

Literacy Isn't Enough

Digital Fluency in the Age of InfoWhelm

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THIS HANDOUT WILL BE UPLOADED WITHIN THE NEXT SHORT WHILE

Powerful technologies and information systems have precipitated a parallel change in the knowledge base. Facts become obsolete faster and knowledge built on these facts become less durable. InfoWhelm is causing societies to reorganize their knowledge and breaking down the boundaries between conventional disciplines; and is fundamentally altering the very fabric of our society - affecting the way we work, play, communicate, how we learn, and what's important for us to know. Yet schools in their structure, operation, curriculum, pedagogy and assessment models remain largely the same as they have for decades.

This handout outlines exactly what InfoWhelm is, and why it's essential that students develop the essential 21st Century skills - to be Informationally, Technologically and Media fluent, not just Literate. Being fluent involves learning a transparent, unconscious, internalized process that's as natural as riding a bike. A focus on fluency rather than literacy requires educators to fundamentally rethink current assumptions about teaching, learning and assessment.

Learn how Informational, Technological and Media Fluency can be taught in the same structured manner that Mathematics, the Sciences, Social Studies/History and Languages are taught - embedded at every grade level, in every subject area, the responsibility of every teacher throughout the entire school experience.

Readers will be introduced to a number of tools, techniques and strategies that promote Informational, Technological and Media Fluency, including the 5As. - being able to ASK good questions; ACCESSING data from a wide range of high tech and low tech sources: ANALYZING and

those task; and finally being able to *ASSESS* both the process and the product.