



educability

BUILDING THE CAPACITY OF EDUCATORS
& LIBRARIANS IN INFORMATION LITERACY

Introduction to IO3 and the Virtual Learning Environment

Sara Martínez & Belén Mosquera

Universidad Carlos III de Madrid

Project number: 2020-1-CY01-KA202-066032/1



EDUCABILITY

A holistic, user-driven approach
for the development of an innovative, open-access
Educational Framework for

**six emerging information-related
literacies**

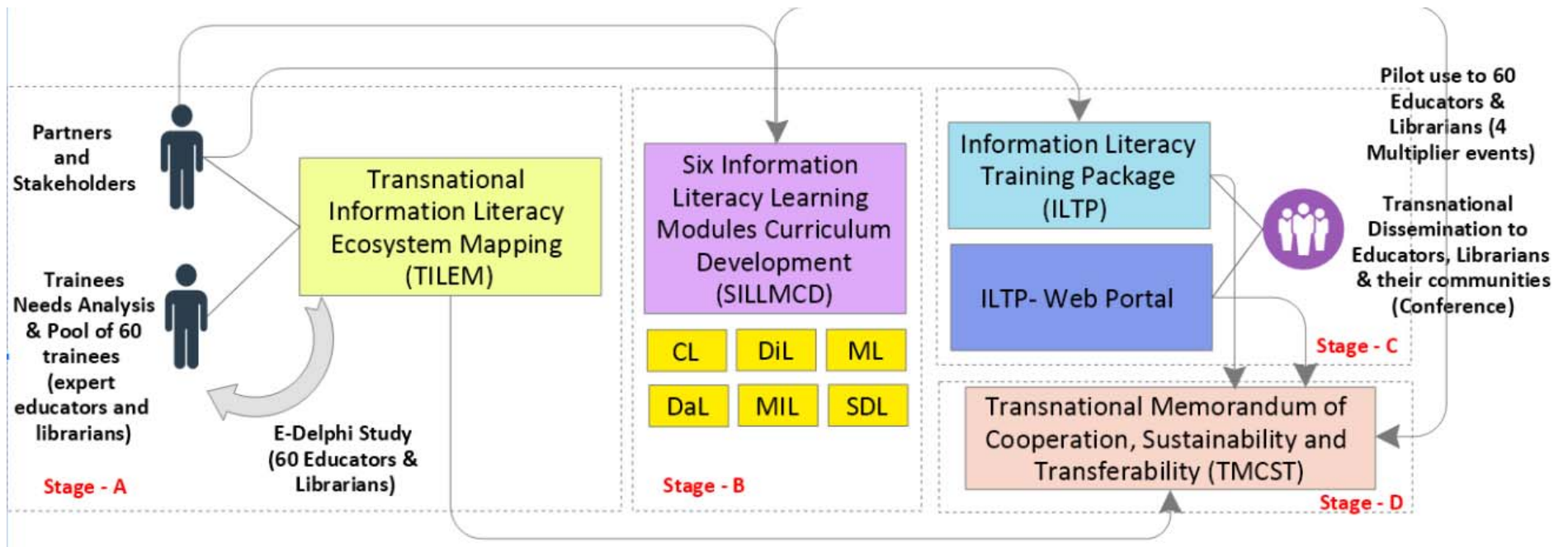




1. **Critical Informacion Literacy**
2. Digital Literacy
3. **Data Literacy**
4. Media and Information Literacy
5. Mobile Literacy
6. Sustainable Development Literacy



Virtual Learning Environment & Web Portal for the Information Literacy Training Package



- **Transdisciplinary team:** Strong scientific and technological background



UC3M TEAM

Scientific team

Miguel Ángel Marzal (Associate Professor)
(Team leader)

Sara Martínez Cardama (Associate Professor)

Pablo Parro Valero (Teaching assistant)

Technical team

Library Service: Belén Mosquera (OCW), José Carlos Ortega (Web) and Rosa Sánchez (UC3M Digital).

Computing Service: Clara Benedet and Esther Morago



UC3M and Educability



- Functions

- Deployment, configuring and maintaining a Moodle instance to host content.
- Training and support for content creators.
- Integration into a unified web environment.



Transition from IO2 to IO3

IO2: Six Information Literacy Learning Modules Curriculum Development (SILLMCD)

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2020-4-176144202-04602

DL- MODULE 4

MANAGING DATA

Competency/Skills to understand Data Literacy as an essential framework

The Data literacy educator will teach how to connect Data management perspective to Data literacy aligning both perspectives through different resources, tools and activities.

LEARNING OBJECTIVES

1. Understand that Data literacy is an essential competence for Data management perspective
2. Identify responsible Data management as a critical role in a good research
3. Offer guidance for supporting the creation of data management plans
4. Understand how to keep the data organized
5. Apply criteria for archiving data for long-term use
6. Understand the legal and ethical considerations about the use of data
7. Show the trainees how to document and transcribe the data collected.

LEARNING OUTCOMES

1. Identify skills and competencies to keep track of their data and guarantee its safety
2. Being aware of the importance of Data Management Plans for researchers and learning how to support its creation
3. Learn Data Management best practices
4. Understand the Data life cycle
5. Use a proper data organization to make research data more accessible
6. Develop research in Copyright and different licenses for your data
7. Choose efficient approaches for storing the data
8. Choose the best way and method to document the data used in their research.

TEACHING METHODS

Interactive learning

TASK / ACTIVITIES

1. Trainees will read
What is research data management <https://bioethics.org/resources/online-table-contents/2016/04/keeping-your-data-organized>
Data Module 4: Keeping your data organized <https://bioethics.manuscriptcentral.com/bsc-111884e-111884e>
Next, they will be asked to take the reflection E-quiz. Each trainee will be able to take the reflection E-quiz as many times as he/she wishes.
2. Trainees will watch Data Sharing and Management Snafu in 3 Short Acts, a funny video exploring some of the issues that happen in data management and sharing. It was created by NYU Health Sciences Library.

Co-funded by the European Programme of the Erasmus+ project
Unidad | Predilección de todo | activo
Accesibilidad: es necesario investigar
Concentración

IO3: Virtual Learning Environment & Web Portal

NYU Health Sciences Library (19 dic 2012). *Data Sharing and Management Snafu in 3 Short Acts* (Video)

Read about essential steps and fields related to Data Management

On the front of the card, you can find a hint compounded by a quote from the video that refers to a particular area of Data Management and Sharing. Turn the card to reveal the corresponding action.

Q4_Educability_Part 2

Data Literacy: steps for Data management and sharing

On the front of the card, you can find a hint compounded by a quote from the video that refers to a particular area of Data Management and Sharing. Turn the card to reveal the corresponding action.

Pedagogical and technical decisions

Content index

- Critical Information Literacy
- CIL M1 - Apply critical approaches to information
 - CIL M1 - Activities
 - CIL M1 - Complementary Material
- CIL M2- Misinformation, fake news and algorithmic bias
 - CIL M2 - Activities
 - CIL M2 - Complementary Material
- CIL M3 - Ethical and socially responsible behavior
 - CIL M3 - Activities
 - CIL M3 - Complementary Material
- CIL M4 - Promotion of equity
 - CIL M4 - Activities
 - CIL M4 - Complementary Material
- CIL M5 - Cultural diversity, interculturality, multiculturalism
 - CIL M5 - Activities
 - CIL M5 - Complementary Material
- CIL M6 - Information social justice
 - CIL M6 - Activities
 - CIL M6 - Complementary Material
- Download this course



Critical Information Literacy

Authors: Miguel Ángel Marzal García-Quismondo, Sara Martínez Cardama, Pablo Parra Valero

Institution: University Carlos III de Madrid

Target group: Educators & Librarians

Estimated time: 6-9 hours

Contact: educability@uc3m.es

Share: [f](#) [t](#)

Course introduction

Critical Information Literacy

Critical information literacy asks librarians to work with their patrons and communities to co-investigate the political, social, and economic dimensions of information, including its creation, access, and use. This approach to information literacy seeks to involve learners in better understanding systems of oppression while also identifying opportunities to take action upon them. An increasing number of librarians appear to be taking up critical information literacy ideas and practices in various ways, from cataloging to reference. But what does it mean to make critical information literacy part of one's work?

2016
12 Eamon Tevelli
3 Comments



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Virtual Learning Environment

uc3m | Universidad Carlos III de Madrid

Project number: 2020-1-CY01-KA202-066032/1





Building the capacity of educators & librarians in Information Literacy

EDUCABILITY - Building the Capacity of Educators & Librarians in Information Literacy" is an Erasmus+ KA2 project

Goals

- ① To deliver a complete pilot Information Literacy Training Package (ILTP), embedded in an open access Virtual Learning Environment (VLE).
- ① To develop a Web portal for end-users, mainly educators and librarians



Selection of the learning platform



- Moodle is the world's most popular open source Learning Management System.
- Platform designed for course creation.
- UC3M has support and experience in Moodle (IT Service, Library staff).
- Free software.
- Multi-language.
- Multi-device.
- Option to download course content.
- Possibility of https secure server.
- Possibility of including dynamic content (h5p).
- Extensive documentation that is built by the Moodle development team, as well as by translations contributed by the community.



Configuration of the learning platform



- Installation and configuration of a Moodle for Educability on a UC3M server.
- Version 3.10
- Theme "Adaptable".
- Open Access:
 - No users enrollment.
 - No marks.
 - Content downloadable and reusable under license.



Editing the learning platform



- Elaboration of the course templates.
- Editing training to the rest of the Project participants → Content creators.
 - Online and face-to-face training.
 - Elaboration of a Manual for publishers. [https://ve-educability.uc3m.es/file.php/291/Manual for Publishers.pdf](https://ve-educability.uc3m.es/file.php/291/Manual_for_Publishers.pdf)
- Content uploading: content creators → Technicians, advice and technical support.



Web portal learning platform



← Educability Web 1

<https://educability.cut.ac.cy/>

Learning platform 2



avoid duplication X 3

Moodle homepage can be used as a homepage to the learning program.




The learning platform

<https://vle-educability.uc3m.es/>

Information Literacy Training Package

Educability



Building the capacity of educators & librarians in Information Literacy

EDUCABILITY - Building the Capacity of Educators & Librarians in Information Literacy" is an Erasmus+ KA2 project



Learning modules

<https://vle-educability.uc3m.es/>



Information Literacy



Course >



Critical Information Literacy



Course >



Data Literacy



Course >



Digital Literacy



Course >



Media and Information Literacy



Course >



Mobile Literacy



Course >



Sustainable Development Literacy

Course >



Structure of the learning modules

<https://vle-educability.uc3m.es/course/view.php?id=270>

Critical Information Literacy Educability

Home > Courses > CIL

Content index

- Critical Information Literacy
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 - CIL M2 - Complementary Material
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 - CIL M3 - Activities
 - CIL M3 - Complementary Material
- CIL M4 - Promotion of equity
 - CIL M4 - Activities
 - CIL M4 - Complementary Material
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 - CIL M5 - Complementary Material
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August, 2022

Share: [f](#) [t](#)

Cour



H5P interactive exercises

When researching, you do not have to say where you got your information from.

True

False

0/1 [Show solution](#) [Retry](#)

Which of the following is a secondary source?

A photograph of an immigrant family arriving at Ellis Island.

Martin Luther King's "I Have a Dream" speech.

A journal kept by a soldier during the American Revolution.

A textbook chapter on World War II and its famous battles.

1/1

[Reuse](#) [Embed](#)

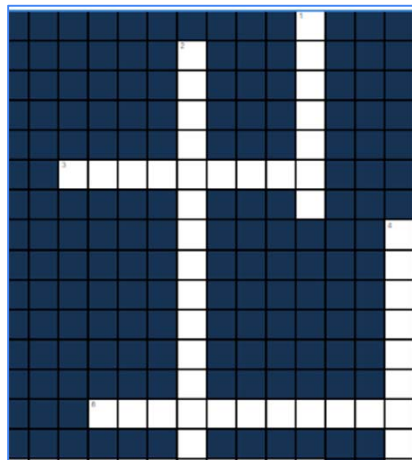
H5P is a tool integrated in Moodle that allows the creation and sharing of interactive content as teaching support material: quizzes, presentations, videos and other types of rich content.

H5P content can be created within Moodle or through the platform <http://h5p.org> (free with registration) and then uploaded to Moodle or other compatible platforms.



H5P interactive exercises

Crossword



Across

3 The use of computers to simulate and study complex systems using mathematics, physics and computer science (9)

6 A marked effect or influence, impression (6)

7 Introduction into the environment of a substance which has harmful or poisonous effects (9)

8 The surroundings or conditions in which a person, animal, or plant lives or operates (11)

10 The computer systems able to perform tasks normally requiring human intelligence (10,12)

Down

1 Relations of organisms to one another and to their physical surroundings (7)


2 The process of finding solutions to difficult or complex issues (7,7)

4 A process in which species, family, or other group of animals or plants cease to exist (10)

5 The production of a computer model of something, especially for the purpose of study (10)

9 A long-term change in the average weather patterns (7,6)

Flashcard game



Then I am requesting your data!

"What I need is the data. Will you share your data?"

Turn

Drag the Words

True / False

The first regular TV program on BBC broadcast to around 500 TV sets

True False

Check

Correct boxes

quisite for fostering equitable access to _____ and promoting free, independent and cy recognizes the primary role of information and media in _____. It lies at the core of _____ to understand the _____ of media and other information providers, to critically _____ of information and media content. MIL encompasses both traditional and digital _____ in cultural, political, social and technological spheres

concepts and history. Understanding media and information literacy (MIL) in the digital age: A question of _____ the_Digital_Age_A_Question_of_Democracy/links/5d95d5ba92851c2f70e66f5b/Understanding-Media-and-


- content
- our everyday lives
- "Media and Information Literacy "(MIL)
- information and knowledge
- change
- citizens
- users and producers
- functions
- freedom of expression
- pluralistic media



Content reuse

Download of each learning module:

Download this course



Critical Information Literacy

[How export/import a course. \(PDF\)](#)

[Download course](#)

H5P: also individual download

Activity 1

Are Research and subject guides instructional material that

True False

[Check](#)

[Reuse](#) [Embed](#)

[Reuse](#) [Embed](#)



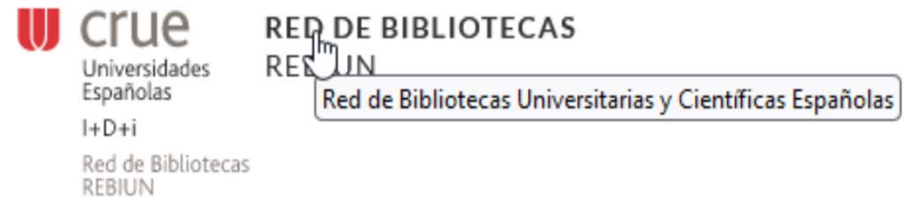
How export/import a course: brief guide

https://vle-educability.uc3m.es/file.php/291/Export_Import_Courses.pdf



Content reuse

- Inspirational
- ToT
- Cooperation with international networks and teams of specialists
- Synergic development with other stakeholders



The screenshot shows the REBIUN website interface. At the top, there are navigation links for 'INTE', 'PATROCINIOS', 'INTRANET', and social media icons. A main menu includes '¿QUÉNES SOMOS?', 'GRUPOS DE TRABAJO', 'SERVICIOS', 'NOTICIAS', 'EVENTOS', and 'CONTACTO'. The current page is titled 'GRUPOS' and features a section for 'Innovación docente y competencias digitales'. This section includes a detailed description of the group's objectives, a list of team members (coordinators and members from various universities), and a 'DESTACADOS' (Highlighted) section with three items: 'Adaptación del marco DIGCOMP', 'Materiales formativos sobre competencias digitales', and 'Tutorial sobre citas y referencias'. Below this, there is an 'OBJETIVOS' (Objectives) section with two numbered points. At the bottom, there is a 'Documentación generada por el grupo' section and a footer with contact information, logos for SPARC+ Europe and 2020, and a 'CONTACTO | AVISO LEGAL | ASESOR' link.



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ευχαριστώ

Thank you

Gracias