Almost a decade ago, Bloom’s Taxonomy was revised to add emphasis both to the higher-order complexity of “creating” (over “evaluation”), and to emphasize metacognitive processes (Krathwohl, 2002). Today’s learners are adept at “authoring” using Web 2.0 and emerging Web 3.0 technologies, but have they overcome the old problems of literacy such as a lack of proficiency to design, argue, develop, formulate, and write using academic registers? Without proper pedagogy, new tools mask old problems. Our presentation explores techniques developed with education graduate students and computer systems undergraduates toward critical reading and writing. We provide methodologies for matching the right technology (e.g., Moodle, VoiceThread, Second Life) to the right academic task (reading discussion, essay writing, autonomous study, and self-regulation). In addition, we show how our learners benefited from exploring multiple “roles” within the different technologies. We conclude with recommendations for assessing curricula, pedagogy, and student performance in new media.