

Teaching Science Content Area Literacy to 21st Century Learners

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Abstract : The use of new literacies within science classrooms needs to be balanced by teachers to both teach different forms of communication while assessing content area proficiency. Using new literacies such as Twitter and Facebook needs to be incorporated into science content area literacy studies in addition to continuing to use generally-accepted forms of scientific content area presentation, which include scientific papers and textbooks. The research question this literature review seeks to answer is "What are some ways in which new forms of literacy are better suited to teach scientific content area literacy to 21st Century learners?" The research question is addressed through a literature review that highlights methods currently being used to educate the next wave of learners in the world of science content area literacy. Both temporal discourse analysis (TDA) and critical discourse analysis (CDA) were used to determine the need to use new literacies to teach science content area literacy. Increased use of digital technologies and a change in science content area pedagogy were explored.

Keywords : science content area literacy, new literacies, critical discourse analysis, temporal discourse analysis

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