

Summer Institute in Digital Literacy Frameworks

Personal Digital Inquiry and Digital Media Literacy

During the Institute, you will be using the **Personal Digital Inquiry Framework** as the primary pedagogical approach for the plan you will develop linked to four sets of essential inquiry elements. You might use the **Anytime/Real Time Inquiry Learning Model** to help you consider how to design a combination of in-person and hybrid learning opportunities. You might also use the **Digital and Media Literacy Framework** to identify specific digital literacy competencies your project might best address. Finally, we will encourage you to consider how an expanded conceptualization of literacy -- with its focus on reflection and action-- helps learners develop intellectual curiosity that connects the classroom to the culture.



Working with a partner in one of three collaborative formats, you will create a Design Studio Inquiry Plan. Your resulting lesson (or project) will invite your learners into an inquiry relevant for your work context while integrating research-informed practices for teaching, learning, and leadership. Elements across the seven days, and Design Studio time in particular, serve to inspire and support you through the inquiry process.

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Below, read more about the three frameworks and how they are connected to guide your work at the Summer Institute in Digital Literacy.

Framework #1: [Personal Digital Inquiry \(PDI\) Framework & Planning Guide](#)

Framework #2: [Digital and Media Literacy](#)

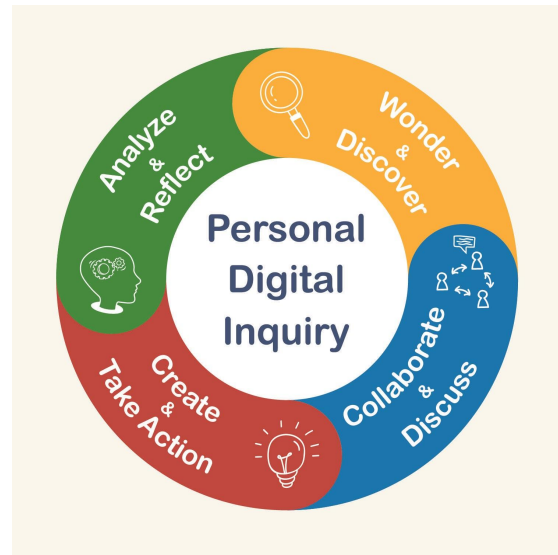
Framework #3: [Anytime/Realtime Learning Framework](#)

[Connections Between the Frameworks](#)

Framework #1:

Personal Digital Inquiry (PDI) Framework & Planning Guide

A Personal Digital Inquiry (PDI) framework ([Coiro, Dobler, & Pelekis, 2019](#)) helps teachers envision ways of designing personal digital inquiry experiences that foster collaborative discussions and reflection that, in turn, lead to knowledge building, knowledge expression, and personal action.



ESSENTIAL ELEMENTS:

The four essential elements of a productive personal digital inquiry project include regular opportunities for every learner to wonder & discover, collaborate & discuss, participate & create, and analyze & reflect. Learners may move through these opportunities in varied sequences with varied amounts of support, but successful inquiry-based projects make room for all four sets of practices.

PDI PLANNING GUIDE:

As you choose to integrate digital texts and tools into your classroom inquiries, a **PDI planning guide** ([view example of a filled in planning guide here](#)) can help you make intentional choices about technology use, depending on the project learning outcomes and your teaching and/or learning purposes. The planning guide leaves space for you to consider how you might a) identify learning outcomes and related standards, b) create opportunities for four sets of PDI practices, and c) intentionally select and use digital experiences that increase student engagement with deeper levels of thinking. For more details, [these thinking guides](#) and additional **PDI planning guide examples** provide a deeper dive into designing for Personal Digital Inquiry.

Designing for Learner Voice, Choice, and Agency? Four questions can help you design flexibly supported opportunities for students to take on more active roles in their learning. As shown across the top of [this figure](#), educators can move flexibly between levels of support as needed while answering these questions; some days you might model and structure digital inquiry by providing most of the support and other times students will have opportunities to take more active roles in their learning as part of guided and open inquiry.

Framework # 2: Digital and Media Literacy

In expanding the concept of literacy to include all the ways that humans share meaning through the use of symbols, we recognize these cross-cutting core practices:



ACCESS: Using digital tools, generating keyword search practices, listening and reading comprehension. These competencies are all about finding, using and understanding ideas and information.

ANALYZE: Comparing and contrasting, evaluating message quality, recognizing purpose, point of view and stereotypes, all while considering the context and the meaning of messages. These competencies are all about asking critical questions.

CREATE: Brainstorming, collaborating, discovering a purpose and a point of view and developing ways to attract and hold audience attention through creative design of language, image, sound, and multimedia. These competencies are all about the creative and collaborative practices of composition.

REFLECT: Considering the impact and consequences of texts, tools, technologies and messages on individuals and society. Reflecting on the interpretive process and the differences that occur in meaning-making. These competencies are all about taking time to step back, think and wonder.

ACT: Being a responsible communicator and citizen, respecting laws and acting ethically and with integrity. These competencies are all about using the power of communication and information to make a difference in the world.

Learn more about examples of each of these at Renee's 2020 Blog Post about [Media Literacy and Online Learning](#)

Our PDI-DML model ([Coiro & Hobbs, 2017](#)) amplifies the core practices of personal digital in inquiry learning as the engine that enables digital and media literacy to become truly transformative pedagogical practices.

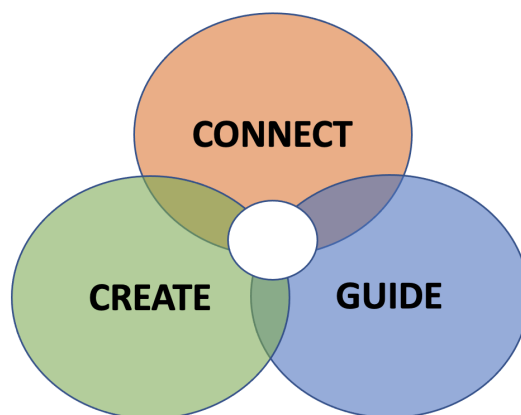
Framework #3: Anytime/Real Time Learning Framework

The **Anytime/Real Time Learning Framework** (Coiro & Hobbs, 2020), created at URI's Summer Institute in Digital Literacy to meet the teaching demands during the global pandemic, provides a useful instructional context to actively engage learners in inquiry as they develop digital literacies as well as use digital media texts, tools, and technologies to understand challenging content (e.g., science, math, language, history, etc.). The framework involves a sequence of four steps that structure inquiry-based teaching and disciplinary learning while also promoting digital and media literacy competencies. Elements in each phase of the framework are grounded in effective teaching practices for hybrid and remote learning contexts.

As part of the design process, the teacher/designer intentionally weaves into their digital and media literacy plan ways to 1) **INSPIRE** learners; 2) **ENGAGE** learners; 3) **CONNECT** with Learners and 4) **CREATE** with learners. They begin by designing one or more purpose-driven activities (e.g., those that begin with performance-based verbs such as watch, read, wonder, analyze, comment, plan, design, or act) that offer students an active role in each phase of their learning.

Three of the four phases in the framework are designed to leverage digital tools and practices connected with asynchronous (or anytime) learning; typically, these activities take place *before* or *after* students connect with you in real-time synchronous (F2F or virtual) activities. The framework also provides a flexible sequence of digital teaching practices (e.g., greet, hook, model, discuss, ask) to guide your efforts in each phase.

INSPIRE (ANYTIME)	ENGAGE (ANYTIME)
WATCH READ WONDER	READ EXPLORE ANALYZE COMMENT REACT PLAN CREATE
Greet: Teach: Hook: Ask:	Teach: Engage: Ask:
CONNECT (REAL TIME)	SHARE (ANYTIME/REAL TIME)
COLLABORATE LISTEN CONSIDER SHARE	PRODUCE DESIGN CREATE REVISE ACT RESPOND REFLECT
Greet: Synthesize: Discuss: Ask: Wrap-up:	Create support structures and designate a digital space for learners (and teachers) to do one or more of these



To read more about recommended practices for blending anytime and real time teaching emerging after the COVID-19 remote teaching experiences, you might enjoy [Nine Ways Online Teaching Should Be Different from Face-to-Face](#) (Gonzalez, 2020).

Connections Between the Frameworks

- The [Personal Digital Inquiry \[PDI\] Framework](#) helps build a culture that values and makes time for inquiry, collaboration & dialogue, participation & action, and analysis and reflection in any learning community *before* considering ways that technology can expand teaching and learning as part of digital inquiry. The Summer Institute experience is uniquely guided by these elements to ensure that you, as the learner, engage in the very same practices that we hope you will integrate into your project plans for the learners back in your educational settings.
- [Digital and Media Literacy \(DML\)](#) is an expanded conceptualization of literacy that includes attention to how we use, consume and create messages in many forms. It emphasizes the practices of reflection and action in order to put "new literacy" practices in a larger social and political context.
- [Anytime/Real Time Inquiry Learning Model](#) provides a useful instructional context to actively engage learners in inquiry as they develop digital literacies as well as use digital media texts, tools, and technologies and learn challenging content (e.g., science, math, language, history, etc.). It also provides an explicit structure for our week together, in that elements of the institute are designed to engage you with developing a compelling inquiry question, immerse you in diverse models of anytime (asynchronous) and real time (synchronous) teaching and learning, working collaboratively during Design Studio to use, reflect on, and integrate relevant pedagogies and technologies, and ultimately, share your project with participants in Design Studio Showcase.

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