

# Improving instruction for ict literacy

[Education](#)



**ASSIGN  
BUSTER**

The paper "Improving Instruction for ICT Literacy" is a wonderful example of a research proposal on education. My literacy and learning project is to introduce an improvement in existing ICT related teaching instruction particularly those that are being applied in adult literacy institutions. Since literacy is now defined by change and emerging technology, constant improvement is necessary to maintain teaching instructions relevant to workplace literacy requirements. The key objectives of this project are as follows:

- Analyze existing ICT literacy instructions and determine the areas that need improvement
- Determine the current workplace ICT literacy requirements and identify those that are not included in existing ICT literacy instruction.
- Review relevant literature and determine the most appropriate literacy strategy for ICT.
- Formulate and create a set of new instruction
- Rationale

One of the most important issues cited by Fingeret (1994) concerning inadequate workplace literacy is the lack of appropriate materials directly related to the actual work (p. 35). A careful analysis reveals that such defect results in several complications such as failure to cope with economic priorities, unproductive workforce, reduced competitiveness, and a number of associated negative effects. Particularly in the advent of computer and information technology, the Internet, and computerized manufacturing machines, these problems are likely to expand if no relevant materials and instructions are available. Moreover, the technology is rapidly changing thus

<https://assignbuster.com/improving-instruction-for-ict-literacy/>

constant improvement or modification in teaching instruction is necessary. ICT literacy is not just a matter of being computer literate and particularly in the workplace ICT literacy requires critical-thinking skills that must be initially developed in school along with a baseline understanding of ICT. These include developing students' ability to find, select, and evaluate the most relevant information. Establishing a connection between ICT literacy and self-directed learning so students will be able to work with newer technology and future challenges at work. Based on what I read regarding ICT literacy, students' confidence with ICT does not necessarily contribute to their proficiency at work but the constant interaction with the technology. The findings of one study I came across while researching for the literacy concept assignment show a positive relationship between access to home computers and reading skills indicating that more interaction with technology is better. Although ICT skills may be seen as dependent on technological proficiency to some extent, such skills also require cognitive skills such as numeracy and problem-solving skills which are critical for using ICT effectively. In addition, some literature that includes Brian Street's "new communicative order" or literacy practices associated with screen-based technologies suggests that educators consider promoting the most appropriate literacy skills. These include but not limited to new types of literacies such as multimedia authoring and critical analysis skills, cyberspace exploration and navigation strategies, and literacy to help students negotiate and deconstruct images both visual and verbal. It is, therefore, necessary that ICT literacy instruction promote constant interaction, self-directed learning, cognitive skills development, and new literacies all at the same time to ensure students' effective use of ICT skills in <https://assignbuster.com/improving-instruction-for-ict-literacy/>

their workplace careers. The guiding literature for this project will be Bryan Street's articles such as his 1998 lecture "New Literacies in Theory and Practice" and "What's New in New Literacy Studies? Critical Approaches to Literacy in Theory and Practice" published in 2003. These guiding articles will be supported by a wide range of readings and sources such as the results of adult literacy and life skills survey by OECD in 2005 and ICT integration and Assessment or iSkills conducted by Alexius Smith Macklin of Purdue University in 2007. A number of literacy books and journals are also being considered and will be included in the project.

## 1. Method

To gain a better understanding of the issues involved and to ensure the success of this project, I intend to use two information gathering techniques such as observation and document analysis. Observing an ICT literacy session will help me recognize and identify areas that need improvement or pick-up some good points from existing instruction as reference for the project. Similarly, observing a workplace with ICT activities can provide me with valuable information on how the actual work is being conducted and identify the most critical and commonly used ICT skills. The result will be a comparative table clearly indicating the variations between ICT skills in the workplace and the ICT skills being developed in the classroom. Document analysis will be used to further my understanding of workplace processes, statistics, best practices, policies, requirements, and principles embedded in the existing ICT literacy instructions. The result of the analysis using the comparative table and the findings from document analysis will enable this

project to generate a correct, updated, and relevant new and improved ICT literacy instruction.

## 2. Research Questions

The primary research questions of this project are as follows:

1. What are the current ICT literacy requirements of the workplace?
2. What are the areas in the existing ICT literacy instruction that needs improvement?
3. How can this area be improved?
4. What additional resources are required?
5. Is the improvement will make a big difference?