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.
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.
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)
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  

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

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 about Franchise Teachers.**
   - Must be as cheap as possible
   - Credential oriented

2. **Provide Examples Models.**
   - How to incorporate
     - Short of having a curriculum.

3. **Children are Different.**
   - Make it accessible for culture of change.
   - Portable equipment.

4. **Stories about me vs. you.**

5. **Lobby Inspectors.**
   - What if you inspecters dissolve and there's nothing left?

**Higher Education**

- **Focus on Implications:**
  - **New Ways of Assessing:**
    - Provide credentialing guidance
  - **New Ways of Sharing Knowledge:**
    - Capture informal knowledge: blogs, students, doctoral students

- **Infrastructure:**
  - Libraries are changing beyond place

- **Pedagogical Tools:**
  - Need to be in the tools

- **Questions of Intellectual Property:**
  - Open source learning

**Presentation:**

- **Files Don’t Persist:**
  - Discovery: Seeking understanding

- **Ways of Thinking:**
  - Open source learning

- **Writing Across the Curricula:**
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)

RESISTORS

New Goals: "It’s APRIL!"

- Lack of Understanding: Media & the Arts
- Decentralization
- Computer Uses

- New Scrolls: "It’s APRIL!"
- Narrowness of Traditional
  Literacy (More than Science)
- Desire for Traditional 4 Rs

- TENURE
  - Unions
  - Not proven to work
- Intellectual Property Law
- Licensing & pricing

- EVERY ORG
  BUT EDUCATION

- PASH FIVE KINDS OF RESISTORS:
  - Kout
  - School System
  - Curriculum
  - Bureaucracy

ECONOMY - Practice & Business Models

- Economize

- Do nothing

- Research is below the radar
  about practitioners

- No research funding

- Oracular/"Double speak"
- Cynicism
- No widely available
  research studying it exists
- Lack of critical process
  around media literacy

- Research is below the radar
  about practitioners

- Funded more by Research FUNDS

- We have met the enemy, it is they.
- "NO TIME TO WORK IT"

The AIE is CLEARLY NOW
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)

14. We need 22nd Century literacy — put the things that count first. Learn how to program.

15. 1-4-5-15 Assessment. How do you know what to test? Set consensus very wide.

16. Header to "Quote in HM. Clear up I.P. question — make it easy to quote.

17. Think race, class, gender language.

18. Develop strategic long-term research agenda. What do you know? What can they do? Do we need district-thinking about what we research.


20. Certification for people who have these skills.


22. Strategic rights on intellectual properties. Save with licensing tags built in.

23. Policy for PDF (copyright).

24. Get professional organizations on board. Collaborate better.

25. Get Govt. to support schools/districts.

26. Look at kids work — need HOW TO/MAKE USEFUL.
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)

36. Definitions?
- Look into Wittgenstein's family resemblance.
- 30 kinds of definitions.
- Boundaries + open space.

39. Look @ Addictions.
- E-mail
- Ebay
- Blackberries
- TV Gaming

42. Engage Cognitive Science to reframe this.

44. Learn to read by diagramming.
- Diagrams
- Better.

41. Explain to donors: parents, policy.
- Why is this important?

45. Need really simple definition: visual literacy.
- Making of recognition through
- Connecting names to images.
- Culturally embedded ideas.
- Can be enabling.

47. Schools should be generative spaces.
- Digital literacy. Something @
- Core not to lose sight of.

48. We attach labels, set things we have to achieve.
- Need to define actions.
- Behaviors that will lead to understanding.
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)
**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)
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
Ending Applause