23 THINGS
INFORMATION FOR EDUCATORS

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23 Things at Curtin Library: a brief overview

23 Things is a self-paced online digital skills program designed to help students develop the digital capabilities required for successful study, work and life. The program consists of a combination of synchronous and asynchronous activities through self-paced online modules, workshops and creative digital challenges on topics as diverse as video editing, digital security and virtual reality. Participants are guided through the program through a weekly email with information and updates about topics and activities, and regular blogs which share demonstrations and illustrate everyday examples. The program also strives to keep students engaged using transmedia storytelling to weave the topics together and create an engaging learning experience. The program is open to anyone, and Curtin students can earn a Curtin Extra Certificate by participating.

Created by students, for students

As part of Curtin Library's students as partners program, a diverse group of student assistants have created the content for the 23 Things program, including interactive activities, videos and infographics. Bringing student voices to the forefront and fostering a peer-to-peer learning approach has bought unique perspectives to the program and,

through the sharing of their knowledge experience, has helped make the content relatable and accessible.

Flexible, accessible, engaging learning

Activity-based learning forms the bedrock of the program, which is designed to be flexible to fit with busy schedules and commitments. Students can do as much or as little as they like and can select what they want to learn and when through the self-paced online modules, creative challenges and workshops. Students can participate by engaging with:

- Online self-paced modules:

Interactive online activities enable participants to track and reinforce their learning through formative testing which gives them immediate feedback. A scaffolded approach provides demonstrations and examples, and encourages self-directed learning through exploration. In addition, there are points of extension hyperlinked throughout for students who want to continue their learning path beyond what is covered in the module. Students put knowledge into practice by creating digital artefacts and sharing them with their peers. Link to 23 Things page

- Makerspace workshops and Curtin Makers Facebook Group:

A range of workshops are offered throughout the year by the Curtin Library Makerspace. These workshops complement the self-paced modules and provide a hands-on practical application of the skills and knowledge. Both face-to-face and online modes are available for the workshops, which are run by student experts at the Curtin Library Makerspace. We also encourage participants to share and connect with others in the Curtin Makers Facebook group.

- Transmedia storytelling:

23 Things aims to engage and communicate with participants to encourage sharing and exchange of knowledge, thoughts and experiences. We use "transmedia storytelling", which involves developing a fictional interactive story using multiple digital platforms including a blog, to engage with participants and bolster conceptual learning by illustrating how digital skills can be applied in a workplace context. The storytelling uses the fictional characters and extends the narrative developed in Curtin Library's online game Certitude

Curtin Extra Requirements

As a Curtin Extra program, students can earn a certificate on their academic transcript by participating in 23 Things. The program runs every semester (across 6-month period) and can be completed in this timeframe. However, the consecutive presentation of the 23 online modules occurs over a year, with 12 different online modules presented each semester. Any of the 23 self-paced modules can be done at any time. In addition, workshops and creative challenges are offered throughout the year.

To qualify for a Curtin Extra Certificate, participants need to register and provide evidence of completion of at least 8 online modules and/or workshops, as well as reflections and other activities. More information about the 23 Things Curtin Extra program is available on the 23 Things website.

Why should students participate in 23 Things?

23 Things is designed to help students attain the Curtin graduate capability of "[e]ffective communicators with digital competence" where "[g]raduates will be able to effectively communicate, and confidently access, use and adapt information and technology to meet the needs of life, learning and future work" (Curtin University Graduate Capabilities).

Digital competency is a broad concept covering"media and information literacy, digital research and problem-solving, creativity with digital tools as well as routine management of communication and social media tools" (Jisc, Digital capability and employability).

Learning to effectively communicate with digital competency enables students to:

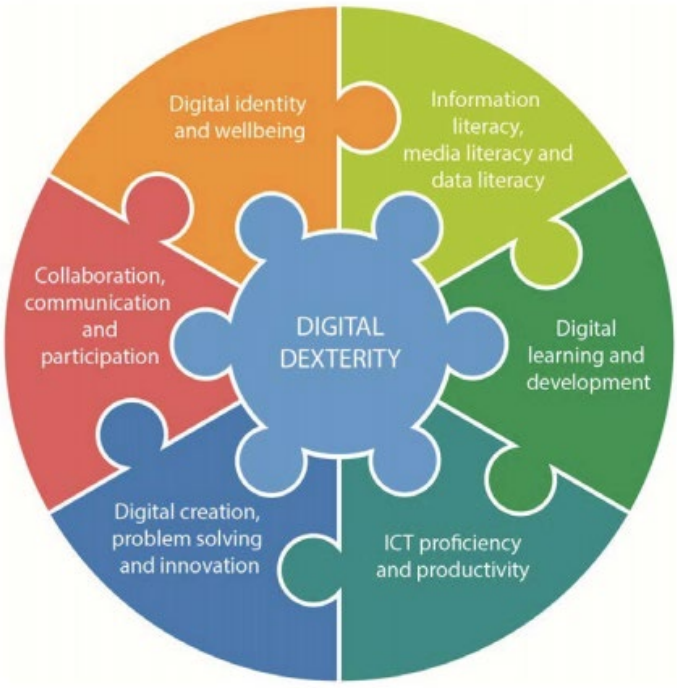
- engage effectively within their learning environment to meet course requirements.
- use appropriate tools and methods for communication, as well as gaining experience in digital tools.
- develop proficiency in technology and related skills for their specific discipline and beyond.
- respond to future opportunities, shifting labour market requirements, and fast-changing developments in technology with agility and flexibility.
- enhance their employability, as employers highly value skills in using digital tools and applications to communicate, be creative and innovative, problem solve, participate, and collaborate within an organisation.

develop a professional digital identity for recruitment, networking, and career development and mobility.

CAUL Digital Dexterity Framework

The Council of University Libraries (CAUL) has developed a Digital Dexterity framework that identifies six main elements of digital competency that students need to thrive in a digital environment:

1. **Information, media & data literacy**: Critically evaluates and responds to digital information; accesses, interprets and manages digital data.
2. **Digital learning & development:** Uses digital learning resources to organise, plan and reflect on learning.
3. **ICT proficiency & productivity**: Uses digital communication tools; selects and uses devices, software and applications appropriate to the task.
4. **Digital creation, problem solving & innovation**: Uses digital technologies to develop new ideas and opportunities; uses digital research to solve problems.
5. **Collaboration, communication & participation:** Uses digital media & tools for communication & collaboration.
6. **Digital identity & wellbeing:** Manages digital reputation; ensures personal health, safety and work-life balance in digital settings.



https://www.caul.edu.au/sites/default/files/documents/digital-dexterity/digdex2019framework.pdf

Through interactive and hands-on activities, the 23 Things program addresses the six areas of digital capability identified in the CAUL Digital Dexterity framework, and helps students develop the understanding and abilities associated with them. Each of the 23 'Things' is mapped against one of the six areas of the framework to show a description of each module and which area it is mapped to, as well as understandings and abilities developed from participation and learning outcomes in each of the six areas.

Table showing mapping of Curtin Library's 23 Things against the CAUL Digital Dexterity Framework

23 Things – Curtin Library https://libguides.library.curtin.edu.au/23things			
	Thing	**Description**	**Main Framework area covered**
1	Getting Started	Getting underway with the program; qualities required for adaptability; digital self-assessment	Digital learning and development
2	Video editing	Covers essential video editing techniques using Shotcut: trimming and splitting techniques, how to incorporate and manipulate transitions, filters and other special effects	Digital creation, problem solving and innovation
3	Video compression	Introduction to terminology surrounding video formats including using a video transcoder to work through problems such as device incompatibility and upload size issues; how to convert/compress your video files with ease.	ICT proficiency and productivity
4	Demystifying Data	Understanding what data is, the main types and uses of data, and how to interpret it.	Information literacy, media literacy and data literacy

5	Data Makeover	Covers fundamentals of data visualisation and introduction to some tools to create data visualisations.	Information literacy, media literacy and data literacy
6	3D Modelling	Introduction to basic 3D modelling knowledge, tools, and 3D printing.	Digital creation, problem solving and innovation
7	Computer anatomy	Understand the hardware components of computers.	ICT proficiency and productivity
8	Internet basics	Learn how the Internet started, how it connects millions of people worldwide and how it affects us.	ICT proficiency and productivity
9	Accessibility	Introduction to the concepts of digital accessibility; identify ways to build a more accessible digital world	Digital learning and development
10	Basic coding	Create a basic calculator and learn the concepts of control structures, data types, variables and analysing user input in the Java programming language.	Digital creation, problem solving and innovation
11	Online identity	Learn about digital footprints, mapping your online identity and uncovering ways to build a positive online presence.	Collaboration, communication, and participation
12	Digital security	Focuses on the importance of keeping data private and how to secure your computer and data from online hackers.	Digital identity and wellbeing
13	Visual Communication	Explores some of the features of infographics and	Information literacy, media literacy and data literacy

		introduction to Canva, a useful tool for communicating messages visually.	
14	Digital Creativity	Introduction to some ideas, examples and tools to develop creativity. Covers the fundamentals of editing images using GIMP.	Digital creation, problem solving and innovation
15	Remixing	Understand how to copy, download, mashup remix and republish content from the web without breaching copyright rules and to be able to receive and give credit where it is due.	Information literacy, media literacy and data literacy
16	Digital Declutter	Tips to simplify your digital life to be better organised and less stressed from digital clutter.	Digital identity and wellbeing
17	Virtual Worlds	Looks at virtual reality and augmented reality: what they are, how they differ and where they are used.	Digital learning and development
18	Internet of Things	Explain what Internet of Things is, how it's changing our daily life, and the benefits and drawbacks that come with it.	ICT proficiency and productivity
19	The Cloud	Understand how cloud tools can assist with collaborating and communicating with your peers.	Collaboration, communication, and participation
20	Game Making	Learn how to create a basic game in Scratch	Digital creation, problem solving and innovation

21	Digital Defence	Covers how to make a strong password, how to use a password manager and how two-factor authentication (2FA) can protect you.	Digital identity and wellbeing
22	Fake news	Looks at prevalence of fake news and misinformation, how to identify fake news and verify your information sources.	Information literacy, media literacy and data literacy
23	Digital storytelling	Covers basics of storytelling, how to expand this into the digital world, and use digital tools to tell your story	Digital creation, problem solving and innovation

Student outcomes – understanding and capabilities

By completing a range of topics and activities students will develop a range of the following understanding and capabilities:

ICT proficiency and productivity	
Understands: • basic concepts in computing coding, information processing • how programs/systems interoperate • how digital technology is changing practices at work, home, in social and public life.	Is able to: • use ICT-based tools to perform tasks effectively, productively and with attention to quality • evaluate and choose devices, applications, software and systems relevant to different tasks.
Digital learning and development	
Understands: • personal needs and preferences as a digital learner • importance of lifelong learning for personal development.	Is able to: • identify and use digital learning resources • use learning apps to organise, plan and reflect on learning • monitor personal progress • manage time and tasks.
Digital creation, problem solving and innovation	

Understands: • the digital production process • IP, copyright and licensing essentials • digital research methods • different data analysis tools and techniques .	Is able to: • design and/or create new digital media (e.g. audio and visual) • adopt and develop new practices with digital technology in different settings • use digital technologies to develop new ideas, projects and opportunities.
Collaboration, communication and participation	
Understands: • features of different digital media and tools used for collaboration and communication • how digital media and networks influence social behaviour.	Is able to: • communicate effectively in digital media and spaces • use shared productivity tools to collaborate effectively, • participate in, facilitate and build digital networks.
Information literacy, media literacy and data literacy	
Understands: • copyright and open access alternatives • how data is used in professional and public life • how personal data may be collected and used • digital media as a social, political and educational tool • digital media production as a technical practice.	Is able to: • critically evaluate information in terms of its provenance, relevance, value and credibility • collate, manage, access and use digital data • analyse and interpret data and other digital information • critically receive and respond to messages in a range of digital media.
Digital identity and wellbeing	
Understands: • reputational benefits and risks involved in digital participation • benefits and risks of dig.	Is able to: • develop and project a positive digital presence and manage digital reputation across a range of platforms • collate and curate personal materials across digital networks • review the impact of online activity • ensure personal health, safety, and work-life balance in digital settings

	• act safely and responsibly in digital environments • act with consideration for the human and natural environment when using digital tools.

Outcomes adapted from the CAUL Digital Dexterity framework
https://www.caul.edu.au/sites/default/files/documents/digital-dexterity/digdex2019framework.pdf