21st-Century Literacies

Supplemental Resources for NCTE's Policy Research Brief

This document is a supplement to
[21st-Century Literacies: A Policy Research Brief,](#)
produced by the National Council of Teachers of English.

Research Clips on 21st-Century Literacies

Research Clips are short, research-based responses to questions about practice. For more detailed explanations and list of related research, see 21st-Century Literacies: A Policy Research Brief.
http://www.ncte.org/library/files/Publications/Newspaper/Chron1107ResearchBrief.pdf

21st-Century Literacies Today
How is literacy changing in light of a vastly different world?

- We live in a technology-driven, global, diverse, and quickly changing world.
- New literacy skills that attend to these changes are a necessary part of English/language arts curricula.
- Large-scale changes in literacy practices are taking place, such as
  - Over 91 million Google searches per day
  - 158.6 billion text messages sent in the U.S. in 2006
  - The existence of at least 61 virtual colleges/universities (VCUs) currently educating students in the U.S.
  - Thirty-three states with National Educational Technology Standards for K–12 students
  - Future computer-based writing tests of the National Assessment of Educational Progress
  - 50 percent of four-year colleges and 30 percent of community colleges using electronic course management tools.

Changing Ideas about Literacy amidst 21st-Century Changes
What changes in schooling help support the needs of 21st-century literacy learners?

- 21st-century literacy requires core academic subjects; learning and innovation skills; and life and career skills *along with* technology skills.
- Electronic reading workshops show that they support the emergence of new literacies, and digital technology enhances writing and interaction in several ways.
- K–12 students who write with computers produce compositions of greater length and higher quality and are more engaged with and motivated toward writing than their peers.
- College students who keep e-portfolios have a higher rate of academic achievement and a higher overall retention rate than their peers.
- Both typical and atypical students who receive online response to writing revise better than those participating in traditional collaboration.

Teacher Strategies for 21st-Century Literacy
What strategies can teachers use to engage 21st-century literacy in the classroom?

Literacy teachers can begin and continue to foster meaningful engagement with 21st‐century literacy through:
- Encouraging students to reflect regularly about the role of technology in their learning.
- Creating a website and inviting students to use it to continue class discussions and bring in outside voices.

- Giving students strategies for evaluating the quality of information they find on the Internet.
- Being open about their strengths and limitations with technology and inviting students to help.
- Exploring technologies students are using outside of class and finding ways to incorporate them into teaching.
- Using a wiki to develop a multi-modal reader's guide to a class text.
- Including a broad variety of media and genres in class texts.
- Asking students to create a podcast to share with an authentic audience.
- Giving students explicit instruction about how to avoid plagiarism in a digital environment.

NCTE Policy Positions

21st-Century Literacies: A Policy Research Brief
http://www.ncte.org/library/files/Publications/Newspaper/Chron1107ResearchBrief.pdf

Useful Research Links

ISTE National Educational Technology Standards
(International Society for Technology in Education)
http://www.iste.org/inhouse/nets/cnets/index.html

Icons of the Internet
(Kenneth C. Green, UCLA, Office of Information Technology)
http://www.itpb.ucla.edu/documents/documents/Green-Icons-UCLA-Apr07.pdf

How Can E-Portfolios Support Innovative Responses to Learning Needs?
(European Institute for E-Learning)
www.elearning2006.fi/main.site?action=binary/file&id=6&fid=72

Virtual Universities: Real Possibilities
(Rhonda M. Epper and Myk Garn*, Educause Review*)
http://www.educause.edu/ir/library/pdf/erm0422.pdf

Teen Content Creators and Consumers
(Pew Internet and American Life Project)
http://www.pewinternet.org/PPF/r/166/report_display.asp

Creating & Connecting: Research and Guidelines on Online Social—and Educational—Networking
(The National School Boards Association)
http://www.nsba.org/site/docs/41400/41340.pdf

Shift Happens
http://www.youtube.com/watch?v=ljbI-363A2Q

Acknowledging Criteria: A Look at Research and Reality of Children's Digital Libraries (Jennifer A.
Waldman, University of North Carolina at Chapel Hill, SILS Electronic Theses and Dissertations)
http://etd.ils.unc.edu/dspace/handle/1901/398

The Effect of Computers on Student Writing: A Meta-Analysis of Studies from 1992 to 2002
(Amie Goldberg, Michael Russell, and Abigail Cook*, The Journal of Technology, Learning, and Assessment*)
http://escholarship.bc.edu/jtla/vol2/1/

Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st-Century U.S. Workforce
> (Partnership for 21st-Century Skills)
> http://www.21stcenturyskills.org/documents/FINAL_REPORT_PDF09-29-06.pdf

The Framework for 21st Century Learning
> (The Partnership for 21st-Century Skills)
> http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120

The Partnership for 21st-Century Skills
> http://www.21stcenturyskills.org/

ETS Framework for 21st-Century Learning
> http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=194&Itemid=64

Fast/Facts: Internet Access in U.S. Public Schools and Classrooms: 1994-2005
> (National Center for Education Statistics)
> http://nces.ed.gov/pubs2007/2007020.pdf

Falling through the Net: Defining the Digital Divide
> (National Telecommunications and Information Administration)
> http://www.ntia.doc.gov/ntiahome/fttn99/contents.html

Connected to the Future: A Report on Children's Internet Use
> (Corporation for Public Broadcasting)
> http://www.cpb.org/stations/reports/connected/connected_report.pdf

The Power of the Internet for Learning: Moving from Promise to Practice
> (Web-Based Education Commission)
> http://www.hpcnet.org/webcommission

Other Web Resources

Voice of the Shuttle
> http://vos.ucsb.edu/

FanFiction.net
> http://www.fanfiction.net/

Kidspace @ the Internet Public Library
> http://www.ipl.org/youth/

"Flame First, Think Later: New Clues to E-Mail Misbehavior"
> (*The New York Times,* Feb. 20, 2007)
> http://www.nytimes.com/2007/02/20/health/psychology/20essa.html?fta=y

Learning Resources, a site which includes language-related teaching suggestions for K-college students
> (Oxford English Dictionary)
> http://oed.com/learning/