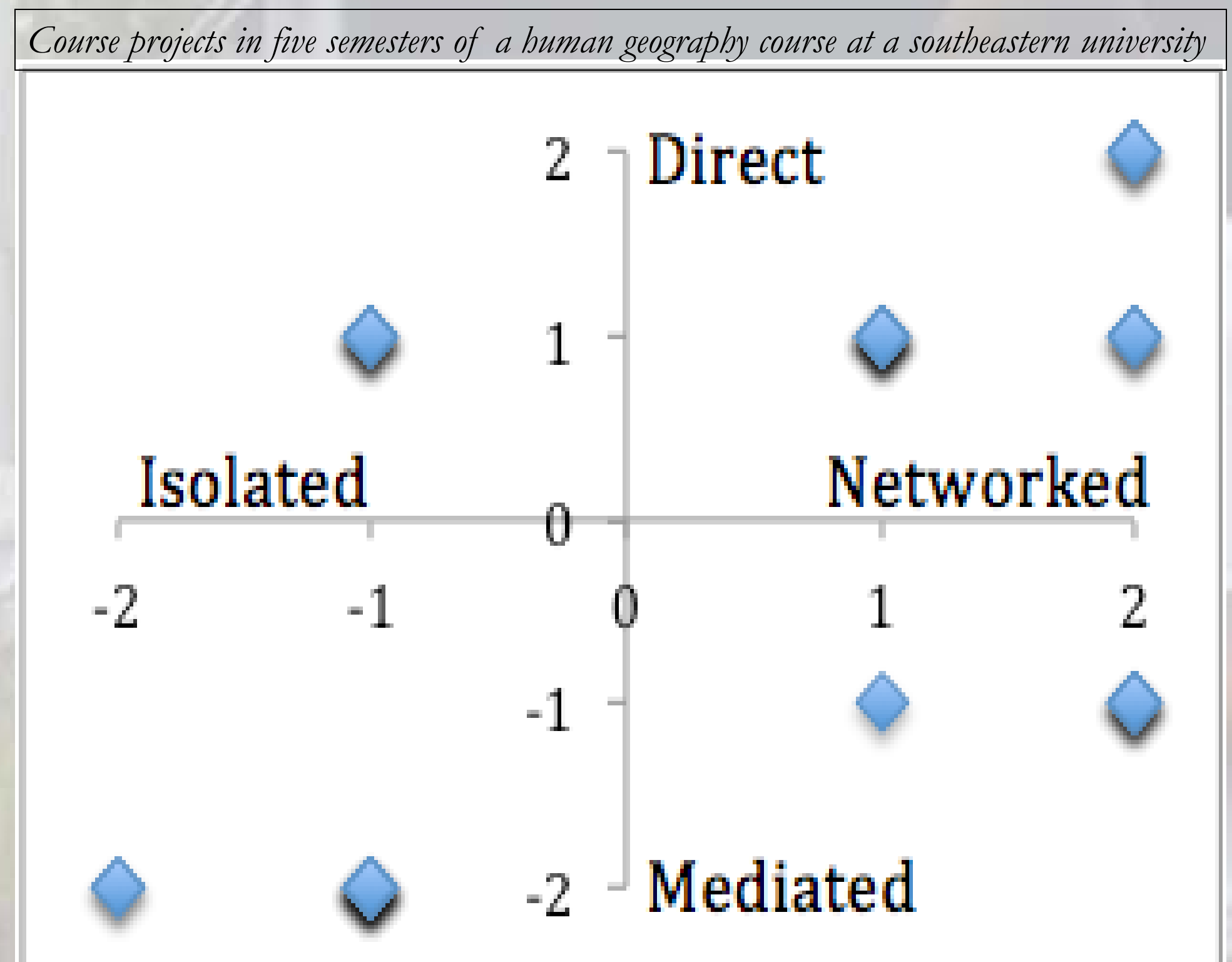


# Economic Impact Imperatives and Literacy Education: Compatible Educational Goals?

21<sup>st</sup> c. literacies education  
(NCTE, 2013) can be  
evaluated in terms of  
economic participation.

Collaborative, tech-enabled  
projects more often met  
criteria for economic  
impact than academic  
practices some hands-on  
learning.

Contemporary educational  
reforms make use of  
economic rationales that  
rely on dubious links from  
instruction to educational  
outcomes.



Course projects from one semester of the study, as undertaken by students, in time order.

*Read and discussed course readings*

*Maintained reflective journal*

*Cultivated rooftop garden*

*Distributed food in various ways*

*Publicly protested public space food restrictions via garden display and public forum*

*Founded Campus Kitchens, a food reclamation program*

*Distributed plants propagated by students and others to school / community gardens*

*Co-constructed school garden*

*Composed articles to raise awareness of local food system issues*

*Coordinated activist networking summit*

Economic rationales  
underpinning reform  
(i.e., literacy x time = \$)  
are inadequate. Future  
projects seek to replicate  
findings among younger  
participants.