What Every SLMS Should Know about Teaching Multiple Literacies Strategies

Prepared by the SLMS Role in Reading Task Force

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What are multiple literacies?

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<td>The ability to “understand and use images, including the ability to think, learn, and express oneself in terms of images.” (Braden and Hortin 1982,41)</td>
<td>The ability to understand, evaluate, create, and integrate information in multiple digital formats via the computer and Internet. (Gilster 1997)</td>
<td>The ability to read, write, analyze, and evaluate textual works of literature and personal and professional documents.</td>
<td>The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21 century. (SETDA n.d.)</td>
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Source:

Why Teach These Skills?

- “In this increasing global world of information, students must be taught to seek diverse perspectives, gather and use information ethically, and use social tools responsibly and safely.”

- “Today’s students need to develop information skills that will enable them to use technology as an important tool for learning, both now and in the future.”

Source:

Education and Collaboration

- Educators need support and encouragement to learn these ever-changing technologies and integrate them into the classroom curriculum.

- School library media specialists have the expertise in multiple literacies to collaborate with teachers for effective teaching and learning.
Reading in Multiple Formats

- 21st-century reading is accomplished through a variety of resources beyond the traditional print, one can: “read” a picture, “read” an auditory story, “read” a multimedia website, and more.

- Teaching critical evaluation of media, called media literacy, is best achieved pursuing participatory, collaborative projects involving classroom teachers, special area teachers, and students.
How do these multiple literacies impact meaning making?

Visual Literacy

- Learners are constantly bombarded by information. A deluge of messages are conveyed through the use of pictures, photographs, and video. Learning how to “read” and evaluate visual media is a skill that can be taught, just as reading is taught.

- Students must also learn to express their understandings through visual representations.
Visual Literacy Strategy

- Show students images and talk about what they “mean.” Make associations between images and ideas, make inferences, develop metaphors, and evaluate the effectiveness of specific images in communicating specific messages.
- Ask students to justify their inferences and interpretations of images in writing and share in small groups.
- Students can then create their own visual representations for their classmates to read and interpret.

Photograph by Judi Moreillon
21st-century learners use these tools effectively to capture, collect, assemble, and create information useful to meaning making.

Educators must gather appropriate Web sites and digital resources to provide students with physical and intellectual access.
Digital Literacy Strategy

- After engaging with literature or information, use Web 2.0 tools, such as Wordle, Wordsift, VoiceThread, wikis, and blogs, to create and present.

- Self-evaluate the digital products using a rubric and respond and evaluate other students’ work as well.
Textual Literacy

- Reading, writing, analyzing, and evaluating textual works involves aspects of information literacy, the skills needed to find and use information.

- It is critical for SLMS to make texts accessible for all learners regardless of their abilities or disabilities.
Textual Literacy Strategy

Share different languages and representations that support textual literacy for diverse readers.

● Read and analyze works in multiple languages, including Braille and sign language.

● Compare audio versions with printed text.

● Highlight and enlarge text for visually-impaired learners.
Technological Literacy

- To be an effective 21\textsuperscript{st} century contributing member of society, students must master the various technologies to read, write and communicate.

- “Digital natives” gravitate toward and naturally respond to multiple literacies such as text messages, tweets, blog postings, YouTube videos, and more.
Technological Literacy Strategy

Discuss and practice netiquette, ethical, and safe use of technological tools and resources.

Examples:

- Social networking (Facebook, Twitter)
- Online communication (email, Skype)
- Collaboration (wikis, blogs)
- Intellectual property and copyright
Integrating Multiple Literacies

- SLMS can make a positive impact on students' engagement with texts and reading development by working with other educators to integrate multiple literacies into the classroom curriculum. These literacies are critical learning objectives for 21st-century learners.
AASL Standards for the 21st Century Learner

Indicators Addressed

- 1.1.4 Find, evaluate, and select appropriate sources to answer questions.
- 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
1.2.3 Demonstrate creativity by using multiple resources and formats.

1.3.5 Use information technology responsibly.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.
AASL Indicators Addressed (continued)

- 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

- 3.3.4 Create products that apply to authentic, real-world contexts.

- 4.1.7 Use social networks and information tools to gather and share information.
Works Cited


For Further Study:


See also SLMS Role in Reading Toolkit: Annotated Bibliography and Web 2.0 Tools