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Meet the authors

Introduction

1 Defining digital literacy
2 Implications for teaching: digital teaching
3 Implications for learning: digital learning
4 Information literacy for teachers and learners
5 Creating content
6 Collaboration, communication and networking
7 Digital citizenship
8 Digital identity and footprints for teachers
9 E-safety and digital safeguarding

Conclusion

Index
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In 1994 I entered the education profession as a primary school teacher and developed a specialism in information and communication technology (ICT) for learning and teaching. I became increasingly involved in ICT staff development culminating in joining the University of Worcester in 2003 as a senior lecturer in initial teacher training. I deliver computing/ICT modules to both undergraduate and postgraduate trainee teachers. I am also the Institute of Education e-learning coordinator and in 2011 I was awarded a University of Worcester Learning and Teaching Fellowship. My passion is exploring how new technologies can enhance learning. I have been involved in a large number of research projects and regularly supervise undergraduate and postgraduate students carrying out research.

Anthony Barnett
I moved into higher education from teaching in inner London and Kent, where most of my early experience was with primary Key Stage 2 though also included some secondary teaching and educational research. Before starting my current post at the University of Worcester in 2000 I was a science and ICT co-ordinator. My PhD is in the area of innovative research methodology. My specific interests in ICT include the role of asynchronous discussion within blended learning approaches to teaching. I’m currently also researching children’s involvement in a nursery school setting using Quick Time Virtual Reality and video data collection methods. My current teaching role includes undergraduate and postgraduate design and technology, creativity in foundation subject teaching, educational studies modules focusing on issues in ICT and support for postgraduate specialist ICT students and MA students in a range of subjects.
Introduction

Overview of chapters

Digital literacy is becoming an increasingly prevalent term and this book gives a comprehensive and practical overview of what this means for today’s teachers and learners. Each chapter explores key terminology, highlights links to the current Teachers’ Standards and the national curriculum (summary tables are included in the conclusion). Whatever your current level of technological capability, this book equips you with the necessary understanding of the key issues, suggests areas for professional reflection and highlights ideas for further reading. Whilst new technologies are, by their nature, exciting, the book remains grounded in established principles of good learning and teaching. Successful methods are not abandoned but re-envisioned through digital technologies and services. All decisions to use technology in teaching and learning must be pedagogically driven.

Chapter 1 Defining digital literacy

The book begins by establishing a definition for digital literacy relevant to you as a primary trainee teacher. Key questions are considered; for example whether we are talking about digital literacy or literacies. Your and the children’s role as consumer and author of digital content is explored. Four popular models of digital literacy are analysed and compared in relation to the computing curriculum for Key Stages 1 and 2.

Chapter 2 Implications for teaching: digital teaching

The chapter reviews established pedagogical principles and considers the role digital technologies play in assisting teachers, in the varied aspects of their role from communicating subject knowledge, assessment, feedback, administration and extending learning beyond the classroom and school day. A comprehensive consideration of technology affordances and pedagogy models is undertaken. Critical questions and case studies will help you develop
confidence in your own e-learning pedagogy. Topical discussion themes are explored, for example the view of learners as digital natives and educators as digital immigrants.

Chapter 3 Implications for learning: digital learning

Chapter 3 endeavours to explore the facets of digital literacy from the primary learner perspective, revisiting and building on established theories of learning linked to memory and motivation. An overview of the latest research on technology and engagement is given, for example, multimodal learning and links to memory. Further, the importance of authentic learning experiences is emphasised where learners have a sense of autonomy and ownership.

Digital technologies can offer varied opportunities for personalised learning across the curriculum and can be viewed as scaffolding tools from the constructivist perspective. You will also be challenged to consider whether, and to what extent, you can harness children’s enthusiasm for gaming.

Chapter 4 Information literacy for teachers and learners

Information literacy is one of the topics that people typically think of when discussing digital literacy and indeed it is directly addressed in most models of digital literacy. The Joint Information Systems Committee (JISC) refers to the term information literacy directly (2014). Payton and Hague articulate this as the ‘ability to find and select information ... critical thinking and evaluation’ (2010, p 10). Whereas Hobbs discusses abilities to ‘access, analyse and evaluate and reflect’ (2010). Chapter 4, therefore, focuses on the dimensions of information literacy you will need professionally as a teacher and what you will need to teach children.

Information is taken to mean any representation of data including but not limited to: text, graphics, audio, video, etc. Tools and strategies for efficiently locating materials will be discussed; for example, advanced search techniques and sources of online repositories. Approaches for critically evaluating information and sources will be discussed, including identifying the author and particular points of view being conveyed to help the learner consider quality and credibility.

Chapter 5 Creating content

Creativity might not have been the first element that sprung to mind when you started thinking about digital literacy. Through the analysis in this chapter you can see that creativity is actually a big part of digital literacy. You may need to expand your existing perspective on what creativity means now that we are focusing upon the digital realm.

Payton and Hague (2010) detail creativity as a component of digital literacy: ‘the ability to think creatively and imaginatively, and to use technology to create outputs and represent knowledge in different formats and modes’ (p 10).

Belshaw expands that the creative element is about ‘doing new things in new ways. It is about using technologies to perform tasks and achieve things that were previously either impossible or out-of-reach of the average person’ (2011, p 212). Hobbs suggests individuals
can ‘create content in a variety of forms, making use of language, images, sound, and new
digital tools and technologies’ (2010).

Chapter 5 begins with exploring definitions of creativity and how these translate when we
are working with digital content in cross-curricular contexts. A range of learning tasks will be
identified and options for creating content using a variety of digital tools, off and online, will
be discussed. Classrooms vary greatly in terms of what technology is available day-to-day for
learners to utilise, and some of the popular items will be identified alongside some simple
deployment suggestions (iPads, cameras, voice recorders, etc).

Chapter 6 Collaboration, communication and networking

The affordances of a networked world include new possibilities for collaboration and com-
munication. The Key Stage 2 computing programmes of study requires that pupils are taught
to ‘understand computer networks including the internet; how they can provide multiple ser-
vices, such as the world wide web; and the opportunities they offer for communication and collaboration’ (DfE, 2013).

Hobbs discusses people ‘working individually and collaboratively to share knowledge and
solve problems’ (2010). In an educational context Payton and Hague (2010) discuss chil-
dren’s digital literacy capability as including:

the ability to work successfully with others to collaboratively create and share
meaning and understanding. To develop the skills of team-work, to be able to work
together when using technology and to understand how technology can support
collaboration both inside the classroom and in the wider world.

(Payton and Hague, 2010, p 10)

Chapter 6 covers these dimensions, giving an overview of common Web 2.0 tools including:
blogs, wikis, social bookmarking and social networks. Understanding the functionality of
tools, advantages, disadvantages and risks, will enable you to match the tool to the ap-
propriate learning and teaching opportunity. Examples are given of both teachers and learners
using these tools in different curriculum contexts. Web-based publishing (eg blogs) can pro-
vide learners with opportunities to write for a real audience and add meaning to their work.

Chapter 7 Digital citizenship

If you were to ask the average teenager whether they had ever downloaded a game, music
track or video without paying for it you might be surprised by their response. Alongside the
wealth of exciting opportunities of being digitally literate you need a professional awareness
of digital citizenship and what this entails; for example, an understanding of digital rights and
responsibilities.

Digital artefacts, and who has ownership and rights to use them, are a confusing area. You
are given some straightforward advice on using and repurposing existing web-based materi-
als and directed to external sources of advice and materials; for example Creative Commons
licences. Belshaw highlighted that ‘creating something new’ can now involve ‘using and
remixing content from other sources’ (2011, pp 208–9). ‘Therefore understanding how and for what purposes content can be appropriated, reused and remixed’ is one important element of digital literacy (Belshaw, 2011, p 209).

Generic principles of data security will be discussed and reference made to external sources of advice alongside guidance on what questions to ask in relation to local protocols in place (or not) within educational establishments. For example, how should pupil information be stored?

Chapter 8 Digital identity and footprints for teachers

The JISC definition of digital literacy contains a direct reference to ‘career and identity management’, emphasising the need for individuals to manage ‘their digital reputation and online identity’ (2014). Chapter 8 is dedicated to ensuring you are fully aware of how your personal online activities and your digital footprint need to convey your professionalism in line with the Teachers’ Standards:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct ... Uphold public trust in the profession and maintain high standards of ethics and behaviour.

(DfE, 2013)

This chapter identifies key school policy documents and their indicative content that you must be aware of including, for example, an Acceptable Use Policy. A detailed exploration of what your digital footprint typically consists of, how to limit past elements you may not want to be public and how to build a positive online profile, is contained. Common-sense guidance on protocols for using school and personal equipment for teaching and learning is given to ensure both that your privacy is maintained and safeguarding measures to protect children are adhered to. Unfortunately it is a reality that some teachers become victims of cyberbullying from prior or current pupils or parents. The chapter gives practical advice on how to deal with such situations and sources of support. Hopefully following the suggestions in the chapter for managing your online identity will help prevent this ever happening to you.

Chapter 9 E-safety and digital safeguarding

Payton and Hague’s (2010) model of digital literacy was written with school-aged children in mind and directly addresses the crucial area of e-safety:

The ability to stay safe when using digital technologies, such as the internet and mobile phones, and to understand what constitutes appropriate use and appropriate content.

(2010, p 6)

It is not absent in the other models but less directly addressed from a teaching standpoint; for example, in Belshaw’s model these themes would emerge under the civic element.

The computing programmes of study at both Key Stage 1 and 2 directly highlight e-safety although the term is not directly used. At Key Stage 1 pupils should be taught to: ‘use
technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet’ (DfE, 2013, p 189). Further at Key Stage 2 pupils should be taught to: ‘use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour’ (DfE, 2013, p 189).

A significant amount of time in the chapter is devoted to identifying and understanding risk and potential dangers. Particular themes explored from a child’s perspective are sexual risks, cyberbullying and commercial risks. Tried and tested resources are suggested to assist you in understanding and teaching this essential element of digital literacy. A research-informed overview of children’s use of technologies is given, encompassing social networking, instant messaging and gaming, for example. You may be anxious about how to respond should a child make a disclosure and some simple guidance is given here and pointers to ensure you obtain the protocol information you need from your particular setting.

Conclusion

The concluding chapter offers a brief review of the book and the key issues that have been explored from a primary teacher’s perspective. The book finishes by predicting several trends which are likely to grow in prominence over the next few years in primary technology enhanced learning and teaching. Several 1:1 iPad projects are listed for you to explore. The remainder of the chapter offers suggestions for on-going personal and professional development including key organisations, annual events and courses.

References


Index

Acceptable Use Policy (AUP), 115, 121, 137–8
adaptive memory effect, 44
advertising, digital commerce, 110
affordances, 28–9, 45
animation approaches, 81
attachments, 57
audio file formats, 59
audio, creative tools, 82–3
augmentation, 31
AUP. see Acceptable Use Policy
Barber, D, 102
beatbullying, 141
Beatwave, 83
Belshaw model of digital literacy, 11–14
Benjes-Small, C, 66
BIEC. see British Institute of Eating Control
bitmap, 57, 58
blogs/blogging
   case study, 91–2
description, 91
primary school, 92–3
writing forms, 83–4
brain plasticity concept, 25
British Institute of Eating Control (BIEC), 109
Byron, T, 42, 139

Carr, N, 44
Carrington, V, 96
Carrington, V., 95
Centre for Learning and Performance Technologies (CLPT), 31
CEOP. see Child Exploitation and Online Protection Centre
Child Exploitation and Online Protection Centre (CEOP), 145
citizenship, 106
civic component, 14
CLPT, see Centre for Learning and Performance Technologies
CMA. see Computer Misuse Act
Cogill, J, 27
cognitive components, 12
collaborative authoring, 94
collaborative learning, 94
comics, 86
commercial risks, 141
communicative component, 13
Computer Misuse Act (CMA), 112
computing national curriculum, 150
concept mapping, 79
confident component, 13
conjecture, 30
Conole, G, 29
constructive component, 13
content creation
   national curriculum and, 72–3
   Teachers’ Standards and, 73
Cooper, L, 102
copyright, 113–14
Copyright Designs and Patents Act, 113
Creative Commons Licencing, 74
creative component, 14
creative tools
   audio, 82–3
   concept mapping, 79
description, 76–7
   education, 76
   moving images, 80–2
   programming, 87
social bookmarking, 77–8
static images, 79–80
writing forms, 83–6
creativity
   definitions, 73–4
digital taxonomy, 76
multimodality, 74
critical component, 14
Cuban, L, 29
cultural component, 11
curriculum development, 108
curriculum subject knowledge, 26
cyberbullying
   e-safety, 140–1
   teachers as targets, 128–9
cyberlearning modality, 49
data protection, 112
Data Protection Act (DPA), 112
data security, 112–13
databases, 55–7
Davis, K, 153
Day, D, 28
Department for Children Schools and Families (DfCSF), 128–9
descriptive modality, 43
Devine, J, 60
DfCSF. see Department for Children Schools and Families
digital citizens, 106
digital citizenship
concept of, 106
copyright, 113–14
curriculum development, 108
data protection, 112
data security, 112–13
definition, 107
digital access, 114–16
digital commerce, 110
digital literacy, 109
digital world, 106–7
netiquette, 110–12
digital commerce, 110
digital footprints
description, 121–2
e-safety, 122
geo-location services, 126
online content, 122
privacy settings, 125–6
social networking, 123–5
digital immigrants, 25
digital literacy
Belshaw model, 11–14
challenges, 7–10
components, 11–14, 18
consumer/author, 9
developmental process, 10
digital citizenship, 109
elements model, 12
Hobbs model, 10, 19
JISC definition, 9
JISC model, 11
national curriculum, 16–17
nature and scope of information, 8
organisations, 155–6
Payton and Hague model, 14
resources, 21–2
single/plural, 9
Teachers’ Standards, 18–20
digital natives, 25
digital safeguarding, 137
digital taxonomy of creativity, 76
digital taxonomy of knowledge, 31
digital technology
affordances, 28–9
long-term memory, 43–7
models of pedagogy, 26–8
motivation, 48–50
short-term memory, 42–3
digital technology tools
categorisation, 31
focus, 30
mode, 30–1
pedagogy, 29
quantity, 29–30
DPA. see Data Protection Act
Dweck, C, 48
Dyke, M, 29
e-books, 85–6
education
creative tools for, 76
social networking, 125
value of podcasting, 100
value of wiki, 95
Egger-Sider, F, 60
e-safety
Acceptable Use Policies, 137–8
commercial risks, 141
cyberbullying, 140–1
digital footprints, 142
digital safeguarding, 137
identifying risks, 139
Internet provision in school, 134–5
national curriculum requirements, 136–7
sexual risks, 139–40
Teachers’ Standards, 135–6
Eynon, R, 25
Facebook, 123–4, 144
Facer, K, 7, 17
field types, 55
figurative modality, 43
file formats
audio, 59
gif images, 58
jpg/jpeg images, 57
vector images, 58
video, 59–60
Fitzgerald, A, 47
focus, 30
Fogarty, I, 33
games consoles, 145
Gardener, H, 153
general pedagogical knowledge, 26
Georgsen, M, 19
Gibson, J J, 25
gif images, 58
Google, 64
graphics file formats
gif images, 58
jpg/jpeg images, 57
vector images, 58
graphics software, 60
Green, H, 41
Hague model of digital literacy, 14
handling disclosure, 146
Harris, R, 66
160 • Index

Helsper, W J, 25
Hennessy, S, 33
Heppell, S, 106, 115
Hobbs digital literacy model, 10
horizontal search engines, 63
House, A, 50
House, B, 50
hyper-local blogs, 91

ICT. see Information and Communication Technology
ILS. see integrated learning system
Information Age, 106
Information and Communication Technology (ICT), 30
instant messaging, 144
integrated learning system (ILS), 35
interactive whiteboard (IW), 27, 32–3
IW. see Interactive Whiteboard

JISC. see Joint Information Systems Committee
Joint Information Systems Committee (JISC), 9, 11
jpg/jpeg images, 57, 58

Kaye, L, 31
Kennedy, S, 28
KidBlog, 84
Kirklees Learning Service, 115, 116
Koehler, M, 27

Leander, K, 98, 99
learning modalities, 49
Lepper, M, 48
literacy multimodality, 46
Lloyd, M, 28
long-term memory
  adaptive memory effect, 44
  affordances, 45
  description, 43
  literacy multimodality, 46
  primary science multimodality, 46–7
  spacing effect, 44
  testing effect, 44
lossy, 57, 59
Loveless, A, 30

Malone, T, 48
Marzano, R, 32
Mayer, R, 42, 43
Mercer, N, 33
Merzenich, M, 25
microblogging, 125
Miller, M, 44
Mishra, P, 27
Miyake, N., 94
modality principle, 43
mode, 30–1
models of pedagogy, 26–8
modification concept, 31
Moreno, R, 42, 43
Mossberger, K., 106

motivation, 48–50
moving images
  approaches to animation, 81
  description, 80
  screencasting, 82
  stop frame animation, 81
  video editing, 81
multimedia, 43
multimodal creativity, 74
multimodal learning
  Cisco report on, 45
  literacy, 46
  primary science, 46–7
  short-term memory, 43

national curriculum
  computing, 150
  content creation, 72–3
digital literacy, 16–17
e-safety, 136–7
National Health Service (NHS), 55
negative behavior, 128–9
netiquette, 110–12
NHS. see National Health Service

object-based drawing, 80
Ofsted, 134, 139, 145
Ohler, J, 115
Otta, M, 50
painting, 80
Papert, S, 30, 41
Payton model of digital literacy, 14
pedagogical content knowledge, 26
pedagogy models, 26–8
photo editing, 79
pixel, 57
podcasting
description, 99–100
educational value of, 100
getting started with, 100–1
producing, 101
Prensky, M, 25, 99
primary school blogs, 92–3
professional conduct
  school policies, 121
  Teachers’ Standards, 120–1
programming, 87
Puente, R, 31

quantity, 29–30
redefinition concept, 31
reporting abuse for children, 145–6
Resnick, M, 86
Richardson, W, 66, 91, 95
risks
  commercial, 141
  sexual, 139–40
Ryberg, T, 19

Scratch tool, 86

screencasting, 82

search engines
description, 60
Google, 64
semantic, 62–3
subject directories, 61
vertical, 63
visual, 61–2

search strategies
operators, 65
purpose, 64
tactics, 65
terms, 64

Selinger, M, 31

Selwyn, N, 33

semantic search engines, 62–3
sexual risks, 139–40

Shaffer, G, 92

short-term memory
description, 42
modality principle, 43
multimodal learning, 43
split-attention, 42

Shulman's model of pedagogy, 26

social bookmarking, 77–8
social networking
education, 125
Facebook, 123–4
prevalence of, 123
technology use by children, 143–4

spacings effect, 44
split-attention, 42
spreadsheets, 55–7

static images
description, 79
object-based drawing, 80
painting, 80
photo editing, 79
stop frame animation, 81
subject directories, 61
subject knowledge, 26
substitution, 31

Tapscot, D, 107

Tavella, M, 50
teacher knowledge, Shulman’s perspectives, 26
teacher’s digital identity
cyberbullying, 128–9
personal equipment in school, 127
research projects and training assignments, 130–1
school equipment, 126–7
teacher’s tools
assessment, 35–6
extending learning beyond classroom, 33–5
interactive whiteboard (IW), 32–3

Teachers’ Standards
content creation, 73
discussion by chapter, 151
professional conduct, 120–1
technological content knowledge, 27
technological pedagogical content knowledge (TPCK), 27
technological pedagogical knowledge, 27
technology use by children
games consoles, 145
instant messaging, 144
overview of, 142–3
social networking, 143–4
testing effect, 44
Time magazine, 45
TPCK, see technological pedagogical content knowledge
Tremayne, M, 91
Twitter, 125

UK Copyright Service (UKCS), 113
UKCS, see UK Copyright Service

vector images, 58
vertical search engines, 63
vidcasts, 99
video editing, 81
video file formats, 59–60
virtual learning environments (VLEs), 34, 129–30
virtual world, 98–9
visual search engines, 61–2
VLEs, see virtual learning environments

Warwick, P, 33
Watkins, C, 94
web 2.0 blogging, 91
web 2.0 tools, 102
web logs, 91
web-based data
content evaluation, 66
search engines, 60–4
search strategies, 64–6
website evaluation, 66–7
websites, 66–7, 86
West, J, 94, 95, 96
West, M, 94, 95, 96

wiki
apps, 96
collaborative learning, 94
description, 93
educational value, 95
entering, 94–5
software, 96
types of, 95–6, 97
writing forms, 84–5

writing forms
blogging, 83–4
comics, 86
description, 83
e-books, 85–6
websites, 86
wikis, 84–5