

Module 4: New Literacies

Towards a Transformative Pedagogy for School Libraries 2.0

Quotes	Reflection
<p><i>New literacies are more than new types of texts and processes imposed on a past world; they are situated in what Castells (2000) calls “the era of informationalism” which is oriented towards technological development, the production and accumulation of knowledge and towards higher levels of complexity in information processing. In this way, new literacies are never fixed or definable but constantly evolving. (p. 3)</i></p> <p><i>Instead of asking “Is this credible” we should be asking such questions as “What is credible?,” “Who decides?” “What does this person have invested in this information?” “How does the author get me to believe him/her?” “How does the information influence my thinking on the subject?” In accordance with New Literacies Studies (New London Group, 1996), the larger purpose of information literacy in this view is transformative, aimed at personal and social action and ultimately viewed as a means to redress social inequities. While current policies for the future of education emphasize critical literacy (pg 3).</i></p> <p><i>Given the shift of the information environment from finding, locating and evaluating information to one of using information, creating knowledge and sharing ideas (Todd, 2008), it is disturbing that there is little evidence of any of these activities for school learning even though many teachers report they are using the Internet in school assignments (National School Boards Association, 2007). Indeed, research tasks in schools are</i></p>	<p>Wow! What an excellent article still relevant today as the digital revolution continues to thrive and develop at an unprecedented pace. As I read the article so many parts of the text stood out to me. As educators our professional development is integral for our professional evolution, if we are to remain relevant. We must keep up with evolution of the different types of literacies and learning happening in our homes, in our classrooms and in our world so that we can be effective educators moving forward.</p> <p>With so much information out there, it has become a challenge to sift through opinions, disinformation, and propaganda. As educators we must have knowledge accessible and teach our students how to discern what knowledge they can trust but leave it to them to decide what they believe. It is our responsibility to give students the space and freedom they need to build their knowledge base and become active global citizens. With information readily available and all perspectives being represented social inequities, in our cities/nations/and worlds, have a voice today they have never had before. It is so exciting to be able to be a part of the process where education is evolving and becoming a tool of equity and social justice/action!</p> <p>This is my favourite passage from the article. I absolutely believe the internet helps transform and decolonize knowledge and the creation and ownership of it into a democratic process! This is the first time in history we can see knowledge, history and ideas from a wide range of perspectives rather than from the winners’ eyes. Knowledge today incorporates everybody’s beliefs and thoughts and not just what we are told to learn. By doing so we create students who can become a part of the process</p>

predominantly framed as fact-gathering activities rather than meaningful inquiry (Asselin & Moayeri, 2008; Asselin & Lam, 2007; Limburg, 1999). In contrast to the more typical use of the Internet in school assignments as a virtual reference library, its potential to be regarded as the postmodern construct that it is remains untapped—as something that decolonizes knowledge and the creation and ownership of it and as a potentially more democratic knowledge community (pg 4)

We must create learning opportunities where learners work locally and globally with other learners to build new knowledge and access current and past knowledge. For example, we work together and build a class wiki on Animals of North America where we all contribute, link to authorities on the topic, interview virtually animal experts and pull together the existing knowledge on our topic using available online multi-media products while creating our own (pg 11).

Youth spend large amounts of time on the “new Web” using Web 2.0 applications (Lenhart et al., 2007) which enable very different kinds of engagements and purposes which are more focused on interaction, participation and creation rather than passive reception and retrieval of information. (Pg 4).

We need to move away from the static social studies project where each student picked a country and “researched” it and give our learners meaningful tasks built around their global consciousness (pg 12).0

of learning. They can investigate and decide what is their truth. For educators it opens doors previously deemed shut or rigid. Instead of being pigeon holed into using pre-approved texts we must now be willing to listen to ideas and thoughts our students have formed from their own online investigations! Thus being willing to allow our students to conduct their own research and create, in the classroom, their own forums of knowledge!

These few quotes are also amazing parts of the article!

I have watched teachers continue to evolve their assessment techniques through online platforms and google classrooms. The internet I believe creates an interactive assessment tool that allows students the ability to create living documents that can be accessed by parents, educators and students in real time! What an amazing opportunity to have a live portfolio. One that could have links to an evolving classroom wiki type platform that all students help build each year...to one that display the assessment rubrics and allow students the opportunity to build their own individual online portfolios, with links to the classroom wiki document, to display their understanding of key concepts and ideas in relation to the curriculum. Giving us the opportunity to move away from regurgitation learning to a learning model based on participation, Interpretation, and collaboration! I am jacked just thinking of this. Maybe as TL's we could do classes or collaborate with classroom teachers to create these online learning portals?

Leading Questions: How can we use technology to create a learning environment that encourages the collaboration, investigation and interpretation of knowledge in order to create a diverse and inclusive Learning environment?

References

Asselin, M. & Doiron, R. (2008). Towards a transformative pedagogy for school libraries 2.0. *School Libraries Worldwide*, 14(2), 1-18.