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Introduction

2.0 Learning in a 1.0 Classroom

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Literacy 2.0 represents a shift, not a replacement. Whereas literacy 1.0 was about access to information, literacy 2.0 is about finding, using, producing, and sharing information. The audience is now the world, and students expect to collaborate, interact, and participate with others across time and space. With these developments have come demands for high levels of proficiency. When a student posts on a blog or updates her website or produces a song for sale on MySpace, the world can comment, and students quickly find out when they make grammatical, spelling, or conceptual errors. In fact, our experience suggests that students are paying more attention to the basic components of literacy and numeracy because of their own increased presence on the public stage.

Literacy 2.0 doesn't make literacy 1.0 obsolete. Similar to new versions of software programs, literacy 2.0 builds on the operating system of literacy 1.0. Literacy 2.0 assumes that students learn vocabulary, comprehension, creative and critical thinking, writing, and so on but that they do so in different venues. In other words, literacy 2.0 is the next version of literacy, rather than an update. And literacy 2.0 requires knowledge of 21st century skills, especially those related to collaboration, creativity, listening and viewing, and sharing, locating, and storing information.

Increasingly, middle and high school students are using their literacies in service of other purposes. Both in school and outside of it, adolescents are applying what they know about literacy 1.0 in new ways as new technologies become available to them. Yet in many cases, it is not enough for students to rely on what they have learned from traditional literacy instruction. Although many adolescents take pride in being early adopters of new tools, they may lack the ability to locate and evaluate information, or they may share it in ways that are inaccurate and inadequate.

Chapter Tweets

Memory and learning are iterative and recursive. Each is dependent on the other.

Scaffolded learning builds toward mastery through focus lessons, guided instruction, productive group work, and independent learning.

Focus lessons are short and give the teacher an opportunity to model how a content expert applies his or her thinking in order to reach understanding.

Guided instruction is notable for the strategic use of cues, prompts, and questions to help the student do the cognitive work.

Collaborative learning with peers should result in productive group work, not the equal division of a task for later assembly.

Independent learning is the ultimate goal, as self-directed learning is a hallmark of 21st century learning.

Without purpose, learners struggle to retain information beyond the next test and often fail to take learning to the levels of analysis, evaluation, and creation.

Curricular design organized around an intriguing problem, project, or experience will establish purpose and increase relevance.

Homework can be useful when intentionally designed for fluency, application, spiral review, or extension.

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Necessary Skills

Of course, teaching about specialized search tools assumes that students know how to use a search engine. Unfortunately, there is evidence that some students simply type directly into the address bar and hope they find something useful. For example, a student might type www.worldwar1.com into the address bar. Had Corima done this, she would have been lucky and would have been directed to a site devoted to teaching about World War I. A student who types worldwar1.net gets a site for sale with no information.

To address this instructional need, Donald Leu and his colleagues (2008) developed a checklist of skills students should master related to Internet use. A few of the items on their Teaching Internet Comprehension to Adolescents assessment include the ability to:

- Locate at least one search engine.
- Use several of the following general search engine strategies during key word entry:
  - Topic and focus
  - Single and multiple key word entries
  - Phrases for key word entry
- Use several of the more specialized search engine strategies during key word entry:
  - Quotation marks
  - Paraphrases and synonyms
  - Boolean
  - Advanced search tool use
- Select from a variety of search engine strategies to locate useful resources when an initial search is unsuccessful:
  - Knows the use and meaning of the "Did you mean . . . ?" feature in Google.
  - Adjusts search engine key words according to the results of a search.
  - Narrows the search.
  - Expands the search.
  - Reads the search results to discover the correct vocabulary and then use this more appropriate vocabulary in a new search.
  - Shifts to another search engine. (Leu et al., 2008, pp. 343–44)

Teaching students how to search for information is only the first part of finding information. Once the search results are in, students have to determine if the information is useful and credible.

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Making Responsible and Ethical Decisions in Writing: Plagiarism

It seems that with every technological advancement, there is a new crime waiting to happen. And so it is with plagiarism in the 21st century. The rise of digital resources has made plagiarism easier than ever, in large part because long passages can be copied and pasted into documents. For the more unscrupulous, hundreds of websites selling papers have sprouted up like mushrooms. With increased technological availability have come all those dire reports about the plagiarism rampant in education and the futile efforts of teachers and administrators to stop it. The plagiarism detection industry is growing exponentially, with TurnItIn (http://turnitin.com) boasting 500,000 users. The voices that call for better teaching as the solution are drowned out by talk of honor codes and threats of expulsion for academic dishonesty.

While we recognize that there are cases that need to be dealt with through sanctions, our experience is that the vast majority of students who plagiarize do so because they lack the sophistication to do otherwise. At our school, students suspected of plagiarizing meet with Nancy to discuss what happened. In nearly every case, they fall into one or more of the following categories:

1. Those who don't know how to properly cite
2. Those who don't know when to properly cite
3. Those who don't know enough about the topic
4. Those who waited too long to get started on an assignment and panicked

Let that list sink in for a moment. Consider the times when you have confronted a student who was suspected of plagiarizing—would any of these descriptions fit? Certainly the first three issues should be addressed through academics. (We would argue that the fourth is at least related to academics.) And yet in most schools, the official plagiarism policy begins and ends with a catalog of consequences. We'll pose the same question we asked earlier in this chapter: what are we as educators doing to teach our students how to make responsible and ethical decisions? Michele Eodice, director of the University of Oklahoma Writing Center, wonders "why we would choose punishment over pedagogy" when our job is to teach (2008, p. 17). Gilmore (2008) goes even further: "Once a teacher is reduced to the role of source detective, he has already lost the educational battle" (p. 5).

As a school we have struggled with how best to respond to plagiarism cases, and we suspect we are not the only ones who find ourselves in the weeds on this matter. It is also fair to say that dealing with plagiarism has detracted from our central mission to educate students, and we have had to spend time

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