HANDONG UNITWIN FELLOWSHIP

SYLLABUS

Lecturer's Information	
Name	Dexter M. Balajadia, Ph.D.
University	University of the Assumption

Course Information			
Course Name	Building and Enhancing New Literacies Across the Curriculum	Prerequisite Course	None
Course Date	2023-01-09 ~ 2023-05-26	Course Language	English
Keyword	Social Innovation, Cultural Literacy, Community Understanding, Global Citizenship, Social Responsibility, 21st-Century Education		

Course Description (100 ~200 words)	This course introduces the concepts of new literacies in the 21st century as an evolving special 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.
Course Goals and Objectives (Approximately 100 words)	a) To discuss how multi-literacies relate with, influence, and transform the 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 anticipate the 21st century and post-pandemic society.
Textbook	**(The format : Title, Author/Editor, Publisher, Year of Publication)** Building and Enhancing New Literacies Across the Curriculum, DeLeon, Elmer B., Lorimar Publishing, 2020
References	García Ochoa, G., McDonald, S., & Monk, N. (2016). Embedding Cultural Literacy in Higher Education: A New Approach. Intercultural Education, 27(6), 546 – 559. Johansen, B. (2017). The New Leadership Literacies?: Thriving in a Future of Extreme Disruption and Distributed Everything: Vol. First edition. Berrett-Koehler Publishers. Jolls, T. (2015). The New Curricula: How Media Literacy Education Transforms Teaching and Learning. Journal of Media Literacy Education, 7(1), 65 – 71. Prabhu, V., Ashok, L., Kamath, V. G., Sekaran, V. C., Kamath, A., Padickaparambil, S., Hegde, A. P., & Devaramane, V. (2021). What predicts mental health literacy among school teachers? Ghana Medical Journal, 55 (2), 141 – 146. https://doi.org/10.4314/gmj.v55i2.7 Smilan, C. (2016). Developing Visual Creative Literacies through Integrating Art-Based Inquiry. Clearing House: A Journal of Educational Strategies, Issues and Ideas, 89(4 – 5), 167 – 178. Smith, K. G., Lee, L., Osborne-Lampkin, L., Rall, J., National Center for Education Evaluation and Regional Assistance (ED), Regional Educational Laboratory Southeast (ED), & Florida State University. (2020). Self-Study Guide for Evidence-Based Practices in Adult Literacy Education. REL 2020-025. Regional Educational Laboratory Southeast. Tibergien, M. (2021). Should Financial Literacy Education Be Core to Your Mission? Journal of Financial Planning, 34(7), 58 – 61. Turner, R., & Donnelly, R. (2013). Case Studies in Critical Ecoliteracy: A Curriculum for Analyzing the Social Foundations of Environmental Problems. Educational Studies, 49(5), 387 – 408. https://doi.org/10.1080/00131946.2013.825262
Course Requirements and Grades	A. Major Exams (Prelim, Midterm, Final) are composed of 50% LET-patterned Multiple-Choice items and 50% Performance tasks B. Engagement in the Online Synchronous Classes by (1) punctual attendance, (2) reciting orally and/or (3) commenting in the chat box, (4) being ready to turn on cam when called for (due to bandwidth issues, students may turn off cameras during the class except when required), (5) participating in the learning tasks using the G-meet interactive tools (polls, Q&A, whiteboard, breakout rooms, etc.) and (6) posting the needed information, ideas, and insights using the Google productivity tools being shared (Google Docs, Sheets, Slides) C. Accomplishment and prompt submission of all evaluation requirements in the modules D. Active Participation in the Class ' Google® Classroom: (1) Commenting ethical views on every class issue drawn by the teacher on the STREAM page, (2) Prompt uploading of creative assignments, and (3) Responding appropriately to every CLASSWORK (questions, materials, assignments) posted by the teacher either by commenting or posting enriching resources. E. Delivering a 10-minute virtual presentation of selected module outputs (selected exemplary outputs only, with grade incentives) F. Submitting acceptable alternative outputs in lieu of missed outcomes-based evaluation (when necessary only but not encouraged)

Weekly Schedule		
Week	Main Topics	Keywords
1	Social Literacy in the 21st Century	Social Literacy
2	Understanding the Global Sustainable Development Goals and the Local "Ambisyon Natin 2040" (Our Ambition, Our Vision)	Sustainable Development
3	Global Citizenship Education	Global Citizenship
4	Twenty-First-Century Skill Categories in the K-12 Basic Education Curriculum	21st-Century Learning Skills
5	New Literacies, Functional Literacy, and Multiliteracies	Multiliteracies and Social Responsibility
6	Information, Media, and Cyber Literacy	The Internet of Things Educational Technology
7	Health and Safety Literacy	Health Education
8	Financial and Economic Literacy	Financial Education
9	Ecological Literacy	Ecology
10	Arts and Creative Literacy	Constructivism Design Thinking
11	Outcome-Based Educational Literacy	OBE
12	Integrating New Literacies in the New-Normal and Post-Pandemic Curriculum	Curriculum Integration
13	Lesson Planning involving the New Literacies	Lesson Planning
14		
15		
16		