

Themes III:
Digital Literacies

web 1.0

web 1.0 overview

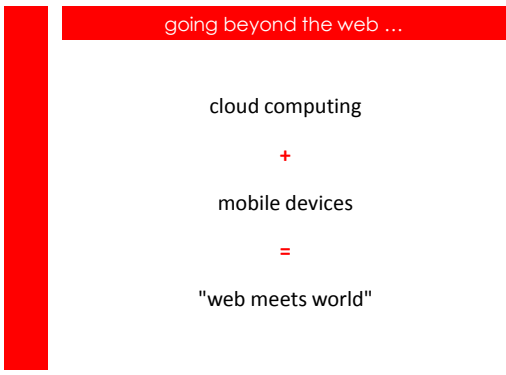
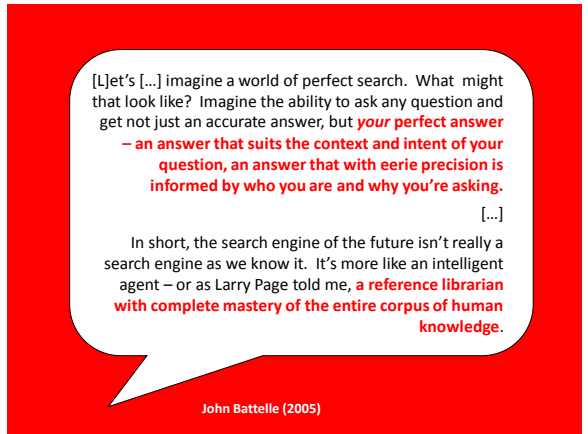
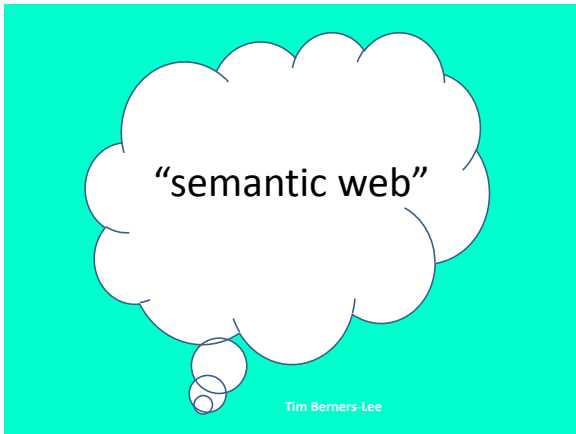
- web 1.0:
 - an informational orientation
 - a small number of producers & a large number of consumers
 - largely static webpages
- web 1.0 pedagogies:
 - transmission
 - transmission + guided discovery/PBL (webquests, problems)
 - behaviourism (quizzes, puzzles)
- web 1.0 educational advantages:
 - student autonomy
 - authentic materials
 - multiliteracies
 - limited interactivity

web 2.0

I don't want "hits" or "pageviews" on what I write. I want mindshare. I want to be part of the conversation

@dudeneyge RT @GlennF (Twitter, 2010)

web 3.0



-
- print literacy
- nuts & bolts: spelling, grammar & discourse
 - skills: reading & writing
 - ▶ engage in deep reflection
 - ▶ make complex arguments
 - ▶ develop conceptual frameworks
 - ▶ build (a) worldview(s)
 - life skills & professional skills

texting literacy

“netspeak”

David Crystal

One clear conclusion that emerges is that exposure to textese does not result in the deterioration of conventional reading, writing and other language skills, as has been widely suggested in the popular press. On the contrary, **the relationship between textese use and literacy skills seems to be overwhelmingly positive**, and even, at least **in part, causal**.

Nenagh Kemp (2011)

“codeswitching”

hypertext literacy

Hyperlinks are a new form of punctuation – they invite you to continue on and on and on.

David Weinberger (2009)

hypertext literacy

- emphasis
- balance
- openness
- credibility
- narrative
- cohesiveness
- autonomy

multiliteracies

In a multimedia world, **it is not possible to focus exclusively on the spoken or written element**, treating everything else as marginal – as non-linguistic extras. All the elements combine in **a single communicative act**, and their joint roles need to be considered.

David Crystal (2011)

search literacy

search literacy

- different search engines
- different search terms
- bias towards:
 - Commercial
 - Popular
 - Recent
 - Personalised
- different presentations of results

tagging literacy

information literacy

Young people say to me, "when I need to know something at the point when I need to know it, I will find it in five minutes. So why are you wasting my time in class?" We must have a good answer.

Sugata Mitra

So, during the Age of Paper, we got used to the idea that **authority comes in the form of a stop sign**: You've reached a source whose reliability requires no further inquiry.

David Weinberger (2009)

information literacy

asking key questions

+

having a baseline of knowledge

+

triangulating

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filtering literacy

Value now lies not in information, but in its relevance: **filtering, sorting, contextualizing** that which "speaks to us".

David Sasaki (2009)

network literacy

“social search”

“social filtering”

Increasingly, those who use technology in ways that expand their global connections are more likely to advance, while those who do not will find themselves on the sidelines.

2009 Horizon Report

participatory literacy

Participatory culture **shifts the focus of literacy** from one of individual expression to community involvement. The new literacies almost all involve **social skills developed through collaboration and networking.**

Henry Jenkins et al (2006)

SOFIXIT, it's a wiki after all.

Wikipedia: SOFIXIT (cited in Lih 2009)

“sousveillance”

Steve Mann

This is the moment where the world participates in world politics.

Clay Shirky (2009)

Imagine if Anne Frank had been able to get online.

Chas Danner (2009)

intercultural literacy



remix literacy

The remix is the very nature of the digital.

William Gibson (2005)

[Remix] is a **literacy for this generation**. This is how our kids speak. It is how our kids think. It is what your kids are.

Lawrence Lessig (2007)

“remix”

“mashup”

interpret
critique
redesign

[W]e have an opportunity today to make use of the natural enthusiasm of today's young digital natives for **cultural production as well as consumption**, to help them learn to use the media production and distribution technologies now available to them to **develop a public voice about issues they care about**.

Howard Rheingold (2007)

If you want to keep up, don't try to keep up with the technologies. **Keep up with the literacies that the technologies make possible.**

Howard Rheingold (2009)