

**International ELINET Symposium 2018**  
**“Literacy in the 21st Century: Participation – Inclusion – Equity”.**

July 23-24, 2018, Cologne, Germany



**Section III Digital literacy policies and frameworks**

**Chairs:** Fabio Nascimbeni, Universidad Internacional de la Rioja (UNIR) and Jeroen Clemens, Windesheim University for Applied Sciences, Netherlands

Monday, July 23, at 16.00–17.30      **Location:** Seminar Building / Room S 26

LITERACY CHANGES LIVES.

**Conceptualizing and assessing digital literacies in the knowledge-based societies of the 21<sup>st</sup> century**

**Presenters:**

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**Abstract:**

Digital literacy is a defining skill in a 21<sup>st</sup>-century digitally-mediated, knowledge-based society (Buckingham, 2006). Although a burgeoning research base exists on the nature and process of reading, writing, and thinking in varied digital media contexts, there are many questions about how to conceptualize such digital literacies for the purpose of designing a valid and authentic assessment (Leu, Kinzer, Coiro, Castek, & Henry, 2013).

In this presentation, we describe a nationally funded 3-year long assessment project in South Korea, one of the most digitally equipped countries in the world, whose aim was to conceptualize digital literacies and develop assessment tasks and environments that best capture such core skills for reading and writing digitally.

As part of the project outcomes, prototype items and structures for a scenario-based, performance-oriented assessment were developed and currently being validated. Bringing the results to the presentation, we discuss the conceptual framework that incorporates the processes and skills involved in reading, writing, and reasoning digitally, sample assessment items and materials. We also consider potential uses of the assessment for both research and pedagogical purposes. Finally, we offer some possible implications as an endeavor of making research-informed, practically meaningful policies in education across the globe.

To summarize, we believe that our presentation will contribute to the ELINET symposium and meet the needs and interests among conference attendees as it touches upon important issues in digital literacy assessment. They include (a) Conceptualizing digital literacy and required knowledge, skills, and competencies, (b) Framing, designing, and implementing authentic assessments for teaching and learning, (c) Using assessment results to reform standards and policies that impact classroom practices. Relevant examples and materials will be shared and discussed with audiences.

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**References:**

Buckingham, D. (2006). Defining digital literacy: What do young people need to know about digital media? *Digital Kompetanse*, 1(4), 263-276.

Leu, D. J., Kinzer, C. K., Coiro, J., Castek, J., & Henry, L. A. (2013). New literacies: A dual-level theory of the changing nature of literacy, instruction, and assessment. In D. E. Alvermann, N. J. Unrau, & R. B. Ruddell (Eds.), *Theoretical Models and Processes of Reading* (6th ed., pp. 1150-1181). Newark, NJ: International Reading Association.