Meeting the Challenges of Literacy Instruction for the Information Age

<u>**Focus**</u>:

"Information age" technologies have and continue to impact the nature of student literacy and learning skills in the upper elementary through high school grades. To remain effective, teachers in these grades must understand how the nature of literacy is changing and make the appropriate adaptations or changes to their instructional practices and classroom learning activities.

<u>**Outline**</u>:

1. The session or paper will begin with an historical exploration of the evolving nature of literacy as a result of the recent and rapid advances in "information age" technologies.

2. The focus will then shift to a discussion of the unique strategy and skill demands being placed on students when they are involved in a variety of technology-based literacy activities. Examples of technology-based literacy activities will be provided. Some of these activities include: (1) using photo journals to represent content learning, (2) creating graphic organizers using Inspiration software, (3) using the "hot list" concept to represent the results of research, (4) using on-line book discussions, chats or email exchanges to process concepts being learned and (5) exploring the "myspace" concept to illustrate content learning. The unique literacy

strategies and skills needed to successfully complete each activity will be identified and explained.

3. Finally, the discussion will conclude with suggestions for ways to integrate these new literacy strategies and skills into the school curriculum. The discussion will pursue exploring ways of making changes to the literacy curriculum in order to accommodate evolving "information age" technologies.

Preliminary Sources:

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4. Meskill, C. & Swan, K. (1995). Roles for multimedia in the response-based literature classroom (Report No. R117G10015). Washington, DC: Office of Educational Research and Improvement. (ED 387 803)

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