Introduction: Digital Pedagogy in the 21st Century Educational Landscape

Digital pedagogy intersects with four major movements in the current educational landscape: multiple literacies, students as producers, project based learning, and intercultural competence. By recognizing the linkages with these trends, teachers will better be able to understand the value of digital pedagogies and view them within a more holistic perspective.

Beginning with the New London Group's manifesto, "A Pedagogy of Multiliteracies: Designing Social Futures," educators have become aware that literacy is much more than simply print literacy. Literacy in the 21st century means reading in a variety of formats and media, projects that range from tweets and Instagram to blogs and video. Language intersects with layout, audio, visual design, and gesture. "Multimodal literacy pays attention to the text as a physical object, the characteristics of the material from which it is made, the images it has next to it and the space it occupies" (Cenoz & Gorter, 278). As students work on digital commentaries, podcasts, videos, maps and spatial design, they need to recognize that there are multiple ways of reading in these complex environments.

While print was the primary medium of knowledge exchange and it was difficult to get into print, most people lived in a Read-Only culture. As the tools for getting published have become more widely available, more and more people become producers of culture through posting, blogging, photoshopping memes, creating videos, writing fan fiction, etc. These new literacies are decidedly more participatory, collaborative, and less-author-centric than conventional literacies (Lankshear and Knobel). As Lawrence Lessig pithily observes, people engaged in remixing practices value a Read/Write culture rather than a Read Only one: they not only "'read' their culture by listening to it or reading representations of it," . . . they also "add to the culture they read by creating and re-creating the culture around them" (28).

Project Based Learning acknowledges that real world problems are complex and that solving these problems requires interdisciplinary approaches. When a project demands new knowledge, students are not confined by disciplinary boundaries, but must take the initiative to find the answers and learn the tools and skills required. Likewise, project based learning recognizes that knowledge is socially constructed. Thus, communities of practice develop as students pursue these long-term, authentic projects.

Finally, intercultural competence—the ability to read and understand the stories that another culture tells about itself, the ability to see the world through others' eyes—is a key interdisciplinary theme of The Partnership for 21st Century Skills. With no living native informants from the ancient world, in particular, digital tools permit students to query Greek and Latin texts in new ways, visualize the ancient world in its spatial and physical reality, and layer and organize information that helps students compare our world with that of the Greeks and Romans.

Bibliography

Cenoz, Jasone, and Durk Gorter. "The Linguistic Landscape as an Additional Source of Input in Second Language Acquisition." International Review of Applied Linguistics in Language Teaching 46.2 (2008): 267-87.

Lankshear, Colin, and Michele Knobel. *New Literacies: Everyday Practices and Social Learning*. 3rd ed. New York: McGraw-Hill, 2011.

Lessig, Lawrence. Remix: Making Art and Commerce Thrive in the Hybrid Economy. London: Bloomsbury, 2008.

New London Group. "A Pedagogy of Multiliteracies: Designing Social Futures." *Harvard*

   Educational Review 66.1 (1996) 60-92.

Partnership for 21st Century Skills. *Framework for 21st Century Skills*. Washington, DC., 2013.