

Learning Technologies

A Community of Learners

Reflecting Values— Digital Citizenship

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Digital citizenship is a topic that is gaining a dizzying momentum. The range of tools and environments continue to pop up at rates that far outstrip our ability to understand the new territory, much less navigate it.

It is one thing to be able to orient yourself through a new environment like a holiday drive in a new city and to truly feel you can navigate the streets and alleyways with confidence. With regards to our media rich world, our students, staff and parents show up in our classrooms with varying levels of experience and opportunity to navigate the digital world. The importance of teaching/sharing digital citizenship just like we offer insights into citizenship and social re-

sponsibility is paramount.

Digital citizenship is a belief and value system that aims to empower students to think critically and make informed choices about how we use the new tools to create, communicate and ultimately treat each other.

The digital citizenship journey can be divided into eight components: Internet Safety, Cyberbullying, Privacy and Security, Digital Footprint and Reputation, Relationships and Communication, Self-Image and Identity, Information Literacy, Creative Credit and Copyright (commonsensemedia.org). Each component can stand separately or be easily grouped. The topics are interconnected and woven together to form a

foundational core value. In the language of Restitution, it would be “who is the person we want to be”.

We all (teachers, students, parents, wider community) have a stake in helping align our practices and experiences to support our students in this new world. Our journey started four years ago with our in-house blogs, which many of you have taken advantage. I created this graphic to add to our collective resources on “digital wisdom”.



BEFORE YOU POST... THINK!

- T – is it true?
- H – is it hurtful?
- I – is it illegal?
- N – is it necessary?
- K – is it kind?

An Audience of One is No Audience At All

- Students need an authentic audience.
- Who is your intended audience?
- What are the goals of the communication?
- Opportunity to practice, engage in digital citizenship

“Students need an authentic audience.” You’ve heard this statement before. Given the vast array of opportunities, you would think that this is easy. But any number of bells are ringing in your head and you recognize it’s not that simple. Consider questions like “who will be the target audience - parents, peers, people across the country or around the world? What are the goals that

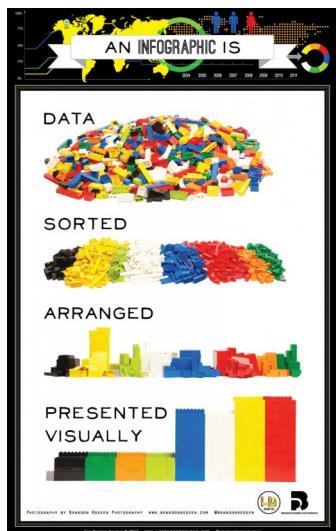
you are trying to address? Are there questions of security that need to be considered?

There is great educational value in using online platforms in school projects – wider authentic audiences, engagement and personalization, and a chance to practice digital citizenship are among them. More importantly, the literacy development is within a coordinated, adult supervised envi-

ronment. A student reflected on the difference, “when I hand in work to a teacher, it’s ok work; when I share with the world, it’s great work”. Interesting to hear the viewpoints.

If you are considering this or have already started navigating ‘authentic audiences’ our team can help you through the processes to consider before embarking on this grand journey.

PowerPoint Must = Research Project?



via HotButterStudio.com

The students decided on their research question, combed through mountains (or not) of text. Of course you involved your Teacher-Librarian so that all text-types can be explored (paper, online). Notes are furiously scribbled or brainstormed using outlines, all the while rechecking your criteria rubric. The final presentation? Well it has to be PowerPoint... Or should it?

Presentations come in many forms, almost as many as differences in our students. While PowerPoint is still a great medium, consider exploring alternatives such as infographics,

interactive images or blogs.

Infographics relay information with strong visuals (images, graphs, charts) to tell a story. There are online editors that make it easy to edit templates (Picktochart, Visual.ly, Easel.ly) - these require a login account. However, I've found that simply using Word, ComicLife, and Wordle will give stunning results that can be printable or uploaded to a website. Use Word to provide images (creative commons), tables/charts and graphs. Arrange the pieces of information in a pleasing, logical flow. Add in dialogue boxes to show ad-

ditional research, including websites. Be sure to use colour to define your borders and sections.

Another option is to take images from Word, screenshot them and use the template frames in **ComicLife** to organize your content. Use the speech bubbles, dialogue boxes to add information. The final page can be printed or placed online or incorporated into a **Thinglink** [thinglink.com] (offering interactive layer to content).

Whatever the product, the story and the process remains the important learning factor.

Tips and Tricks for iDevices - Aahh Sanity!



"I didn't know that!" For those who manage or work with iDevices (ipads, ipod-touches, iphones), here are some tips to enhance your experiences.

1. Charging devices is faster if you turn on "Airplane" - make sure you turn it back off when done or you won't connect to the wifi.
2. Put ipads (even ones in cart) in Airplane mode. Ipads in

'standby mode' or charging still try to connect to wifi, possibly adding to overall connectivity issues.

3. Take photos with 'volume up' button instead of circle shutter - gives you better control of the device.
4. Use Accessibility to lock your apps to one ensuring student activity time is well used.
5. Extend battery life— lower screen brightness (turn auto

off), auto screen lock (set to lowest time you can handle), no syncing, limit push notifications, disable background refresh, turn off location.

6. Organize apps by creating folders and 'nested' folders.
7. Increase speed by lowering number of apps in Spotlight Search (Settings > General).
8. Increase saving space by removing apps not currently used. You can always reload it.

Who's Telling Your Story if You're Not?



How are you telling your story?
Your students' story?

Storytelling is as important today as years past - perhaps more so. There are many competing forces and it is challenging to capture audience's attention. Questions to consider might be "Who is telling your story? How are you telling it? Is it getting to the audience you wish?" Answers will differ depending on who you ask -

teachers, students, administrators, community.

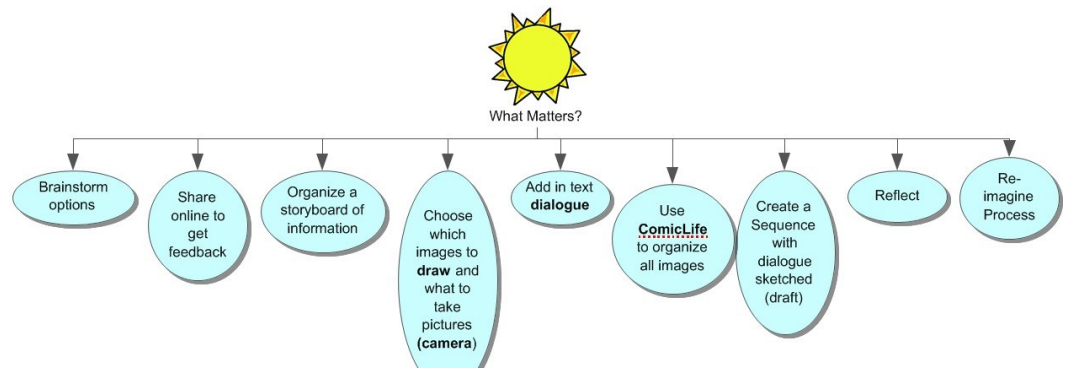
Social media is an easy way to get the word out. These include blogs, wikis, Twitter, various online magazines. Even QR Codes placed on windows and bulletin boards lend to a sharing of story. Using multiple platforms can be wieldy. A blog is a good starting point—

it offers many ways to bring out your creative genius as well as a place to share what is happening in the school or class. Posts can be short or long, newsletter-ish, or just capture the moment-ish. It offers students a chance to flex their voice and create a positive digital footprint. So how is your story being told?

Creating a Path Requires a Visual Plan

Ever have students that need help with organization? You've broken down the steps and yet there are students who are spinning their wheels. Skills of pre-planning are learned skills and require a lot of practice.

One way to focus a process is to call it a "workflow". This term encompasses all the steps (including the creative flight paths) that a project might take. It can be written on chart paper and posted as reference or a document can be uploaded online. Using a visual concept may allow a stronger



memory cue as the brain is more comfortable in decoding images than text. One of the fastest ways to do this is through the use of **Inspiration** or **Kidspiration (primary)**.

The graphic organizer program is on the computer image in our district. Another option is to have the students create their own graphic organizer.

It's Complicated— Students' views on Social Media

I thought I had it figured out or maybe partially figured out. Students engage in social media to build their friendships, relationships and be a part of a group larger than themselves. Simple? Not so simple says the author (Danah Boyd) of *It's Complicated— The Social Lives of Networked Teens*. Years of interviewing teens and pre-teens have culminated with insights in the interactions of this generation's use of social

media. The new networked technologies alter the social environment and this alters the relationships that unfold. By default these networks are public. For example, while this group's frequent use of phones is to text, it is purposely intended to share experiences with friends, to connect deeply. They may sit next to each other and bystanders may think they are not talking. On closer inspection, we see that stu-

dents create their information, share and revise it physically with each other and then re-share it. This is similar to the Learning Creative Learning project at MIT's Media Lab. Students have figured it out— Imagine something, create it, play with it, share it, reflect, then reimagine it again. It looks like a spiral approach.

You can download a free copy of Boyd's book: <http://bit.ly/1omPP1Z>

"The networked technologies alter the social environment and this alters the relationships that unfold."

Dialogue With A Twist

How would you create opportunities for students to practice dialogue? Perhaps it's talk between two people or two characters or a conversation between you and yourself? MMhh...now that would be interesting. A bit of reflective action produced in video format. And practicing a host of literacy elements to boot.

The tool you ask? It's **Google Story Builder** —just hot off the presses in April. Be the first to check out this online tool to create dialogue, monologue...the possibilities are endless. It can be found at: <http://docsstorybuilder.appspot.com>. Just type in the names of characters and enter dialogue. Add some music in the background

and capture the weblink to share your conversation. I've created one on Questions (yes my favourite topic). Here's the link: <http://goo.gl/mB5bXf> Imagine if this was used as a documentation reflection piece in the classroom.

Sometimes you just have to have a chat with yourself and sometimes it's just plain fun.



Worth Checking Out:

Digital Citizenship

Watch for our program lessons and updates on the Learning Tech blog. See "*The Classroom*".

Microsoft's Home User Program [Office 2013] offers discounted price of \$11.00 plus taxes. This is available for both Mac and PC users on Win7. Access to the Program Step-by-Step Guide is available on the District Portal (<http://portal.sd41.bc.ca>). See Welcome page under **VENDOR EMPLOYEE DISCOUNTS**.

Raz-Kids— Have students who are struggling with reading fluency and/or comprehension? Raz-Kids may be an option to support your class program. Ask our Learning Tech team about how this program can support your class program.

Graphic Organizers: Inspiration 9; Inspiration 8 French; Kidspiration 3

Graphic organizers are the heartbeat of communication especially in writing. See *FORMS* on blog.

Where to Find Us?

- <http://blogs.sd41.bc.ca/learningtech>
- <http://blogs.sd41.bc.ca/fastforward>
- <http://digisandbox.wordpress.com>

Staff Development Calendar:

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App Smash Challenge



*Imagine - create - play -
share - reflect - reimagine*

The iPad or iPod/touch for that matter, can be a \$500 drill-type device or it can be re-imagined as a creation portal – for exploration, for spinning new viewpoints. With a built-in camera, it has the capacity to reach beyond the mundane, capture and “freeze moments in time”.

Let's take a simple app like **Tellagami** (speaking avatar for both Apple and Android). Use it to record anything like instructions for an experiment, tell about a great book, diary of an explorer's discovery. Great you say. My next question is “so what?”. What makes this cool enough to spend time? What if we work-flowed this? How would it look?

New workflow—Make process a spiral dialogue. Challenge others to respond to your words. Take the idea of ‘sell a great book’. Use Tellagami to engage audience—end your audio script with a thought provoking question. Post it up on a Padlet wall (brainstorm e-wall that can be embedded on a blog) or write a student blog post and upload the gami. Encourage responses and challenges.

If you have a lab, have students leave their computer on their blog page (not logged in). Do a gallery walk (more fun than surfing) to music. Sit in front of the computer when music stops. Read and play the ‘gami’. Create a response that challenges the ideas in some way.

Jump to another computer and repeat. Don't forget that authors get to respond too by commenting and perhaps creating another ‘gami’ in action.

Finally, a workflow can get quite involved. A culminating brainstorm from students can tease out the skills learned. Can this list of skills be used elsewhere in other projects?

Tellagami, Padlet, blog writing and responding is only the starting point towards the skills of articulation and communication, critical thinking, organization of ideas, purposeful redesign and re-imagination. Learning is a spiral. Too often we make the project the end result. Re-imagination demands a replay, a chance to recreate.