

INTEGRATING DIGITAL LITERACY ACROSS THE JUNIOR CYCLE CURRICULUM – POSSIBILITIES AND CHALLENGES

CESI CONFERENCE, March 2014



JUNIOR CYCLE MOD. LANG. SHORT COURSES

Statements of Learning (SOL)	Strands	Sub-strands	Learning Outcomes
2	Communicative Competence	[5 empty blue bars]	[15 empty blue boxes]
6	Intercultural Awareness	[4 empty red bars]	[12 empty red boxes]
16	Language Awareness	[4 empty yellow bars]	[12 empty yellow boxes]
24	Digital literacy	Accessing resources and information Expressing oneself Communicating Documenting learning	[12 empty green boxes]

KEY SKILLS

Managing myself

Using digital technology to manage myself and my learning

Students use digital media to document their learning in their portfolios



Staying well

Being confident

Students produce a short video for pen-pals or e-pals



Communicating

Using digital technology

Self-introductions using avatars,, interview an e-pal, for example on Skype or record an interview in class



Being creative

Learning creatively

Students use drawings or create image-words, songs, or raps about a particular topic



Working with others

Cooperating

Students conduct a very simple audit as a group and present the results to the class



Managing information and thinking

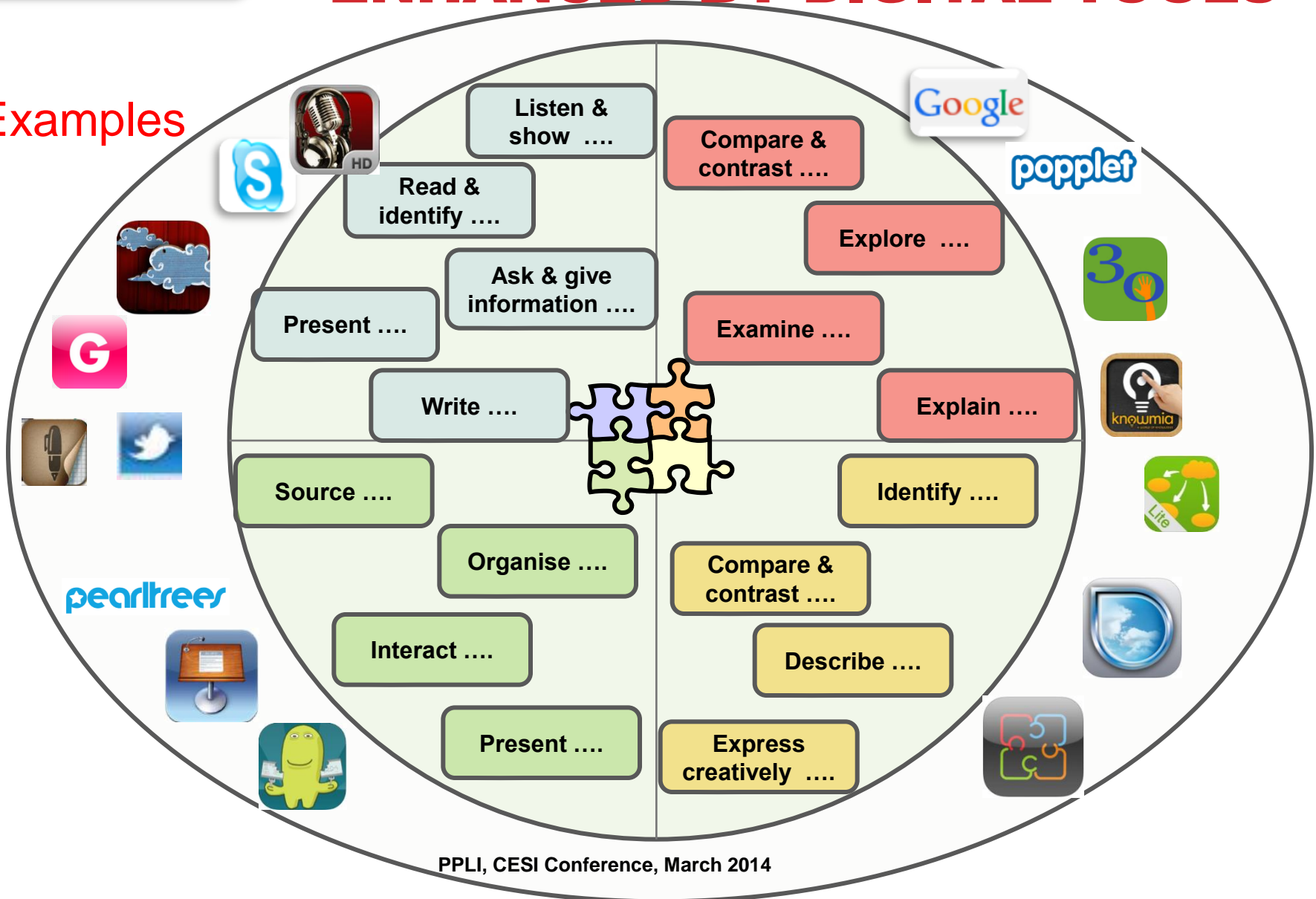
Thinking creatively and critically

Students engage in group work to develop a web quest or cultural project for their peers



LEARNING OUTCOMES ENHANCED BY DIGITAL TOOLS

Examples



DIGITAL LITERACY & M L CAN-DO DESCRIPTORS

Sub-strands	Learning Outcomes → Can-do descriptors			
<p>Accessing resources and info</p>	<p>I can source & share resources & info on the internet in or about the TL</p>	<p>I can organise resources to manage my learning</p>	<p>I can investigate new facts about the TL and culture by using digital tools</p>	<p>I can evaluate resources on the TL and culture that I find in digital media</p>
<p>Expressing oneself</p>	<p>I can use an ICT tool to record myself speaking TL</p>	<p>I can use a TL keyboard to produce text in TL</p>	<p>I can use a word processing tool to produce, edit, correct and improve my writing in TL</p>	<p>I can express myself creatively in TL using digital tools</p>
<p>Communicating</p>	<p>I can interact orally [...] by using a range of ICT tools</p>	<p>I can interact in written form [...] by using a range of ICT tools</p>	<p>I can present or relay information through the use of digital technology</p>	<p>I can use digital media tools to give and receive feedback from teachers, peers or</p>
<p>Documenting learning</p>	<p>I can use digital tools to document & store evidence of my learning in this course</p>	<p>I can present evidence of what I learnt in this course to others using digital media</p>	<p>I can assess and evaluate my learning in this course using digital tools such as an e-Portfolio</p>	<p>I can plan and set learning goals by using digital tools such as an e-Portfolio</p>

CHALLENGES

- **Syllabus design**
- **Beyond the ‘specs’- course design**
- **E-Portfolio**
- **Teacher education/ CPD**
- **Schools’ ICT facilities**

POSSIBILITIES

Enhances

- **learning in the classroom**
- **independent learning**
- **assessment and documenting learning**

CONCLUSION



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