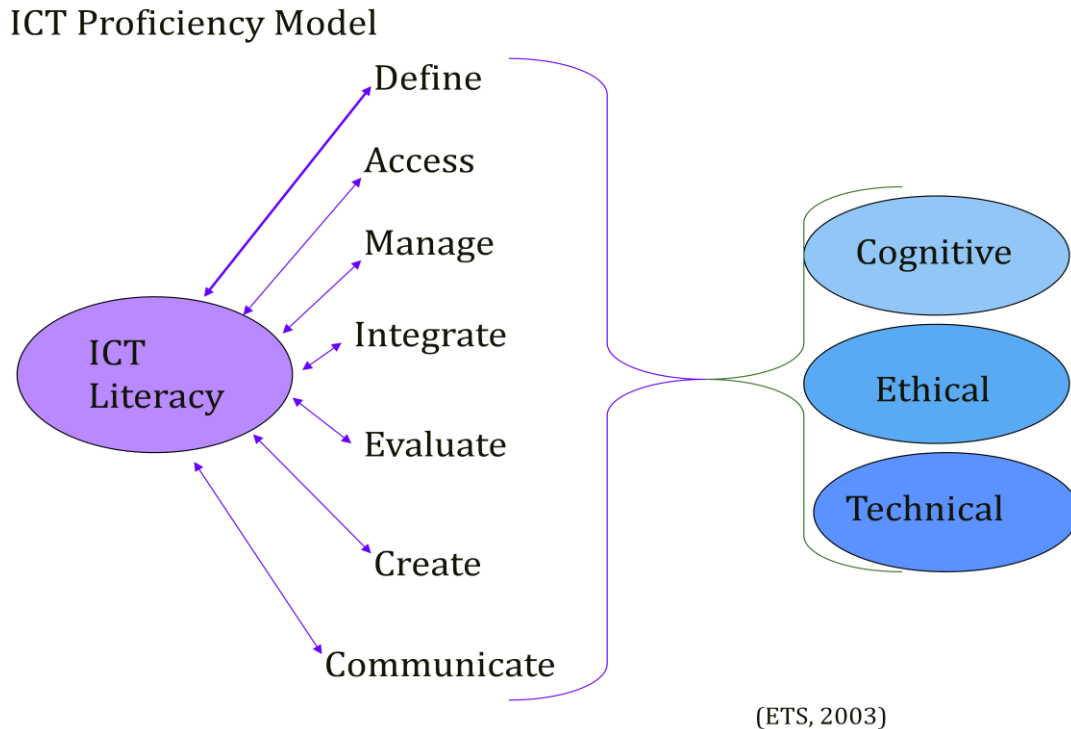


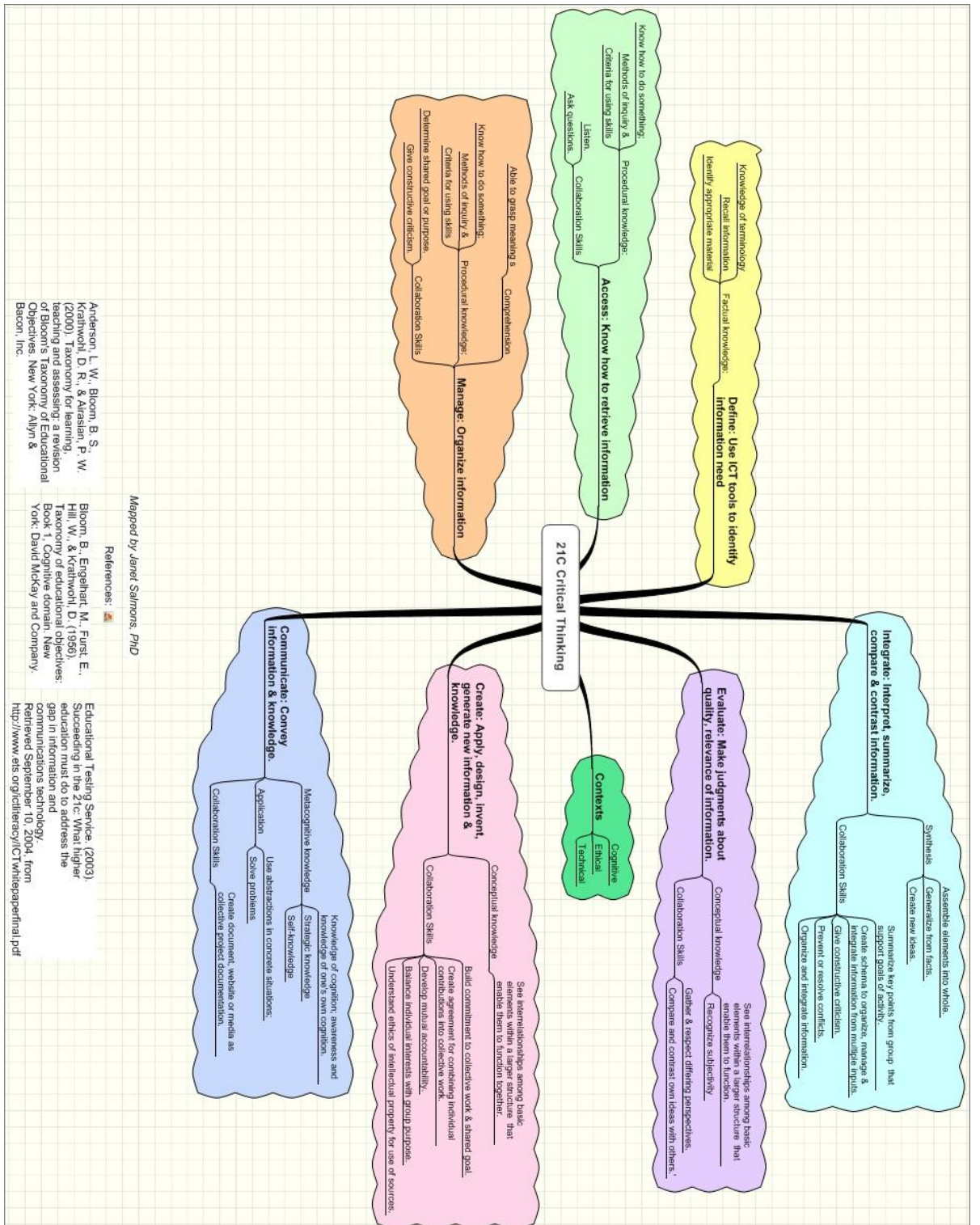
**Models for Thinking about
Information and Communications Technology Literacy and 21c Critical Thinking Skills**
Janet Salmons, PhD



This diagram is drawn from a report, *Succeeding in the 21st Century: What Higher Education Must Do to Address the Gap in Information and Communications Technology Literacy* (ETS, 2003). While the report was written a few years ago it offers a valuable set of connections between ICT literacy and cognitive development, and with ethical practices, including academic integrity and respect for intellectual property as well as technical know-how.

This model of ICT literacy also demonstrates the importance of being "literate" in a full range from the basic definition of key terms concepts and access to information, to being able to manage, integrate and evaluate information. In a sea of information it is essential to have skills and systems for information management, and the ability to integrate different kinds of information. Given the abundance of user-generated information that has not been fact-checked, it is important to be able to evaluate the credibility of sources. As the 21c Critical Thinking visual map illustrates, the skill sets outlined in the ICT Proficiency Model align with Bloom's Taxonomy.

ICT literacy is foundational to online collaboration and collaborative learning. It is not enough to be able to access and use information—as educators we want to encourage students to create original ideas and content, and to communicate it effectively.



Mapped by Janet Salmons, PhD

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