Digital fluency, as described in the 2014 NMC Horizon Report, refers to the ability to appropriately use technology tools to produce teaching materials, solve instructional problems, and transform existing pedagogies. The expectations to understand and use digital tools for teaching and learning are changing, as are the tools themselves and the technology environments that support them. The resources below provide frameworks and toolsets to support faculty digital fluency programs.

**A New Pedagogy Is Emerging... and Online Learning Is a Key Contributing Factor** (2014)

This article discusses the ways in which changes in technology create a new pedagogy, and it then lists case studies describing how various colleges and universities in Canada have put those new principles of teaching and learning into practice.

**Developing Students' Digital Literacy** (2014)

This guide from Jisc outlines seven elements of digital literacy and provides recommendations for how to foster those literacies among students. Understanding and developing an awareness of students’ digital literacy standards is critical to supporting faculty digital literacy. Links are included to case studies and other resources that expand on those recommendations.

**5 Keys to Engaging Faculty With IT** (2013)

This article describes five strategies that three campuses have used to support faculty in their ongoing effort to stay current with technology and use it effectively in classrooms.

**Practicing Collaborative Digital Pedagogy to Foster Digital Literacies in Humanities Classrooms** (2014)

Educational technology tools are constantly changing, and this article provides advice—in the form of two case studies—about how to effectively experiment with emerging tools while recognizing that many of them are in a fluid state of development.

**2014 Student and Faculty Technology Research Studies** (2014)

This pair of complementary research studies looks at the ways college students and faculty perceive and use various technologies. This site includes the reports, infographics, survey instruments, and related presentations. The reports include detailed recommendations about increasing the reach and effectiveness of technology in teaching.

**Intersections of Scholarly Communication and Information Literacy** (2013)

This paper explores strategies that libraries can use to support information literacy in the constantly changing environment of scholarly communication.

**Digital Fluency: Building Success in the Digital Age** (2011)

This book chapter distinguishes between literacy and fluency and argues that digital fluency requires hands-on experience and practice. It outlines the steps needed to progress from what it calls “anti-literacy” to fluency.