Leading the New Literacies: Digital, Media, Global

Dr. Heidi Hayes Jacobs

www.curriculum21.com

Our Essential Question

How do we prepare our learners for their future?

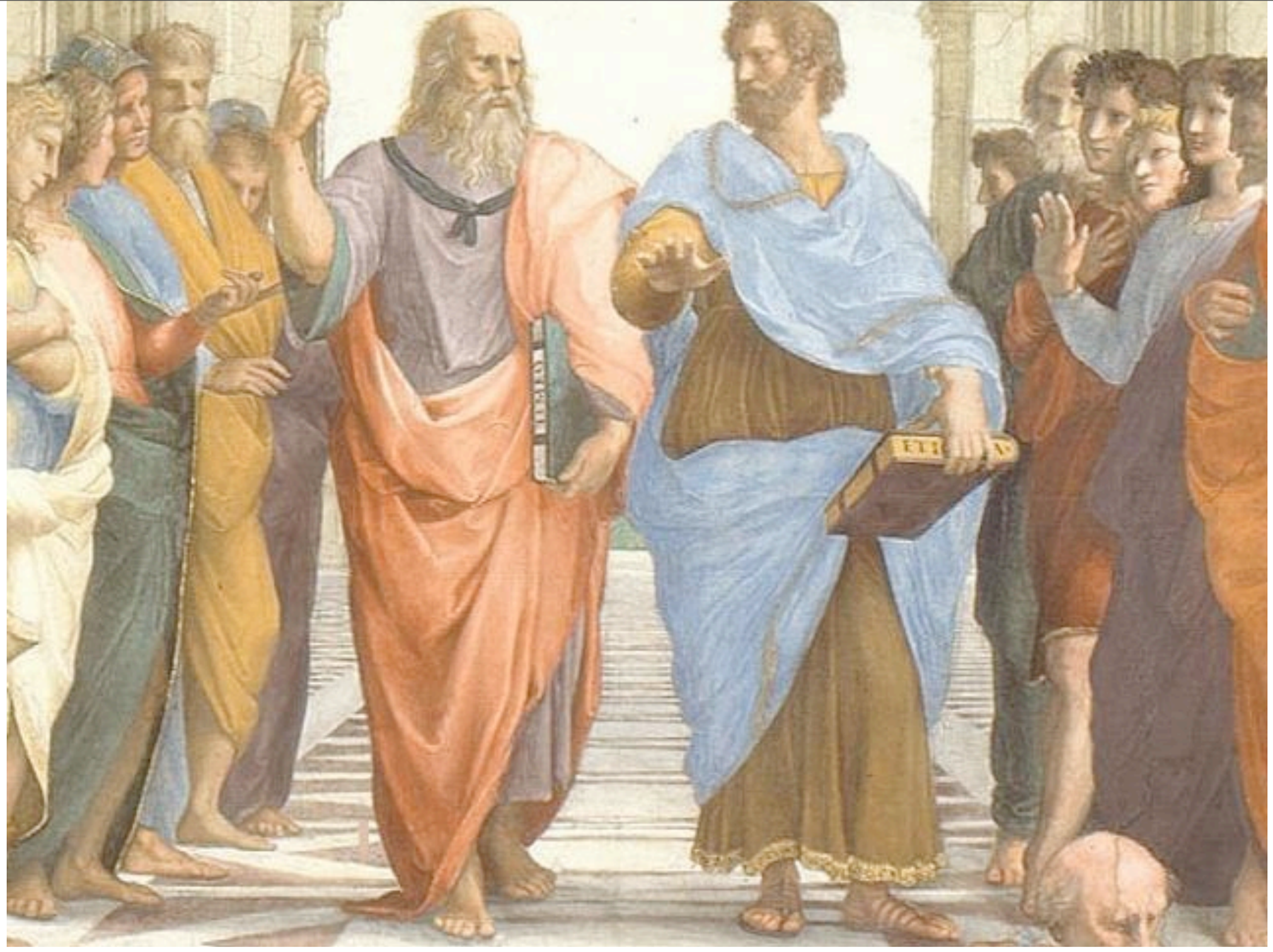
What year are you preparing your learners for?

Amend your Mission Statement

Choosing our century

Class of 2028-
This Year's Preschool

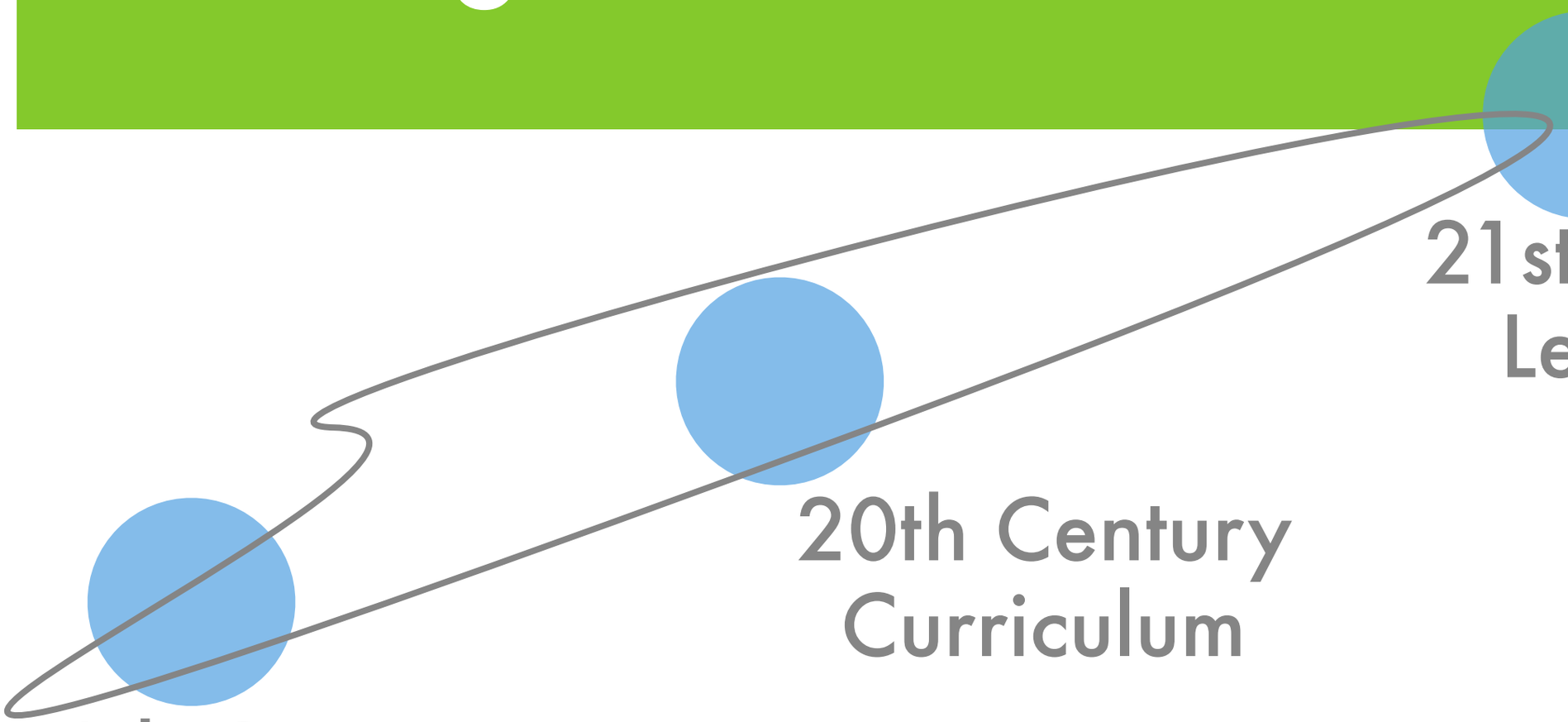
Our willingness to grow



Great Classical Teaching

Learners Create and Share Knowledge Differently from Previous Generations

Making the Transition



GLOBALLY STANDARDS
an opportunity to modernize

A New Kind of Learner Needs:

The best of CLASSICAL teaching approaches and Learning21 approaches.

Student as self-navigator and collaborator in:

SPS= shared physical space

SVS=shared virtual space

Short Term Upgrades

Revision and replacement of dated curriculum and assessment types with more vital contemporary forms.

Long Term Versioning

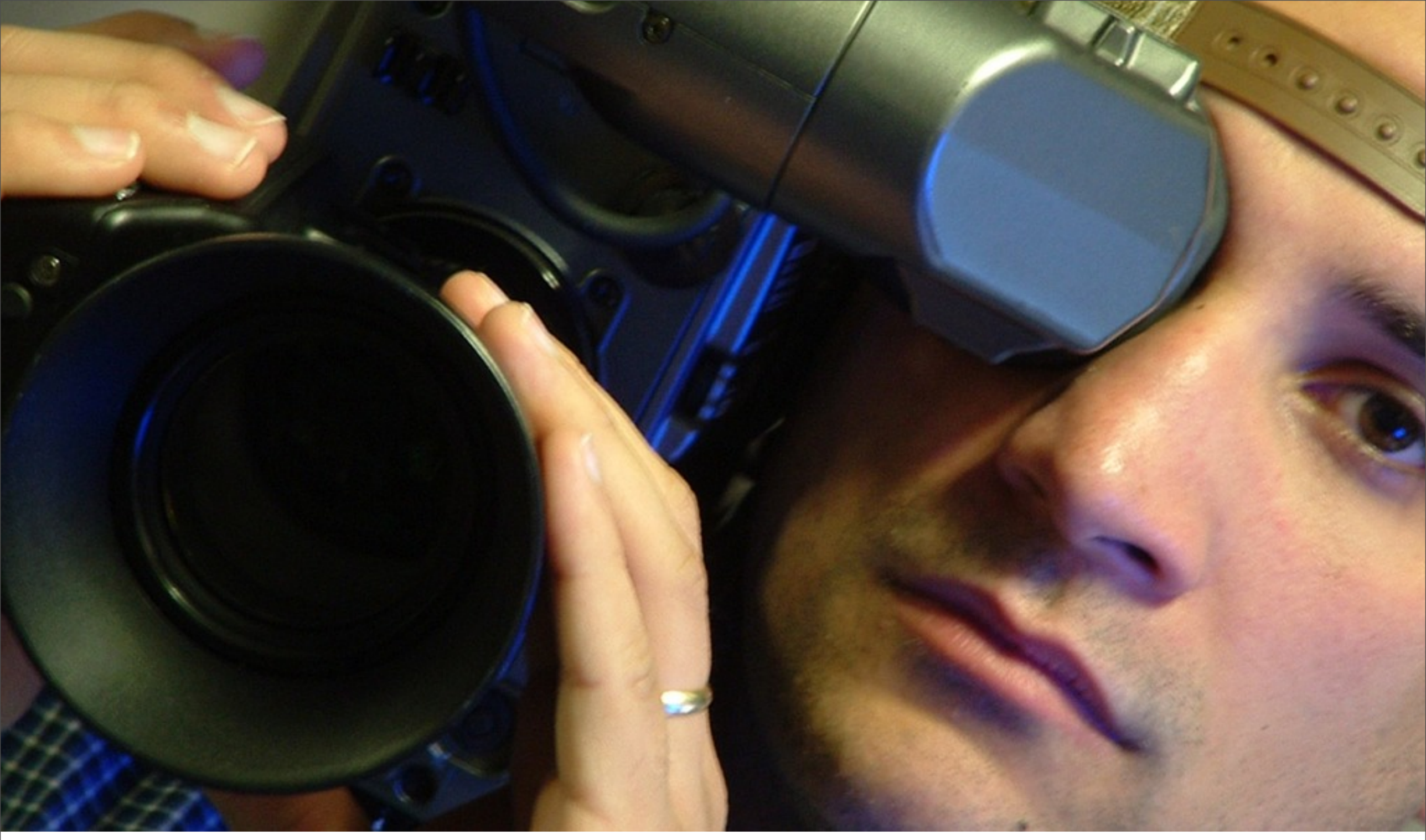
New versions of the program structures in our school institutions that house curriculum and instruction.

Short Term Upgrades
Long Term Versioning

Upgrading Maps for Learner Engagement

Replacing dated assessments with contemporary forms

Literacy is communication. Literacy is accessing language and making meaning.



The new literacies :

DIGITAL
MEDIA
GLOBAL

Digital Literacy

- Accessing Capability
- Selection Capability
- Curation Capability
- Creation Capability

ACCESSING CAPABILITY

To develop proficiency:

keyboarding fluency

touch and effect

voice activated

Selection Capability:

The strategic selection and TAGGING
of web 2.0 digital tools, applications, social media and repository sites to match
research and development tasks.

TAGS

Presentation

Social Communities

Role-based

Subject Area

Writing

Media Making

Vocabulary

Event-based

Timelines

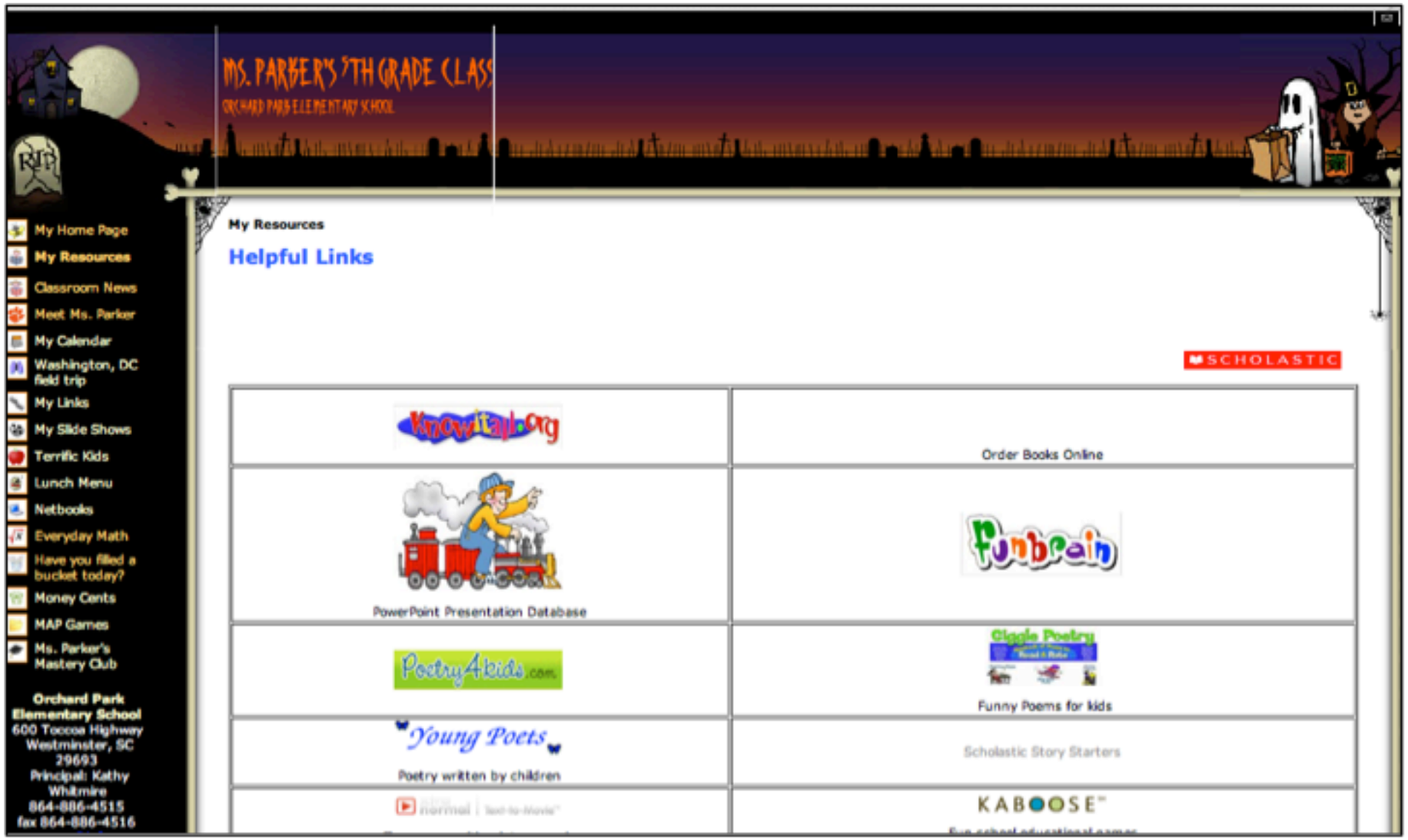
ResearchArchives

Visual Graphics

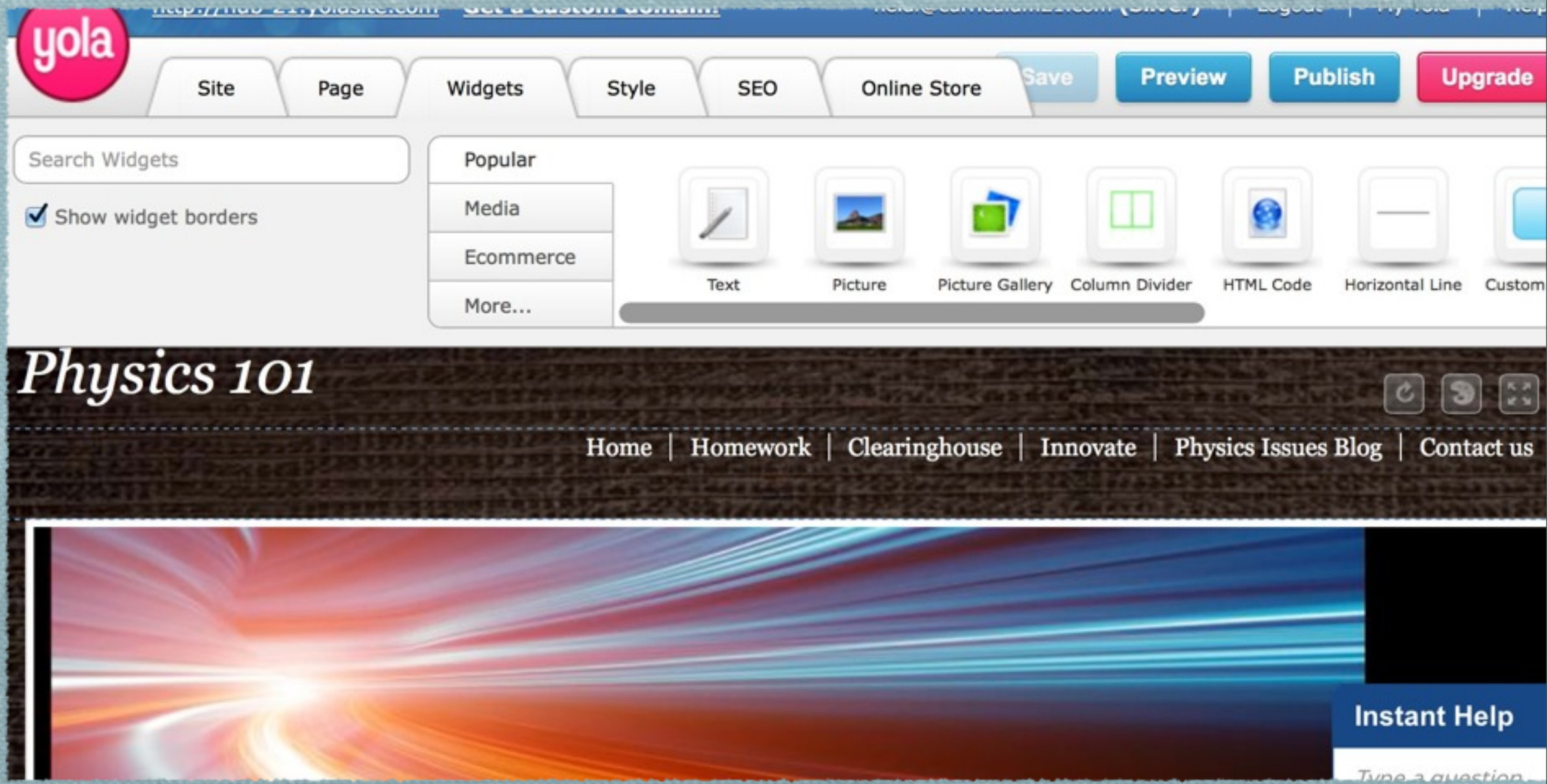
Curation Capability

To tag sites, create a clearinghouse and website .

TEACHER WEB-PAGE AS A MARKETPLACE FOR LEARNING



wix.com


yola
Site
Page
Widgets
Style
SEO
Online Store
Save
Preview
Publish
Upgrade
Search Widgets
Show widget borders
Popular
Media
Ecommerce
More...
Text
Picture
Picture Gallery
Column Divider
HTML Code
Horizontal Line
Physics 101
Home | Homework | Clearinghouse | Innovate | Physics Issues Blog | Contact us
Instant Help

yola.com

weebly.com

The days of the binder are over
replaced by the Clearinghouse

CREATION CAPABILITY

To render
new solutions and forms
as seen in generating an
original APP design or
new software platform.

BY NC ND

MI PORTAFOLIO

Alessandra Navarro

Like 4 people like this. Be the first o your friends.

Student Design webpages as a portfolio

New modern and dynamic assessment

mobile by conduit

- Home
- Features
- Benefits
- How To
- Mobile Apps
- Mobile Sites
- Pricing
- Reseller
- Blog

Make Free

Apps for Your School.

- Connect with parents, teachers, & students
- Real-time updates, reports, and more
- Fast & simple — try it free!

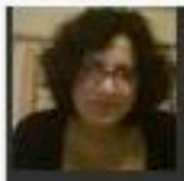
Create App

Start free!
No credit card required!

Conduit App Maker

Make APPS for your school

cbrannon, [+] Thu 03 Dec 11:50 via web in reply to...



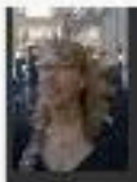
@langwitches I have veterinarians on the case :)

zcontreras, [+] Thu 03 Dec 11:59 via web

The Critical Skills Program

@langwitches I sent it to my colleagues in the Environmental Studies dept here at Antioch University New England. Maybe they can help?

CriticalSkills1, [+] Thu 03 Dec 11:52 via web

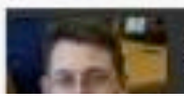


@langwitches here with some biologists from the MN DNR- our guess is a opossum

mateslk, [+] Thu 03 Dec 12:48 via web

@langwitches http://twitpic.com/rzcen - King.Kristin@brevardschools.org - might be someone to try - has herpetology website and is a HS teac

hdflouhouse, [+] Thu 03 Dec 13:00 via TwitPic



@langwitches That was just a guess. Sent link

CSI Twitter

Creating Social Networks

Expanding Research and POV

Creating communication opportunities

Media Literacy

Receptive Capability

Generative Capability

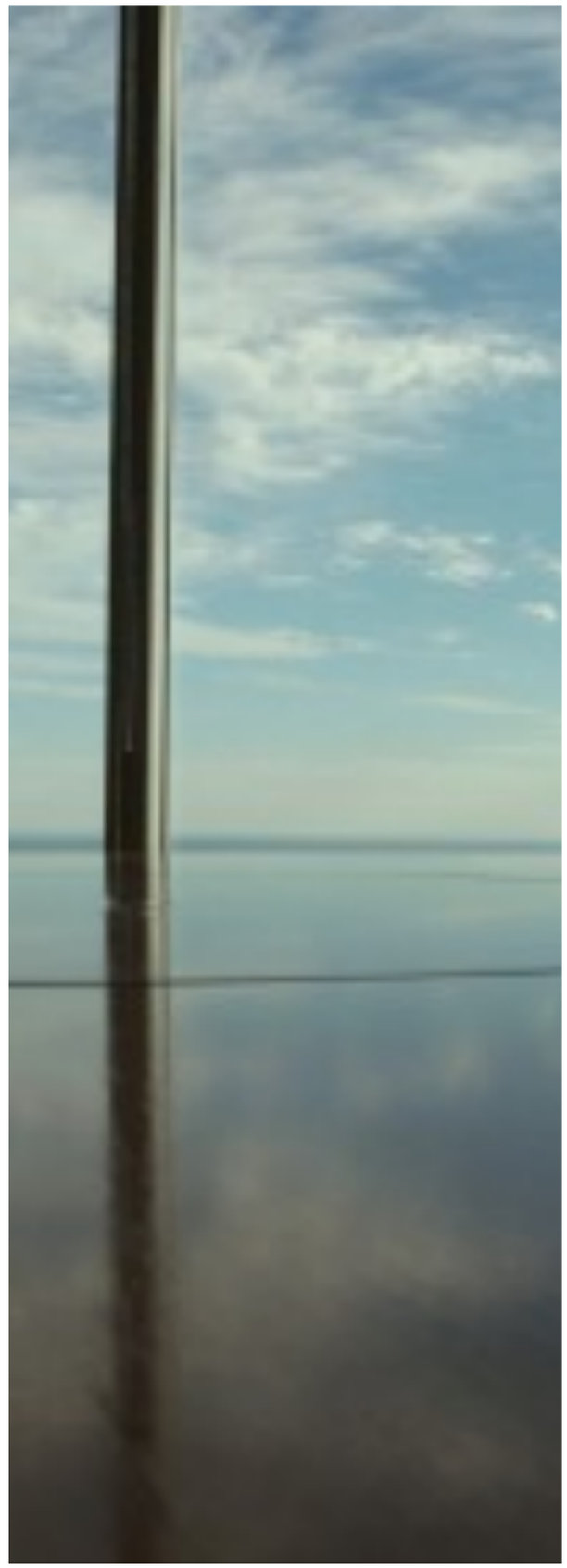
RECEPTIVE CAPABILITY

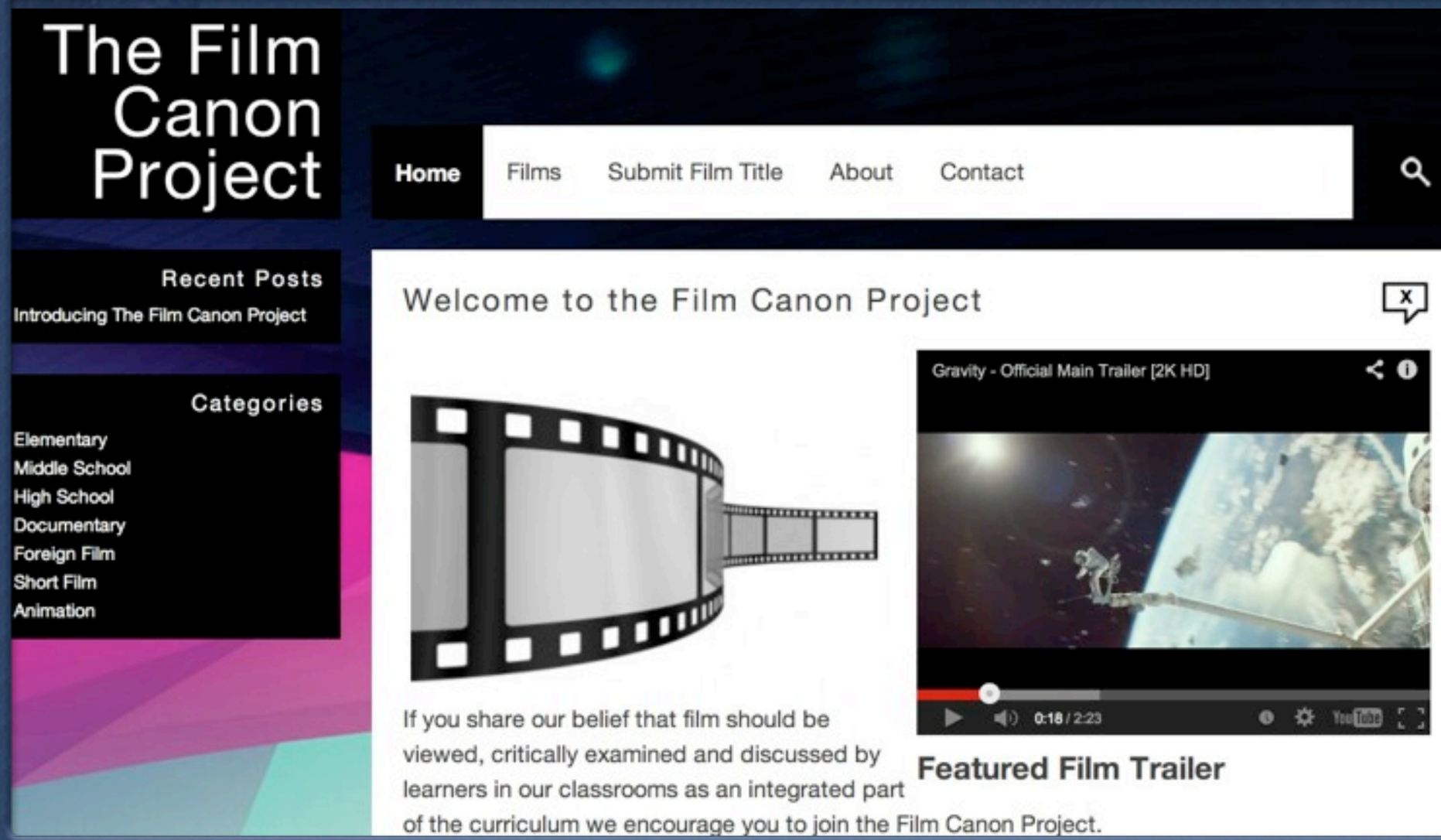
To make meaning from media formats.

To be an astute critique of the media.

To question sources.

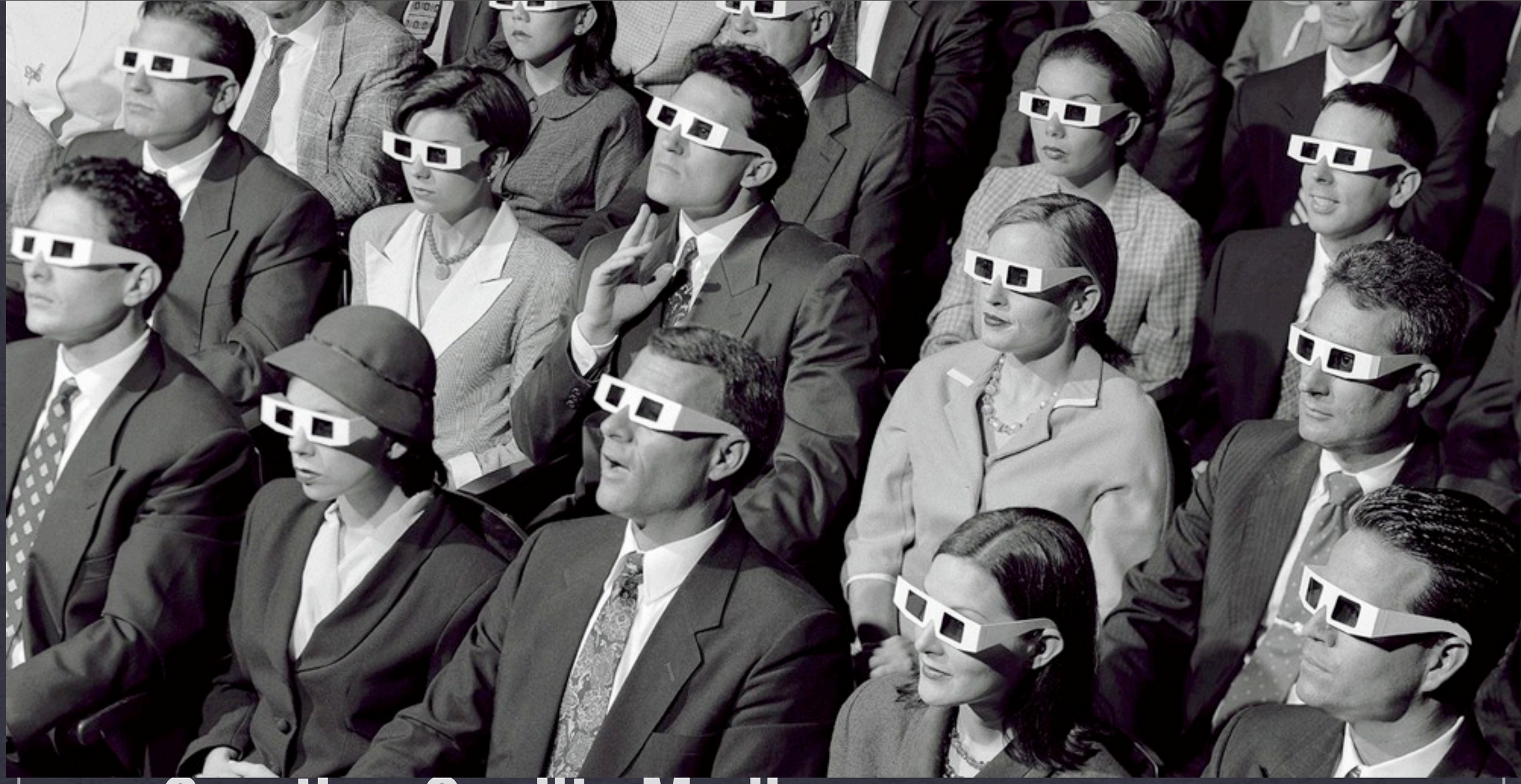
To recognize bias in imagery, text, framing, and audio.





Film Canon Project

http://www.filmcanonproject.com



Creating Quality Media:
Collaboratively Designed Rubrics

Building on our collective experience

Essential Questions

- How do we engage learners in creating quality media?
- How do we prepare our learners for the future?
- How can we engage learners in effective media criticism?

RUBRIC:

FROM “RUBRICA” - LATIN- *HIGHLIGHT IN RED*

Problems

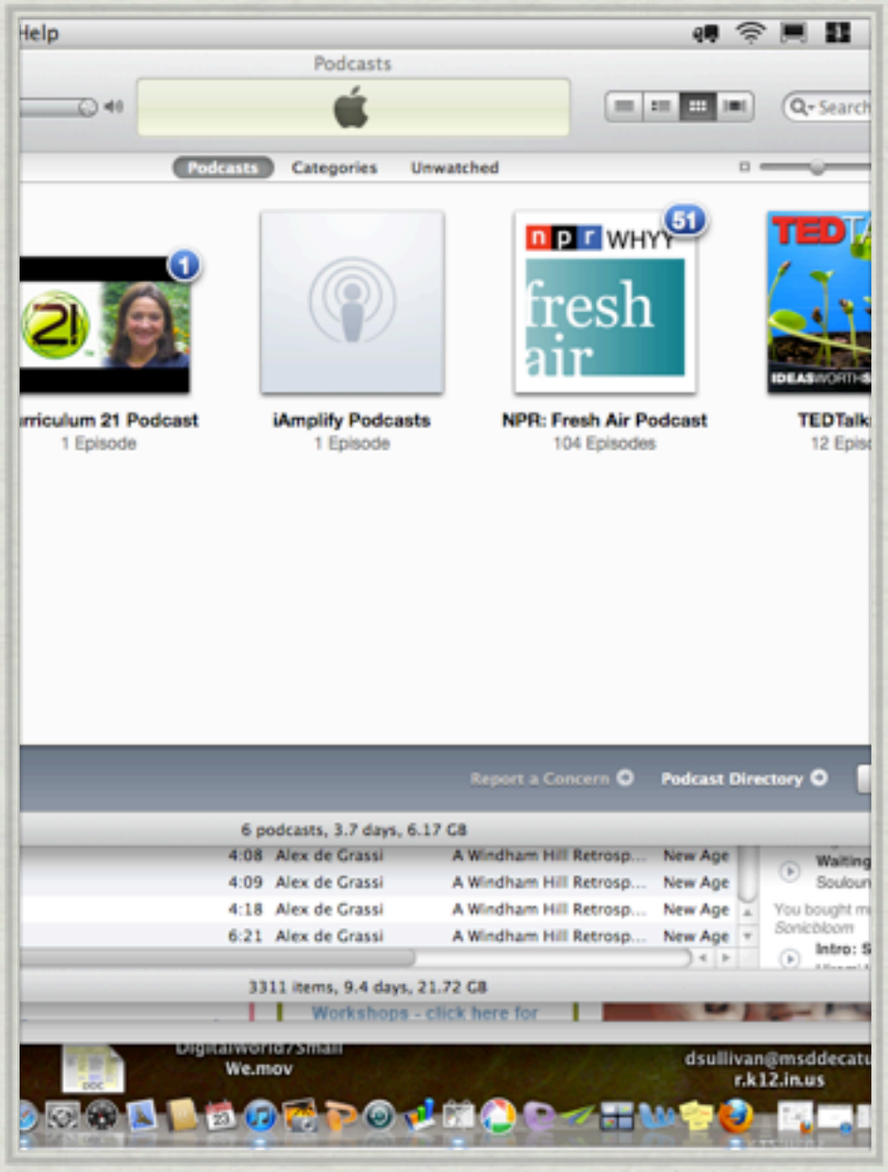
- Teacher background and experience with personal media making
- Lack of meaningful media rubrics
- Lack of familiarity with media making tools
- Lack of integration effectively in curriculum
- Lack of upgrading to digital making products

Collaborative Rubric Design

- Viewing or listening to agreed upon PROFESSIONAL digital media
  - podcast
  - film narrative
  - trailer
  - documentary

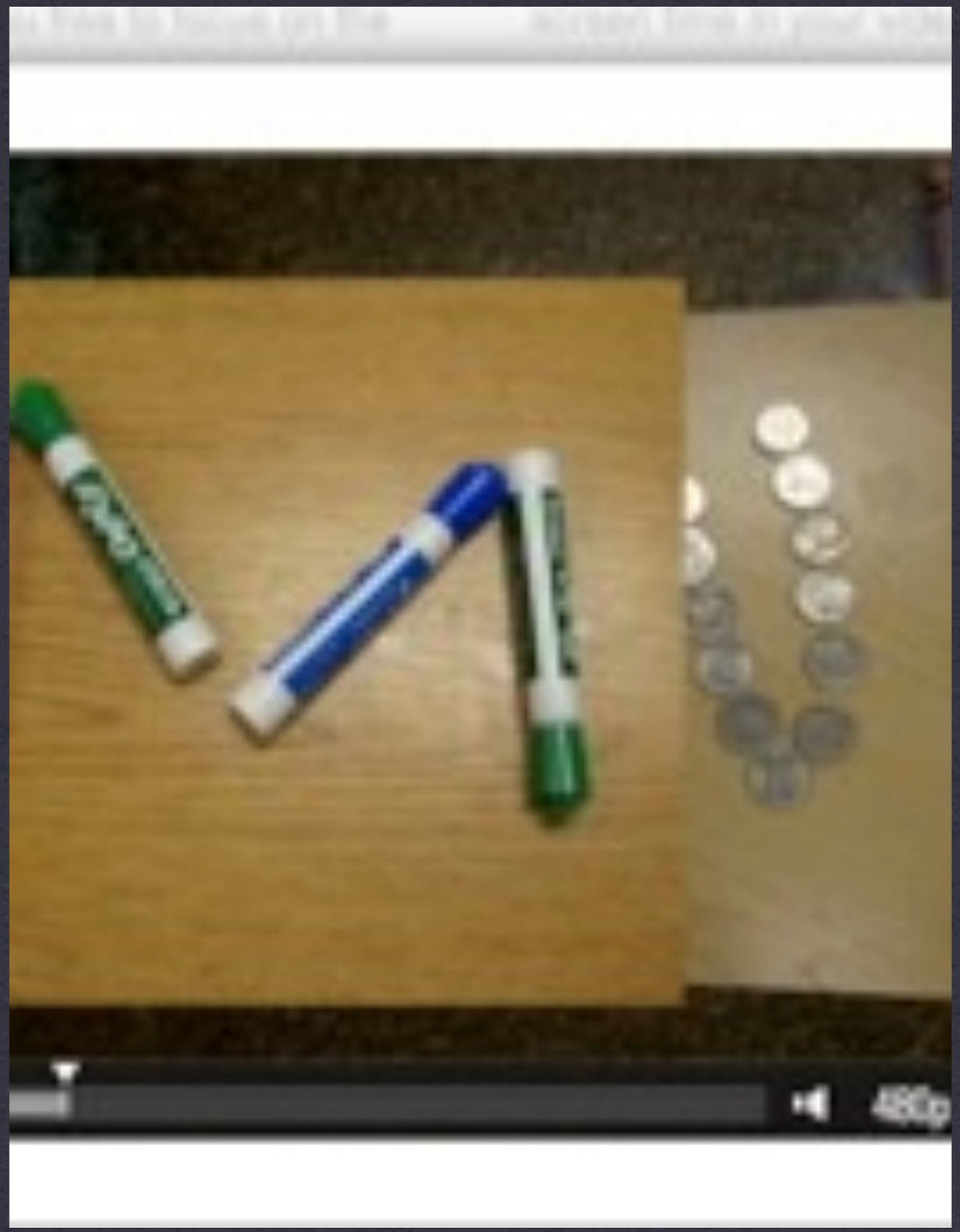
Determining “unique” characteristics for criteria

- FORM
  - vocal presentation
  - intro -outro
  - branding
- TECHNICAL
  - sound
  - editing
- CONTENT



Rubric for Evaluating Animoto®

	1	2	3	4
	Content was not identified.	The product lacked direction and the information was not clear.	The product shared clear content but it was not clear what the author was trying to convey.	The produc clear conte was well th out and tho its delivery.
ound	Content did not contain video or sound.	Rehearsed, with a fairly smooth delivery that usually holds the audience attention. Narration can be heard over the audio. Voice sound natural and avoids monotones. Audio neither adds nor distracts from the project.	Delivery is not smooth, but holds audience attention a portion of the time. Narration may be difficult to hear. Voice shows little inflection. Audio missing or distracting.	Interesting, well-rehear smooth del holds audie attention. E hear narrat soundtrack. sounds natu helps conve meaning. So adds to the of the prese
	Images did not match the content of the presentation.	Some of the images conveyed the intent with some citations listed.	Most of the images were relevant to the content.	All images supported t content and conveyed th of the proje
tion	Presentation did not flow in a manner that could be understood by the viewer.	Use of fonts, color scheme and overall presentation of images was distracting and did not convey understanding of the content.	There was an effective use of fonts (limited wording), appropriate organization of color scheme and graphics to help convey content.	Excellent u font, color and images convey understand content.
t & ble Use	Content did not follow copyright.	Content included a few citations but contained errors.	Content included multiple citations and references but contained errors.	Content inc project foll copyright g and contain errors.



TOOL SPECIFIC RUBRIC DESIGN IS CRITICAL

FOR EXAMPLE: WHAT MAKES A QUALITY ANIMOTO VERSUS A QUALITY PRESENTATION

Rubric for Evaluating Glogster©

1	2	3
re was no use of ing strategies in the project.	Some writing strategies were seen but they were not coherent.	Good use of learned writing strategies was demonstrated creating a coherent project.
sent or purpose he blog was not ent.	Wricing touch on a couple of content areas but it was unclear as to the focus of the blog.	It was understood what the content or purpose of the blog was but it was not sustained.
es not use of ges	Use of an image but does not match content of topic	Use of an image that ties into the content
y errors but the er still erstands the n idea	Still some errors but easier to understand	Basically well written but still has some errors

ngs work

OR.... WHAT MAKES A QUALITY GLOGSTER?

Verneda Edwards and Christie Sailor
Creating New Media Rubrics: Quality Student Products for the 21st Century

Mastering Media Literacy
edited Heidi Hayes Jacobs
Solution-Tree
2014

Generative Capability

- To express both informational and narrative perspectives using a wide range of media.
- To cultivate technical expertise in developing quality media products.

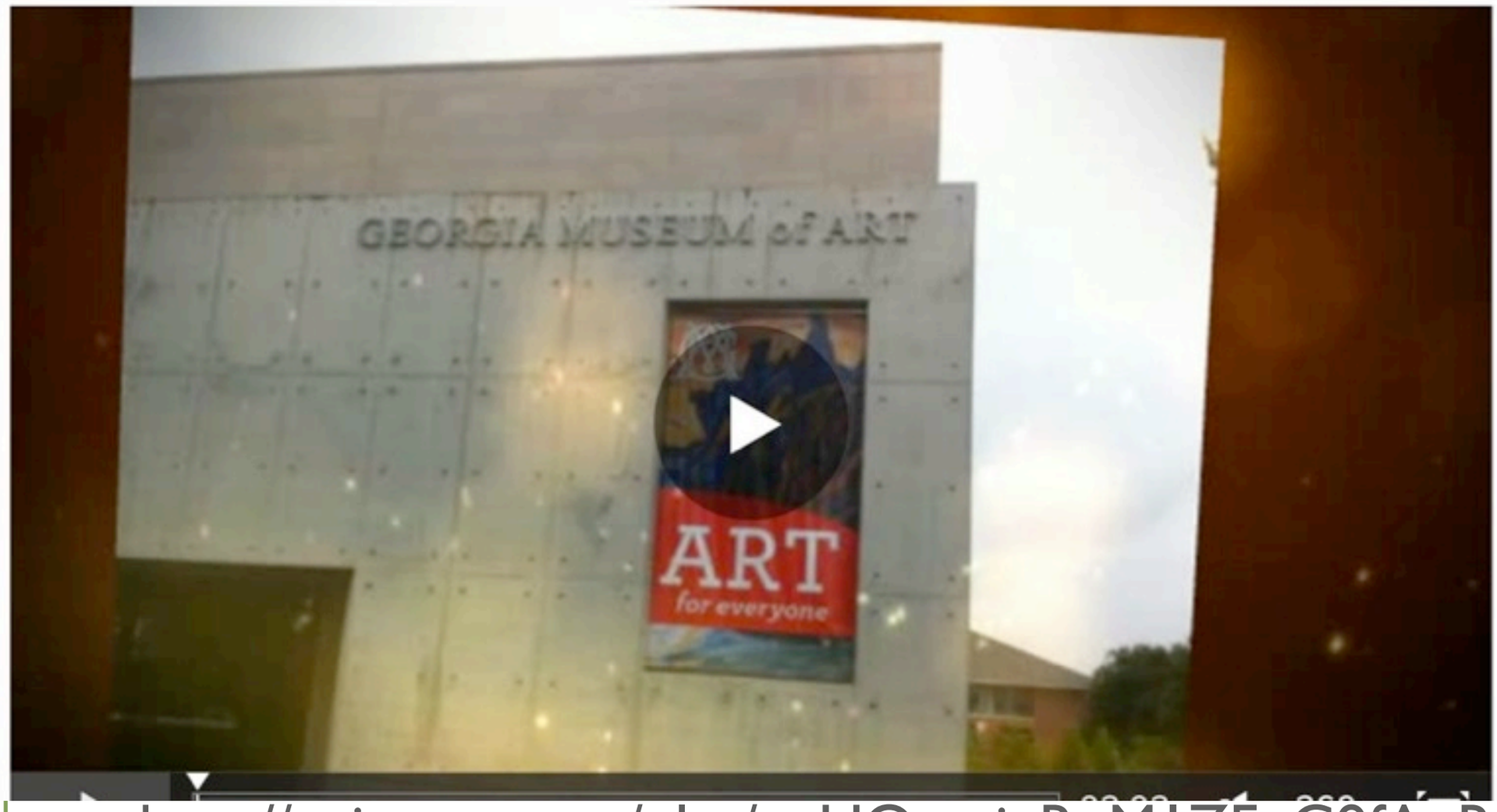
Employ Media Making Tools

We need to use them WITH our students

Georgia Museum of Art

SEPTEMBER 24, 2013

Tag everyone in your video! Share on Facebook



BY Heidi J

TAGS

ABOUT

Add a description in settings.

SHARE

Share Tweet

MORE

http://animoto.com/play/oyUOmxieRnM1ZFpG9fAxRA

Podcasting Learner Engagement

Every school should have a podcasting platform

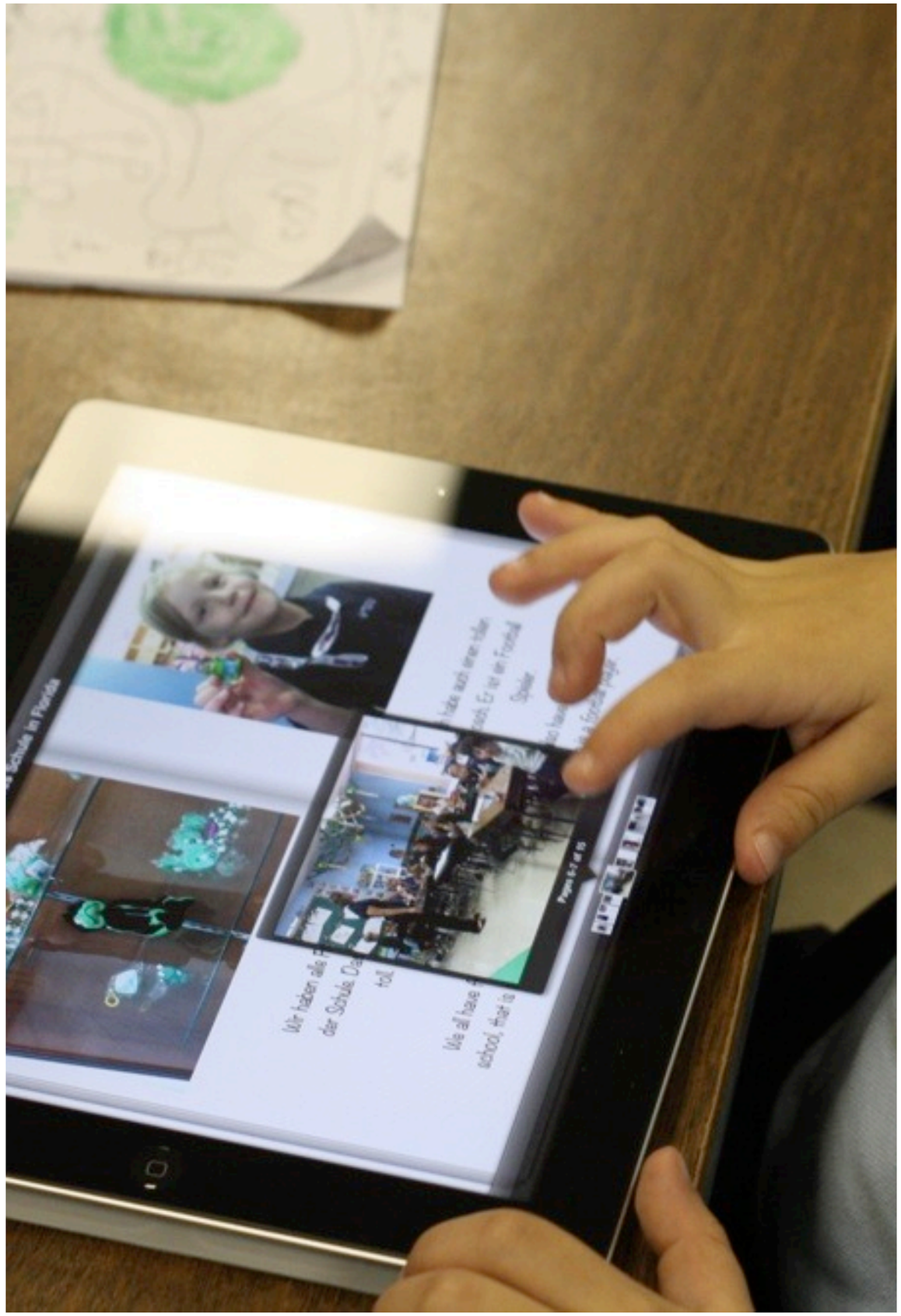
Documentaries
Film
Animations

If you have a laptop or a tablet you are hosting a film studio.

Replace faculty meetings with learning to use what we have in our hands.

Creating new media formats

Every school should host a publishing house.



Global Literacy

Investigate the World
Recognize Perspectives
Communicate Ideas
Take Action

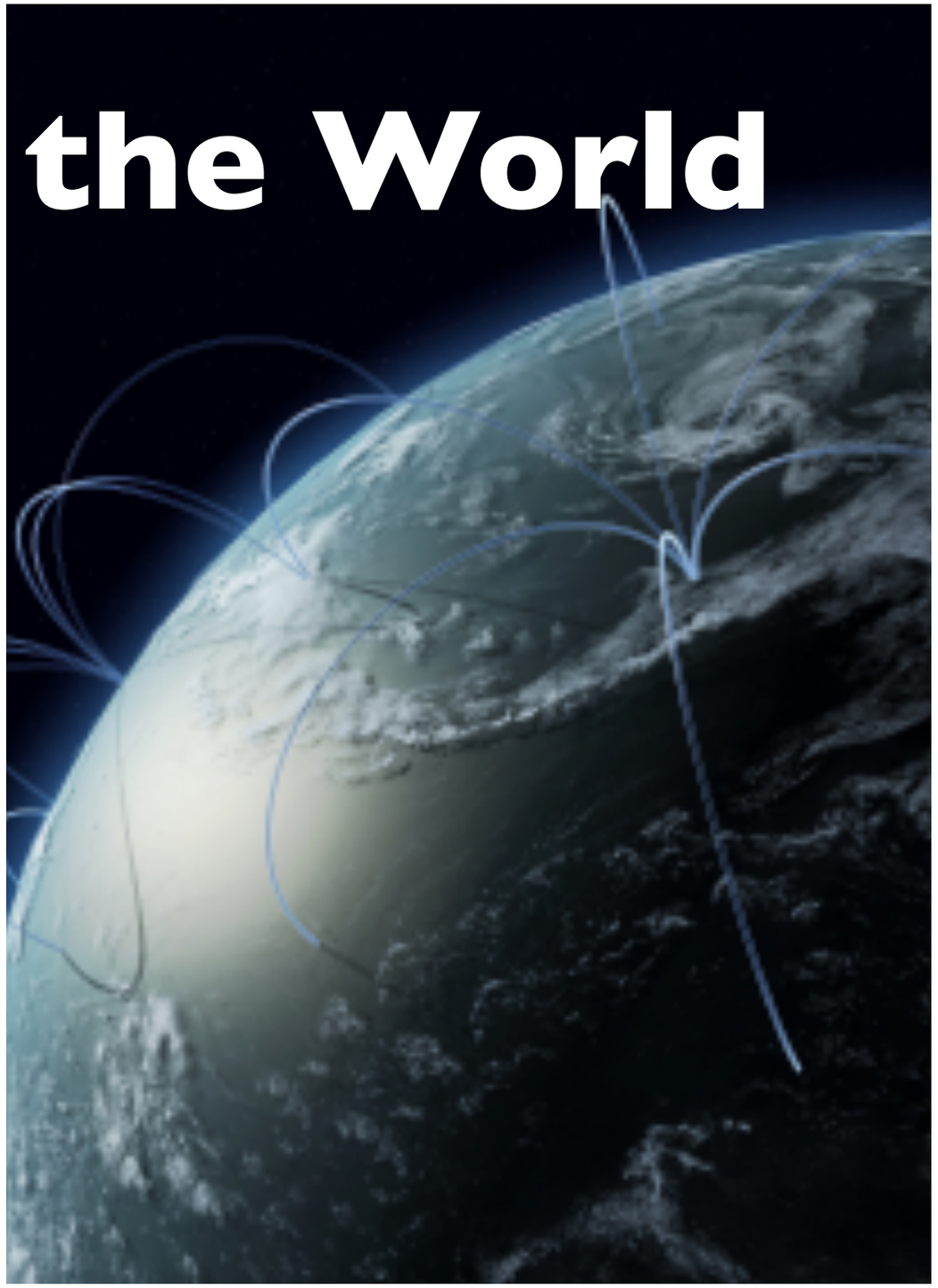
source: CCSSO/Asia Society Global Competency Matrix, 2012

Investigate the World

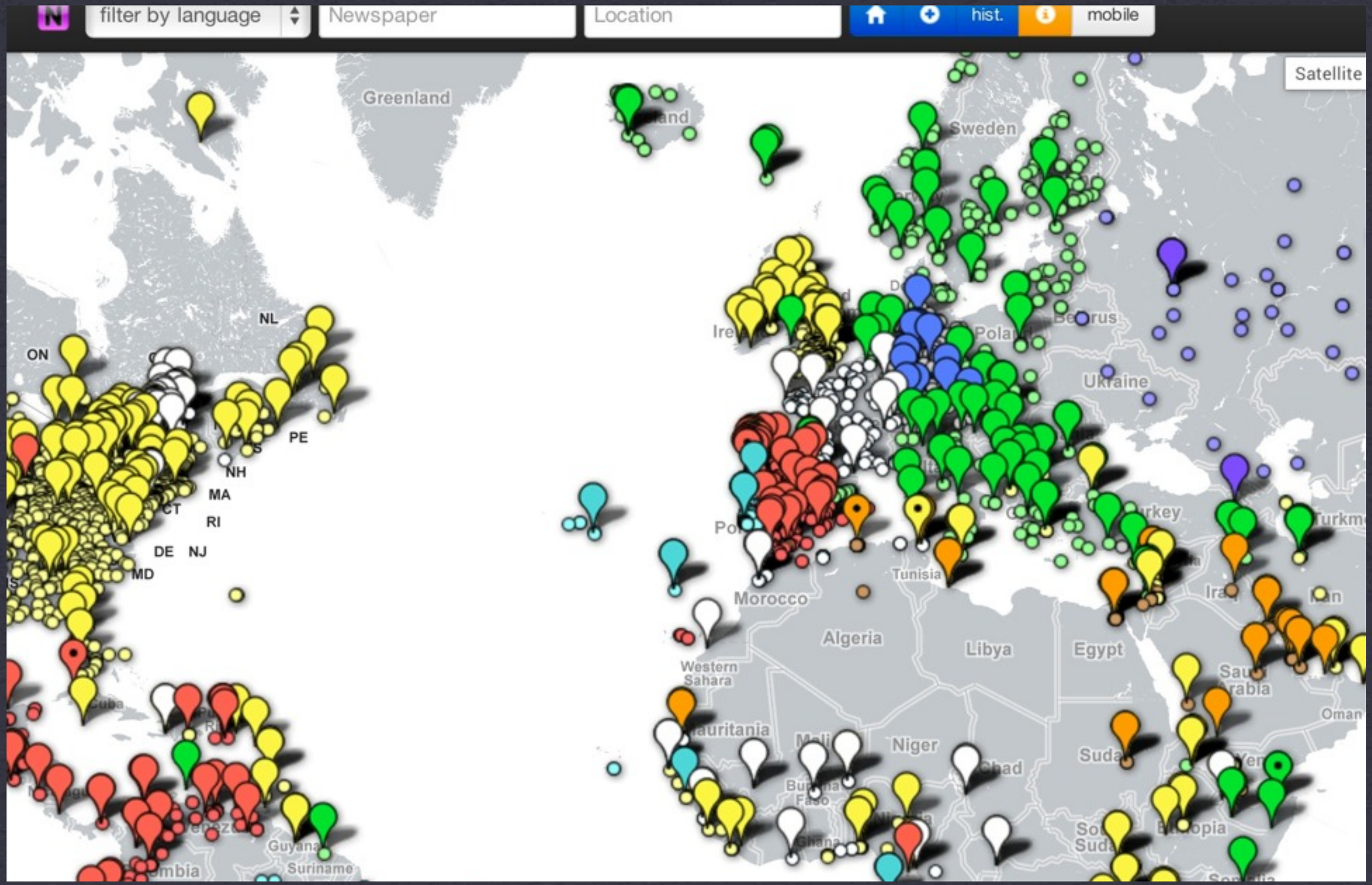
- Recognizing the relationship between place and people

- Integration of active geography and the prefix: GEO in every subject

- World Language instruction



Global Literacy



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1 3

onio moves its library into the and leaves books behind

14, 4 a.m.

k-free library aims to help its patrons get ess to the latest technology with e-readers, and tablets.

KIDS

1 3

Marching to the beat of an uplifting drum

March 13, 2014, 4 a.m.

"This whole thing has to do with saving lives, not just marching in front of the cameras," said the leader of a drill team in one of the country's most dangerous cities.

KIDS

Girl Scouts' partnership with Barb criticized after swimsuit issue

March 11, 2014, 4 a.m.

Sporting a sexy swimsuit in Sports Illustrat embarked on her latest career. Consumer g criticized the move, and the Girl Scouts' pa with toy maker Mattel.

KIDS

2 4

m gets a makeover, essay and

University aims to create college-going

KIDS

Program serves up squash to inne

NEWSELA.COM

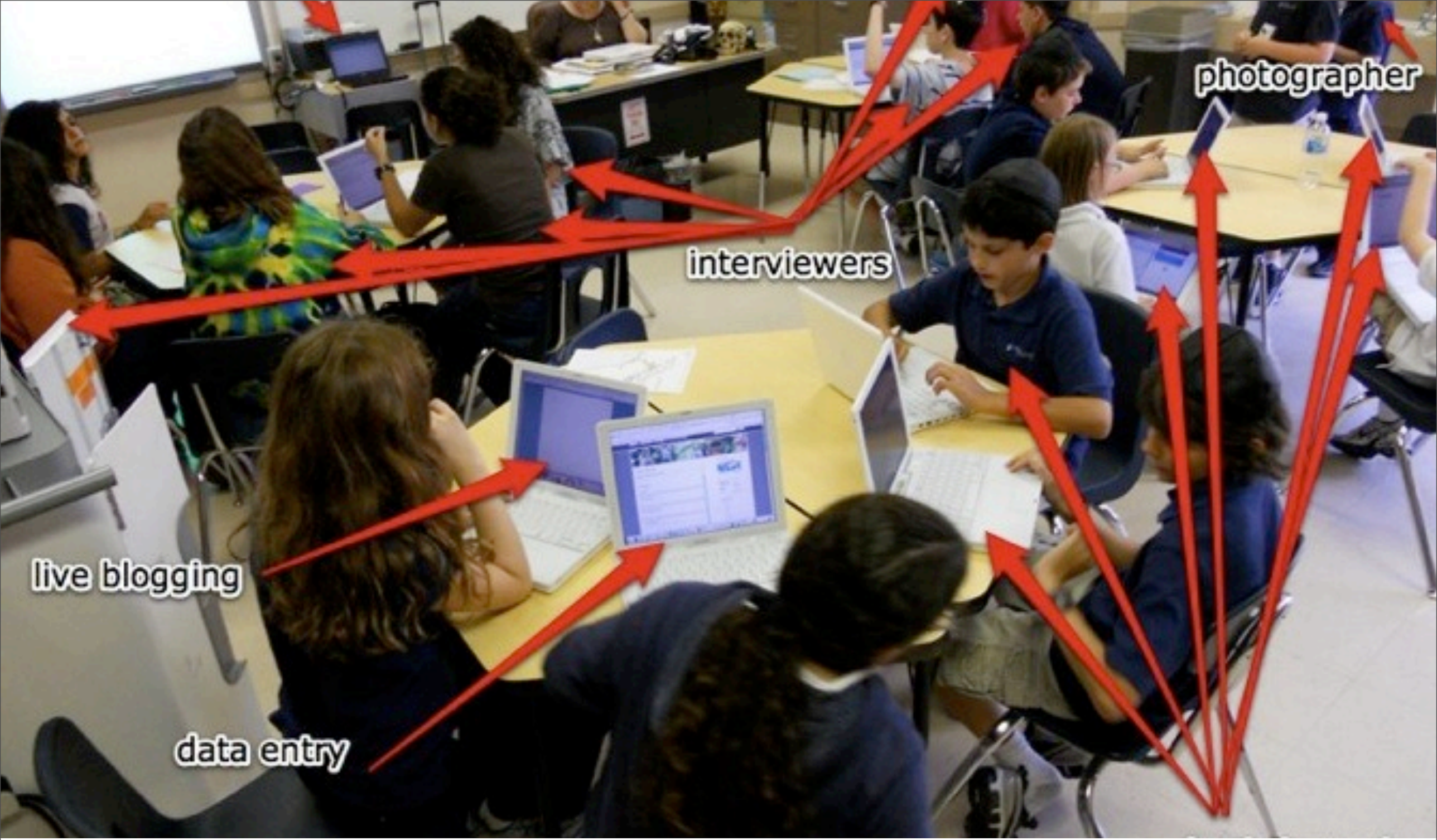
Recognize Perspectives

skype™

digo

voicethread

Friday, April 4, 14



Global Research and Development

Take Action

Globalizing the local

Knowledge about global issues

School/ Class Global Projects

Small moves

Research and Development

Share Results

Around The World with 80 Schools

OPENING THE WALLS OF YOUR CLASS

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Looking for Professional Development?

Globally Connected Learning

Contact
Silvia Rosenthal Tolisano
for customized workshops, coaching or presentations how to globally connect YOUR faculty and students. Video Conference sessions available.

Groups

Newest | Active | Popular

Middle School

Feb
20
2012

Getting Started with Skype Info-Flyer

announcements, resources

No Responses »

"Getting Started with Skype" Info- Flyer.

Want to Join?

Due to high amou
Spam, automatic
registration had to
disabled. Please f
following form and
manual approval
join Around The W
80 Schools. Thank
your understandin

Subscribe to AW via Email

Enter your email a
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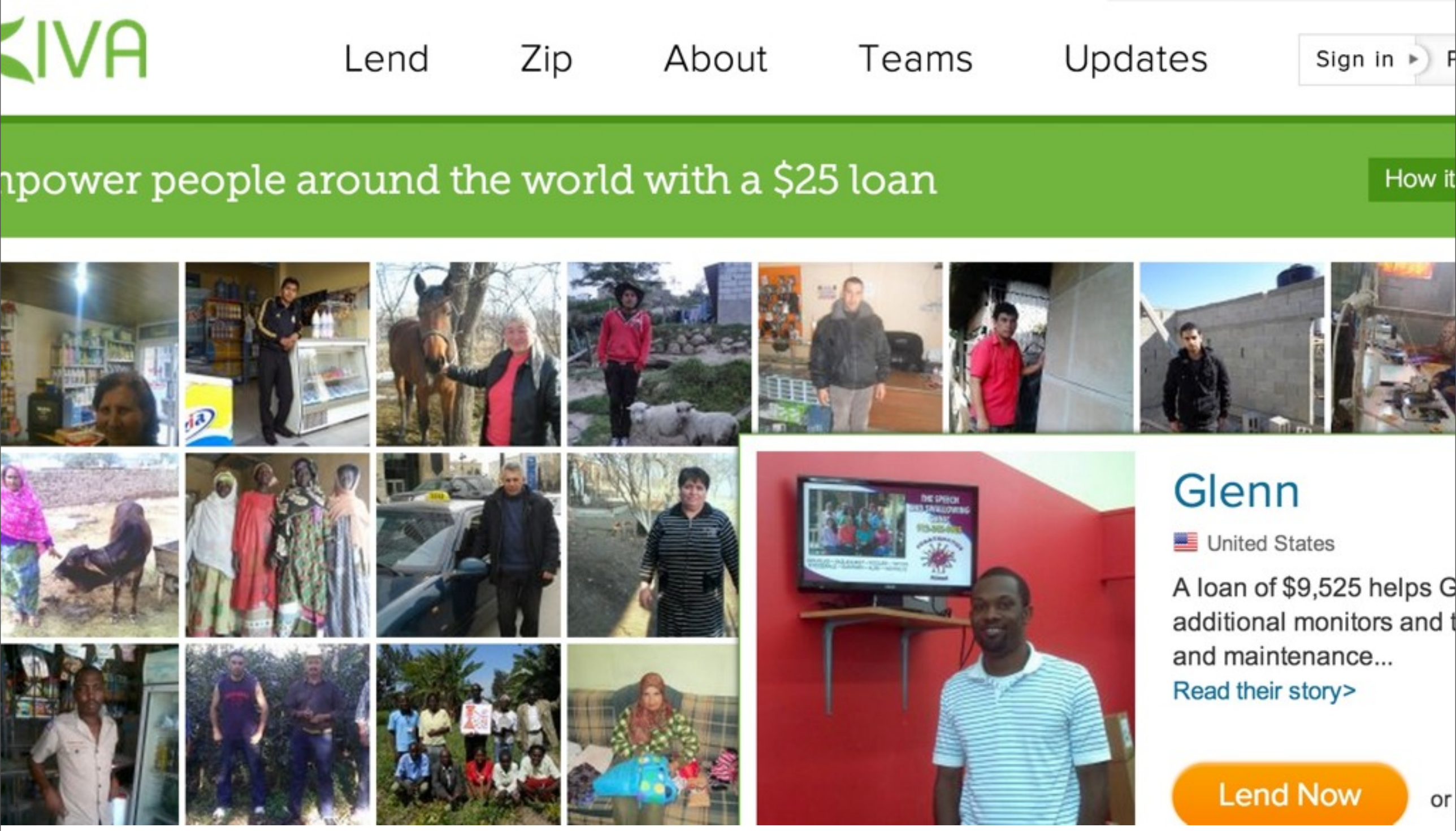
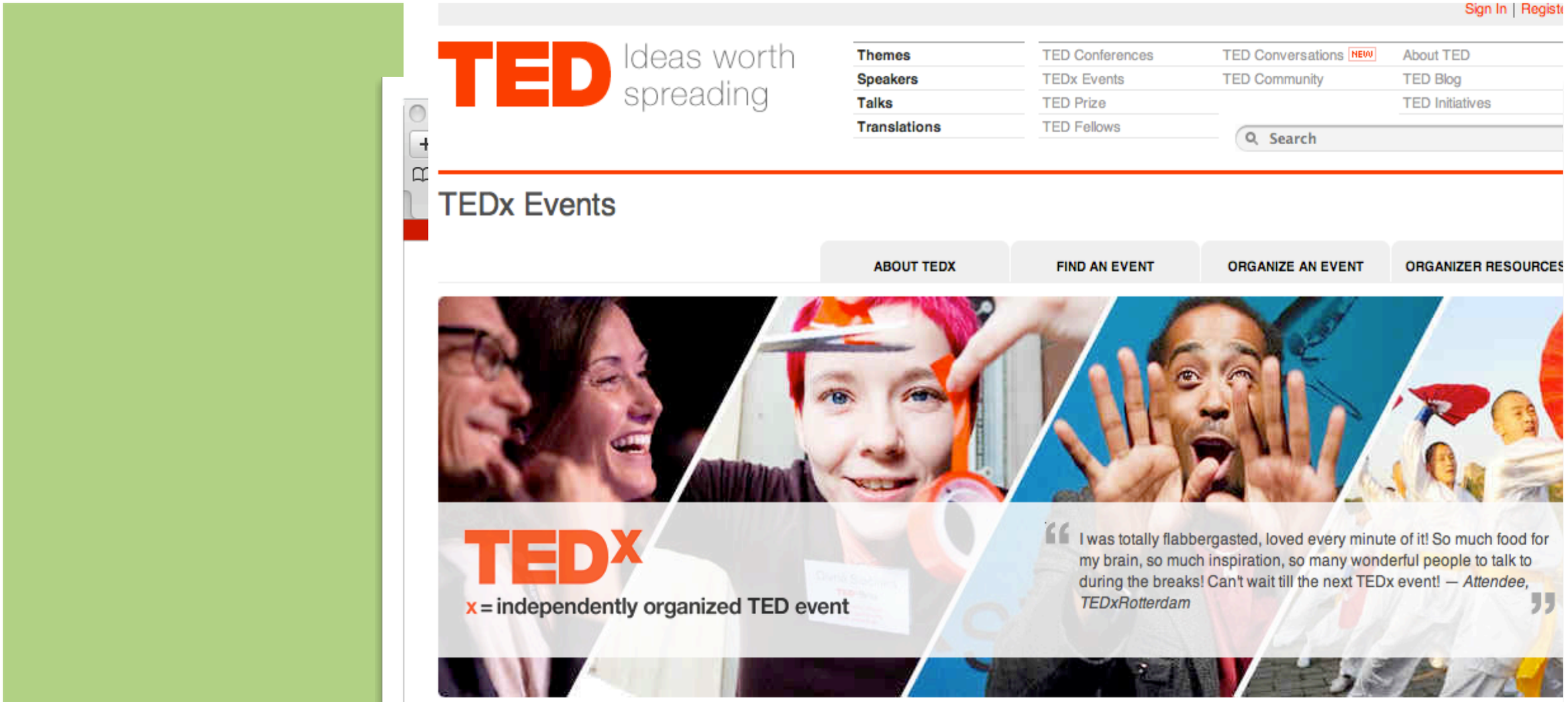
PEACEJAM.ORG



Micro-financing Projects

KIVA.ORG



Promote action in STUDENT TED TALKS

Skype Grandparents: Global Book Readings

Creating a webpage to post readings by grandparents from around the world

Share observations through blogging

Post additional recommended readings

Report on local and global issues

Take a stand

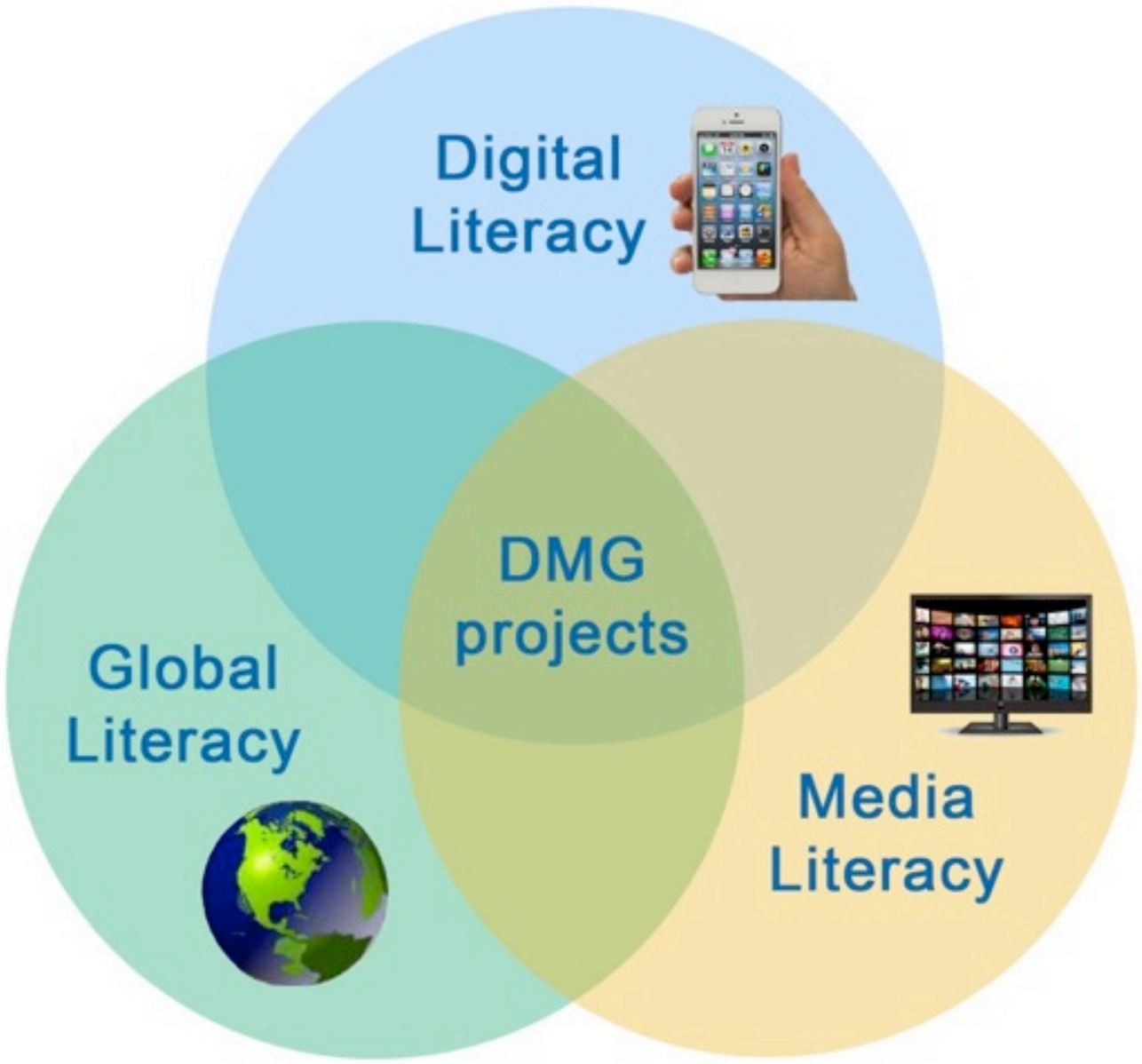
Create media reports to share

Critique and compare stories

World Wide Student News Sersvice

GLOBAL PARTNERSHIP HUB

Happy teachers have access!



D-M-G PROJECTS

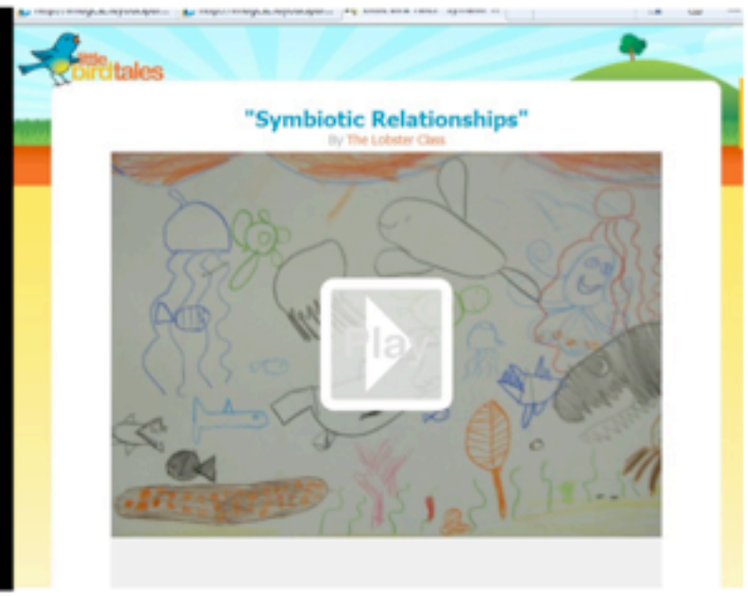
1st Grade Little Bird Tale Books

1st grade students used their knowledge of symbiotic relationships in marine environments to build little bird tale books online. While completing the tales, students became illustrators, authors and speakers.

JELLYFISH

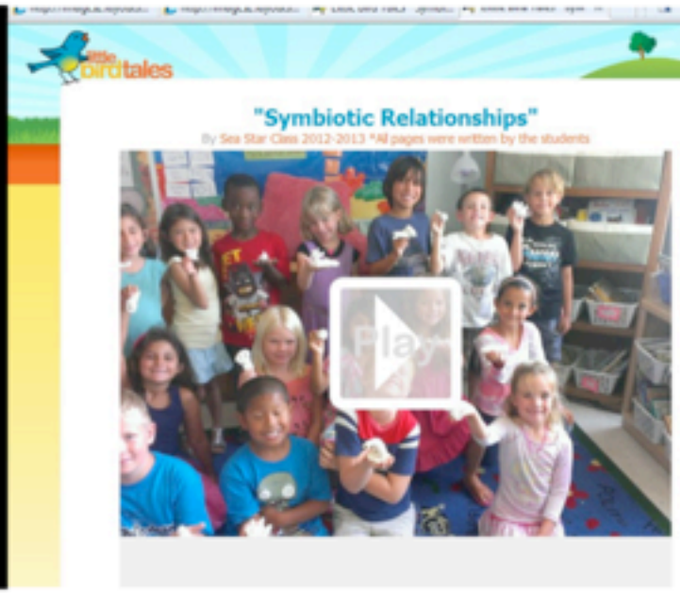
http://www.littlebirdtales.com/tales/view/story_id/221864

LOBSTERS



http://littlebirdtales.com/tales/view/story_id/213758/

SEA STARS



http://littlebirdtales.com/tales/view/story_id/223148

Individual Tales	Lyla and Jessi	http://www.littlebirdtales.com/tales/view/story_id/221919	Smith	http://www.littlebirdtales.com/tales/view/story_id/221910
	Scarlett	http://www.littlebirdtales.com/tales/view/story_id/221908	Keegan	http://www.littlebirdtales.com/tales/view/story_id/221933

2nd Grade Podcasts

The 2nd grade classes studied the health of the coral reef during the Study of the Sea. Students cre-

Elementary/Primary Projects

Sigsbee Charter School-
Key West, Florida

High Tech High

San Diego, California
11 schools
Long term projects
Teachers Publish

ROBERT A. COMPTON PRESENTS

A Global Film Study

A new kind of learner needs a new version of school.

School Versions:

Four KEY SCHOOL STRUCTURES

- Student Grouping Patterns
- Teacher Configurations
- Schedules: short/long term
- Space: physical and virtual

Text2MindMap

How can I manage my own current teaching and learning eco-system?

Schedules

Grouping of learners

Professional grouping

Space

Grouping Students

Bringing 21st Century Instruction to Classrooms Worldwide

pd 21 TM | Curriculum 21 Professional Development

Search

Home Our Focus PD Purposes PD 21 Planning Tools Resources Facilitators

ASCD PreCon: Flipped Professional Development

Welcome! Please explore our site, download resources, and post comments. Heidi and Marie

Leave a Comment

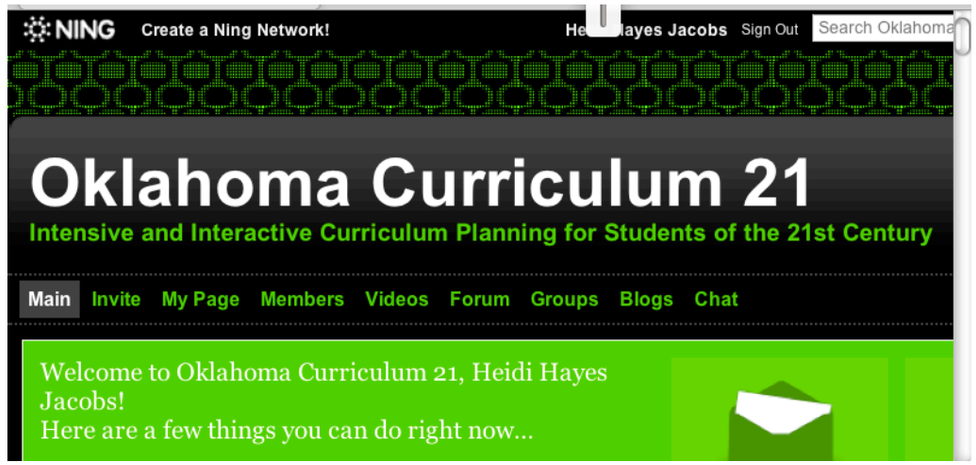
UNCATEGORIZED

PD21.CURRICULUM21.COM: FLIPPED PD SITE

HTTP://PD21.CURRICULUM21.COM

Virtual PLC's

Professional Network



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International Studies Schools Network

International Studies Schools Network

Asia Society has 34 public schools that are developing gl competent, college-ready high school students.

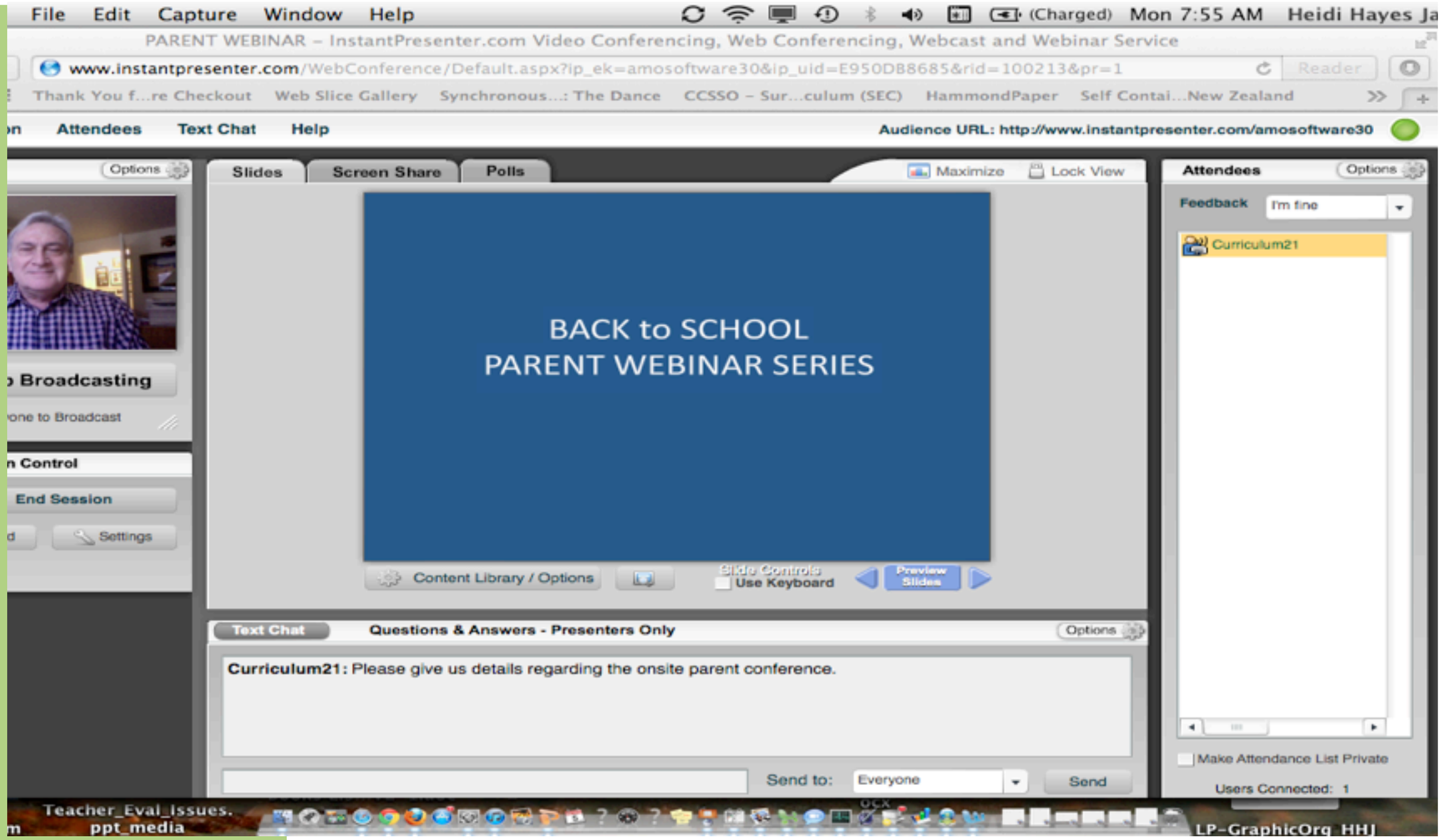
Research shows our model has higher graduation rates a academic achievement than other schools with similar pr

Learn more about our signature school design, graduate teacher profiles, and graduation portfolio system.

U.S. PUBLIC SCHOOLS JOIN: ISSN

Global PD Coaching

Replace Faculty Meetings: What can my laptop do?



Parent Webinar Series

Common Planning Time through Year

SIX BENCHMARKS REVIEWS per year

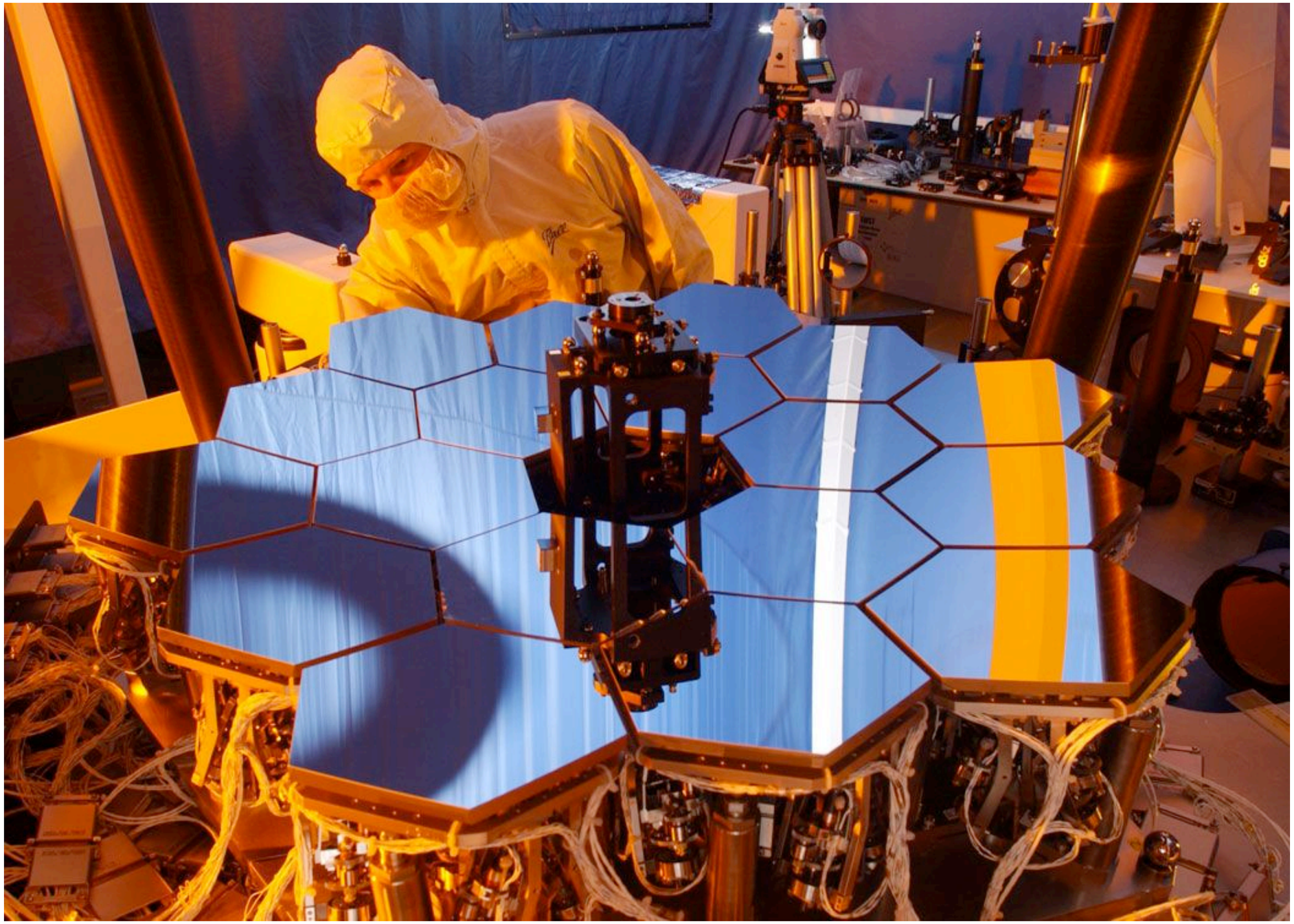
Professional DAYS- focused directly building based student performance data

THE USE OF SPACE-VIRTUAL AND PHYSICAL

Physics Class with NASA and Cody

Tom Welch is director of the project

STEM Projects and Internships Off Campus and Virtual

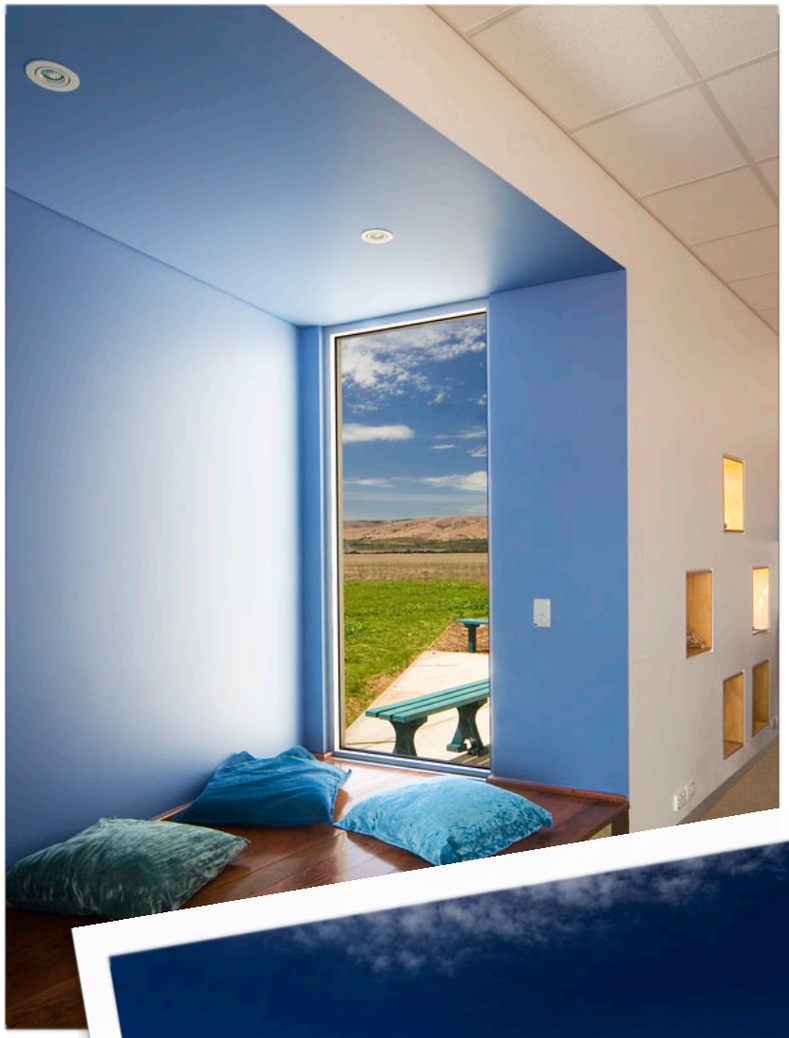


DESIGNING NEW PHYSICAL SPACES

http://www.designshare.com

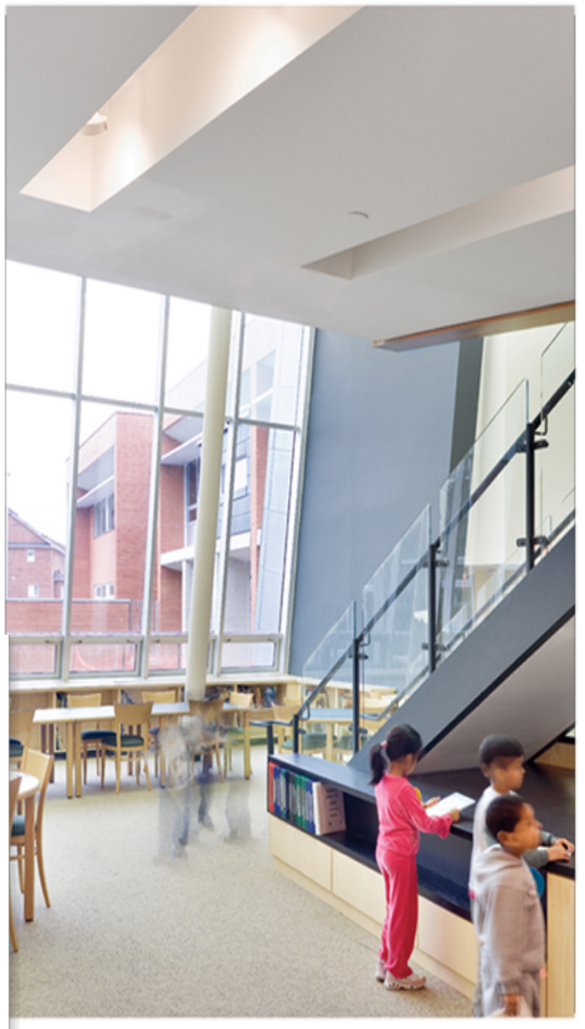
Walodai Village, India

Aldinga SA, Australia



The Netherlands

Ontario, Canada



Yokohama, Japan

Bangladesh

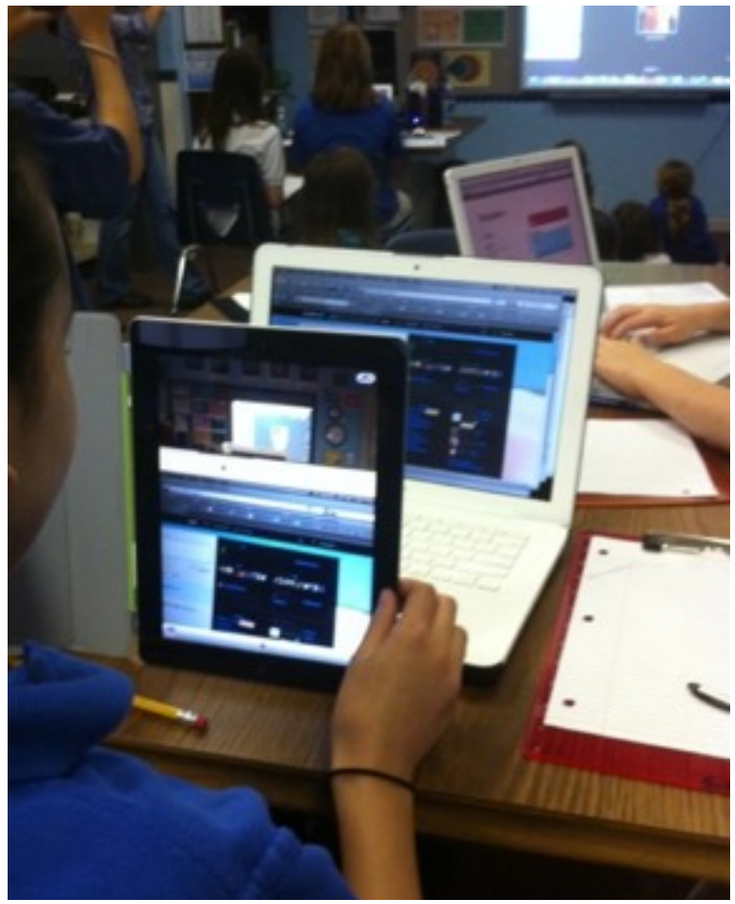
BELLA ÄR BÄST!

A 21st Century Pledge: A Curricular Commitment from Each Teacher

A 21st Century Pledge: A Curricular Commitment from Each Teacher

21st Century Tools BENEFIT the Learner

Provides a visual and organizational tool that enables them to make meaning in "concrete" ways that they can also control with immediate access.



21st Century Tools BENEFIT the Learner

Develops a different kind of "thinking tool"; the use of technology helps them develop their critical thinking in far more different ways.

Develop their verbal expression in response to visual stimuli.

Less hesitation when visual is first in contrast to processing verbal/ linguistic approaches. (for specific groups of students).

Highly visual profile stimulates visual reflection.

Make choices and selections more efficiently.

21st Century Tools BENEFIT the Learner

Increases engagement because of immediate excitement, control, and interactivity.

Transfer of engagement and interaction can flood into other aspects of the curriculum, especially when deliberately planned by the teacher.

Increases classroom teaching and learning time when intrusive routines can be minimized.

Increases likelihood of completion of academic work

The Commitment is NOT:

- The limited and immediate use of a technological tool
- Using an LCD projector vs. Overhead projector
- Using a Computer vs. a Typewriter
- Using a SmartBoard vs. LCD Projector

The Commitment IS:

- An integrated use of technology that enhances content
- An application to a specific unit of study
- Evidenced directly in student products and performances

Each Teacher

Reviews all current available technological resources in district.

Online Resources

- Video streaming
- Internet websites and subscriptions
- Webquest creation
- Webcasting through laptop

Hardware Resources

- Video conferencing
- Laptop labs
- Digital cameras
- Digital Recording Studio

Creative Software

- MovieMaker
- MediaPlayer
- Video clips via digital cameras

Each Teacher Commits To:

- Identifying at least ONE specific unit to revise.
- Planning to replace a specific content, skill, and assessment practice with an 21st Century UPGRADE within the UNIT.
- Sharing the proposed change with colleagues.
- Learning to use the tool that will be requisite to replace the current unit design with the new practice.

Each Teacher Commits To:

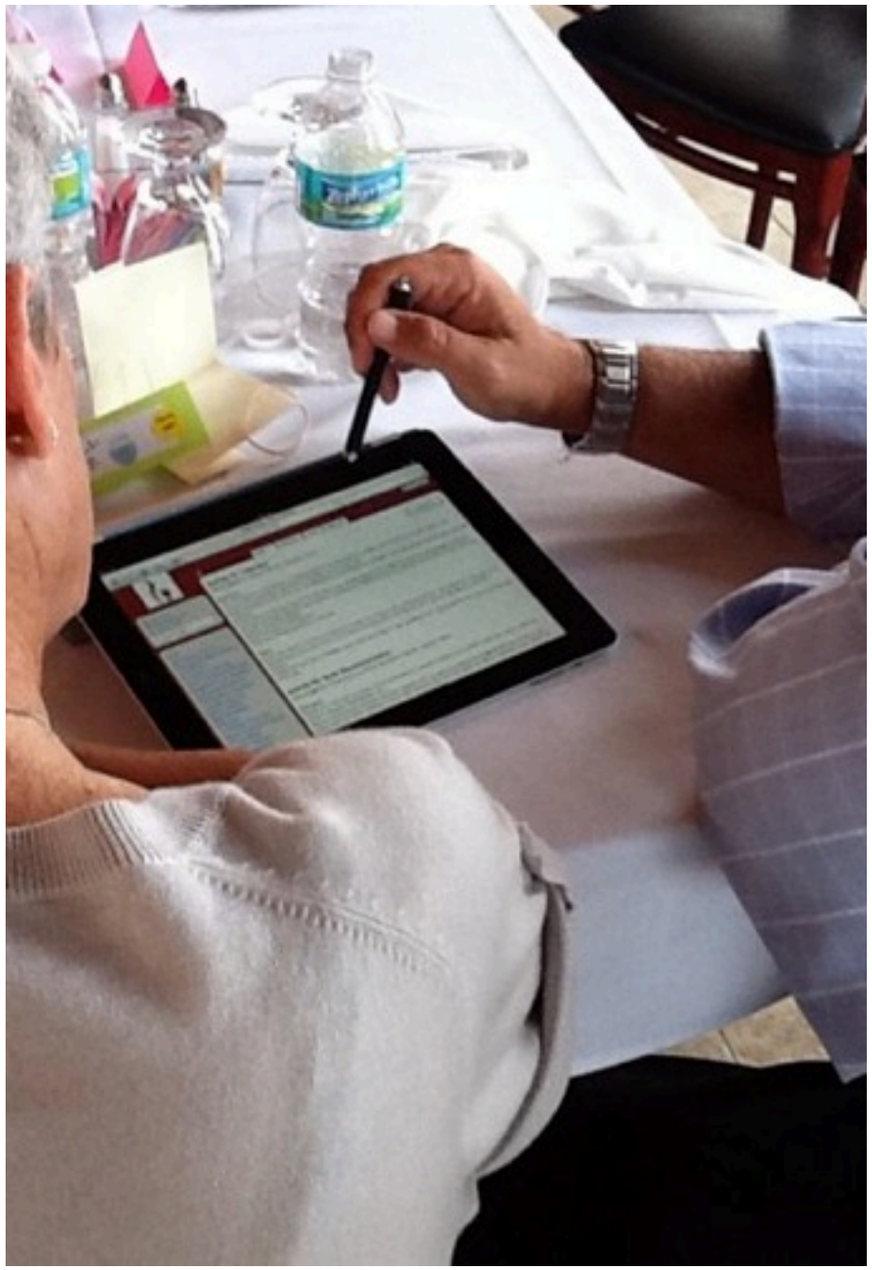
- Revising the UNIT and begins implementation with students.
- Tolerating a certain degree of frustration
- Celebrating the Victories
- Reviewing and sharing of 21st Century learning openly with colleagues at targeted work-sessions through the school year.

Administrators Commit To:

- Reviews, monitors, and provides FEEDBACK to teachers on individual curricular pledges to UPDATE.
- Identifying at least ONE specific staff development or administrative task to revise.
- Planning to replace a specific content, skill, and assessment practice with an
- 21st Century UPGRADE be each administrative.

Administrators Commit To:

- Sharing the proposed change with colleagues.
- Learning to use the tool that will be requisite to replace the current unit design with the new practice.
- Revising the task and begins implementation with teachers.
- Tolerating a certain degree of frustration
- Celebrating the victories.
- Reviewing and sharing of 21st Century learning openly with colleagues at targeted work-sessions through the school year.



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