



## Impact on Classrooms

Increased emphasis on technology literacy has major implications for classrooms, including how teachers teach and how students learn.

### **How teachers teach.**

For starters, November says teachers need to move away from a less collaborative and more isolating style of teaching (“this is my classroom, and these are my students”) to one where the entire faculty is networked and available 24 hours a day to the entire learning community.

He suggests at a minimum that every teacher should publish the following information on the school’s Web page:

- Frequently asked questions from parents
- Goals for every course
- Examples of students’ work
- Recommended homework assignments for the entire year
- Connections to other Web sites that support learning
- Action research projects

### **How students learn.**

Begin to think differently about how students learn. Consider incorporating elements of technology literacy into every subject.

To better integrate technology literacy into classrooms, the Partnership for 21st Century Skills Web site provides examples of how to include technology literacy into core subjects.

Check out the organization’s information and communication technology literacy maps for specifics. Some examples:



## Impact on Classrooms *continued*

### Fourth-grade English

- Use Internet bookmarks to locate and select interesting and accurate information about endangered animals, and then create a scavenger hunt for classmates.

### Fourth-grade math

- Gather data, such as taking surveys of the school or community, and create graphs to display the information.

### Eighth-grade science

- Use a variety of resources to locate, gather and organize potential sources of scientific information to answer questions. For example, students might answer the following question: How does the range of sounds that humans can hear compare with the range of sounds that other animals can hear?

### Twelfth-grade social studies

- Develop and use a customized search to locate and select multimedia information about a public policy issue of local, national or global significance. Produce a Web page, digital video or podcast of the findings. For example, students might research multiple viewpoints on possible steps that can be taken to improve working conditions in underdeveloped countries, and produce a WebQuest for other students to use to better understand this problem.

Open this Web address to see ICT literacy maps from the Partnership for 21st Century Skills: [www.21stcenturyskills.org/index.php?Itemid=33&id=31&option=com\\_content&task=view](http://www.21stcenturyskills.org/index.php?Itemid=33&id=31&option=com_content&task=view)

Open this Web address for more information about WebQuests: <http://en.wikipedia.org/wiki/Webquest>