

NCTE 21st century literacies

3. Design and share information for global communities that have a variety of purposes

Students in the 21st century must be aware of the global nature of our world and be able to select, organize, and design information to be shared, understood, and distributed beyond their classrooms.

- Do students use inquiry to ask questions and solve problems?
- Do students critically analyze a variety of information from a variety of sources?
- Do students take responsibility for communicating their ideas in a variety of ways?
- Do students choose tools to share information that match their need and audience?
- Do students share and publish their work in a variety of ways?
- Do students solve real problems and share results with real audiences?
- Do students publish in ways that meet the needs of a particular, authentic audience?

Notes

What are the essential components of this literacy? How do you know this literacy when you see it, hear it, taste it, touch it, smell it, experience it? How is this literacy different in today's digital age than it was before we had the Internet and mobile learning devices? What could/should this look like in your school organization if you are successful? What's your end vision for this? Describe in detail.

Essential elements: real audience, immediate authentic feedback, collaborative possibilities, digital footprint implications.

Difference: digital footprint exists, potentially global audience, instantaneous publication, active critics of information authenticity

End Vision: have every assessment piece for every subject be created for a real world audience.

4. Manage, analyze, and synthesize multiple streams of simultaneously presented information

Students in the 21st century must be able to take information from multiple places and in a variety of different formats, determine its reliability, and create new knowledge from that information.

- Do students create new ideas using knowledge gained?
- Do students locate information from a variety of source?
- Do students analyze the credibility of information and its appropriateness in meeting their needs?
- Do students synthesize information from a variety of sources?
- Do students manage new information to help them solve problems?
- Do students use information to make decisions as informed citizens?

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Essential elements: understanding the concept of intellectual property and how to acknowledge that,

Difference: Greater challenges with the variety of media from which they are sourcing information.

Vision: Students will be able to present arguments supported by the evidence they have drawn from multiple streams of credible information.

5. Create, critique, analyze, and evaluate multimedia texts

Students in the 21st century must be critical consumers and creators of multimedia texts.

- Do students use tools to create new thinking or to communicate original perspectives?
- Do students communicate information and ideas in a variety of forms?
- Do students communicate information and ideas to different audiences?
- Do students articulate thoughts and ideas so that others can understand and act

on them?

- Do students analyze and evaluate the multimedia sources that they use?
- Do students evaluate multimedia sources for the effects of visuals, sounds, hyperlinks, and other features on the text's meaning or emotional impact?
- Do students evaluate their own multimedia works?

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Essential components: Access to tools, rubrics that are not tool-dependent, freedom to choose a mode of expression

Difference: much wider variety of options for personal expression, much greater exposure to all forms of multimedia, much greater access to multimedia.

Vision: Student choice, student voice in all subjects