Differentiating a Digital Literacy Curriculum

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In Theory - Toward A Pedagogy of Multiliteracies

● “A pedagogy of multiliteracies, by contrast, focuses on modes of representation much broader than language alone. These differ according to culture and context, and have specific cognitive, cultural, and social effects.” (Cazden et. al., 1996, p. 64)

● “The role of pedagogy is to develop an epistemology or pluralism that provides access without people having to erase or leave behind different subjectivities. This has to be the basis of a new norm.” (Cazden et. al., 1996, p. 72)

● “How do we supplement what schools already do?... This might involve simulating work relations of collaboration… using the school as a site for mass media access and learning… and creating communities of learners that are diverse and respectful of the autonomy of lifeworlds.” (Cazden et. al., 1996, p. 73)

MULTIMODALITY TO Describe and Interpret the Design Elements of Different Modes of Meaning

- Graphic

- Linguistic meaning, including:
  - Delivery
  - Vocabulary and metaphor
  - Modality
  - Transitivity
  - Normalization of processes
  - Information structure
  - Local coherence relations
  - Global coherence relations

- Visual meaning such as:
  - Colors
  - Perspective
  - Vectors
  - Behavior

- Elements that constitute:
  - Music
  - Sound effects
  - Etc.

- Elements that constitute:
  - Ecosystemic and geographic meanings
  - Architectonic meanings
  - Etc.

- Bodily physicality
  - Gesture
  - Sensuality
  - Feelings and affect
  - Kinesics
  - Proxemics
  - Etc.

- Design
Digital literacy encompasses not just consuming information, but being able to collaborate with others, critically evaluate information, and produce content. Digital literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.

Digital literacy recognizes the immediacy and importance of digital technology; moreover, digital literacy affects our methods of discourse and communication as well.

Payton and Hague’s Eight Components of Digital Literacy (via writingcommons.org)
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<td>1</td>
<td>-Use meeting platform (e.g. Zoom/Google Meet) to interact in class&lt;br&gt;-Use homework platform to submit assignments&lt;br&gt;-Use email/messenger apps to send messages to the teacher</td>
<td>-Describe zoom/Google meet controls&lt;br&gt;-Describe homework platform controls/abilities&lt;br&gt;-Talk about how to send/draft emails</td>
<td>-Mute, microphone, participant, etc.&lt;br&gt;-Time expressions; dates&lt;br&gt;-Numbers&lt;br&gt;-Computer terms: mouse, keyboard, minimize, run, app, window, etc.&lt;br&gt;-Email terms: body, salutation, sign-off, etc.</td>
<td>-SWBAT describe their children’s school schedule using their child’s school calendar&lt;br&gt;-SWBAT use the different controls on Zoom/Google Meet&lt;br&gt;-SWBAT produce a short email to send to their teacher</td>
<td>-Integrate multiple means of contact with students by asking them what platforms they are comfortable with.&lt;br&gt;-Play Simon Says with Zoom/Meet controls&lt;br&gt;-Play scavenger hunts online&lt;br&gt;-Instruct students in how to share their screens</td>
</tr>
</tbody>
</table>
In Practice - Module 4 Example
Beginner - What’
Ok! I have you scheduled for 10:00 AM on June 1. This is the Zoom link:
https://temple.zoom.us/j/4136503722?
pwd=RWVZVy9EUTNkOHdKZ21WZEt5YzkzZz09
Meeting ID: 413 650 3722
Passcode: Spring2557

If you have not used Zoom before, please click the link at least 10 minutes early to download the Zoom app. You do not need a Zoom account to join the meeting. I will share instructions for using Zoom below.
Hello Liz,

This is the password for your new work account. Please change it after you log in.

student.1

Hello Arick,

This is the password for your new work account. Please change it after you log in.

TUjob676

Thank you,

Gretchen
Intermediate - How Can I Spot A Fake Email?

Objectives/SWBAT:

- Content: Recognize a fake "phishing" email
- Language: Use vocabulary concerning cybersecurity in context within a sentence (e.g. "hacking/spam")
- Language: Use modals of possibility (e.g. may/might) to produce full sentences
- Language: Recognize the rules of subject-verb agreement when considering irregular subjects (e.g. collective nouns/compound subjects, etc.)

This is important for all students!

How can I align my pedagogical goals with technological goals?
Intermediate - How Can I Spot

1.

- Subject-Verb Agreement

   Subject-Verb agreement is one of the hardest things to learn when speaking English.
   It starts out very easy, but it gets more and more complicated!

   One way to spot a fake email is to look for grammatical mistakes. Hackers often make mistakes when they write in English— and one of the most common mistakes people make is in Subject-Verb Agreement.
Intermediate - How Can I Spot A Fake Email?

Content and language align when students look at the grammaticality of emails.

3. Students read emails in groups and look for grammatical errors.
4. Students present found errors to the class and discuss.
5. Students take a phishing quiz online as a summative assessment.

PayPal

Dear Customer,

[Request details]

Phishing can be harder than you think. Phishing is an attempt to trick you into giving information pretending to be someone you know. Can you tell what's fake?

TAKE THE QUIZ
Your turn!

Work with your group to develop objectives and potential activities for Module 2, “What are some ways I can collaborate with others online?”
Student Perspectives - Using Technology

- Due to the special conditions of my children, I have many weekly appointments outside and inside my home and digital learning helps me that from home I can learn while fulfilling my role as a mother.

- I can use Zoom features during class (mute/unmute, chat, etc.).
- I can use technology independently outside of class.
- I can define and use advanced digital vocabulary (online etiquette, opinion v...)
- I can define and use common digital vocabulary (parts of computers,...)
Our areas of focus regarding digital literacy proved to be:

1) finding trustworthy information
2) fostering online safety
3) fostering collaboration
4) fostering technological prowess

Student Perspectives - Digital Literacy Skills

- I can find information/resources on the School District of Philadelphia website.
- I can identify opinions v facts and seek out reliable sources online.
- I can identify misinformation and digital security threats.
- I can work with other students online (use Google Docs, share pictures, etc.).
- I can complete basic online tasks (send/receive email, use a messenger...)

[Bar chart showing student perspectives on digital literacy skills]
The OLC is time-consuming for teachers.
The resources in the DLC are accessible for teachers and learners.
The suggested content and language objectives are relevant and useful to our learner population.
The digital literacy curriculum (DLC) is easy to use.

Teacher Perspectives - Ease of Use
After using the Digital Literacy Curriculum, most learners are able to complete basic online tasks.

- are able to use Zoom more effectively (mute/unmute, use the chat, etc.).
- express an ability to use technology independently outside of class.
- are able to define and use advanced digital vocabulary.
- are able to define and use common digital vocabulary (parts of computers, webpages, emails, passwords, etc.).
- are able to fully participate in a virtual class.

Teacher Perspectives - Success
References