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Practice Workbook Digital Literacy Manual

Ian Pickup



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students strategies for reading and analyzing data visualizations finding and evaluating credible sources learning how to spot fake news fact checking crafting a research question effectively conducting searches on Google and on library catalogs and databases finding peer reviewed publications evaluating primary sources and understanding disinformation and misinformation filter bubbles propaganda and satire in a variety of sources including websites social media posts infographics videos and more on platforms like Facebook Twitter Instagram TikTok and YouTube New to the second edition attention to the ethical dimensions of digital technology including privacy issues and bias in search algorithms with an accompanying lesson plan an emphasis on how digital literacy can help stem racism sexism ableism and the perpetuation of harmful stereotypes instruction on inclusive research and citation practices to avoid perpetuating systemic bias a new chapter Composing in Digital Spaces that offers instruction in multimodal composition and foregrounds accessibility a new and up to date reading The Real History of Fake News a section on avoiding plagiarism updated references and examples resource lists of digital tools platforms and software that can support the practices described in the guide

Developing an Information Literacy Program K-12 Iowa City Community School District (Iowa City, Iowa),1998 This book outlines a process for collaboration between the teacher and library media specialist identifies literacy concepts and much more

American Book Publishing Record ,2006

How and Why to Read and Create Children's Digital Books Natalia Kucirkova,2018-12-03 How and Why to Read and Create Children s Digital Books outlines effective ways of using digital books in early years and primary classrooms and specifies the educational potential of using digital books and apps in physical spaces and virtual communities With a particular focus on apps and personalised reading Natalia Kucirkova combines theory and practice to argue that personalised reading is only truly personalised when it is created or co created by reading communities Divided into two parts Part I suggests criteria to evaluate the educational quality of digital books and practical strategies for their use in the classroom Specific attention is paid to the ways in which digital books can support individual children s strengths and difficulties digital literacies language and communication skills Part II explores digital books created by children their caregivers teachers and librarians and Kucirkova also offers insights into how smart toys tangibles and augmented virtual reality tools can enrich children s reading for pleasure How and Why to Read and Create Children s Digital Books is of interest to an international readership ranging from trainee or established teachers to MA level students and researchers as well as designers librarians and publishers All are inspired to approach children s reading on and with screens with an agentic perspective of creating and sharing Praise for How and Why to Read and Create Children s Digital Books This is an exciting and innovative book not least because it is freely available to read online but because its origins are in primary practice The author is an accomplished storyteller and whether you know as yet little about the value of digital literacy in the storymaking process or you are an accomplished digital player this book is full of evidence informed ideas explanations and inspiration Liz Chamberlain Open University At a time when children s reading is increasingly on

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The English Teacher's Companion Jim Burke,2003 This book covers the entire English curriculum from basic reading and writing to digital literacy media literacy and integrated instruction

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