introducing everyday ‘digital literacy practices’ into the classroom: an analysis of multi-layered, media, modes and their affordances


Introduction

Objective: analyzing everyday literacy practices and college-assessed ones

Method

Qualitative approach with a case study design and an ethnographic perspective

Case study
in-depth exploration within a real-life context

Ethnographic study
exploration of the learning context along with a consideration of emic and etic perspectives

Participants
24 college students, paying special attention to 4 students

Data collection through interviews, debates and photographs for 3 years longitudinal study

Results

Gap between what happens in everyday practices and those developed in educational institutions

Incongruence between everyday literacy practices and those subject to assessment at university with regard to their use of modes, the genre and the types of activities

Texts mostly produced by young people through digital media. For instance, booklets, webpages, blogs, videocasts, e-mails, Facebook pages, instant text messages and Twitter

Discussion

Twitter was included as an assessment tool, thus achieving higher congruence between everyday literacy practices and the college-assessed ones yet to be created.

Conclusion

Everyday literacy practices and college-assessed ones must complement each other.

Bringing everyday literacy practices into the classroom provides advantages to achieve educational success.

Need for Higher Education institutions to recognize how important it is to remain up to date with digital literacy breakthroughs in other contexts such as everyday life and the workplace.

Digital literacy has a social dimension

Literacy practices
What people do and how they do it when using digital media.

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