

## WELCOME!

### SOCIAL LITERACY IN THE 21<sup>ST</sup> CENTURY: A Course Overview

At the close of the 20<sup>th</sup> century and the height of global technological advancements, people raged about the imminent hitches of the so-called "Millennium Bug." Countless arguments and anxiety-filled research wars caused technology experts to make drastic moves to mitigate the anticipated troubles by the year 2000 or the "Y2K Fever". There were fears that all computers worldwide would shut down, creating havoc among the people, especially those in the business sector relying much on computers and the internet like banks, financial institutions, factories, power plants, and many others. But that is now a thing of the past. Obviously, we have succeeded.

(Adapted from <https://www.investopedia.com/terms/y/y2k.asp>).

Hurdling this technological scare was actually the advent of bigger, brighter, and more advanced perspectives and practices of doing business—these motivated people from all walks of life to go hi-tech – there came the "21<sup>st</sup>-century era."

You may have heard about the 4IR. Schwab (2016) termed this current evolutionary phenomenon the Fourth Industrial Revolution (4IR), where all business transactions and industrial processes are digitized and automated. Since the start of the 21<sup>st</sup> century, significant digital and automated technology expansions have occurred. The Internet of Things and Artificial Intelligence are two structures that have become so popular that they have created brand-new social enterprises.

In the latter part of 2019, we were on the verge of yet another major turnaround of history. The COVID-19 pandemic and the global lockdowns since 2020 prompted new norms of doing things. How we learn, live, and sustain life in the pandemic has maneuvered the economy.

A thorough understanding of the ever-changing world and the diverse paradigms and cultural shifts in the 21<sup>st</sup> century facilitates our adaptation and advancement, hence, social literacy.



Society has changed a lot. Therefore, how the citizens are educated should rhyme with these changes. This course is happily offered to future teachers of the new millennium who will take responsibility for breeding the next generation of learners and global innovators. The curriculum for K-12 needs to be more cognizant of these changes and how to redefine social literacies.

### **What's in store for you?**

This course entitled "Building and Enhancing New Literacies Across the Curriculum" introduces the concepts of new literacies in the 21st century as an evolving remarkable phenomenon and shared cultural practice across learning areas. The 21st-century literacies shall include globalization and multi-cultural literacy; social literacy; media literacy; financial literacy; cyber/digital literacy; eco-literacy; and arts and creative literacy. Field-based interdisciplinary explorations and other teaching strategies shall be used in this course.

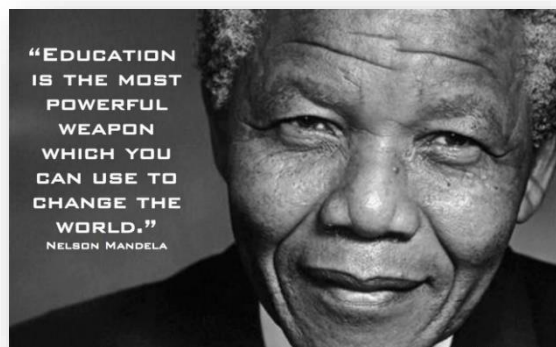


Image Credit: <http://www.picturequotes.com/educational-quote-for-leaders-1-picture-quote-591036>

Teachers of the 21<sup>st</sup> century are not only expected to be content literate but are also engaged to be socially literate. Based on the Philippine Professional Standards for Teachers (PPST, DepEd Order No. 42, series of 2017), the professional teacher "possesses the requisite knowledge, skills, and values that support the teaching and learning process" necessary to prepare the learners toward achieving the 21<sup>st</sup>-century academic and life skills. The teaching practice entails understanding the social issues underlying the effective transfer of learning among the students in collaboration with the rest of the school community.

(Source: [https://www.deped.gov.ph/wp-content/uploads/2017/08/DO\\_s2017\\_042-1.pdf](https://www.deped.gov.ph/wp-content/uploads/2017/08/DO_s2017_042-1.pdf))

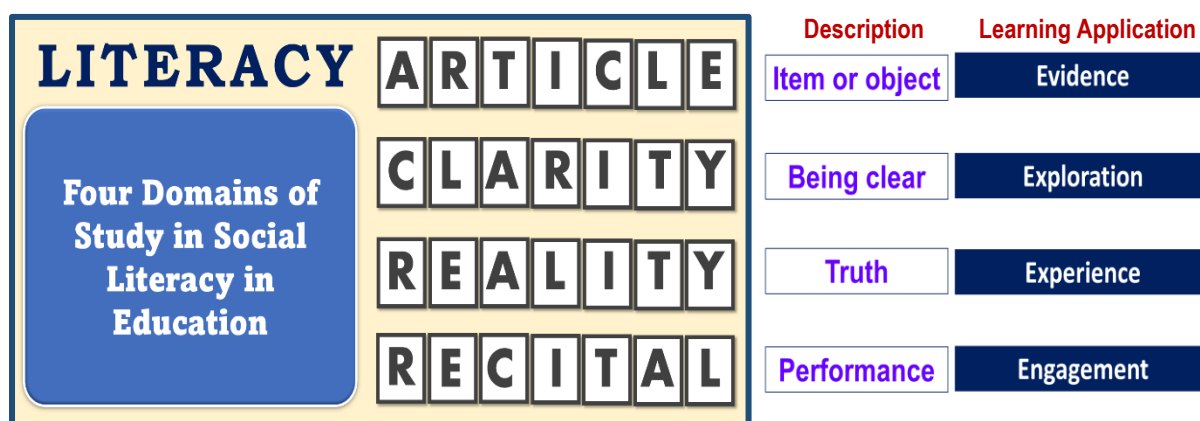
In order to achieve the goals of this course, you, as a promising teacher, are engaged to accomplish the following course objectives:

- a.) To discuss how multi-literacies relate with, influence, and . 21st-century society;
- b.) To compare and abstract the different literacies that affect the educational curriculum in the Philippines and the whole world;
- c.) To rationalize strategies, functions, and programs in innovating teaching and learning according to the 21st-century social standards and the new literacies;
- d.) To justify pedagogies in the new and emerging normal that enhance the multi-literacy competence of the 21st-century teacher; and,
- e.) To propose an innovative curriculum in preparing future learners to envision 21st-century and post-pandemic society.

**Lecture No. 1: SOCIAL LITERACY in the 21<sup>ST</sup> CENTURY**

Based on my experience as a teacher for more than 25 years, Social Literacy can be literally defined as understanding people in society by being aware of their attitudes, behaviors, and aspirations. From this definition, the socially literate teacher can teach students the necessary competencies by being considerate and compassionate of their needs and potential. However, due to technological advancement nowadays, the scope of social literacy is enriched with media literacy toward social innovation.

In this lecture, I would like to share four essential domains of social literacy that may guide teachers and would-be teachers when designing curriculum and instruction at the K-12 levels. Remarkably, these suggested domains can be derived from the word LITERACY by unscrambling the letters.



Educational curricula are loaded with teaching and learning activities that engage the teachers and learners to understand and develop knowledge, values, and skills in various subject areas. Being socially literate, the teacher provides the basic concepts, theories, and knowledge that are factual and empirical (article). This standard requires the appropriateness, adequacy, and accuracy of the information shared with the learners (clarity). To enhance their understanding of knowledge and motivate them to appreciate and value their new learning, learners are provided with real-world and practical learning experiences relevant to the instruction objectives (reality). In this sense, they demonstrate learning by performing their creative and generative ideas and innovations (recital).

The socially literate teacher in the 21<sup>st</sup> century capitalizes on factual information so that learners develop the aspiration to improve and create. This principle entails setting the learning environment with real-world and pressing issues and problems that will motivate learners to think critically and develop a sense of mission to seek further understanding of themselves, their community, and the economy.

Relevant learning experiences are provided through opportunities, challenges, tasks, and practical exercises that will hone their creative skills. We will get into this theory's details as we progress in this course.

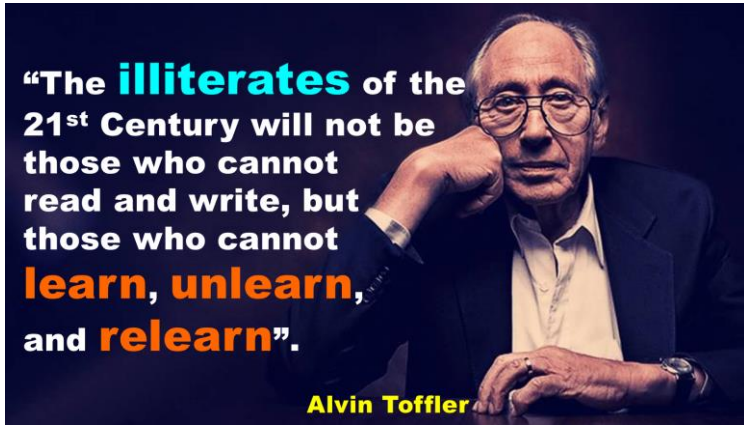


Image Credit: <https://igorbeuker.com/marketing-innovation-blog/a-tribute-to-futurist-alvin-toffler-author-of-future-shock/>

Let's think aloud. Do we prepare our students for the future or for the past?

Based on the above contention of futurist Alvin Toffler, from his 1970 bestselling book, *FUTURE SHOCK*, because of the rapidly advancing technology, people need to be more adaptive to changes. Are schools also being adaptive in the way how they plan, implement and evaluate the curriculum? Or are they just mere learning venues where students can only master the same concepts and theories year after year?

Social literacy in the 21<sup>st</sup> century pleads to the education sector to jive the curriculum, instruction, and learning assessment so that students will become adaptive and future-ready.

Ng and Wong (2020) concluded in their study that future-ready schools are educational institutions that succeed in developing adaptive learning practices as much as developing life skills to thrive alongside social change and peacefully blend with society.

Going back to Toffler's principle, teachers in the 21<sup>st</sup> century facilitate adaptation through the process of "Learning, Unlearning, and Relearning." Children are taught new knowledge, concepts, and ideas at school. They LEARN many new things every day. However, new things will also age and need to be replaced someday. Some old thoughts and beliefs become outdated and inapplicable in the current circumstances that need to be UNLEARNED. But that should not stop there. Unlearned things need to be replenished with more relevant, applicable, and innovative by way of social adaptation, called the process of RELEARNING.

**IMPLICATIONS TO TEACHING:**

<p><b>What were your experiences of...</b></p> <p><b>...Learning?</b></p> <p><b>...Unlearning?</b></p> <p><b>...Relearning?</b></p>	<p><b>Let's contemplate...</b></p> <p>Knowing for the first time</p> <p>Forgetting the outdated</p> <p>Updating an old perspective</p>	<p>The socially literate teacher regularly updates content and pedagogy to exemplify "learning, unlearning, and relearning". This is the essence of innovating the curriculum to prepare students for the future.</p>
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The matrix below shows three sets of educational trends that a socially literate teacher may maximize their application in innovating the curriculum.

New <b>LEARNING</b>	<b>UNLEARNING</b>	<b>RELEARNING</b>
Because cultural diversity has become commonplace, students are encouraged to collaborate at school to be more socially productive.	Making students compete against each other in class will break good relationships among them.	Instead of ranking students on their achievements, provide them opportunities to collaborate in class and build better social relationships.
Understanding and mastery of concepts may be achieved through experiential learning.	Memorizing information from textual sources is found to be a sort of short-term concept remembering.	Set up the learning environment in the classroom (or outside the school) so that students can see and feel the exact situation related to the concept taught.
Providing diverse learning alternatives for children can uncover their unique intelligence.	Intelligent children are good in English, Math, and Science.	Differentiated Assessments: Allow students to choose the technique to demonstrate what they learned from the lesson.

**Conclusion:** The socially literate person treats new **learning** by **unlearning** an old related belief and **relearning** it with a better, more innovative practice. Therefore, learning new principles, techniques, and processes regularly update the curriculum, instruction, and evaluation. For every discovery, an old belief or practice may surface that needs to be unlearned and relearned.

**ASSIGNMENT:**

WORD HUNT:

Look down & across to find the 8 hidden social issues.

R	T	E	S	W	N	T	P	O	V	E	R	T	Y	R
I	A	E	C	T	B	N	A	S	E	D	Y	R	W	S
N	S	U	S	T	A	I	N	A	B	I	L	I	T	Y
D	R	A	W	T	W	V	D	P	X	B	L	O	E	V
U	P	R	E	B	Y	O	E	D	V	T	N	P	C	P
S	G	L	C	D	W	R	M	T	Y	N	M	V	H	Z
T	G	L	O	B	A	L	I	Z	A	T	I	O	N	X
R	Z	X	N	C	V	B	C	T	F	R	W	D	O	M
Y	P	N	O	M	L	K	J	H	G	F	D	C	L	B
C	L	I	M	A	T	E	C	H	A	N	G	E	O	O
R	S	T	Y	V	W	X	Y	Z	B	C	D	F	G	K
C	B	P	Y	T	R	W	T	S	R	N	H	K	Y	P

**New Educational Literacies**

Technology  
Sustainability  
Globalization  
Industry  
Economy  
Pandemic  
Poverty  
Climate Change

Image source:  
<https://images.google.com/>

How may the 21<sup>st</sup>-century teacher view and act upon these current issues and trends in education?

The Curriculum, Instruction, and Evaluation are anchored on these “relearned” issues.

**Task: Essay**

**Choose one (1) of these trends and look for a new LEARNING about it. Identify something to be UNLEARNED and discuss how to RELEARN it.**

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