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"Literacy in the 21st Century: Participation – Inclusion – Equity".

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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.

Curriculum reform in the Netherlands. Literacy and digital literacy apart or together?

Presenter:

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Abstract:

In February 2015, the State Secretary of Education, Culture and Science appointed an advisory commission, Platform Onderwijs2032, which was instructed to conduct a thorough public consultation examining the form and content of primary and secondary education in the Netherlands. The objective was to identify the knowledge and skills that young people must acquire if they are to function effectively in a rapidly changing society.

In January 2016 the platform published its report *Ons onderwijs2032. Advisory Report* (Platform Onderwijs2032, 2016) In this report the Platform calls for a fixed basis of knowledge and skills and (digital) literacy was mentioned in the domain of (1) Language skills: Dutch and English, and in a new domain (2) Digital Literacy (consisting of the subdomains: ICT basic skills, Information skills, Media awareness and Computational thinking). The second step is an innovative bottom-up process: in 2018 teams were made with 125 teachers, 18 principals and 80 schools to work on developing plans for new attainment goals and a new curriculum for primary and secondary education. This project is called curriculum.nu (https://curriculum.nu/). The results of these working groups will be used to update the curriculum.

In this project there are three separate working groups related to literacy: (1) Language domains Dutch and English, and (2) the new domain Digital Literacy. Separate from this the SLO (the national institute for curriculum development) analyzed the curriculum for language teachers in which they also reflected on a new curriculum for language teachers in which online reading comprehension has an explicit (Stichting Leerplanontwikkeling, 2015; van der Leeuw, Meestringa, & van Silfhout, 2015).

I would like to discuss with you if/ how this working method of the government is beneficially for developing a new curriculum, focusing on literacy. Also we shall discuss the pros and cons of having a new domain *digital literacy* and the relationship of digital literacy as a separate domain to the domain of *language teaching*. Literacy and Digital Literacy apart or together?

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References:

Platform Onderwijs2032. (2016). *Ons onderwijs2032 Advisory Report*. Bureau Platform Onderwijs2032.

Stichting Leerplanontwikkeling. (2015). *Curriculumspiegel Deel B: Vakspecifieke trend-analyse*. Enschede: SLO.

van der Leeuw, B., Meestringa, T., & van Silfhout, G. (2015). *Aanwijzingen voor een nieuw leerplankader Nederlands vo* (pp. 1–3). Enschede: SLO

Bio Notes

Jeroen Clemens worked in education for over 40 years. Graduated at the University of Groningen. Dutch Language and Literature, Language teaching and Educational Sciences
Current

- Language teacher in Secondary Education
- Researcher Digital Literacy
- Speaker, trainer and consultant digital literacy, especially in relation to language teaching
- Mentioned as a Pioneer Digital Literacy in Handboek Digitale geletterdheid (Handbook Digital Literacy, in Dutch) by Kennisnet, the public organization for Education & ICT, publicized at 24-11-2017

For details see http://www.jeroenclemens.nl/english-2/