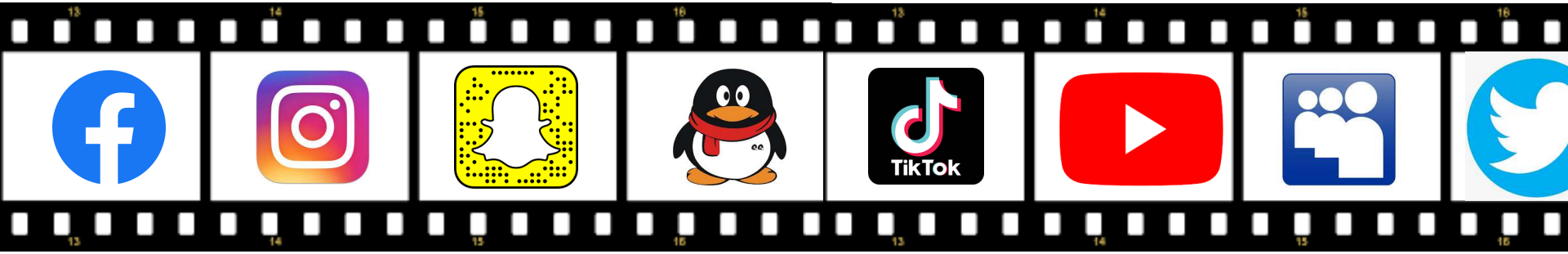


Aligning Research on Pedagogies

vis-à-vis 21st Century Literacies

Allan B. de Guzman, Ph.D.

2011 Metrobank Foundation Outstanding Teacher

2014 Australian Awards Fellow

abdeguzman@ust.edu.ph

Metrobank Foundation
Excel. Engage. Empower.

ALLANIC DICTUM 1

EVERY TEACHER IS A LITERACY TEACHER

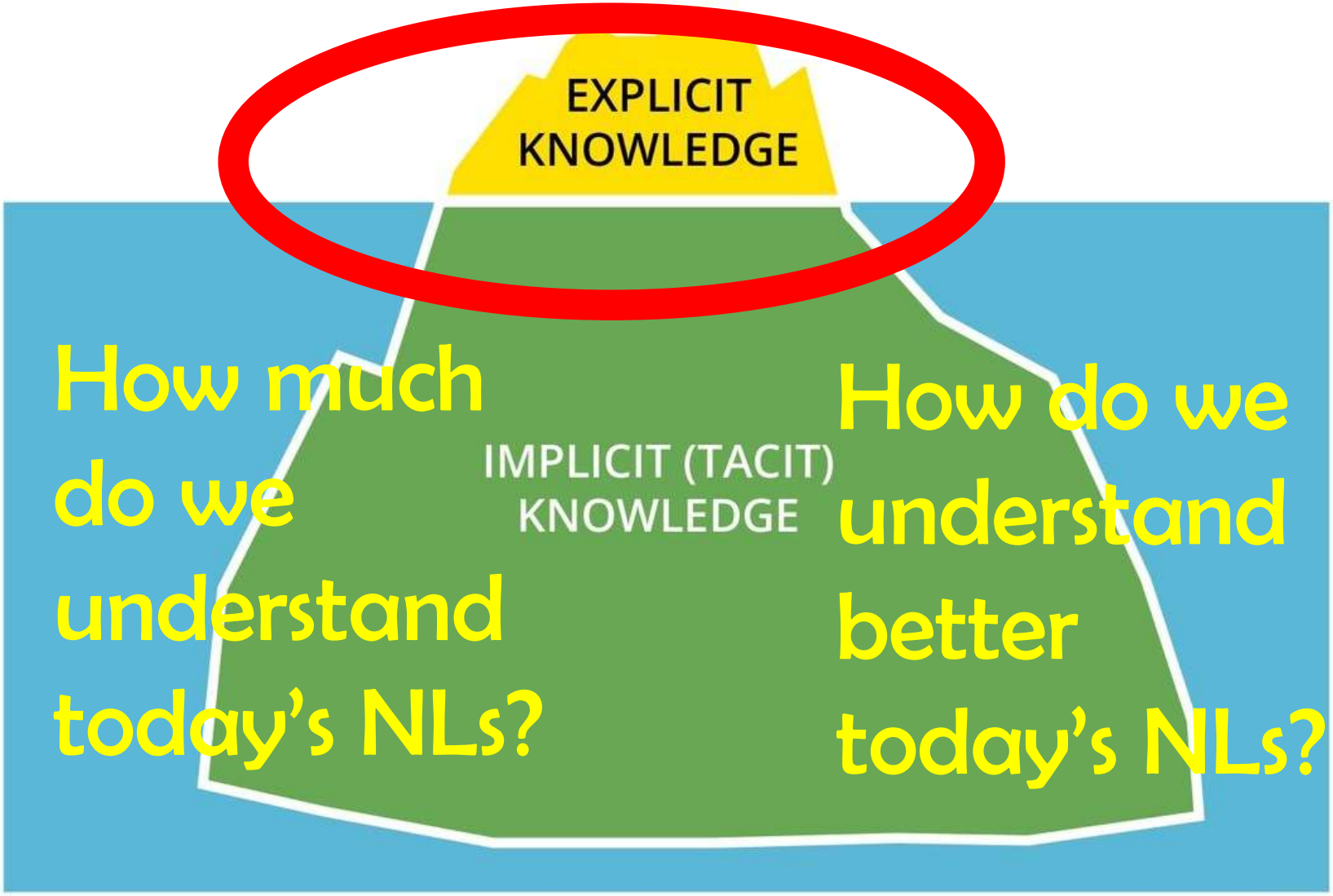
ALLANIC DICTUM 2

LITERACY TEACHERS AS PROBLEM-SOLVERS

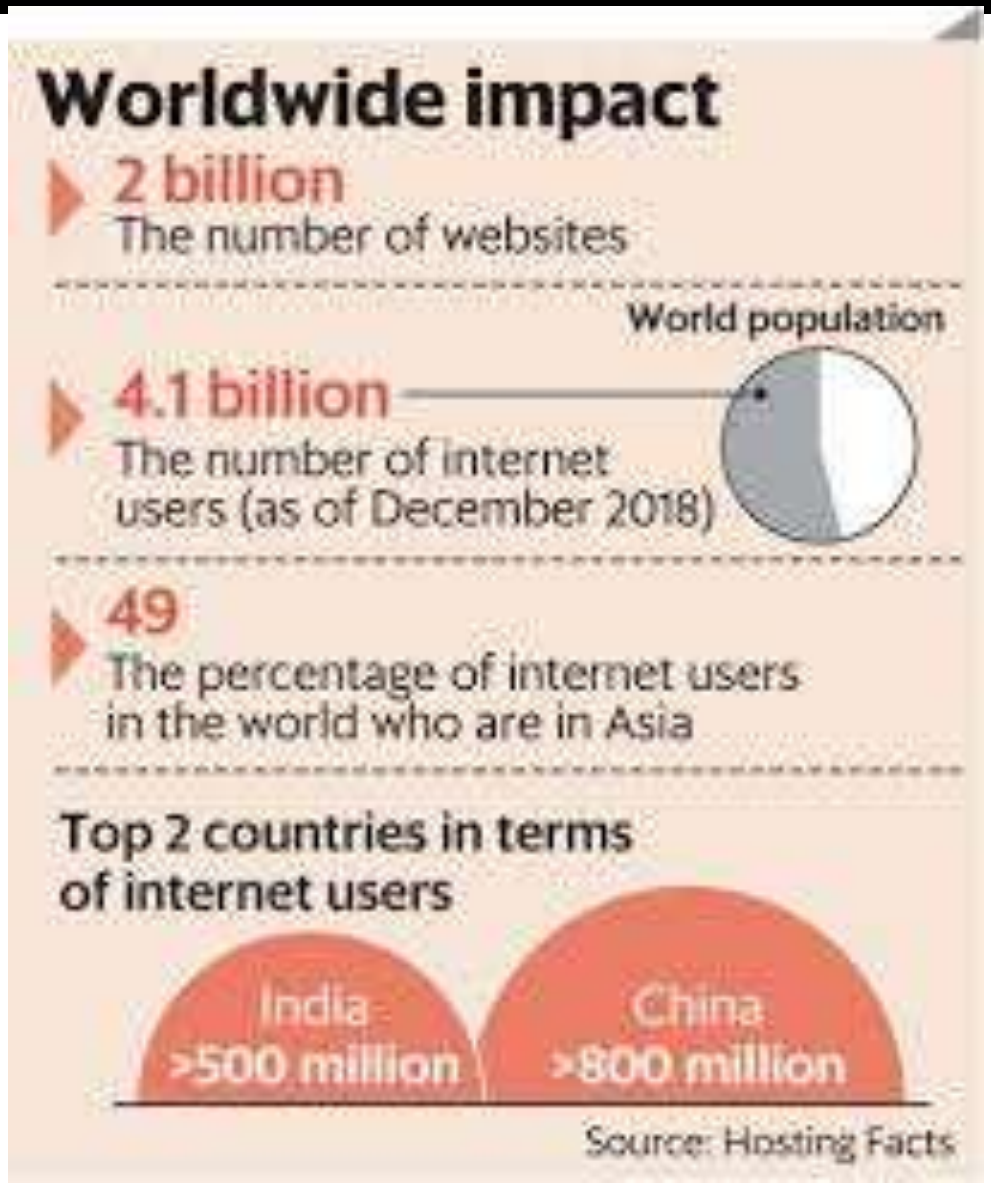
ALLANIC DICTUM 3

LITERACY TEACHERS AS PROBLEM-POSERS

THE TIP OF THE ICEBERG METAPHOR



TOP INTERNET USERS IN THE WORLD



2B Websites

4.1B Users

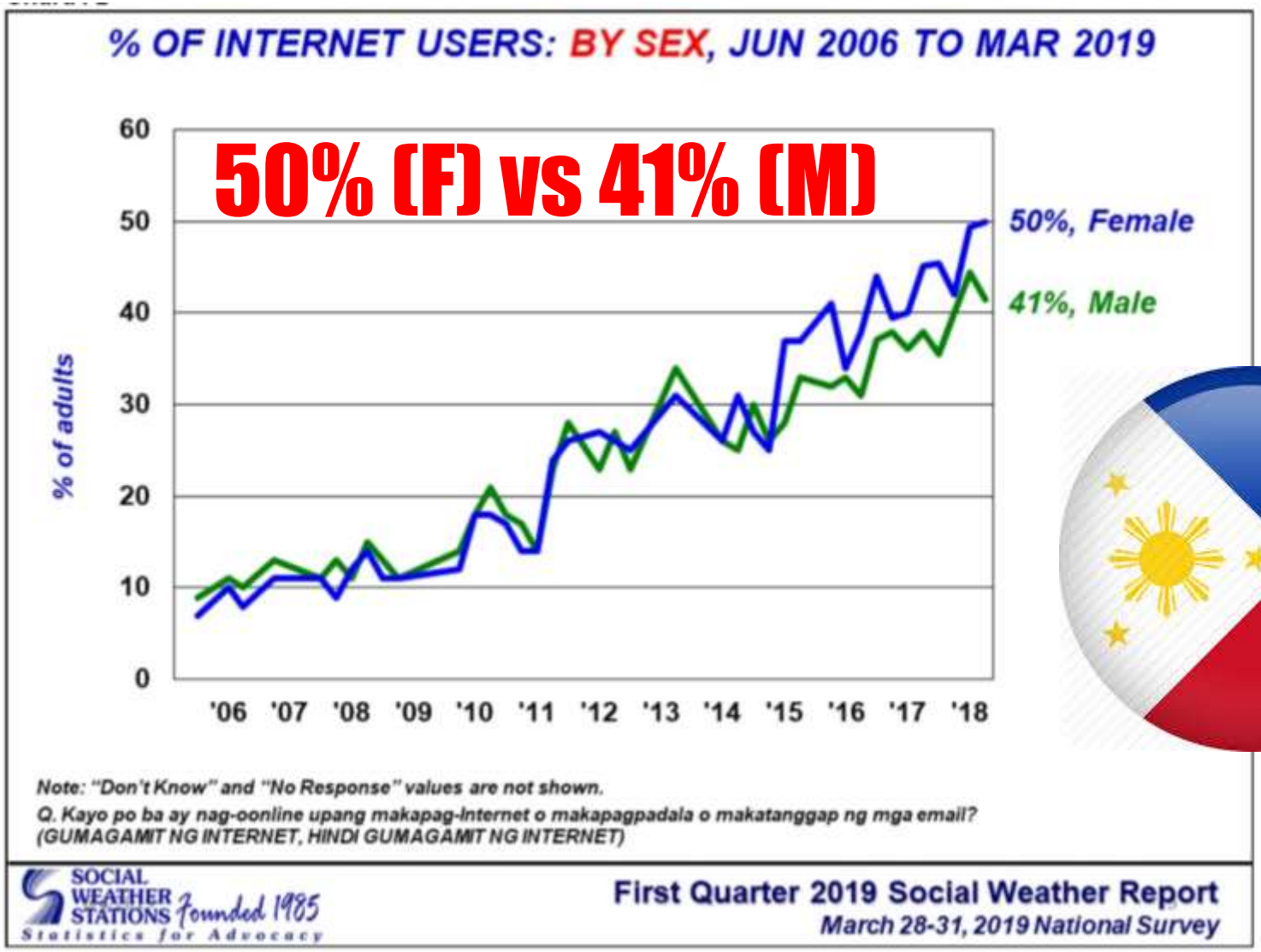
49% Asia

TOP 20 INTERNET USERS IN THE WORLD

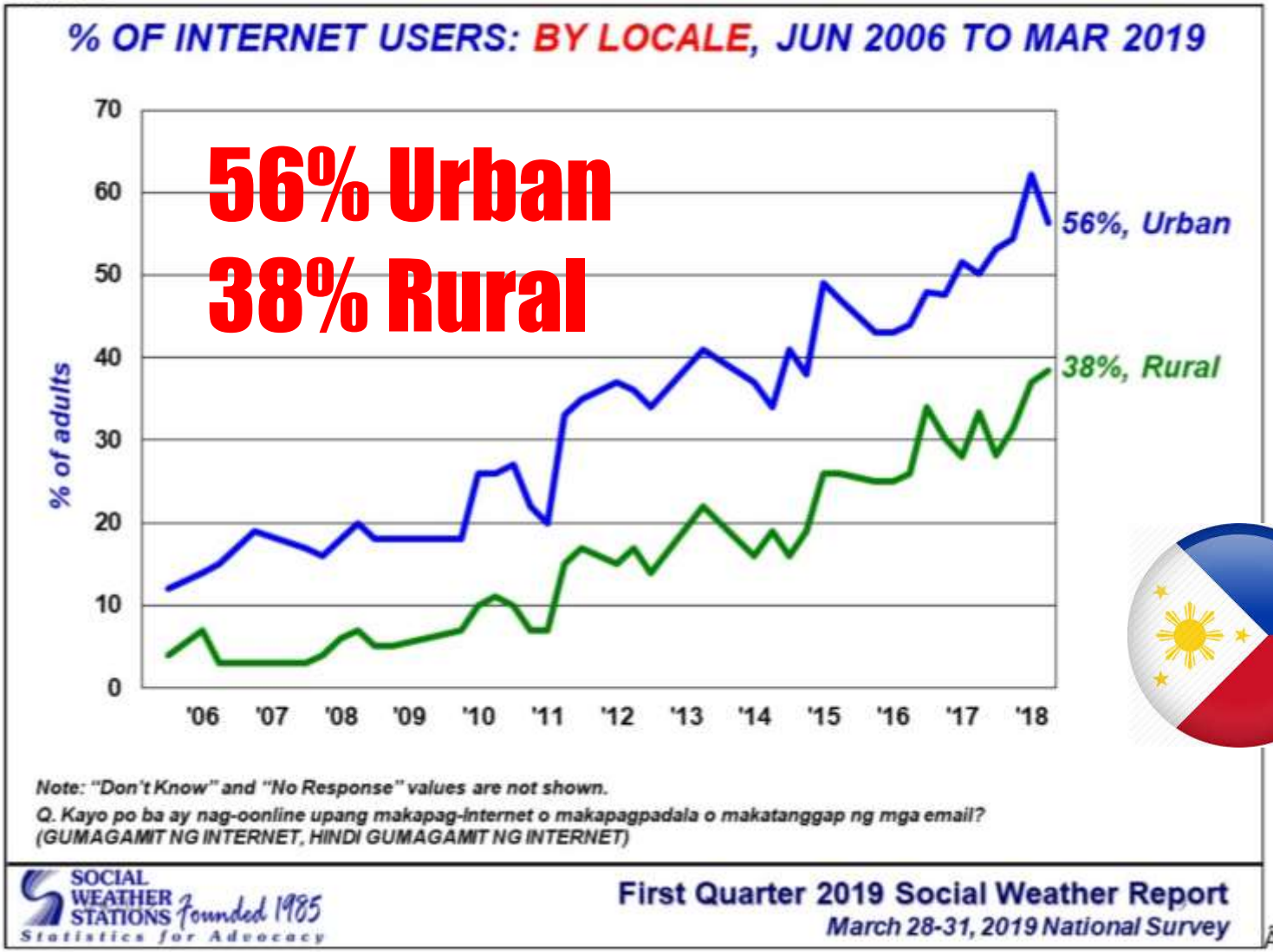
China 829M
India 560M
USA 292M

PH 67M
Vietnam 64M
UK 63M

THE 2019 SWS SURVEY

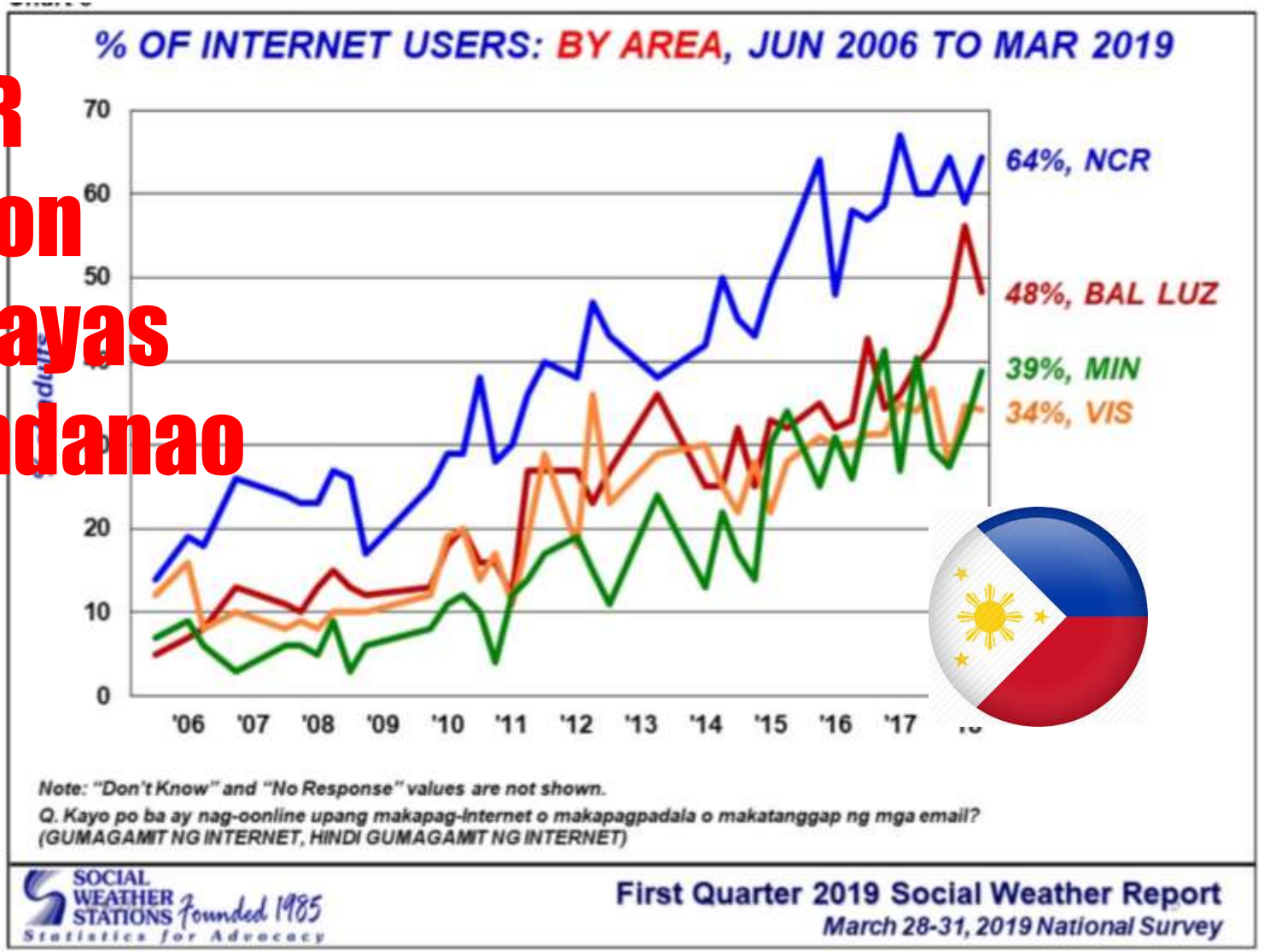


THE 2019 SWS SURVEY



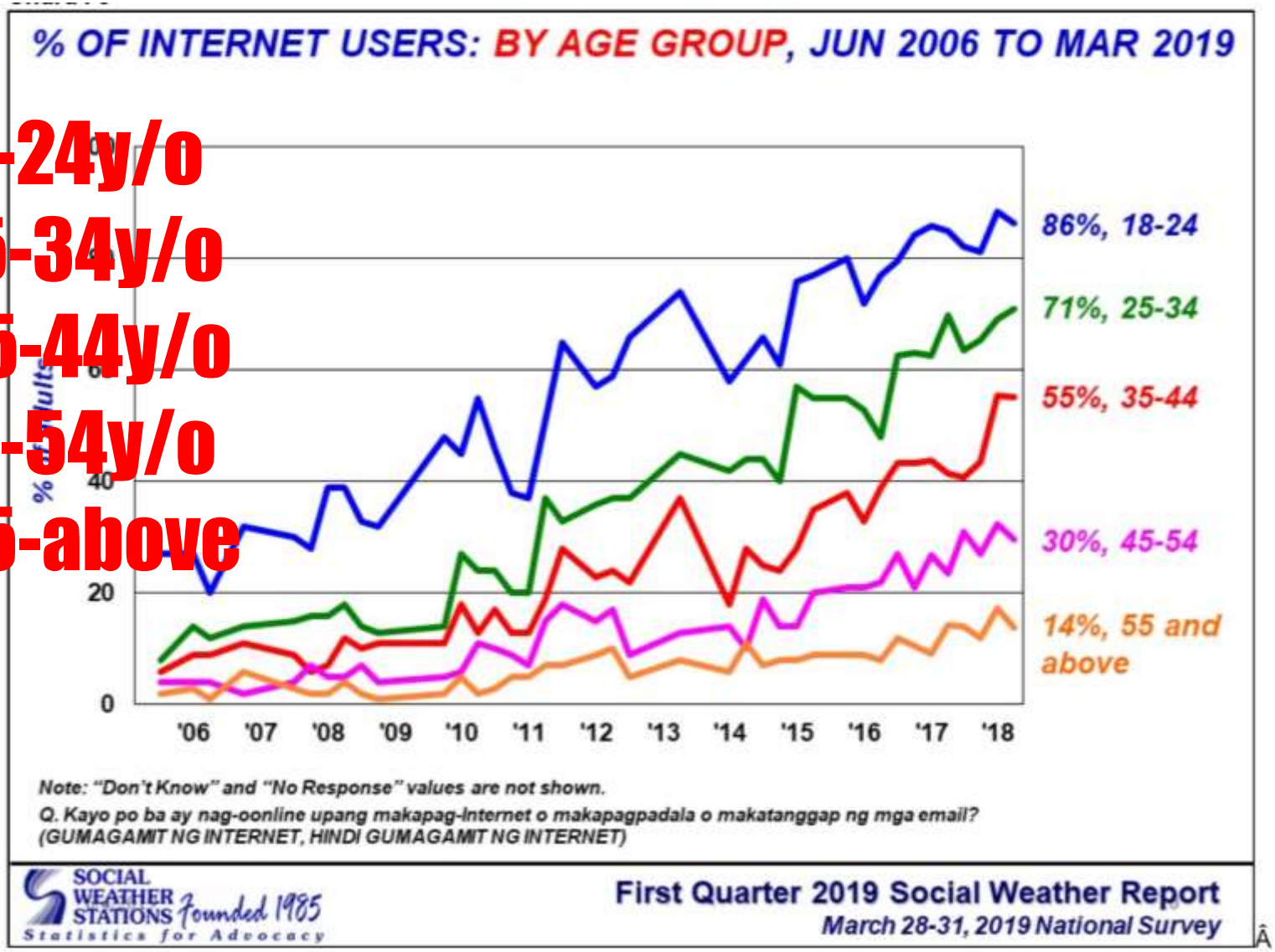
THE 2019 SWS SURVEY

64% NCR
48% Luzon
39% Visayas
34% Mindanao



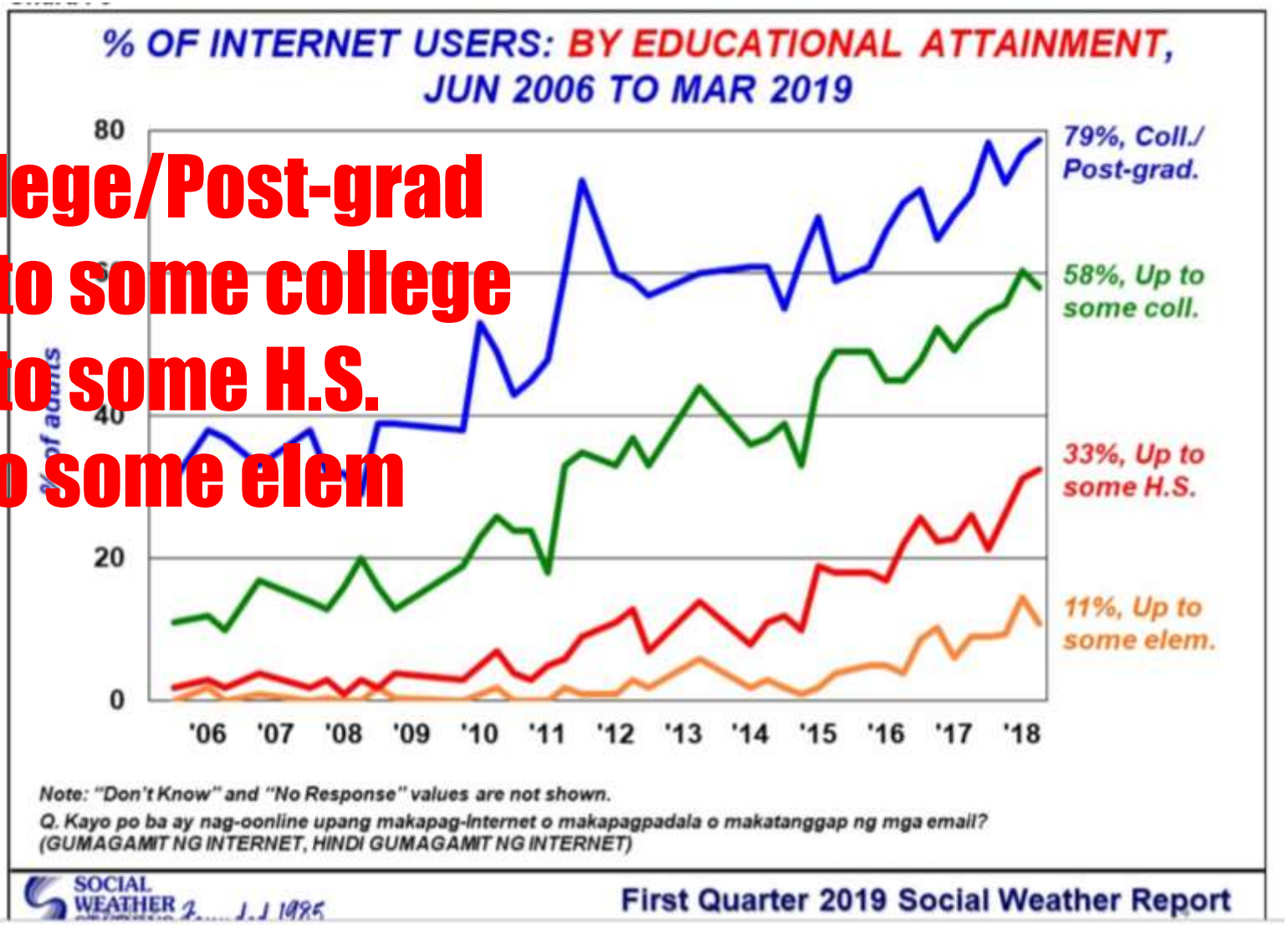
THE 2019 SWS SURVEY

86% 18-24y/o
71% 25-34y/o
55% 35-44y/o
30%, 45-54y/o
14% 55-above



THE 2019 SWS SURVEY

79% College/Post-grad
58% up to some college
33% up to some H.S.
11% up to some elem



Aligning
Research on Pedagogies
vis-à-vis 21st Century Literacies

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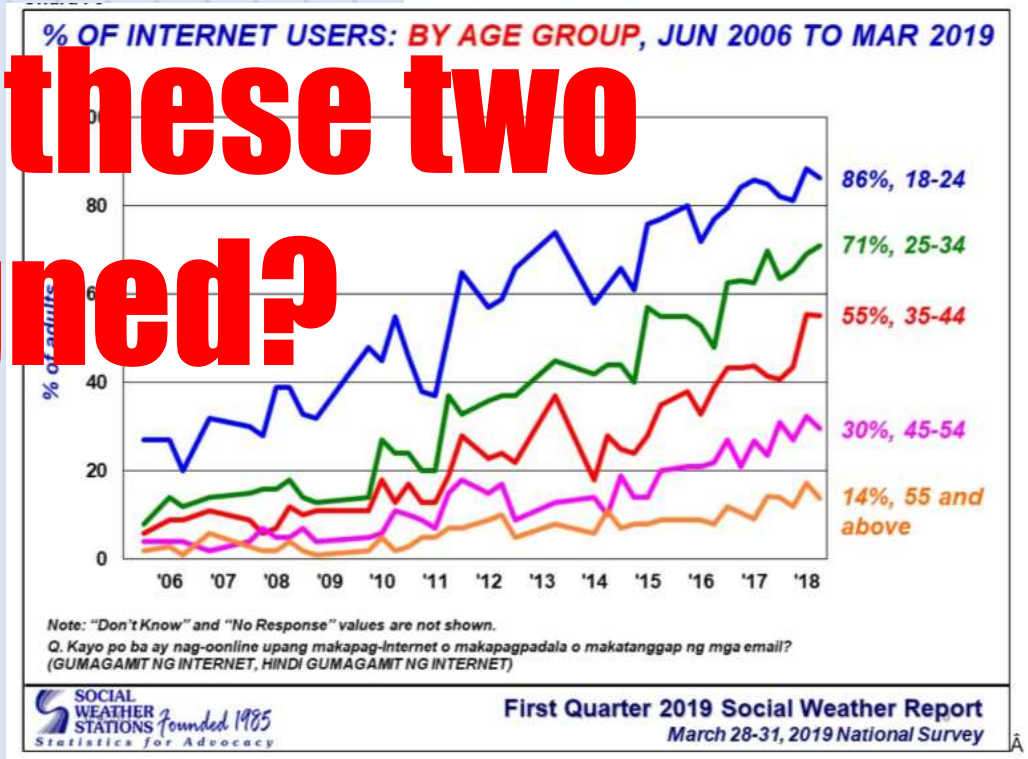
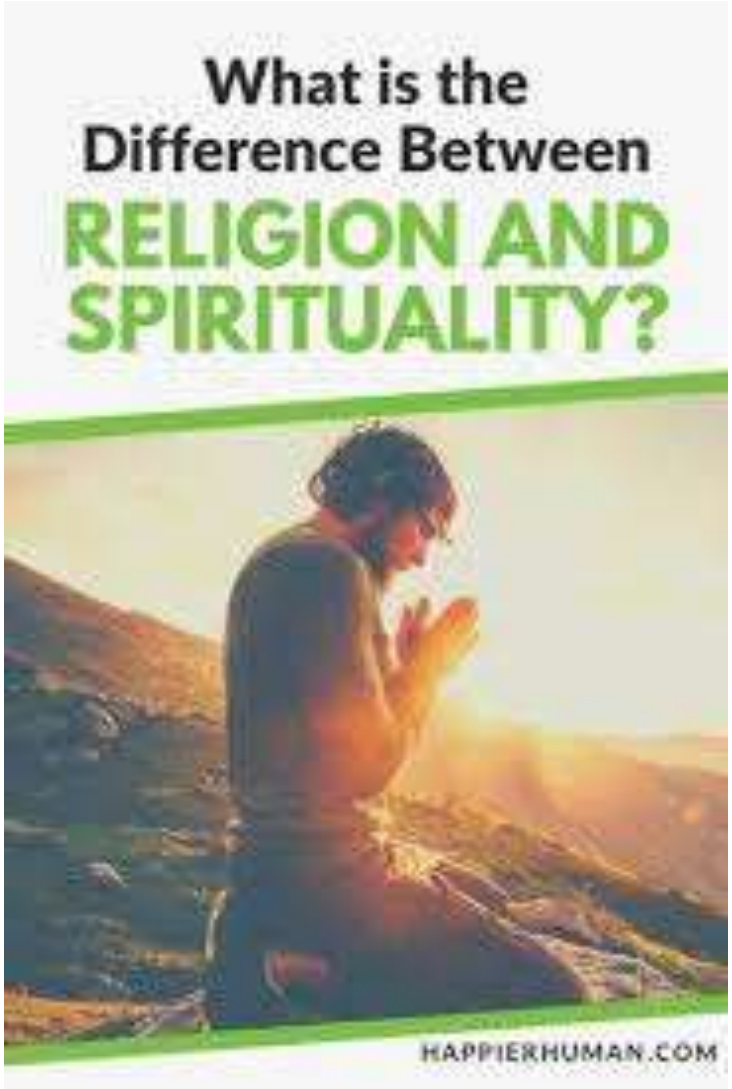
(v) to place in a line or arrange so as to be parallel or straight

THE GLOBAL AND LOCAL PICTURE

Are these two aligned?



RELIGIOSITY VERSUS SPIRITUALITY



Are these two aligned?

ALLANIC DICTUM 1

EVERY TEACHER IS A LITERACY TEACHER

Literacy is a product of learning.

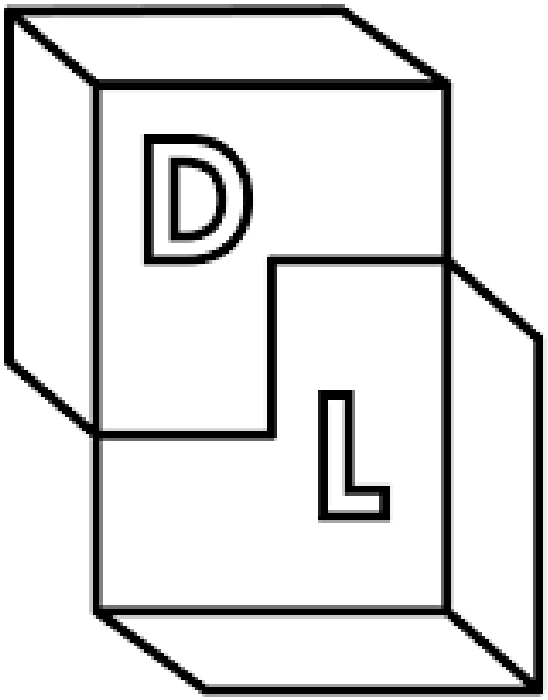
Is literacy a means or an end?

Do new literacies lead to better school achievement?

Literacy Education as a Playing field

Old Literacies

New Literacies



Literacy skills for the twenty – first century are skills that enable participation in the new communities emerging within a networked society.

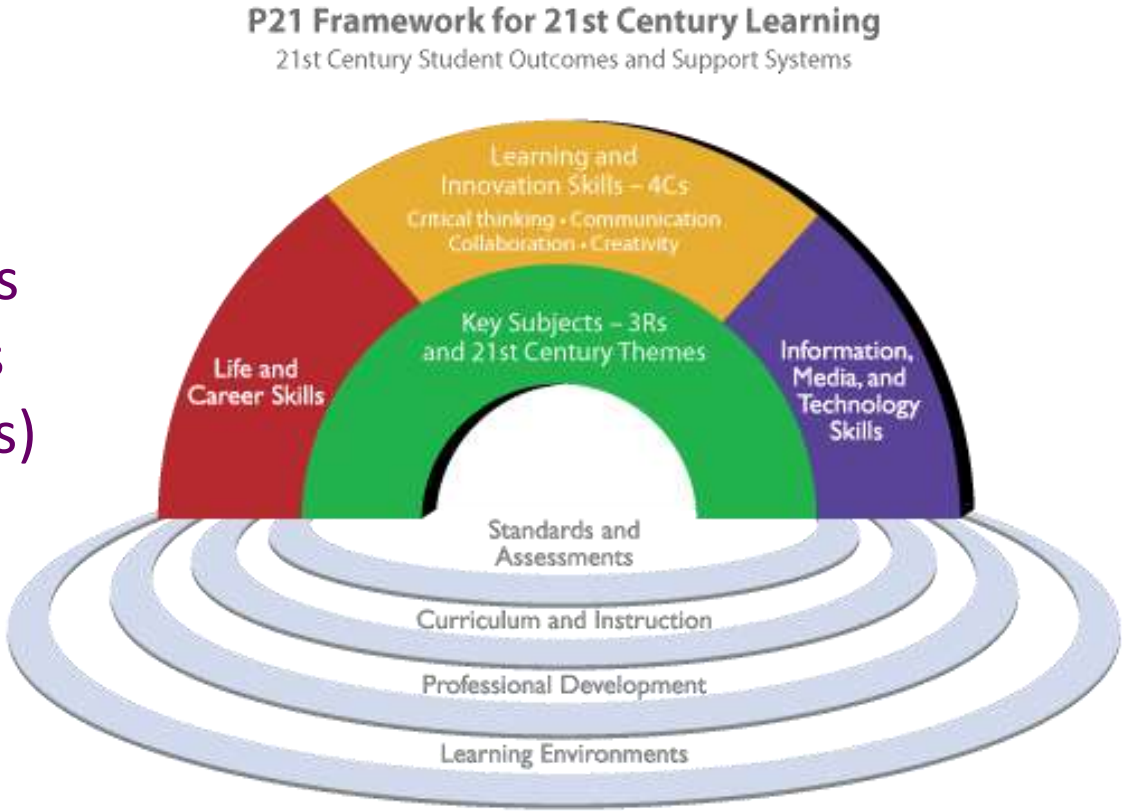
(Jeckins et al, 2006)

Literacy skills facilitate the exchange of information between diverse communities and the ability to move easily across different media platforms and social networks.

(Jeckins et al, 2006)

P21 Framework for 21st Century Learning

Basic Literacy
Information, Media and Technology Skills
Life and Career Skills
Innovation Skills (4Cs)
Critical Thinking, Communication, Collaboration, Creativity



ALLANIC QUESTION

What constitutes literacy education as a

problem space?

problematic space?

LITERACY EDUCATION AS A PROBLEM SPACE

what

Old Literacies ⟷ New Literacies

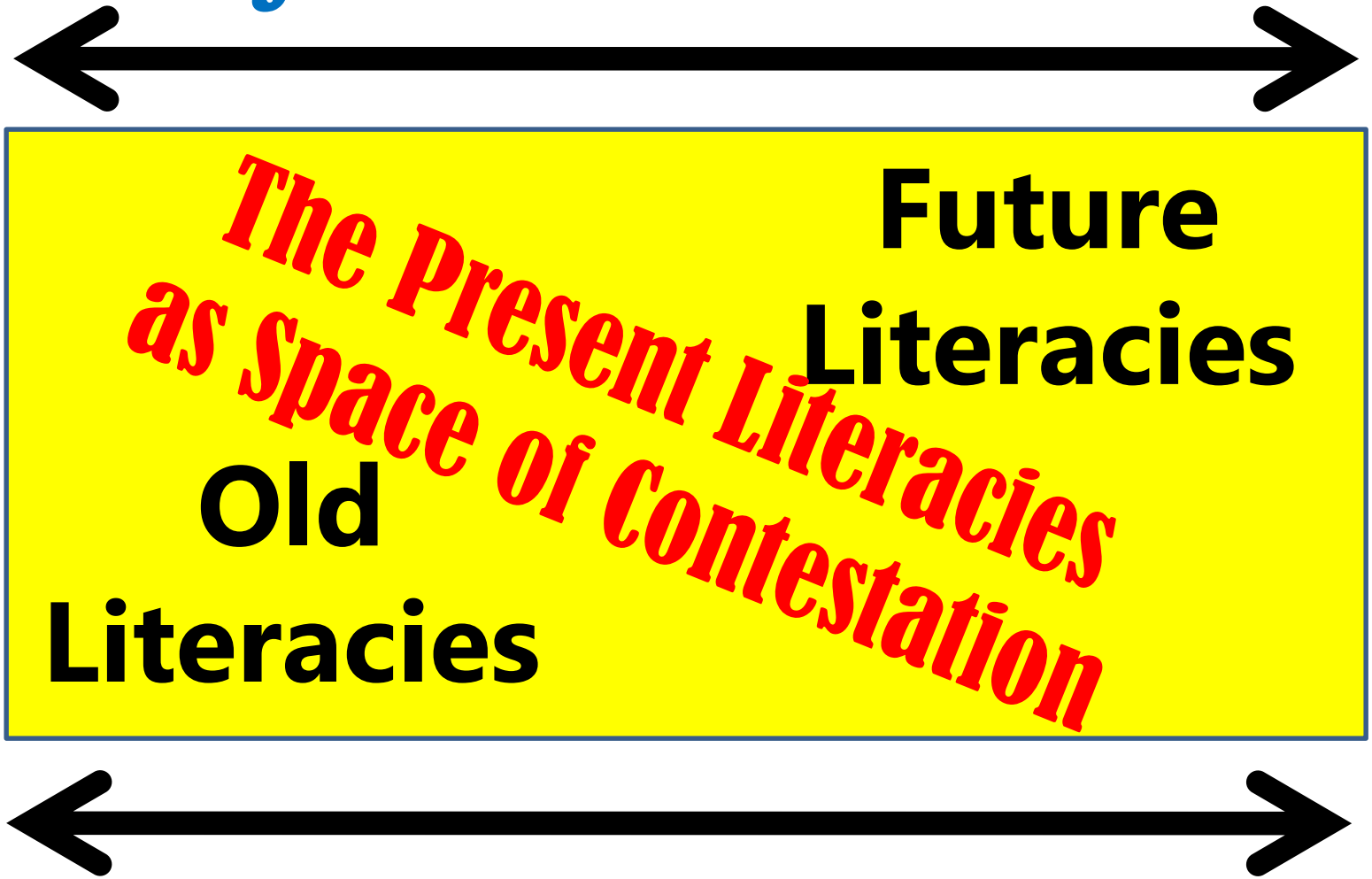
LITERACY EDUCATION AS A PROBLEMATIC SPACE

Why & How

Old Literacies ⟷ New Literacies

MY PLENARY ARGUMENT

Literacy Ed as a Mindful Field



Old literacies

New literacies

ALLANIC DICTUM 2

LITERACY TEACHERS AS PROBLEM-SOLVERS

WHAT IS A PROBLEM?

What should be

−

What is

PROBLEM

WHAT IS A PROBLEM?

90% Literacy Rate

\-

89% Achieved LR

ANY PROBLEM

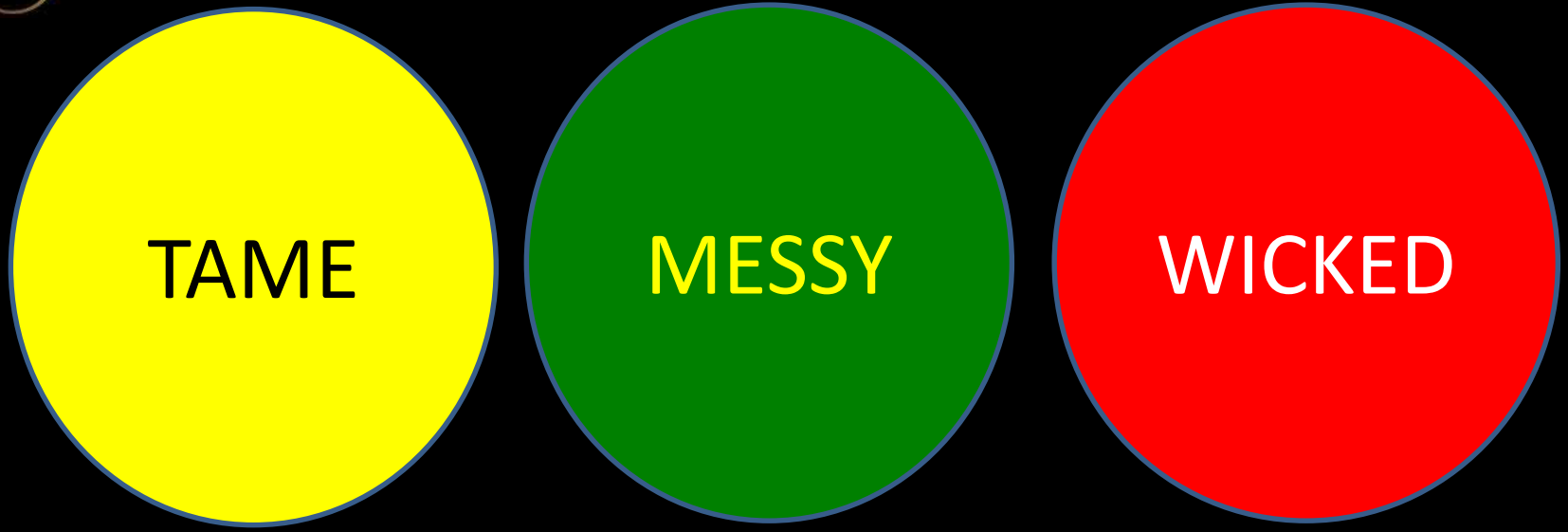
WHAT IS A PROBLEM?

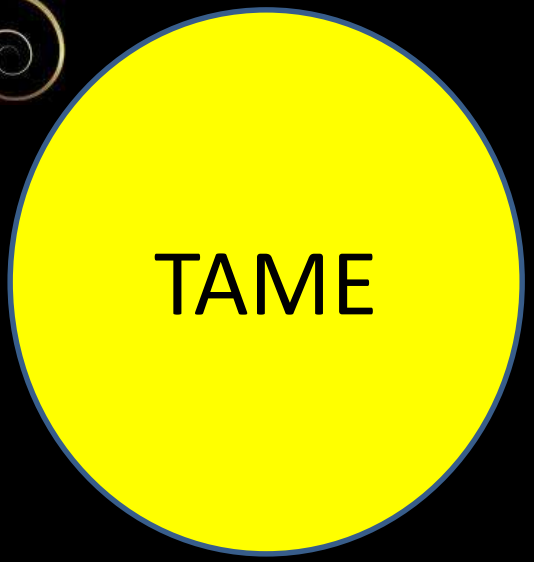
90% Literacy Rate

\- 49% Achieved LR

ANY PROBLEM

Problem Typologies





Convergent,
well-defined,
solvable,
consensus
on solution

MESSY

Complex, interdependent problems,
non-linear, divergent, lacking agreement, differing solutions

No real “solution”
hard to understand,
illogical, non-linear

IN THE AGE OF NEW LITERACIES

Literacy Education Research as problem space & problematic space?

TYPOLOGIES OF EVIDENCE

Evidence *about* Practice

Evidence *in* Practice

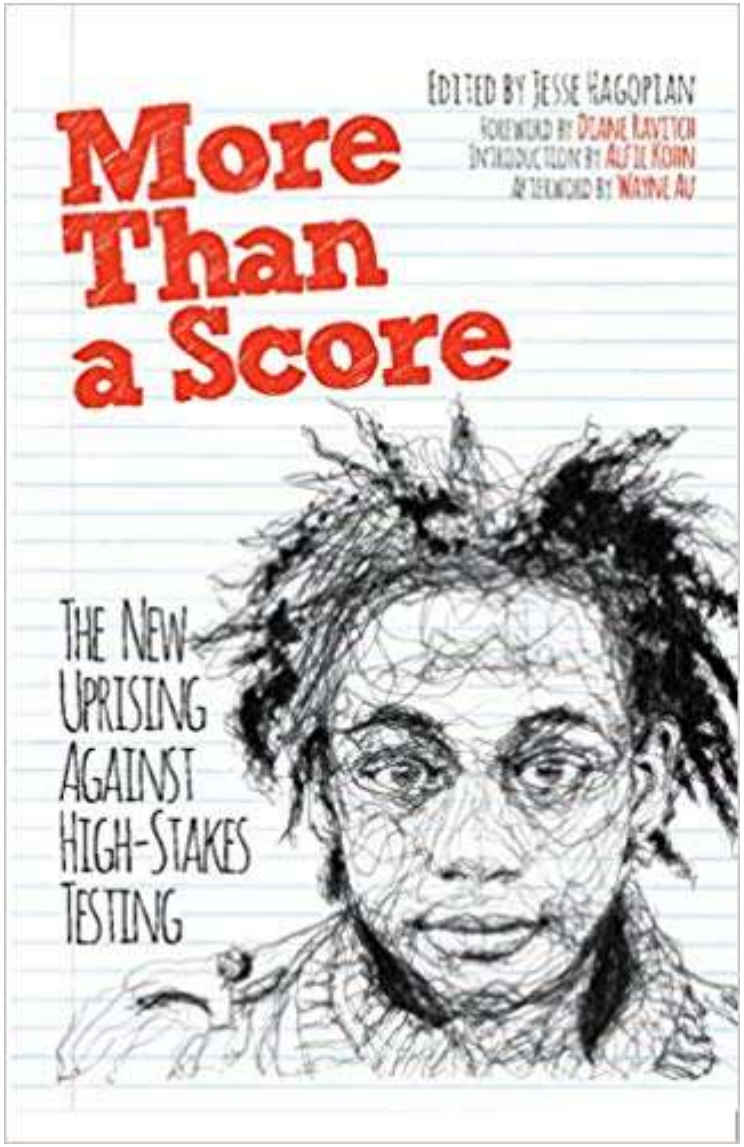
Lewis, J & Caldwell, B. (2005). Evidence-Based Leadership. *The Educational Forum, 69*, 182-191.

EVIDENCE ABOUT PRACTICE

is meant to inform and appease politicians and the public

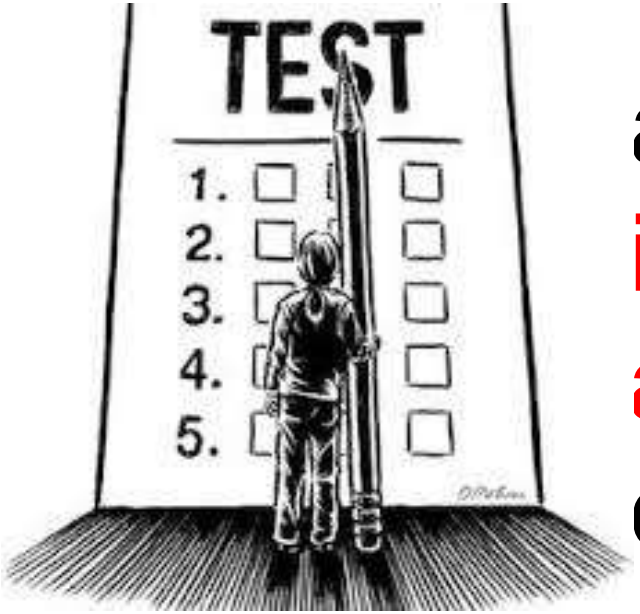
Lewis, J & Caldwell, B. (2005). Evidence-Based Leadership. *The Educational Forum, 69*, 182-191.

AGREE OR DISAGREE



In a country where high-stakes testing exists, student achievement really matters.

HIGH STAKES TEST

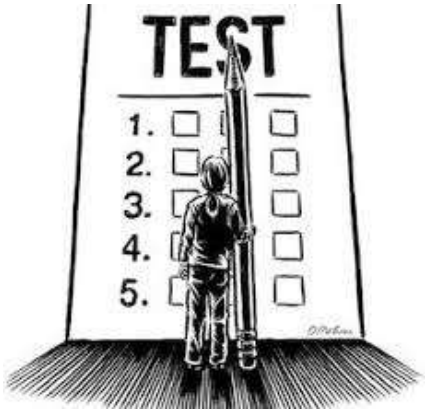


any test used to make **important decisions about students**, educators, schools, or districts, most commonly for the **purpose of accountability.**

HIGH STAKES TEST

NCEE

National College Entrance Examinations



NEAT and NSAT

National Elementary Achievement Test

National Secondary Achievement Test

NCAE

National Career Assessment Examination

At the international level

PIRLS

Progress In International Reading Literacy Study

TIMSS 2015

IEA PIRLS 2016

IEA PIRLS 2021

PISA

TIMSS 2015

Singapore 618

Hong Kong 615

Korea 608

Chines Taipei 597

Japan 593

TIMSS 2015

Singapore 590
Korea 589
Japan 569
Russian Fed 567
Hong Kong 557

Is Singapore's good performance a product of

Old Literacies

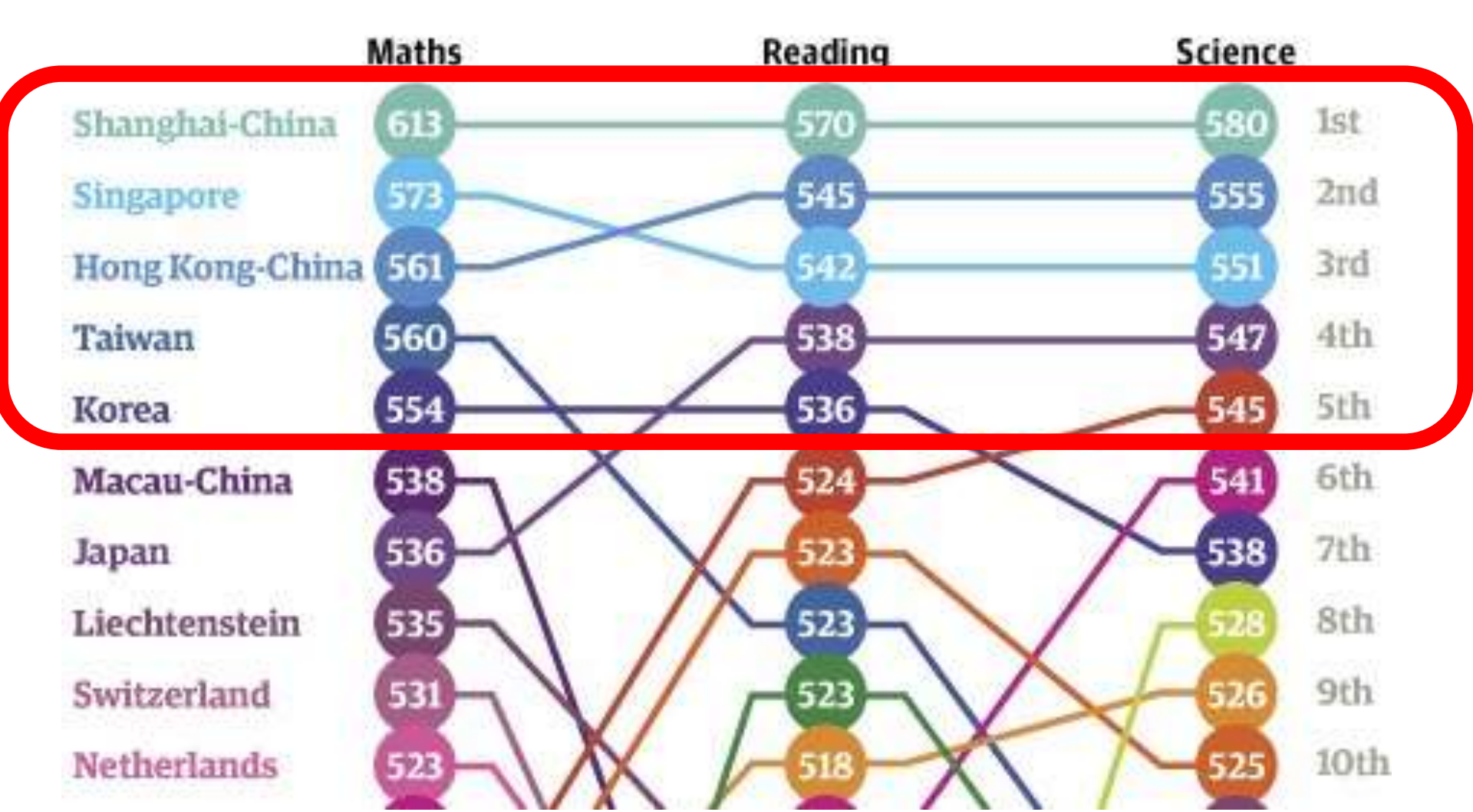
New Literacies

❖ Philippine Average TIMMS Scores (Trends in International Mathematics and Science Study)

	23	25
	23	25
Grade IV		
Science		
Mathematics	43	46
HS II		
Science	34	38
Mathematics		
Advanced Mathematics	10	10
Source: TIMMS, 20		

MATHS

1	Shanghai
2	Singapore
3	Hong Kong
4	South Korea
5	Taiwan
28	UK


Maths
Reading
Science
Shanghai-China 613 570 580 1st
Singapore 573 545 555 2nd
Hong Kong-China 561 542 551 3rd
Taiwan 560 538 547 4th
Korea 554 536 545 5th
Macau-China 538 524 541 6th
Japan 536 523 538 7th
Liechtenstein 535 523 528 8th
Switzerland 531 523 526 9th
Netherlands 523 518 525 10th


2015
PISA

HOW BRITISH YOUNGSTERS COMPARE

	READING	MATHS	SCIENCE
1	Shanghai	Shanghai	Shanghai
2	South Korea	Singapore	Finland
3	Finland	Hong Kong	Hong Kong
4	Hong Kong	South Korea	Singapore
5	Singapore	Taiwan	Japan
25	UK	28 UK	16 UK

Source: OECD PISA 2009

25th 28th 16th

EVIDENCE ABOUT PRACTICE

is meant to inform and appease politicians and the public

Lewis, J & Caldwell, B. (2005). Evidence-Based Leadership. *The Educational Forum, 69*, 182-191.

EVIDENCE IN PRACTICE

to improve

teaching and learning quality

Lewis, J & Caldwell, B. (2005). Evidence-Based Leadership. The Educational Forum, 69, 182-191.

MATHS

1	Shanghai
2	Singapore
3	Hong Kong
4	South Korea
5	Taiwan
28	UK

MARCH 13, 2014

INTERNATIONAL BUSINESS TIMES

UK Recruits 60 Shanghai Math Teachers To Help Improve Numeracy Skills Of Students

By Michelle FlorCruz
on March 13 2014 2:12 PM

Students in China taking the grueling gaokao college entrance exam Beijing Cream

INTERNATIONAL BUSINESS TIMES
MARCH 13, 2014

UK Recruits 60 Shanghai Math Teachers To Help Improve Numeracy Skills Of Students

UK Recruits 60 Shanghai Math Teachers To Help Improve Numeracy Skills Of Students

If you can't beat 'em, hire 'em! In an attempt to replicate the math success of Shanghai's teenagers, consistently at the top in international rankings, England will be importing teachers from the Chinese megacity to help raise local standards.

If you can't beat 'em, hire 'em! In an attempt to replicate the math success of Shanghai's teenagers, consistently at the top in international rankings, England will be importing teachers from the Chinese megacity to help raise local standards.

Do you approve of UK's decision?

UK Recruits 60 Shanghai Math Teachers To Help Improve Numeracy Skills Of Students

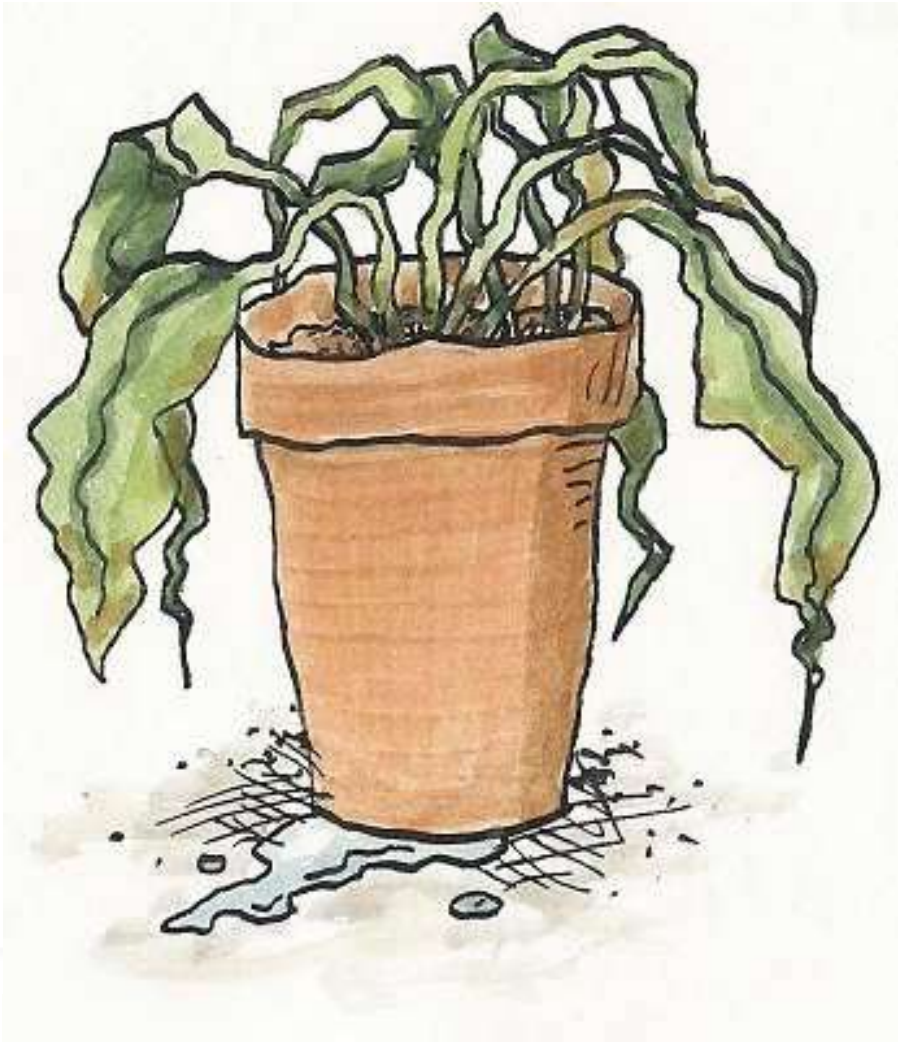
INTERNATIONAL BUSINESS TIMES

MARCH 13, 2014

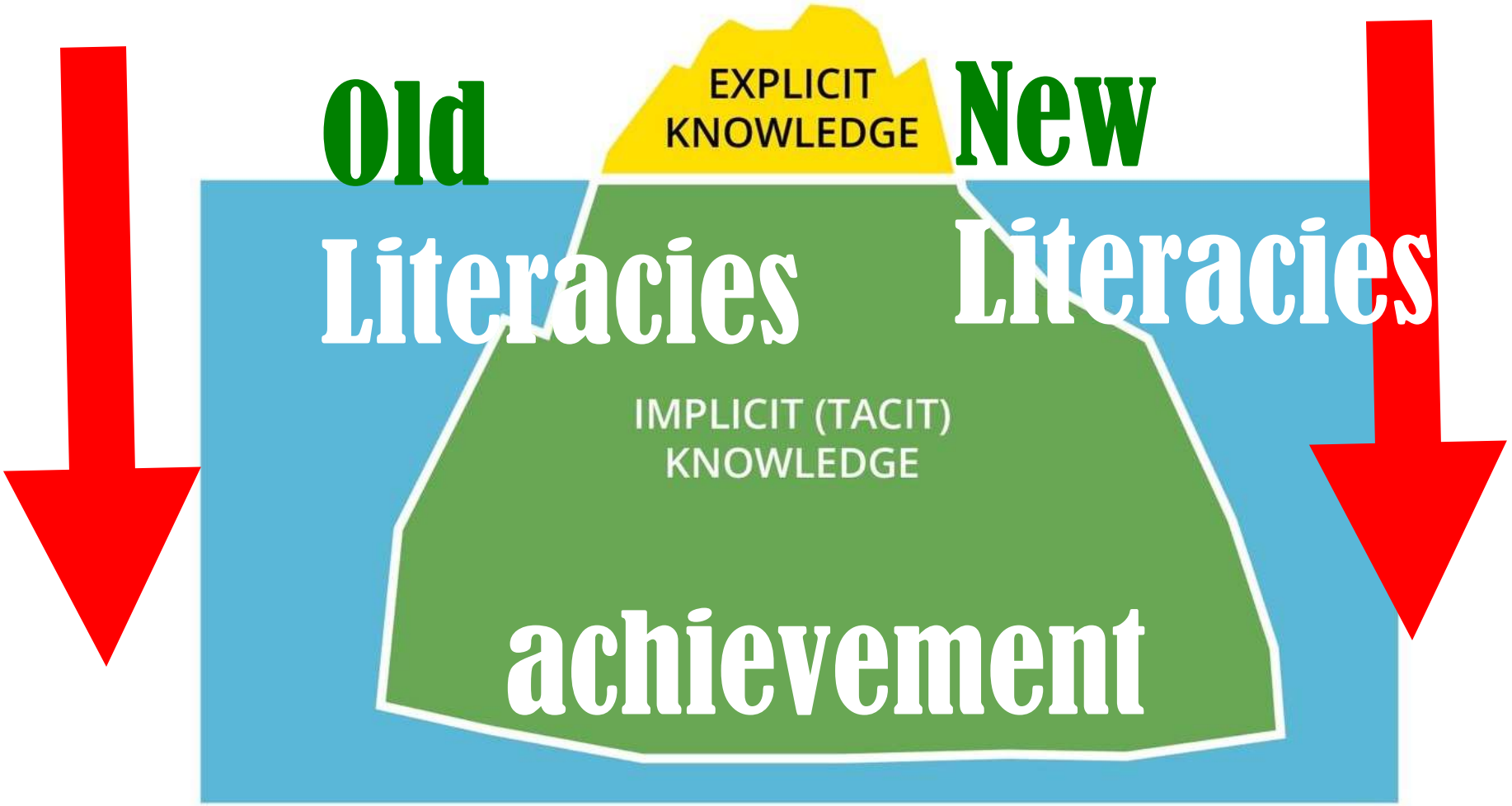
MICHAEL SADLER'S WHOLESALE APPROPRIATION

Transplanting thinking and practice: Is it possible?

HAVE YOU EXPERIENCED



RESEARCH AS SEARCH & RESCUE OPERATION



ALLANIC DICTUM 3

LITERACY TEACHERS AS PROBLEM-POSERS

Educational research that operates in a problem-posing rather than a problem-solving mode is…itself a form of education as it tries **to change mindsets** and common perceptions, tries to **expose hidden assumptions**, and tries to **engage in ongoing conversations about what is valuable and worthwhile** in education and society more generally…in order to show that perhaps there's something else that should be asked for or aimed at.

Biesta, G, O Filippakou, E Wainwright, and D Aldridge. 2019. "Why educational research should not just solve problems, but should cause them as well." British Educational Research Journal 45 (1): 1–4.

2019


Learning,
Media and
Technology

Student *Facebook* groups as a third space: between social life and schoolwork

Janus Aaen* and Christian Dalsgaard

Centre for Teaching Development and Digital Media, Aarhus University, Aarhus N 8200, Denmark

(*Received 30 June 2015; accepted 18 October 2015*)

LEARNING, MEDIA AND TECHNOLOGY
2018, VOL. 43, NO. 3, 280–293
https://doi.org/10.1080/17439884.2018.1498355

Routledge
Taylor & Francis Group

Are educational preschool apps designed to teach? An analysis of the app market

Melissa N. Callaghan and Stephanie M. Reich

School of Education, University of California, Irvine, CA, USA

LEARNING, MEDIA AND TECHNOLOGY, 2017
http://dx.doi.org/10.1080/17439884.2017.1305967

Routledge
Taylor & Francis Group

VIEWPOINT

Children using *Facebook*: teachers' discursive constructions of childhood

Sandra Chang-Kredl and Stephanie Kozak

Department of Education, Concordia University, Montreal, Quebec, Canada

Learning, Media and Technology, 2015
http://dx.doi.org/10.1080/17439884.2015.1064955

New literacies practices of teenage *Twitter* users

Benjamin Gleason*

Educational Psychology and Educational Technology Department, Michigan State University, East Lansing, MI, USA

(*Received 16 February 2015; accepted 17 June 2015*)

LEARNING, MEDIA AND TECHNOLOGY
2018, VOL. 43, NO. 2, 165–180
https://doi.org/10.1080/17439884.2018.1462207

Routledge
Taylor & Francis Group

RESEARCH ARTICLE

Thinking in hashtags: exploring teenagers' new literacies practices on twitter

Benjamin Gleason

School of Education, Iowa State University, Ames, Iowa

❖ Philippine Average TIMMS Scores (Trends in International Mathematics and Science Study)

Philippine Average TIMSS Scores				
	Score	International Average	Rank	Participating Countries
2003 Results				
Grade IV				
Science	332	489	23	25
Mathematics	358	495	23	25
HS II				
Science	377	473	43	46
Mathematics	378	466	34	38
2008 Results				
Advanced Mathematics	355	500	10	10
Source: TIMMS, 2003 and 2008				

CONVENTIONAL MINDSET

- Children live too far from school
- Parents are too poor
- Children are bored
- Children don’t speak the language of the school

SHELDON SHAEFER

ARNEC

Asia-Pacific Regional Network
for Early Childhood

Why do children fail?

Children live too far from school

The school is too far from the children

Shaeffer, 2014

Why do children fail?

Parents are too poor

The school is too expensive

Shaeffer, 2014

Why do children fail?

Children are bored

The school is boring

Shaeffer, 2014

Why do children fail?

Children don't speak the language of the school

The school does not speak the language of the child

Shaeffer, 2014

The misalignment in Literacy Education

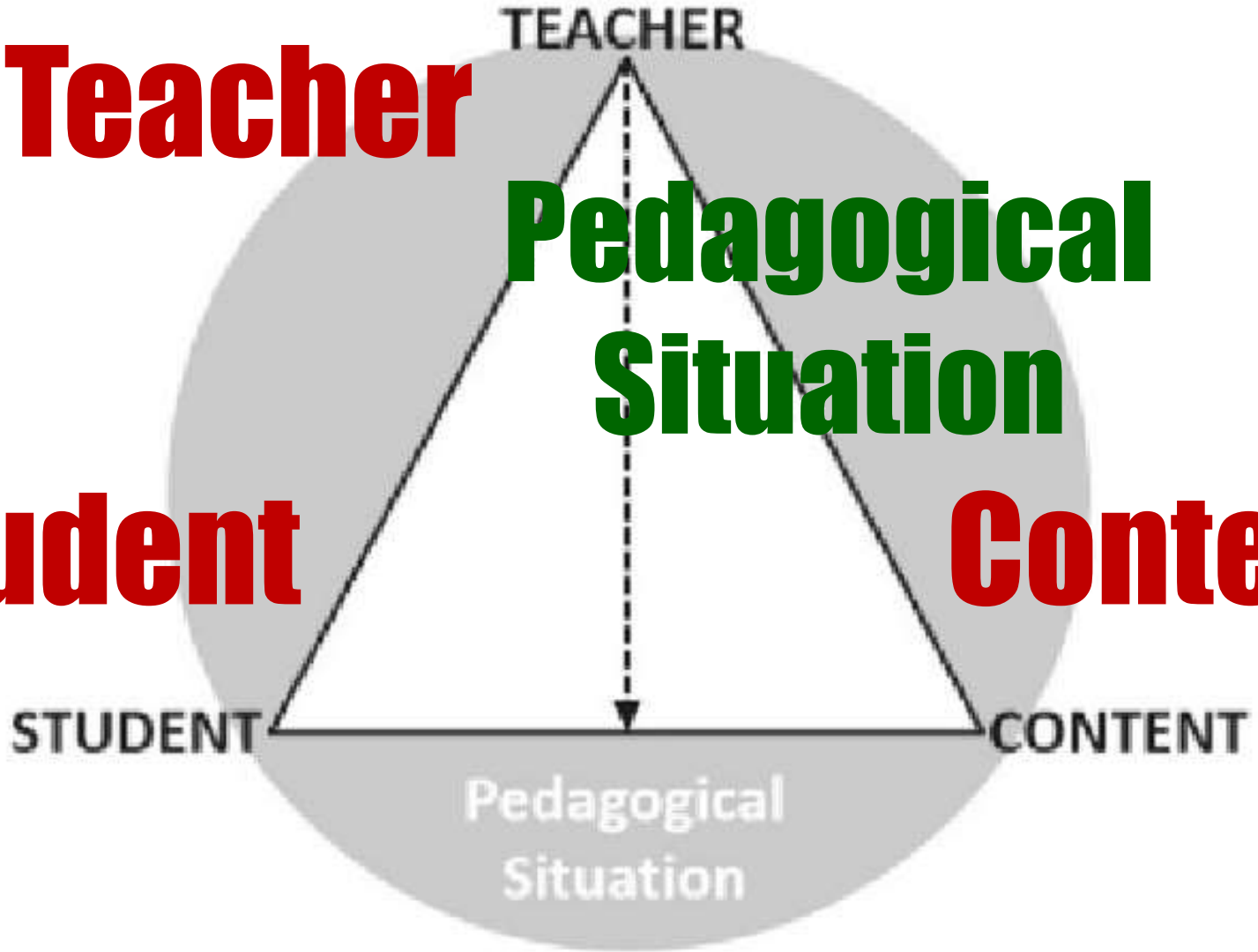
Old Literacies

New Literacies

DO YOU REMEMBER

TOWER OF BABEL SYDROME

Pedagogical Triangle



Teacher

Pedagogical Situation

Student

Content

THE TEACHER IS A

a key determinant of students' experiences and outcomes of schooling'

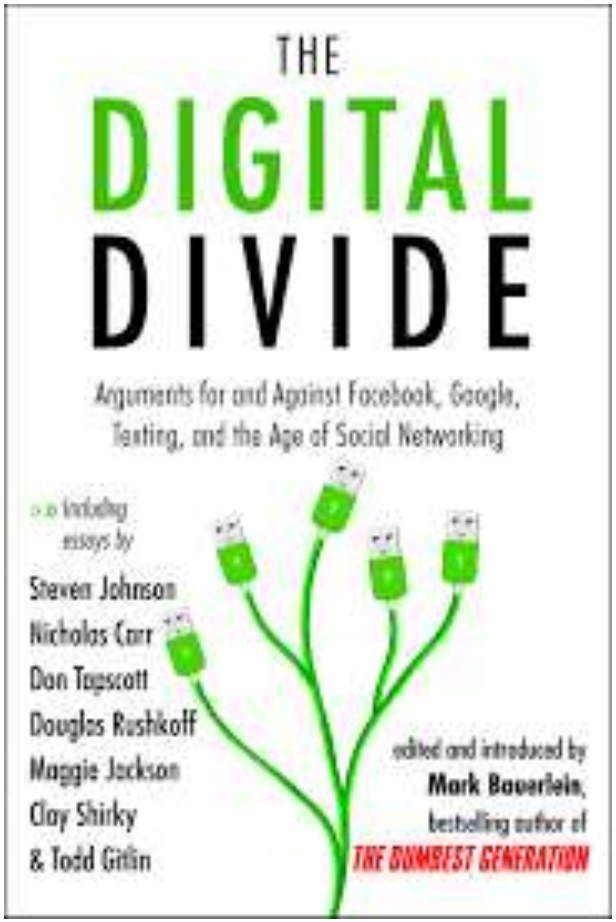
(Rowe, 2003)

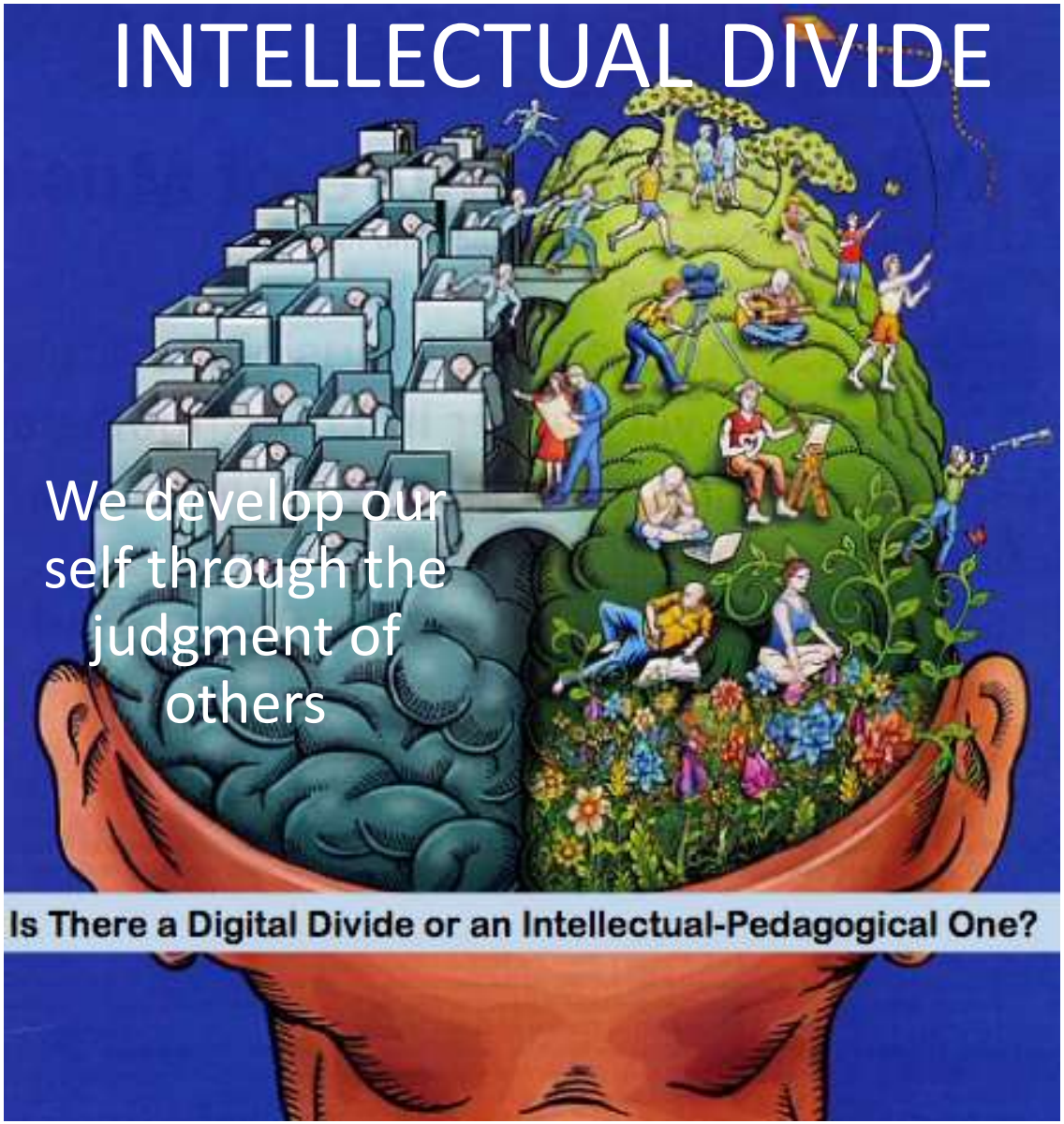
THE TEACHER IS

primarily responsible for student academic achievement

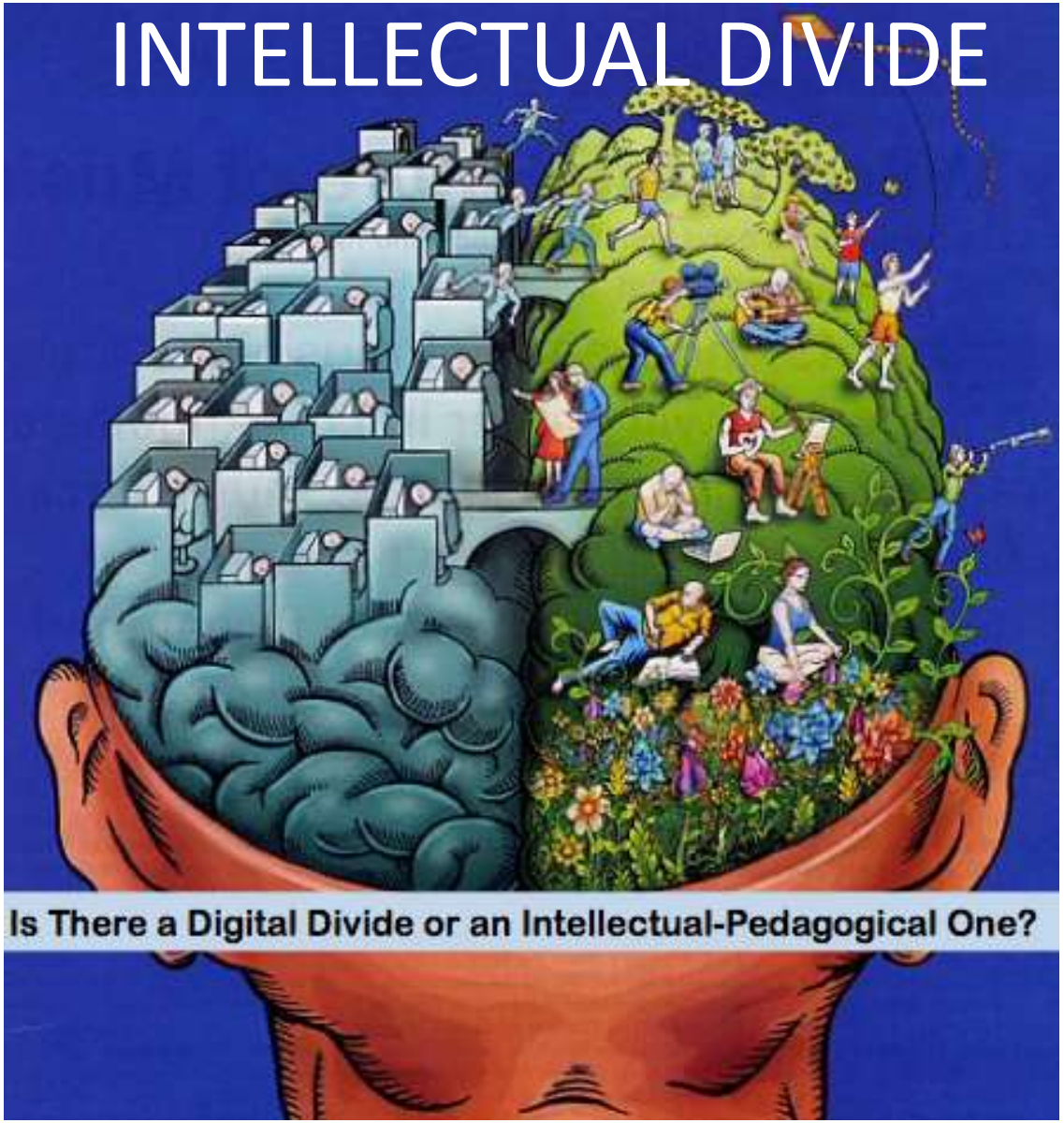
(Darling-Hammond, 2000; Darling-Hammond, Holtzman, Gatlin & Heilig, 2006; Hattie, 2009, 2012; Qvortrup and Keiding, 2015).

THE PEDAGOGICAL-INTELLECTUAL DIVIDE





THE PEDAGOGICAL-INTELLECTUAL DIVIDE



"Teachers are the blockers or the enablers. The problem is teachers are ***teaching the way they were taught***."

John Dewey
1933

"Reflection begins in a state of doubt or perplexity which, for teachers, is most likely to be encountered when working with learners, particularly new or **unfamiliar learners.**"

WHO ARE THE LEARNERS IN OUR MIDST?

TODAY'S LEARNERS

THE GEN Z LEARNERS IN OUR MIDST

THE GEN Z LEARNERS IN OUR MIDST

THE GEN Z LEARNERS IN OUR MIDST

classmates®

Baidu

badoo

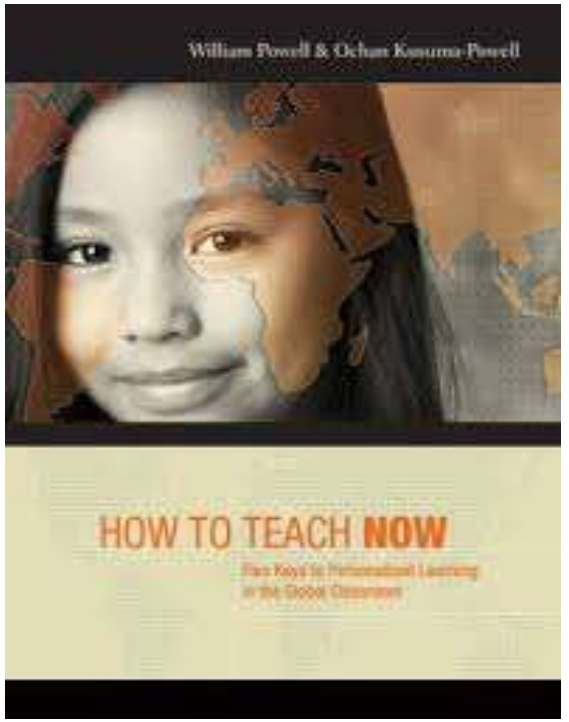
www.badoo.com

THE GEN Z LEARNERS IN OUR MIDST

THE GEN Z LEARNERS IN OUR MIDST

IF WE UNDERSTAND OUR LEARNERS

A. Learning Environment
B. Learning readiness
C. Learning engagement
D. Emotional Intelligence

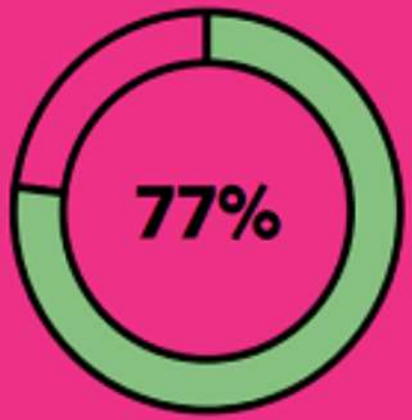


2011

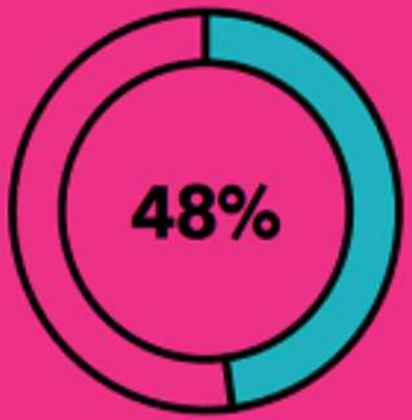
ASCD®
LEARN. TEACH. LEAD.

WHAT RESEARCH SAYS

Over half (515) of Gen Z agree that their generation is more creative than previous generations



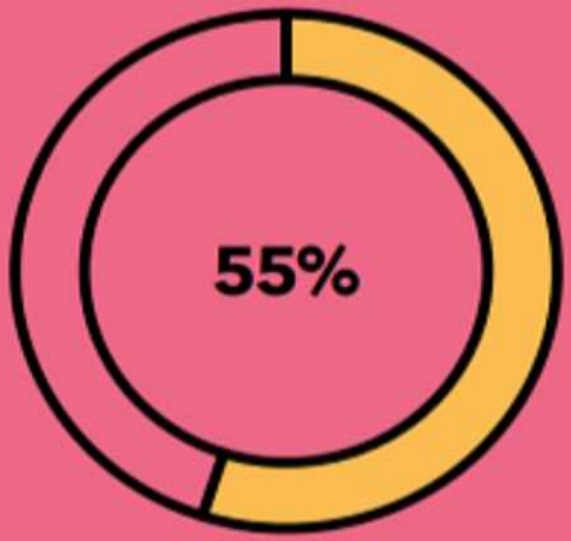
When asked how they spend their free time offline, over three in four (77%) of gen Z select at least one creative activity such as drawing, illustrating, journaling, or playing an instrument



When asked how they spend their free time online, nearly half (48%) of gen Z select at least one creative activity such as editing photos, creating memes, or creating digital art

WHAT RESEARCH SAYS

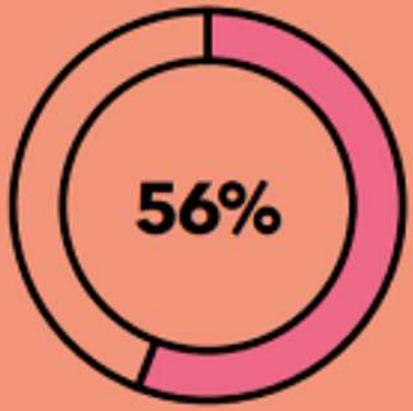
Over half of Gen Z (55%) say that they find social apps and the internet a more creative space than what they experience offline.



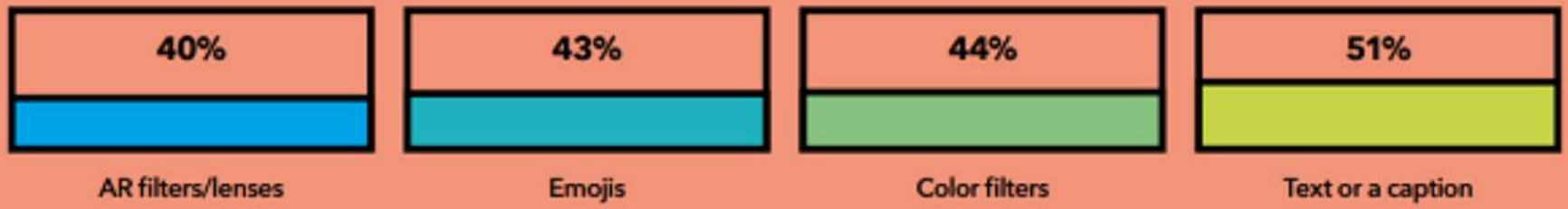
This speaks to a digitally influenced perception and experience of creativity, and perhaps to the fact that creativity for gen Z is more about manipulation/alteration than about observation/description/replication

WHAT RESEARCH SAYS

Over half (56%) of Gen Z use social apps to express themselves creatively.

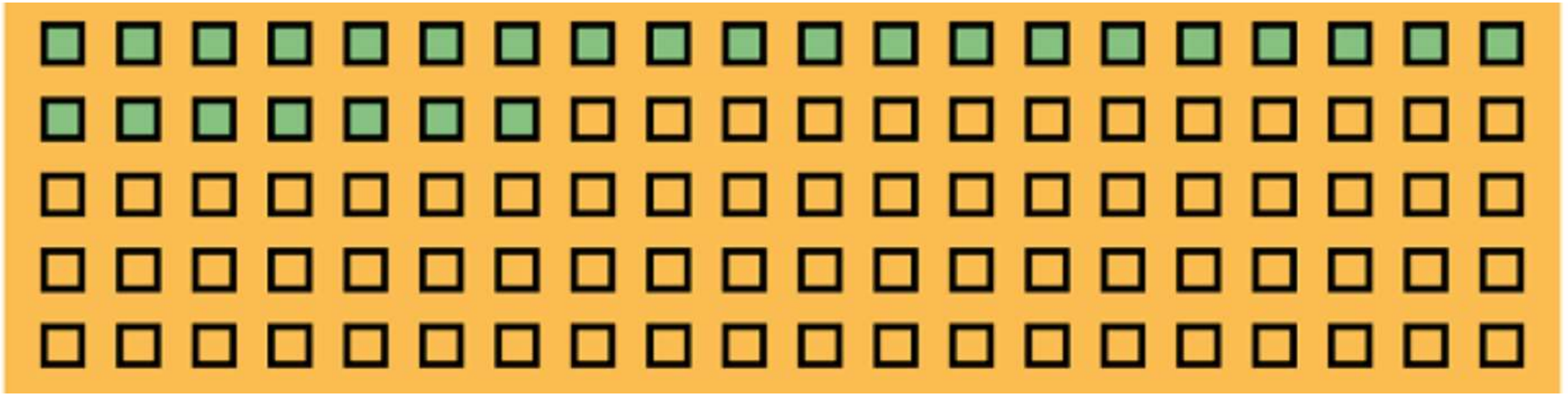


Further, 40% of gen Z state that they've used AR filters/lenses to enhance a photo/video of themselves or with friends; 43% have enhanced with emojis, 44% with a color filter, and 51% with text or a caption



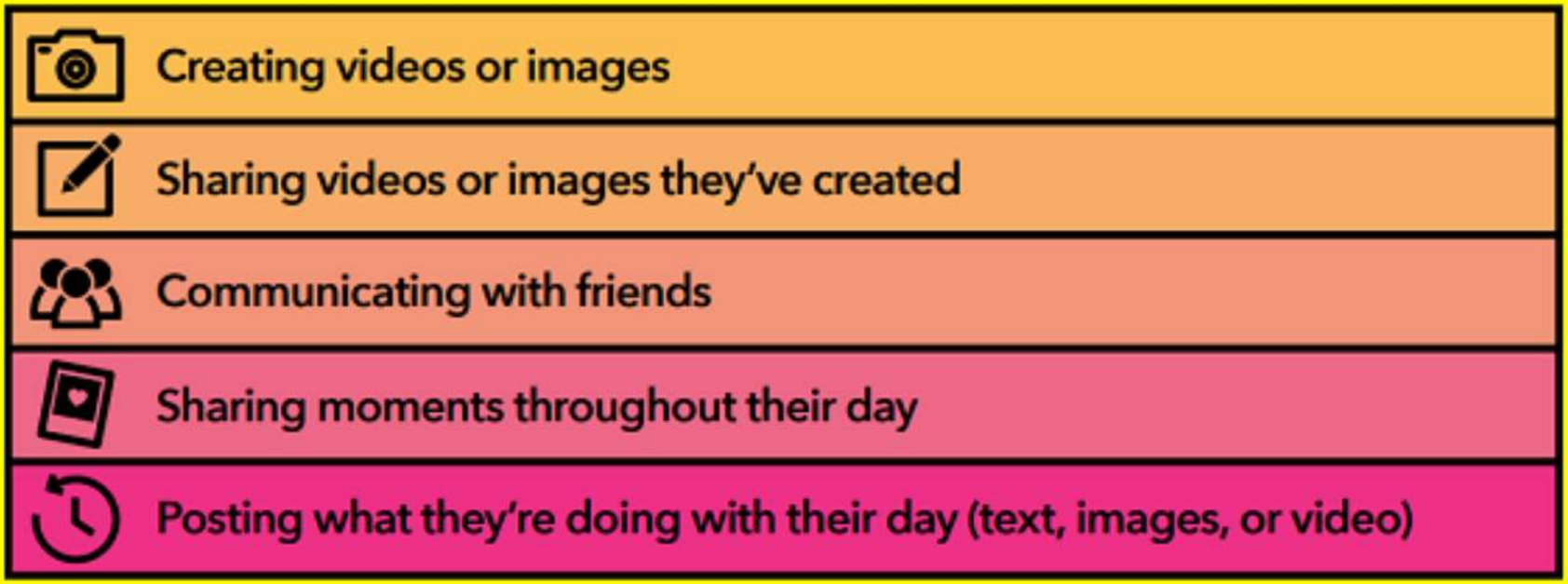
WHAT RESEARCH SAYS

Over one in four (27%) of Gen Z have hacked or adapted an app/website features to do something that isn't typically available (for example, used a picture collage app or an app to add music; separate from the app they were posting with



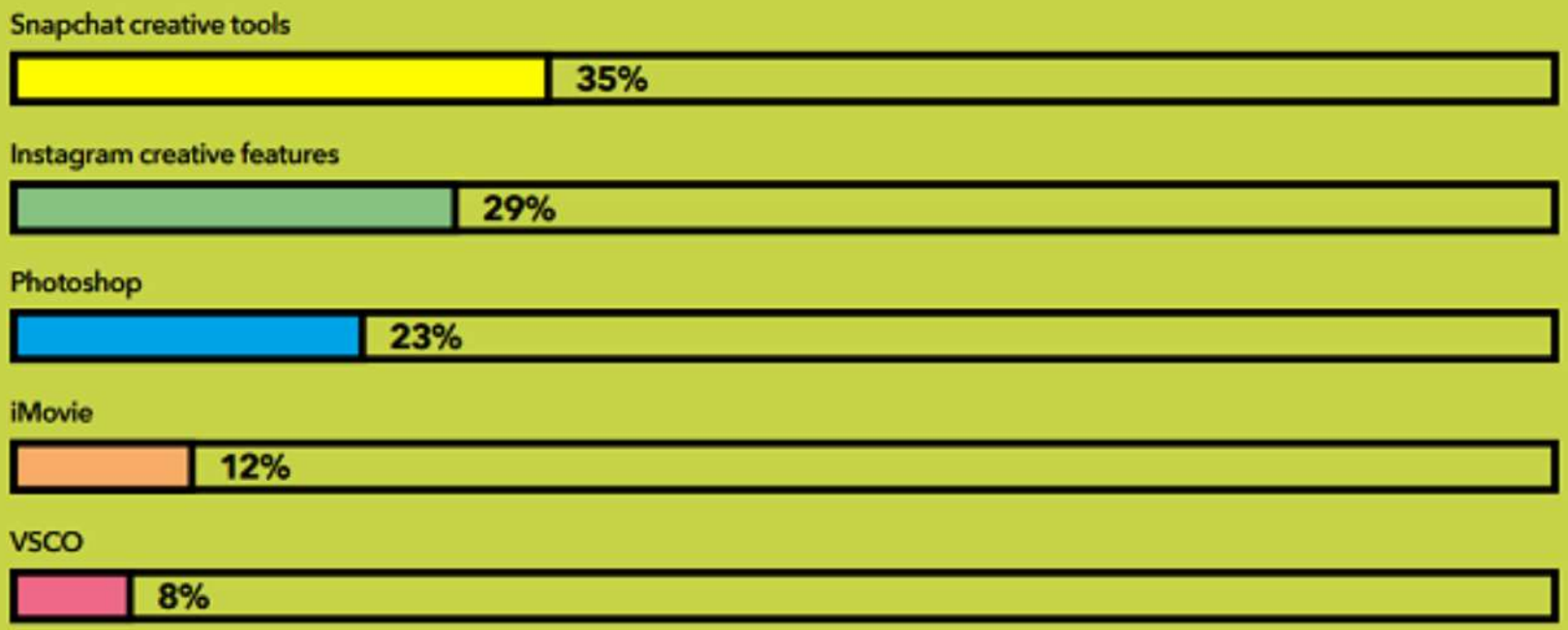
WHAT RESEARCH SAYS

Among all apps cited (Youtube, Instagram, Twitter, Tumblr, TikTok), Snapchat was rated the top app among gen Z for



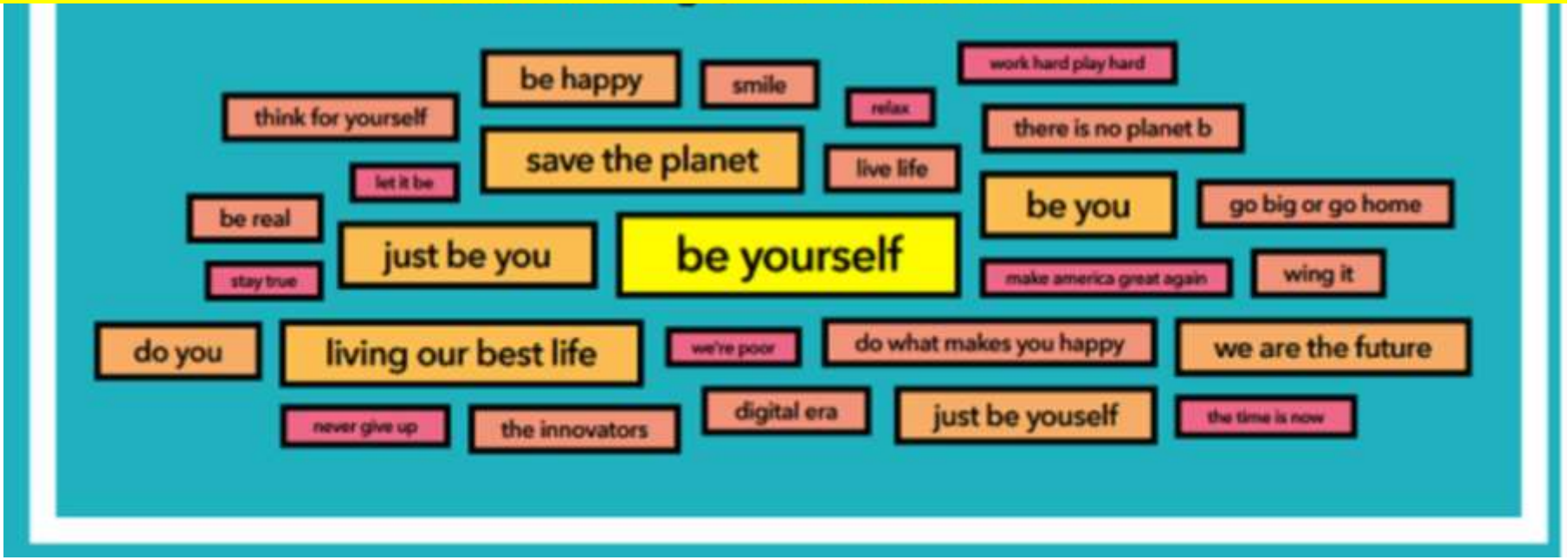
WHAT RESEARCH SAYS

Gen Z ranks Snapchat creative tools top for creating art or editing photos, ahead of Instagram creative features, VSCO, Photoshop and iMovie



WHAT RESEARCH SAYS

“Just be yourself”, “Save the planet”, “We want change” and “we are the future” turned out to be the slogans that best describe them



STUDENTS, COMPUTERS AND LEARNING: MAKING THE CONNECTION

Andreas Schleicher
Director for Education and Skills

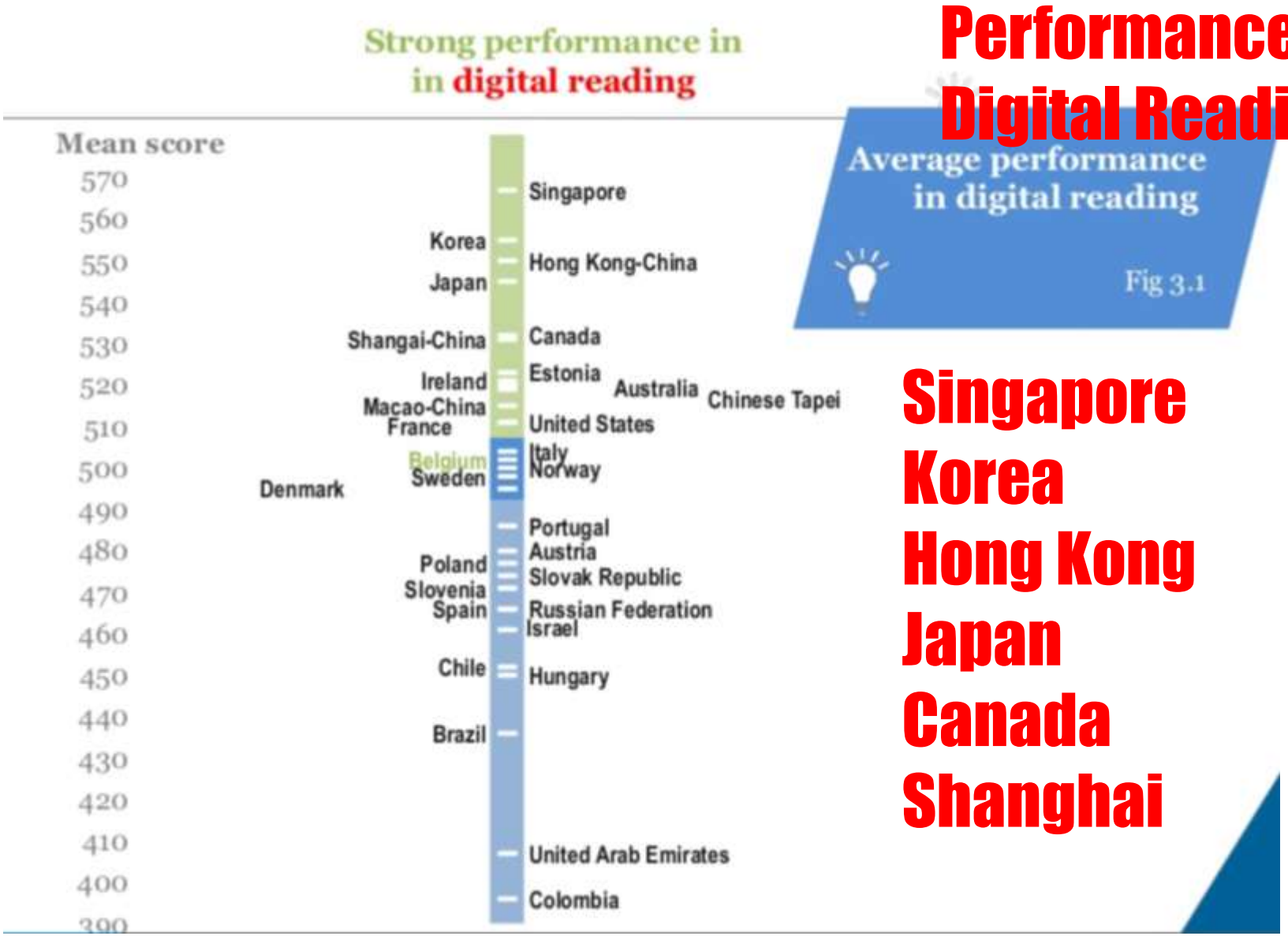
September 2015

OECD
BETTER POLICIES FOR BETTER LIVES

untry.org...

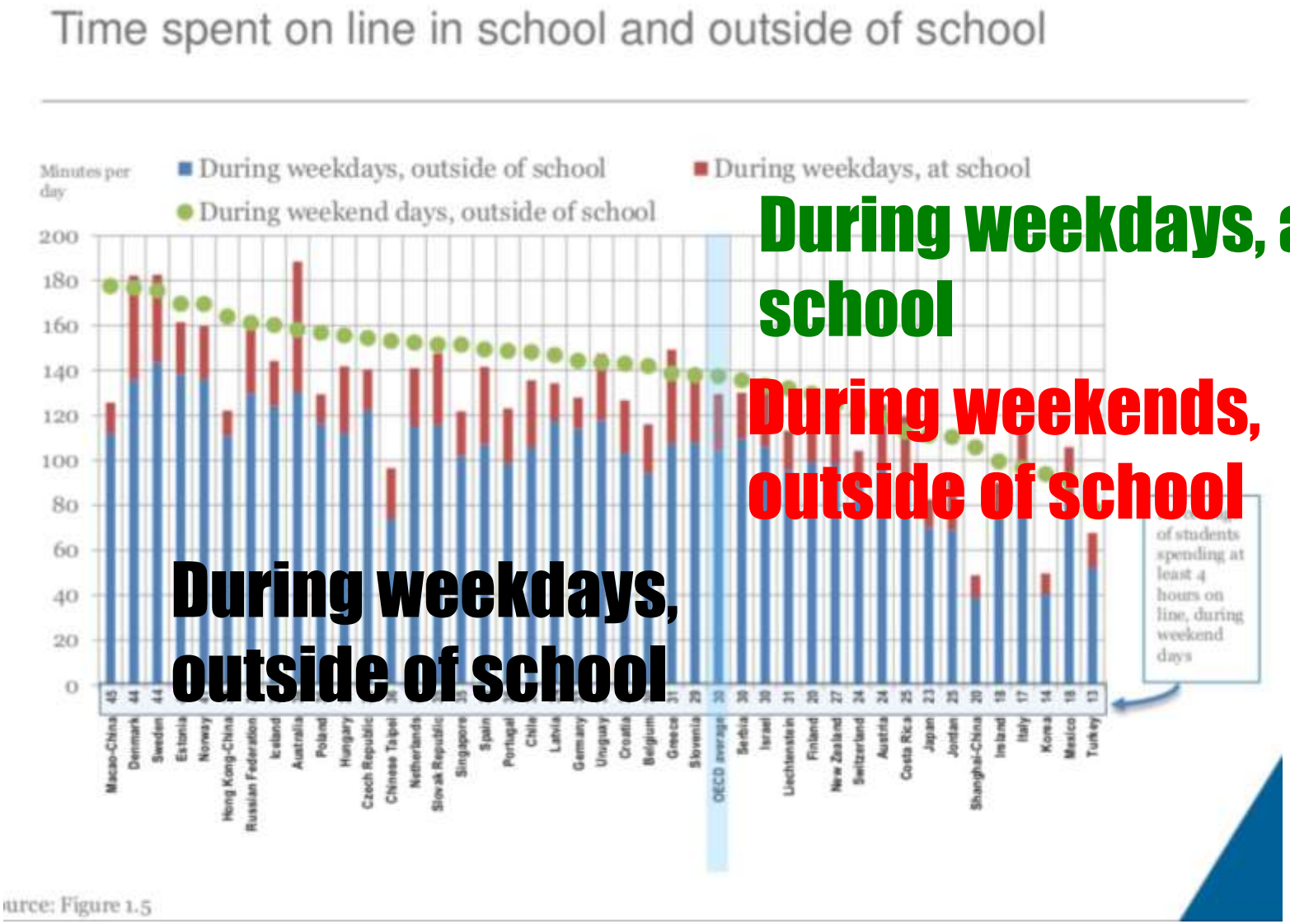
THE 2015 OECD REPORT ON PISA

Performance in Digital Reading

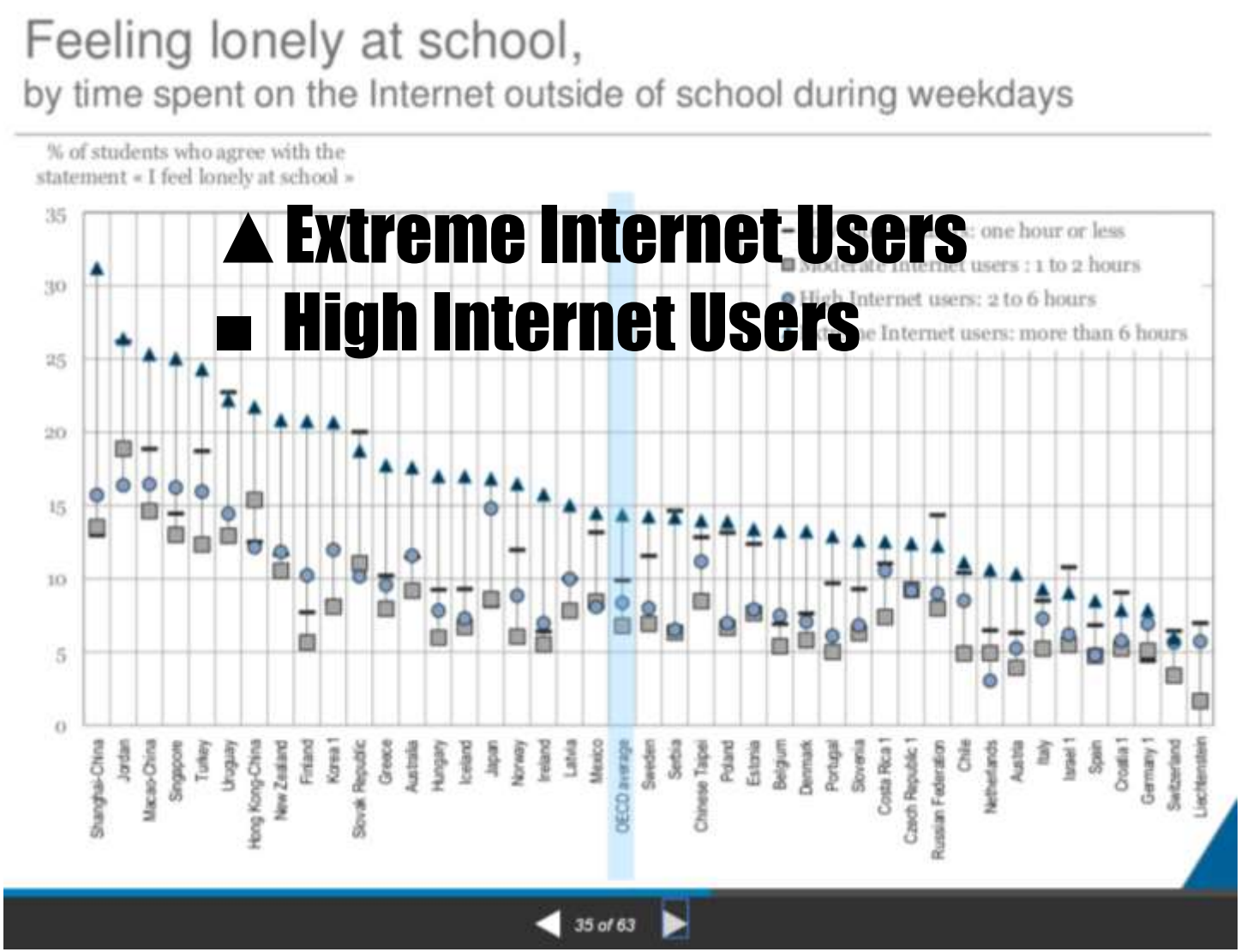


Singapore
Korea
Hong Kong
Japan
Canada
Shanghai

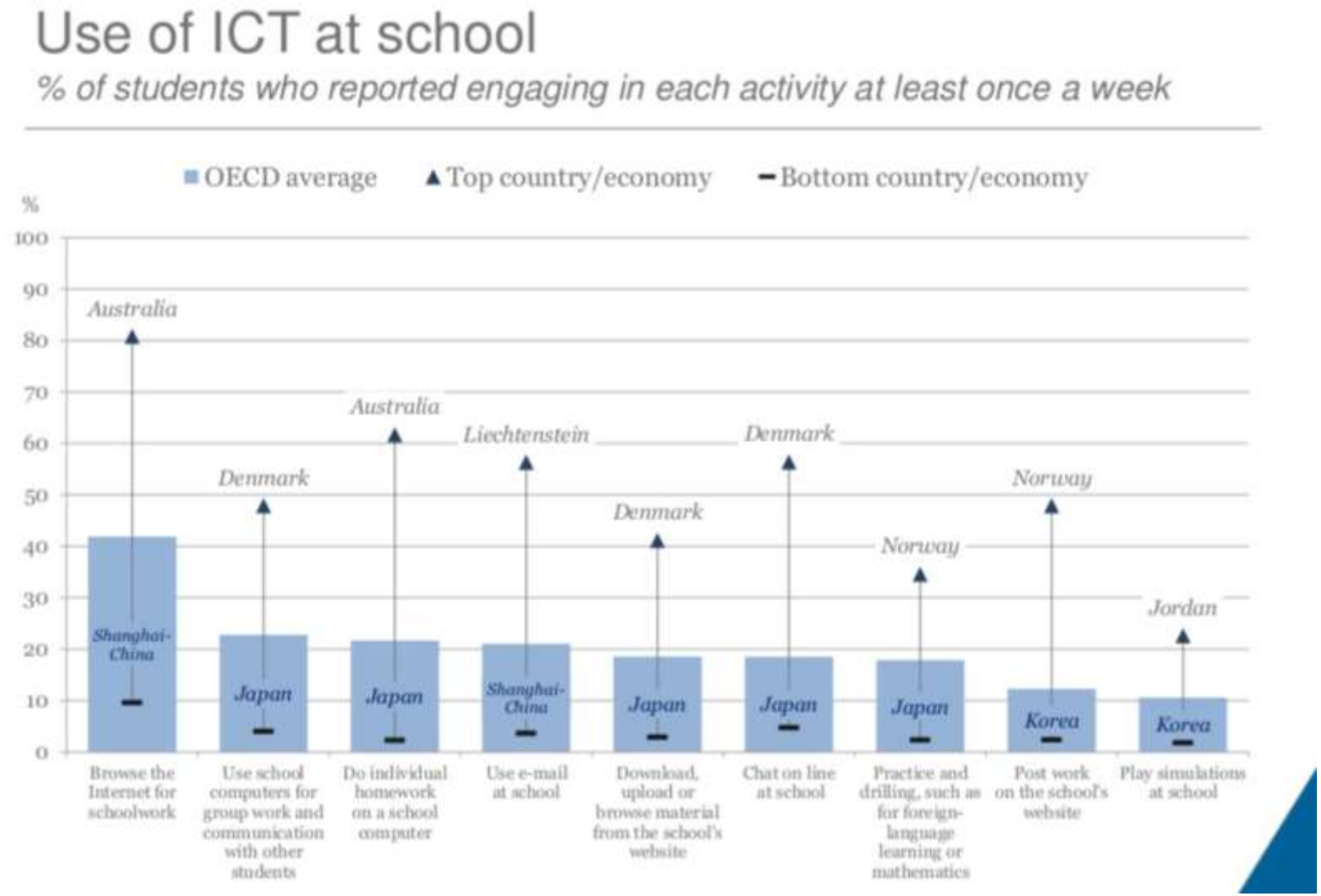
THE 2015 OECD REPORT ON PISA



THE 2015 OECD REPORT ON PISA

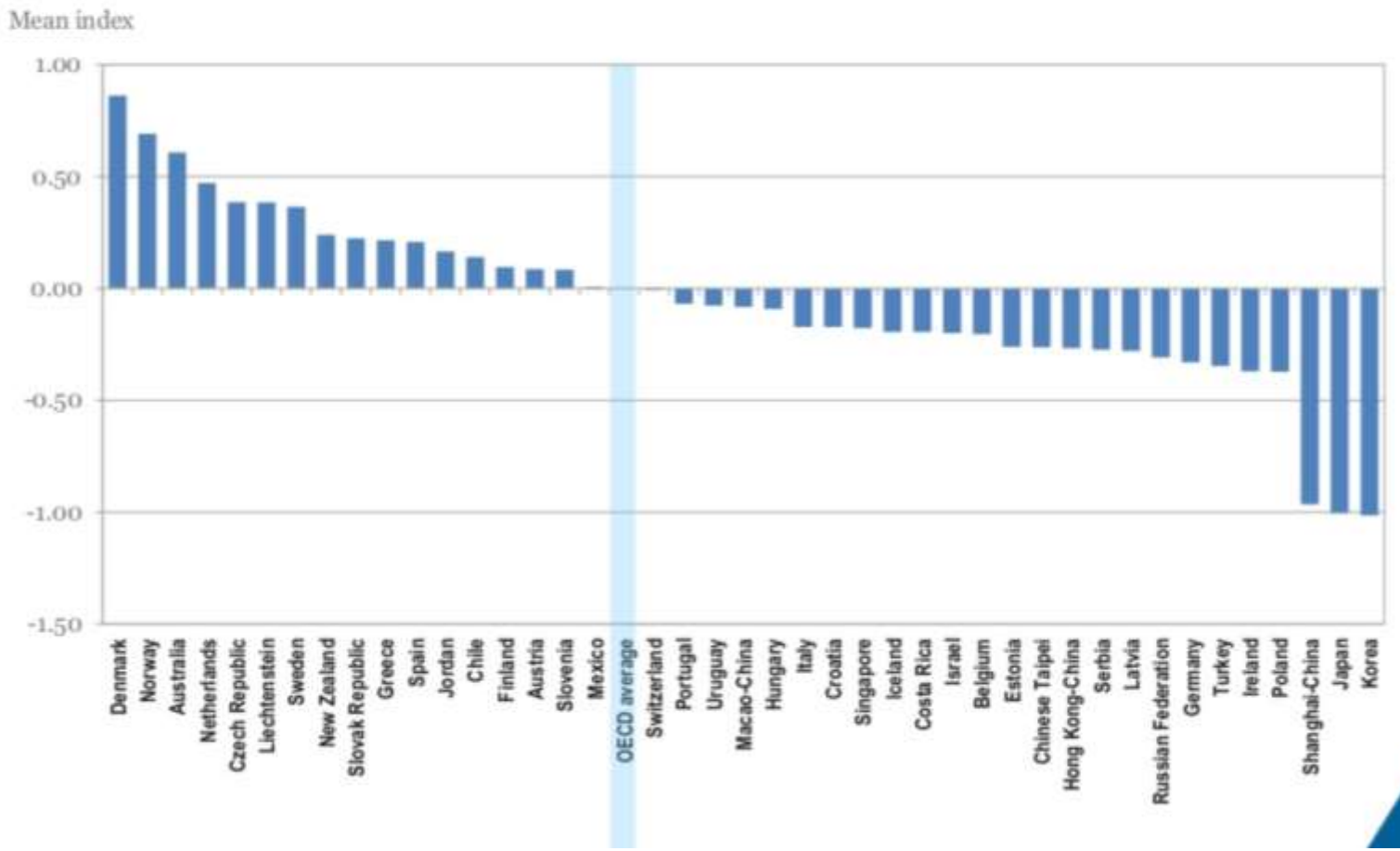


THE 2015 OECD REPORT ON PISA



THE 2015 OECD REPORT ON PISA

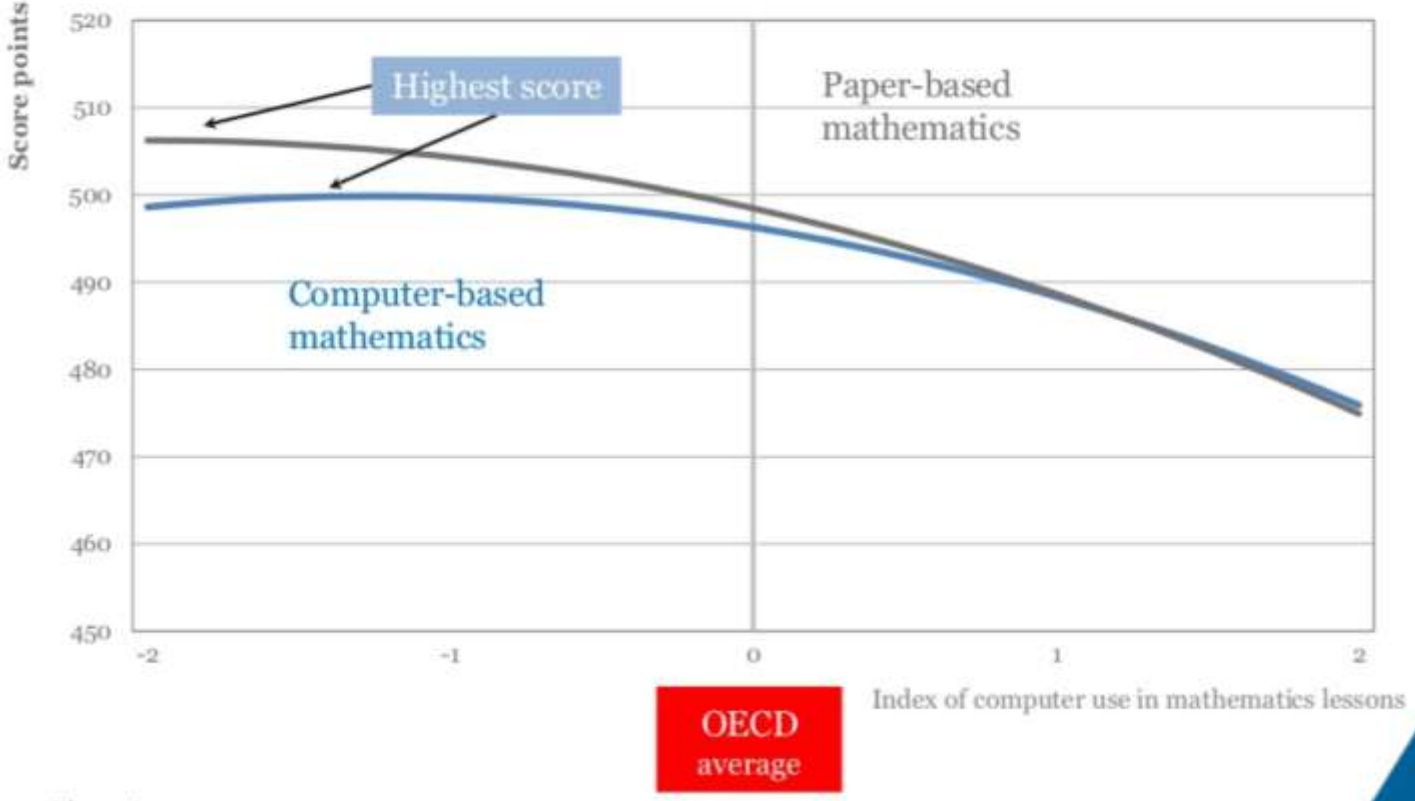
Index of ICT use at school



THE 2015 OECD REPORT ON PISA

Students who do not use computers in maths lessons score highest in mathematics

Relationship between students' skills in reading and computer use at school (average across OECD countries)

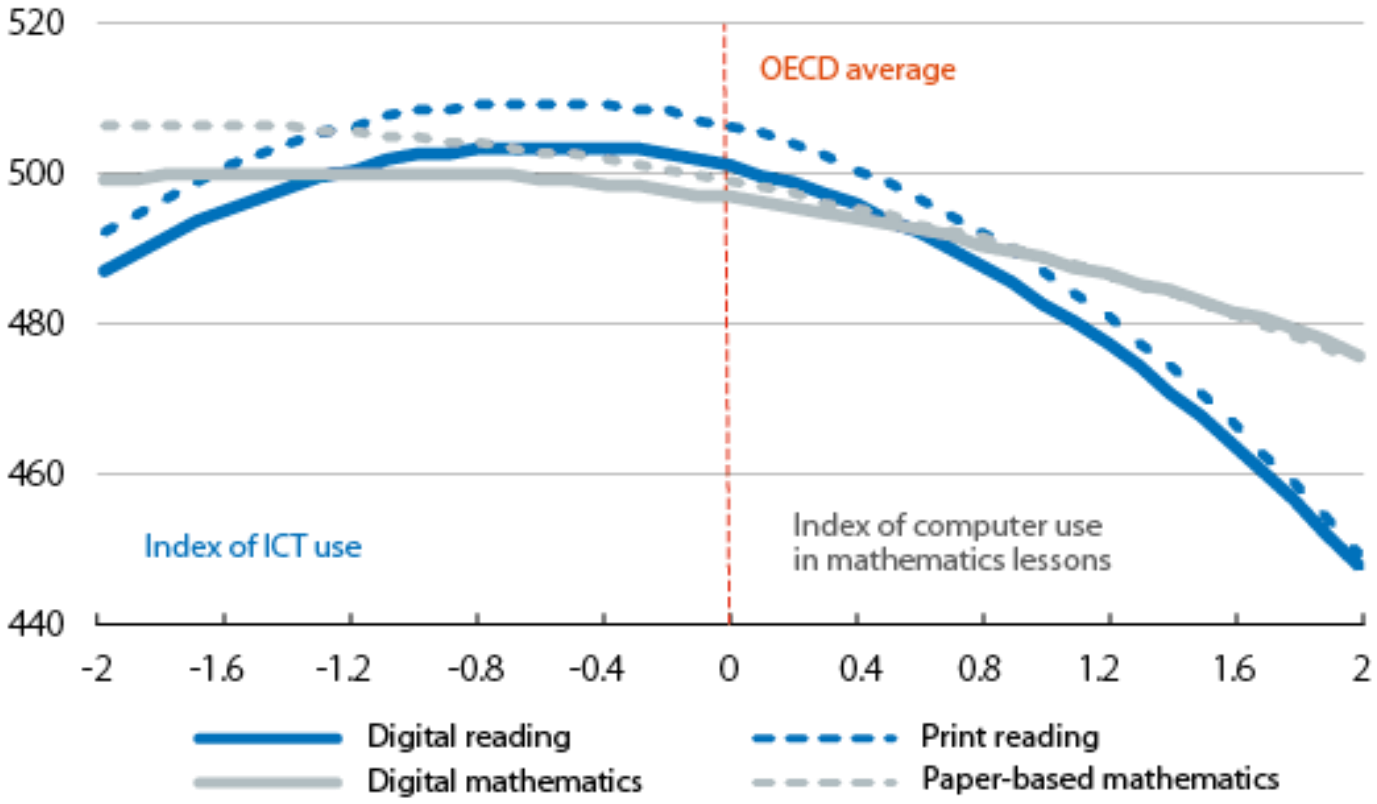


ɔurce: Figure 6.7

TOP INTERNET USERS IN THE WORLD

*Performance by the use of technologies **

Level



***Note:** * This shows the association between knowledge and use of technologies, taking the socio-economic variables of pupils and schools into account.*

***Source:** CaixaBank Research, based on OECD data.*

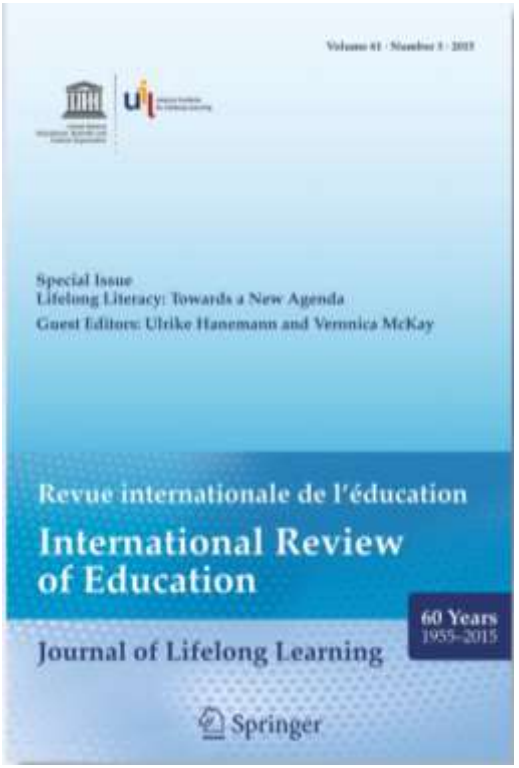
HOW TO ACHIEVE EVIDENCE IN PRACTICE

DepED
DEPARTMENT OF EDUCATION

National Research Agenda on New Literacies

Learning and Literacy: A research agenda for post-2015

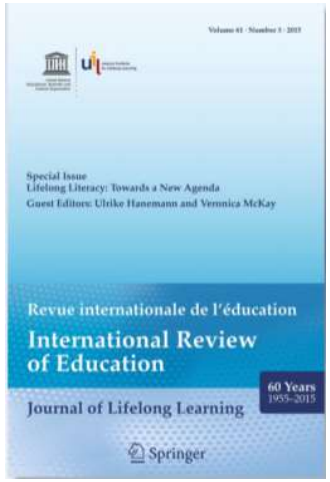
Daniel A. Wagner



“To prescribe a research agenda on any topic is hazardous – in part because the state of play in research changes constantly, but also due to the diverse interests of multiple stakeholders, including the research community itself.”

Daniel A. Wagner (2015)

Penn
UNIVERSITY of PENNSYLVANIA

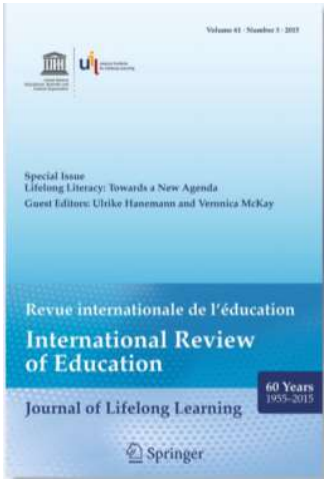


Adapted Research Priorities

- **New Literacies in Enhancing School Readiness of Children**
- **New Literacies and Language Acquisition**

Daniel A. Wagner (2015)

Penn
UNIVERSITY of PENNSYLVANIA



Adapted Research Priorities

- **New Literacies and Design of Instruction in Math and Reading Classes**
- **Evaluation of Diverse Design Solutions Anchored on New Literacies**

Daniel A. Wagner (2015)

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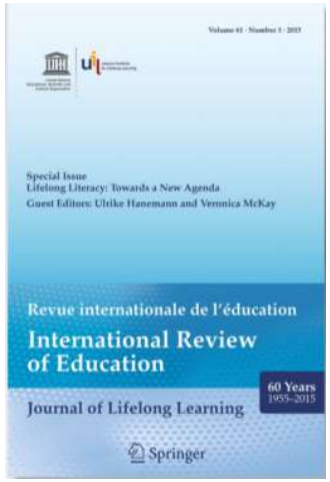
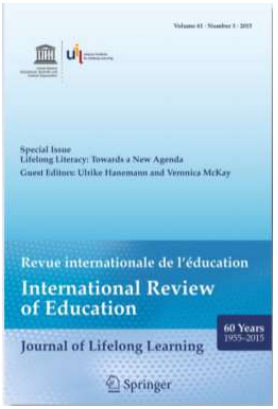


Adapted Research Priorities

- **Affordances of New Literacies and Educational Wastage**
- **New Literacies and Accountability at the Local Level**
- **New Literacies and Education Neuroscience**

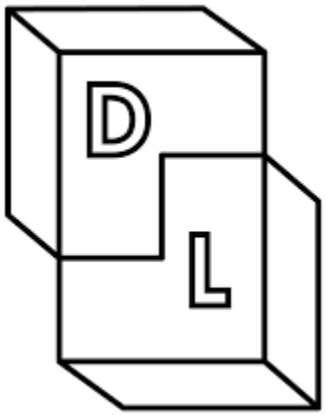
Daniel A. Wagner (2015)

Penn
UNIVERSITY of PENNSYLVANIA

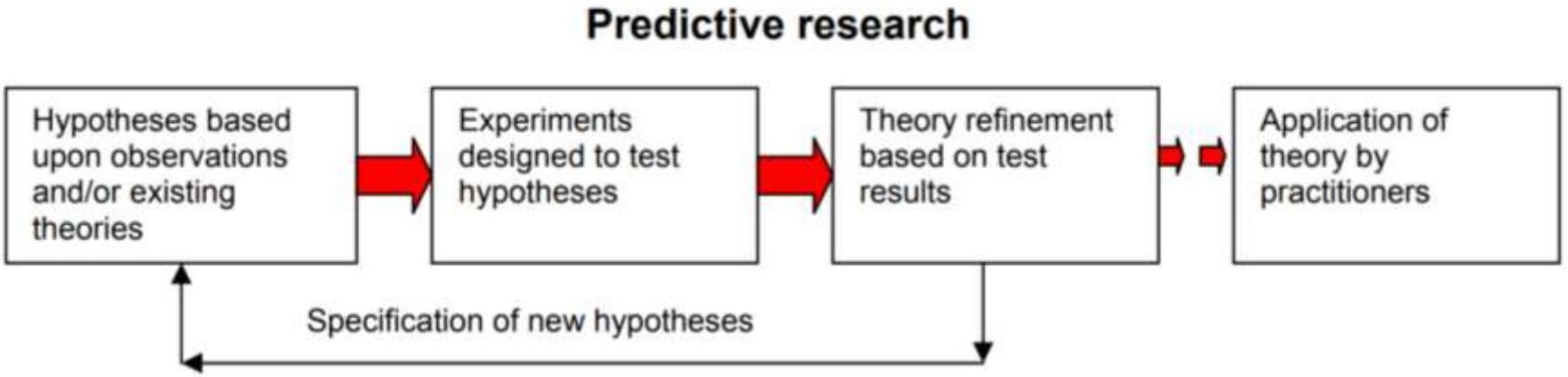


Research Approach to New Literacies Studies

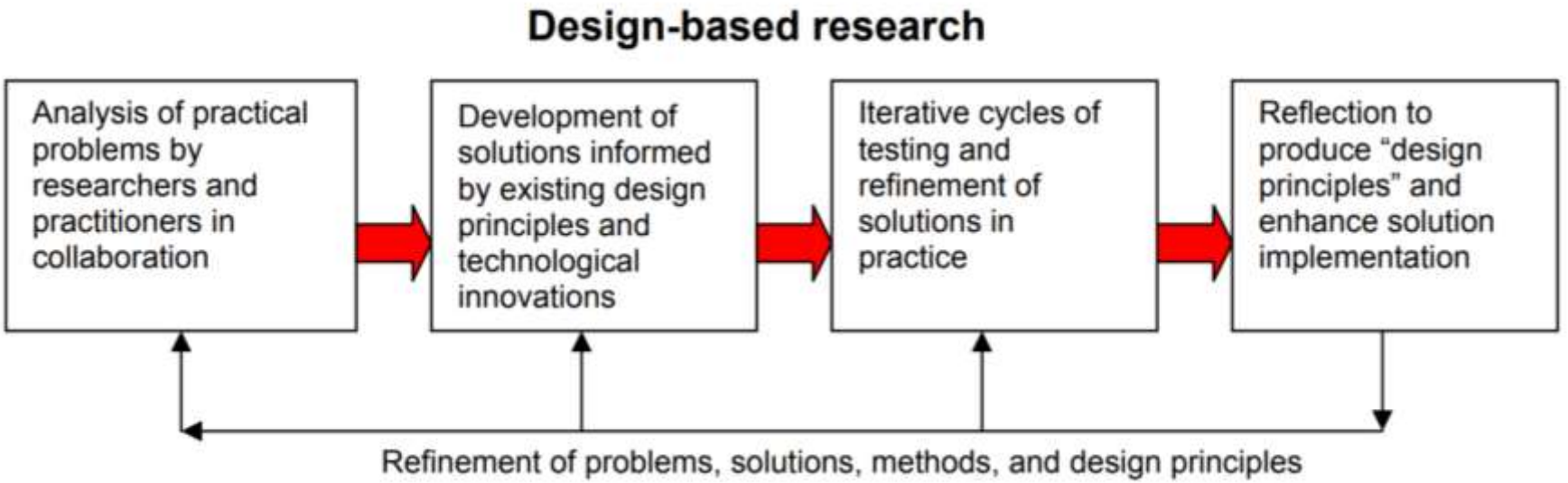
- **Design-Based Research versus Predictive Research**



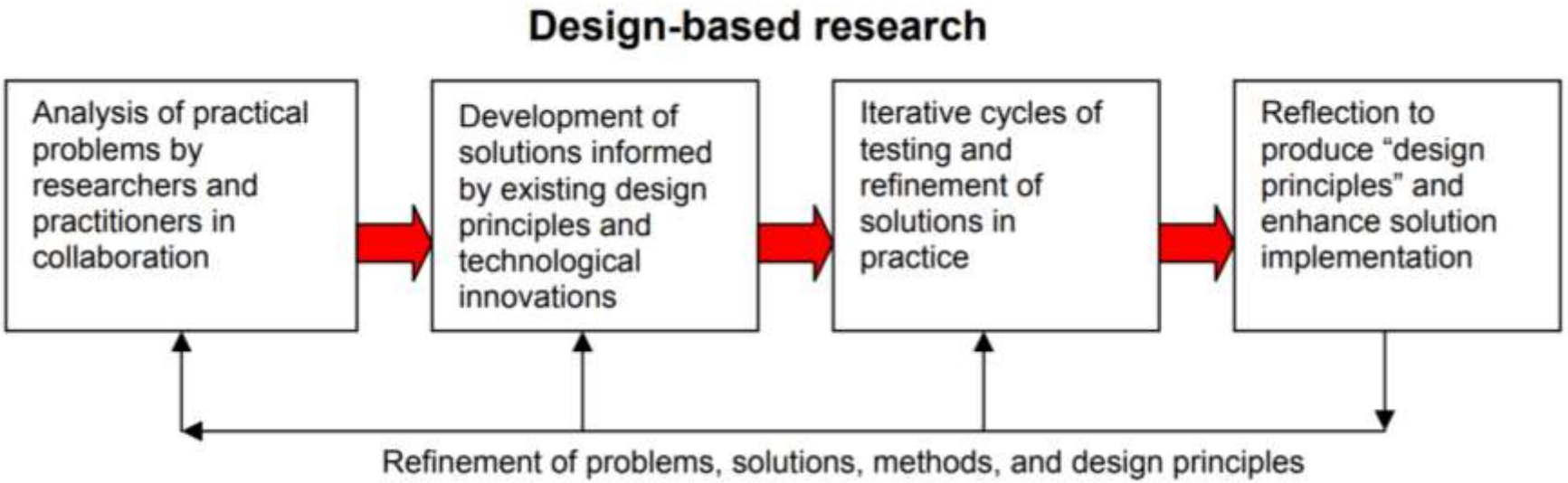
- **Hypotheses based on Existing Theories**
- **Experiments designed to test hypotheses**
- **Theory refinement based on test results**
- **Application of theory by practitioners**



- **Analysis of practical problems by researchers and practitioners in collaboration**
- **Development of solutions informed by existing design principles and technological innovations**



- **Iterative cycles of testing and refinement of solutions in practice**
- **Reflection to produce ‘design principles’ and enhance solution implementation**

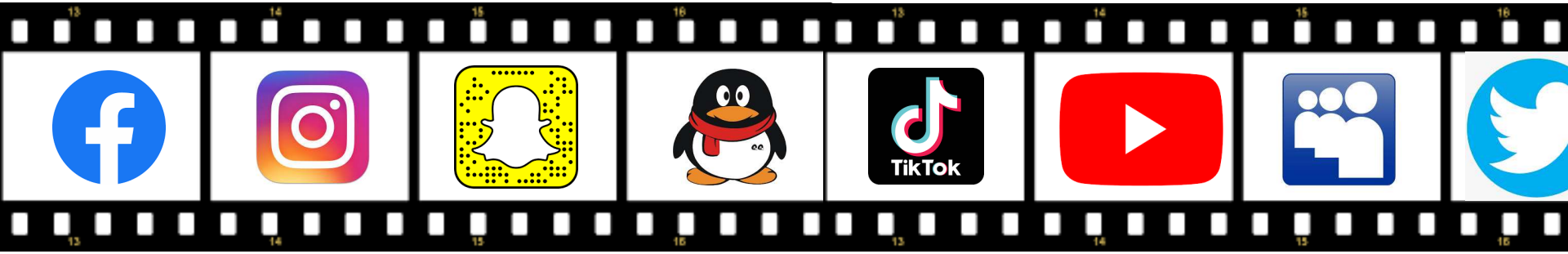


DO YOU REMEMBER

TOWER OF BABEL SYDROME

May tatlong Bibe
akong nakita
Mataba, mapayat
mga bibe
Ngunit ang may
pakpak
Sa likod na iisa
Siya ang lider na
nagsabi ng
Kwak, kwak, kwak.

Tayo na sa ilog ang
sabi
Kumending ng
kumending
Ang mga bibe
Ngunit ang may
pakpak
Sa likod na iisa
Siya ang lider na
nagsabi ng
Kwak, kwak, kwak.



Aligning Research on Pedagogies

vis-à-vis 21st Century Literacies

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2014 Australian Awards Fellow

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