Information for Point 1 (Reference)

	Prensky	**Wohlsen**	**Jenkins**	
Point 1 – *Access to Information* What does the research have to say about how digital technology affects the way we access information?	Prensky focuses on how the "digital natives" access information in fundamentally different ways because of exposure to digital tech: "as a result of this ubiquitous environment and the sheer volume of their interaction with it, today's students think and process information fundamentally differently from their predecessors." (p. 1). Point is Prensky's fundamental assumption that allows him to make his argument about changing curriculum.	For Wohlsen, key skills in coding and algorithmic thinking are necessary primarily as they will enable the younger generation to be able to interpret and use the mass of information that is generated in a digital culture. Kids, he argues, need to be "skilled in the ways of information technology" because most career paths are "data-driven."	For Jenkins the emphasis is on the skills necessary for participatory culture – in which participation in culture means the ability to produce and share information. With the skills to do so, individuals will be fully participating in culture as citizens.	Prensky focuses on a preference for how to consume or engage information, but Wohlsen and Jenkins are more focused on how digital literacy skills will enable the ability to produce and share information within society. For Prensky, digital technology has changed the way young people consume information. While this may be true, this view, perhaps because he writes in 2001, is only a small part of the issue. In the digital age, information and data are key, and Wohlsen and Jenkins emphasize the skills in interpreting, producing and sharing information as the cornerstone of digital literacy.