USING DIGITAL LITERACIES TO CONNECT CLASSROOMS & PROMOTE STUDENT ENGAGEMENT

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http://backchannelchat.com/Backchannel/bky21
DIGITAL LITERACIES ENABLE STUDENTS TO COLLABORATE AND ENGAGE WITH PEERS IN WAYS THAT ALIGN GOALS FOR LEARNING IN THE 21ST CENTURY.

THIS SESSION WILL INCLUDE AN EXAMINATION OF THE ISTE STANDARDS AND THE P21 FRAMEWORK WHICH OUTLINES LEARNING AND INNOVATION SKILLS INCLUDING THE 4CS: CRITICAL THINKING, COMMUNICATION, COLLABORATION, AND CREATIVITY.

EXAMPLES OF EDUCATORS EMPLOYING THESE PRACTICES ACROSS K-16 SETTINGS WILL BE PROVIDED AS WELL AS THE OPPORTUNITY FOR PARTICIPANTS TO SHARE THEIR PRACTICES AND UTILIZE THE TOOLS DISCUSSED.
Literacy is deictic. It is ever-changing.

—Don Leu
What skills are involved in digital literacy?
Defining Digital Literacies

The American Library Association's digital-literacy task force offers this definition: "Digital literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills."

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1) finding and consuming digital content;
2) creating digital content;
3) communicating or sharing it.

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Defining Digital Literacies

Finding/Consuming Digital Content

Creating Digital Content

Communicating & Sharing Content
What digital tools are you or your students currently using that enable & support:

1. finding and consuming digital content;
2. creating digital content;
3. communicating or sharing it?

Let’s Create a Padlet!
https://padlet.com/boehmerbooks/digitaltools
1. **USE IT LIKE A STUDENT** - Put yourself in the shoes of the student and actually use the tool like they would. What is the experience like?

2. **LAUNCH A PILOT GROUP** - Gather a diverse group of students & watch how they use the tool.

3. **LOOK CLOSELY AT DATA** - Break down results by different populations & make sure the tool serves everyone.

4. **THINK ABOUT WHY** - Ask critical questions about how & why something works. Is it truly changing learning experiences, or is it just an online worksheet?

5. **ASK ABOUT IMPACT** - Ask the tech companies about how their tool impacts different types of learners. If they don’t know, how are they going to find out?

6. **FOLLOW YOUR GUT** - Sometimes you just have a feeling a tool isn’t working like it should. Listen to that & follow up with closer scrutiny.

“Technology amplifies whatever is happening,” she says. “If we’re widening a gap, it can be amplified by technology, and it happens faster, and it happens sometimes under the radar, because teachers and students might not be having every interaction in person anymore.”

Rupa Chandra Gupta, CEO at Sown to Grow
Defining Digital Literacies

Finding/Consuming Digital Content

Communicating & Sharing Content

Creating Digital Content
### 4 C’s Digital Learning Menu

<table>
<thead>
<tr>
<th>Communication</th>
<th>Collaboration</th>
<th>Critical Thinking</th>
<th>Creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Summarize <strong>your learning</strong> using the digital tool of your choice. Feel free to use multiple types of media. (ex: video, presentation, drawing, Twitter, mindmap)</td>
<td>3. With a partner, discuss the <strong>topic/question</strong>, then together create a digital representation of your thoughts, ideas, questions and reflections. (ex: Slides, Padlet, drawing, video)</td>
<td>5. Using the <strong>image</strong> provided by your teacher, infer what happened in the picture. Retell what you think happened in your own words and expressed with the digital tool of your choice. (ex: timeline, diagram, digital story)</td>
<td>7. List as many uses for a <strong>paperclip</strong> that you can think of in ten minutes. Share with a partner and push your team to think of 20 more!</td>
</tr>
<tr>
<td>2. Teach a concept from <strong>this week's learning</strong> to another student using the digital tool of your choice. Feel free to use multiple types of media. (ex: screencast tutorial, YouTube video, diagram, podcast)</td>
<td>4. With your team, discuss possible solutions to the <strong>problem</strong> and develop a solution. Together, create a digital representation of your solution using the tool of your choice. (ex: sketch, diagram, Docs, Slides, Sites)</td>
<td>6. Research a current issue that you are passionate about. Using your research as evidence, craft an argument using the digital tool of your choice to assert your opinion with ideas to solve. (ex: writing, video, podcast)</td>
<td>8. Reinvent <strong>school</strong>! If <strong>school</strong> could be anything you wanted it to, what would it look like? What would you learn? How would you learn it? Create a model of your new school using the digital tool of your choice.</td>
</tr>
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</table>
Teacher’s Guide - 4 C’s Digital Learning Menu

This learning menu is meant to be revised to fit your grade level and subject area. Use part of it, use all of it, add more, the choice is yours!

Guidance for teachers:

- Name the learning menu to fit your unit of study or topic
- Replace the text that is bold and underlined with your own details.
  - In #1 and #2, replace “your learning” and “this week’s learning” with your content/skill of study. If digital, I recommend you link to your assignment or resources.
  - In #3 and #4, provide a problem or question supporting your topic of study. If digital, I recommend you link to your assignment or resources.
  - In #5, provide a link to a vague image where students must infer what happened to drive inquiry into your topic of study.
  - In #7, you can change the word paperclip to another random object if you so choose. The paperclip idea comes from Sir Ken Robinson’s TED Talk.
  - In #8, you can easily revise the activity to reinvent something else besides school.
- Choosing digital tools: I left this open, but your students may not be ready for complete open choice. You can also give them 3-5 to choose from and work up open choice.
- Learn more about Learning Menus here.

Learn more about [Learning Menus here](#).
What are 21st century skills? These 4 C’s:

- Communication
- Collaboration
- Critical Thinking
- Creativity
Defining Digital Literacies

- Finding/Consuming Digital Content
- Creating Digital Content
- Communicating & Sharing Content
- Collaboration
ISTE: International Society for Technology in Education
Critical Thinking C
Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

2a Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

2b Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

2c Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

2d Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.
Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

3a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

3b Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

3c Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

3d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
3 Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

3b Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
The Pacific Northwest tree octopus (*Octopus paxarbolis*) can be found in the **temperate rainforests** of the Olympic Peninsula on the west coast of North America. Their habitat lies on the Eastern side of the Olympic mountain range, adjacent to Hood Canal. These solitary cephalopods reach an average size (measured from arm-tip to mantle-tip.) of 30-33 cm. Unlike most other cephalopods, tree octopuses are amphibious, spending only their early life and the period of their mating season in their ancestral aquatic environment. Because of the moistness of the rainforests and specialized skin adaptations, they are able to keep from becoming desiccated for prolonged periods of time, but given the chance they would prefer resting in pooled water.
Characteristics of and Instructional Suggestions for Different Stages
Communication C
Collaboration
Twitter provides educators opportunities to

1. find and consume digital content;
2. create digital content;
3. communicate or share it.
1a Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

1b Students build networks and customize their learning environments in ways that support the learning process.

1c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

1d Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.
Beginning Readers, Writers, & Letter Name-Alphabetic Spellers
Digraph Read it, Build it, Write it
Best Lesson Ever

My best lesson ever for retailing varieties!
Top 10 Reasons to Use Seesaw

@sylviaduckworth

1. Easy to use for students, teachers and parents.

2. Digital portfolio and class blog in one.

3. One-stop place for students to showcase their work.

4. Students can choose to display their learning in many different ways.

5. Gives students an authentic audience and opportunities for feedback.

6. Increases family engagement and communication.

7. Gives parents an insider view of their child’s learning.

8. Allows students to learn about digital citizenship.

9. Allows teacher to monitor and assess student progress.

10. It’s free (and fun)!
Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

7a Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

7b Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

7c Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

7d Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.
UNPACKING the 7 PHONICS PRINCIPLES
“Everything you wanted to know about Phonics (but were afraid to ask)”

CI 5413 / 14
Section 002
Foundations of Reading
SPRING 2018

Phonics Principle Presentation
- learning community activity
- 1st slide - write out your principle & group member names.
- Subsequent slides - define and describe
  - Why is it important?
  - How can the principle be taught?
  - How can a teacher assess the principle?
  - (add) How does it support an overall position on phonics instruction? (think traditional and/or contemporary approaches)
- Add your slides for your assigned phonics principle & we will post on Canvas.

K211 - Literacy Modules - Week 2
Directions: As a class we are going to complete this chart with important information & key characteristics about learners in each developmental stage. You DO NOT need to write in complete sentences - bullet points are acceptable. This chart will be a helpful for us to recall the key characteristics of each developmental stage of reading and spelling. Note, that this document will serve as a great study guide for your exam.

I’ve divided the class into 5 groups. You are responsible as a group to complete your column by Jan. 31st. So you get credit for your work, please put in parenthesis your first name, for example, (Boehm) after your chart contributions.

Please refer to the following resources and specific page numbers to help you complete this activity:
Templeton & Gehrmann pages: 60-67
Words Their Way pages: 11-20

Developmental Stages in Reading and Spelling

<table>
<thead>
<tr>
<th>Emergent / Emergent Stage</th>
<th>Beginning / Letter Name - Alphabetic Stage</th>
<th>Transitional / Within Word Pattern Stage</th>
<th>Intermediate / Syllables &amp; Affixes Stage</th>
<th>Advanced / Derivational Relations Stage</th>
</tr>
</thead>
</table>
| Ye Li, Ye Long, Kirstin, Mark, Juebing | Hongtao (Guia, Rachel, Ruby, Juyang (Fenia), Xiaogong, Yi Ting) | Yazmin, Andrew, Al Ai, Ye C., Binlu | Veronica C., Veronica B., Hugo, Janyo, Vania, Maria-Aris | Monica, Pencenova, Paola, Juania, Norma, \_\_\_\_\_

Reading:
- Preprimer reading (Y. Long): Reading
  - that period during which students are first formally taught to read (Ruby)
  - read silent sit of time recognize core words
  - independent reading (Hugo)
- Reading: - Middle school students have the cognitive capacity to
Flip Grid

**Winter Hobbies**

It’s September and “Winter is Coming!” As we start to pull out the winter clothes and gear, let’s share what makes winter wonderful. Snow hobbies!

**Our #Booktalks**

In less than 60 seconds, share your booktalk on our recent read, The Martian. Make sure to address:

- Your favorite STEM moment from the book
- An area where the science surprised you
- What you think is next for Mark Watney

Welcome to our Class!

Welcome to our classroom Grid community! This is a place where we will learn together and share ideas.

In 90 seconds share something that makes you 😊
Creativity
C
6 Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

6a Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

6b Students create original works or responsibly repurpose or remix digital resources into new creations.

6c Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

6d Students publish or present content that customizes the message and medium for their intended audiences.
CRISPR/CAS9 GENE THERAPY IN CANCER TREATMENT

CRISPR is a natural way to fight "invaders"

The CRISPR-Cas9 system is a naturally occurring mechanism in prokaryotes that allows for the detection and destruction of foreign DNA.

The CRISPR-Cas9 system is used to treat cancer by editing the DNA of cancer cells to introduce a gene that can disrupt the cancer's ability to grow.

CURRENT CANCER TREATMENTS

Current cancer treatments may include:
- surgery
- chemotherapy
- radiation therapy

CAR T-CELL THERAPY

CRISPR/Cas9 can be used to design chimeric antigen receptors (CARs) that recognize and attack cancer cells.

ADVANTAGES OF CRISPR

- Less side effects than other treatments
- More effective tumor response
- Safer than other gene therapy methods

FICTION VERSUS NON-FICTION

Comparing the 2 Types of Literature

Fictional literature is made from the imagination.

Its purpose is to entertain. You read to enjoy.

It uses narrative elements such as theme, conflict, characters, setting, and resolution.

It gives readers a theme, message, moral or lesson.

Non-Fiction literature is based on fact.

Its purpose is to give information. You read to learn.

It uses text features like the table of contents, glossary, index, labels, charts, photos, and graphs.

It gives readers information or directions on how to do something.

HOW READING CAN HELP CHILDREN

- Stories can stimulate imagination and play
- Stories provide curiosity and discussion
- Books provide inspiration, thought, and reflection
- Sitting down with a book provides children with a time for quiet and calmness in their busy lives
- Books and stories fill a child's mind with knowledge

HELP KIDS TO LEARN BY DONATING BOOKS
Bilingualism

Emma Boehm & Christopher Timm
YOU TRY -

- With a partner select a text, such as one listed or one of your own choice
- Demonstrate comprehension of text by collaborating & creatively communicating using digital tools
- Be prepared to share your idea in 15 minutes
Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

4a Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

4b Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

4c Students develop, test and refine prototypes as part of a cyclical design process.

4d Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.
### Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

<table>
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<th>5a</th>
<th>Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.</th>
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<td>5b</td>
<td>Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.</td>
</tr>
<tr>
<td>5c</td>
<td>Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.</td>
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<tr>
<td>5d</td>
<td>Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.</td>
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Thank you for your participation!
Go to www.menti.com and use the code 68 58 27

Questions? or Comments?