

UPGRADING FOR INNOVATION:

INTEGRATING DIGITAL LITERACY, MEDIA, SAVVY, GLOBAL COMPETENCIES, AND RIGHT-NOW ISSUES INTO YOUR CURRICULUM



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INTASE 2017
Master Class

Our essential question:



How can we prepare our learners for their future?

How can we map curriculum and instruction to support the contemporary student?

What do modern assessments look like in our curriculum planning?



Class of 2030-
This Year's Preschool



Learners Create and Share Knowledge
Differently from Previous Generations



GLOBAL MOVEMENT TO STANDARDS
an opportunity to modernize

Pedagogy

Antiquated

Classical

Contemporary

What to cut?

What to keep?

What to create?

A New Kind of Learner Needs:

The best of CLASSICAL
and CONTEMPORARY TEACHING
Student as:

- > literate self-navigator
- > professional learner
- > media critic
- > savvy media makers
- > mindful citizens
- > social contractor
- > global ambassador
- > innovative designer



CONTEMPORARY
teachers and leaders
who are:

- > literate self-navigators
- > professional learners
- > social contractors
- > savvy media makers
- > global ambassadors
- > mindful citizens
- > innovative designers



Modern learning environments foster a sense of
purpose and a sense of belonging



Spaces for Designed
Interaction

Global Research



Independent Researchers



Elevated spaces promote new views.

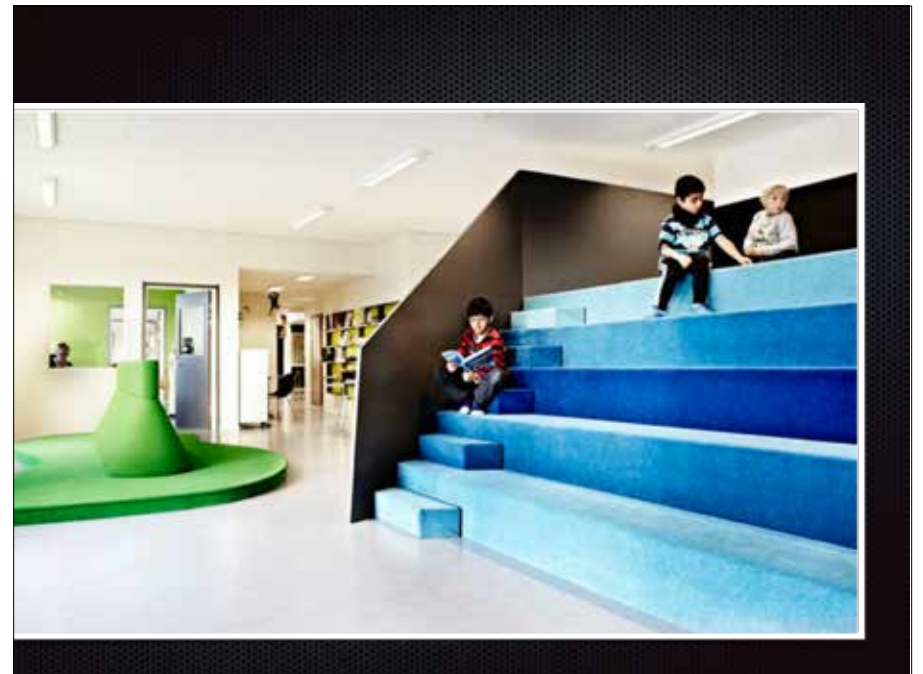


Coaching and Feedback Center



Media Production Labs

Portable Green Rooms





Makerspace

INTERDISCIPLINARY



Learning Studios

Project Terrace

Town Square

Seminar Space

Global Forum

Media Editing Lab

Classics Academy

R and D Garage

Interactive
Gallery

DaVinci Lab

Fresh language
to describe
new types of
spaces

What pedagogy best serves engagement?



Pedagogy

Antiquated

Classical

Contemporary

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Student as:

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Our learners need
CONTEMPORARY
teachers / leaders
who are:

- > literate self-navigators
- > professional learners
- > social contractors
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- > global ambassadors
- > mindful citizens
- > innovative designers





Turn to one or two colleagues

- ❖ Reflect on the impact of pedagogy on our learners and YOUR choices as a contemporary educator:
- ❖ What to cut? What to keep? What to create?

❖ *Three minutes*



Drafting a Contemporary Mission

How can our school shape a meaningful mission statement to focus our commitment to right-now learners?

Teachers REVISE curriculum to engage the “right-now” learner

► Revising curriculum and assessment to CONTEMPORARY and relevant focus

► Localizing the Global

► BEFORE and AFTER Examples

K Grade: Community Helpers

2nd Grade: Measurement

7th Grade: Nutrition

10th Grade: Applied Statistics

International Google Science Fair: CT winner



How can I make Mott Hall a better place?

The People on Our Block

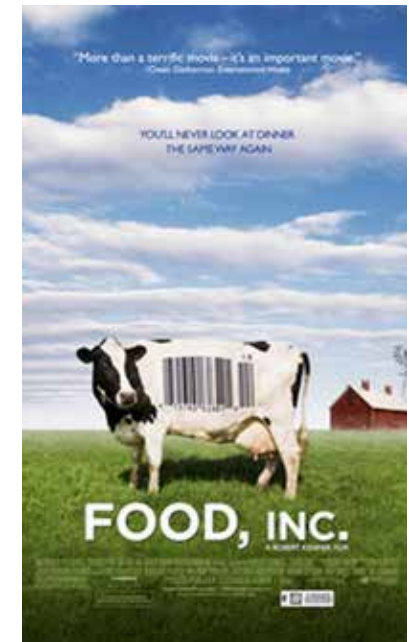
Miles and Miles of Measurement: Our Union Station

Subject/ Course	Grade Level:2	School/ Teacher: Quinnipiac
UNIT TITLE: Me, My World, and Measurement All About: Miles of Measurement at Union Station		
OVERVIEW – Purposes and Outcomes: Students will explore different modes of transportation and utilize their knowledge of measurement and time. Through a real-world case study of different modes of transportation, students will apply appropriate tools and techniques to determine measurements of distance in both customary and metric units. In addition, students will use the communication skills of speaking and listening by interviews both employees and passengers. <small>(Note: All of this information for revision next year's globalization):</small> Global Connection: <u>Japanese trains</u> are so precisely on time. Euro, South America. Trying other countries in regards to <u>train time</u> , <u>schedule</u> , and <u>healthy food</u> options.		
Big Ideas: <ul style="list-style-type: none"> Measurement is used to gather information and solve problems about the real world around us. Different tools are used to measure different things. People use measurement both formally and informally to make decisions. People around the world use different types of transportation in daily life. 		
Essential Questions: <ul style="list-style-type: none"> How does measurement help us solve problems in the world? <ul style="list-style-type: none"> How do engineers figure out how much train track is needed to get from one point to another? What tools do people use to measure things? <ul style="list-style-type: none"> How do people know when to use meters or centimeters and feet or inches? How do people measure time? How can measurement help me make decisions? <ul style="list-style-type: none"> How does measurement of distance and time affect travel? What factors are considered when choosing a method of transportation? 		



Food Fight!

Issues in the Food Production Industry



High School Case Study: Applied Statistics

Patterns and causes of population development in a Connecticut town or city
 Using Evidence to Learn About the Past and Predict Future Trends
 Comparative Study of Global Counterpart



- Past/Present/Future
- Wellington, NZ



Google Science Fair: R and D on a Global Stage



Upgraded Assessment Types

3-D Modeling/Printing/ Scanning Animation Blogging/Forum Broadcasting channel Case Studies on Website Collaborating Database Data Visualizing & Digital Audio/Podcast Digital Game Creating Digital Storytelling Digital Portfolio Digital Video Drawing E-Publication Creating Entrepreneurial plan Fact-checking repository (snopes.com)	Film study/critique Forecasting/Projecting/ Global Forums virtual Graphics/Image Graphics Organizer Graphing Grant proposal Infographics Info-Database Searches Interactive Simulation Internet Researching Mashing/Remixing Mathematical Modeling Media critiques Music e-composition Photo blogging Playlist - annotated Podcast -audio Presentation- Prezi	Programming/Coding Project Planning Tool Prototypes Researching/VettingTools RSS Feeding Screencasting Screenplay Sketch-noting with tools Spreadsheets analysis Station hosting -podcast Storyboarding Survey design Timeline interactive/virtual Video Hosting Web Authoring/Curation Webinar event hosting Word Processor Word Recognition Video/Image Synthesizing
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H.H.Jacobs. *Active Literacy Across the Curriculum: Connecting Digital, Media, and Global Competence*. Routledge Pub. 2017.



Turn to one or two colleagues

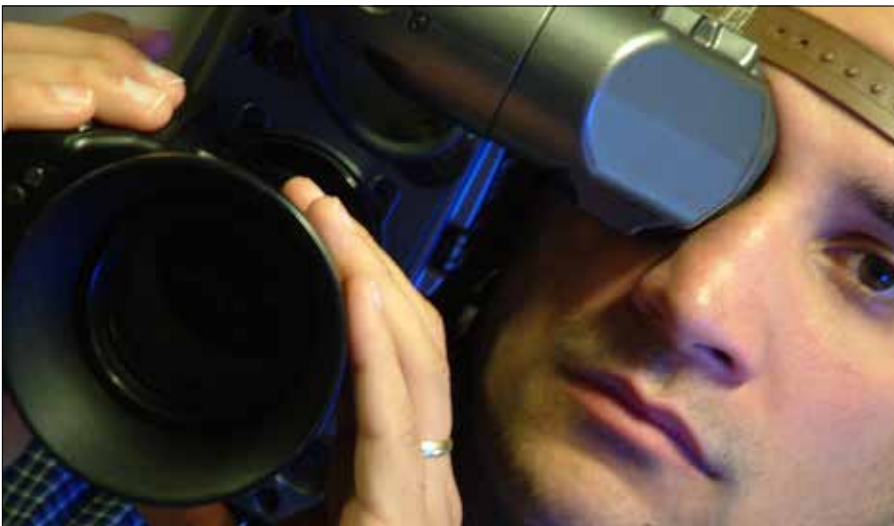
- ❖ Identify an assessment that you are currently using that could be upgraded to a modern format.
- ❖ Enter your upgrade on our Todays Meet.
- ❖ *Five minutes*

Where do we start?



Literacy is making meaning.

photo from RosanBosch



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

Research Archives

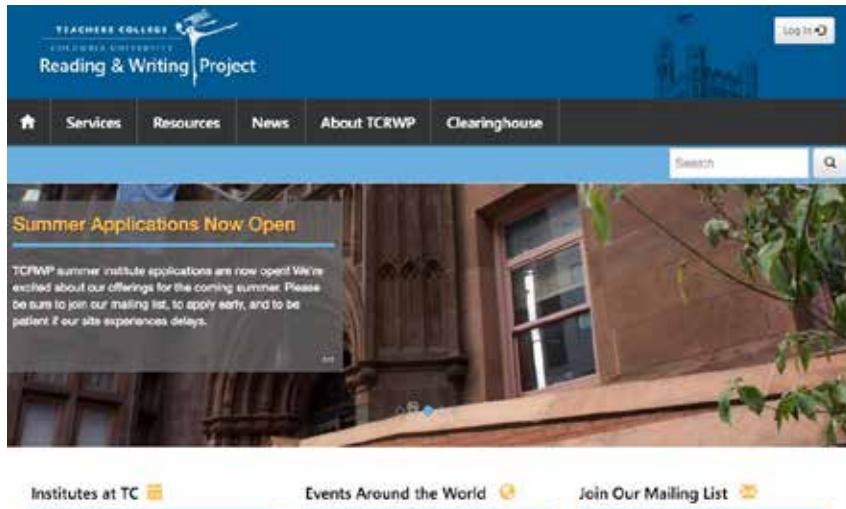
Visual Graphics



Curation Capability



To tag sites, create a clearinghouse and website .



Teachers College R & W Project

[Clearinghouse](#)

TEACHER WEB-PAGE AS A MARKETPLACE FOR LEARNING



Conducting an APP Study:

What criteria might help learners and teachers select, analyze, sort and share digital applications?

- 1) Does the application foster curiosity and fascination?
- 2) Does the digital application encourage active inquiry increasing depth of RE-SEARCH? (That is: "search again")
- 3) Does using the digital tool generate independence and ease of self-navigated learning?
- 4) Is the use of the digital application reflected in improved quality of learner products and performances?
- 5) Is the learner willing to recommend, annotate and share the app in a curated clearinghouse of resources for others?

H.H. Jacobs. *Mastering Digital Literacy*, Solution-Tree, 2014

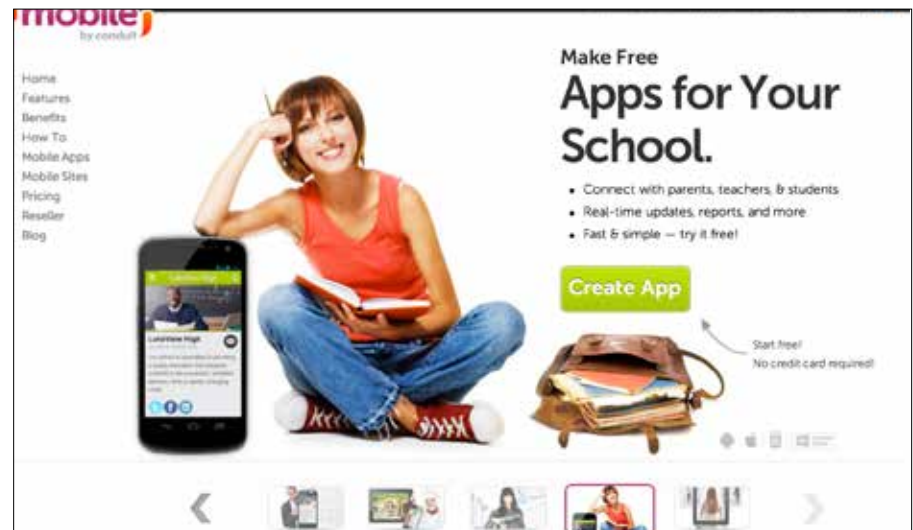






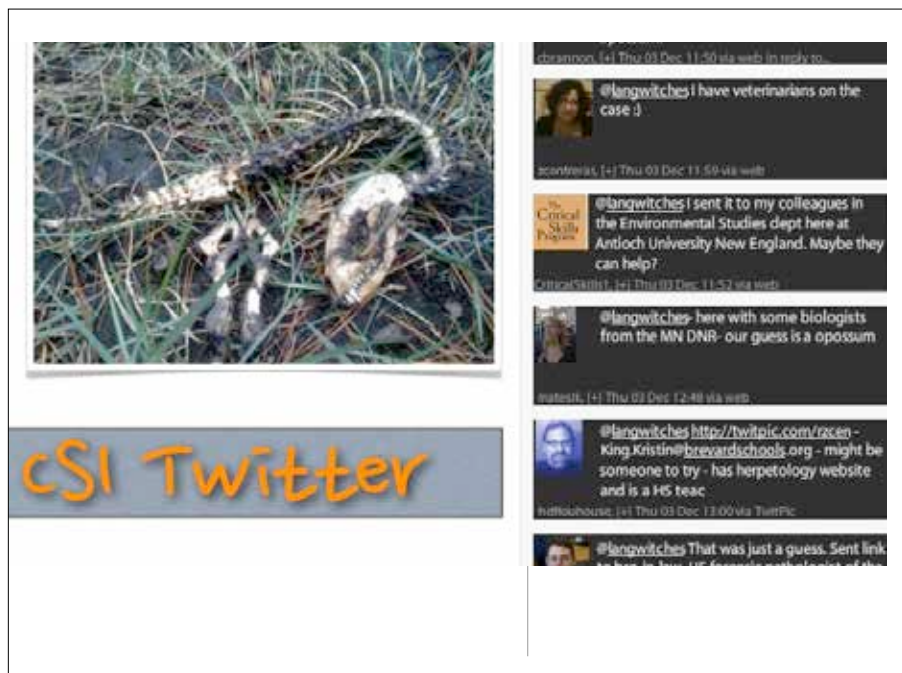
Student Design
webpages as a portfolio

[New modern and dynamic
assessment](#)



[Conduit App Maker](#)

Make APPS for your school



Creating communication
opportunities



Share with your colleagues at your table:

- ❖ Identify a “new” digital application and resource that you are willing to integrate into a performance task.
Three minutes

Media Literacy

- ➔ Receptive Capability
- ➔ Generative Capability

Classical Visual literacy



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.



The Film Canon Project

Home | Films | Submit Film Title | About | Contact

Recent Posts
Introducing The Film Canon Project

Categories
Elementary
Middle School
High School
Documentary
Foreign Film
Short Film
Animation

Welcome to the Film Canon Project

If you share our belief that film should be viewed, critically examined and discussed by learners in our classrooms as an integrated part of the curriculum we encourage you to join the Film Canon Project



Featured Film Trailer

Film Canon Project

<http://www.filmcanonproject.com>



Creating Quality Media: Collaboratively Designed Rubrics Building on our collective experience

Media Savvy

Discerning critics

Jacob Burn Media

HOME | FILMS | EDUCATION | COMMUNITY | MEMBERSHIP | SUPPORT

JBFC Blog
Stay up-to-date on all things JBFC
[Learn more >](#)

Closed Circuit - Official Trailer

Now Playing Closed Circuit
From the producers of Tinker, Tailor, Soldier, Spy, this international suspense thriller follows a high-profile terrorism case that unexpectedly binds together two ex-lovers on the defense team. Starring Eric Blana, Rebecca Hall, Jim Broadbent, and Julia Stiles.
[Watch Trailer](#)

Go to the Visual Glossary

Aerial Shot

A shot from high above, usually of outdoor locations and taken from a crane or helicopter.



MOVIE

Archival footage

Found footage placed into the larger context of another film to support the subject matter.



MOVIE

Aspect Ratio

The ratio of width (horizontal) to height (vertical) of a film frame or image.



MOVIE

Autour

A film whose work is stylistically recognizable and told to the viewer.



MOVIE



RUBRIC:

FROM "RUBRICA" - LATIN- HIGHLIGHT IN RED

Determining criteria that matches the media type : **FORM** - for Documentary

- *vocal presentation
- *intro-outro
- *branding
- *sound
- *editing



Determining criteria that matches the media type: **CONTENT** for Documentary

- * Relevance to audience
- * Accuracy of information
- * Clarity of POV
- * Language accessibility of voiceover or speakers
- * Imagery chosen and edited to match





Film Board of Canada

Generative Capability

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



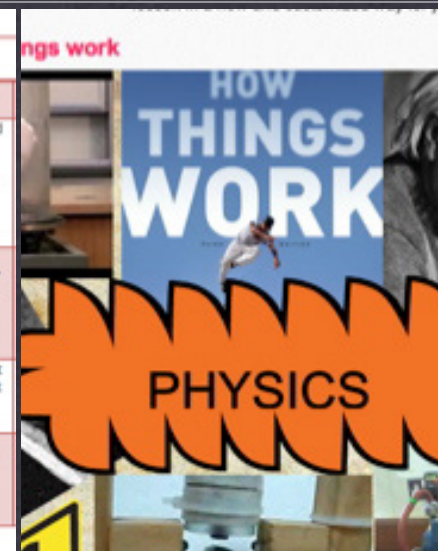
Rubric for Evaluating Animoto®				
	1	2	3	4
Content	Content was not identified.	The product lacked direction and the information was not clear.	The product shared clear content but it was not clear what the author was trying to convey.	The product clear content was well thought out and the delivery was clear.
Sound	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 sounded natural and solid, 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-rehearsed, smooth delivery that holds audience attention. Narration is clear and easy to hear. Soundtrack/sounds help convey meaning. So adds to the project.
Images	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 content and conveyed the project's purpose.
Animation	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 use of fonts, color and images convey understanding of content.
Copyright & Fair Use	Content did not follow copyright.	Content included a few citations but contained errors.	Content included multiple citations and references but contained errors.	Content included project following copyright and contained no 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
There was no use of writing 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.
Content or purpose of the blog was not clear.	Writing 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.
Images did not use of images.	Use of an image but does not match content of topic.	Use of an image that ties into the content.
Many errors but the user still understands the idea.	Still some errors but easier to understand.	Basically well written but still has some errors.

OR.... WHAT MAKES A QUALITY GLOGSTER?



Employ Media Making Tools

We need to use them WITH our students



Digital Media Projects



<https://voicethread.com/?#q.b5629344.i28889632>

Sigsbee Reflections



Jordan Reflection.mov



Josh Reflection.mov

<http://vimeopro.com/sigsbee/library>

SUBMIT NOW STORE HOME 2015 FESTIVAL JOSTENS PR RESOUR



NATIONAL HIGH SCHOOL FILM FESTIVAL

[HTTP://WWW.HSFILMFEST.COM/](http://www.hsfilmfest.com/)

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/oyUOmxieRnMIZFpG9fAxRA>

Pre-K Example

<http://get-puppet.com/v/esIxDSqUdKq2a0t0p0y0t0rue>

My Puppet



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.



Turn to one or two colleagues

- ❖ Identify a specific unit of study or course where you can employ BOTH media criticism and media making in a product.

❖ *Three minutes*



Global Literacy



Investigate the World
Recognize Perspectives
Communicate Ideas
Take Action

source: CCSSO/Asia Society Global Competency Matrix, 2012

Five instructional strategies

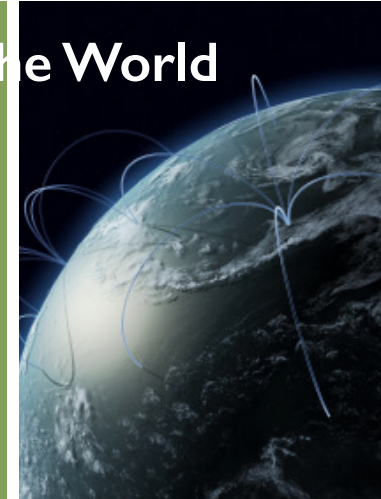
- DIGITAL APP- (newspaper map)
- POINT-TO-POINT (Skype; google hangout)
- SOCIAL NETWORK- (twitter, Facebook)
- PROJECT (Pulitzer, 100 People Project)
- TRAVEL / RESIDENCY



Nancy Dressel (@mrsdressel) · 2015
5th graders interviewing @HedH Hayes Jacob - Amazing!
#hadt: fedback #mmedchat
pic.twitter.com/XSgQvWBGdQ
★ Reply ★ Retweeted ★ Favourite

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



GOOGLE EARTH

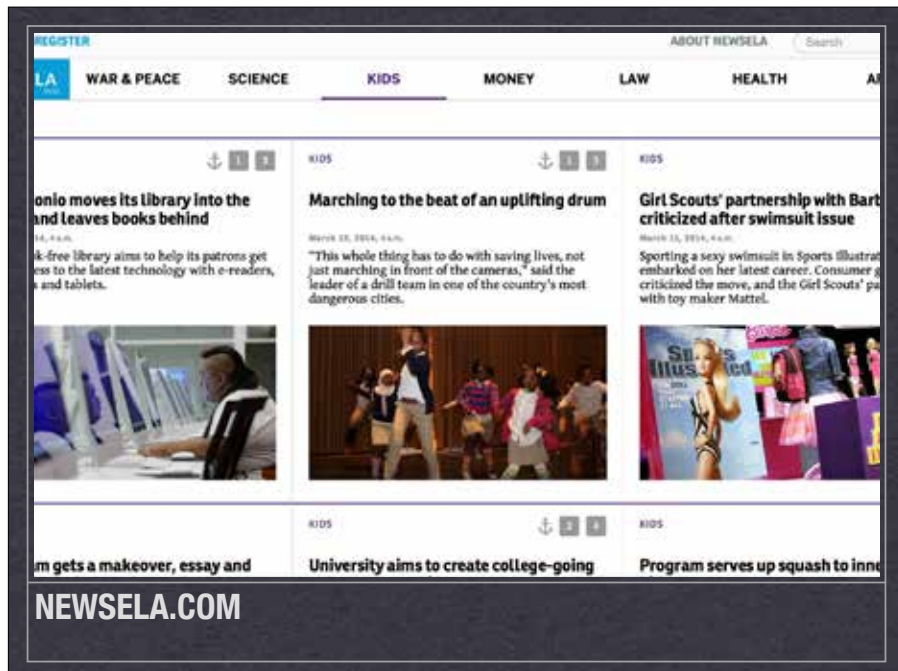
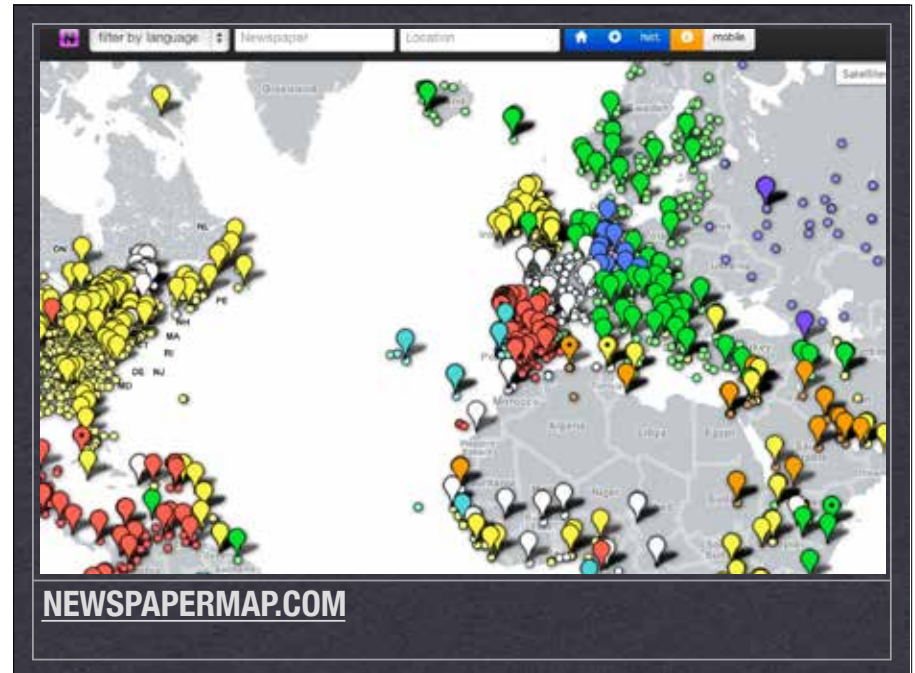


GLOBAL PARTNERSHIP HUB



Sources for Quests

Create a clearinghouse of relevant and timely global issues.



Recognize Perspectives



voicethread

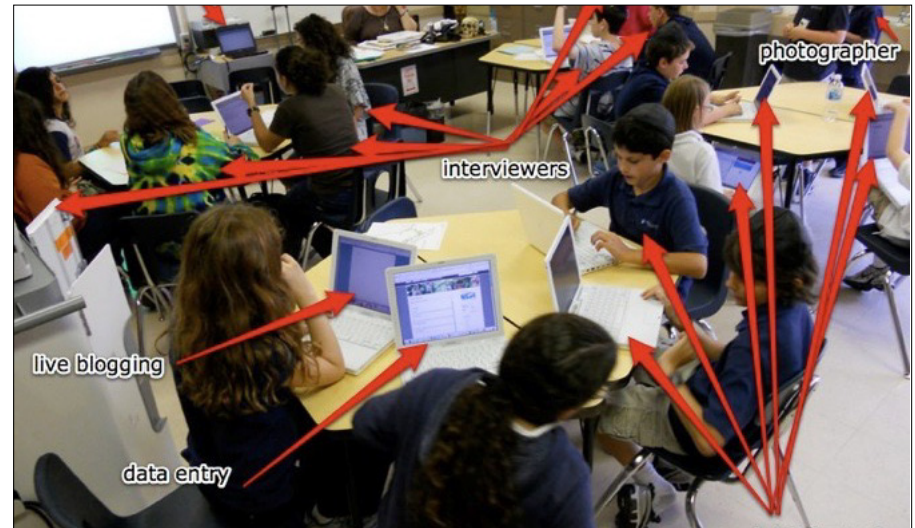


Skype Grandparents: Global Book Readings

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

Share observations
through blogging

Post additional
recommended readings



Global Research and Development



Google Science Fair: R and D on a Global Stage



Around The World with 80 Schools

OPENING THE WALLS OF YOUR CLASS

Home About Join AWW80S Activity Groups Blogs Members Skyping

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

Getting Started with Skype Info-Flyer

"Getting Started with Skype" Info-Flyer.

Want to Join?

Due to high amount of spam, automatic registration had to be disabled. Please fill out the following form and wait for manual approval to join Around The World with 80 Schools. Thank you for your understanding.

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Email Address:

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[HTTP://WWW.AROUNDTHEWORLDWITH80SCHOOLS.NET](http://www.aroundtheworldwith80schools.net)

AROUND THE WORLD WITH 80 SCHOOLS

A Global Film Study

KIVA

Lend Zip About Teams Updates Sign in

Empower people around the world with a \$25 loan

Glenn

United States

A loan of \$9,525 helps Glenn purchase additional monitors and maintenance...

Read their story>

Lend Now

Micro-financing Projects

KIVA.ORG

newsACTION

World reporting. For students, by students.

Writing an article is like unlocking a door for everyone, including yourself.

Mary M. Washington DC

Special Projects About NewsAction How To Blogs Sign In Join NewsAction

Turn of Mind The Incomplete Revolution Spook Loud Violence against violence An Unbiased Approach to America's Gun Debate

choose your region

Now accepting entries to the NewsAction competition!

Tweets by @NewsAction

NewsAction @NewsAction

Our reporters find out what's happening in the world.



Upgrading Content: *Genre Selection*

TOPICS
ISSUES
PROBLEMS
THEMES
CASE STUDY

Content: Five Genres

Topics: Subject matter groupings emphasis on information and background

Themes: Conceptual emphasis that ties together information and background; frequently interdisciplinary in nature.

Problems: Focus on addressing a problem with the goal of a solution; information serves the inquiry.

Issues: Examining a point of controversy to consider points of view; perspectives; and consequences.

Case Studies: A specific situation or text where considering the granular can shed light on other situations.

Jacobs: 2002, 2012; Jacobs and Alcock, 2016.

Content: Five Genres

Topics: Solar Energy

Themes: Sustainability

Problems: How to design a solar collector to run our school.

Issues: Conservation vs Jobs (The Rain Forest: Log it or Leave it?)

Case Studies: Biosphere II - Tucson, Arizona



Content: Five Genres

Topic: Singapore Independence 1819

Theme: Independence

Problem: How to design a Museum of Independence

Issue: Independence versus Dependence - Who decides?

Case Studies: India, USA, and Croatia



Content: Five Genres

Topic: Measurement

Theme: On the Job in the World

Problem: How to improve the safety and quality experience at our local amusement park?

Issue: Safety vs. Thrill (Who decides? What age?)

Case Studies: The Dragon Coaster- Analysis and Findings



Copyright 2016: Jacobs and Alcock

Content: Five Genres

Topic: Happiness

Theme: Pursuit of happiness

Problem: How to reimagine my day to make myself happier

Issue: Power vs. Happiness

Case Studies: The Science of Happiness- Happiest Countries on Earth



Copyright 2016: Jacobs and Alcock



Sources for updating content choices

Create a clearinghouse of relevant and timely sources.



Quest: Motivating Source of fascination



Five Portals to Design a Quest

copyright 2016 Jacobs & Alcock

QUEST DESIGN PLANNER

NAVIGATOR: _____ COACH: _____

CONTEMPORARY QUEST TITLE: _____

GENRE	
SCALE	
DELIVERABLE	
DISPOSITIONS	
NETWORK	

STANDARDS EMBEDDED	MISSION STATEMENT OF LEARNING SETTING	PERSONAL MISSION STATEMENT

Jacobs and Alcock, 2017

QUEST ACTION PLANNER

NAVIGATOR: _____ COACH: _____

CONTEMPORARY QUEST TITLE: _____

Dates					
Essential Questions/ Guiding Questions					
Research Action					
Development Action					
Deliverable/ Publication					
Audience/Feedback					
Reflections/ Feedback spiral/ Revisions based on learning					

Jacobs and Alcock, 2017



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

SEA STARS

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

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

Example two
 $x(x^2+6) = 4(x^2+6)$

$x^3 + 6x = 4x^2 + 24$

$x^3 - 4x^2 + 6x - 24 = 0$

Cumberland County, NC
Bridging special needs teachers, special expertise teachers, and remediation possibilities

Bridgit Software

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



For ALL children



Range of grouping patterns



Look to new spaces



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

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
- ▶ Webpage 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.
- ▶ Differentiate for all learners.
- ▶ 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.



www.curriculum21.com

