

Challenge 2: Developing 21st Century Literacies
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<p>Facilitator: Susan E. Metros, University of Southern California Scribe: Sandy Schaeffer, University of Memphis</p>

Participant Comments and Discussion:

How do we put evaluation criteria for students to understand sources in a 21st century environment?

Perhaps develop a rubric for evaluating expectations of students relative to new media / information literacy.

Can existing information literacy measurements subsume “new media” literacy expectations? Or, do we need entirely new tools?

Creating a new emphasis on expanding the notion of reading and writing literacy to include “visual” literacy. Adding more symbol sets to include visual, auditory, movement, time, etc. (beyond text).

A new requirement for the production of content as well as consumption of content.

Extending information literacy beyond objective verification to more subjective interpretation (e.g., Dates of the Civil War vs. Why the war took place?)

Ultimately, we are not discussing new questions. These are questions that have been around for a long time.

Perhaps it is no more than an attempt to fight 21st century “illiteracy” in our students?

Problem: Are faculty potentially apprehensive about evaluating visual submissions as an exercise in “judging art”? Something they may not feel prepared to do.

CRAP test: Currency, Reliability, Authority, Point-of-View (used by librarians as a method of evaluating web sites)

Visual CRAP (version #2): Contrast, Repetition, Alignment, & Proximity

Peer Review as a potentially valid way of assessing students? New students are becoming available as a means of teaching students how to become capably peer reviewers.

Terms used: Encoding, decoding and transcoding

Professors embracing new media – are there still challenges in reaching faculty’s remaining skepticisms of online sources.

Have web pages become “old media” and replaced by Google-Earth, Youtube, etc.?

Will the new body of information become inherently more ephemeral in nature? How do you capture “wisdom” that is happening in real-time (e.g., online discussions, Twitters, etc.)? For example, consider “archive.org” as a reliable “source”?

What about gap between the great repositories of information (library of congress, etc.) and our ability to effectively mine it as a source? Do we even know that it’s out there to be mined?

New challenge question: Why is this worth knowing and not that?

What role does MySpace, Facebook, etc. play in the discussion of “collective intelligence”? Are they a “source” or merely a way of reaching others? For example, Facebook has become the fastest way of gathering information about a given question/topic – when compared to email (minutes v. hours or days)

Dealing with colleague skepticism when we begin to incorporate new media sources of information? Are we the crazy ones? Or, you don’t change old ways; you just add new ones and wait for the new ones to die out. Historical analogs include Shakespeare, printing press, TV, etc.

At some level we need to cut through the “it’s everything and everywhere” dialog and make concrete decisions about what really matters and then focus on them.

Continued risk of going straight to the tool without considering the purpose or value.

Comment on the term ‘literacy’ – it may only mean reading & writing without comprehending.

Information Responsibility: 21st century literacy skills may include what skills are needed to communicate with the community – beyond personal growth (e.g., political activism).