How do you Flip your Grid?

Our first digital exercise of this course was to introduce our experience and ourselves with digital learning at the elementary and secondary level. We answered this question individually by using flipgrid. What is Flipgrid?

According to Flipgrid.com/info “Flipgrid is simple: Teachers create grids of short discussion-style questions that students respond to through recorded videos” The purpose of it is to boost community and social presence in a face-to-face, hybrid and online classrooms, as well as enterprise organizations around the world” http://www.flipgrid.com

The idea behind the flipgrid is to start with a question and then build off each others responses. Based on my experience, some of the highlights I noticed that flipgrid offered were: as an online class I was able to see my classmates faces and it allowed me to connect a face with a name. It also allowed me to answer on my own time frame. It gave me the time to think about my answer, compose it and write it down. Responding time can also have a reverse effect, I think it is hard to build that cohesiveness if not everyone builds off each others ideas.

Something that I took note of was although many of us wanted to share a relevant experience, we simply could not. Some of the barriers might have been our age. Although revealing your age was not a criteria, I think the question allowed for a time period response due to the emergence of technology. That being said we learned early on that many of us have had different experiences in terms of technology used in a
Along with flipgrid, we have shared and collaborated on the titanpad.

I like this idea of the titanpad because I am a firm believer in journals and keeping a log of my own personal thoughts and experiences. What I think is nice about the titan pad is that we are all adding our own thoughts and again building off each others questions and ideas. Some of the limitations presented with the titanpad is this idea of archiving. I would love to find a way to archive the data in it and then be able to use it for further research.

**turning your titanpad into a padlet wall**

another great digital tool in terms of collaborating and sharing experiences. Some of the highlights of the padlet wall

- framing quotes that are most important
- Page numbers are provided
- less description, more detail

**How to tweet and use twitter as an informative research tool?**

Tweeting on the very first night of class I was able to ask a classmate I had never met how to migrate my tweeter feed into the wordpress blog. This was her response via Twitter and below was the result of her sharing the directions with me and my fellow classmate.
So Why have I begun to illustrate all of the digital tools I have used so far in this COM410 advanced topics in communication course?

Flipgrid + Titanpad+Padlet wall+Twitter = Collaboration (collective intelligence)

Ok, I get it were are not all math geeks and do not conceptualize this as a formula. So we may need to turn to our attention to Howard Rheingold. What's that you say? Attention!! Well Im glad I finally have your attention.

Howard Rheingold, the author of Net Smart, shares with us the five literacies “that are in the process of changing our world: attention, participation, collaboration, critical consumption, and network smarts.” (Rheingold, pg2) He identified the five literacies as the premise of this book and that his theory stems from managing our own control over each literacy. In Contrast, Rheingolds' five literacies are not the literacies I have learned thus far in my research or my experience with digital learning. Upon reading his book, I associated literacy with these terms: Digital, Visual, Informational...

Attention is the first literacy introduced and Rheingold identifies himself as a teacher. He claims that teachers can connect with attention and that we are competing with technology. (Rheingold, pg 39) Since I am a teacher Rheingold's example caught my attention. The first day of class I tell my students, I have no cell phone or computer policy. I tell them this because I welcome the use of their cell phone and laptops. Why do I do this?

- I am guilty of using many digital tools to take notes
- I want to empower my students to make the right decision between "tech time" and “learn time”
- I express that you are adults and you are here to learn

What I thought was most interesting in Net Smart, was Rheingold's dialogue about communication as the platform. As early as the first page, the premise of his theory stemmed from our knowledge and ability to communicate. Concepts such as encoding, decoding, and mindfulness. I made a connection to this because of my role as a communication instructor. Many of the concepts presented in the material I teach in com100 emerge in his book. For example, this idea of encoding and decoding messages as a skill to become literate. “What matters the most with present-day new literacies are not just the encoding and decoding skills an individual needs to know to join the community of literates but also the ability to use those skills socially, in concert with others, in an effective way”. (Rheingold, pg1) Messages are the building blocks of communication and is identified as one of the seven basic components in the human communication model. I have seen the communication model go from linear to transactional and I am concerned with what it might look like in 3 years. As this model has evolved from being linear to transactional, I am sure that acquiring new literacy skills will add value and the material I am teaching now will change due to these societal and influential factors.

My own obsession with mindful listening peaked a lot of interest to Rheingolds' idea of mindfulness and metacognition. Mindful listening has always been another important concept for me in my understudies and often neglected. The lack of appeal that mindful listening and mindful learning have received so far has been somewhat dull. This premise of attention has basically been neglected and Rheingolds' attention to it has much potential. I too grapple with this notion of mindfulness but more so as a parent. It can be hard to mindfully listen to your child at all times especially if he/she is competing with the attention of social media.

In addition, Rheingold begins to connect his idea on having these skills, that if people become proficient at these skills, then healthy new economies, politics, societies, and cultures can emerge. He demonstrates that it is tied to economic development. By bridging this economic gap with social skills and digital literacies, we can generate jobs, using high skills and digital tools. I connected this concept to the article we
read on Going Digital: Developing Business and education strategies for a 21st century RI Providence: Digital City RI. I tied our discussion and synthesized the article with Rheingold’s ideas.

In addition, we analyzed the article Rhode Island Ed, and learned about our client Debbie Gist and her position in Rhode Island Education. We watched some videos and then answered “What does it really take for schools to go digital? We then began our discussion on What is happening in RI?

Along with these social activities we talked about Blended Learning, Digital Literacy, and how our client Debbie Gist could benefit from our awareness campaign. We talked about the content by using many forms. To illustrate this we used the titanpad, twitter, flipgrid, videos, wordpress. Google hangout, articles and NetSmart. We actively participated with each and other and shared our thoughts and experiences.

I think one of the greatest strengths of this class is going to be our exposure to digital tools and our experience using it. Our time spent using the “unclassroom” experience will not only help us support teaching but will also be a result of learning it ourselves. The student becomes the teacher.

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http://www.flipgrid.com

http://www.youtube.com “Reading Rainbow theme song”
This is the second part of a two-part paper that discusses digital literacy learning in the k-12 curriculum. This article will discuss how using digital media can help support instructional practices for education. Approximately six months ago I wrote a paper focused on why educators want to use media and technology in the k-12 curriculum and what motivations shape instructional practices. Since that time, I have found additional research and observed the same elementary school. My goal for this paper is to go beyond the motivations and examine the question "why" do educators use digital media as an instructional practice to teach digital media in elementary school? To address this question, I intend to combine research and results of an observation. In addition, I prepared interview questions for the Literacy coach and the Superintendent of the School System. The design of my last paper aimed at an educators' perspective but I would like to broaden the scope and take a look at the way youth interacts with media to show a relationship between educator motivations and digital learning.

My objective is to discuss the changes in culture and how the use of digital storytelling can help children become authors and creators of their own digital content. In addition to my professional interests, this paper speaks to my own intellectual curiosity and is based on the premise that media has changed the way educators look at traditional teaching paradigms.

Digital Literacy is the merging of the two terms (digital and literacy). Digital literacy is having the knowledge to be socially responsible of the use of the internet and social media platforms, where as Literacy refers to the ability to read for knowledge, write coherently and think critically about the written word.

Keywords: media saturated culture, digital literacy, digital storytelling, and digital content

RQ1: Why do educators use digital media as an instructional practice to teach digital media in the k-12 curriculum?

RQ2: How can the use of digital media content help students become authors of their own content?

Introduction

Since the development of the Internet and added technology, media has become a part of our culture. It has infiltrated its way into our society and has changed the way we participate, live and learn. How has the changes in media changed the dimension of man? Technology has become an extension of our limbs in such a way that it has formed an attachment, Edward T Hall writes, “The computer is an extension part of the brain, the telephone extends the voice, the wheel extends the legs and feet” (Hall, pg3) We are cultivating this pattern of behavior, as the dimensions of technology change so doesn’t the way our youth interacts with it. Moreover the dynamics in which kids use media has evolved. From participating in social media (informal learning) to participating in school (formal learning), students are developing extensions of self and have grown a new technology limb. The dimensions of our culture have now started to transform. According to Jeffrey Arnett, author of Adolescents’ use of media for socialization, he states, “at the beginning of the 20\textsuperscript{th} century most adolescents (and others) exposure to media would have been limited to print media such as books, magazines, and newspapers.” (Arnett, 1995) Where as, the 21\textsuperscript{st} century has revolutionized the way in which youth participates with media. Our youth uses media for mainly entertainment and leisure purposes. Nevertheless, the way in which our youth is participating with media in this media saturated culture has shaped the motivations of educators.

Why should media professionals, librarians, educators, and parents care about this rise in participatory culture? Although the use of social media as way to access information can have positive consequences it can also warrant some negative risks. To support youth development, examining negative consequences will help. A look at facebook and academic performance can give an overview on youth consumption, and research suggests that even though students are developing multitasking skills they are dipping in academic performance. “Results show that Facebook® users reported having lower GPAs and spend fewer hours per week studying than nonusers” (Krishner & Kapinski, pg1) The need to protect children from media content raises some concern and “occasionally, questions are asked about whether something is suitable for a juvenile audience, a question provoked about content—is it too sexually explicit? Too frightening? Too morally ambiguous? (Reynolds, pg4) Henry Jenkins describes content of information in means of transparency. Transparency is one of the three core problems to media literate and focuses on how to properly assess the quality of information. (Jenkins, 2006). As we reflect on contemporary life with media and technology, we can start to see how it has begun to shape genres and conventions traditionally found in literature. “Because children's literature is one of the earliest ways in which the young encounter stories, it plays a powerful role in shaping how we think about and understand the world” (Reynolds, pg4) If we examine how literacy is changing we can begin to see some solutions for gatekeeping and teaching the content youth participates in now. The dynamics of “What adults deem “suitable” does not always correspond to what children enjoy or are curious to read”(Reynolds, pg14) The urgency for educators to adopt digital literacy learning has become greater because the rate at which media and technology is changing.

Besides 21\textsuperscript{st} century tools, 21\textsuperscript{st} century children will need to be digital literate. Taking that into consideration, a jump on how to help youth become digitally responsible as their role of active community members begins to shape. How to support there position as digital citizens and help them bridge that gap from high to low quality literature. Renee Hobbs' writes, “To fulfill the promise of Digital Citizenship, Americans must acquire multimedia communications skills and know how to use these skills and engage in the civic life of their communities.” (Hobbs, 2011) Let's examine how technology is changing the use of literacy. Some issues to illuminate this would be “technology is changing the role of the teacher and student, technology is changing the role of the teacher and subject, and technology is changing the role of student and subject matter. (2014, Hobbs) The gray areas of media and education are beginning to transpire together. In addition, the nature of
literacy and media itself has evolved. The fundamental nature of literacy stays the same but how we access, analyze and interpret it has changed. Are these changes positive or negative? Taking a look at the history of genre is helpful especially in terms of change. As Kimberly Reynolds notes "the dynamics of social and political outcomes change the structure of genres, so will the way we look at conventions". I think that this dichotomy will also impact the way we gate keep (Benn, 2014).How has the changes in the Internet shaped this? Does this mean we have been de-sensitized to the effects of books? A recent article suggests that even though the Internet has altered ways to be creative with online tools its not replacing literature; as a matter of fact literature is growing.

"However, even though the Internet has changed participation and entertainment, it hasn't quite changed education" (Ruth Sylvester, Wendy-lou Greenidge, 2014) 21st century students are more apt to teach us a lesson or two. "Yet a certain complacency has risen regarding children, for they are widely heralded as the "digital" or "internet generation", supposedly natural "experts" in using the internet and so, for once, a source of wisdom rather than ignorance (Media and digital Literacies, pg182) Many educators are focusing on the importance of how media used as a platform can now assist in how to educate children how to use technology appropriately for learning purposes. For many students, their comfort level using technology exceeds that of their teachers and parents and, consequently, they confidently explore new software, devices, or other technological tools." (Ruth Sylvester, Wendy-lou Greenidge, 2014 )As an educator I see a relationship between that and the importance of adopting digital media as a way to support instructional practices. The connection I made was the importance of educating children and teens how to disseminate content from the media and being able to develop reading confidence, stamina, and satisfaction. (Benn, 2014)

**Digital Design**

How do educators use digital story telling to teach about digital media? Creating digital stories invites students to employ old and new literacies, and through the process of creating a movie they erect, explore, and exhibit other literacies. What are they, and how are they used?

A digital story is a multimedia text consisting of still images complemented by a narrated soundtrack to tell a story or present a documentary; sometimes video clips are embedded between images. (Robin, 2014) The use of digital storytelling as a presentation tool also appeals to the diverse learning styles of students. Creating digital stories acts as a motivator for students, thus they remain engaged throughout the project. (Ruth Sylvester, Wendy-lou Greenidge, 2014) Whether students are writing a paper or creating a project, pupils will pick up all the necessary skills to make themselves commercially successful. "While some young writers may struggle with traditional literacy, tapping into new literacies like digital storytelling may boost motivation and scaffold understanding of traditional literacies." (Ruth Sylvester, Wendy-lou Greenidge, 2014 )

This session draws upon research analyzing theory and methods of storytelling for learning, and illustrates instructional applications within digital learning environments aid to support communities. (Robin, 2014) Digital storytelling is kind of like gravy for the brain. Our lives are replayed through our stories, suggesting that stories used in learning experiences help to integrate new meaning into existing schemas. It can replace some traditional paradigms such as, teacher tells information, to then student tells information. Students transform to authors and creators of digital content by using critical analysis of digital media content. "Full participation in contemporary culture requires not just consuming messages, but also creating and sharing them" (Hobbs, 2011) It can connect students to real issues in their communities and it is a way for them to understand their role in society.

"Digital stories can be used to either weigh the options in a decision to be made, or document the decision-making process. Stories can help us shape our direction or our preferred future." -Helen Barrett

In addition to having the student use their own tools to create for their own content, digital storytelling is also a way to incorporate and teach the twenty-first century student the twenty-first century technology skills such as information literacy, visual literacy, global awareness, communication and technology literacy. Educational goals for teachers using digital storytelling are to generate interest, attention and motivation for students of the "digital generation" in classrooms. (Robin, 2014) Also being able to balance out common core standards while maintaining digital goals. Some of the important highlights that digital storytelling can serve is: children are making real world connections, they connect objective to process, they connect outcome to goal, the values relate to the learner, and finally what aspired values they hold.

**Methods**

In addition to the research, I chose to do another case study where I went back into Narragansett Elementary School but this time I would observe Susan Sabella (literacy coach) implement a mini digital literacy unit to a second grade class. In addition to role of the teacher, I invested some time inspecting the structure of the classroom. This is important because the logistics of the room is important for promoting learning outcomes. Many students thrive in a well lit, clean, and spacious room. In addition to the structure of the class, images and use of decorative artifacts can also enhance the learning landscape or classroom ecosystem. The classroom culture is important for cultivating intellectual curiosity. In comparison to my last observation, I observed traditional forms of classroom settings but instead I wanted to observe the use of digital content to explore the outcomes of digital curation. Some of the items I wanted to explore were what type of digital content Susan used to implement her unit. In addition, how she interacted with the students (in this observation, the students developed the role of the teacher). I was curious how the students would respond to this teaching method and the level of participation they had versus the last class.

What I am looking for? I would like to evaluate the choices Sue makes when using digital media into the curriculum. How students respond to this teaching method and their level of participation. In addition, the use of digital content and the motivations of students to stay entertained. I am also interested in the choices the students make when creating their own PSA and what types of messages as authors they would like to communicate. I am interested in seeing what types of interests, values, and opinions emerge from the students as they create their own PSA's. I want to evaluate and analyze the difference between a 2nd grade content versus a 4th grade content. Also to evaluate the different choices that a librarian would make versus the literacy coach to make there lesson plan effective. Ultimately I'm looking for a difference and I'm hoping the difference will help create new questions for research and support new research. I also generated 10 questions for Susan Sabella and one additional question for Karen Sipala who is the Superintendent of Narragansett School System.
Limitations

My method of choice again is a case study and I am aware that observation alone will only reveal qualitative results. I am expecting some technological limitations because I am curious how the material will be presented. For example, what type of technology will be used to present the lesson? Will each student have their own movie to watch or will they participate as a class? In addition, I will consider the use of funding, who is funding this and how? If there are any technical difficulties, will it interfere with the teaching process? Another potential limitation might be the classroom environment. How is the classroom set up and does it allow for intellectual curiosity? Another potential limitation might be the level of education of the students. This is a heavy lesson; will the students stay motivated throughout it and then be able to create?

Findings

The students watched a PSA announcement on recycling that ran about 3.40 minutes. The PSA was titled “Can City” and can be found on the Vimeo channel. They were asked to watch the video and then have a turn and talk discussion about the author's message. They discussed questions such as how does the authors use of images and or sound strengthen their message? They were then asked to create their own PSAs. They barely knew I was there so I knew they were not influenced by my presence. I was so impressed with the level of education the 2nd graders were showing. The students responded well to the turn talk discussion, which I thought would have been a challenge for them. I was impressed with the structure of the turn talk discussion as the students sat in two circles. There was an inner circle where a few students sat and participated in an active discussion, whereas an outer layer circle surrounded them and the students were more passive and observed their peers. They began sentences by rephrasing the question and then answering it with words and phrases from the question. Many of them used the word “show” to illustrate the author's message (applause). They were very cognizant of who the author was and they did a marvelous job connecting images linked to the authors message. They made a very key connection that re-reading a book was the same as re-viewing a video. They introduced me to the word “think marks” which is used in juxtaposed to “book marks” (clever). The students stayed motivated from beginning to end. I observed 110% of class participation. Another note worthy thing I observed was their keen sense to ask about what was omitted. Their description of leaving out omitted information was because the author wanted to create a sense of mystery thus making his message stronger (A-ha!).

Once they left the circle, they began to become authors and creators of their own content. They began an activity at their desk where they were asked to read a recycling poem and then put it into action by using images of their own. They began to demonstrate creative play. Many of them were making good connections, for example, linking words to reason. Students added newspapers, plastic cans, and used crayons to draw a classic picture of a tree (symbolic).

Sue Sabella: Why are your images different from your other classmates? 2nd graders: Because everyone is an author (YES)!

Findings continued (interview questions with Susan Sabella-Narragansett Elementary School Literacy Coach)

Why did you choose a second grade class for this unit and not a fourth, fifth, etc?

1) I chose a 2nd grade class because I hoped to show teachers that all students, even our youngest students, can analyze media and thoughtfully create new content. We have been using technology in classrooms for many years but we have not been analyzing media in the way that this unit does.

In order to make this unit user-friendly for the teachers in this grade, I needed to link it to the Common Core Standards. I chose the standards that best prepare our students for the 21st century: beginning with a collaborative analysis of media.

- CC.1.SL.2 Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- CC.2.R.1.6 Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- CC.2.R.1.7 Integration of Knowledge and Ideas: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

What types of expectations do you have for this mini unit?

2) I had many expectations for this unit:

- Students will view a Public Service Announcement and analyze this form of media in order to:
  - Determine the author's purpose
  - Ask and answer questions about key details in order to understand the author's message while flexibly using the media player controls to "reread/rewind the film as needed"
  - Explain how the author used specific images to enhance, or strengthen, his message
- Students will then create their own Public Service Announcements by:
  - Choosing a topic
Narrowing the topic

Drafting a message

Including precise and powerful vocabulary

Adding images to enhance, or strengthen, the message

Determining how the message will be shared with our community

What challenges, if any, do you see might interfere with positive outcomes? (for example, the education level of the class?)

3) Since the students were very comfortable using technology to create projects or reports, I was not concerned about the students using technology to create new content. I was concerned about the analysis of media. Our students, up until this point, had not analyzed media. Most students were very used to watching media from beginning to end and even recounting what they saw. We were going to be asking them to do much more than that. The act of analysis would require them to “stick with it” and to “break it apart.” In the past, reading stamina was usually attached to how many minutes a child read but with media analysis, reading stamina really means “sticking with something” in order to analyze the purpose and the structure of a message. Big shifts in thinking for both teachers and students! The lingering questions were: “Would these young students be able to do it?” “Am I expecting too much from them?”

Do you feel the level of questions in the Turn/Talk guided questions will be well received by the second graders? (for example, will they understand this exercise?)

4) I generated several versions of questions prior to trying them with the children. I started with eight questions and eventually revised the list to four. I knew I needed to keep the questions closely linked to the text itself. I also knew that the questions should encourage students to provide textual support for their responses. The questions were well received by the students and their Turn and Talk conversations stayed focused on each question.

In addition to your expectations, what types of positive or negative outcomes do you think will emerge by using the PSA?

5) I could tell that once we analyzed the first Public Service Announcement, students would never look at media the same. Student comments:

- “I never did this before.”
- “Rewinding the film is like rereading.”
- “When you turned the sound down, I was able to really look at the images.”
- “The music got happier when the bottle was picked up and recycled.”

Do you feel the topic of recycling is a good motivator for this age group?

6) Recycling is a good topic for this age group because it is something that they have some control over. They can choose to recycle paper and plastic at school. Also, they experience positive outcomes related to recycling: such as, playing on playground equipment made from recycled plastic.

Do you think the second graders will stay motivated? If so, why? (for example, use of images and being able to think on their own)

7) I truly believe that the second graders will stay motivated. They have received explicit instruction on how to search for and save images but most importantly, they understand the impact of inclusion of precise and powerful images on messages.

Do you have any recommendations of your own?

8) Now that the unit has been completed, I am revisiting the Turn and Talk questions and tweaking them just a bit to highlight author’s purpose instead of topic.

What types of benefits are you hoping will emerge from this digital media experience?
9) There have been so many positive effects:

a) The teacher is continuing to use the Turn and Talk Questions when students are analyzing a variety of media.

b) Other teachers in this grade level have asked for a copy of this unit and for me to come into the classroom to model the use of the Turn and Talk Questions.

c) Since our school is located in a coastal town, another teacher in this grade level has used the unit as a guide for creating her own unit on Ocean Pollution. I have gone into her class to model the use of the Turn and Talk Questions. The questions were just as powerful with a different topic.

d) I created an iMovie to showcase the students’ work and this short film was shared with K-12 staff at our district PD day.

e) I presented this lesson to our Gr 1- Gr 4 staff and they now see the power of analyzing media and why it is so important to give students time to do this. They are reaching out to me as a coach to support the development of skilled facilitation.

f) I created a companion website that makes this lesson available to all teachers: http://www.digilitcoach.com

What values, interests, and opinions do you think will emerge from the PSA?

I truly believe that the students will view films with a more critical eye. They are now beginning to understand that each image, each sound, each word, etc…is a choice made by the author of the message. By creating their own PSA, they are beginning to understand that when one desires to create a clear and simple message, the work behind the creation of that message is far from simple. Authors need to be able to analyze a variety of text, synthesize new information, and make choices related to the content of their own message.

Although this may be viewed as a sophisticated concept, these young students were very successful creating their own PSAs. The Unit of Study was developed to gradually release responsibility to the students, one step at a time. The collaborative thread running through the activities also provided additional support.

Students thrive when presented with meaningful inquiry tasks. Students have reported that they would like to make additional PSAs and they thought it was fun! The kids were thoroughly engaged and were truly applying 21st century literacy skills.

What is your future vision for Digital Literacy Learning in the Narragansett School System? (Karen Sipala-Superintendent of Narragansett Schools)

I have a vision that has schools in Narragansett serving as a lab school environment in a close partnership with the URI Harrington School of Communication Media. In this way, our teachers can learn side with graduate students immersed in the latest research regarding digital literacy and implement appropriate projects tied to the Common Core State Standards expectations. I envision teacher study groups, “DigiLit teams”, at each of our schools led by teacher leaders who take part in more advanced training offered by the University. I would like us to provide parent education as well as consider summer learning experiences for children. I want our staff to learn how to utilize all the media sources and digital technologies available to us to enhance student performance. I would like Narragansett Schools to be considered a leading district in this regard.

Discussion

Previous Research with Narragansett Elementary Schools

My previous research looked at the lens through a librarian perspective with a fourth grade context, where as this paper looks at the lens of the literary coach and the 2nd grade context. This adds value and depth to this paper because I was able analyze some kind of causality through observation. I saw some similarities and differences between the two lessons. The 2nd grade context, which I thought would be challenging, was actually extremely well absorbed and then demonstrated by the students. I felt that the 2nd graders were actually more digitally literate then the 4th grade but that was only measured through my observation alone. I was able to reach this comparison by documenting and analyzing how the students responded to such questions and how well they demonstrated their literacy and digital skills.

The unit was sent to me ahead of time so I could review it before going in to observe. I was really impressed with the Digital Mini Lit design. The unit was skillfully prepared and well documented. It was very descriptive and was well thought out. At first I was shocked at the depth of it and found myself saying, “can second graders really pull this off?” I was extremely surprised to see such shocking results disproving
my initial proposed theory of the aptitude and the motivation of the students. I felt that the interview questions added much value to my observation and I was very impressed with the responses. It was thrilling to see so many perspectives brought together and collaborate in one classroom.

Nevertheless, content analysis of a continued observation of the same elementary school has aided with promising outcomes for media content used for shaping instructional practices in the k-12 curriculum. Although this looks at media and technology used in a microscopic level it adds value to the macroscopic arc to the study of field.

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www.digilitcoach.com
This is an ignite presentation for a LSC530 course at the University of Rhode Island, Harrington School of Communications and Media. My objective for this presentation is to talk a little bit about Digital Literacy Learning, my connections to it, my previous research and what I would like to explore more of.

#RELFIE- A look into the second part of #LSC530

A look back, but…..

First, let me take a #SELFIE...
So let's take a look into this LSC530 course “text and e-tools for tots and teens”. This is a graduate course at the University of Rhode Island offered for the Graduate School of Library and Information Studies. I took this course as an elective for a different graduate program that I am in at (The Harrington School of Communications and Media Studies). I chose this course because as an advocate parent and educator, I see the urgency to be digitally literate in the 21st century. In addition, this class offered some perks.

Highlights and features

- Class is online
- Class is taught by Dr. Renee Hobbs (digital leader)
- Class offers synchronous and asynchronous activities
- Class is done via Google hangout
- Class is then available on youtube
- Class is loaded with challenges
- Class is loaded with very useful material
- Class allows me to talk about my role as a parent
- Class allows me to merge my personal and professional interests

What I have learned first and foremost in this course is that to keep up with children and youth means you have to know what their language is. The 21st century students bring a whole new meaning to the spoken and written word. For example, in one year, the world selfie, commonly seen with a hashtag in front of it, has become the word of the year. The fact that this word has become “word of the year” is a clear indication of the impact social media content has on children and the written word. Has the popularity of the obsessed selfie now been trumped by some other social media fad? Who knows, probably, and you will only know by keeping up with the “digital natives”. Know how they talk, know how they blog and know what kinds of media content they use to communicate their message.

In addition, I have learned much about how audiences negotiate meaning especially depending on perspective. I have had the opportunity to participate in this class with librarians, media professionals, educators and other parents where the content was the same but we all interpreted the messages differently. As a class, we discussed what “quality” literature meant to us. I was impressed to see that high quality content isn’t just for the sophisticated literate reader anymore. Moreover, low quality content could potentially speak to more audiences especially in terms with teens. We saw some of this ideology emerge with our discussion with Jack Martin, the Director of the Providence Public Library “high or low quality might depend on the audience level”. Essentially quality reading can be justified as long as the reader finds value in it.

Although there are new ways to interpret and create new content, revisiting the historical perspective on children’s literature has much added value as well. For example, our class read “Children’s Literature, A Very Short Introduction” by Kimberly Reynolds. The book was cosmetically small but jam packed with a bountiful amount of information. The discussion with my classmates on the titanpad really strengthened the message of this book for me. The section on genres and conventions was the most impressive for me. For example we were asked the question, Why genre fiction helps shape developments? Reynolds notes that “being able to anticipate what is happening can help develop reading confidence, stamina, and satisfaction, while becoming acquainted with genre characteristics is a necessary first step in enabling readers to respond to forms of writing such as parody or aspects intertextuality”. (Reynolds, pg 78) As an educator I see a relationship between that and the importance of adopting digital media as a way to support instructional practices. The connection I made was the importance of educating children and teens how to disseminate content from the media and being able to develop reading confidence, stamina, and satisfaction.

Moreover, if you are a in a position of “gatekeeping”, you have your work cut out for you. As a parent and educator, I foresee a big job as gatekeeper in terms of content and negative and positive consequences. Will I be censoring old content or critically analyzing new content? I think the possibilities of digital and media content will change dramatically in 5 years from now. Taking a look at the history of genre is helpful especially in terms of change. As Kimberly Reynolds notes that the dynamics of social and political outcomes change the structure of genres, so will the way we look at conventions. I think that this dichotomy will also impact the way gate keep.

How and what do you Book Review?
Are you scratching your heads at this point? It is definitely not time to fall off this digital bandwagon, it's more like an urgency to jump on. I have learned that kids are now doing book reviews on youtube. In addition to blogging there is vlogging. I can't keep up, I learn one thing only to find out there is something already topping it and comes in a different digital form. In terms of creating and producing, I have made my first youtube video. So I basically graduated from a blogger to a vlogger. The difference between the two forms is one uses a media blog (wordpress) and the other uses a media video (youtube). Both reviews are critically done almost the same way but presented by using to different media platforms. Wow, I cannot believe I know these two terms and I am participating in this digital community (applause). I have christened my media literacy skills by engaging with this online community. I have been stretching this technology palate through out this course and I have discovered my level of “media literacy”.

So, I am able to make a vlog but my capacity to be informed and be able to access, analyze and interpret information has been exigent. My 21st century literacy skills are merely in “C” standing. I was extremely challenged as an amateur author, trying to curate my own content was testing. Afterwards, we were assigned a fair use analysis. I loved loved this because had this assignment preceded the readings, I don't think we would have really used the fair use review to its potential. We would have designed our multimedia reviews to tip toe around it and I can honestly say I don't think the value of it would have made such an impact or impression. It was like a mock trial or a simulation but only with copyright and fair use.

Scholastically, I often felt illiterate and handicapped especially in terms of the technology curve. I actually felt that sitting in front of my computer was restricting. I would try to create and I had severe writer’s block. I felt more inspired by actually going out and taking a walk on the beach or just outside. I took that as a sign for my need to nurture my own creative “sandbox”. Also a sign for exercising informal learning and that I needed to take the classroom culture somewhere else. After the class videos were shared and displayed, I ultimately learned a lot from peers and it gave me a vision of what I could have done differently. I did not take this as a sign that mine was bad, but I did take it as an indication that mine had the potential to be more creative. This has made me re-evaluate some values I hold or believe about myself as an author, student, educator, and parent.

In closing, as a parent, my son and I have grown together by bonding with books. We have grown from books that are 10 pages to now 80 pages. With the use of you tube, interactive apps, and re-telling techniques, my sons desire to read has increased and his attention span to stay connected has improved as well. At times he still chooses the same books but I am so proud of him for leaving his comfort zone and to try new approaches. His appetite to want to read and sound out words has been tremendous. I forecast some great achievements the next few months for his literacy skills and as a parent that is thrilling.

As a student, I have learned a great deal in this course. Not only did I attempt to take a class outside my course of study of discipline but I allowed myself to learn from my mistakes. I have now migrated some useful tools and approaches to literacy that I hope to take with me as an educator and I am on my way to being a digitally literate adult.

References:

What came first, the chicken or the Egg?

April 19, 2014  Saboo97

This I do believe, the chicken came first before the egg.

[View the story “I do believe the chicken came first before the Egg” on Storify]

In advocacy and policy all is FAIR!

April 9, 2014  Saboo97

Documenting a fair use of my multimedia review, “The Ugly Duckling” iphone app.

I chose to do a short tutorial on how to download “The Ugly Duckling” app for the iphone. The project served a few purposes. I was persuaded to talk about this story because of the presence of bullying in schools today. As an educator, parent and an aunt, I see many students faced with the Ugly Duckling syndrome and I would like to approach this topic with ease and finesse for my own child and the students I teach. Hans Christian Anderson originally wrote the story of “the ugly duckling” and it’s infamously known for teaching children not judge a book by its cover. I feel that this story has much potential to teach children how to treat each other. I also feel that this story has been neglected and it does not get as much recognition for teaching this lesson in society today, as it should.

As an author and producer of this multimedia project, I chose to discuss the highlights and features of this app and to discuss the educational value it has been used as an app. In analyzing the use of copyright fair use, I do not think my project is a good use of copyright content. Why? Perhaps I did not follow the correct expectations of the original project because my multimedia review lacks any use of copyrighted material. Did I do it right because I did not copy any original published work? No, because I still used someone else’s work to create my own. Did I use their original work? No, I did not. But, I did think about copyright or plagiarism before I approached my project. I ultimately chose to do the tutorial about the app and to discuss my thoughts about it but I didn’t actually use any material or content that was not my own. By definition, I did ultimately practice my fair use by using my own critical thinking. However, if we take a look at the app itself, did someone else use the original form or just copy it? In addition, did the creators of the app use any copyrighted material for their own creative work? Perhaps the creators of the app paid a licensing fee, which then allowed them to use the original story, or because its purpose was educational they were able to claim fair use.

My target audiences were parents, media professionals, librarians, classmates and my professor. The purpose of my project was to ultimately speak to other amateur authors who are beginning their journey and who might not know where to begin. The techniques I used to communicate my message were basic and I tried to use foundational techniques to help or assist the beginner. I chose this technique because I felt in a position where I wish someone had done this for me. Using digital media to tell your story can be scary and complex especially for the beginner. Perhaps my original purpose was to educate my audience about the original message by the story and how useful it can be as a book or as an app.

A “remixing” experience

March 30, 2014  Saboo97

A “remixing” experience
Story Time apps for the Iphone

The youtube videos I have featured in this remix are closely related to the ideas presented in my multimedia review on the story time app “The Ugly Duckling”. I chose similar fairy tales or books that were converted into useful educational apps for the Iphone, Ipad, etc. Many of the story time apps operate the same way. They tend to have the same interactive applications. I have now added five more story time apps to own personal phone. I am completely amazed and entertained by this digital experience. Story time has now come alive and one of my favorite features is the read to me. Normally, I am the one reading the story but now I am able to participate with my son as part of the audience. I also added a video by Cen Campbell's Littlelit.com. I felt that her video added value because she inspired me to use the story time app.

In addition, creating a remix really helped me identify as an author what kinds of messages I was trying to communicate to my audience. This assignment allowed me to look at my own choices as a creator of this digital experience. I kind of chopped up my own experience by comparing it to others but I was also able to see what I liked, disliked and what I would do to make my message stronger in the future. I am really learning a lot from my own peers and I was so impressed with how creative their multimedia reviews and remixes came out. Its so refreshing to see such imagination come to life and to be part of it.
See all social media accounts for Sara Benn. Run a full report to uncover Sara's age, house address, email address, contact number and more. We found 5 records for Sara Benn. We found 2 social media accounts, including a public Facebook profile associated with Sara N Benn who is 38 years of age and resides in Cleveland, MO.

Uncover details on Sara's Social Media Profiles, Public Records, Criminal Records & much more. See more.