Redefining Literacy in the Digital Age

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Who are these people?

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-Literacy Coach, Citrus County, FL
-B.A. English Secondary Certification, Oakland University, MI
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Ed.S. Student, Educational Leadership, Florida State University, FL

Meg Jones

-Technology Integration Coach/TOSA, Citrus County, FL
-B.S. Early Childhood Education, College of Central Florida
-M.A. Reading K-12, University of South Florida
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Session Norms

- We encourage dialogue and discussion. We are NOT the experts in this room.
- You will need a device (laptop, tablet, phone) to fully participate in this session. Let us know if you need assistance with this!
- Have a question? Send it to the Q&A url at the top of the slide!
- Relax, get comfortable, and don’t worry if these ideas are new to you. We’re all learning from each other.

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Situating Literacy as a Cognitive, Cultural, & Social/Emotional Practice

Ellis & Smith, 2017

Cognitive knowledge and skills
including: knowledge and orchestration of cues & strategies for decoding and comprehension of varied text types.

Cultural and Social Capital
including: home/community literacies; funds of knowledge; beliefs, purposes & practices; books & reading resources at home; kids & talking about texts; key people, places, texts, talents & activities out of school.

Personal-Social Identity
including: literate identity & aspirations; interests; texts/topics want to read; self-image as a reader; reading networks; beliefs about self/peers as literacy learner; how positioned as a reader by self/others.
Situating Literacy as a Cognitive, Cultural, & Social/Emotional Practice

Snow, 2002

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“So What” by Miles Davis

How can you tell that Miles knows where he’s going?
What is Jazz?

"Music which features improvisation."
How is Jazz different?

Mainstream Music

Jazz

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Why was “So What” an immediate success?

"Miles conceived these settings only hours before the recording dates and arrived with sketches which indicated to the group what was to be played. Therefore, you will hear something close to pure spontaneity in these performances."

-Bill Evans
Why was “So What” an immediate success?

“One of the most important elements built in from the start was an open-ended sense of discovery and exploration. The men who performed on the two recording dates knew almost nothing about the music they would play before they entered the studio.”

-Malcolm Jones, 2009
So What?

Proficient Soloist

Proficient Reader

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@MrsMJ1218
Think, Pair, Stare

● **THINK** of one key point we’ve covered so far.

● **PAIR** up with a shoulder partner and share.

● When done, **STARE** at your presenters.
Literacy as a Process

1. Predicting and Anticipating
2. Self-correcting
3. Searching
4. Monitoring or Checking

Puig & Froelich, 2012

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Literacy as a Process

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- Predicting and Anticipating
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So What?
What are the words/terms you associate with Digital Literacy?
What are the words or terms you associate with digital literacy?
The seven elements of digital literacies:

- **Media literacy**: Critically read and creatively produce academic and professional communications in a range of media.
- **Information literacy**: Find, interpret, evaluate, manage and share information.
- **Digital scholarship**: Participate in emerging academic, professional and research practices that depend on digital systems.
- **Learning skills**: Study and learn effectively in technology-rich environments, formal and informal.
- **ICT literacy**: Adopt, adapt and use digital devices, applications and services.
- **Communications and collaboration**: Participate in digital networks for learning and research.
- **Career & identity management**: Manage digital reputation and online identity.
ICT proficiency

Information, data and media literacies

Digital creation innovation and scholarship

Digital identity and wellbeing

Digital learning and development

Communication, collaboration and participation

https://www.jisc.ac.uk/sites/default/files/digital-capabilities-six-elements.jpg

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NCTE Framework for 21st Century Curriculum and Assessment

Literacy has always been a collection of cultural and communicative practices shared among members of particular groups. As society and technology change, so does literacy. Because technology has increased the intensity and complexity of literate environments, the 21st century demands that a literate person possess a wide range of abilities and competencies, many literacies. These literacies are multiple, dynamic, and malleable. As in the past, they are inextricably linked with particular histories, life possibilities, and social trajectories of individuals and groups. Active, successful participants in this 21st century global society must be able to

- Develop proficiency and fluency with the tools of technology
- Build intentional cross-cultural connections and relationships with others so to pose and solve problems collaboratively and strengthen independent thought
- Design and share information for global communities to meet a variety of purposes
- Manage, analyze, and synthesize multiple streams of simultaneous information;
- Create, critique, analyze, and evaluate multimedia texts;
- Attend to the ethical responsibilities required by these complex environments.

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Navigating in Digital Spaces

- Online reading is primarily task based (Coiro & Castek, 2011)
- Four Fundamental Competencies for Internet-based Tasks (Kingsley & Tancock, 2013)
  - Generate high-quality inquiry topics
  - Effectively & efficiently search for information
  - Critically evaluate Internet resources
  - Connect ideas across Internet texts

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Monitoring or Checking
Predicting and Anticipating
Self-correcting
Searching
Generate Inquiry
Search for Information
Evaluate Information
Connect Ideas

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Learning is Multilinear

Learning is nonlinear in a concrete form with digital literacy and digital spaces. Readers make behavioral choices to follow paths of information, requiring a different set of skills from traditional literacy practices (Coiro, 2003).

Online reading comprehension is defined by not only purpose, task, and context but also as a process of self-directed text construction (Coiro & Dobler, 2007, as cited in Castek, Coiro, Henry, Leu, & Hartman, 2015).
Your Turn
Steps to Follow:

1. Work in groups of 3-4
2. Go to bit.ly/ucfnwto
3. Explore the site and resources in your group
4. Note your proficiency as a reader as you navigate the digital space

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This website is reliable.

a well crafted hoax.
Was this a reliable website or a well crafted hoax?
89% of seventh grade students who demonstrated higher performing online reading skills believed the Pacific Northwest Tree Octopus was real.

Leu et al., 2007

Online, anyone can publish anything.
How did your reading proficiency change during this experience?
How did your reading proficiency change during this experience?
So What?

- Monitoring or Checking
- Predicting and Anticipating
- Self-correcting
- Searching
- Monitoring or Checking
- Predicting and Anticipating
- Self-correcting
- Searching

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Thank you!

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Redefining Literacy in the Digital Age
Florida Reading Association Conference
November 5, 2017

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References


Miles Davis, Bill Evans, and Paul Chambers. https://www.google.com/search?rlz=1C2WPZB_enUS681US681&biw=1024&bih=666&tbm=isch&sa=l&ei=mBP6WfyhH6zCjwS3z5uACg&q=miles+davis+in+studio&oq=miles+davis+in+studio&gs_l=psy-ab.3..0.84352.85614.0.85822.9.9.0.0.0.176.886.0j6.6.0....0...1.1.64.psy-ab..3.6.886_0i8i30k1j0i24k1.0.Tl5BKVzJR0&safe=active&ssui=on#imgrc=vLFePvIyFaB4M:

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“Miles Davis - So What.” YouTube, Miles Davis VEVO, 19 Oct. 2010, www.youtube.com/watch?v=zqNTIOGr5c.


Forest GIFs
https://www.google.com/search?q=dense%20forest&rlz=1C1WPZB_enUS681US681&biw=1024&bih=754&tbm=isch&sa=1&ei=WFb7WYOuH-bBjwSx0a7IBg&q=dense+forest&oq=dense+forest&gs_l=imgexpM&impimgc=CSFNLzab6EWdM:

Green Field
https://www.google.com/search?q=green+field&rlz=1C1WPZB_enUS681US681&source=lnms&tbm=isch&sa=X&ved=0ahUKEwiV1bfz1KDXAhVF8IMKHUzSADMQ_AUIcigB&biw=1024&bih=754&safe=active&ssui=on#imgmrc=Fjgal1WPYDs4GM:

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