

Core Review Task Force
Proposed Core Learning Outcomes
Digital Literacy

Introduction: CLO rubrics provide a common set of definitions and expectations for Core learning across the Core and the University. They will be used as assessment scoring instruments for Core assessment.

Most of the rubrics are adapted from the [AAC&U VALUE Rubrics](#). VALUE rubrics are intended to assess learning across the entire undergraduate journey. The Capstone levels represent the performance expected of graduating seniors. It is NOT expected that students will perform at the Capstone level after their first or second year.

The Task Force recommends that Core subcommittees be charged with reviewing and adapting these rubrics to ensure they meet the needs of FSU's core curriculum.

Definition: Students will choose the appropriate digital technologies for a given task; access, critically evaluate, and use a variety of digital information sources; create content, collaborate, and communicate with others using appropriate and effective digital technologies; and use digital technologies both safely and ethically.

Rationale: Technology increasingly underlies all forms of research, collaboration, and communication. We access information through digital databases, create reports and presentations using digital technologies, and communicate results through emails, uploads, websites, and video conferences. To be successful as professionals, citizens, and members of their community, students must be able to select the appropriate technology for a given purpose. They must be able to critically assess the validity of information accessed through digital media. They must be able to create content that is accurate, well-reasoned, well-supported, well-illustrated, and effective. They must be able to determine the most appropriate way to communicate content, which often involves a variety of digital media: email, web pages, social media, and video conferences are just some of these media. While creating and communicating content, students must know when and how to document digital sources as well as how to protect themselves and others from viruses, identity theft, and other threats. Finally, using technology requires a mindset that builds in time to select, master, and troubleshoot the technology used.

Background: There is widespread agreement that Digital Literacy is an essential skill for twenty-first century students, professionals, and citizens. The recommended definition, rationale and rubric borrow heavily from the [rubric](#) created at [Cleveland State University](#). They also follow the recommendations of the [UNESCO Digital Literacy Global Framework Report](#).

Digital Literacy Rubric

Criterion	Capstone	Milestones		Benchmark
	4	3	2	1
Information and Data literacy	Identifies the appropriate digital tool(s) for the task. Successfully gathers and organizes highly relevant information using chosen digital tool(s). Can report on their methodology for choosing and using the digital tool(s).	Identifies the appropriate digital tool(s) for the task. Successfully gathers and organizes relevant information using chosen digital tool(s).	Successfully gathers and organizes relevant information using assigned digital tool(s).	Successfully gathers information using assigned digital tool(s).
Communication and Collaboration	Identifies digital tool(s) and techniques relevant to the communication or collaboration context. Successfully establishes and follows a communication or collaboration protocol using chosen digital tool(s). Can report on their methodology for choosing and using the digital tool(s).	Identifies digital tool(s) and techniques relevant to the communication or collaboration context. Successfully establishes and follows a communication or collaboration protocol using chosen digital tool(s).	Successfully establishes and follows a communication or collaboration protocol using assigned digital tool(s).	Successfully follows a communication or collaboration protocol using assigned digital tool(s).
Content creation	Identifies relevant digital tool(s) or technique(s) to present work. Deploys the tool(s) and technique(s) successfully, with respect to disciplinary and digital medium conventions. Can report on their methodology for choosing and using the digital tool(s) or technique(s).	Identifies relevant digital tool(s) or technique(s) to present work. Deploys the tool(s) and technique(s) successfully, with respect to disciplinary and digital medium conventions.	Presents relevant work using assigned digital tool(s) in a manner consistent with disciplinary and digital medium conventions.	Presents relevant work using assigned digital tool(s)
Safety and Ethics	Explains safe online practices and/or ethical and legal uses of digital information and technologies. Successfully applies safe online practices and/or ethical and legal uses of digital information and technologies. Can report how their actions are consistent with identified practices.	Explains safe online practices and/or ethical and legal uses of digital information and technologies. Successfully applies safe online practices and/or ethical and legal uses of digital information and technologies.	Explains safe online practices and/or ethical and legal uses of digital information and technologies.	Successfully identifies safe online practices and/or ethical and legal uses of digital information and technologies when prompted