

A close-up photograph of a digital camera's control panel. The camera is black with a textured grip. A silver memory card is partially inserted into a slot. The card has a yellow label with Japanese text: "Kは、うら面を" and "押し下さい". To the left of the card slot, there are two buttons labeled 'W' and 'T'. Above them is a small checkered icon. A large, out-of-focus orange and yellow shape is visible on the right side of the frame.

DIGITAL
CAMERAS

10. DIGITAL LITERACY

©Literacies for the Digital Age to Teach in the K-12 Classroom
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Yale University, July 8-12, 2013

ACTIVITY: CHILDREN THESE DAYS

- What it means to be a child is socially and culturally contingent. It varies in time and place.
- With colleagues, discuss what you think makes a typical childhood for the young people you teach.
- What are your shared assumptions about children these days?
- What are the most important influences on the children of today (eg media, family)?
- What are the implications for you as a subject/year group teacher?
- How should schools respond to those influences constructively and positively for children?
- How might this affect the ways you teach?

http://www.futurelab.org.uk/sites/default/files/Digital_Literacy_handbook_0.pdf P. 11

DIGITAL LITERACY DEFINED

- “Digital Literacy is about being able to make sense of digital media.
- This occurs through meaningful and sustainable consumption and curation patterns that improve an individual’s potential to contribute to an authentic community.
- This includes the ability to analyze, prioritize, and act upon the countless digital media 21st century citizens encounter on a daily basis.”

<http://www.teachthought.com/technology/4-principals-of-digital-literacy/>

4 PRINCIPLES OF DIGITAL LITERACY

■ 1. Comprehension

–the ability to extract implicit and explicit ideas from a media.

■ 2. Interdependence

–how one media form connects with another, whether potentially, metaphorically, ideally, or literally.

-Little media is created with the purpose of isolation, and publishing is easier than ever before.

-Due to the sheer abundance of media, it is necessary that media forms not simply co-exist, but supplement one another.

■ 3. Social Factors

-Sharing is no longer just a method of personal identity or distribution, but rather can create messages of its own.

-Who shares what to whom through what channels cannot only determine the long-term success of the media, but can create organic ecosystems of sourcing, sharing, storing, and ultimately repackaging media.

■ <http://www.teachthought.com/technology/4-principals-of-digital-literacy/>

4 PRINCIPLES OF DIGITAL LITERACY

■ 4. Curation

-Speaking of storing, overt storage of favored content through platforms such as pinterest, pearltrees, pocket and others is one method of “save to read later.”

-But more subtly, when a video is collected in a YouTube channel, a poem ends up in a blog post, or an infographic is pinned to pinterest or stored on a **learnist board**, *that* is also a kind of literacy as well—the ability to understand the value of information, and keep it in a way that makes it accessible and useful long-term.

-Elegant curation should resist data overload and other signs of “digital hoarding,” while also providing the potential for social curation—working together to find, collect, and organize great information.

■ <http://www.teachthought.com/technology/4-principals-of-digital-literacy/>

ACTIVITY: 21ST CENTURY LEARNER

- Consider how the lived experiences of the students you teach are different from those of children who were at school in the 1960s, 1970s and 1980s.
- With colleagues, draw a picture of a typical '21st century student'.
- Reflect on your drawing. What are the characteristics of this '21st century student'? What are their aspirations?
- Now consider what your aspirations are for them. As a subject/year group teacher what hopes and ambitions do you have for your students? What are you trying to achieve in your teaching?
- What sorts of skills, knowledge and understandings do you hope to foster through your teaching that will support your students to achieve their aspirations and to be successful?

http://www.futurelab.org.uk/sites/default/files/Digital_Literacy_handbook_0.pdf P. 12

12 THINGS DIGITAL NATIVES WANT FROM A LIBRARY

- Smart searching that adapts
- The ability to add "their own stuff"
- *The ability to "share stuff"*
- *Online and Mobile access*
- *Semantic tagging*
- *Real-time information*
- *Geospatial tagging*
- *Interactive touch-screens*
- Multimedia
- "Quick & Easy" Searches
- Mashed-up content
- Augmented reality

SEE 2 YOUTUBE VIDEOS

http://www.youtube.com/watch?feature=player_embedded&v=7_zzPBbXjWs#at=49

<http://www.youtube.com/watch?v=DHCxsPeLyQk>

<http://www.teachthought.com/technology/12-things-digital-natives-want-from-a-library/>

DIGITAL LITERACY'S CONNECTION TO STANDARDS

■ CONNECTION TO NETS

- NETS has 6 categories of technology standards for students. The components of Digital Literacy fit into all of them.

http://www.d214.org/assets/1/workflow_staging/Documents/232.PDF

■ CONNECTION TO THE CCSS

- Technology is encouraged by the CCSS.
- In all grade levels, a standard exists where students are to explore a variety of digital tools to produce and publish writing!

<http://www.corestandards.org/>

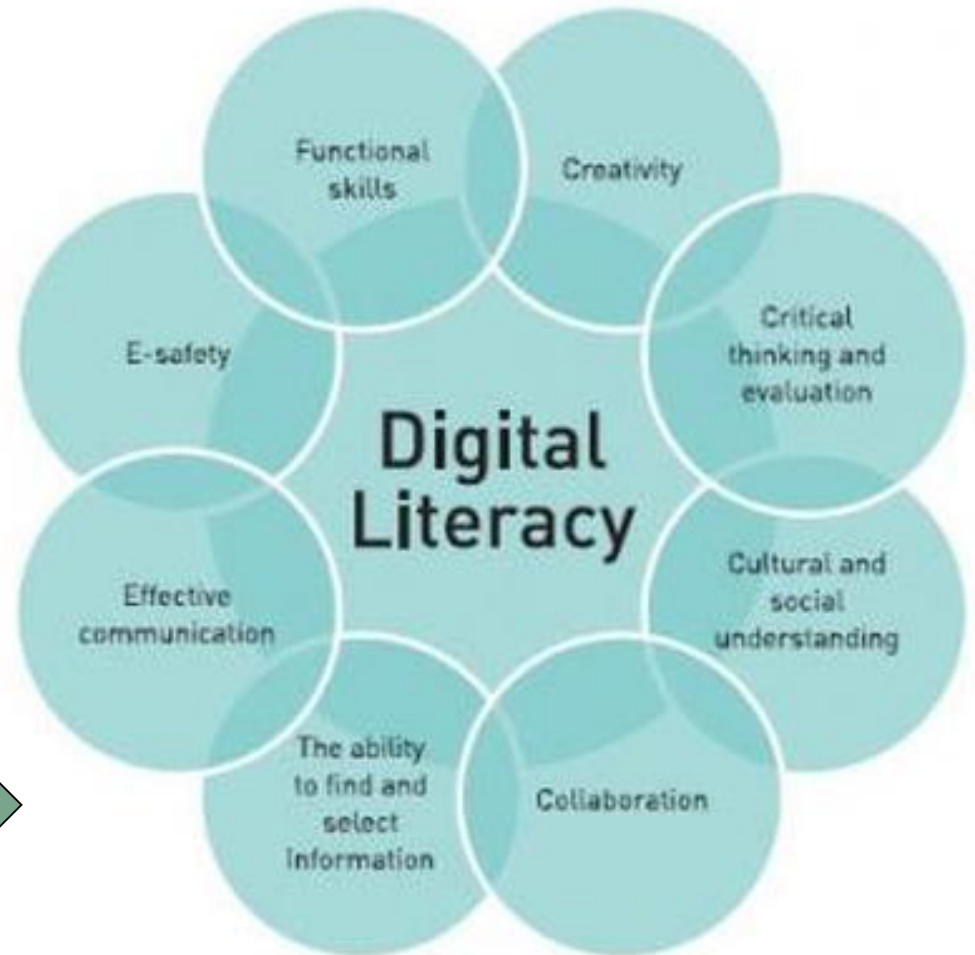
DIGITAL LITERACY ACROSS THE CURRICULUM

The goal of all teachers is to promote higher order thinking skills in their students.

Incorporating Digital -Age Literacies and technology into lessons and activities is a sure way for teachers to facilitate their students' construction of knowledge and meaning.

<http://purposefultechology.weebly.com/how-can-we-embed-digital-literacy-in-the-classroom.html>

http://www.futurelab.org.uk/sites/default/files/Digital_Literacy_handbook_0.pdf,
P21



Digital Literacy Across the Curriculum, p.19, FutureLab March 2010.

EXAMPLES OF DIGITAL LITERACY

- Understanding how to use web browsers, search engines, email, text, wiki, blogs, Photoshop, Powerpoint, video creation/editing software , etc. to showcase learning.
- Evaluating online resources for accuracy/trustworthiness of information.
- Using online classes to enhance learning in the classroom.

CONTINUED

<http://purposefultechology.weebly.com/creating-digital-citizens---what-is-digital-literacy.html>

EXAMPLES OF DIGITAL LITERACY

- Choosing appropriate media to showcase learning - understand what platforms will best illustrate your message and learning to peers and educators.
- Using an interactive whiteboard in the classroom for lessons and allowing students to use the interactive whiteboard on a daily basis.

CONTINUED

<http://purposefultechology.weebly.com/creating-digital-citizens---what-is-digital-literacy.html>

EXAMPLES OF DIGITAL LITERACY

- Encouraging students to use technology to showcase their learning.
- Using the web (web sites video, music) to enhance the learning of your students.
- Students and teachers creating online content to be utilized both in and out of the classroom.

<http://purposefultechology.weebly.com/creating-digital-citizens---what-is-digital-literacy.html>

DIGITAL LITERACY EMBEDDED IN THE CLASSROOM THROUGH TECHNOLOGY

- “Motivates students in their learning due to their enjoyment and ease of use with various technological mediums.
- Reaches students of various learning styles. Technology use applies to and compliments Howard Gardner's Multiple Intelligences.
- Allows students to create and design their own unique products reflective of their personalities and learning needs/styles.
- Encourages students to manipulate media to construct their own meaning.
- Enables students to easily share their learning with teachers, families and peers.
- Gives students the chance to explore technological mediums which in inevitable increase job skills that employers look for in the workforce.”

<http://purposefultechology.weebly.com/how-can-we-embed-digital-literacy-in-the-classroom.html>

THE REAL-WORLD IMPORTANCE OF DIGITAL LITERACY

- “Digital literacy is one component of being a digital citizen - a person who is responsible for how they utilize technology to interact with the world around them.
- Digital technology allows people to interact and communicate with family and friends on a regular basis due to the "busy constraints" of today's world.
- Not only do white-collar jobs require digital literacy in the use of media to present, record and analyze data, but so do blue-collar jobs who are looking for way to increase productivity and analyze market trends, along with increase job safety.”

<http://purposefultechology.weebly.com/why-is-digital-literacy-important.html>



TRANSFORMING THE WAY WE LEARN

- SEE SHORT VIDEO [EdTech Bytes Season 1 - Episode 2
Digital Literacies: an introduction from TheConsultants-E]
<http://www.theconsultants-e.com/resources/EdTechBytes/default.aspx>
- A theory that breaks digital literacy down into four different categories:
 - **Language** – print and texting, as well as visual, multimedia, and coding literacies.
 - **Information** – search, tagging, and critical thinking/filtering literacies fall into this category
 - **Connections** –social skills and networking, collaboration, digital safety and intercultural awareness.
 - **(Re)design** – remix literacy, encompassing all of the above literacies, but also including an awareness of copyright, fair use and the legal issues surrounding remixes and mashups.

<http://blog.k12.com/educational-technology-and-tools/transforming-way-we-learn-why-digital-literacy-so-important#.UfQfYI3VBad>

Read An Article About Teaching Digital Literacy Through Game Design



Middle school students create original games around civic-related issues as they develop science, technology, engineering and math knowledge, and digital literacy skills.

<http://www.knightfoundation.org/blogs/knightblog/2012/1/30/teaching-digital-literacy-through-game-design/> Posted by Elizabeth R. Miller

7 WAYS TO TEACH DIGITAL LITERACY SKILLS

- 1. A Google A Day
- 2. Teach a web analysis lesson
- 3. Evaluate a fake website
- 4. Build a classroom, custom Google search engine
- 5. Create a collaborative notes page
- 6. Create a classroom Pinterest page
- 7. Use the Garfield Randomizer website

CLICK THE URL TO SEE DETAILS OF THESE SKILLS

- <http://ipadeducators.ning.com/profiles/blogs/7-ways-to-teach-digital-literacy-skills-1> Posted by [Jimmy Juliano](#) on June 13, 2013 at 10:00am

TIPS FOR TEACHING DIGITAL LITERACY ACROSS THE CURRICULUM IN THE FUTURELAB HANDBOOK

- General tips for using digital technologies for teaching and learning: P. 25
- Developing creativity: P. 28
- Supporting collaboration in the classroom, P. 32
- Use of Power Point, P. 34
- Developing communication skills, P. 35
- Fostering cultural and social understanding in the classroom, P. 43

Click this url to see the handbook in detail:

http://www.futurelab.org.uk/sites/default/files/Digital_Literacy_handbook_0.pdf

SAMPLE CURRICULUM TO TEACH K-12 DIGITAL LITERACY AND CITIZENSHIP

- Common Sense Media's FREE Digital Literacy and Citizenship Curriculum empowers students to think critically, behave safely, and participate responsibly in our digital world.
- These 21st-century skills are essential for students to harness the full potential of technology for learning.
- Taught by classroom teachers, librarians, technology specialists, health educators, and guidance counselors around the world

<http://www.common sense media.org/educators/curriculum>

SAMPLE CURRICULUM TO TEACH K-12 DIGITAL LITERACY AND CITIZENSHIP

- The COMMON SENSE MEDIA curriculum:
 - Offers a comprehensive yet balanced approach in addressing safety and security concerns, including ethics and behavior issues, as well as digital literacy skills
 - Includes research-based lessons based on the work of Howard Gardner and the GoodPlay Project at the Harvard Graduate School of Education
 - Provides student-centered, media-rich lesson materials that emphasize skill building, critical thinking, ethical discussion, media creation, and decision making to students of all ages
 - Addresses the whole community by providing materials to educate parents and families about digital citizenship

<http://www.commonsensemedia.org/educators/curriculum>

Common Sense Media curriculum: Scope and Sequence

- Use our Scope & Sequence to find the lessons that are just right for your classroom and school. Our cross-curricular approach covers eight categories:
 - Internet Safety
 - Privacy & Security
 - Relationships & Communication
 - Cyberbullying
 - Digital Footprint & Reputation
 - Self-image & Identity
 - Information Literacy
 - Creative Credit & Copyright

Grades K–2

Grades 3–5

Grades 6–8

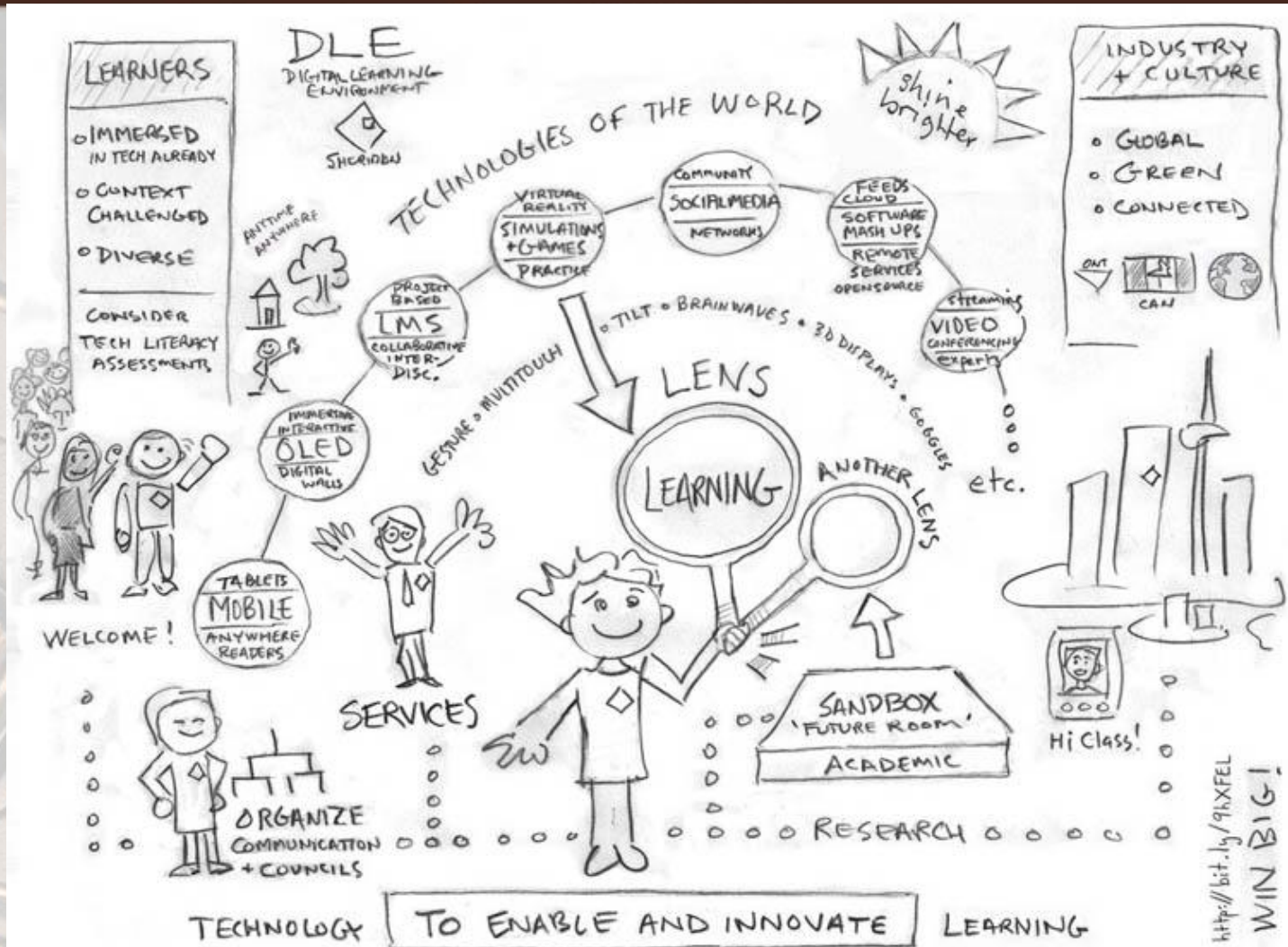
Grades 9–12

Library

[http://www.common sense media.org/sites/default/files/scope and sequence 110212.pdf](http://www.common sense media.org/sites/default/files/scope_and_sequence_110212.pdf)

WHAT IS NEEDED TO BE A 21ST CENTURY TEACHER

see the TEACH THOUGHT website



DIGITAL LITERACY SOURCES

- <http://www.corestandards.org/> Common Core State Standards Initiative (2012) To learn more about the National Governors Association, [click here](#). Find out more about the Council of Chief State [School Officers here](#)
- <http://purposefultechology.weebly.com/creating-digital-citizens---what-is-digital-literacy.html> *Purposeful Technology-Constructing Meaning in 21st Century Schools*
- <http://www.commonensemedia.org/educators/curriculum>
- http://www.commonensemedia.org/sites/default/files/scope_and_sequence_110212.pdf

DIGITAL LITERACY SOURCES

- <http://purposefultechology.weebly.com/how-can-we-embed-digital-literacy-in-the-classroom.html>
- <http://www.teachthought.com/technology/4-principals-of-digital-literacy/> 4 Principles Of Digital Literacy; TEACH THOUGHT, 01/17/2013, *Terry Heick, Director*
- http://www.futurelab.org.uk/sites/default/files/Digital_Literacy_handbook_0.pdf *Digital literacy across the curriculum, a Futurelab handbook*, Cassie Hague and Sarah Payton Futurelab 2010