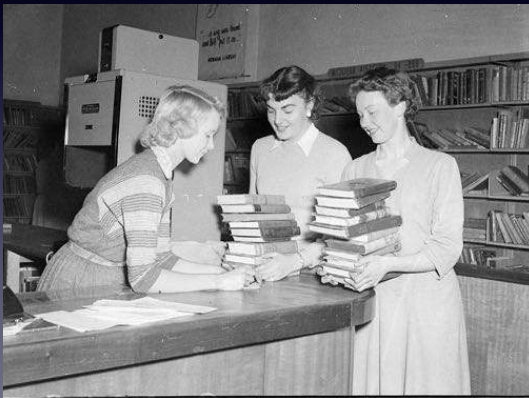


DIGITAL LITERACY

A silver laptop computer is shown from a three-quarter perspective. A red banner with the words "DIGITAL LITERACY" in white, uppercase, sans-serif font is positioned diagonally across the laptop's screen.

Traditional classroom
assumed that
telling is teaching

Teacher controlled access to
information.
Student's task was to remember it.



information flow in

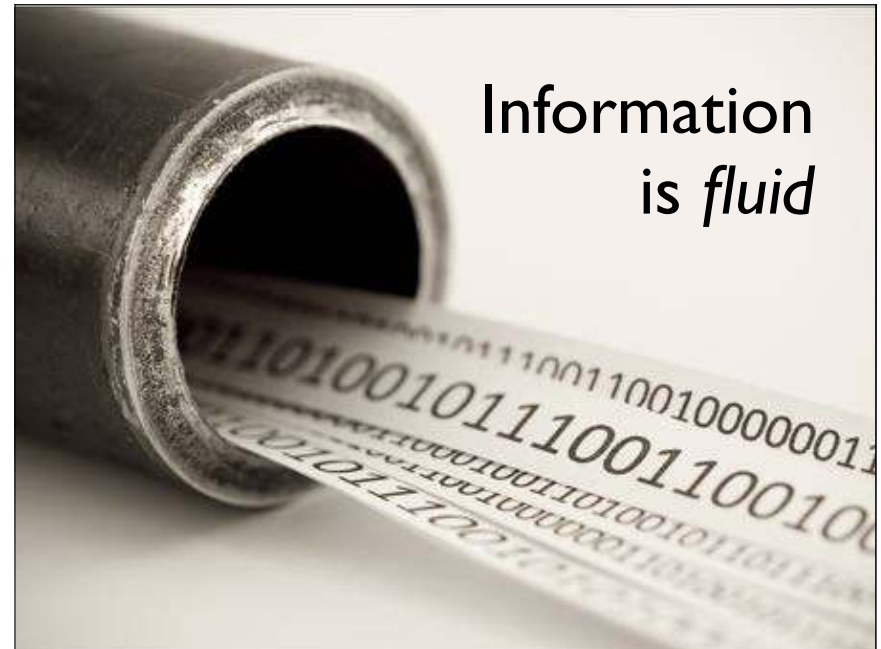
A futuristic, glowing green digital environment. In the foreground, there is a large, dark, curved structure that resembles a stylized letter 'C' or a thick, curved line. The background is filled with glowing green light and abstract shapes, suggesting a digital or virtual space.

the digital age

Information is *fragmented*



Information
is *fluid*



So what happens in schools,
now that life's become an
open book test?



Idea #1:
**We need to teach a new
(digital) literacy**



**Find, decode and critically
evaluate information**



**Curate,
store and
responsibly
share it**



**Idea #2: It's not the screen
... it's the choice and
creativity**



We compose 3.6 trillion words **every day** on email and social media - the equivalent of 36 million books

~ Clive Thompson

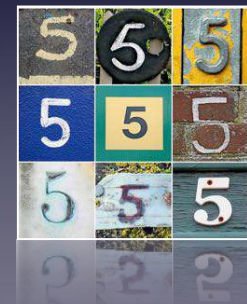
Digital tech put us all in charge of info we access, store and share

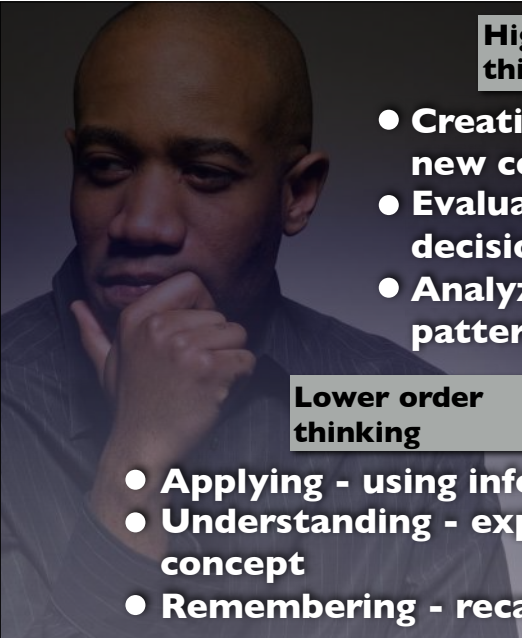


Idea #3: Learning is social



Idea #4:
Foster higher order thinking





Higher order thinking

- **Creating** - generating new combinations
- **Evaluating** - justifying a decision or choice
- **Analyzing** - discovering patterns

Lower order thinking

- **Applying** - using info in a new setting
- **Understanding** - explaining idea or concept
- **Remembering** - recalling information


Learning is relevant when the student:

1. understands how this information or skill has some **application in their life.**
2. has an opportunity to **follow their own process rather than just learn “the facts.”**
3. is not just learning content and skills, but is **reflecting on their work and their**




Figure out my own approaches.
Share and defend my thinking.
Evaluate my progress.

Increasing student choice

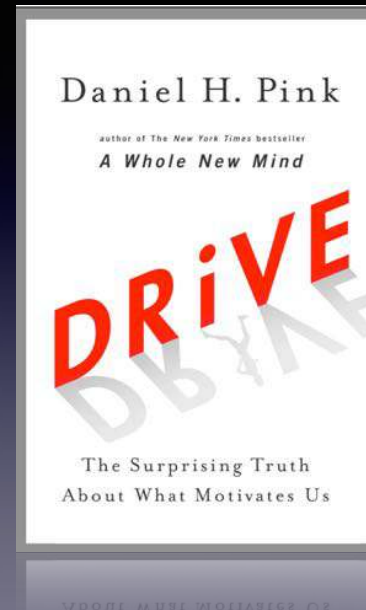
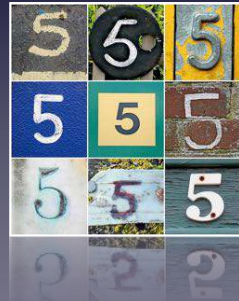


Work as directed by the teacher.

Teacher’s job to design learning experiences that provoke deeper student reflection



Idea #5: Have the courage to be less helpful



Focus on what motivates us

- Autonomy
- Mastery
- Challenge
- Making a difference
- Purpose

Student choice fosters motivation and self-reflection

Content - what knowledge and skills
will be studied?

Process - what materials,
procedures, etc will be used?

Product - what will students produce
to demonstrate their learning?

Evaluation - how will the learning
be assessed?

Learning in the digital age

Task - Are students asked to do
genuine higher order thinking?

Interaction - Does the learning
include a social component?

Choice - Are students exploring
their own options for content, process,
product and assessment?