

UNIVERSITY OF THE ASSUMPTION | School of Education | Educ 3A

C-EDUC10: Building & Enhancing New Literacies Across the Curriculum

Spring Semester AY 2022-2023

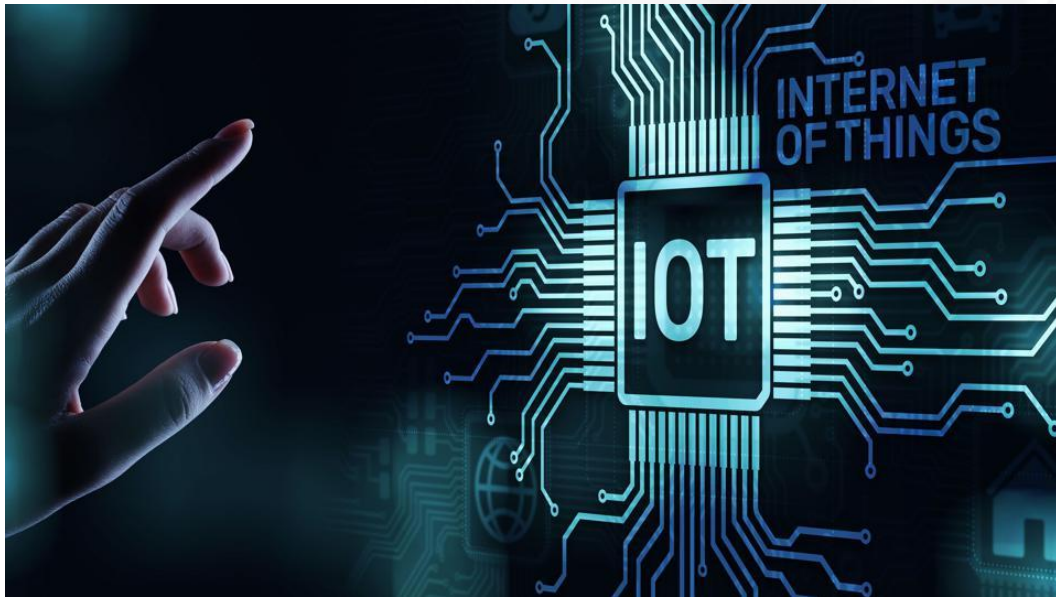


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Session 6

Information, Media, and Cyber Literacy



Looking back...



Information and Media Literacy



Health and Safety Literacy



Financial and Economic Literacy



Ecological and Nature Literacy



Arts and Creative Literacy

How will schools use the new literacies for social development and economic sustainability?

Cross-disciplinary
Teaching Approaches



Looking back...

Functional Literacy is Cross-disciplinary.

Situated Practice

Strong foundation
knowledge

Overt Instruction

Strategic use of
learning devices

Critical Framing

Deepening learning
by argumentation

Transformed Action

Real-world problems
as training grounds

**Components
of Teaching
Multiliteracies**



A. Matching Type

___ 1. Information and Media

___ 2. Health and Safety

___ 3. Financial and Economic

___ 4. Ecological and Nature

___ 5. Arts and Creativity

A. Manage money and resources wisely

B. Maintain balance in the environment

C. Improve the quality of performance

D. Generate valuable and unique ideas

E. Understand wellness and wellbeing

F. Discover, examine, review data



B. Multiple Choice

6. How is “Functional Literacy” observed among 21st-century teachers?

- A. Using and consuming educational information**
- B. Creating and performing relevant pedagogy**
- C. Discovering and studying new concepts**



B. Multiple Choice

7. Which best describes Functional Literacy and Multiliteracies when applied in curriculum development?

A. Cross-disciplinary

B. Learner-centered

C. Media-based



B. Multiple Choice

8. Which component of multiliteracies in education pertains to students' use of learned knowledge to address issues/problems in the community?

A. Critical Framing

B. Situated Practice

C. Transformed Action



B. Multiple Choice

9. Which refers to the overt instructional method in integrating multiliteracies into the curriculum?

A. Defining concepts based on personal experiences

B. Mastering the learning content from lectures

C. Using tools and strategies to apply learning



B. Multiple Choice

10. How does critical framing of multiliteracies offer more meaningful and interactive learning experiences?

- A. Challenge other points of view in a richer discussion**
- B. Identify the advantages of performing an action**
- C. Determine the errors in doing the procedure**



A. Matching Type

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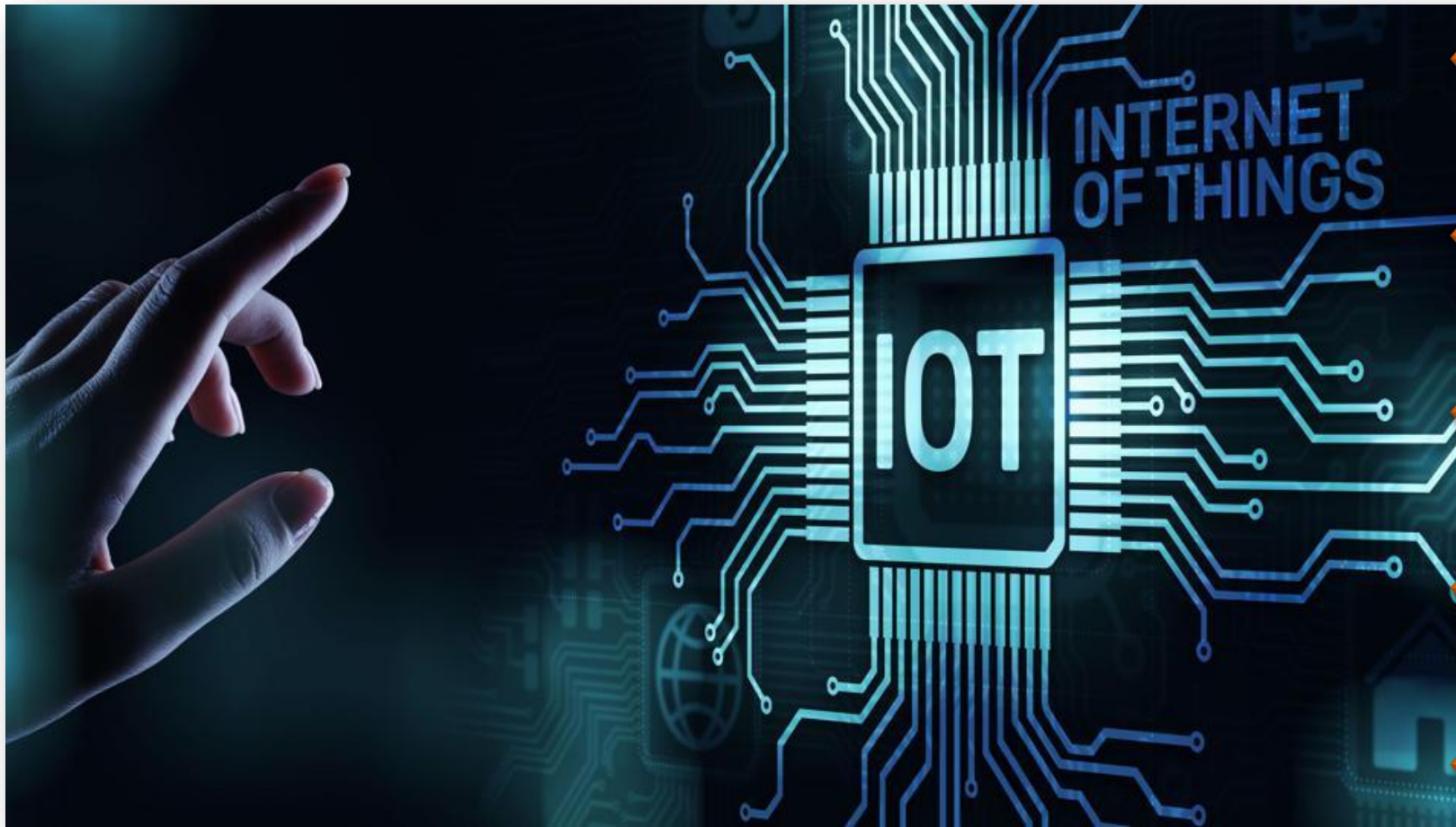


TODAY'S SESSION OBJECTIVES



- 1. Define digital and cyber information literacy in the context of education;**
- 2. Discuss cybersecurity and cyber citizenship and suggest cyber-management and precautionary measures in the use of internet-based tools; and,**
- 3. Integrate digital or cyber literacy into the curriculum.**





Digital Technology

Online Connectivity

Artificial intelligence

Cloud Computing

Automation

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Lessons from the COVID-19 Pandemic:



- ✓ Self-directed learning
- ✓ Use of an LMS
- ✓ Online distance learning
- ✓ Blended instruction
- ✓ Creating multimedia

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Adapting to new literacies:



Information and Media Literacy

General Description:

It is the capacity to discover, examine, review, and create content to make people feel good about themselves and their communities (De Leon, 2020).

Curricular Implications:

- Aside from the prescribed textbooks, curricular content can include massive access to information and media.
- Use of digital tools and online media applications as instructional support and learning assessment
- Online, electronic, and digital technology drive 21st-century learners to communicate, collaborate, and create as practiced in their curricular tasks.



Digital and Cyber Literacy

- Locate, Analyze, Produce Information
- Interact Electronically
- Collaborate Online
- Engage the Community

Cybercitizenship

- Social responsibility on the internet
- Ethical and moral communication
- Wise use and consumption of information



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Cybersecurity and Management

- ❖ Think before you click
- ❖ Fishing by phishing
- ❖ Algorithms in the rhythm
- ❖ Better safe than sorry



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Curriculum Integration of Cyber literacy

- **Use an interactive whiteboard to design and deliver lessons.**
- **Allow students to maintain blogs, wikis, or web pages related to their learning.**



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Curriculum Integration of Cyber literacy

- Engage in online messaging and teleconsultation with the students.
- Continue using a Learning Management System (LMS) to reinforce on-campus teaching-learning experiences.



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Curriculum Integration of Cyber literacy

- Encourage learners to present the synthesis of the lesson using multimedia tools, software, and applications.
- Reinforce traditional classroom instruction with online synchronous learning modes and virtual conferences (blended or hybrid learning).



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Curriculum Integration of Cyber literacy

- **Incorporate netiquette and cyber ethics when using and citing online resources.**
- **Nurture collaborative works using online and offline digital procedures.**



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Curriculum Integration of Cyber literacy

- Urge students to document learning experiences using audio-video capturing devices with guidance on data privacy and informed consent standards.
- Require an E-Portfolio that would compile their outputs, projects, and other evidence of learning.



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References:

De Leon, E.B. (2020). Building and Enhancing New Literacies Across the Curriculum. Quezon City: LORIMAR

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