

ECI 546: Literacy, Technology, and Media

Course Instructor

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Course Description

Critical analysis of emerging technologies and media sources as applied to literacy acquisition and instruction. Integration of new technologies into literacy curriculum.

Course Topics

- Locating appropriate digital texts
- Integrating 21st century skills
- New media literacies
- Reading comprehension with digital texts
- Visual representations (e.g., concept maps)
- Digital literacy activities (e.g., blogs, WebQuests)

Descriptions: Digital Literacy Activities

While taking ECI 546, I learned about and developed the following digital literacy activities:

1. Hotlist

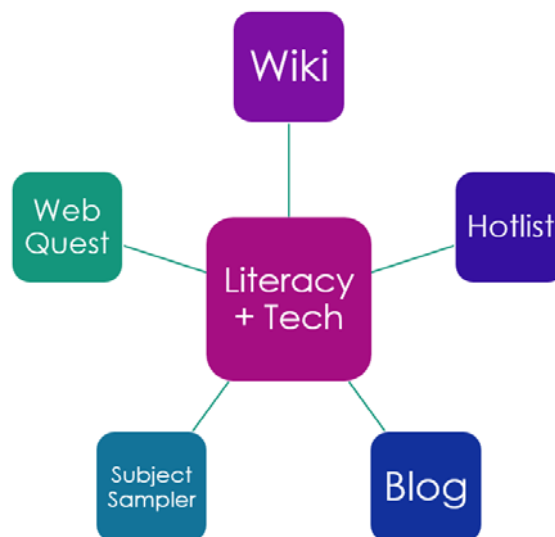
A hotlist is a list of favorite or frequently accessed websites. Per the instructor's guidelines, I included 10 resources appropriate for use with my high school students. Since that time, I have developed resource lists to accompany many different types of learning activities.

2. WebQuest

A WebQuest is a structured, Internet-based activity designed to support inquiry. Consistent with accepted guidelines, the WebQuest I created included the following components: (1) introduction, (2) task, (3) process, (4) evaluation (rubric), and (5) conclusion. It also included a list of approved resources, which students could use to complete the task and reach the expected level of performance.

3. Subject Sampler

A subject sampler typically features an interesting activity accompanied by several lists of websites, all of which focus on the same theme or topic. My subject sampler provided links related to various aspects of travel: transportation, accommodations, cities, points of interest,



climate, and weather. The corresponding activity included a scenario and questions intended to guide the completion of a project on travel to Mexico.

Excerpt. When planning a trip to a Spanish-speaking country such as Mexico, cost is major consideration. Transportation, accommodations, food, entertainment, and the cost of needed items should all be included in your trip budget. Use the links to the right and the questions below to determine how much you can expect to spend for a trip lasting one week.

1. What city in Mexico would you most like to visit?
2. How will you get there and how much will transportation cost?
3. Where will you stay and how much will it cost per night?
4. Based on the climate and time of year, what type of clothing and accessories will you pack?
5. How much spending money will you need to cover the cost of food, entertainment, and souvenirs?

Instructor Feedback. Dr. Spires provided the following feedback on my subject sampler:

Your Sampler is very appropriate for high school students and addresses the curriculum very well. The wide variety of Web resources that you are providing are very suitable for students and this will ask students to use higher order thinking skills when they try to choose the most appropriate resource to answer the supporting questions. I especially love your supporting questions because you are making the task authentic and relevant for students. The supporting questions are "tough what and how questions" that we want students to be able to answer and I think the resources you have provided will help them become successful at answering the questions. I would like to see an overarching essential question that would tie the supporting questions together. Good job :-)

Textbook

Warlick, D. F. (2004). *Redefining literacy for the 21st century*. Linworth Publishing.

Other Texts

Coiro, J. (2005). Making sense of online text. *Educational Leadership*, 63(2), 30-35.

Common Craft (n.d.). Wikis in plain English. Retrieved from <https://www.youtube.com/user/leelefever/about>.

Lengler, R. & Eppler, M. J. (n.d.). A periodic table of visualization methods. Retrieved from https://www.visual-literacy.org/periodic_table/periodic_table.html

Potter, W. J. (2005). *Media literacy (3rd ed.)*. Thousand Oaks, CA: Sage.