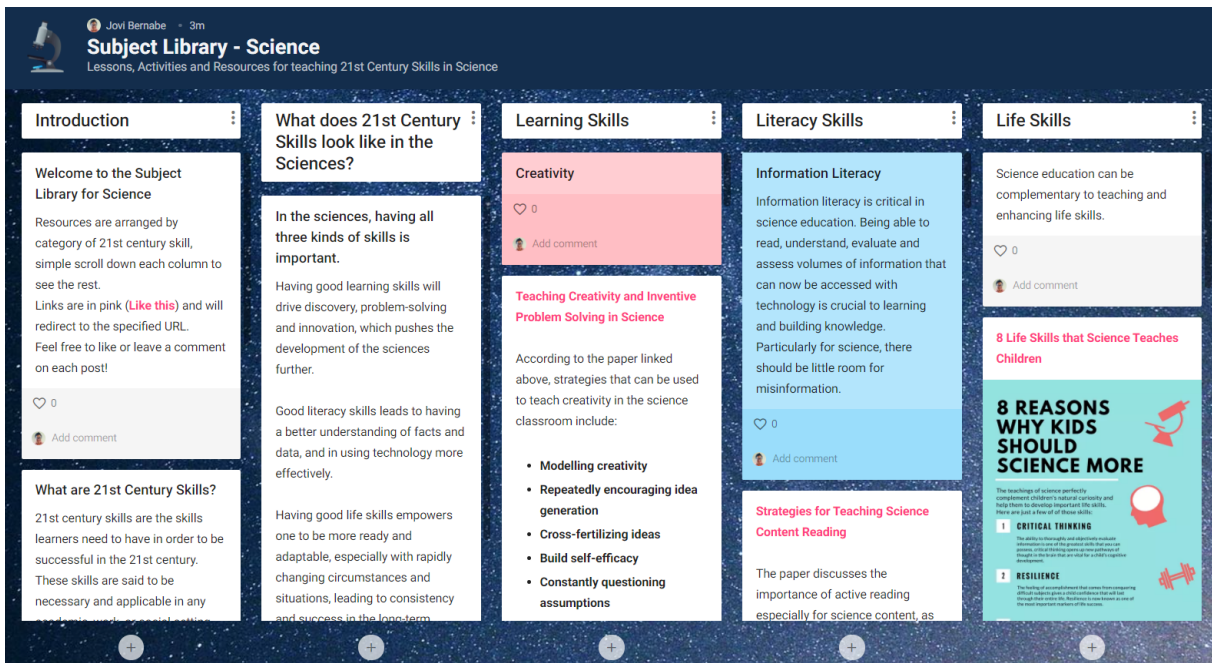# Building and Enhancing New Literacies Across the Curriculum (BEL)

Subject Library

Subject Library

Building and Enhancing New Literacies Across the Curriculum
Duration: 3 weeks | LO Code: BEL-1, BEL-2, BEL-4

Note to the Teacher

Hello Teacher! In this activity, our students will think more deeply and intentionally about 21st century skills and literacies in the context of particular subject areas. This project aims to have the students curate different resources, activity guides, and reference materials that will address the following question:

- *How might we support teachers in integrating 21st century literacies in their subject areas?*

Within 3 weeks, our students will build a Subject Library, using whatever digital platform or container they prefer, that will demonstrate their answer to the driving question of the project. Students will articulate how 21st century skills and literacies are taught, explored, and developed in particular subject areas, and how the materials they have curated show these connections.

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

Subject Library

The Subject Library is a curated set of lesson plans, resources, assessments, and activity guides to support teachers in different contexts in integrating 21st century skills in their subject areas.

The different components of the Subject Library will be mapped to different competencies for its specific subject area, and also show specific 21st century skills that are being promoted or practiced.

Product Rubric

Substantial	The Subject Library should have at least 2 to 3 entries (whether they are lesson plans, activity guides, resources, etc) for each of the 21st Century Skills (Learning, Literacy, and Life Skills).
Accessible and flexible	The portfolio content should promote inclusion and address learner diversity by decreasing barriers to access, or showcasing possible alternatives and contexts for use.
Evidence-based	Content in the Subject Library should be relevant and credible, whether it's from the field (document, actual practices) or research (credible references).
Documented Process	Each activity and exercise, whether done as a class or individually, will be documented through a project journal. It will document decisions, realizations, feedback, and insights as they go about the project.

Sample work

Here's a sample Subject Library that focuses on Science as the subject area. Using Padlet as the container, the content is organized under each major category of 21st century skills. It is an inventory made from different resources found through online desk research, which discuss strategies that teach 21st century skills in the context of science education or give context and evidence on how science education can support the teaching and learning of 21st century skills.

Overall Learning Journey
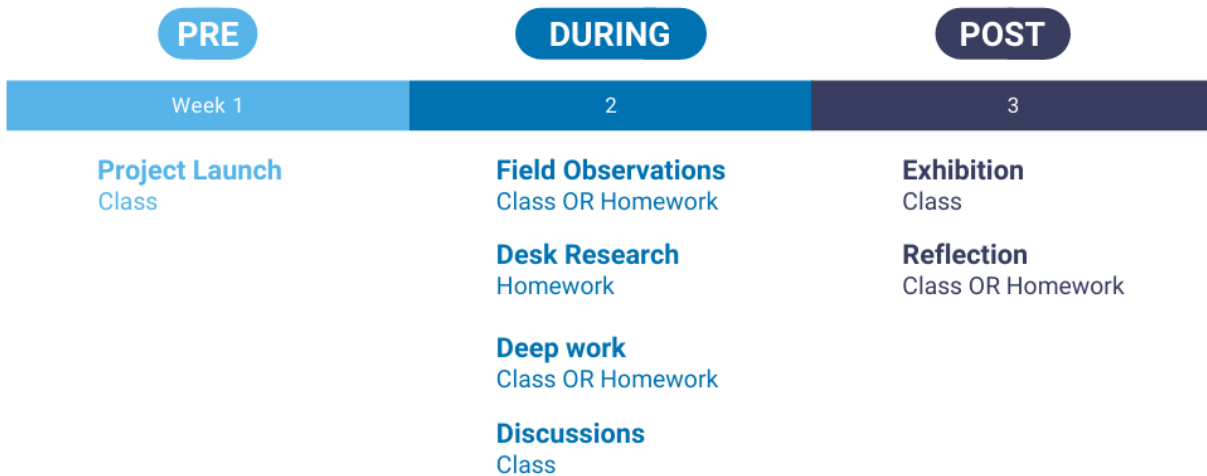
Detailed Learning Journey

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 - Inventory (Make) | 15 to 20 minutes
- Students will make an inventory of different learning activities that promote or enable the practice of 21st century skills.
- The activity may come before lectures on 21st century skills, or at the end as a form of synthesis activity.
- Inventory's scope may be general and subject-agnostic or specific subject areas

Lecture (Acquire) | 20 minutes in class
- Students listen to the overview of the project, its specifications, and rubric.
- Students learn about the target learning outcomes, the driving question, and the authentic task.

Discussions (Discuss) | 20 minutes in class
- Students will be divided into small groups or pairs, and share their inventories with one another.
- Additional time may be given for students to add new ideas or insights to their inventories.

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.

Field Observations (Inquire) | 30 to 45 minutes in class or own time

- Students will conduct classroom observations on other teachers, observing best practices and strategies when it comes to teaching 21st century skills. Observations must be documented.
- Insights and ideas from the field observations may be recorded by updating their inventories.
- Observations may be done during class time, with students observing in other classes with the same time slot or inviting a guest instructor to do a demo. Alternatively, students may also observe from class recordings or teaching demonstrations found on YouTube.
- Field Observations may be done on the students' own time. For example, observing and documenting other classes and subjects they will be attending, so it won't intrude on their free time.

Interviews (Inquire) | 30 to 45 minutes in class or own time

- As an alternative or a complementary activity, students may also conduct interviews with teachers to inquire about their strategies and practices in teaching 21st century skills. Interviews must be documented.
- Insights and ideas from the field observations may be recorded by updating their inventories.
- Interviews may be done during class time. or on the students' own time, and may be done individually or in small groups.

Desk Research (Inquire) | homework

- Students search and curate information and resources on teaching 21st century skills, diving into subject-specific content.
- Students may do this individually or collaboratively.
- The information they curate can be used to build on their inventory.

Group Discussion (Discuss) | 15 to 20 minutes in class

- Students share their observations and insights from their fieldwork and/or desk research in small groups, building a collective knowledge base and helping them process their learnings further.
- They can produce a more tangible record of their discussion through platforms such as Padlet or take down notes using Google Docs, which can also be shared with the whole class.

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 - Subject Library (Make) | 1 class period, or homework
- Based on their findings from fieldwork and research, and the development of their initial inventories, students will spend time creating their Subject Library. Students may use any tech tool or platform they choose, or the teacher may assign a specific format and container (Ex. Google Slides, Padlet, Canva, etc).

Post

The last set of activities serve as the project's culmination. These activities allow students to share their processes and product. This is also the opportunity to facilitate a summative assessment of the intended learning outcomes and encourage student reflection as they look back on their experience in solving real-world problems.

Gallery Walk | 30 to 45 minutes in class
- 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
- Alternatively, students may opt to hold a public exhibition of their project output. They can invite guests to look at their work and provide feedback.
- 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, preferably from teachers who may find the Subject Library for their specific subject area useful.

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.

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
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.

Digital Empowerment Module

Topic	Lesson	Lesson objective description
Raising Awareness	**Lesson 3: Raising Awareness Through Media**	Students will learn about and identify ways in which various types of media can be used to promote awareness around an issue.
Cyber	**Lesson 4:**	Students will learn how hashtags have been effective in

Literacy	**Hashtags**	promoting social movements.

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 Preparations for Pre-service Teachers	Preparing 21st Century Teachers: Implementation of 4C Character's Pre-Service Teacher through Teaching Practice
21st Century Skill Categories • Learning Skills • Literacy Skills • Life Skills	What are 21st century 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
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