Building a Culture of Writing
Digital Literacy K-5

Presented by
Dr. Meghan Welch & Alison Eber

3/13/2017
Universal Design for Learning Principles

Planning for the learning needs of all students

DeeDee Bunn

Program Specialist, Georgia Project for Assistive Technology

Special Education Services and Supports
What is UDL?

Universal Design for Learning is defined in the Higher Education Opportunity Act of 2008 as:

... a scientifically valid framework for guiding educational practice that:

A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and

B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.
UDL Principles

• Multiple Means of Engagement

• Multiple Means of Representation

• Multiple Means of Action and Expression
For additional information

Each “Building a Culture of Writing” session is recorded and posted on the Georgia Standards.org website

https://www.georgiastandards.org/Georgia- Standards/Pages/ELA-Collaborative-Conversations-on- Building-a-Culture-of-Writing.aspx

In each recorded session, short videos on Universal Design for Learning (UDL) and Assistive Technology (AT) can be found under the heading:

Instructional Principles for Diverse Learners
Session Presenters

Alison Eber
City Schools of Decatur

Dr. Meghan Welch
Georgia State University
What is Digital Literacy?

The American Library Association defines digital literacy as:

“The ability to use information and communication technologies to find, evaluate, create, and communicate information requiring both cognitive and technical skills.”
How is digital literacy different from technology integration?
Key Questions

1. What do you want students to accomplish/learn?

1. Could a digital tool enhance that learning?
3 Factors for Effective Technology Use

1. Students are active learners and have access to feedback about their performance.
2. Students actively analyze and create media.
3. Teachers leverage tools to connect learning experiences in the classroom with the outside world. ~Vega (2013)

The SAMR Model (Puenteledra, 2009)
A digitally literate person...

• Possesses the variety of skills – technical and cognitive – required to find, understand, evaluate, create, and communicate digital information in a wide variety of formats;

• Is able to use diverse technologies appropriately and effectively to retrieve information, interpret results, and judge the quality of that information;

• Understands the relationship between technology, life-long learning, personal privacy, and stewardship of information;

• Uses these skills and the appropriate technology to communicate and collaborate with peers, colleagues, family, and on occasion, the general public; and

• Uses these skills to actively participate in civic society and contribute to a vibrant, informed, and engaged community.
Big Ideas: Consumer vs. Producer

Flickr creative commons – JVCAmerica

Flickr creative commons – The Marmot
Big Ideas:
Digital Citizenship & Media Literacy

- Internet Safety
- Privacy & Security
- Relationships & Communication
- Cyberbullying & Digital Drama
- Digital Footprint & Reputation
- Self-image & Identity
- Information Literacy
- Creative Credit & Copyright

common sense education®
Big Ideas: Access vs. Participation

Cellphones, Computers Are the Most Commonly Owned Devices

% of U.S. adults who own each of the following devices

- Cellphone, including smartphones: 92%
- Desktop/laptop computer: 73%
- Smartphone: 68%
- Tablet computer: 45%
- MP3 player: 40%
- Game console: 40%
- E-book reader: 19%
- Portable gaming device: 14%


PEW RESEARCH CENTER
Time to Chat or Tweet!

Given the 3 over-arching topics for this conversation, what are you most looking forward to discussing or hearing about?

#CultureofWriting
@GADOEELA
Or
Use the chat feature
Active Learning with Digital Tools

Consuming and/or Producing

Entry Point: The Digital Story
Audiobooks

Why?
• Builds listening comprehension (SL.2)
• Promotes reading fluency and visual tracking (RF.1)
• Develops lifelong reading habits (RL.10)
• Supports learners with diverse needs
www.getepic.com
Other Resources for Audiobooks

MeeGenius
www.meegenius.com
Paid & Free Content

Storyline Online
www.storylineonline.net

Storynory
www.storynory.com
Free Content

GaDOE
Richard Woods,
Georgia’s School Superintendent
“Educating Georgia’s Future”
gadoe.org
Creating Media

Producing Media

Flickr: https://www.flickr.com/photos/ivanwalsh/
Digital Retelling & Writing

RL.2 & W.3
Digital Retelling & Writing

Create Animated Videos & Presentations

It's FREE and it's awesome

START NOW

www.powtoon.com
Blogs

Top 10 Reasons for Students to Blog

1. Promotes collaboration
2. Establishes a home-school connection
3. Improves writing and digital literacy
4. Showcases student accomplishments
5. Gives students a voice
6. Teaches digital citizenship
7. Gives students a global and authentic audience
8. Creates a digital portfolio
9. Is cross-curricular
10. Develops critical thinking skills

@sylvia.duckworth
KidBlog.org

Safe & Simple Blogs for Your Students

Your students have a voice at Kidblog. We’re trusted by teachers around the world. Set up your class for free in 30 seconds.

Students

Enter your Class Code

Teachers

Sign up for Free

Parents

Connect with your Kids
Tips for Blogging with Students

• Establish CLEAR guidelines
  • Digital safety – no personal information like last names
  • Respectful and purposeful commenting/feedback
• Model best practices by participating with students
• Moderate posts and comments
• Give authentic reasons for blogging (think audience and purpose)
  • Book reviews
  • Class news
  • Collaborative projects
Vlogs (Video Logs)

What you’ll need:
• Computer with webcam or tablet with camera
• Quiet space
• Backdrop (optional)

SL.4-6
Vlogs (Video Logs)

What Students Do:
• Greet viewers
• Introduce book
• Describe events & give opinions
• Speak loudly and clearly
• Listen back to recording
• Share with others
Benefits of Vlogs (Video Logs)

1. Promotes reflection among learners of all ages
2. Forces students to organize and revise their thoughts
3. Develops speaking and listening skills
4. Mimics real world activities on YouTube, Facebook, Instagram
Online Discussions

Why?
- Changes the dynamic of discussions
  - Wait time
  - Harder for one person to dominate
  - More opportunities to be heard
- Teaches importance of tone and clarity
- Curates learning

How?
- Google Classroom (http://classroom.google.com)
- Edmodo (http://www.edmodo.com)
- Today’s Meet (http://www.todaysmeet.com)
- Padlet (http://www.padlet.com)
- KidBlogs (http://kidblog.org)
Digital Bulletin Board - Padlet.com
Time to Chat or Tweet!

Any insights gained? Have you noticed that your own students’ writing or conversing habits are different online than in person?

#CultureofWriting
@GADOEELA
Or
Use the chat feature
Questions
Big Ideas:
Digital Citizenship & Media Literacy

https://www.youtube.com/watch?v=GlaRw5R6Da4
From MediaLiteracyNow.org  @MediaLitNow
Conducting Research

• Gather resources on your topic
• Generate a list of subtopics and keywords
• Use the text structure to determine importance
• Take notes on important ideas/details
• Synthesize ideas from multiple sources

Image from BrainPop on Flickr at https://flic.kr/p/82NApy
Gather Resources

www.symbaloo.com

W.7 & W.8
Reading & Thinking

- Working with .pdf files
- GoodReader or iAnnotate
- Google Classroom
- Synthesizes reading skills depending on purpose and task
- Creates a lasting record of reading

Are you a Good Reader?

- Use **abc** (the highlighter tool) for new or important vocabulary words.
- Use **abc** (the underline tool) for main ideas.
- Use **abc** (the squiggle tool) for unknown words.
- Use **P** (the sticky note tool) for asking questions, making predictions, or leaving think marks.
# Hyperdocs

## Developing Comprehension in a Digital World

**Nonfiction Notes Grade 5**

Title of text: *Time For Kids article: A Winning App*

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHO is the article mostly about?</td>
<td></td>
</tr>
<tr>
<td>WHAT is the main event of the article?</td>
<td></td>
</tr>
<tr>
<td>WHERE does the story take place?</td>
<td></td>
</tr>
<tr>
<td>WHEN is the event happening?</td>
<td></td>
</tr>
<tr>
<td>WHY is this article important?</td>
<td></td>
</tr>
</tbody>
</table>

**BIG IDEA!!**
## Hyperdocs

### Developing Comprehension in a Digital World

**Title:** How Should We Manage Forest Fires?

To use this document, go to File > Make a copy > rename document > share with your teacher.

<table>
<thead>
<tr>
<th>Text Evidence (copy and paste from article)</th>
<th>My Thinking (copy and paste from my brain)</th>
</tr>
</thead>
<tbody>
<tr>
<td>According to the article, after the people stopped using suppression on the forest fires, the forests started to get more dense with growth and now the fires are more intense. This proves that wildfires are more dangerous for this reason.</td>
<td>During the article, I read that wildfires play an important role in a healthy ecosystem because they help replenish the soil in the ground. It helps new plants grow in the area. I think that wildfires are good for this reason. They can be bad because they destroy the homes of animals and people.</td>
</tr>
<tr>
<td>In the article it says that there are things that contribute to wildfires and make them worse. These things are:</td>
<td>I think that it’s bad that the wildfires in the forests are increasing each year, there isn’t really anyway to stop the wildfires increasing, but we should have people ready so that the can be stopped as quickly as possible.</td>
</tr>
<tr>
<td>They maintain the ecological integrity by replenishing and rejuvenating the landscape while helping to return nutrients to the soil.</td>
<td>A fire is acting like a garbage can because it is taking out the dead and old wildlife and then renewing it with newer and better life.</td>
</tr>
<tr>
<td>“At the same time, wildfires can become unwieldy and pose a severe threat to the stability of our communities.”</td>
<td>A fire just like every other fire is dangerous, but every couple of years a special group should be made to clean out families in the forest and then create a small fire. We should copy the Native Americans and create a small fire to burn out the old and bring in the new. After the fire we should leave the forest to naturally regenerate instead of clearing out the dead trees and brush. After a long time of waiting, when the forest is completely alive again, we should cut down tree branches and brush but not entire trees.</td>
</tr>
</tbody>
</table>

**Did this article take a side?**

The article I read did take a side because, although it did mention that fire added new nutrition afterwars, the entire article told and gave examples of the disasters that wildfire can cause. What language led you to believe this? What language led you to believe that?

The narrator used negative language such as: impossible, choking, killing, suffocating, dying, thousands of years, cutting down, and destroying. Afterwards it used reassuring language in an attempt to prove to the people that there were options in their favor. Some used words were: hope, balance, resolve.

- Differentiated instruction
- Permanent work product
- Easy revision and commenting
- Target multiple standards at once
Annotating Thinking

Breaking down ecosystems: Organization of Living Things

www.thinglink.com

Free Basic Educator Accounts with more premium features for a paid account

Annotate with audio, video links, web links, text annotations, images/infographics

Premium features allow Virtual Reality and 360 tours
Viewing and Analyzing Images

Why?

• Increasingly visual world
• More information communicated through pictures
• Teaches inferring (RI.1)
• Prompts creative writing

Writing Prompt: The door swung open, I looked no one was there. I heard a soft noise and looked down. There he was holding her in his arms, looking at me with those big black eyes. I knew I had to help... Finish the story. Tell what had happened, why they came to your door. Include dialog, description, and precise verbs in your heartwarming tale.

https://www.pinterest.com/pin/14566369179070267/
Build Background Knowledge

Field trips to virtually anywhere

From Machu Picchu to Antarctica to the International Space Station - where will you take your class?

http://edu.google.com/expeditions/
Google Lit Trips

http://www.googlelittrips.org/
Questions
Analyzing Media
Noticing Web Features

CARS

Credibility
Accuracy
Reasonableness
Support

http://www.timeforkids.com/files/5ws1h.webcast.pdf
Questions to Ask About a Source

1. Do you know who the source is, or was it created by a common or well-known source? Example National Geographic, Discovery, etc.
2. How does it compare to what you already know?
3. Does the information make sense? Do you understand the information?
4. Can you verify that the information agrees with three or more other sources that are also reliable?
5. Have experts in the field been connected to it or authored the information?
6. How current is the information?
7. Does it have a copyright?

Source: http://www.npr.org/sections/ed/2017/02/16/514364210/5-ways-teachers-are-fighting-fake-news
Activities to Try

http://allaboutexplorers.com/explorers/
Activities to Try

Christopher Columbus

Christopher Columbus was born in 1951 in Sydney, Australia. His home was on the sea and Christopher longed to become an explorer and sailor. However, as a young man, Christopher went to Portugal and got involved in the map making business with his brother, Bartholomew. This business made Columbus a rich man. His books of maps are still found today in every library in the world.

During this time, people were very interested in finding a sailing route around Africa to China, Japan and India. They believed they would find expensive jewels and riches. The experts believed that sailing east was the best route. Columbus, however, argued that sailing in the opposite direction would get them to these lands much faster. King John II of Portugal, along with the Kings of France and England thought Columbus was crazy and refused to help him make the voyage.

Columbus knew he had to make this idea of sailing, using a western route, more popular. So, he produced and appeared on infomercials which aired four times daily. Finally, the King and Queen of Spain called his toll-free number and agreed to help Columbus.

http://allaboutexplorers.com/explorers/
Activities to Try

http://zapatopi.net/treeoctopus/
Activities to Try

Simon Says Find Fake News

Two Truths and a Lie

“Let Them Eat Cake!”

Twitter Sources for more activities:
- @MediaLitNow
- @MedEduLab
- @ReneeHobbs
Time to Chat or Tweet!

Any new insights or questions?

#CultureofWriting
@GADOEELA
Or
Use the chat feature
Connecting to the Outside World

Access vs. Participation

Flickr: Anthony Kelly
Skype or Facetime

1. Collaborate with other classrooms (SL.1)
2. Conduct expert interviews (SL.3)
3. Support absent students or connect on snow days

http://education.skype.com

http://www.epals.com
Twitter

- Connect your classroom to others to share thinking
- Participate in conversations or Twitter chats for your own PD

Give it a try with your students through a teacher-moderated Class Tweeter Template operated through Google Forms and Sheets.

http://tammyworcester.com/class-tweeter-template/
1. Great examples of other classrooms and their work = free PD
2. Opportunity to reflect on your practice in an authentic way
3. It’s okay to lurk and follow!

#teachersfollowteachers
#iteachtoo
#iteach4th
#teachersofinstagram
#iteachfourth
Tips for Teachers
1. Don’t wait until you feel like you’re a tech wizard. The kids may figure things out on their own, and it’s good to model problem solving with technology.
2. Take lots of pictures to build an archive of the learning you’ve done together.
3. Carve out time for teachers and students to play with the tools you have.
4. Allow paper and technology to co-exist in balance.
Questions
Universal Design for Learning

DeeDee Bunn,
Program Specialist, Georgia Project for Assistive Technology
Special Education Services and Supports
Digital Literacy Resources

Bonus *Digital Literacy* Webinar

Georgia Public Broadcasting and Discovery Education

Access webinar for information about digital resources on GSO