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Revised Definition of New Literacy

Initially, I thought that new literacy was simply the use of technology through language and communication. Even though that's true, it's not fully accurate and complete. We as teachers have to do some research because technology is rapidly changing (Misha, Koehler). We need to learn how to integrate this new technology with our pedagogical and content knowledge. That, I believe, is the whole basis of the phrase "new literacy." Just like literacy is ever evolving, so is technology. TPACK is the usage of integrating this knowledge into your content area. Teachers are not alone in this process because TPACK is a great framework that identifies the knowledge teachers need to teach with technology purposefully and effectively (Misha, Koehler). The "Activity Types" is a great tool that teachers can also use to operationalize TPACK into their own classroom. The idea of creative repurposing, that the Misha and Koehler article talked about, is important because most technologies that teachers use in the classroom were not typically designed for educational purposes. This shouldn't mean that you shy away from these tools, just do a little research about them, and integrate it into your lesson somehow.

Simply introducing technology isn't enough. That seems to be a part of the "new literacy" definition that all the articles agreed on. You have to have a plan when using technology and a set purpose of why you are using it and what you are hoping to add to the content you are teaching.