Literacy 2.0:
Reading and Writing in 21st Century Classrooms

By Nancy Frey, Douglas Fisher, and Alex Gonzalez

_____

Study Guide

This study guide is a companion to *Literacy 2.0: Reading and Writing in 21st Century Classrooms.* In *Literacy 2.0*, Nancy Frey, Douglas Fisher, and Alex Gonzalez discuss the literacy demands of the 21st century and offer strategies for fostering literacy 2.0—the place where traditional literacy and technological literacy meet—in the classroom.

This guide is arranged by chapter, enabling readers either to work their way through the entire book or to focus on the specific topics addressed in each chapter. It can be used to identify key points, test comprehension, or raise questions for further consideration.

We thank you for your interest in *Literacy 2.0*, and we hope this guide proves useful as you explore the new demands and the new possibilities of the 21st century classroom.

—Introduction—

1. How would you or the members of your discussion group define *21st century literacy skills*? What skills must students use today that did not exist when you were in school?

2. The National Assessment of Educational Progress will assess technology proficiency as part of its testing beginning in 2012. How will this change what is taught in the classroom?

3. What kinds of technology are your students comfortable with? Would they want these technologies implemented in your school? If so, how? What would your students recommend to your district's ICT (information and communication technology) director?

4. Describe the authors' distinction between tools and their functions.

5. How are the information and communications functions listed on page 8 fulfilled in your classroom? Do you use any of the specific tools mentioned? If not, how could you incorporate one of them into your students' classroom experience?

—Chapter 1—
Releasing Responsibility:
A Framework for Teaching and Learning
_____

1. A gradual release of responsibility model of instructional design includes a focus lesson, guided instruction, productive group work, and independent learning. In what ways does this parallel learning outside of the classroom? What are the differences?

2. Establishing purpose in the mind of the learner is essential. What are some ways you might accomplish this? What are the challenges or barriers to this?

3. How does the shift in language used in the updated Bloom's taxonomy reflect learning today? Why do you believe the creators of this 21st century taxonomy changed the language in this way?

4. Compare and contrast problem-based and project-based learning. What advantages does each offer for fostering literacy and critical thinking? Think of one example of each that could be implemented in your classroom.

5. What digital resources do you (or could you) use most often when creating problem-based or project-based assignments?

6. Homework policies and practices can be polarizing. Policies aside, what role do you believe homework plays in the 21st century?

7. Assessment has the ability to consume instruction. But eliminating assessment isn't a

good option, either. How do you make the most of assessment in your classroom?

—Chapter 2—
Finding Information:
The Eternal Search
_____

1. Discuss a time when a student cited an Internet source to support inaccurate information. How did you respond? How can an incident like this become an opportunity for teaching?

2. How should students be taught to use Wikipedia and similar sources of information in ways that support their learning? What are your experiences with this resource in and out of the classroom? Are there department, school, or district practices that are barriers to using it well?

3. What are the dangers of a two-dimensional reading experience with three-dimensional texts?

4. Students often overestimate their adeptness with technology, confusing tools with functions. In what ways do you foster more sophisticated search functions? Are students resistant to this instruction?

5. In what courses should Boolean operators and advanced search options be taught? Why?

6. The evaluation of digital information is necessary across the school day. How might a series of lessons on evaluating digital information be structured using a gradual release of responsibility model of instructional design (chapter 1)?

7. Do you use social bookmarking and RSS feeds in your daily life? How can these be

   applied to the classroom?

—Chapter 3—
Using Information:
Making Responsible Choices

_____

1. Rules and policies always lag behind technology. How does teaching about proper

   technology use (rather than outright prohibition) equip students for responsible decision

   making?

2. How would you define *critical literacy*? How do you foster critical literacy in your

   classroom?

3. How does a critical literacy stance result in an informed citizenry?

4. What texts do you use to ensure that students know how to examine freedom, social

   injustice, controversial topics, and calls to action?

5. How can digital technologies contribute to plagiarism? What are the common

   misconceptions your students have about plagiarism?

6. In your opinion, does your department, school, or district have policies in place that help

   prevent plagiarism?

7. Many students inadvertently plagiarize because they lack the skills they need to properly

   cite and reference sources. In what ways can lessons on citations be tied to those on

plagiarism? How can you model and think aloud throughout the year to reinforce these

skills?

8. React to this chapter tweet: "Give students opportunities to make decisions in their own

academic lives" (page 70). What opportunities could be made available? Do you agree

that this is important? Why or why not?

—Chapter 4—
Creating Information:
Production in Literacy 2.0

_____

1. How do "new literacies" combine and interact with more traditional ones? Explain how new literacies augment, but do not replace, the need for traditional ones.

2. Assess your experiences producing information with computer and communications technology. Have you created podcasts, websites, blogs, or videos in your classroom? How? What were the results?

3. What is the "copyleft" movement? What surprised you about the fair use doctrine and the "copyleft" movement? Do you agree or disagree with this movement?

4. Contact your district's ICT director and invite him or her to a roundtable discussion of policy and practice regarding fair use. What are some concerns or questions you might have for him or her? Develop a guide for students and teachers at your school on the topic.

5. How would you define an *essential question?* Have you used essential questions in your classroom, department, or school? How can production be tied to responses to an essential question?

—Chapter 5—
Sharing Information:
The World Is Your Audience

_____

1. How have information-sharing technologies shaped your life outside of the classroom?

    How has this influenced your classroom strategies?

2. What opportunities for sharing through technology are being used among teachers in your

    district? In your favorite professional organizations? How are they being used among

    students?

3. In what ways does traditional teaching about *audience* inform what should be taught

    about a digital audience?

4. Do students use blogs, microblogs, or vlogs (video blogs) in your classroom?

    - If so, how? What cautions or tips do you have for fellow teachers who are

      considering using this tool in their classrooms?

    - If not, what are some of the barriers to this medium of information production?

      How might these be overcome?

5. Many teachers have a classroom website with varying levels of success. How have you

    made your classroom website more useful to students, families, and other educators?

    What gaps still remain?

6. Collaborative tools can make group work more productive and help students move away from a "divide and assemble" method of completing assignments separately. What is a divide and assemble method? What experiences have you had with using this approach?

7. Develop a personal technology goal for introducing a new collaborative tool to your students. What tool have you chosen and how will it help students to interact in the 21st century?

8. How do the Creative Commons resources make mashups and machinima possible? What are the benefits and drawbacks regarding student response?

—Chapter 6—
Present Tense and Future Tensions
_____

1. What is your reaction to Alan Lakein's quote, "Planning is bringing the future into the present so you can do something about it now" (page 107)? What are the implications for technology and literacy 2.0?

2. What is meant by the phrase *digital divide*? Are you seeing evidence of an emerging digital divide related to information searching, use, production, and sharing? How are your department, school, and district addressing this issue?

3. E-textbooks and open-source textbooks are newer classroom resources. How might these benefit a variety of students working above and below grade level? Students with disabilities? English language learners?

4. Hardware and software issues are a daily concern for the ICT director. How can you become better acquainted with the demands of the ICT director's role in order to foster a better set of policies related to teaching and learning?

5. Cell phones and texting pose a very real dilemma for classrooms and schools. What opportunities do students have at school to use these technologies properly?

6. The National School Boards Association reports that "students and parents report fewer recent or current problems, such as cyberstalking, cyberbullying, and

unwelcome encounters, than school fears and policies seem to imply" (2007, p. 5).

Discuss the tension in crafting policies that are responsible without being

unnecessarily restrictive.

7. What are your experiences with Massive Multiplayer Online (MMO) games? Do you

believe their use in education deserves future educational research? Do you believe

such games can be useful in education?