



Tech and My Reading and Writing Literacies

<http://bit.ly/techandreadingwriting>

By: Jasmine Thomas

Transcript:

*[Curtain opens to reveal a girl standing.]
[Happy music plays in the background.]*

“Hey! My name is Jasmine Thomas and let me tell you how my life became digital.”

[A globe is plugged into the wall and electricity comes from it.]

“In our technology-oriented society, it is nearly impossible not to own anything digital or electronic. It is almost unrecognizable from the society that my grandparents, and even parents lived.”

[Jasmine’s family tree showing grandparents and parents is drawn.]

“And now as new technology keeps replacing old ones, new technologies come with new things to learn and memorize.”

[A happy young Jasmine stands next to the Los Angeles Library.]

“Technology has made a huge impact on my writing and reading literacies. For example, as a kid, I loved going to the library, because it was where I got most of my books.”

[A young Jasmine sits in the library with the praises of her parents and grandparents above her.]

“My parents praised me for being the voracious reader I was, and my grandparents complimented my studious habits.”

[A child Jasmine holds a book, which turns into a pre-teen Jasmine holding a kindle, which then turns into a teenage Jasmine holding her phone with I-books apps.]

“But as the years went by, those books converted into e-books on a kindle or a nook. And then those turned into simply downloading a pdf version on I-books on my phone. However, the same activity that my parents praised me for, started to make them skeptical.”

[An annoyed Jasmine on her Ipad reading the online newspaper and typing an email to her teacher. Her parents yell at her to “Get off the phone” and “You never read anymore!”]

“All they saw was me lazily sitting on the couch, PLAYING with my phone, when in reality, I was reading the news. Or I was typing an email to my teacher. Since I wasn’t physical writing anything down, to them, it looked like I wasn’t getting any work done.”

[A little house surrounded by a forest in India is drawn. Jasmine’s grandma is shown harvesting fruit.]

“and as for my grandparents, they lived a more rural and simpler life. They had a telegram, and earlier versions of a telephone – but they were hard to use. It was pretty much useless to be playing around with these new

technological devices when there was actual work to be done.”

[The following text shows up on the screen, followed by the URL for where the information came from.]

“According to The Washington Post, in 1985, 100% of US households had no internet.”

[Jasmine’s dad as a 15-year-old is drawn besides 15-year-old Jasmine. 15-year-old Jasmine has electricity running through her body.]

“That meant when my dad was 15 years old, he did not know anything about the luxury of having internet at home. So different from 15-year-old me, who was basically powered on electricity.”

[An old lady looks up at “PDF” and asks “You peed on what?”]

“So to my dad’s generation, something like a PDF meant nothing. To me, it was a tool that I used for reading daily.”

[Jasmine’s grandfather in his youth is holding a piece of paper, which changes into him growing older and getting more confused and frantic at the speeding background around him.]

“And for people who relied on the knowledge of writing on paper and lived in slower times, our world is pretty disorienting and fast paced.

[A pencil is drawn, as well as a desktop computer and a laptop.]

“And not only did I have to learn how to handwrite perfectly, like my grandparents and parents did. But I also had to quickly learn

how to type on a desktop and later on a personal laptop.”

[Someone texts their boss about their work. Clicking noises fill the screen.]

“and then when newer and better phones were out, I had to text and use both the text lingo and emojis, but also proper business text etiquette.

[A running clock is drawn, and the time is passing fast. A frantic Jasmine is pleading for society to wait for her.]

“All of which needed to be practiced enough, so I can type ad text fast in order to have a grip on our fast-paced society.”

[Jasmine impatiently looks at her watch. Tick Tock fills the screen.]

“Because my generation values speed and efficiency.”

[Words and letters fly all around a stressed-out Jasmine.]

“The newer technologies increased my computer literacy and technical/digital literacy. Both of which allowed me new ways to write and read.

[Jasmine’s mom tells her that the printer is broken, when it is just not plugged in. Jasmine is annoyed.]

“Because it wasn’t enough how to use a computer; you needed to know how to use it the right way. Knowing which application to use was just as important as knowing how to turn it on.”

[A doctor’s coat, a stack of money, and a thumbs up is drawn. Followed by the logos for Microsoft word, PowerPoint and Excel.]

“and to get a good reputation, job, and position in modern America, you needed to be proficient in Word, PowerPoint, and Excel. Without it, it was hard to apply to jobs, book appointments, and do certain things.”

[Jasmine in her school uniform is drawn. She is drawn sitting next to a red-haired friend having their pencil and paper being replaced by a tablet. The tablets catch on fire and the two students are horrified.]

“Making sure my writing and reading skills were proficient enough on a computer and other digital devices was important, especially after my school replaced the paper California standardized testing for the online SBAC testing. And now that we were graded with these new technologies, it was crucial to know the ins and outs of them.

[Two versions of the test are drawn, but the right answers get harder with follow up questions.]

“In a way, this new way to test our reading and writing was better, as the test adapted to what answers you gave, and changed the test according to the student’s strengths and weaknesses.”

[Jasmine receives her tablet and laptop from her teacher. There is a long line of students behind her. The scene changes to two students walking up the same staircase at the same time]

“Even our school recognized the changing advancing society and wanted us to be prepared once we were out of school. Many schools like mine, provided Ipads, tablets, or laptops to every single student regardless of economic status because they wanted every student to have the same opportunities and same strong footing.”

[An encyclopedia is drawn. An 'x' is drawn over it. A computer screen is drawn.]

"In school, teachers aren't enforced to emphasize learning how to use a paperback encyclopedia. Rather, they focused on how to access online encyclopedias and databases, like Gale E-books, and online public libraries."

[Fake news shows up on the screen and many different advertisements pop up.]

"And with this emphasis on finding information on the world wide web, students had to learn the skill to properly judge if a source is credible. Something that wasn't as big of a problem back then as it is now."

[A Wikipedia page is drawn up showing fake news.]

"You will soon learn that Wikipedia isn't the best source of factual evidence."

[A handwritten paper and a typed copy of the same words is drawn. The typed copy is being edited using an online spell and grammar check. The typed one gets an A while the written one get an F.]

"And now that pretty much every student has a technological device for their reading and writing, it was important to me to make sure the efficiency and quality of my writing matched on paper and online when transferring and changing to new modes."

[Jasmine is smiling with an illuminated sign that says "Technology" above her.]

"Although it does seem extra complicated now that technology has come into play, I believe technology has improved my writing and reading literacies for the better."

[Jasmine's dad as a young teen asks his friend to read his paper and give feedback. The friend responds that he will return it in two days.]

"While many of the older generations depended on face to face meetings in order to get corrections and feedbacks, I have the ability to have face to face meetings and online meetings."

[Jasmine holds up sign that reads "writing," which is connected to different places on the map. It changes to Jasmine sitting on her bed at home with her laptop. Her friend across the country reads and edits Jasmine's paper from her own home.]

"Programs like Google Docs has given me the option to share my work and get instant feedback on my writings from my friends and professionals from the comfort of my own home."

[Jasmine reads her tablet in her room. Jasmine listens to a podcast on the bus. A plane and car is also drawn. 12 books are turned into a single tablet.]

"I can read and write anywhere. In my bed, on the bus, or even on the plane. And I think we can all agree that it is easier to carry one tablet with endless options of books than lugging that same amount in our backpacks."

[The screen is split into two: Black vs White. The screen changes to read the word "Unique" in rainbow colors. The screen goes back to the black and white screen and is blended into gray.]

"Which brings me to the idea, that technology has given me freedom of choice in my writing and reading. Unlike before, where there was only one answer and only one way to present, technology has allowed me to be unique and flexible. Instead of simply black and white, my writing and reading is now in that murky gray area, and not at the extremes."

[Jasmine talks to her grandma in India on facetime. Jasmine talks to her mom on the phone and asks her mom to "tell her another!"]

"And now there is more opportunities to find things I like quickly, like being able to hear a story from my grandmother on video chat, getting books on Amazon without actually traveling to the library, or reciting my speech to my mom on the phone."

[The screen has the words "Improvements" in a bad plain way and in a super extravagant way. The word "Gain" fills the screen.]

"With new technologies, there comes new improvements to my existing literacies and a gain of new ones."

[A bunch of flashcards becomes the app Quizlet. The app logo of Kahoot appears on the screen.]

"Writing flashcards have turned into writing Quizlets. Playing bingo and jeopardy on paper, have turned into playing an online game of Kahoot."

[Jasmine stands on the side with the words, "It is no longer a choice. It's a demand." appearing beside her.]

"And I believe that it is no longer a choice to change with technology, but rather a demand."

[Jasmine's parents ask "Why are you always on your phone? Get off your device and go out into the real world."]

"So next time you ask your kid, 'Why are you on your phone all the time?' or 'Can't you get off your electronic and get out into the real world?'"

[Jasmine sits at her desk thinking. Many words about literacies and technology appear all around around her.]

"Consider that maybe they have to be on it in order to achieve the same level of success that their grandparents and parents had."

[Jasmine stands on the planet earth holding many electronics and traditional style writing tools. The words "The future is digital" appear on the screen.]

"Because to my generation and the next, the real world IS digital."

[The video ends with Jasmine sitting as happy music plays in the background. The words, "Jasmine Thomas, Seton Hill University, Professor Kuhn" appear on the screen.]