Building and Enhancing New Literacies Across the Curriculum (BEL)

Meta Portfolio

Meta Portfolio

Building and Enhancing New Literacies Across the Curriculum
Duration: 4 to 6 weeks | LO Code: BEL-1, BEL-2, BEL-4

Note to the Teacher

Hello Teacher! In this activity, we will have our students practice more reflexive thinking as they go through the different topics in the course. We will also challenge them to apply the lessons by prototyping their ideas for learning experiences that teach different literacies and literacy skills. This project aims to refine their critical thinking and metacognition through a documented process, and to address the following questions:

- *How might we develop literacy skills and critical thinking through reflective and metacognitive teaching practices?*
- *Are there any gaps or challenges in learning about the different literacies and literacy skills?*
- *How can I improve the teaching strategies and activities I encountered so I can improve my future teaching practice?*

Within 4 to 6 weeks, our students will actively reflect on their experiences in the course and the ideas and concepts they encounter and apply these to their teaching practice by prototyping learning experiences, building a portfolio that demonstrates their learning. At the end of the project, they will present their portfolio through a public exhibition, gather feedback and reflect to unlock more insights about themselves and their practice as future teachers.

Learning Outcomes

By the end of this project, learners will:

BEL-1	Demonstrate content knowledge and its application within and/or across curriculum teaching areas;
BEL-2	Demonstrate knowledge of teaching strategies that promote literacy skills;
BEL-4	Show skills in the selection, development, and use of a variety of teaching and learning resources, including ICT, to address learning goals.

Product Description

Meta Portfolio

A portfolio of student work that showcases their reflections on the course and how they can apply what they learned in creating teaching strategies or learning experiences that address particular literacy needs or issues related to either traditional or 21st century literacies, to be identified and chosen by the PST.

Students will use both learner and educator lenses in approaching 21st century literacy and related topics, observing and experiencing different teaching strategies and activities, and also designing their own. This follows at a macro-level Kolb's experiential learning cycle: experiencing a teaching strategy or activity, reflecting on the experience, coming up with a new idea or application, and testing the new idea for feedback to learn.

The process of reflecting on and critically analyzing their own experiences, performance, and outputs through the project aims to build a strong foundation for the students, culminating in a portfolio that will showcase how they develop their metacognition and critical thinking skills.

Product Rubric

Diverse and Substantial	The portfolio should have reflection write-ups on 4 different learning activities (at least 1 from the student's discovery).
Thoroughly Documented	Write-ups on learning activities, whether done in class or on the learner's own time and portfolio-related activities (iterations, feedbacking, etc.) need to have documentation (date and time logs, journal entries, source links, photos, etc.)

| **Reflective**	The write-ups should show student's reflexive thinking and metacognition, and how it progresses through the different outputs in the portfolio. Student insights should reflect in the prototype learning experiences presented.

Sample work

http://bit.ly/BEL-MILMetaPortfolio

Here is a sample Meta Portfolio made using Google Slides. The student focused on Media and Information Literacy as the topic for his portfolio. It includes a collection of short reflection essays and feedback on the different topics, exercises, and activities they covered in class. Supporting resources were also included to show their skill in selecting and curating resources that align with their intended learning outcomes.

Overall Learning Journey
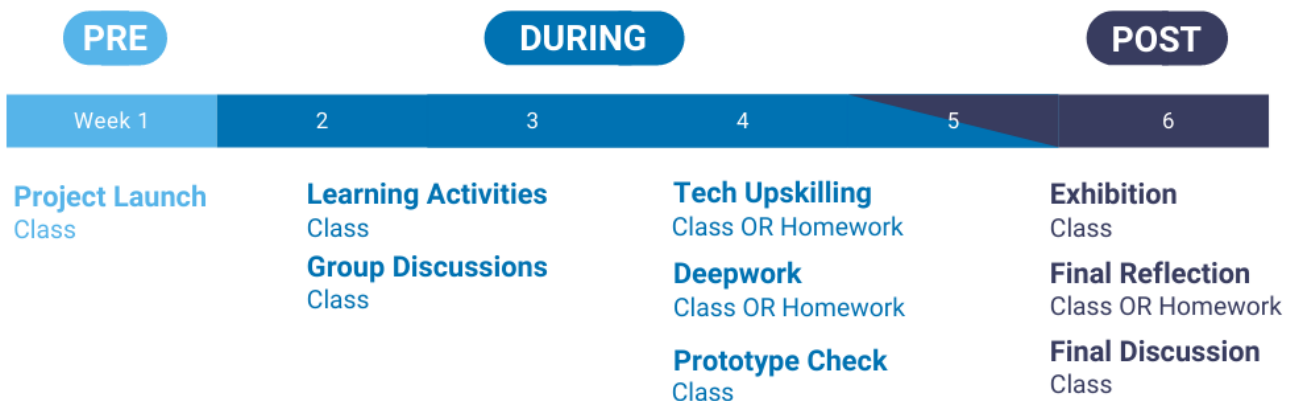
Detailed Learning Journey

Project Launch

The Project Launch is done to introduce a real-world problem or situation that students can explore and try to solve. When done purposefully, the project launch motivates the students to investigate authentic real-world problems and come up with a product or solution. This is also the time to introduce and discuss what the project or product might look like through the rubrics.

Entry Event - Teaching Manifesto | 10 to 15 minutes

- Students will draft a personal teaching manifesto articulating their values, aims, and beliefs about teaching and education.
- The teacher may opt to close the entry event with a quick discussion or pair-shares so that students can talk about their teaching manifestos.

Lecture (Acquire) | 20 to 30 minutes in class

- Students listen to the overview of the project, its specifications, and rubrics.
- Students learn about the target learning outcomes, the driving question, and the authentic task. The teacher may opt to briefly discuss the purpose of portfolios as an assessment strategy and as a professional practice.

Reflection and feedback (Make) | 10 to 15 minutes in class

- Students will reflect on a recent learning activity in class (lecture, group discussion, exercise, etc.).
- Students will write down any insights, new ideas, or reactions that form from the learning activity, and how it deepens their understanding of the topic or concepts being tackled.
- Students will also provide some form of feedback on the learning activity, identify what they liked or didn't like about the activity, and possible suggestions for improvements.
- The teacher can connect this activity to the mechanics of the project, and how this cycle of experiencing and reflecting on the experience will be a common activity throughout the project and even in their future teaching practice.

During

The next set of recommended activities are done to develop the necessary knowledge and skills to address the project's real-world problem. These activities are a mix of lectures, individual work, group activities, reflection, and feedback sessions. Feel free to add or remove activities to suit your students' context and needs. Remember to include checkpoints and feedback sessions to monitor and support student progress.

For the Meta Portfolio Project, the scope of the project may be limited to a specific topic or unit of the curriculum (ex. Focusing only on the unit of financial literacy, or the unit on teaching strategies for different literacy skills). It is also possible to set the scope of the project to cover the full curriculum to give students a wider range of topics to choose from for their portfolio.

Lectures (Acquire) | 30 to 45 minutes in class
- Students listen to a lecture on the different topics in the BEL curriculum.
- The teacher may opt to do this with a live lecture, a recording, or bring in guest experts to share their knowledge and expertise with the class.

Desk Research (Inquire) | 30 minutes to 1 hour in class and/or homework
- Students search and curate information and resources to build their knowledge on a topic or a particular question relevant to the topic being tackled.
- Students may do this individually or collaboratively.
- An inventory (digital or on paper) can be a form of output for the desk research

Group Discussion (Discussion) | 15 to 30 minutes in class
- Students share their reactions, insights, and thoughts about a recent learning activity in class (lecture, group work, homework, etc.) through different discussion formats (pair-shares, fishbowl discussions, etc.)
- Students start to gather other insights and perspectives to help them process their learning.
- The teacher may opt to provide structure and comments to guide the discussion, or offer prompts to promote more critical thinking.

Toolkit Building (Collaborate) | 20 to 30 minutes in class and/or homework
- Students collaboratively search and curate different tools, teaching strategies, references, and resources relevant to the scope of the project.
- Students may build the toolkits on a shared platform to use as a shared resource by the class(Padlet, Mural, Google Slides, etc.)

Tech Upskilling (Practice) | 20 minutes in class or homework
- Students explore and practice using different tech tools and platforms.
- Suggested Tech Tools: Webpage Creation Tool (Google Site), Social Media Sites (Facebook Page, Pinterest) Blogging Platforms (WordPress, Blogspot), Slides/Presentation (Powerpoint, Google Slides), Digital Canvas (Padlet, Mural)

Deep Work - Prototyping (Make) | 30 to 45 minutes in class, or homework

- Students design a prototype learning experience based on the teaching strategies discussed in class or strategies from their desk research. The prototype may address a particular literacy challenge or respond to a particular context of their choosing.
- Students may also opt to do a remix of learning activities and strategies they encountered in class, and provide an analysis of how their particular idea may be an improvement or addresses a particular challenge or need.
- Students can use pen and paper in creating the first iterations of their prototype, and eventually, they may choose any tech tool which suits their intention.

Prototype Check (Discuss) | 30 to 45 minutes in class

- Students share their prototypes with each other to give and receive feedback. This may be done through pair-shares, presentations, or a gallery walk activity.
- The teacher may set aside time for students to ask follow-up questions or clarifications on the feedback they received.
- Students document, process, and execute the feedback received by making iterations of their prototype.

Reflection (Make) | 10 to 15 minutes in class or homework

- Students will reflect on a recent learning activity in class (lecture, group discussion, exercise, etc.) or whenever they make progress with their prototypes, and make a short write-up to add to their portfolio.
- Students may do this for each class, each activity, or even for each unit of the curriculum. The objective of this exercise is to have them actively reflect and articulate their thoughts.
- Here are some prompts to help in their reflections:
  - *What do I think about the topic and teaching strategies we just discussed, or the learning activity we just experienced? Are the teaching strategies we discussed and/or experienced useful or applicable for the challenge I want to address? How can I contextualize these?*
  - *How did I feel as I went through the sample activity as a learner? Is it something I wish to replicate in my teaching practice? What might I do differently?*
  - *What are my options and alternatives if and when I execute these strategies?*
  - *What is something new that I learned as I worked on my prototype or received feedback on my work? What challenges did I encounter?*

Post

The last set of activities serve as the project's culmination. These activities allow the students to share their project process as well as their product. This is also the

opportunity to have a summative assessment of the intended learning outcomes. It may also be a good time to encourage student reflection as they look back on their experience in addressing the driving question and accomplishing the authentic task.

Gallery Walk | 15 minutes in class or homework

- Students put up their prototypes physically or on a digital repository like Padlet or Google Slides (recommended for asynchronous feedbacking).
- Students take the time to browse each other's outputs and provide constructive feedback. The teacher may set aside time for students to ask follow-up questions or clarifications on the feedback they received.

Public Exhibition | 1 class period or more

- Students will curate items from their portfolio to use as presentation materials for the public exhibition
- Students will put up their work physically in an exhibit space or on a digital repository like Padlet or Google Slides (recommended for asynchronous feedbacking) for public viewing.
- Students will seek feedback and comments on their work from visitors, their peers, and their teachers. They will also browse their peers' work and provide feedback.

Final Reflection | 15 to 20 minutes in class or homework

- Students will reflect on their experience from the public exhibition, the feedback and comments they received, and the experience they had building their portfolio.
- In their reflection, they will highlight wins, positive experiences as well as challenges, realizations, and breakthroughs.

Final Discussion | 30 to 40 minutes in class

- Students will have a final fishbowl discussion, sharing highlights of their learning journey in the course, as well as discuss the possibilities within their future teaching practice.

Digital Tayo Modules

The Digital Tayo modules are a great supplement to this project. Here are some lessons that we recommend, but feel free to look through the Digital Tayo website to select particular lessons that you want to use.

Digital Engagement Module

Topic	Lesson	Description
Social Literacy	Lesson 1: Respect and Boundaries	Students will better understand others' perspectives and feelings on sharing personal information online
	Lesson 2: Healthy Online Relationships	Students will identify qualities that constitute healthy and kind relationships, and how online behavior plays a role in both healthy and unhealthy relationships.
Media and Information Literacy	Lesson 3: What is Verification?	Students will learn what information verification is, and learn about the responsibilities that news organizations, audience members, and social media companies have in promoting a safe, truthful, and ethical media landscape.
	Lesson 4: The Verification Steps	Students will learn about a five-step checklist they can use to verify the veracity of a news image or video. They will learn the limitations inherent in the verification process and consider different tools they can use to support their pursuit of the truth.
	Lesson 5: Versions of Media Text	Students will be introduced to the concept of "scraping" and how this contributes to the difficulty in verifying news events.
Social Literacy	Lesson 6: Best Possible Self	Students will reflect on their lives 10-20 years from now. This activity can be used to support the writing of their teaching manifesto.

Digital Empowerment Module

Topic	Lesson	Lesson objective description
Social Literacy,	Lesson 2: Building	Students will learn how social networks can be leveraged to promote advocacy efforts.

habi EDUCATION LAB

FACEBOOK

Digital Tayo

Cyber Literacy	**Your Advocacy Network**	
Social Literacy	**Lesson 6: Exploring Your Personal Values**	Students will reflect on their personal values and how these impact their lives and future plans. This activity can be used to support the writing of their teaching manifesto.

Suggested Resources

The following are suggested resources we curated that can be used as support material for the different topics and units in the curriculum, or for the conduct of the project.

Topic	Resources
Key Concepts on 21st century literacy education **21st Century Skill Categories** • Learning Skills • Literacy Skills • Life Skills	Changing Education Paradigms Skills Every Child Will Need to Succeed in the 21st century Deeper Learning: Defining Twenty-First Century Literacy Literacy Challenges for the Twenty-First Century: Introducing the Issue What are 21st century skills? Lessons - Identity Exploration | Digital Literacy Library
Teaching Strategies for the Development of Literacy Skills and Teaching resources	From Written to Digital: The New Literacy Teaching Methods for Inspiring the Students of the Future 6 Elementary Reading Strategies That Really Work
Globalization and Multicultural literacy	6 ways to implement a real multicultural education in the classroom

	The OECD PISA global competence framework
Social Literacy	In the Age of the Smartphone, Students Need Help with Social Literacy
	21 Simple Ways to Integrate Social-Emotional Learning Throughout the Day
	Lessons - Privacy and Reputation | Facebook Digital Literacy Library
	Lessons - Positive Behavior | Digital Literacy Library
Media and Information Literacy	What is Media Literacy?
	Building a healthy cognitive immunity system
	Online Toolkit | Verification Toolbox
	Media Literacy - The Power (and Responsibility) of Information
	Raising Awareness Through Media | Digital Literacy Library
Financial Literacy	Resources and Downloads for Financial Literacy MoneyMagic
	Build Your Stax
Cyber/Digital Literacy	Digital Engagement Module | Facebook Digital Tayo
	Digital Empowerment Module | Facebook Digital Tayo
	Lessons - Security | Facebook Digital Literacy Library
	Social Media and Sharing | Facebook Digital Literacy Library

Eco-literacy	[Teaching strategies](#) [Eco-literacy resources](#)
Arts and Creativity Literacy	[Arts-based teaching of Literacy](#) [What should teachers know about visual literacy?](#) [Visual Literacy Toolbox](#) [The Role of Artistic Literacy in Teaching and Learning](#)
Portfolios as a learning tool	[IDEA PAPER #44 - The Learning Portfolio: A Powerful Idea for Significant Learning](#) [How to write a 1st class Reflective Portfolio](#) [Tools for creating digital student portfolios](#)