

Solution Tree | Press

Leading the New Literacies

By Heidi Hayes Jacobs (Series Editor)

Study Guide

This study guide is a companion to the book *Leading the New Literacies*, a volume in the *Contemporary Perspectives on Literacy* series edited by Heidi Hayes Jacobs. *Leading the New Literacies* explores how educators can cultivate globally literate learners while becoming globally connected themselves.

This guide is arranged by chapter, enabling readers to either work their way through the entire book in order or to focus on specific topics addressed in a particular chapter. It can be used by individuals, small groups, or by an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a stronger school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to advance the goals of your school or district.

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Chapter 1

Curricular Intersections of the New Literacies

Heidi Hayes Jacobs

1. What does the author mean when she writes, “education is disruptive”?
2. How can educators avoid being swept up in a tidal wave of new technologies?
3. What are the benefits and challenges of marrying traditional formats with the new literacies? What methods have worked well in your school or classroom?
4. What efforts to integrate the literacies have proved challenging for your school team?
5. Which of the scenarios for upgrading leadership do you feel you could adopt or adapt for your school?
6. Describe Heidi Jacobs’s concept of the “portal.”

Chapter 2

Bridging Traditional and Modern Literacy

Jeanne Tribuzzi and Michael L. Fisher

1. What are the characteristics of a high-quality literacy program?
2. What kinds of conversations, presentations, and collaborative products could students create for the summer reading project using multiple types of media?
3. Does the literacy program in your school mirror the balance displayed in figure 2.2?
4. What is transmedia, and how is it influencing the way students learn?
5. What should teachers be doing while their students are engaged in independent reading? Why should literacy tools be housed in the classroom?
6. What staff members should be on the action planning team? What are the action planning steps?

Chapter 3

Entry Points for Leading and Implementing the New Literacies

Ann Ward Johnson and Bill Sheskey

1. Identify potential entry points for digital literacy. Which of the authors' suggested entry points would work in your local curriculum or classroom?
2. What resources are available to guide media literacy into your curriculum? Can you replicate or adapt the implementation steps utilized by Khan Academy in the authors' example?
3. Use table 3.1 to evaluate your current practices for implementing global literacy. How can you use the authors' suggested entry points to improve your efforts?
4. What can you do at each phase of the four-phase implementation model to apply the new literacies into your curriculum? Which of the suggested activities can your school team duplicate?

Chapter 4

Getting to Superstruct: Continual Transformation of the American School of

Bombay

*Madeleine Maceda Heide, Fiona Reynolds, Jane McGee, Shabbi Luthra,
and Nitasha Chaudhuri*

1. Initially, some staff members at the American School of Bombay were enthusiastic about embracing technology, while others preferred the traditional methods. What attitudes have you encountered when trying to implement the new literacies?
2. What objectives has your planning team created for implementing the new literacies?
3. What considerations for grading and reporting must take place so that assessment factors into use of the new literacies?
4. How have you engaged parents and other stakeholders in the implementation process?
5. According to McGonigal, how do you know when superstructuring has occurred?

Chapter 5

Leading for Global Competence: A Schoolwide Approach

Brandon L. Wiley

1. How does the concept of global competence redefine student success?
2. How does your school make the case for the importance of global competence to your students' academic and lifelong success? Are students a part of the process?
3. What would an entire school concentrated on preparing students for a globally connected world look like? How would it be structured?
4. Identify the changes in curriculum, instruction, and assessment that have taken place in your school or classroom to promote global competence. What technology is available to support your efforts?
5. According to the author, educators must make intentional efforts to engage teachers, students, and community leaders as leaders in the implementation of global competence. Who are the global leaders in your school efforts?

6. What is the role of the partner organization? What community partner organizations do you work with to support your efforts?