Mobilising Resources
Understanding Digital Education

Module 2
Mobilising Resources
The Commonwealth Digital Education Leadership Training in Action (C-DELTA) is a programme designed to promote digital education environment in Commonwealth nations. It will engage with governments, educational institutions, teachers, and civil society organisations to assess digital education competencies and provide training opportunities for teachers and students to help them build digital education skills for lifelong learning. It will develop leaders who can demonstrate how to use ICTs effectively and influence others around them to use digital technology appropriately and effectively for learning (and earning) and support sustainable development.

This module is has been developed by the University of Cape Town (UCT) with support from the Commonwealth of Learning (COL). COL is an intergovernmental organisation created by Commonwealth Heads of Government to promote the development and sharing of open learning and distance education knowledge, resources and technologies. UCT is South Africa's oldest university, and is one of Africa's leading teaching and research institutions.

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Chief Editors: Cheryl Brown and Laura Czerniewicz
Module author: Lou McGill
Module Editor/ Critical Reviewer: Shironica Karunanayaka
Instructional design: Thomas King
Project Coordinator (UCT): Cheryl Brown
Assessment advisor: Sieraaj Francis and Kathy Watters
Copy Editor: Roger Brown

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COMMONWEALTH OF LEARNING
4710 Kingsway, Suite 2500
Burnaby, British Columbia
Canada V5H 4M2
Telephone: +1 604 775 8200
Fax: +1 604 775 8210
Web: www.col.org
Email: info@col.org
About the Digital Education Leadership Curriculum

Overview .......................................................... 5
Is modules of C-DELTA suitable for me? .............. 5
How Part 1 is structured .................................. 6
How Part 2 is structured .................................. 6
The module content ......................................... 7
Resources ....................................................... 7
Your comments ............................................... 7
Study skills ..................................................... 7
Timeframe ...................................................... 8
Assessments .................................................... 8
Margin icons .................................................. 8
Acknowledgements ......................................... 8

Module 2 - Mobilising resources ........................ 9

Introduction to module ..................................... 9
Unit 1: Finding and using digital resources .......... 10
  Introduction .................................................. 10
  What are digital resources ............................. 11
  Activity 1.1: News sources .......................... 13
    How to find appropriate digital resources ...... 14
  Activity 1.2: Searching strategies ................. 16
  Activity 1.3: Sources and information .......... 17
  Activity 1.4: Digital wellbeing ..................... 23
  Activity 1.5: Searching skills ....................... 28
    Managing digital resources ....................... 31
    Critical evaluation of digital resources ....... 34
  Activity 1.6: Propaganda online .................. 34
  Activity 1.7: Fake news .............................. 36
    Using digital resources ............................. 36
  Activity 1.8: Comparing articles ................. 38
Unit summary ............................................... 39
Assessment .................................................. 40
Unit 2: Creating and sharing digital resources ..... 44
  Introduction .................................................. 44
  Creating your own content .......................... 44
  Digital storytelling ...................................... 45
  Activity 2.1: Digital stories ......................... 46
  Activity 2.2: Sharing your story .................. 49
    Producing your own digital resources ......... 50
  Activity 2.3: Creating and sharing ............... 53
    Remixing and re-using digital resources ....... 56
About the Digital Education Leadership Curriculum

The Commonwealth Digital Education Leadership Training in Action (C-DELTA) project is a programme of the Commonwealth of Learning (COL) that intends to promote digital education in the Commonwealth nations. In order to develop Digital Education Leaders (DEL), these modules have been produced by the Centre for Innovation in Learning and Teaching (CILT) at the University of Cape Town (UCT) in collaboration with COL. The Conceptual framework underpinning these modules has been published - see http://oasis.col.org/handle/11599/2442. However some aspects from the Concept Document are foregrounded here to assist you in understanding how the modules are planned and work together.

A curriculum for digital education leadership requires two components: digital education and leadership in digital education, with digital literacies as the basis for both. The two components for the curriculum framework have been developed on the assumption that before an individual becomes a digital education leader, that individual must first demonstrate capability in the practices identified with digital education. In other words, the assumption is that a leader should be able to walk their talk and can only lead if they have the necessary knowledge in the “stuff” to be led. Hence, two linked frameworks have been developed: one addressing digital education and one addressing leadership in digital education.

Overview
The module overview gives you a general introduction to the module. We strongly recommend that you read the overview carefully before starting your study.

Is modules of C-DELTA suitable for me?
Digital education leadership is more than a set of digital abilities or skills; it is a method and set of processes for doing and thinking about digital education. In these modules we seek to develop you as a Digital education leader through fostering your digital literacy, in order to develop your influence of others through your creative pursuits and innovations in the effective use of ICT for teaching and learning. This view goes beyond skills and competencies, although digital education leaders need to be fluent in the use of ICT for learning and teaching. As a digital education leader, you must be able to translate literacy to leadership through questioning the status quo, providing direction and exercising influence.

We assume that leadership is an attribute of an individual and is not related to any position or roles they may have. Digital education leadership, from this perspective, will involve different players at different levels. However this initiative envisages primarily three sets of learners: students, teachers and policy makers.

The modules all contain a number of multiple choice questions (MCQs) that will give you a sense of what concepts you are familiar with and which are new to you. Depending on your prior knowledge you may choose to use these MCQs to construct a personal learning path through the curriculum. However given that the activities within the modules are aimed at helping you develop capabilities and skills in digital education leadership we recommend that even if you are familiar with the content, that you engage in the activities.
The depth and the way you engage with the curriculum is likely to differ depending on your context and prior experience. We anticipate that these modules may be suitable for individuals to undertake as a self-study resource.

In addition, Governments, educational institutions and civil society organisations across Commonwealth countries and beyond may also like to use the framework, curriculum, courses and assessment tool developed in this project for workshops and group training. As the resources are published under a Creative Commons license, you are free to adapt them for your contexts under the license agreement. Many of the activities can be adapted to be done in a group and by working through the MCQs. It is also possible (at an organisational level) for the curriculum to be contextualised and customised for a group process.

**How Part 1 is structured**

Digital education has been defined here as the process of fostering people’s ability to live, learn and work in an evolving digitally mediated society by (i) developing digital identities, (ii) mobilising resources and (iii) engaging with networks.

Part 1 (Modules 1-3) of the curriculum are structured around these three interrelated themes.

**Developing digital identities** refers to working with the digital tools and networks to which you have access in your contexts in order to enable you to create and manage your own online presences and footprints, and to exercise control over your expression of this digital identity (or identities). By implication, this involves negotiating pathways within contexts.

**Mobilising resources** refers to the processes of finding out which resources are available to you in your context, which skills you need in order to acquire the necessary capabilities to draw on these resources, the development of understanding of how these resources are used in practice in your particular contexts, and the development of capabilities to evaluate, combine and create new resources.

**Engaging with networks** refers to interacting with networks in a manner that is meaningful and purposeful. This entails constructively sharing information, knowledge and resources. In the online space, this can entail building on your understanding of the social media ecosystem to enable choices regarding where and how you can create online profiles, interact with people across different networks and build of personal learning networks.

**How Part 2 is structured**

Part 2 of the curriculum comprises modules 4-7. It focuses on developing you as a Digital Education leader in order to work together with individuals, institutions, communities and networks to foster people’s ability to live, learn and work in an evolving digitally mediated society by:

1. enhancing access — i.e., environmental considerations;
2. making informed decisions appropriate to context — i.e., to choose from options in a given context and implement digital education;
3. developing capacity in individuals, curricula and organisations — i.e., operational dimensions; and
4. cultivating innovation — i.e. to reflect being a leader, foster collaboration and networks to accelerate innovation.
The module content
Each dimension comprises:

- An introduction to the unit content.
- Unit outcomes
- New terminology.
- Core content of the unit
- A variety of learning activities
- A unit summary.
- MCQ assessments, as applicable

Resources
For those interested in learning more on this subject, we provide you with a list of additional resources throughout the modules these are usually online resources with further links to a range of multimodal resources. We are cognisant of different contexts and the variation in access to the internet and so have tried to provide a range of resources. The curriculum aims to acknowledge histories, bodies of knowledge and thought leaders from a range of Commonwealth countries and is designed to be sensitive to participants’ contexts and experiences. However we are few people and would welcome your suggestions and input in terms of resources and examples. The curriculum is CC BY-SA which enables you to adapt and modify the content and we hope that if you do so you will contribute your suggestions back to us.

Your comments
After completing these modules we would appreciate it if you would take a few moments to give us your feedback on any aspect of this module. Your feedback might include comments on:

- content and structure.
- reading materials and resources (including videos).
- activities.
- assessments.
- duration.

Your constructive feedback will help us to improve and enhance this module.

Study skills
As an adult learner, your approach to learning will be different to that from your school days: you will choose what you want to study, you will have professional and/or personal motivation for doing so and you will most likely be fitting your study activities around other professional or domestic responsibilities. Essentially you will be taking control of your learning environment. As a consequence, you will need to consider performance issues related to time management, goal setting, stress management, etc. Perhaps you will also need to reacquaint yourself in areas such as essay planning, coping with exams and using the web as a learning resource. Your most significant considerations will be time and space i.e. the time you dedicate to your learning and the environment in which you engage in that learning. We recommend that you take time now—before starting your self-study—to familiarize yourself with these issues. There are a number of excellent resources on the web.
**Timeframe**
As described above, as an adult learner, you will make choices about how deeply you want to engage with the module. This will depend on your prior experiences and context. The modules range between 30 and 60 pages and include 3-6 activities which require further exploration, reflection, engagement and exploration from you. We estimate if you engage fully with the modules it will take you 16-20 hours.

**Assessments**
Each module also has a number of multiple choice quizzes. This will give you a sense of how well you have understood the concepts and content contained in each module. However it won’t give you the experience and skills you need in order to become a Digital Education Leader. The activities provided in the modules are for self-directed learning and development. Through engaging in these activities you will develop your own digital practices which will provide the basis for your development as a Digital Education Leader.

**Margin icons**
While working through these modules you will notice the frequent use of margin icons. These icons serve to “signpost” a particular piece of text, a new task or change in activity. A complete icon set is shown below. We suggest that you familiarize yourself with the icons and their meaning before starting your study.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Assessment</th>
<th>Outcomes</th>
<th>Terminology</th>
<th>Summary</th>
</tr>
</thead>
</table>

**Acknowledgements**
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Module 2 - Mobilising resources

Introduction to module

In Module 1 on developing digital identities you were introduced to a range of situations where you might use ICT to access information or content that is available online. The kinds of resources that we identified included both people and digital media.

This Module is about making sure that you can find the digital resources you need and also about creating and sharing your own digital resources.
Unit 1: Finding and using digital resources

Introduction

This Unit will highlight the various types of digital resources that are available online and will consider in detail how to find, manage and use these. It will also consider how you evaluate and select the most appropriate resources.

Upon completion of this unit you will be able to:

- Use ICT tools to search for and find information and resources online that fulfil your needs.
- Critically evaluate found content for credibility, relevance, accuracy and currency.
- Understand how the production and ownership of resources impacts on purpose and intention.
- Manage and organise the resources you find online.
- Describe some of the issues around copyright, intellectual property, open licensing, privacy and data ownership.

Terminology

- Digital resources: Content that is available online which can include a range of formats and types of content
- Intellectual property: Creations of intellectual and artistic processes, such as literary and written works (including blog-posts and digital media), artistic works, patents and designs.
- Copyright licences: Legal statements that indicate whether and in what ways a piece of intellectual property may be used.
- Aggregation: Collation of digital content for a specific purpose, such as bringing subject related content together or collating posts using the same hashtag
- Curation: The systematic organisation, description and storage of intellectual property; including metadata, archiving and backup.
- Boolean operators: Used to connect search terms together in a way that either widens or limits a search for content on the internet - AND, OR and NOT
Metadata: Data linked to content that provides information about that content, often stored in a database or out of sight from users. Examples include EXIF data relating to photographs; bibliographic data about books or journal articles; author, date and tags of blog posts.

Bibliographic record: Data about a book or article such as author, title, publisher, date, abstract, keywords.

What are digital resources

We can consider digital content from a range of perspectives.

Figure 1: Forms of digital content

Figure 1 offers just a few examples of different types of information, resources, media types and formats that you can find online. News as a type of information could be found in various resource types - such as web pages, recordings or blog posts. A range of media types might be used such as text, video, and images. These may come in different media formats so the video may be available as an mp4 file, the text may be on an HTML page or downloadable as a pdf file.
It is helpful to be aware of these different levels and types of digital content because it can affect where and how you search the internet for resources. For example some people prefer to have text-based resources, while others would rather watch a video or listen to an audio file (such as a podcast). Some might want to download resources to use offline, particularly if they have limited access to the internet so they might want text based resources that they can print out or they may download audio files to listen to at a time that is convenient to them.

For those creating digital content it is likely to reach more people if presented in a variety of ways. They might present a summary as an infographic, provide a more detailed text-based document available for download or include a video that people can watch online. This is particularly important for educators who may want to consider the needs and preferences of different students.

People with disabilities may find some content easier to engage with than others. So deaf or hard-of-hearing people are likely to have different needs to blind or partially sighted people. However, it is not appropriate to try to guess which types of resources may be preferred by different groups. There is increasing recognition that all people benefit from having content presented in a range of formats. It is having a choice that matters.

**Additional readings**
https://www.researchgate.net/publication/263752183_Technology_for_people_not_disabilities_Ensuring_access_and_inclusion

**Different audiences - different content**

Content producers often have a specific audience in mind when producing digital resources which can affect content and how it is presented.

This can affect accessibility of some of the resources that you might find.

Examples of this are:

**Table 1: Accessibility factors**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Impact on accessibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>Actual language used - although there are online translation tools available \</td>
</tr>
<tr>
<td></td>
<td>Level of language - affecting readability for people with different reading abilities \</td>
</tr>
<tr>
<td></td>
<td>Specific subject languages - some subjects use highly specialised terms that can exclude people who are not familiar with them</td>
</tr>
<tr>
<td>Different meanings - some terms mean different things in different contexts (for example the word document may have very different meanings in a legal context to an IT context)</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>
| Cultural aspects | Professional/workplace cultures - may have their own (sometimes unwritten) rules about how to present information  
Different cultural norms - there may be cultural differences affecting how people respond to things such as colours, humour, music, etc.  
Dominant cultures - people from dominant cultures may exclude other cultures by never representing them within resources  
Cultural norms/assumptions - may not acknowledge or cater for people who do not fit into cultural norms (although sub-cultures may emerge to produce their own content) |
| Technological assumptions | Some content producers might assume that all potential users have the most up to date and appropriate technologies - resulting in exclusion for those that do not have it |
| Political or religious aspects | Some sources of information may be biased towards the political or religious preferences of the owners - may be at an individual level where the bias may be obvious or from large corporations where it may be more subtle  
Propaganda - deliberate slanting of information or misinformation to promote the owners beliefs and point of view |
| Limiting access | Resources can be hidden from public view and only accessible to people who have either paid or signed up for an account.  
Registration for an account may be free but will usually require people to provide personal information.  
Providing safe or ‘protected’ spaces for people to share content can be very useful where people would feel too vulnerable in an open space. An example of this is where educators may provide private areas for student to share their work with other students, but not the wider world. This can help students gain confidence in sharing and getting feedback before sharing more widely either as a student or in a work or professional context. |

**Activity 1.1: News sources**

See if you can find a local source of news online. (You could try typing in the words local news into a search engine like Google.)
How to find appropriate digital resources

We have looked at the wide range of digital resources that are available through the internet. Information production is increasing at an exponential rate. The ease of duplication and transmission adds to this escalating scale and the number of outlets or sources is increasing at a similar rate.

One of the problems that many people struggle with is that of information overload (or too much information) that challenges how people choose which resources to use or engage with. Problems can range from conflicting opinions, false or biased content, and knowing which sources to trust. This can have a negative impact on what people achieve, be distracting, could affect productivity in workplace contexts and may even result in stress.

We all need to develop strategies to help us both find the most appropriate information for our needs and to manage the flow of unsolicited information that arrives from others through various sources, such as our email inbox or our social media accounts.

What information do you need?

This may seem like an obvious question but it can save you a lot of time later on if you spend a few minutes at the start thinking about what you want to find. You might want to find a quick fact or you may want to look at some videos. You may need some information to help with your studies or you might need something for work.
Identifying a search strategy

It can be useful to create a simple mind map to help you identify the boundaries of your search and what you want to include. In the following example we look at the subject of “DIGITAL WELLBEING” and break it down into separate areas that we could explore in more detail. You can do this by hand on a piece of paper as shown in Fig. 2 or try a free mind mapping tool like https://www.mindmeister.com/ as shown in Fig. 3.

Figure 2: Hand drawn mind map on ‘digital wellbeing’

Figure 3: Mind map on ‘digital wellbeing’ created on free software https://www.mindmeister.com/

Mind mapping does not suit everyone. Some prefer to use index cards or post-it notes to organise their thinking. You could try other tools such as https://trello.com which allows you to create different categories and add cards to each category.
Figure 4: Breakdown of topic ‘digital wellbeing’ created on free Trello software

Try to find a way that suits your own personal preferences.

**Activity 1.2: Searching strategies**

Create a mindmap for a subject as part of a search strategy.

Try to identify synonyms or terms and phrases that could be used

Try to break down the subject into different sub-topics which could help you narrow your search if you find too much information

Think about the links across topics

If you can’t think of a topic try to create a mindmap for the topic “BEING DIGITAL”. You could use it as a way to revise what you learnt in Module 1. The different sections in that module could be broken down into a mindmap.

Try to do the same activity using post-it notes or index cards and think about which of the two methods you prefer. Try using a Trello board to do this activity - or create your own method.

*Resource-constrained alternative*: Use the post-it notes or index cards mentioned above.

*Teachers*: Give the students a research topic and ask them to choose one of the methods suggested (mindmapping, post-it notes/index cards or creating a Trello board) to break the topic down and identify keywords or phrases that could be used as search terms. Ask them to compare methods and describe which one/s they prefer.

Mindmapping and Trello boards suit collaborative thinking and group work as they can be shared and created with others either face to face or at a distance.

*Policy-makers*: N/A
Once you have defined the subject areas you want to include there may be other parameters or boundaries that you would like to use to limit what you find. The more specific your parameters, the more likely you are to find highly relevant resources for your exact needs. This can save you a lot of time.

The following are ways that you might choose to limit your search:

- by date, for example only content produced after 2016
- by geographical location, for example only content produced in your own country
- by language, for example only content produced in Spanish
- by media format, for example only textual content
- by source type, for example only authoritative peer reviewed content

Making decisions about the words (keywords or phrases) you will search with and the limits or parameters you will apply, is the first stage of creating a SEARCH STRATEGY. The next stage of your strategy is to think about the places you will carry out your search (your sources). For example if you want to find a quick fact then a query on a search engine like Google might be the best option. If you need to make sure you find authoritative information that has been peer reviewed to check for accuracy then it is better to use a more specialised source.

**Sources of digital information and media**

The biggest challenge when you want to find some information or resource online is knowing where to start looking. Many people automatically start with a search engine like Google but this is not always the most efficient method and it may give you so much information that you have to spend a lot of time getting rid of things that are not what you need.

Knowing which sources are available and when to use them can save you time and provide much better results that are more appropriate to your particular need.

**Activity 1.3: Sources and information**

Think about a time you needed to find some information online, and what sources you have used (this could be for a personal, learning or work need).

Have a look at the Table 2 below. Consider what you have used before and after looking at the third column consider if you may have had better results if you had used a different kind of source.

*Resource-constrained alternative: N/A*

*Teachers: Collate the answers your students have provided about which tools and services they have used. Use this list to determine whether your students are taking advantage of more sophisticated information-gathering tools. Consider running a quick tutorial comparing a basic search engine to one ore optimised for an academic context (for example, Bing vs Google Scholar).*
Policy-makers: Do the current curricula contain materials, education or training on how to use online information-gathering tools? Do educators in your institution have a unit or specialist they can turn to if they need advice on advanced information gathering techniques?

Table 2 below identifies key sources of online information, provides a few examples and describes what the source aims to cover and when you might want to use that type of source. If you have never used these types of resource have a look at them and give them a go. Don’t forget that most sources like this will have a link to help pages that show you how to use them effectively.

**Table 2: Key sources of online information**

<table>
<thead>
<tr>
<th>Source</th>
<th>Description</th>
<th>When you might use it</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meta search engine</strong> such as Ask.com or dogpile.com</td>
<td>Runs a search query against multiple search engines simultaneously.</td>
<td>When you need a very comprehensive search and are happy to have a huge number of results</td>
</tr>
<tr>
<td><strong>Web search engine</strong> such as Google or Bing</td>
<td>Runs a search query and finds information on the World Wide Web. Uses software to find hyperlinks on websites.</td>
<td>When you want to find something quickly like the answer to a specific question, an image or video where the source is not very important</td>
</tr>
<tr>
<td><strong>Web directory</strong> such as WWW Virtual Library</td>
<td>Presents information in an organised or hierarchical way</td>
<td>When you want to investigate the breadth of a subject and drill down to find relevant links and content.</td>
</tr>
<tr>
<td><strong>Online encyclopaedia</strong> such as Wikipedia.org or Encyclopedia.com</td>
<td>Online reference works which aim to cover the whole of knowledge</td>
<td>When you need an authoritative source of information about a subject</td>
</tr>
<tr>
<td><strong>Online dictionaries</strong> such as Wictionary.org or Dictionary.com</td>
<td>Dictionaries and thesaurus to help understand the meaning of words (available in various languages)</td>
<td>When you need an authoritative source about the meaning, etymology (derivation) of words</td>
</tr>
<tr>
<td><strong>Specialist subject databases</strong> or</td>
<td>Collections of resources that are usually</td>
<td>When you need an authoritative source of specialised content</td>
</tr>
<tr>
<td>Source Type</td>
<td>Description</td>
<td>Usage</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td>Collections such as GoogleScholar or African Journals Online</td>
<td>Collected and curated by experts in the field</td>
<td>When you need a specific media type</td>
</tr>
<tr>
<td>Sources of specific media types such as e-books on Wikibooks.org or images on Google images</td>
<td>Collections of different media types that can usually be searched by topic</td>
<td></td>
</tr>
<tr>
<td>Specialist research databases and electronic journals like International Education Research Database or IBSS: International Bibliography of the Social Sciences</td>
<td>Databases of peer reviewed academic research. May include links to research articles. Access to these is often restricted to staff and students of educational institutions that have paid for access</td>
<td>When you are doing academic research. If you are registered with an educational institution they will probably have a list of databases and electronic journals that they have paid for. You will be able to get passwords for these</td>
</tr>
<tr>
<td>Open resources such as open courses like FutureLearn or Coursera or open textbooks like Open textbook library, the OER consortium, OpenStax</td>
<td>Various sources which provide access to materials produced with an open licence to support free access to digital content by all</td>
<td>When you want to access learning resources that are free to use.</td>
</tr>
<tr>
<td>Online courses or tutorials such as the UK Open University or tutorials or Khan Academy</td>
<td>Courses at various levels that can be studies online</td>
<td>When you want an authoritative source of learning which may have support and certification or recognition of your learning</td>
</tr>
<tr>
<td>DIY or 'How to do things' information like How stuff works or tutorials on a particular topic like How to braid hair</td>
<td>Websites, blog posts, videos and other media that you can find by searching</td>
<td>When you want to learn something very specific quickly. Resources made by individuals are not always authoritative or peer reviewed so you use them at your own risk.</td>
</tr>
</tbody>
</table>
Searching for information and resources

Quick simple searches using search engines

Quite often people turn to a search engine to find information. In fact, use of the Google search engine has become so ubiquitous that the term has become a recognised verb - to google it. There are other search engines that you can use as well.

Search engines like Google even start to provide answers for you as you type in your search query into the search box. Take a look at the screenshot as we searched for the term digital wellbeing. By the time we had typed the first 10 letters Google offered a few suggestions. The first was an exact match, the second was totally irrelevant, the third was a company and the fourth offered us another term that we might use - digital wellness.

![Figure 5: Screenshot of Google search](image)

By clicking on these suggestions Google will then take us to a search for that term.

Most searches on a search engine give you a huge number of results. In the example we are using Google returned 22,900,000 results. Most people only check through the first few pages of a search.

**Did you know** that Google returns different results to people based on several factors?

- where you are - location relevant results (for example if you search for a product Google will probably return shops in your area)
- personalised results based on your previous searches
- personalised results if you have a Google account and use other services such a Google Mail (Gmail), or GoogleDrive.
Doing better searching on search engines

If you look at this screenshot you can see a series of links underneath the search box

<table>
<thead>
<tr>
<th>All</th>
<th>Images</th>
<th>News</th>
<th>Shopping</th>
<th>Videos</th>
<th>More</th>
<th>Settings</th>
<th>Tools</th>
</tr>
</thead>
</table>

Figure 6: Screenshot of Google search

Figure 7: Screenshot from Google search

If you click on one of these links Google will apply that limiting factor to your initial search. So if you click on the News link you will only get results that have been categorised as news or in news sources. This brings the search results number down to 630,000. If you click on the More link you can also limit to maps, books and flights.
Figure 8: Screenshot from Google search limiting to “news”

Also under the search box are two more very useful links if you want to limit a search - Settings and Tools

The Tools options differ depending on the other limits. So for example if you previously clicked on the news link you would be offered options to limit the search further, for example recent articles or you can list your results by date order.

The following screenshot shows what options Tools offers if you select Images (instead of news). The options are listed below the links under the search box and include image size, colour, type (face, line drawing, clipart, animated), time and usage rights (which is very important for images found on the internet).
Activity 1.4: Digital wellbeing

Do a search for digital wellbeing on Google and see if you find the same results as we did in the first screenshot.

Limit your search results by clicking on one of the links underneath the search box (images, videos, news, etc.).

Use the Tools link to further limit your results.

Why not pass on these techniques to your friends and/or family?

Resource-constrained alternative: N/A

Teachers: Before running the exercise above, ask each of your students to write down three short sentences or bullet points on their understanding of digital wellbeing. Have the students compare their pre-search ideas with the top one or two search results. Were there significant differences between the two?

Policy-makers: N/A
Other ways to improve your searching on search engines

In addition to the Tools link there is also a link called Settings. This allows you to really refine your search by giving you much more control over what Google lists in your results. If you click on the Settings link you are offered a drop down box with several menu options.

![Figure 10: Screenshot of Google search term “digital wellbeing” using Advanced search function](image)

This allows you to change your search settings, identify which languages you prefer, allows you to turn on SafeSearch (which prevents some websites being included) and offers a search help feature. We will leave you to investigate some of these for yourself.

The important item in this list is the Advanced Search feature. By selecting this you are taken to a form where you can choose different ways to limit your search (think back to the parameters you identified when you did your mind map exercise).

![Figure 11: Screenshot of Google Advanced Search](image)
In the example above we changed the search term to an **exact phrase** rather than two separate words, we set **language** to English, we set **last update** to past year, and we selected **usage rights** as free to use or share.

After clicking on the blue Advanced search button we received only 36 results (down from the original 22,900,000). This is a much more manageable number of results to look at. If your limits bring your results down too low then you can go back and broaden your limits.

![Figure 12: Screenshot of results returned after an advanced search on Google](image)

**Tips and tricks when typing in your search terms**

You might have noticed that in the screenshot above the term digital wellbeing is now inside quotes **“digital wellbeing”**. This is because on the Advanced search form we selected to search as a phrase. When you normally type in a term like this into Google, it searches for both words separately. By asking it to search only for the phrase (or for the two words next to each other) you can really refine your searches.

In fact there are a few tricks and tips for typing your search terms that can help you refine your searches....
**Exact word or phrase**

You have already seen that using quote marks around a phrase ("digital wellbeing") can stop you finding irrelevant results. This option is not limited to two words but you do need to be careful that a search like this does not exclude resources that could be useful.

A means to help you refine search results is through the use of **Boolean Operators**. Boolean Operators are simple words, such as AND, OR, and NOT that can be used to include or exclude certain kinds of results from a search. Using Boolean Operators can help include or exclude large numbers of results from a search, potentially helping you find the resource that best matches your search terms.

**All of these words using AND**

If you enter two words into the Google search box then your results will include resources that include both of the words. This is the default setting if you don’t type anything else. So really this is selecting resources that have the words "digital AND wellbeing".

![Figure 13: Venn diagram of 'digital AND wellbeing'](image)

It can be helpful to use these Venn diagrams to visualise what you get.

If the circle on the left was all of the resources which contain the word digital and the circle on the right was all of the resources which contain the word wellbeing. Then the coloured bit in the middle would be what you retrieve if you use the term AND "digital AND wellbeing".

**Any of these words using OR**

When we first entered the term digital wellbeing into the Google search box we were also offered the term "digital wellness". Sometimes you may identify synonyms or similar words or terms that you want to include at the beginning of a search, before you apply other limits like language, date published, etc.

You can combine words in a search using the term OR "digital OR wellbeing".

Note that we have used quote marks to make sure we are searching for the whole phrase.

You can see from the diagram below that using OR in a search broadens it and will result in more results. This is fine if you have identified a search strategy that will limit the results in other ways.
None of these words using NOT

You can remove items from a search using the term NOT. For example if you decided during the development of your search strategy that you are not interested in the physical aspects of digital wellbeing you could exclude resources that included the term ergonomics.

Using the asterisk fill in the gaps

You can use an asterisk * in the Google search box as a wildcard symbol.

This can be useful for different spellings for example typing organisation will search for both organisation and organization. It can also be used at the end of a word to capture different endings. For example typing well* would retrieve well, wellness, wellbeing but it should be used with caution as this would also retrieve items with terms like welly, wellington, wells. This can result in broadening searches far too wide.
Activity 1.5: Searching skills

Experiment with using Boolean operators (AND; OR; NOT) to refine your search terms, i.e.:

Try using **AND** between two terms or phrases to limit a search

Try using **OR** between two terms or phrases to broaden a search

Use the asterisk* to replace some letters and see how this affects your results

Were you able to find better-quality resources through the use of Boolean operators? Were you able to find the materials faster than if you had needed to check multiple links before finding a valuable resource?

Open three websites that you access on a frequent basis and try and determine what licensing provisions they operate under. Do they clearly state if they use full copyright or some form of open licence? How easy was it to find this information?

| Resource-constrained alternative: | N/A |
| Teachers: | N/A |
| Policy-makers: | N/A |

Once you have got a set of resources that fit your search terms then you can limit them by another factor such as date or media type. The example below limits the search to journal articles only.
Figure 16: Venn diagram of “digital wellbeing” AND “digital wellness” AND “journal articles”

Searching specialised resources

A search engine allows you to find a very wide range of information, and you have seen how many resources you can retrieve. Sometimes though you can save a lot of time by searching in more specialised sources. You can use the table we provided earlier to identify what kind of source will be better for your needs or search strategy.

In the previous section you practiced some principles for combining your search terms in the Google search engine. These principles apply to most search engines and databases or services that help you search online.

Searching for your studies

Sometimes you need to find information and resources to help you with your learning.

- You may need to find some quick facts, or a more detailed explanation of a theory you have heard about (a search engine or a trusted peer reviewed source might help you achieve this).
- You might want to find some useful information to back up an argument you are making in an assignment or essay. You might try Google Scholar or Open textbook library.
- You may need to do a very comprehensive search to make sure you have considered all of the research in a particular area (academic databases and searching services would be needed to do this).

Sometimes a service like an academic database has its own set of rules for searching. These are usually found in the HELP section or there may be tutorials to get you started. Specialised
databases will usually use the three BOOLEAN operators that you have already learned about - **AND**, **OR**, **NOT** and will probably also use the **asterisk** feature.

**Browsing**

A useful feature offered by specialised databases and collections is a **BROWSE** feature. This might allow you to look through the headings or categories that subject experts have used. This can help you refine your search strategy by identifying other keywords or terms that may be useful. It can be useful to find content if you do not want a very comprehensive search.

![Figure 17: screenshot of African Journals Online Browse section](image)

**Aggregation services**

Some tools enable you to trawl for information on specific topics and gather this information together for you. For example you can set up a [Google Alert](https://www.google.com/alerts) for a search term and you will receive emails with a list of new content about that subject. Be careful that you do not get overloaded with emails though - choose your search terms wisely to prevent this.

A lot of people share useful content through social media sites like Twitter or Facebook. This might be links to useful articles or videos. Often people use hashtags (#) in social media posts to indicate that the post covers a specific subject. This might be about an event like a conference, or an initiative. Whenever someone posts something about this topic they add the hashtag so that other people interested in that topic can look at all the posts with that hashtag.

An example of a hashtag is **#worldAIDSday**.
Some tools allow you to collate all of the posts with a particular hashtag. The Storify tool is useful for collating all the posts with a particular hashtag. Tools like this help to aggregate content and make it easy to share with others.

Managing digital resources

Once you have found a set of resources that achieve your search strategy goals you may want to keep them for future use or reference.

Single web links

Sometimes it may just be one resource that you found in a quick search. If it is a link to a webpage or online resource like a YouTube video you can save the link as a bookmark in your browser.

There are several different browsers that people use to search the internet. Popular ones include Microsoft Internet Explorer, Microsoft Edge, Mozilla Firefox, Google Chrome and Safari. Most people tend to have a preferred browser. Each browser has a unique interface and ways to save your favourite links or bookmarks.
Using this feature is a great way to save links that you think you will come back to later, or that you use a lot.

**Groups of organised web links**

Some services allow you to save links in an organised way that is meaningful to you or could be shared with groups of people with similar interests. Examples of this kind of service are [Diigo](#), [Delicious](#), and [Pearltrees](#). You can usually save your links into organised lists or folders so that you can keep things together. Some involve sharing and allows other people to harvest your links into their own organised lists.

**Collections and favourites within a service**

Some services allow you to save or subscribe to other people’s content. For example in YouTube you can subscribe to other people’s video streams. In image sharing sites you can often select favourites. Whilst this feature may be related to connecting with other people and networks it can be a way to highlight content that you may want to go back to.

**Managing downloaded resources**

If you are able to download a resource you need to store it somewhere and it is helpful to take an organised approach to this to enable you to find it again in the future. If you will only be using the resource for a short period of time it may be worth setting up a temporary place to store it and delete it once you have finished with it.

You may have some space to store downloaded content on the device you use to search the internet, like your phone, laptop or computer. Storage space is usually limited so it may be worth considering other storage options.

- save the link rather than downloading a resource if storage space is limited.
- some people prefer to print things out and store it on paper
- use cloud storage services (like [Dropbox](#) or, [GoogleDrive](#). Often you get some space free but may have to pay for more space. The big advantage of this kind of storage is that you won’t lose the content if your device breaks down and you can access it from different devices.
- use external drives that you can attach to your devices. You can get various different sizes of external drives. The danger of just using this type of storage is that if the device fails you can lose your content if it is not backed up to another place.
- If you are storing content that is very precious to you it is best to consider several different ways of storing it so that failure in one place is not disastrous.

Whichever method of storage you chose it can be useful to establish a system for storing them. You may want to keep all your music files in one place or you might want to create a series of folders to categorise them by different types of music.
Managing bibliographic records

If you have searched an academic database or searching service you can sometimes download a journal article or academic paper as a pdf file or word document. In this case you can store it in ways described in the previous section.

This kind of search usually provides a collection of bibliographic records of academic papers. A bibliographic reference typically looks like this:

Additional readings


It may also have an abstract attached to it.

If you have created a collection of bibliographic records it is useful to keep these for future reference and also to help you produce your own list of references within your own work. Reference management tools can help you manage bibliographic references. There are some free online tools that you can use for this, such as:

- Mendeley - reference manager and can be used to share and network.
- Zotero - can be added to some web browsers to help manage references you find.

If you are a student registered with an institution the library usually provides web pages to help you search for academic content. They may also provide links to sources and tutorials, or provide support or training to search them effectively.

Digital Curation

*Digital curation is the selection, preservation, maintenance, collection and archiving of digital assets. Digital curation establishes, maintains and adds value to repositories of digital data for present and future use. This is often accomplished by archivists, librarians, scientists, historians, and scholars.*
(Source: [Wikipedia](https://en.wikipedia.org/wiki/Digital_curation))

We have already considered some of the sources on the internet that are curated by experts or specialists. When content is curated by professionals like those listed above, you can, to a large extent, accept that the content is accurate, legal and trustworthy. However content curators, like content creators, can exhibit bias in what they choose to include or exclude. A librarian working for a large petrochemical company may be very selective in the kinds of information they chose to select and share around climate change.

Anyone can be a content curator, as we have seen earlier. You could use aggregation tools (like Storify) to share posts on Twitter about a particular subject. However, the person who creates
the story can select which posts to include. So if a post by someone offends you, or presents an alternative opinion to your own, you can chose to censor that post by not including it. (The offending post will still appear on Twitter with the hashtag, but you could eliminate it from your shared story.)

**Critical evaluation of digital resources**

One of the most important elements of searching for resources online is to develop the ability to critically evaluate what you have found. Earlier in this module we considered how content on review websites and news websites may be biased, contain wrong information, or be linked to advertising. In the previous section we reflected on the biases of digital curators and how this may affect some of the collections your find.

**Who owns the information and knowledge?**

There is an old saying ‘Knowledge is power’ (so old that people do not really know who said it first). In many cultures knowledge used to be very closely guarded by elders or experts. It may have been locked away in libraries (such as the Library of Alexandria) for safekeeping where only privileged people could access it, like rulers and scribes.

Technology has changed this and has transformed who owns and who can access information and resources. But information and knowledge have significant roles in supporting and maintaining the power structures of the modern world. We should be aware that just because information may be available and accessible, it may well have been tailored by those in power.

There may be several reasons why online content may contain misinformation of some form:

- ignorance - sometimes people just get things wrong or make mistakes with no malice or ulterior motive (unintentional)
- the desire to present a one-sided view based on personal beliefs (religious, political, cultural)
- the desire to promote a message that supports commercial gain (advertising, commercial bias)
- deliberate propaganda by a ruling body or organisation usually political)

**Activity 1.6: Propaganda online**

Take a look at the following resource on propaganda by the Media Education Lab. Can you determine other examples of propaganda you may have discovered online?

**Alternative/supplementary resource**

The Virtual University of the Philippines has produced a video channel dedicated to countering fake news. In their explanation for launching the channel, they mentioned that news consumers have to wade through a ‘battlefield of trolls’. What do you understand by the word ‘troll’ as it applies to fake news? Is it always
possible to determine the difference between a troll and some spreading misinformation through ignorance?

Resource-constrained alternative: Gather a number of newspapers and identify a common theme or news item that they all mention. Can you determine clear evidence of bias or political agenda in how the piece is being reported upon? Can you identify the political position of each newspaper by the way they report on the issue?

Teachers: Discuss with your students the difference between deliberate propaganda, unintentional misinformation, and deliberate misinformation (‘trolling’). Can your students point to obvious examples of each of these activities?

Policy-makers: Do current curriculum materials display a conscious or unconscious bias to a particular point of view? Are there a range of alternatives that provide depth and nuance in the materials?

How to be critical?

There are often clues on a website about who owns or produces the content. Some sites have multiple authors. Look out for these pages which may be at the foot or bottom of the page:

- There is usually a page called About or About us which should give you some clues about the intent of the authors and the content.
- There is often a link to a Terms and Conditions page which highlights legal aspects of ownership and how you can use the content.
- There may be a testimonials or reviews page that tells you what other people think of the services or content.
- There may be a help or support page to enable you to get the best out of a site.
- If there is cart at the top of the page or a page called prices the site may be trying to sell you something.
- Contact pages often tell you where the producer is based by providing an address or map.

Check the authority of the author or producer

- See if you can find out who the author is. If you cannot find an author this may be a signal to be wary of the content.
- Is the author a recognised expert in the field? Are they affiliated or connected to any organisations? If so is the organisation credible?
- Is the organisation or body producing the information reputable?
- Does the author provide sources of their information? Can you go and check out these original sources?
- Can you contact the author or organisation for clarification of any content?
Look at the content

- How old is the information or content. Is the information current? Is the source (website) updated regularly?
- Can you tell why the content has been published? (Are the goals of the publisher clearly stated)
- Is the content factual or does it contain opinions? (Is the content biased in any way?)
- Does the content provide links or information to other sites? Are these authoritative? Do they present alternative views or information?
- Can you check the accuracy of the content against other sources?
- Does the site try to get you to register or sign up to receiving other content by email?
- Does the website contain advertising? (This could affect the content)

Activity 1.7: Fake news

One of the websites below is fake. Use the bulleted lists in the ‘How to be Critical’ section above as a checklist to see if you can spot the fake website:

http://www.seasky.org/deep-sea/fangtooth.html

https://betterknowafish.com/2013/05/08/warty-frogfish-antennarius-maculatus/

http://zapatopi.net/treeoctopus/

How long did it take you to spot the fake? Did you do any checks on other sites to verify the information contained in the sites? Did you notice that the fake website has links to true information?

Resource-constrained alternative: N/A

Teachers: Consider helping your class develop a quick toolkit for spotting fake websites/false information online. This could be achieved by having individual students or groups of students find a fake website and analyse it for specific markers (use of exaggerated language, for example) indicative of falseness.

Policy-makers: N/A

Using digital resources

There can be limits on how you use some of the digital resources that you find on the internet. How often do you check Terms and Conditions of a website to find out what you can or can’t do with content found there? Most people probably do not look closely at these. Sometimes a site will provide information at the bottom of a page about Copyright or about a licence for use, but it is not always easy to work out what they might mean.
Intellectual Property and Copyright

Intellectual Property (IP) is a term describing creations of literary or artistic processes, such as books, plays, novels and other literary works, digital artwork, and similar non-tangible products. It is often also used to describe related commercial products, such as trademarks and logos, as well as industrial parents. Intellectual Property is legally governed by a set of rules and conventions which together are known as copyright law.

Copyright law is usually specific to each country and relates to legislation that aims to protect the rights of individuals to their intellectual outputs. It used to relate mainly to books, but is applied to electronic information as well.

People generally like to protect the content they produce and be acknowledged for their work or creativity. It is, however, very easy for someone to take content and claim it as their own. It is very important to respect the rights and expressed wishes of content producers. There may be different rights for students or educators, or there may be restrictions on using content for commercial reasons.

By default, all online materials are under full Copyright (or ‘All Rights Reserved’), whereby the rights to share, publish, and adapt (amongst others) are restricted to the copyright holder. There is no legal obligation to indicate copyright status, and so anything without specific instructions to the contrary must be considered to be under full copyright.

Individual content creators may however be willing to allow others to use, share or adapt their work in specific ways.

So for example a photographer may be happy for you to use one of their photographs in a blog post or web article as long as you correctly cite (note) the source and creator. They may insist that you link back to the original place you found the photograph. They are likely to object to someone downloading the image, and selling prints of it for profit.

If you cannot tell how you can use the content you find you can always contact the author or creator and tell them how you want to use it. They may then grant you permission.

The Open movement

The term ‘Open’ can seem a bit confusing and is used for open courses, open research, open content, and open educational resources (OER). Here are some definitions and terminology around being open https://oersynth.pbworks.com/w/page/46010546/navigation

Open content is a term that includes a wide range of resources and materials made available openly on the web. Open content usually adopts open licensing to enable re-use, revision, remixing and redistribution. Open content can include raw data, research materials, learning and teaching materials and informational resources.

It is important to note that there are ‘degrees of openness’ which can be reflected in a wide range of licences so content may be partially open or fully open.
The concept of Openness also implies that it is ‘free at the point of use’ thereby supporting access for an altruistic public good. Open content appears to be accessible to all but, just like any other digital resource, it can reflect cultural and political bias of the producer. Open content is usually developed with a specific audience in mind and this can be reflected in the language used, source materials used and how it is packaged or presented. Open is not always accessible to all.

Generally the open movement is a positive expression of a desire to promote sharing and access, which is illustrated in the free online book The Power of Open.

The following is an excerpt which describes the move towards open. The book provides some exciting examples of organisations and individuals who have experimented with open content.

The world has experienced an explosion of openness. From individual artists opening their creations for input from others, to governments requiring publicly funded works be available to the public, both the spirit and practice of sharing is gaining momentum and producing results.

Creative Commons began providing licenses for the open sharing of content only a decade ago. Now more than 400 million CC-licensed works are available on the Internet, from music and photos, to research findings and entire college courses. Creative Commons created the legal and technical infrastructure that allows effective sharing of knowledge, art and data by individuals, organizations and governments. More importantly, millions of creators took advantage of that infrastructure to share work that enriches the global commons for all humanity.

The Power of Open collects the stories of those creators. Some are like ProPublica, a Pulitzer Prize-winning investigative news organization that uses CC while partnering with the world’s largest media companies. Others like nomadic filmmaker Vincent Moon use CC licensing as an essential element of a lifestyle of openness in pursuit of creativity.

### Activity 1.8: Comparing articles

Select an article of your choice from the online news site The Conversation. Can you determine the licensing provisions of the chosen article?

Compare with an article from a local online newspaper. Do they have the same licence? Which publication had more explicit licensing provisions?

*Resource-constrained alternative: N/A*

*Teachers: Ensure that your students are finding the licensing provisions of the individual article under examination, and not the website as a whole.*

*Policy-makers: N/A*
In this unit you learned about the different kinds of online resources, and where you might find them; how to refine your search strategy through the use of advanced search features such as keywords and Boolean operators. You also learned how to apply a critical lens to the materials and resources you do find, by subjecting them to rigorous interrogation to determine their relevance and value. Once having found useful resources, you learned how to save, store and curate them effectively and securely.

Lastly this unit introduced you to the basics of Intellectual Property and copyright and how these affect you as a digital user. You were also exposed to the Open movement, which seeks to reduce some of the barriers created by full copyright to the free sharing, reuse and adaptation of existing digital content.

You can now begin educating others about how to optimise their search strategies to get content that is accurate and relevant to their needs. You can also enable them to improve their curation strategies, reducing the risk of losing access to their existing content.
1. Which of these is a media format?
   A) .PDF  
   B) .ODM  
   C) .SPSS  
   D) .BAT

2. Which of the following is not a media type?
   A) Text  
   B) Video  
   C) Audio  
   D) Blogposts

3. Which of the following is a resource type?
   A) Comments on blog posts  
   B) Video-creation software  
   C) Web pages  
   D) HTML

4. 'Information overload' can best be described as:
   A) Finding too much useful/appropriate information  
   B) A myth  
   C) Finding too much useless/inappropriate information leading to stress  
   D) A general overabundance of information, both useful and useless

5. What is the difference between a search engine and a meta search engine?
   A) There is no difference, just different names for the same process  
   B) Meta search engines search across a range of existing search engines to gather results  
   C) Search engines focus on definitive answers; meta search engines focus on philosophical results  
   D) Meta search engines are premium/paid-for versions of free search engines

6. The 'tools' features of search engines allow users to:
   A) Only display results that are in the Public Domain  
   B) Only display results that are relevant to the users' needs
C) Search for verified or well-supported, factual results to specific questions
D) Search by format type, such as images and video

7. If something is identified as 'open content', this means that users are always able to:
A) Use the content however they see fit
B) Modify it but not commercialise it
C) Download and share but not necessarily change or commercialise
D) Blog, retweet or communicate about it freely but not download or use it

8. Which of the following online services is NOT a search engine?
A) Google
B) Facebook
C) Bing
D) Baidu

9. Which of the following is a content aggregator?
A) Google
B) Twitter
C) Storify
D) Dropbox

10. Choose one of the following to best represent 'digital curation':
A) The organised storage of digital files
B) The organised arrangement, storage and backup of files
C) The selection, preservation, maintenance and archiving of digital files
D) The creation, aggregation, maintenance and storage of files

11. Which of the following is not a practical way to store all forms of downloaded content?
A) External storage devices (flashsticks, CD ROMs)
B) Cloud-based storage such as GoogleDrive or Dropbox
C) Physical analogue mediums (such as printing out on paper)
D) Internal hard drives
12. Content curation is performed by:
A) Recognised experts with unbiased opinions
B) Governments and other civil-society organisations
C) Anyone can be a digital curator
D) Large companies including commercial firms and educational institutions

13. Aggregators:
A) Automatically download content according to your preferences
B) Provide storage facilities for sensitive content
C) Combine content from various sources into new digital objects
D) Search for interesting content based on your preferences and communicate the findings to you

14. Which of the following is not an example of a digital resource?
A) A JPEG image
B) A web page
C) A print magazine
D) An animation

15. Which of the following statements regarding open content is most accurate?
A) Open content is free from any cultural or political bias
B) Open content is accessible to anyone using any software or devices
C) Open content is free to the user
D) Open content is equally understandable by all audiences

16. Which of the following components should first be used determine the value and relevance of a digital object?
A) The country of origin
B) The date of its creation
C) The profile of the author
D) The presence of supporting documentation and references

17. Which of the following is not a reason why online content might include misinformation?
A) Propaganda
B) Commercial advertising
C) The content is out of date
D) None of the above

18. “All Rights Reserved” means:
A) Users are not allowed to share or change the content but may download it
B) Users are able to download and share the content but may not change it
C) Users are able to share links to the content, but not download it or change it.
D) Users are not able to share links, download, or change the content.

19. Open content refers to:
A) Online digital resources that anyone can download and adapt
B) Online digital resources that clearly state how they can be reused
C) Intellectual resources that are made available in free formats
D) Online digital resources that are free to access

20. ‘Public Domain’ refers to:
A) Any online content I can download for free
B) Intellectual property that is not subject to copyright protection
C) Anything online that I can access
D) Intellectual property that is publicly available

Check Your Responses:
Unit 2: Creating and sharing digital resources

Introduction

In the previous section you learned how to find, manage and critically evaluate digital resources created by other people or organisations. In this Unit you will find out how to create and share your own digital resources to tell your own digital stories.

Upon completion of this unit you will be able to:

Understand the concept of digital storytelling
Produce some of your own digital resources
Share your own digital resources
Identify and find open educational resources
Re-purpose content originally created by someone else.

Terminology

Digital storytelling: Using digital media to create fictional and nonfictional narratives for different audiences.
Re-purpose: Use an OER or openly-licensed resource in a new educational context or for a specific teaching objective.
Re-use: Use an OER openly-licensed resource created by someone else in your educational context.
Re-mix: Combine one or more OER openly-licensed resource with other educational content to produce a new resources.
Mash-up: A more radical form of remixing in which content is substantively altered or transformed while being combined with other material.
OER: Educational materials that are made available under an open licence that unambiguously states how they may be reused.

Creating your own content

There are a wide range of tools and services that help you create your own online content and share it with selected people, groups or the whole world. In Module 1 we looked at the three ways that people can engage with ICT and the resources on the internet:

● consume
● create
● participate

These considered how these activities might be in a personal, learning or workplace context.
You may only create and share content as a student or as part of your job, but increasingly people are creating and sharing content in a personal context through social media. In this Unit we will examine some of the ways you can create content and how you can share it with others.

**Digital storytelling**

Digital storytelling is a term used to describe how we can use digital resources to tell our own stories. These stories are not limited to fictional narratives but could include any message or messages that you need to convey to different audiences.

Examples of digital stories include using websites, video, audio, blogs or social media to:

- tell your customers what a difference your service or product can make to their lives
- tell funders what your group or organisation does to transform lives
- complete an assignment for your studies
- engage your local community in taking action
- share good practice from your community with others
- tell people how their donations can help your charity
- provide information to your communities and networks
- inspire others to take action or make changes

Most of us will remember those stories that have captured our imaginations, that have stayed with us or inspired us to greater things. If we consider ourselves as digital storytellers it can help us think about telling our story well to captivate and engage our audiences.

Your story may be a set of digital photos of your recent holiday that you share with family and friends. It may be a poem you have written that you want to self-publish or it might be a series of reports that you have written at work that need simplifying for a wider audience.

Digital storytelling links closely with your digital identity which is the focus of Module 1 of this course.

Whatever your need, there are several stages to telling an effective digital story.

**Clarifying the message - what do you want to say?**

It may seem too obvious to consider what your key message or messages are. Often we start out with a clear vision and awareness of what we need to say to our audience, but things can become more complicated as you diversify or if other people get involved.

If you are an individual this is easier to control – although you may have different messages for several audiences. As an individual, you may not have a lot of opportunity to have a dialogue with others – which is often an excellent way to refine your message. If you have to describe it to someone then you have to be clear what it is.

This is a particularly challenging aspect when you are working with other people, such as a community group or work colleagues. Do you all have the same priorities? Does this matter? If
you have a formal constitution or statement of intent or an agreed business plan then this kind of document can help you identify the key messages.

Sometimes your message is defined by someone else. You may have to write an essay on a given topic or to write a report for work. Although this is defined by other people you can still benefit from considering the message and working out how to break it down. This might be working out what sections or headings the report would have. There may be several messages to get across so organising them can help you be clearer.

**Activity 2.1: Digital stories**

Develop a summary of the digital story you are planning to create.

It is worth spending time on this aspect of your story – try producing a succinct description of what you are trying to do – like a soundbite. You could try to limit it to the length of a tweet (a 140 characters message on the social media site Twitter). Or try making a 2-minute pitch (as if you were in the *Dragon’s Den* or on a radio show). This kind of activity can really make you focus on the absolute essential elements. Test out this summary on other people – does it tell them what you want to say? Sometimes we leave vital bits of information out because it is so obvious to us.

Remember that other people do not have your inside knowledge of your message or intention.

_RESOURCE-constrained alternative:_ Complete the above exercise on paper or offline.

**Teachers:** Support your students in refining their digital stories by pairing them in small groups, ideally with a student they know well and one they don’t know well. Support them in using the feedback from both partners to refine their stories.

**Policy-makers:** N/A

Knowing your audience - who are you talking to?

Sometimes we have more than one audience to consider. Some may take more time and attention than others. Different audiences will each have their traditional approaches and ‘cultures’ which affect how they communicate and the tools they use (Figure 19).
How well do you know your audiences? Do you know the best way to engage with them? Are you dealing with individuals, small groups, national or international audiences? If you have several stakeholders, you may have to tailor your messages in different ways to suit them.

Funders, in particular, can have very specific requirements in how you present your story to them. You may need to match your activities to their priority areas and offer facts and figures to illustrate what you are saying.

Some audiences may respond to more visual representation while others may prefer written content. Some members of your community may not be very technologically skilled and might prefer content presented in more traditional print methods.

**Engaging with your audience**

Engaging and interacting with your audiences can be done using ICT – whether it’s online polls and surveys, social media such as Twitter or Facebook, making good use of a website, email marketing campaigns or discussion forums. These can all enhance face-to-face methods such as meetings, focus groups and conferences. It can be challenging working out which methods will be most cost effective.

Getting your message across can only be effective when you know your audience and understand their culture, languages, and changing needs.

**Creating your story - crafting the content**

Once you have identified what you want to say, and the approaches that your audience/s will respond to there are likely to be a range of tools to help you, but it can be challenging to work out which ones are best for the particular task at hand.

Creating your story begins with getting the right tone and approach – so you may need to use more formal language with a tutor than you would with your friends. You may have to write
your story in several different ways. No matter which tools you chose to package your story, the content your produce is critical.

**Working with others**

You might be able to get people to help you with this or you can get feedback to see how effective your writing is. You could create content in a collaborative way using tools that let you share documents like GoogleDrive or wikis. There are also online tools to check your grammar and spelling if you don’t have any people to help with this.

Sometimes making an audio file from your writing can add a new element to your content, and can give a more personal voice to your words. Combining words, audio and images in a short video can provide content to use in live presentations or to make available on the web. There are tutorials on the web showing you how to make videos, audio files and presentations. (Try typing *How to make a video* into a search engine and see what you get back)

![Figure 20: Wordcloud of media types](image)

Be prepared to take some imaginative approaches to telling your stories – it can make you stand out from the crowd.

**Telling your story - packaging your content**

Once you have created your story/stories you need to make sure your audiences can find them. Telling your story effectively through a range of approaches is vital.

Using the web to get your messages to the right people requires a clear strategy. Do you want to put the content on a website so that it has an established and permanent place or are you happy to share it on social media services instead. The value of putting content on a website is that it will have a permanent URL (or web address) that can be shared through a variety of ways.
You may already have access to a web-site that you can use to share your content or story, for example some educational institutions provide web spaces for students to upload content or assignments. There are free services which allow you to create a web site, but most web hosting has costs. One way to make a free site is to use Wordpress.com. The WordPress community offers excellent support and training materials to help people create their own blog.

Here are some ideas for ways to package your story/ies:

- text on a webpage or blog like WordPress
- as a video shared on a video sharing service like YouTube or Vimeo
- as an audio file or podcast shared on a sound sharing service like soundcloud.com
- as a post on a social media site like Facebook
- as an image or series of images on an image sharing website like Instagram.com or Flickr.com
- multi-media story with a mixture of text, images, video and sound files on a webpage like WordPress

If you are unsure about this part of the process the next section in this unit Producing your own digital resources may help you.

Activity 2.2: Sharing your story

Use the ideas generated in the previous activity (3.1) to create a mini digital story using the ideas presented here.

Share the story online using a method that you think is most appropriate (create an Instagram account or Pinterest board; make a group on Facebook, use a free WordPress blog, etc.)

Resource-constrained alternative: Create as many elements of this story as possible offline.

Teachers: N/A

Policy-makers: N/A

Dialogue and feedback - the cycle

It is really important to find out if you have correctly identified your message and if you are using the best mechanisms to get them across. Is your audience listening? Are your efforts effective?

There are numerous ways to engage your audience with online tools like surveys or short polls, for example using SurveyMonkey. If you have a website you can use tracking mechanisms to
see which parts of your website they are using most or where you lose people? Tracking how your audiences engage with your messages is a useful precursor to dialogue. You can also use comments and messages on posts to help you get feedback.

You may need to change or refine your message after having a dialogue. Maybe you missed something out that people would find useful or have some incorrect information that needs changing or updating.

The following diagram (Figure 19) shows a cyclical approach to digital storytelling that emphasises the need to refine and develop your story/stories.

![Figure 21: Cyclical nature of digital storytelling](image)

**Producing your own digital resources**

We have previously talked about creating a digital story and thinking about the purpose and audience of your content. It can be daunting to think about producing your own digital resources. The kinds of questions that may arise are:

- What do I have to say?
- Who will want to listen?
- How do I do it?
- Do I have the technical knowledge to do it?
- Which technologies should I chose?
- Where should I publish them?

In fact you may have already produced digital resources. Have you ever written something using word processing software? Have you ever taken a digital photograph? Have you made a video using your phone? Have you ever created a presentation for work? Have you ever posted your thoughts on a social media website like Twitter or Facebook?
All of these activities produce a digital resource. You may have only shared them with colleagues, tutors, family and/or friends but some of these activities also involve publishing of content online.

Sometimes we publish digital resources without really thinking about it. Putting your holiday photographs on Facebook means you have published that content. According to the Facebook terms and conditions you have:

- only upload content that you own.
- ‘granted Facebook a non-exclusive, transferable, sub-licensable, royalty-free, worldwide license to use any IP content that you post on or in connection with Facebook’ (this means they can use your holiday photos for Facebook purposes like advertising)
- if you publish it as public then you are allowing everyone, (including people outside Facebook) to access and use the information and associate it with you.

These are just a few of the Facebook terms that many people may not have looked at or considered. When you publish or post content on social media websites you need to think carefully about the implications. Would you be happy for your work colleagues to see those holiday photographs?

This links back to your digital footprint or online presence covered in Module 1 of this course.

Tools to help produce resources

There are a wide range of tools that you could use to produce resources. Some of these are aimed at professionals to produce very high quality content, such as Adobe’s Creative Suite for designers and artists. These tend to be expensive and can be quite complex to use.

There are many free tools available on the internet that you could use. It is impossible to list them all but Table 3 below lists some of them. Please note that some may charge for premium versions.

Table 3: Formats, tools and publishing spaces

<table>
<thead>
<tr>
<th>Media formats</th>
<th>Free tools to create them</th>
<th>Places to publish or share them</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text documents</td>
<td><strong>Open Office</strong> - productivity suite (writing, spreadsheets, presentations)</td>
<td><strong>Google Docs</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Libre Office</strong> - as above</td>
<td><strong>Scribd</strong> - share text documents</td>
</tr>
<tr>
<td></td>
<td><strong>Google Docs</strong> - create and share text documents,</td>
<td><strong>JustPase.it</strong> share text online</td>
</tr>
</tbody>
</table>
| Images/photographs | GNU Image Manipulation Program (GIMP) - image editor | Flickr - image and video management and sharing  
| | | Instagram - photograph sharing |
| Videos | Powtoon - animated videos  
| | Lightworks Free - video editing  
| | Videopad - video editing  
| | You can produce videos using some digital cameras or smartphones | YouTube - video storage and sharing  
| | | Vimeo - video storage and sharing  
| | | Flickr - image and video sharing |
| Sound files | Audacity - free audio software for multi-track recording and editing | SoundCloud - music and audio platform  
| | | ccmixter - music community based on sharing and remixing music |
| Presentations | Open Office  
| | Libre Office  
| | Google Doc  
| | Prezi - online presentations | Slideshare - presentation sharing  
| | | Easel.ly - infographics  
| | | Visual.ly - infographics  
| Blog posts/web pages | Wordpress.com - blogs and websites  
| | tumblr.com - microblogging and social networking  
| | Blogger - blogging platform | Wordpress.com  
| | | tumblr.com  
| | | Blogger |
| Electronic books | Lulu - e-book publishing | Lulu |
Activity 2.3: Creating and sharing

Try one of the tools listed in the table to create and share some content of your own. You could make an infographic about something you care about.

Experiment with incorporating open content (online resources under open licences) from other sources. These can be supplementary materials, or incorporated directly into the body of the materials you create. Bear in mind that some licences prevent adaptation, and some openly-licensed material requires you to license your final product in specific ways.

Here is an example of an infographic about how the various Creative Commons Licences interact with one another:

![Creative Commons Licences](image)

**Figure 22: How to attribute Creative Commons Photos by Foter**

*Resource-constrained alternative: N/A*

**Teachers:** Link this activity to your wider curriculum. Get students into pairs or groups to create some content around a specific topic. Give them a selection of the tools from the above table that you think are appropriate to their skill levels or limit the exercise to producing an infographic. Ask them to create an initial plan or simple storyboard before creating the final piece.

This could be revisited after the next section on licensing - ask students to decide on a licence and to make the licence clear on the actual content.

**Policy-makers:** Review your current curriculum and other policies governing student-created content. Do these policies support, encourage, or otherwise enable students to create new materials as part of their learning? Secondly, do the current educational resources used in the curriculum come from traditional...
closed-access publishing or do they include open content? Are there ways in which teachers can be encouraged to build upon the curriculum knowledge base through finding or creating open content?

What licence should you use?

When you create a digital resource it is important to think about how other people might use it. **Whenever you create content you automatically own the rights to your intellectual property.** You do not have to add a copyright symbol © with the words All Rights Reserved, but many people do this without thinking about how people might want to use their content.

There are two ways to look at licences - one way it to think about what kinds of activities you want to prohibit and the other is to consider what you want to allow. One way to protect your own content is to limit where you share it, but you can use licences to tell people how they can use it.

**Creative Commons licences** emerged as part of the open movement that we talked about earlier. The principles are about sharing and opening up content. If you want to encourage people to use and share your content you can use any of the six Creative Commons licences described in the table below:

**Table 4: Creative Commons licences explained**

<table>
<thead>
<tr>
<th>Licence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="cc_by.png" alt="CC BY" /></td>
<td>Creative Commons Attribution-only (CC BY) This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered. Recommended for maximum dissemination and use of licensed materials.</td>
</tr>
<tr>
<td><img src="cc_by_sa.png" alt="CC BY-SA" /></td>
<td>Creative Commons Attribution-Share-Alike (CC BY-SA) This license lets others remix, tweak, and build upon your work even for commercial purposes, as long as they credit you and license their new creations under the identical terms. This license is often compared to “copyleft” free and open source software licenses. All new works based on yours will carry the same license, so any derivatives will also allow commercial use. This is the license used by Wikipedia, and is recommended for materials that would benefit from incorporating content from Wikipedia and similarly licensed projects.</td>
</tr>
<tr>
<td><img src="cc_by_nd.png" alt="CC BY-ND" /></td>
<td>Creative Commons Attribution-No-Derivatives (CC BY-ND) This license allows for redistribution, commercial and non-commercial, as long as it is passed along unchanged and in whole, with credit to you.</td>
</tr>
<tr>
<td>Creative Commons License</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Creative Commons Attribution Non-commercial (CC BY-NC)</td>
<td>This license lets others remix, tweak, and build upon your work non-commercially, and although their new works must also acknowledge you and be non-commercial, they don’t have to license their derivative works on the same terms.</td>
</tr>
<tr>
<td>Creative Commons Attribution Non-Commercial Share-Alike (CC BY-NC-SA)</td>
<td>This license lets others remix, tweak, and build upon your work non-commercially, as long as they credit you and license their new creations under the identical terms.</td>
</tr>
<tr>
<td>Creative Commons Attribution Non-commercial No-derivatives (CC BY-NC-ND)</td>
<td>This license is the most restrictive of our six main licenses, only allowing others to download your works and share them with others as long as they credit you, but they can’t change them in any way or use them commercially.</td>
</tr>
</tbody>
</table>

Do you want to let anyone use it in any way (give it a Public Domain dedication) or do you always want people to attribute the work to yourself and link back to the original content (give it a CC BY licence)? Are you happy for others to use your work but only for non-commercial purposes (CC BY-NC) or for any usage, so long as they don’t change it in any way (CC BY-ND)?

Giving your work a licence is much easier than you might think. You can link back to the appropriate licence on the Creative commons website and you can use their graphics to tell people quickly what they can do. See the example below:

![Creative Commons Attribution-only licence](CC BY.png)

**Figure 21: Creative Commons Attribution-only licence**

By putting this licence on your digital resource it means that people can

**Share** — copy and redistribute the material in any medium or format

**Adapt** — remix, transform, and build upon the material for any purpose, even commercially.

As long as they follow the terms

**Attribution** — you must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.

The important thing to remember is that as the owner of the intellectual property you have control over what rights you want to give and you need to tell people what they can do.
In reality it is difficult to enforce your licensing conditions if someone chooses to use it in a way that you did not intend it to be used. Sometimes this could be the result of ignorance about licences, so a polite notice or email to someone could change how they have used your work. For example, you could contact someone who has taken one of your images and used it on their blog without attributing you, and ask them to comply with your licence. Most people do not have the resources to take people to court if they disregard a licence.

**Remixing and re-using digital resources**

The open movement that we described earlier has, at its heart, a basic principle of encouraging sharing. There is a difference between sharing digital resources for others to use (or consume) and sharing them for others to change or adapt (create).

There are some confusing terms that you might hear:

**Reuse** - this implies some kind of adaptation or change but you can reuse something in a different context without actually changing it. For example a teacher might use something created by someone else in a different class. This would count as reuse.

**Re-purposing** - this also implies some kind of adaptation or change but is very similar to re-use, as a digital resource could be repurposed for a different context without being changed. For example a teacher could take a diagram created by someone else and use it in a different class or context.

**Re-mixing** - this clearly involves changing a resource. For example a teacher may take a presentation created by someone else but change some of the content to include examples that are relevant to their subject or class context.

**Mash-up** - this is re-mixing or changing content but implies a more radical mixing of different kinds of content.

**Benefits of changing and adapting digital resources**

Changing or adapting digital resources created by someone else can be a useful way to save time and make more efficient use of limited resources. It should be noted that changing someone else’s content can take as long as creating it yourself from scratch. A major benefit of sharing and reusing content is that it allows people to focus on their own areas of expertise and make effective use of other people’s knowledge and skills.

This can be important in organisations where people specialise in different areas or subjects. In an educational institution, there could be real value in sharing content created in other departments. For example, many courses might include an introduction to statistics so it would make sense to create a basic ‘introduction to statistics’ module that could be adapted by each subject team to include relevant examples to their course. This would prevent each department creating a similar module from scratch.
Some people like to work in a collaborative way with other people and find that sharing content openly during the creation process can result in a more comprehensive or creative outcome. This approach makes the best use of people’s expertise and knowledge.

Using other people’s content can encourage creativity and be inspirational. Some online services and communities actively encourage collaborative creation of content and re-mixing. A good example of this is ccmixter which exists to foster collaboration, sharing and remixing of music.

**When is it improper to re-use digital resources?**

There are some situations where reusing or adapting other people’s content could be described as improper.

A student producing resources for a course assignment needs to be very careful to ensure that they do not use digital resources in a way that can have a negative impact on their studies. Students need to be able to use resources to inform their own original work and to attribute or reference them properly. They should not copy elements of work done by others and claim it as their own. This is called plagiarism. There are many tools available on the internet to check if someone has stolen work by other people, and these are often used by educational institutions to check students work.

Commercial organisations are also very sensitive about people using their content or resources without their permission.

One way to prevent plagiarism, cheating and stealing of digital resources is to make sure content creators apply a clear and understandable licence stating how the work can be legally used. Another is to make sure that people understand how to check for licences and to make sure they properly present and attribute anything they want to use in their own work.

All Creative Commons licences and many other open licences specifically include an attribution clause which states that the materials may only be re-used if proper credit to the original creator is given. There is no definitive way to reference; however common elements of a good reference include the name of the original author or creator, the location where the original source was found, and the licence provided on the original resource. Here’s an [example of how to attribute](#), provided by the Creative Commons organisation.
Unit summary

In this unit you learned about the conceptualisation and creation of your own digital story - the fictional and non-fictional narratives you wish to communicate to the wider world. You learned how to storyboard and develop your digital story, taking into account the different audiences you may want to connect with and their needs, and how to receive feedback on your story using the affordances of various forms of feedback mechanisms. You learned how to source existing content and incorporate that into your own story, while remaining legal and ethical in your practice through using open content - materials which are specifically licensed to be reused by others. You learned how to identify and find these materials yourself, and how to license your own materials as open content if you should so wish.

As a future digital education leader, you are now positioned to help others develop their own digital narratives, individually or collectively. You can help educate your community on the responsible use of third-party content, and how to produce their own materials in such a way that they can be reused by other users. By doing this, you can help improve the quality and legality of online content production.

Assessment
1. Digital storytelling can consist of
A) Informing customers or funders of the purpose of your business or institution
B) Engaging local communities through providing information and encouraging them to take action
C) Completing academic assignments
D) All of the above

2. Which of the following should not be used as a tool for publishing your digital story?
A) WordPress
B) Public forums
C) Flickr
D) YouTube

3. Which of the following is not an example of digital storytelling?
A) Developing a personal online Curriculum Vitae (CV)
B) Engaging in online games
C) Collecting and commenting on current news stories
D) Encouraging others to donate to online charities

4. Digital storytelling may incorporate:
A) Text only
B) Text, images and videos
C) Text, images and sound clips
D) Any media

5. When developing a digital narrative as part of a community, which of the following aspects are the least important to bear in mind?
A) The content of the message
B) The creating community’s goals
C) The potential audiences of the message
D) The division of labour within the creating community

6. Which of the following groups is least likely to be a potential audience for your digital stories?
A) Funders and policy makers
B) Civil society organisations
C) Friends and family
D) People in access-restricted areas

7. Which of the following tools can be used to create collaborative digital stories?
A) Baidu
B) YouTube
C) Open Office
D) Wikis

8. Which of the following questions is not critical to consider when developing your own digital resources?
A) Where should I publish the completed resources?
B) Who is my intended audience?
C) What is the purpose of the resource?
D) Am I worthy of having my views heard?

9. What does the 'attribution' clause in Creative Commons licensing mandate?
A) The original creator is given appropriate credit for their work
B) The sources within the text are all explicitly named
C) The characteristics or attributes of the resource are identified
D) None of the above

10. Which of the following tools cannot be used to both create and profile content?
A) Google Docs
B) WordPress
C) Libre Office
D) Tumblr

11. In an Open Educational Resources (OER) context, the primary difference between remixing and repurposing is:
A) The level of implied adaptation
B) The inclusion of other resources
C) The rules regarding referencing and attribution
D) The use of multimedia content

12. A benefit of remixing existing Open Educational Resources (OER) content is:
A) Using others’ resources can improve the quality of my own work or save time
B) There’s no need to attribute the original source
C) I can claim the content as my own
D) None of the above

13. A CC BY licence prevents me from:
A) Changing the content
B) Sharing the content
C) Claiming the content as my own
D) Using the content in a commercial product

14. Digital stories:
A) Are purely fictional narratives that only use text
B) Are fictional or non-fictional narratives can use multiple media, such as text, images and video
C) Are fictional or non-fictional narratives that only use text
D) Are purely fictional narratives that can use multiple media, such as text, images and video
15. When engaging with online audiences, which of the following sentences best describes the ideal approach to creating your digital narratives?
A) Create one single, coherent narrative for all audiences
B) Create different narratives for different audiences
C) Create different narratives for different audiences while ensuring no contradictions
D) Create a base narrative and tailor it for different audiences depending on their specific requirements

16. Which of the following statements best describes a practical approach to acquiring and incorporating feedback on your digital story?
A) Online audiences are too uninformed to offer useful feedback
B) Ask your audience directly through emails or face-to-face interactions
C) Reuse content from already-successful websites
D) Start a Facebook group, Twitter account or enable a comment feature on your website

17. When I upload my digital content online, I:
A) Waive all rights to that content
B) Automatically assign an open licence
C) May waive some rights depending on the where I upload the content
D) Always retain all my rights

18. Which of the following tools or services is optimised for publishing rather than creating digital content?
A) Audacity
B) Open Office
C) Facebook
D) Lulu

19. When is it improper to re-use digital resources?
A) When work is not properly attributed or referenced
B) When the work is posted on WordPress-based websites
C) When the work belongs to a commercial institution who has not released the content under an open licence
D) A & C

20. What elements should you include while referencing
A) The name of the author or creator
B) The original location of the resource
C) The licensing provision of the original resource
D) All of the above

Check Your Responses: