

# 21st Century Literacy Summit



San Jose, California  
April 26-28, 2005

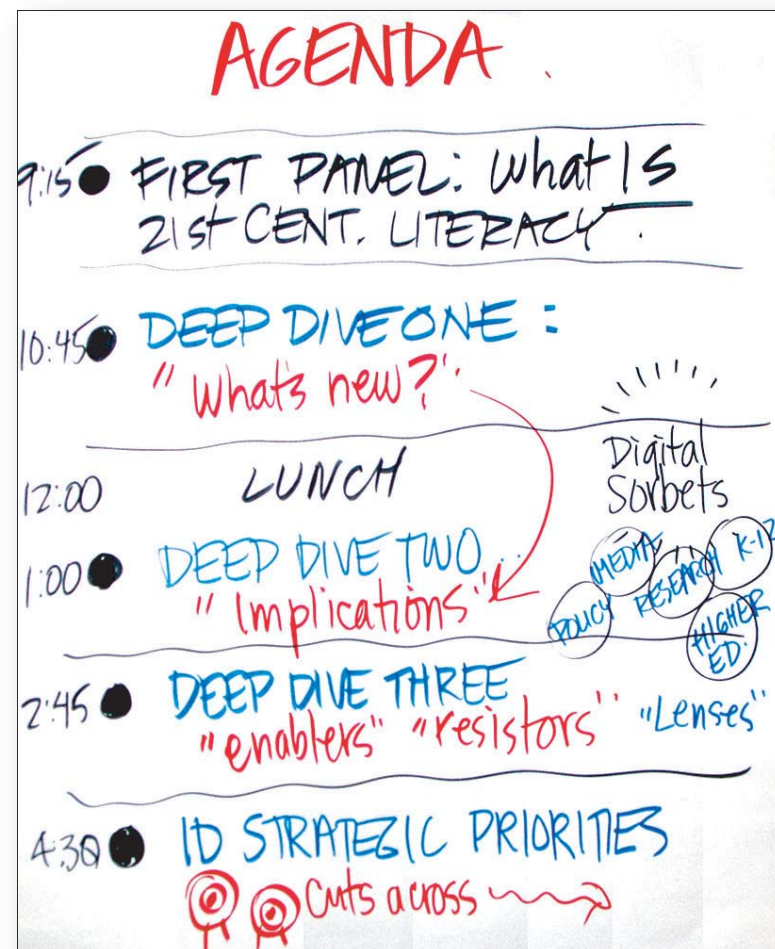




By the end of the summit, 128' of notes had been recorded on the large charts. Most are pictured here, but some are on the wall behind the group. Surrounded by the images of their conversations, the group listed next steps - enough to fill a further eight flip chart pages (see pages 22-23 of this report).

The 21st Century Literacy Summit was sponsored by Adobe Systems, Inc., The George Lucas Educational Foundation, and The New Media Consortium. Facilitation was provided by David Sibbet of Grove Consultants International.

# Introduction



## About the 21st Century Literacy Summit

In April 2005, Adobe Systems, The George Lucas Educational Foundation, and the New Media Consortium convened a special "summit" of thought leaders in visual, aural, and digital literacy to identify strategic priorities for what we are calling 21st Century Literacy - the set of abilities and skills where aural, visual, and digital literacy overlap - and to develop an action list of recommendations to meet those priorities. The summit is intended to catalyze actions globally across five focus sectors: policy, research, media, arts, K-12 education, and higher education.

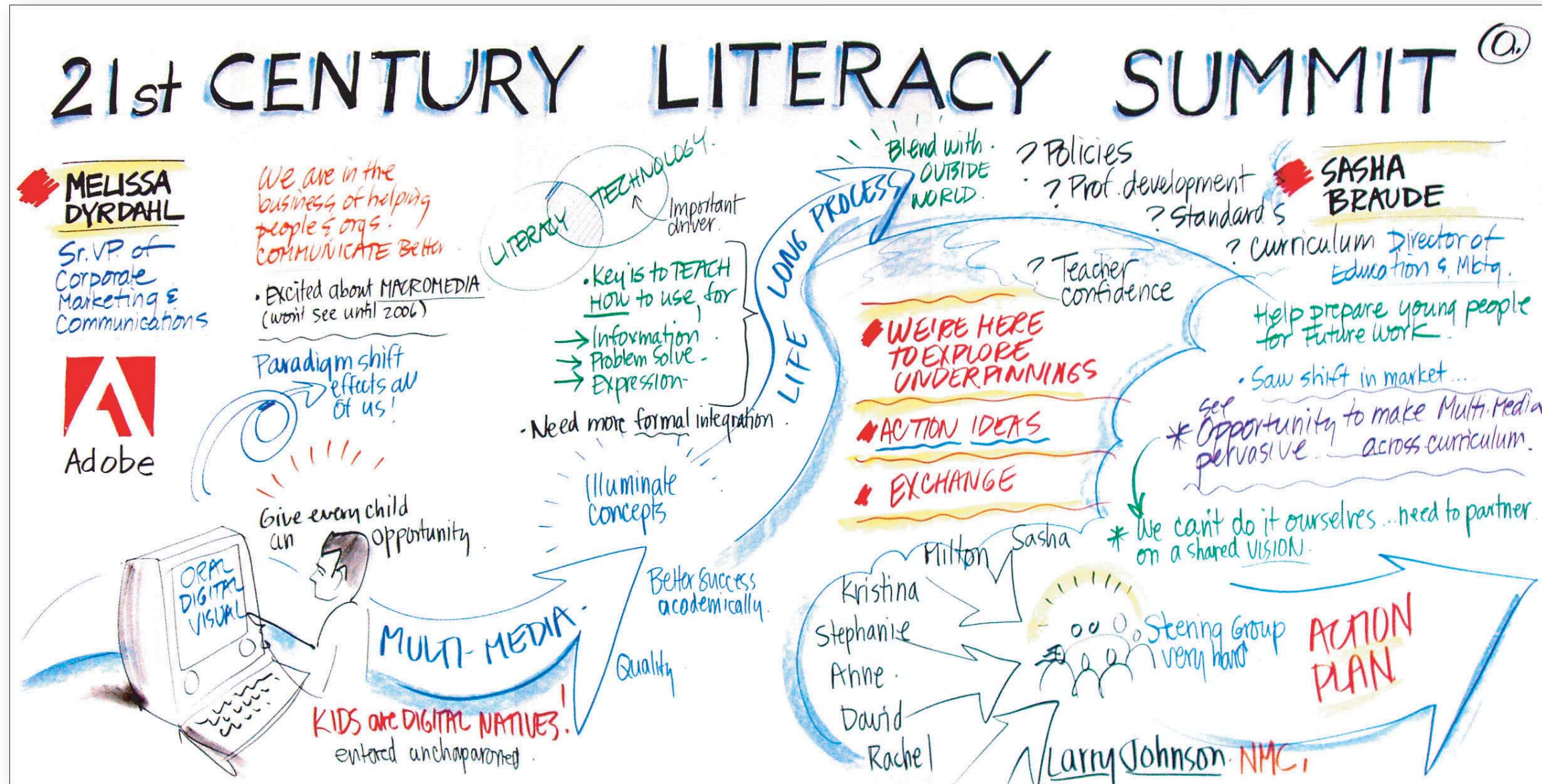
For our purposes, we are defining strategic priorities as issues or needs that cut across three or more of these five sectors. Actionable recommendations will be defined as discrete action steps that can be taken within those sectors to address a strategic priority.

The exchange of ideas at the summit was captured and will be used to inform a major monograph that will describe the work conducted there, issue a call to action to address the strategic priorities identified at the summit, and further awareness of the importance of 21st Century Literacy.

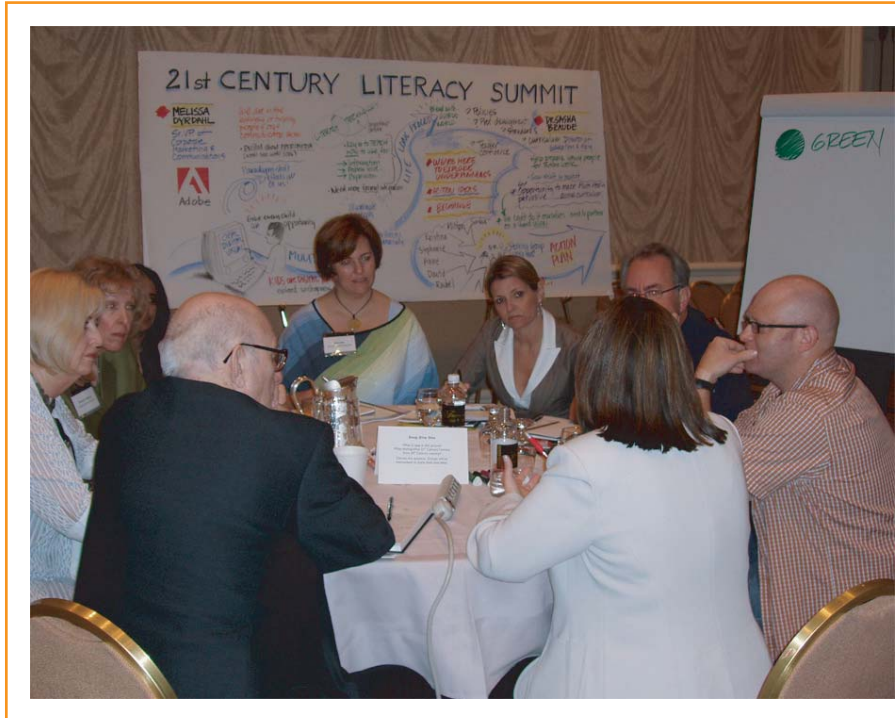
This report contains a visual record of the summit as captured by David Sibbet of Grove Consultants International.

Left: The agenda for Day One.

# Opening Remarks

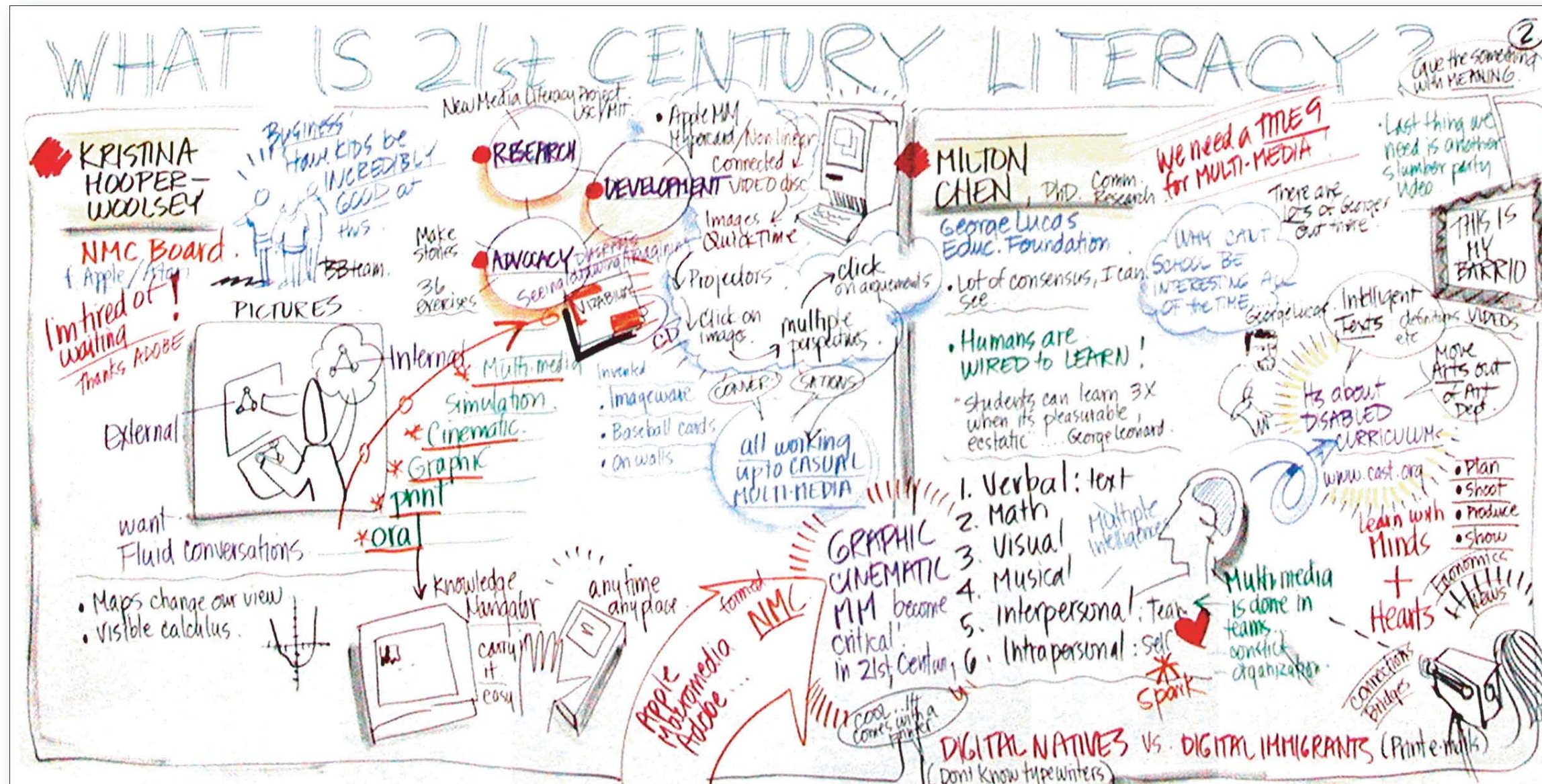


The day opened with a welcome and remarks from Melissa Dyrdahl, Senior Vice President of Corporate Marketing Communications at Adobe. Ms. Dyrdahl spoke about the importance of teaching young people how to communicate effectively; visual literacy is a key competency for communication. Sasha Braude, Director of Education and Marketing, added that partnership is essential in developing and realizing a shared vision for educating young people.



Deep Dive One: Small Group Discussions

# Panelists' Remarks



**Panel Discussion: What is 21st Century Literacy?** Anne Bamford, Stephanie Barish, Milton Chen, and Kristina Woolsey set the stage for our discussions by reflecting on key conceptual underpinnings of 21st Century Literacy and exploring a range of issues and ideas related to the topic. Their remarks are captured on this page and the next.

# Panelists' Remarks (continued)

### STEPHANIE BARKSH

**Authoring Critical Skills**

- Creator/Producer
- Educator/Social Scientist
- Administrator

Ammerberg School  
Creative Media Collaborative founder

Visual History Fdn.  
20th-Cent. Kids  
21st-Cent. Tools

**TEXTBOOKS of the FUTURE?**  
? Didn't get depth of Experience. WHY?

**EXPERIENCES IN AUTHORING...**  
- Asked different questions. "Why eyes going that way?" etc.

**LED TO MULTILITERACY LAB PROJECT**

- Integrate R&W across curriculum.
- Strategies needed.
- Elem teachers → Quantum physics.

**UNIQUENESS** - Different PRODUCTION PROCESS

- \* Layer material
- \* Delect, determine, test
- \* Explore contexts
- \* Inter relate media
- \* Translating
- \* Interactive
- \* Raises awareness of person, language

**NEED UNDERLYING CONCEPTS:**  
Principles of language

- \* Visual/audio combined to construct complex arguments!

**FLASH** - movement, interaction, think beyond page

**AT A TURNING POINT** - Bringing components together

• Reading & Writing

• Reading & writing in Multiple Media in meaningful ways

• We don't have this conversation often. WHAT DOES IT TAKE TO BE CAPABLE?

• Critical relation Reading → Writing

### ANNE BAMFORD

**INTL POLICY**

UNESCO  
Univ of TECH, Sydney

Formal ↔ Informal Education

Increasing ADULT EDUCATION

Corporate Stake in education changes.

**Multimedia**

- \* BBC fine interactive
- \* Providing content / whiteboards in Africa

**FUNDING**

How much spent on Educ for a CHILD -? Socially, tech, etc?

How CAN WE CHANGE ASSESSMENT PATTERNS?

• Cultural Education like a network of schizophrenics.

• 945 mill users. 20 countries. 193 mill in US.

• Germany 34 mill. U.K. 1.4 mill. pages. ASIA has highest % producers. 40% in US have produced.

• 60% ♂ Gender differences. Games mostly at males.

• SEARCH... key word

• SOCIAL... Visual has impact on children. Images are very profitable!

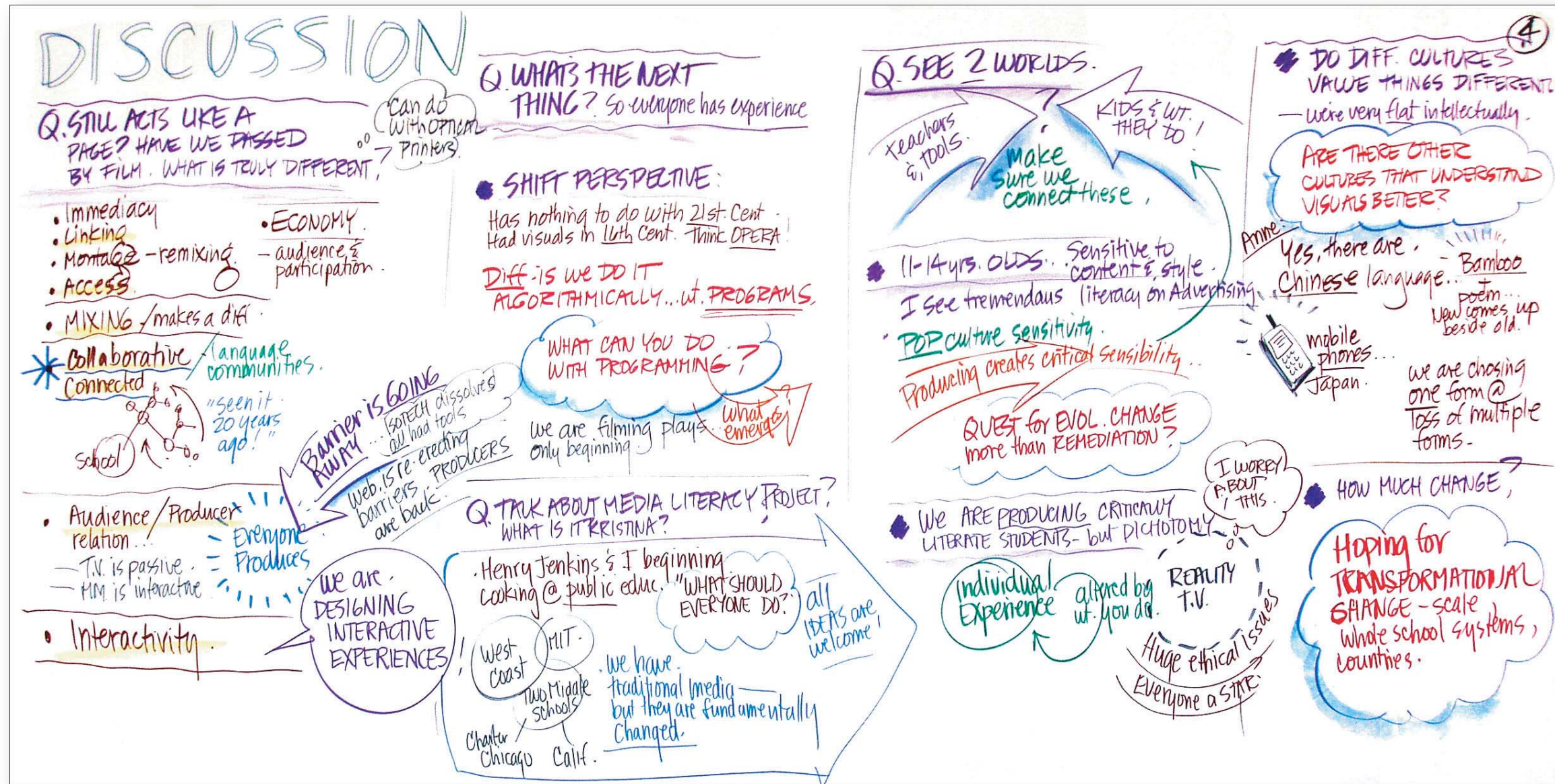
• Aware of HUGE lag in institutional acceptance (5 yrs to get Univ. course approvals)

• 800,000,000 still illiterate. How can 21st. Cent. Lit. help them?

• HOW TO STRUCTURE CURRICULUM... to support critical thinking?

**BIG, BETTER VERSION of WHAT WE HAD BEFORE**

# Post-Panel Discussion



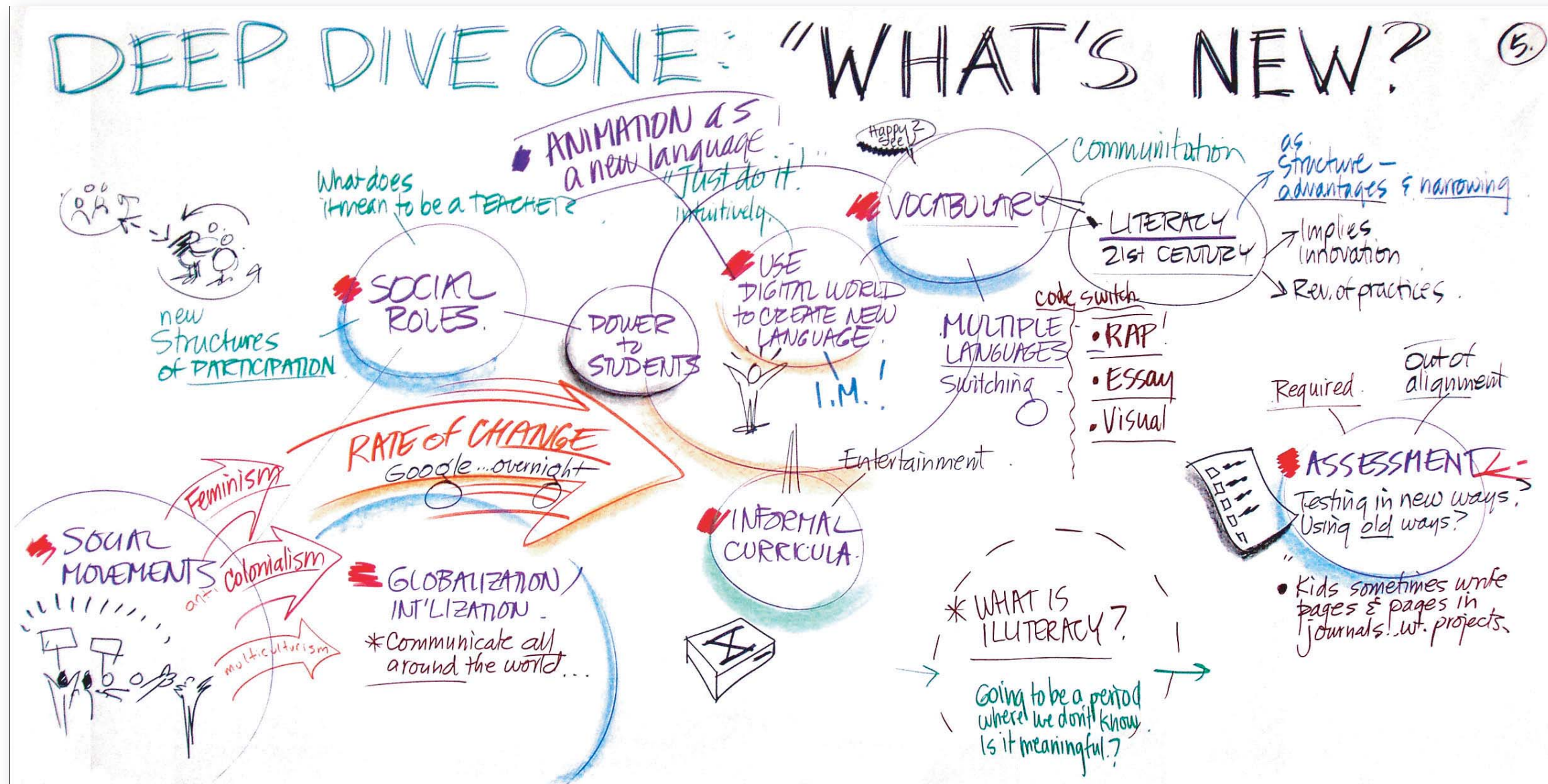
In the post-panel discussion, the group explored the nature of 21st Century Literacy a bit further. Major themes and questions are indicated above by bulleted purple text. The group was particularly interested in the social and cultural changes that are beginning to occur, and will continue to occur, as a result of new kinds of literacies.





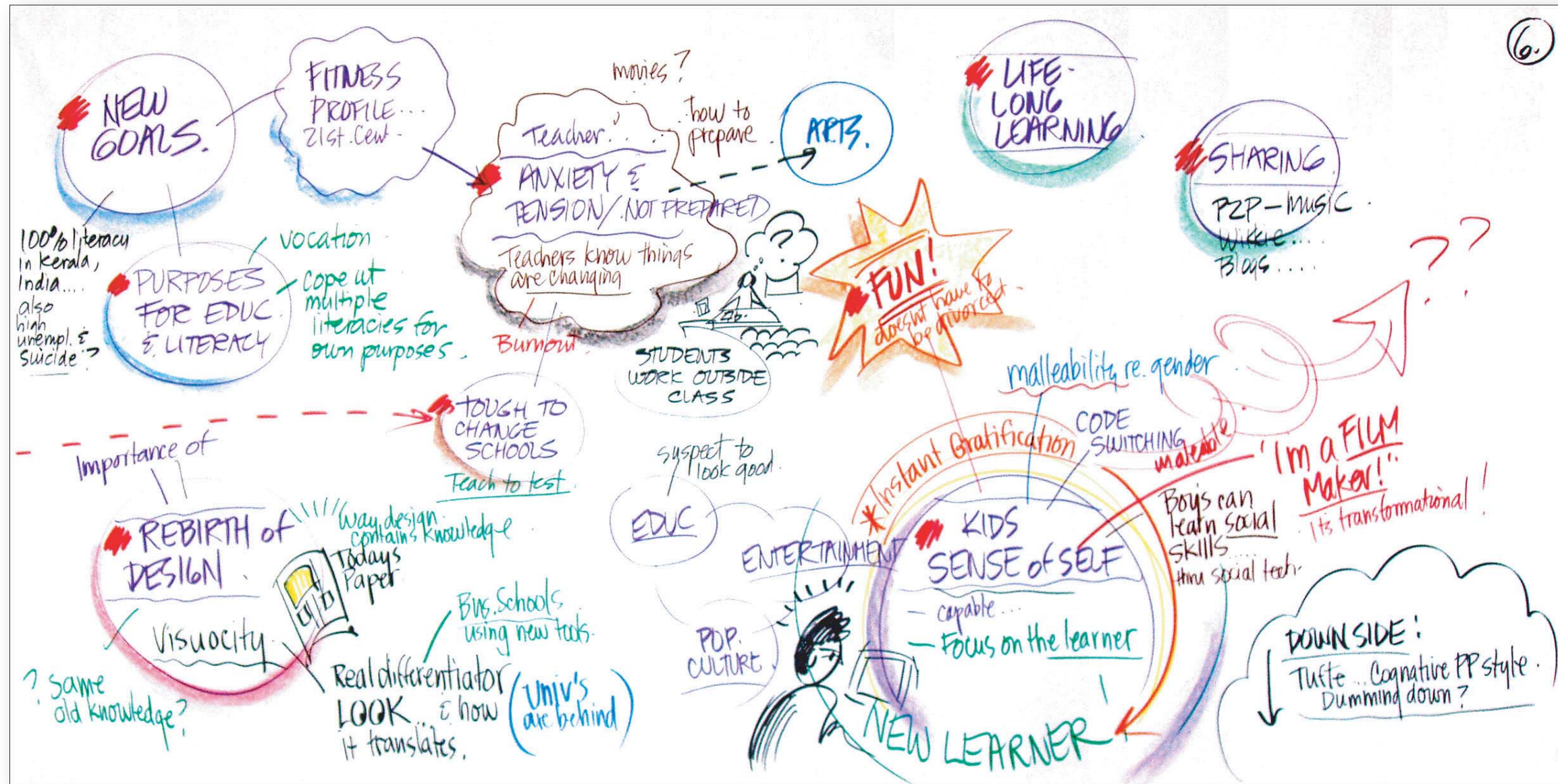
Top: Deep Dive Three Small Group Discussions  
Bottom: Reporting out on Dives One and Three

# Deep Dive One



**Deep Dive One** What distinguishes 21st Century Literacy from 20th century literacy? What is new? What aspects of it are compelling or especially interesting? The group broke into four smaller groups to discuss these questions, then reconvened. Each group reported the highlights of its discussion to the whole; the results are captured on this page and the next.

# Deep Dive One (continued)



# Deep Dive Two

## DEEP DIVE TWO: "POSSIBILITIES"

### RESEARCH

- Infrastructures:** - museums/schools  
How do you know it's important?  

of school	IN	OUT
-----------	----	-----
- New model:** Activities Inside link to outside.  
Evening News, as content
- LEARNING:** Do we know how people use inquiry?  
  - Plan
  - Collect them
  - Have researchers understand - use (they don't)
  - too complex to use
- ACTION RESEARCH:** Emergent Practice?  
- Reflective Practice w/ practitioners
- IS VIS. LITERACY A NATURAL LANGUAGE?** Children of Artists
- LOOK AT GOALS OF SCHOOLS, CULTURES, CURRICULAR CONTENT.** Architects

### POLICY

- WT. TO PUT IN or THROW OUT OF SCHOOLS
- ~~10% Content~~ → across Bd.
- ~~Stand. testing~~
- ~~Requisition testing~~ → eliminate
- ~~Text books~~
- ~~Rigid timetable~~
- + Critical/higher order thinking
- + Kids explain - then assess
- + More focus on COMMUN. SKILLS
- + Assessment
- + Better trained teachers/leaders
- + Clearer priority on education
- + Better partnerships w/ industry
- + Listening to learners
- + Better educ. of public
- + Good schools drive property values → on Performance panels
- + Blended modes

### MEDIA & the ARTS

- Differentiate "NEW" - to world or educ. context?
- Who Dives CHANGE, ACCESS, SUPPORT?  
How are structures set up.
- Need for ITERATIVE INFRASTRUCTURE.
- INSTITUTIONAL INSTABILITY.
- Redesign ASSESSMENT
  - + Teachers trust own ability
  - + Blended modes

**Deep Dive Two** What new ways of thinking, learning, and assessing are possible or implied by what we learned in Dive One - and what new kinds of technologies, organizations, structures, and infrastructures? We divided into groups organized around five focus areas - Policy, Research, Media/Arts, K-12 Education, Higher Education - to explore the issues involved, then reported out to the whole; the results are captured on this page and the next.

# Deep Dive Two (continued)

## K-12 EDUCATION

1. Short term: Think how to **FRANCHISE TEACHERS**
  - Lobby Corps / Govt. to provide Prof. Development
  - Must be as cheap as possible
  - Credential credit
2. Provide **EXEMPLARS, MODELS**
  - How to incorporate - short of having curricula.
3. **CHILDREN** are Different - make it accessible
  - educate for culture of **CHANGE** - Portable
  - ephemeral.
4. **STORIES** about me & you

## HIGHER EDUCATION

(8)

Focus on **IMPLICATIONS**:

- **NEW WAYS OF ASSESSING**:
  - ⇒ Provide credentialing guidance
- **NEW WAYS OF SHARING KNOWLEDGE**
  - Capture informal knowledge - **BLOGS?** Doctoral students.
- **INFRASTRUCTURE**:
  - What's in libraries... Libraries are changing - beyond Place.
  - DD
  - Google jockey
- **FILES DON'T PERSIST?**
  - Preservation
- **WAYS OF THINKING**:
  - Discovery Seeking Understanding
  - need to be in the **TOOLS**
- **QUESTIONS OF INTELLECTUAL PROP.**
  - open source imagery.
- **Writing across the curricula.**

## 5. Lobby

In spite of Curricula when you compare results we don't fare as well as we should.

Research how to use the developments

## 6. PAY: esp Arts

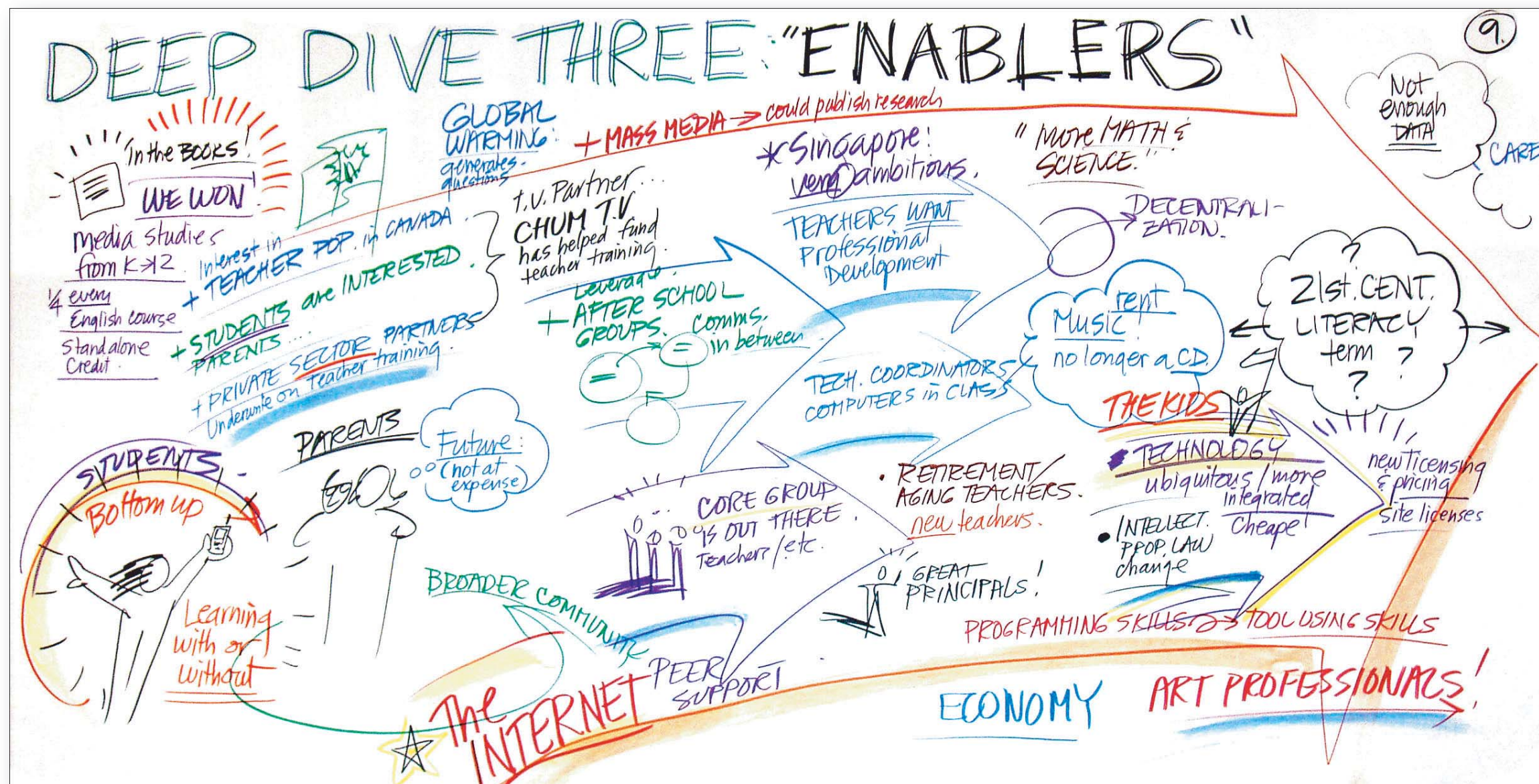
How do we get the kind of thing Stephanie does in schools?

Working alongside teachers

**SPECIAL NEEDS KIDS**

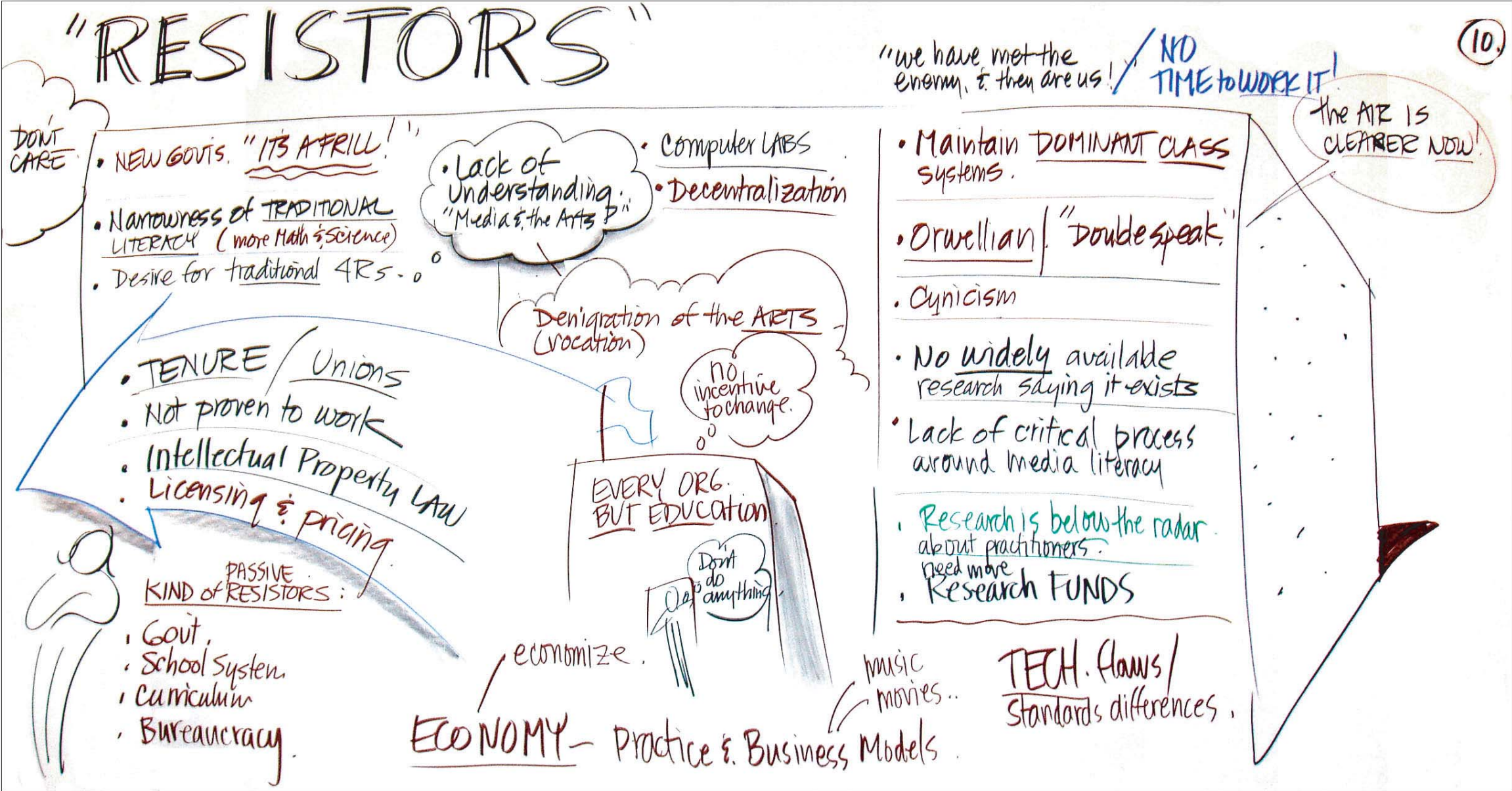
Assessments / Laser to make music! watch...

# Deep Dive Three (Enablers)

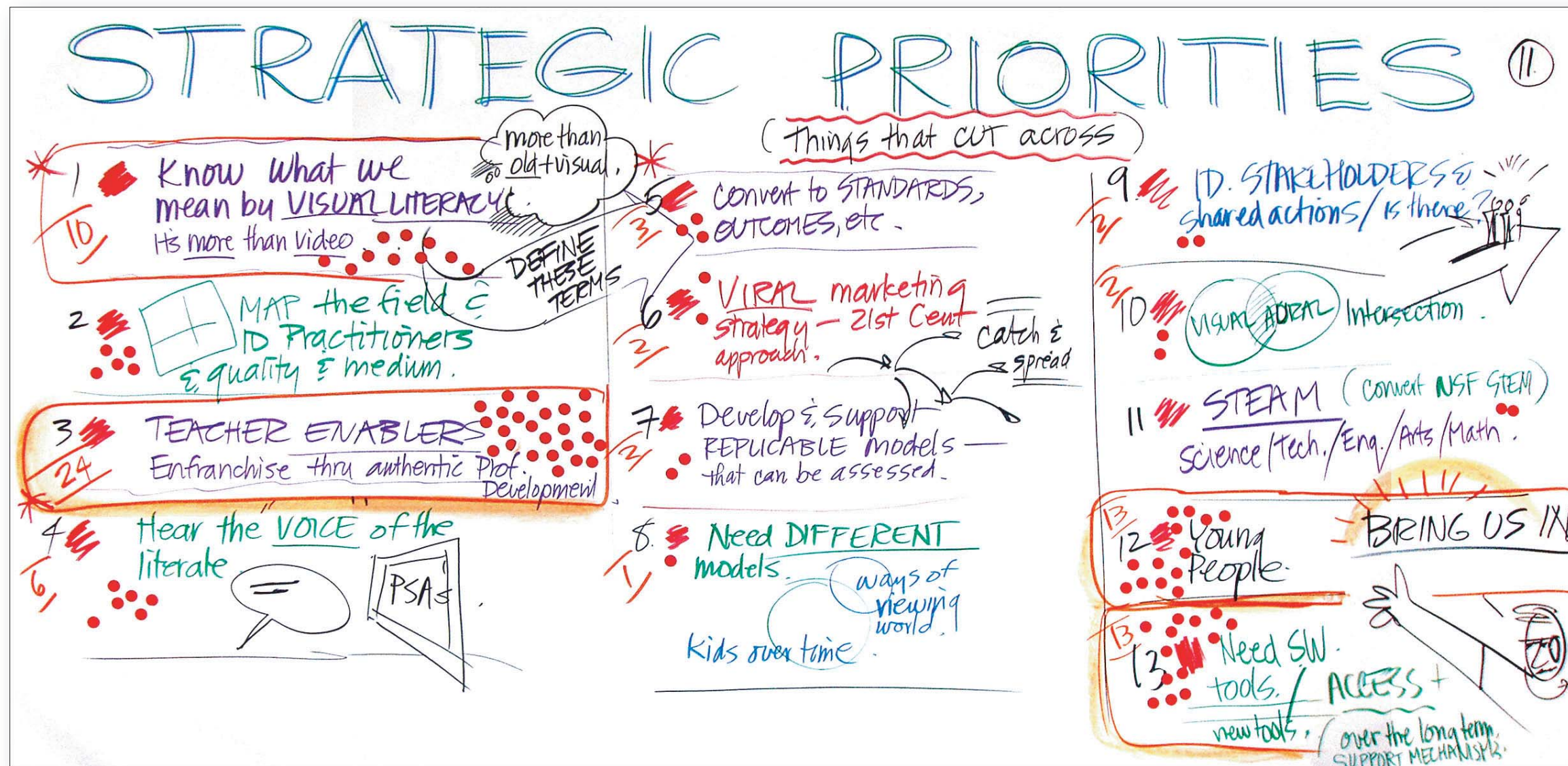


**Deep Dive Three** Deep Dive Two allowed us to explore a world where 21st Century Literacy was fully embraced. In this discussion we identified the "forces" or "enablers" supporting movement in this direction; similarly, we talked about what is constraining or restricting it. Groups were again organized around our five focus areas - Policy, Research, Media/Arts, K-12 Education, and Higher Education. After the discussion, groups reported out to the whole; the results are captured on this page and the next.

# Deep Dive Three (Resistors)



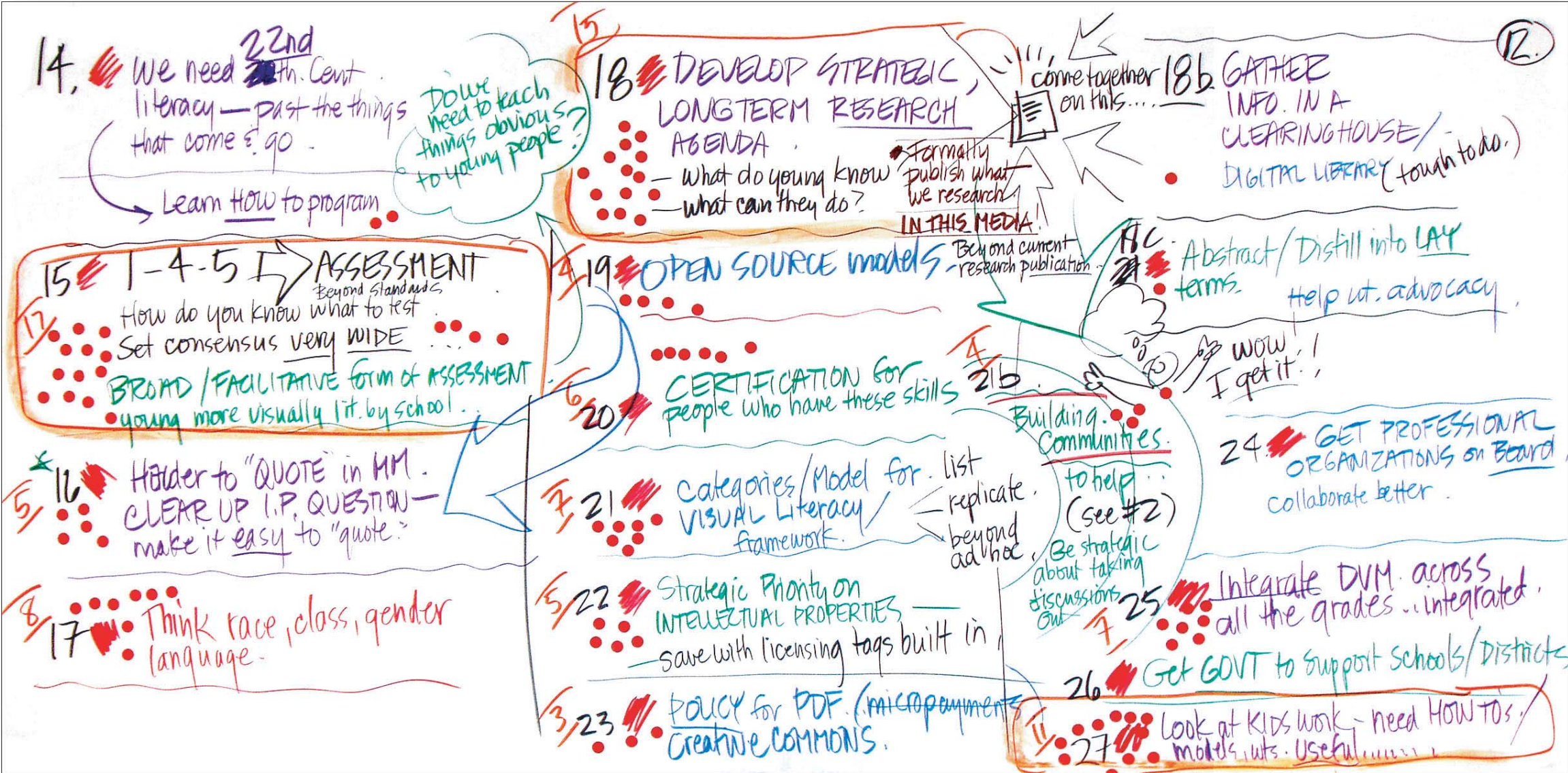
# Strategic Priorities



**Identification of Strategic Priorities** In the context of our previous discussions, we moved to identifying the strategic priorities - i.e., issues or needs that cut across three or more of our five focus sectors - Policy, Research, Media/Arts, K-12 Education, and Higher Education - that must be addressed to move 21st Century Literacy into mainstream thinking. The key outcome of the day was to create a comprehensive list of these priorities; this set the stage for Thursday morning's discussions. On this and the following page appear the priorities and the results of the group's dot-voting ranking exercise.



# Strategic Priorities (continued)



# Reflections

**REFLECTIONS**

28 Don't use "Illiteracy" → oral literacy.

29 Re POLICY: find out what kind of research policy makers pay attention to...  
 → longitudinal (thought to do) or aggregate current research. Support funding.

30 Huge U.K. interest. Build on. Personalized learning. Multiple intelligence. Howard Gardner willing to work with us. Things are happening.

31 Come up with language on STANDARDS... (Shared)  
 Have to be able to articulate... WHAT IS IT? (Teachers want to do it.)

32 Capture in metrics the complexity & depth. CLEAR, ACCURATE. NOT OVERSIMPLE.  
 - avoid over simplifications  
 - include social context.

33 organize BUSINESS to explain to schools. "we've gone multi-media!"  
 \* Explain how SCIENCE has changed. SCIENCE IS HANDS ON. OPEN EDUC. SILO.  
 (policy story: @ most 20% hands on). changed to "AT LEAST!"

34 too early for definition. SUPPLEMENT CURRENT LITERACY DEFINITION.

35 Look to the PAST:  
 - Computer literacy  
 - Info. literacy

36 Importance of ENGAGING the ART of INTELLIGENT —  
 - Storytelling / voice  
 - More presence. Multiple. "Just so stories."  
 - Narrative intelligence. teachers speak up etc.

37 Look at what's happening on TECH Side with kids... bottom-up stuff is FUNDAMENTALLY resistive to assessment.  
 Distributed expertise. no one holds knowledge. Radical alternatives needed... Ecologies!

**Regrouping & Reflections** After a continental breakfast, during which many conversations from the previous day were continued, the group reconvened to review the work of the previous day using the visual records created by David Sibbet. Participants shared their reflections on that work and the strategic priorities that emerged. The list of priorities was expanded, and the group ranked them by dot-voting: each participant received ten dots to place next to the priorities he or she felt were most important. The four charts on pages 16-19 show the complete list of priorities.

# Reflections (part 2)

**38** **DEFINITIONAL?**  
 - Look into Wittgenstein's family resemblance  
 - 30 kinds of definitions  
 - Boundaries + open space

**39** **LOOK @ ADDICTIONS**  
 - e-mail ?  
 - e-Bay ?  
 - Blackberries  
 - TV Gaming .. ?

**40** **Learn to read by DIAGRAMMING WELL...**  
 Psycho-pharma area 500 pages  
 500 Diagrams  
 Learn faster

**41** **Explain to Donors, parents, policy etc.**  
 WHY IS THIS IMPORTANT?  
 KEEP STORIES CENTRAL  
 How we form communities  
 How we learn

**42** **Engage COGNITIVE SCIENCE to rethink this**

**43** **Pay attention to COLLAB, ALWAYS ON, WORKING together YOUTH**  
 I am also an enabler!

**44** **to get to VISUAL LITERACY start w/ LITTLE, BITTY KIDS**  
 color  
 sensory literacy

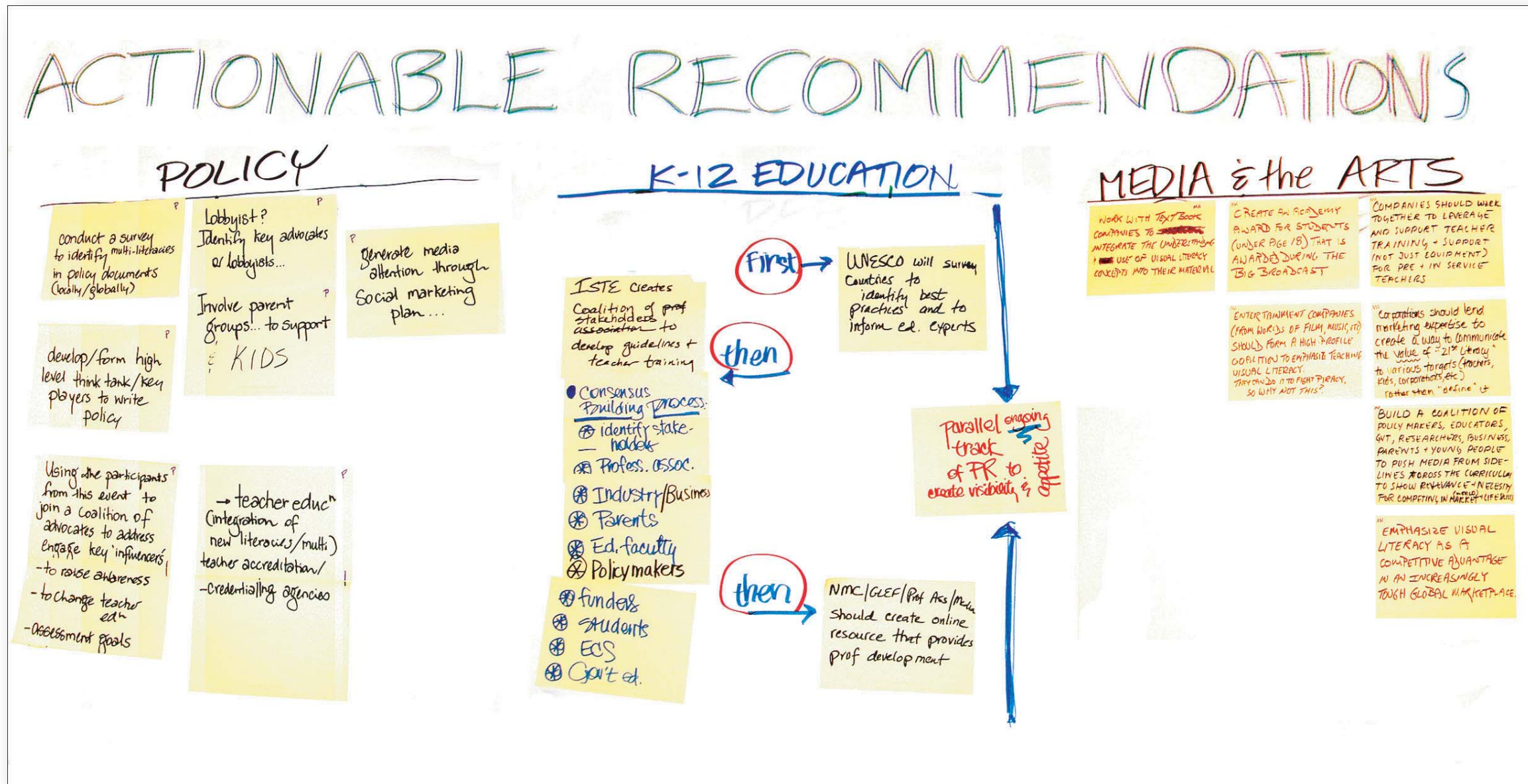
**45** **we have a need really simple definition ... VISUAL LITERACY**  
 "making of meaning through connecting names to images"  
 "culturally embedded ideas."  
 can be enabling

**46** **We attach labels, set things we have to achieve**  
 ... NEED TO DEFINE ACTIONS, BEHAVIORS that will lead to understanding

**47** **Schools should be generative spaces.**  
 Visual literacy: something @ core not to lose sight of

**48**

# Actionable Recommendations



**Actionable Recommendations** Starting with the priorities identified at the end of Wednesday's session and the beginning of Thursday's, we broke into groups to develop actionable recommendations to address those priorities within each of our focus sectors: Policy, Research, Media/Arts, K-12 Education, and Higher Education. Our recommendations are captured on this page and the next.

# Actionable Recommendations (continued)

## HIGHER EDUCATION

Add Visual Literacy to teacher certification in community colleges.

Research ways college students communicate from a sociological perspective.

Rewarding Faculty who incorporate V.L. into their teaching (courses) (Business + Associations)

Higher education to provide prof. development!:

- to show what it is
- how to recognise
- how to engage students

VISUAL LITERACY should be an identified pre-requisite for employment (as was the case with computer literacy)

Engage H.Ed organizations and associations, professional organizations, in the promotion of V.L.

Partnering with schools to develop model programs

Bring leaders of colleges and universities on board. We need champions

We need leadership in the business community (ADOBE)

Re-define scholarly work to include more of the new forms of literacy.

Stronger communication with ADOBE

- advisory board
- councils
- focus newsletters
- future implications

Work with business to create new ways of licensing + pricing (varies by region)

New curricula for traditional and distance education

Infuse communication skills across the curriculum

- flow charts
- diagrams
- presentations
- self-storying

Provision of training, tools, support, learning centres for Higher Ed Faculty members.

Finding Q  
Finding R  
Putting Together  
Stacy Mechanism

I RESEARCH  
COMMUNITY  
WEBSITE

II RESEARCH  
ACROSS  
DISCIPLINES

III COMMUNICATE  
FINDINGS  
EFFECTIVELY

## RESEARCH

IDENTIFY WHAT THE NEW RESEARCH QUESTIONS ARE

EXPLORE RELEVANT RESEARCH STANDARDS ACROSS DISCIPLINES

LOOK FOR PATTERNS IN EXISTING WORK

UNDERSTAND, TRACK, & MAKE PROJECTIONS re. EMERGING SOCIAL PRACTICE among kids!

SITE OUR RESEARCH IN EXCELLENT RESEARCH IN LITERACY

Researches need to investigate Group Learning AND ITS ASSESSMENT

ON-LINE RESEARCH

Access to research online (participant response)

GET INFO FROM KIDS

CONNECT CREATIVE PROFESSIONAL PRACTICE w/ KIDS EMERGENT PRACTICE

CONSIDER THE WORK WORLD OF FUTURES (MINDMAP DISCIPLINES)

COMMISSION LIT REVIEWS

WE SHOULD DO X TO CONTINUE/EXTEND THE CONVERSATION AND GO BEYOND TALKING TO ACTION

Organize the research community with a website, links, & discussion groups (Adobe sponsor?)

CREATE NETWORKS OF NETWORKS (of researchers)

PUBLISH SCHOLARLY WORK IN MULTIMEDIA OR DIGITAL FORMATS (PEER REVIEW STANDARDS, SUPPORT, DISSEMINATION)

CALENDAR EVENTS THAT WE ARE INVOLVED IN (ON WEB...)

A NEXT FACE-TO-FACE MTG w/ KIDS (POWER USER CONF)

## RESEARCH

How to show research in way that is ACTIONABLE

ENGAGE Emergent Social/research practices (w/ kids) among grad students + scholars (w/ kids)

Make it EVOCATIVE (in the new ways)

BLOG OF THE BLOGS

CREATE UBER-BLOG

COLLABORATION IS NEW MODEL READING w/ PICTURES IMPACTS V.LIT

WHAT DATA SUGGEST THIS (+ OTHER THINGS)

MAKE LIST OF WHAT WE WONDER ABOUT (w/ monthly focus)

RESOURCE BANK INDICATING WHERE THE INFO IS (A DIGITAL LIBRARY)

A PLACE TO POST COORDINATED RESEARCH

# Next Steps

**SUMMATIVE REFLECTIONS** ①

- \* Delineation of topics in a congenial community..
- Institution conferences. Research.
- Build on all this.
- \* Represent Int'l/Group capitalize on this.
- 1. Find out WHAT'S GOING ON
- 2. Way to Develop POLICIES.
- 3. Use INFO. to LOBBY
- Clear work plan emerging.

② LUCAS EDUC. FNDN.

- \* Visual Photography campaign to get publicity.
- NET-DAY! Rick, Katya → Books
- Website..
- "Learning 24/7."
- Kids document own learning.
- Curriculum behind it to teach teachers
- Film element too.
- \* UNESCO: 209 countries. → could extend this idea to other countries.
- \* "Document when learning was delightful!"

③ NMC: Copies of charts in PDF form.... monograph in 60 days

- Kathleen want to include IN TEACHER CREDENTIALING
- I will provide Pro Bono consulting - link to comm. colleges
- \* CREATIVITY TASK FORCE .. Reports to Bush. Ken Edmonson @ Gheltry... set up UK partnership VISUAL LITERACY cuts across get his ear. David.
- \* KRISTINA: Literature Review beginning; visiting schools... Make & gather w/ LOVE collaboration.

④ Carolyn

- \* First on-line CANADIAN COURSE for teachers.... "Inside Plato's Cave."
- Assoc. Media Lit. in Toronto
- Face-to-face wk. long session.
- on-line → Nat'l conference.
- \* BRENDA studio Projects: Arts ... Media tools for DESIGN as Pedagogical method... → any info. See e-mail for B. Laurel. → Interact w/ methods folks.
- \* Joyce: Organizing UN. POWER USERS conference in COSTA RICA.
- On research
- on-line 6-8 wks 45 kids.
- August gathering ~ 200 w/ Chaperones

**Next Steps** After reviewing each focus group's actionable recommendation, participants listed next steps that they could personally take to move toward accomplishing the recommendations. These ideas, projects, and programs are captured on this page and the next.

# Next Steps (continued)

Stephanie! - see e-mail. (5)

- Teacher Educ. experience
- Developing an INSERVICE HANDBOOK
- Concepts - strategic perspective -
- Love some folks to review...

Independent MEDIA Festival - new media. \*  
Oscanna

Mimi Ho

- Ethnographic work on digital kids - Connie
- @ Annenberg Center - USC... focus on higher ed.
- Experiments in Community Building

Wicak: designing After school concepts in Chicago

Let us know esp about K-12

FILM CENTER IS. (6)

- Building STUDIO for Kids in NY - come visit
- Gathering Leaders - music, authors, designers!

"WHAT DO YOU DAY TO DAY" - Re-imagine Education. Bill Moyers

Gretchen

- Developing a curriculum based on 20 yr. exper. course in the Fall + DVD.
- "Youth Documentary Curric" - for in-school / out-of-school

Ron Community college program

Ian Brown VOICES of CHILDREN - Aust., Hong Kong, Sri Lanka... Lining up scenarios.

Kathleen (7)

- Working on experimental Non-narrative forms... rural area opps. too

Jamies EDUTOPIA:

- Send in Stories... challenging issues in Educ.

Juste Wise

- Commitment to present my research in this new format

Rhonda on planning team for Int. Vis. Literacy Conference - next year

Milton: setting up Elec. TEXTBOOKS - examples on web site.

- e-textbooks this summer!
- link to web-based... looking for authors.

Rosemary (8)

- Crossdisc. studies - Australia... to establish policy base -
- ... please link up...

NMC: will set up an info-sharing LISTSERVE

Thanks

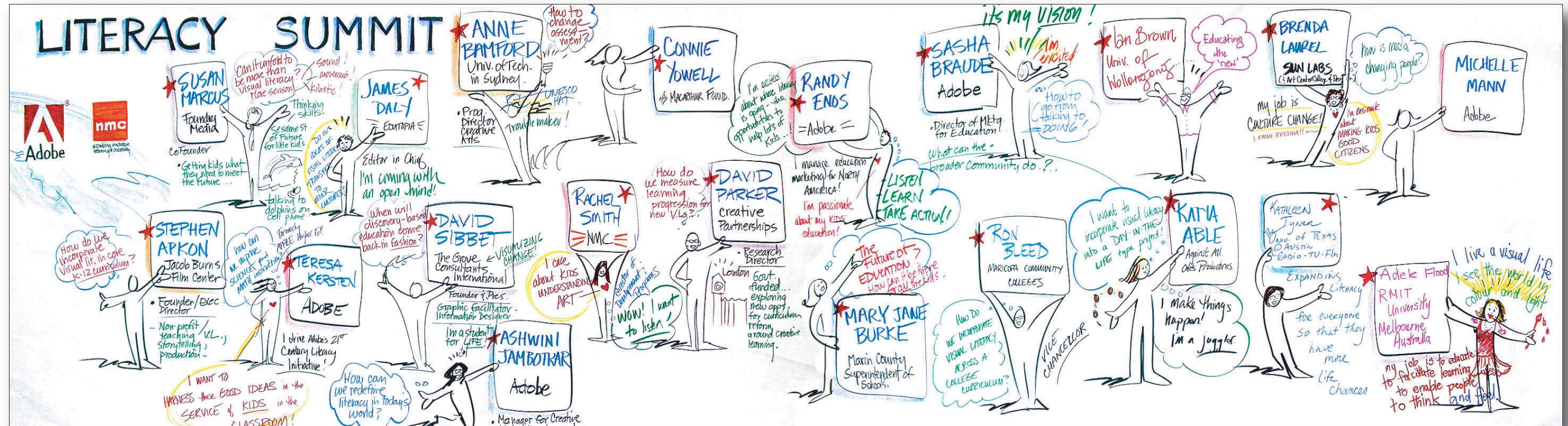
# Who We Are

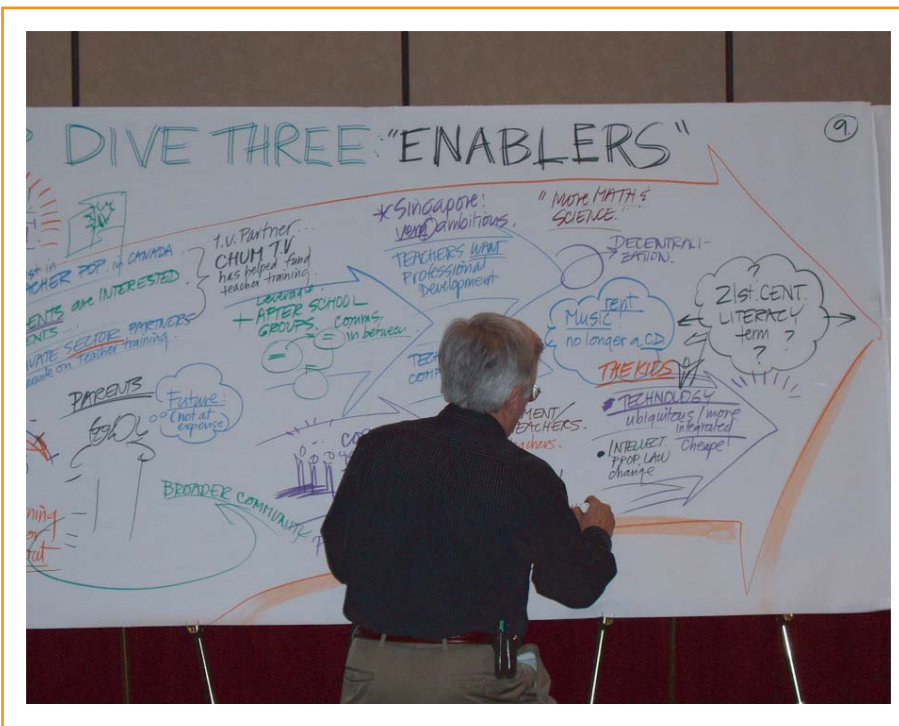
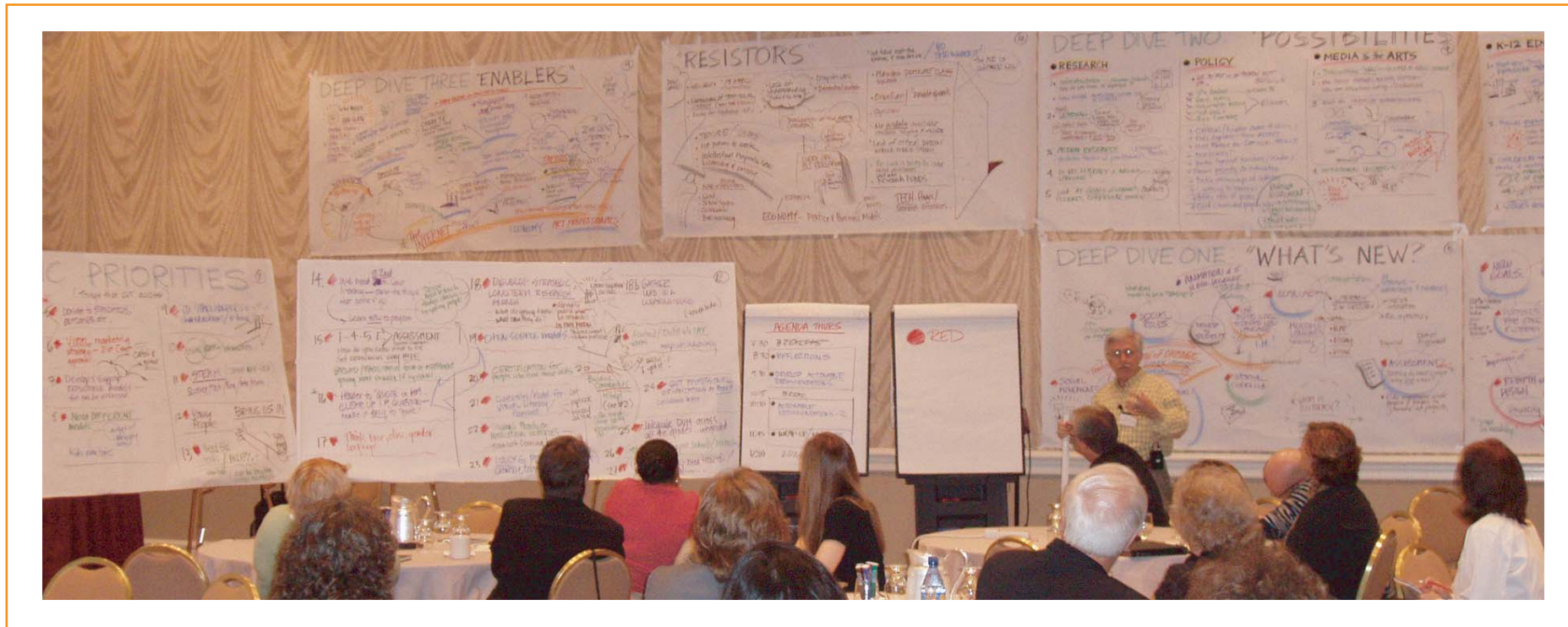


**Reception Sign-in Banner** As participants arrived at the welcome reception Tuesday night, they were “signed in” by David Sibbet and Rachel Smith. After selecting a silhouette, each participant was interviewed briefly to find out his or her affiliation, passion, and a thought or question about the summit or about 21st Century Literacy. The banner, shown on this page and the next, is a record of who attended the meeting.



# Who We Are (continued)





Top: Thursday Morning Review  
 Bottom: Dot Voting; Recording Dive Three Report



Clockwise from upper left: Thursday morning review; Dot voting; Dive Three small group discussion; Reporting Actionable Recommendations



**Ending Applause**