10. DIGITAL LITERACY

©Literacies for the Digital Age to Teach in the K-12 Classroom
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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.”

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.


C July, 2013
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.

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 YOU TUBE VIDEOS**

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

http://www.youtube.com/watch?v=DHCxsPeLyQk
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/
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://www.futurelab.org.uk/sites/default/files/Digital_Literacy_handbook_0.pdf, P21
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

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

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.

"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 easy 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."

“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 ways to increase productivity and analyze market trends, along with increase job safety.”

http://purposefultechnology.weebly.com/why-is-digital-literacy-important.html
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.

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

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

c July, 2013 DIGITAL AGE LITERACIES
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.commonsensemedia.org/educators/curriculum
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

http://www.commonsensemedia.org/sites/default/files/scope_and_sequence_110212.pdf

Grades K–2
Grades 3–5
Grades 6–8
Grades 9–12

Library
WHAT IS NEEDED TO BE A 21ST CENTURY TEACHER
see the TEACH THOUGHT website
Digital Literacy has many linked components that can be integrated into other academic curriculum. Technology is an advantage in the classroom.

DIGITAL LITERACY SOURCES


- [http://www.commonsensemedia.org/educators/curriculum](http://www.commonsensemedia.org/educators/curriculum)

- [http://www.commonsensemedia.org/sites/default/files/scope_and_sequence_110212.pdf](http://www.commonsensemedia.org/sites/default/files/scope_and_sequence_110212.pdf)
DIGITAL LITERACY SOURCES

