

21st Century Literacies

- Play** — the capacity to experiment with one's surroundings as a form of problem solving
- Performance** — the ability to adopt alternative identities for the purpose of improvisation and discovery
- Simulation** — the ability to interpret and construct dynamic models of real-world processes
- Appropriation** — the ability to meaningfully sample and remix media content
- Multitasking** — the ability to scan one's environment and shift focus as needed to salient details
- Distributed Cognition** — the ability to interact meaningfully with tools that expand mental capacities
- Collective Intelligence** — the ability to pool knowledge and compare notes with others toward a common goal
- Judgment** — the ability to evaluate the reliability and credibility of different information sources
- Transmedia Navigation** — the ability to follow the flow of stories and information across multiple modalities
- Networking** — the ability to search for, synthesize, and disseminate information
- Negotiation** — the ability to travel across diverse communities, discerning and respecting multiple perspectives, and grasping and following alternative norms.



For more information about 21st century literacies, visit the Holicong Wiki at <https://holicong.wikispaces.com/>. Scroll to the bottom of the home page for a list of relevant online resources and research references.

The Learning Profile of Digital Natives

- Digital Natives are used to receiving information really fast.
- They like to parallel process and multi-task.
- They prefer their graphics *before* their text rather than the opposite.
- They prefer random access (like hypertext).
- They function best when networked.
- They thrive on instant gratification and frequent rewards.
- They prefer games to “serious” work.



For more information about the learning profile of the 21st century student, watch the “Are You Paying Attention” video located on the technology page of the Holicong Wiki at <https://holicong.wikispaces.com/Technology>.