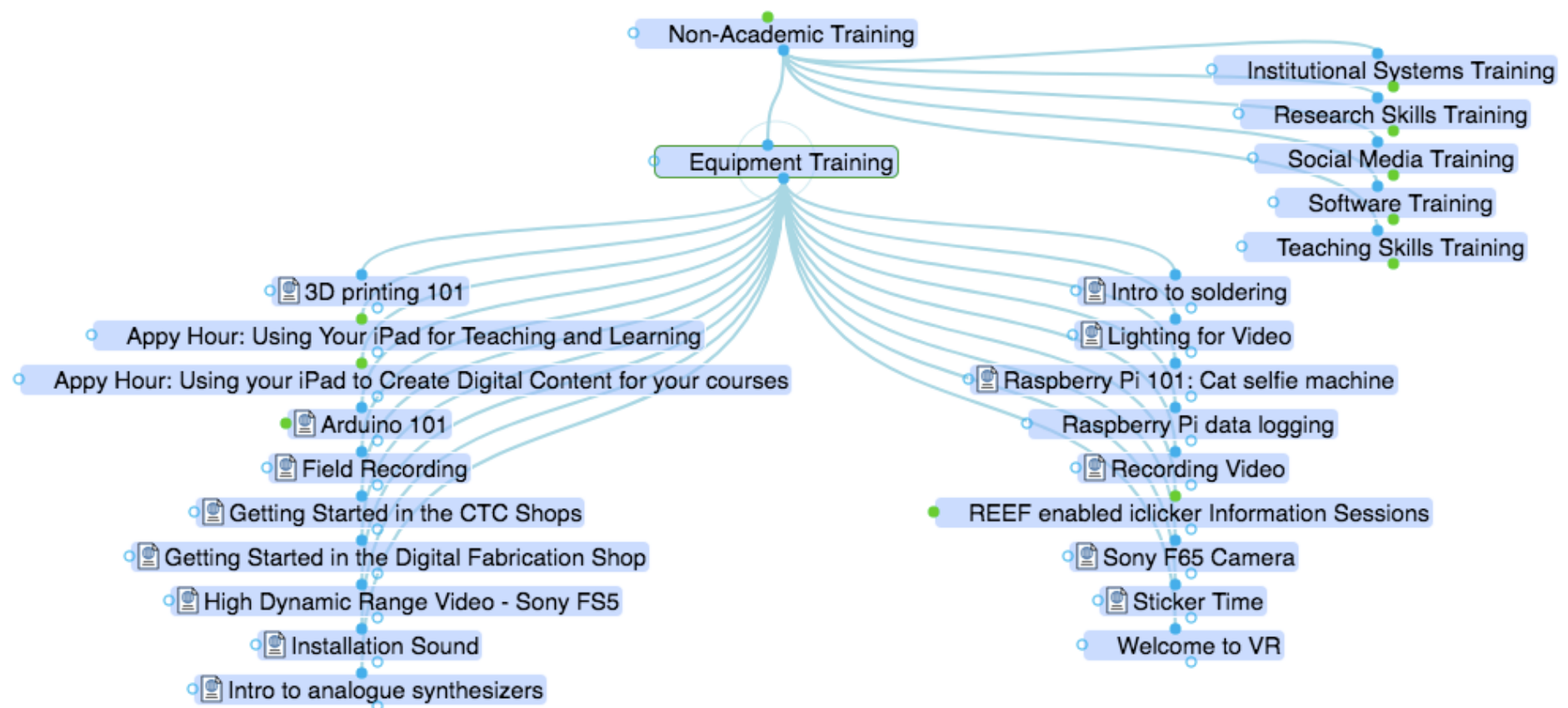


Notes

This inventory category covers all technology related training that falls outside specific academic requirements. This includes training on equipment, institutional systems, productivity tools (such as MS Office), social media platforms, and so on. It excludes all technology training delivered as an integral part of a particular course. It represents an endeavour to provide members of the community with a set of digital skills that will be of benefit for their personal and professional needs.

Search

Institutional Systems Training 3D printing 101 Equipment Training Non-Academic Training

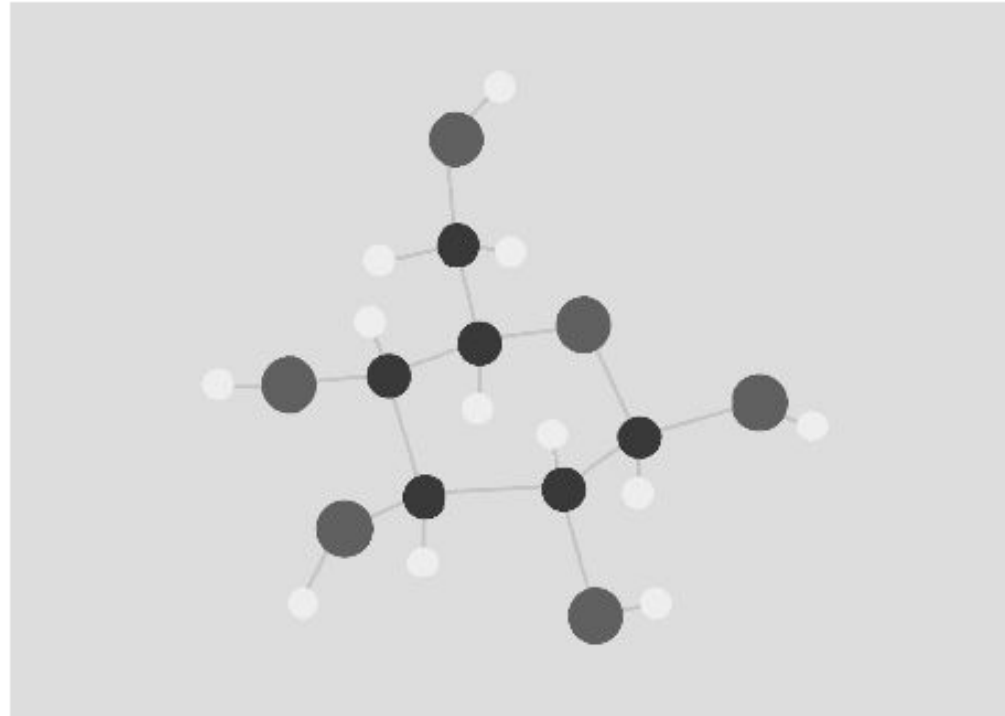


Search

- Curriculog Drop-in Session
- Institutional Systems Training
- 3D printing 101
- Equipment Training

Digital Strategy Environmental Scan

for the Concordia University Digital Strategy Committee



Athenaeum21

www.athenaeum21.com

28 May 2018 | Confidential, Not for Further Distribution

Report

DIGITAL STRATEGY PUBLIC CONSULTATIONS

Group Discussions, Individual
Interviews and Creative Workshops
with Students, Staff and Faculty



DATE 2018-06-01 PROJECT NUMBER 12446-017



R & D project

Student digital experience tracker

A survey of students' expectations and experiences of technology



2 years and 6 months
Ends 31 Jul 2018



Budget:
Under £50k

Expected outcome:
New service

Tags: **BLENDED LEARNING**

DATA AND ANALYTICS

DIGITAL LITERACY

Spotted an issue?

CONCORDIA PRESIDENT'S SPEAKER SERIES ON DIGITAL FUTURES



As part of its initiative to develop a university-wide digital strategy, Concordia is bringing a diverse group of thought leaders to share their insights and spark conversations.

UPCOMING SPEAKERS



APRIL 3 | Safiya Umoja Noble
Assistant Professor, Annenberg School of Communication, University of Southern California



APRIL 5 | Michelle d'Auray
Ambassador, Permanent Representative of Canada to the Organisation for Economic Co-operation and Development (OECD)



APRIL 19 | Shannon Vallor
William J. Rewak, S.J. Professor of Philosophy, Santa Clara University



APRIL 24 | Yoshua Bengio
Professor, Department of Computer Science and Operations, Université de Montréal, and Head of the Montreal Institute for Learning Algorithms

PREVIOUS SPEAKERS



Marie Josée Lamothe
Managing Director, Quebec Google Canada



Kevin Chan
Head of Public Policy, Canada Facebook and Instagram



Félix Lajeunesse
Co-founder & creative director Félix & Paul Studios



Francis Baillet
Vice-president, Corporate Affairs Ubisoft

All events are open to the public and are being held at Concordia University. Advance registration is required.



To register and for more information, visit concordia.ca/digitalstrategy

#digitalfutures
#CUdirections

Digital Strategy

- Shared vision
- Roadmap
 - Data governance, open data, data privacy, access to data
 - Virtual, Augmented Reality and Simulations in teaching, learning, labs and internships
 - Embed User Centered Design @Concordia (Persona & Journey Mapping)
 - Purchasing for User Experience
 - Collaboration Platform(s)
 - Course on Digital Ethics
 - Universal Design Standards
 - Open Educational Resources
 - Process Major Review (User Centered)
 - Digital literacy (Evaluation and Program)

Digital Literacy

- Transcend gaining isolated technological skills to generating a deeper understanding of the digital environment.
- Enable intuitive adaptation to new contexts and co-creation of content with others.
- Digital citizenship, ensuring mastery of responsible and appropriate technology use.
- Online communication etiquette and digital rights and responsibilities.

(NMC Horizon 2017 Report)

A black and white photograph of Albert Camus, looking slightly to the right. He has short, dark hair and is wearing a dark jacket. A lit cigarette is in his mouth. The background is blurred.

*Mal nommer les choses c'est
ajouter au malheur du monde.*

Albert Camus

Digital Literacy or Digital Capability?

- Digital literacy
 - Sense that there is a link with information searching skills and the area of information professionals.
 - Negative connotation that comes with “literacy” (*ability to understand written words*).
- Digital capabilities
 - Expands digital literacy to a higher level, including skills, curiosity, resilience. It instills confidence in that journey.
 - More inclusive, not just the library or even the academic environment.
 - Makes it relevant for all staff and the organization as a whole that needs to be digitally capable.
 - “Capabilities which fit an individual for living, learning and working in a digital society.” (JISC – Digital Capability Framework)

Why?

General Context – The World is Changing

- 14% of all jobs across the 32 OECD countries are at a high risk of automation.
- 31% of jobs may experience significant changes to how they are carried out.
- 83% of existing jobs require the use of a computer.
- Disconnect between how students experience and interact with technology in their personal lives and how they use technology in their roles as students.
- Challenge of managing knowledge obsolescence.
- Life-long learning – Anticipation that managing the expected labour market changes will require \$15 billion of annual investments in adult skills development (Canadian Advisory Council on Economic Growth, 2017)
- Students are not prepared for university research.

Top 10 skills

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility



in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



Source: Future of Jobs Report, World Economic Forum

Creativity & Adaptability as Key Assets

Reading the Web requires specific strategies

- Sarah McGrew and Sam Wineburg, “Reading Less and Learning More: Expertise in Assessing the Credibility of Online Information” (presentation, Annual Meeting of the American Educational Research Association, April 27–May 1, 2017).
 - Experiment conducted at Stanford with evaluation the source of an article.
- 60% of students (Stanford students) were unable to find their way to the information.
- 40% of faculty failed to trace the information to its source.

Student Digital Experience Tracker @Concordia (JISC)

- 37% agree that Concordia helps them to stay safe online
- 34% agree that Concordia protects their data privacy
- 49% said they would like technologies to be used more on their course
- 29% agree that their course prepares them for the digital workplace

Please give an example of a digital tool or app you find really useful for learning – Top 10

Youtube

Moodle

Khan Academy

Google

Laptop

Microsoft OneNote

Google Drive

Google Docs

Microsoft Word

Google Calendar



How?

Digital Transformation - Setting the Goal

- Big and bold long-term goals that everyone will want to follow
- Offensive, not defensive
- Transformational action, don't be afraid or shy or modest
- It has to be more than individuals' digital capabilities
- Don't be seduced by the wrong quest
- Thinking differently in a “post-digital” area

Incipit epistola sancti iheronimi ad
paulinum presbiterum de omnibus
diuine historie libris. capitulum primum.

Hecce ambrosius
tua michi munus-
cula precans. de uide-
lit et suauissimas
leas q̄ a principio
annuicias. h̄c p̄ba-
te iam h̄da et veteris amicitie noua:
precebant. **Q**uia tui illa necessitudo f̄-
et xpi glorio copulata. qm̄ non uolū-
tas tu familiaris. nō p̄cia carum
compos. nō libola et palpās adula-
sed dei timor. et diuina: scripturarū
studia conuolant. **L**egim⁹ in veterib⁹
historijs. quosdā lustralle puincia.
nouos adijisse p̄los. maria trāsisse.
ut eos quos ex libris nouerant. corā
q̄; uiderent. **S**icut pitagoras mouphi-
nicos uates. sic plato egyptū. et archicā
tarentinū. eandēq; oram ytalie. que
quondā magna grecia diceb̄. a labo-
riosisime p̄traffuit. et ut qui athenis
m̄gr̄ erat. et potius. aūm̄q; doctrinas
achadenie gignalia p̄sonabat. h̄eret
p̄gnus atq; discipulus. malēs aliena
necesse discere. qm̄ sua sp̄denti ingere.
Deniq; cū leas quasi toto orbe fugiē-
tes p̄sequit̄. capte a p̄:anis et uenūda-
tus. orāno ruidilimo paruit. dūc⁹
rapimus uinē? et seruis. **T**amē quia
p̄lius maior. emente se fuit. ad ortum
lunū. lacteo eloquēcie fonte manantē.
de ulānis hispanie galliarūq; finib⁹.
quosdā uenisse nobiles legimus. et
quos ad exemplā dñe sui roma nō
caecar. uin⁹ hōis fama p̄dūc̄. **H**a-
bitit illa cras in auditiū om̄ib⁹ seculis.
celebrandūq; miraculū. ut urbē tamā

ingressi. aliud cetera urbem querebant.
Pytholoni? fuit ille mag⁹ ut uulgus
loquitur. siue plus. ut pitagorici tra-
dunt. intrauit p̄las. p̄stuit caucasū.
albanos. scythas. mallageras. opulē-
tissima indie regna p̄uereauit. et ad
ecceanum lacustimo phison ampe-
nissillo p̄uenit ad bragmanas. ut
hyrcam in throno sedente auro et de
caucali fonte potantou. inter paucos
discipulos. de natura. de morib⁹. et de
cūlu dia. et sider. audiret doctorum.
Inter p̄ clamitas. babilonios. chalde-
os. medos. althrios. parthos. hros.
phenices. arabes. palestinos. rāsis
ad alexandriā. p̄cegit ad ethiopiā.
ut gignolophistas et lanuissimam
solis mensam uideret in sabulo. **I**n-
uenit ille uir ubiq; q̄ disceret. et semp
proficiēs. semp se melior fieret. **S**crip-
sit super hoc plenissime octo volumi-
nibus. phylotracus.

Quid loquar de seculi hominib⁹.
cū ap̄lus paulus. uas electōm̄.
et magister gentiū. qui de conscientia
tāu i se hospitiū loquebat̄. diceō. **A**u-
t specimenū quociūs eius qui in me
loquit̄ xpc. **P**ost damascū arabiāq;
lustratā. ascendit iherosolimā ut uider̄
petrū et māsit apud eū dieb⁹ quindē.
Hor tū nullis ebdomadis et ogdo-
adis: futur⁹ gentiū p̄dicator. instruē-
dus erat. **R**uctūq; post ānos quor-
decim assumpto barnaba et orō: rep̄-
sūt cū ap̄lis euāgelizū. ut fore in ua-
cūm curaret aut curaret. **H**aber̄
nescio qd lacrimis eneggie. uire uocis
actus. et in aures discipuli de auctoris
ore transfusa. fore us sonāt. **U**nde et
elchimus cū rothi reularat. et logetur

Mr. Hook's Answer to Monsieur Auzout's
 Considerations, in a Letter to the Publisher
 of these Transactions.

SIR,

Together with my most hearty thanks for the favour you were pleased to do me, in sending me an *Epitome* of what had been by the ingenious Monsieur *Auzout* animadverted on a description, I had made of an *Engine* for grinding spherical Glasses, I thought my self obliged, both for your satisfaction, and my own Vindication, to return you my present thoughts upon those Objections. The chief of which seems to be against the very *Proposition* it self: For it appears, that the *Objector* is somewhat unsatisfied, that I should propound a thing in *Theory*, without having first tried the *Practicableness* of it. But first, I could wish that this worthy Person had rectified my mistakes, not by speculation, but by experiments. Next, I have this to answer, that (though I did not tell the *Reader* so much, to the end that he might have the more freedom to examine and judg of the contrivance, yet) it was not meer *Theory* I propounded, but somewhat of *History* and *matter of Fact*: For, I had made trials, as many as my leisure would permit, not without some good success; but not having time and opportunity enough to prosecute them, I thought it would not be unacceptable to such, as enjoyed both, to have a description of a way altogether *New*, and *Geometrically* true, and seemingly, not unpracticable, whereof they might make use, or not, as they should see reason. But nothing surpris'd me so much, as, that he is pleas'd (after he had declared it a fault, to write this *Theory*, without having reduced it to practice) to lay it, as he seems to do, in one place of his book, p. 22 upon the *Royal Society*. Truly, *Sir*, I should think my self most injurious to that *Noble Company*, had I not endeavour'd, even in the beginning of my Book, to prevent such a misconstruction. And therefore I cannot but make this interpretation of what Monsieur *Auzout* saith in this particular, that either he had not so



FUN

HUI MA

SUITRE 89 RAI
Chic

Diego
Frank Naylor
MINDERS
DOWN
MINDER
KRAK

SEK UNIVERSITY
CONDEMNS
ALL FORMS OF
POLITICAL
REPRESSION. 10.89.



Why is this going to succeed, where others fail?

- Are we going to keep our services as we have been offering them since the beginning of the web and add a layer of “new cool stuff”?
- From Amazon to Uber, disintermediation and self-service are the keywords. How does it affect library services?
- Will we continue to invest most of our energy and money on one-on-one interactions? How can we have a massive impact?
- Oh no! Not another strategic planning process?
- Or should we simply let it go and leave it to the next generation to make changes?

It's all politics!

A good project always finds its budget!

- Don't be hampered by money
 - Perceived lack of budget is an inhibitor
 - It is the easiest way not to do anything
 - It is the best excuse to justify inaction

Breaking silos

- What does it mean?
- Cultural discord
 - Cool kids are doing fun stuff
 - Everyone else is doing old and boring stuff
- Cross-sector teams
- Co-design with students

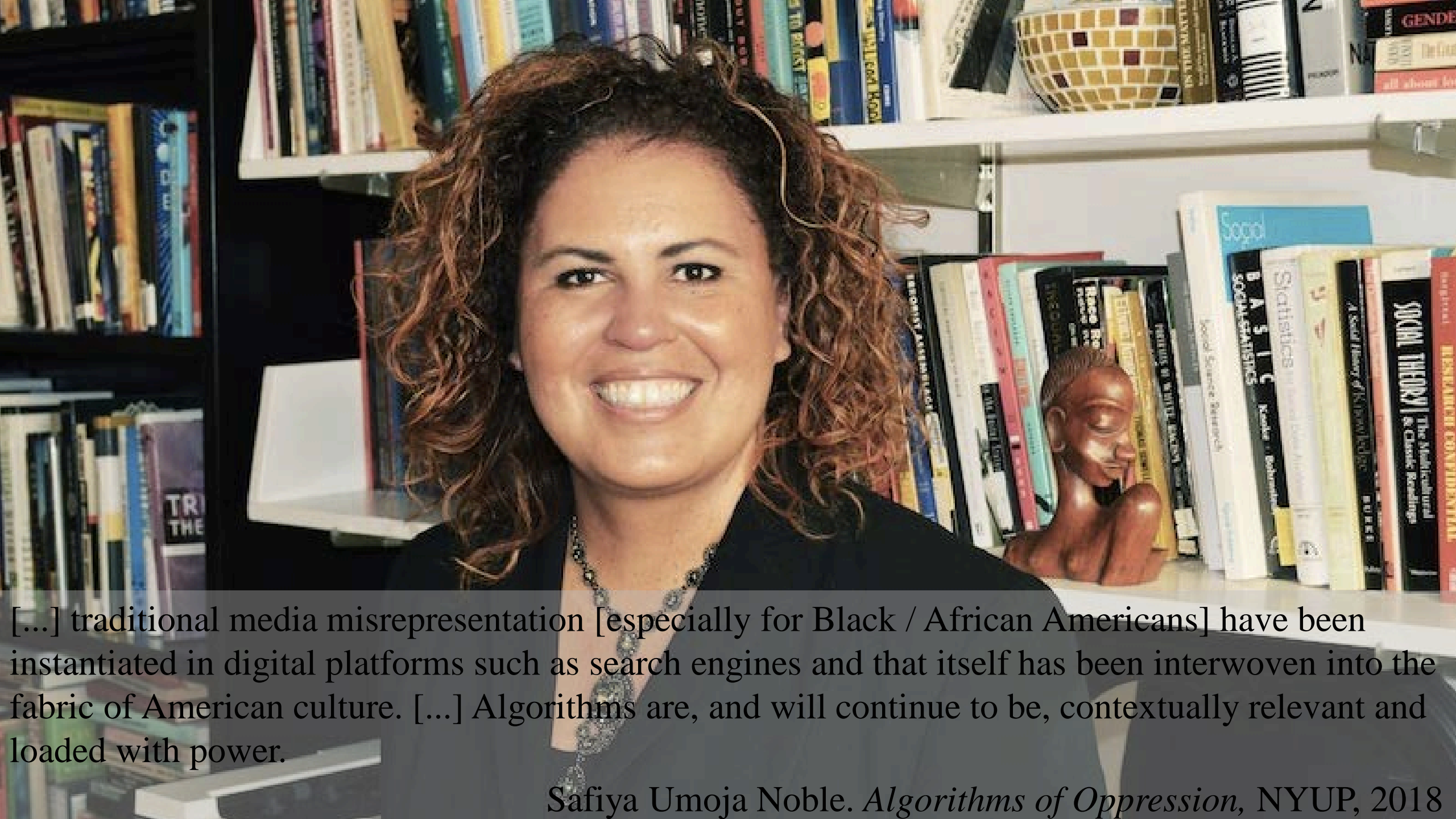
The Moon Shot and “Doing the Basics Right”

- A clear and shared vision for collective excellence communicated consistently
- Balance between the moon shot and “doing the basics right”
- Strands approach – innovation and basics
- Long-term big bold goal



*La qualité devient une propriété
émergente de la quantité.*

Brigitte Cassi



[...] traditional media misrepresentation [especially for Black / African Americans] have been instantiated in digital platforms such as search engines and that itself has been interwoven into the fabric of American culture. [...] Algorithms are, and will continue to be, contextually relevant and loaded with power.

Safiya Umoja Noble. *Algorithms of Oppression*, NYUP, 2018



“We must restrain the desire of companies to collect our personal data and strengthen the data sovereignty of consumers.”

Jan Philipp Albrecht



*L'immobilisme est en marche,
et rien ne pourra l'arrêter.*

Edgar Faure

Change

- We must embrace change, we must adopt an entrepreneurship mindset and experiment. We can't live in the past.
- Short-term change is always less than expected.
Long-term change is always more important than what we expected.
 - Example of e-journals.
- Trompe-l'oeil/sham risk
 - Collections and spaces are in the digital area but services are not following




*If you want things to stay as they
are, they have to change.*

Giuseppe Tomasi di Lampedusa
Prince Tancredi Falconeri in *Il Gattopardi*
(The Leopard)



Call to action



Le présent n'est pas un passé en
puissance, il est le moment du
choix et de l'action.

Simone de Beauvoir
Pour une morale de l'ambiguïté



Four calls to action

1. No matter your institution has a digital strategy or not, you have the responsibility to contribute to the digital transformation of your institution.
2. Experimentation and entrepreneurship: experiment, play, not be afraid to fail! Practice extreme innovation and transformation! Daily.
3. Really think that things can be done differently, that some services can be retired, that new services can be co-designed with users and developed in collaboration.
4. Become a leader in what you are doing.



TRAVAILLER,

POUR QUOI

FAIRE?

The librarian's responsibilities are to preserve, collect and disseminate the economic, human and symbolic capital of libraries to meet the information and cultural needs of members of our communities. We take these responsibilities in the present time, in the face of our fellow citizens and contemporaries, respecting past commitments and investments of the community and respecting the work of colleagues and predecessors. Our actions are part of the future, for the benefit of future generations.

To be a librarian is to express loyalty to a nation, a community, an institution, a mission, a cause. We are committed to serving society, supporting discovery and the freedom of speech and intellectual inquiry. We are committed to promoting and advancing education, to reducing illiteracy, to contributing to break down or at least reduce barriers to access information and knowledge, and to being responsive to users' needs and expectations.

To be a librarian is to promote and celebrate cultures, our culture and all the others.
To be a librarian is to contribute to redressing inequalities.

To be a librarian is to serve the interest of the public and the common good, and to promote first the interest of the community.

To be a librarian is to contribute to change by fulfilling educational, cultural, civic and social roles by promoting access, exchange and sharing of information, while fighting against one-track thinking and exclusion.

To be a librarian is to proudly express our expertise and to exercise leadership in fulfilling our mission within our institutions.



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