

## 21st Century Literacies One-to One-Computing



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### **Bright Futures Core Practices 3 & 4**

3. Teachers in all content areas use teaching and learning practices that are anchored in 21st century literacies.

4. Students have access to one-to-one computing technology integrated throughout the curriculum allowing them to acquire the critical thinking skills related to information, media, and technology.

## **Outcomes for this session:**

### **Participants will:**

- **develop their own understanding of 21st century literacies**
- **understand how teaching and learning are anchored in 21st century literacies and one-to-one computing**
- **explore ways to implement this aspect of *Bright Futures***

**Let's take a couple of  
polls!**

## Defining 21st Century Literacies

### Definition

Skills, processes, and mindsets that prepare people to sustain themselves and their communities in a fast changing global environment

### Characteristics

- Prepares for life after school
- Requires critical inquiry, thinking and innovative problem solving
- Involves collaboration and communication in a variety of forms

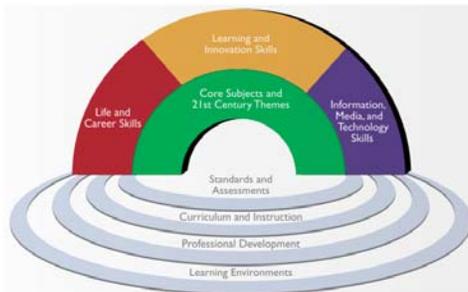
## 21st Century Literacies

### Examples

- Problem/Project/Challenge Based Learning
- Place-Based Learning
- Service Learning
- Real World Learning
- Search, evaluate, synthesize, and apply information

### Non-Examples

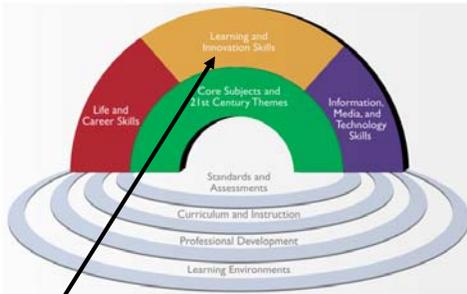
- One dimensional teaching
- Continuous teacher-centered instruction
- Learning limited to the “what” and not including the “how and why”
- “Death by PowerPoint”



<http://tiny.cc/21century67>

Other 21st Century Skills Websites:

<http://www.metiri.com/features.html> &  
<http://www.schoolkit.com/learn21.aspx>



## Communication and Collaboration

### Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

## Students help develop the rubric for scientific writing.

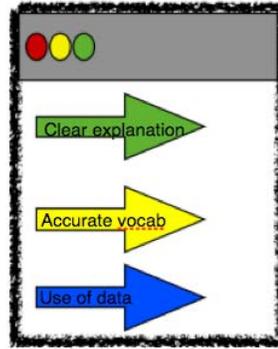


Andrew Greenstone 2009



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Students apply the arrows self-assessing their work, looking for evidence and identifying the evidence.



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Differentiation, grouping, and regrouping when technology is used.



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Lesson\_Hogan.ntx 1

Contents

1 2 3

12:00 Aa

Contents Tectonic Plate Bounda... Tectonic Plate Bounda

As class begins

Different length movies

Different reading levels

Ability to use text to speech on web pages

Interactive sites to see how and why things happen

Choice of type of assessment

**Tectonic Plate Boundaries**

- Lesson-Teacher Materials ..... 3
- Tectonic Plate Boundaries**
- Lesson-Student Learning Outcomes ..... 5
- Beginning Checkin' ..... 6
- End of class checkout ..... 7
- Video materials ..... 8
- Reading materials ..... 9
- Websites with content information ..... 10
- Interactive websites ..... 11
- Assessment ..... 12




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<http://compfight.com>

- Search for CC licensed photos

<http://www.explorelearning.com>

- Interactive Science and Math simulations

<http://www.gamesforchange.org/play>

- Engages students in contemporary social issues in meaningful ways to foster a more just, equitable and/or tolerant society. These games have been created by cross-disciplinary teams from around the world and all aim to serve the public interest.

<http://www.gliffy.com/>

- online diagram software

<http://www.xtranormal.com/>

- text to movies



## 21st Century Skills Resources

- Challenge Based Learning Video  
<http://tiny.cc/challenge847>
- Maine Center for Meaningful Engaged Learning  
<http://www.mcmel.org/web/Home.html>
- Sir Ken Robinson on How Schools Kill Creativity <http://tiny.cc/robinson>
- Ted, Ideas Worth Spreading:  
<http://www.ted.com/>

**Ernie Easter**

**New Sweden, Maine**

**Holocaust Unit**



**Ernie at  
Shindler's  
Factory Gate**

- Uses NoteShare: (1) to gather resources, (2) for student reflection, and (3) to provide text
- Creates eBooks of information not readily available in textbooks

<b>Ernie's Holocaust NoteShare Notebook</b>	
	
<b>Contents</b> .....	
<b>Introduction</b> .....	3
Why Study The Holocaust .....	4
ID Cards: USHMM Resources .....	5
<b>Resources</b> .....	6
USHMM: The Holocaust: a learning site for students .....	7
USHMM: Holocaust Encyclopedia .....	8
The Holocaust, Crimes, Heroes and Villains .....	9
The Jewish Virtual Library .....	10
The Holocaust: A Tragic Legacy .....	11
Holocaust Cybrary remembering the Stories of the Survivors ...	12
Yad Vashem - The Holocaust Martyrs' and Heroes' R.....	13
Holocaust Human Rights Center of Maine .....	14
A Teacher's Guide to the Holocaust .....	15
About.com 20th Century History: The Holocaust .....	16
<b>Reflections</b> .....	17
What did you think about ? What bothered you about today's Reading? How does it impact us today? .....	18
<b>Germany After World War One</b> .....	19
World War I .....	20
Treaty of Versailles, 1919 .....	21
Weimar Republic .....	22
Rise of Nazi Germany .....	23
<b>Nazi Germany 1933 - 1939</b> .....	24
Nuremberg Laws .....	25
Book Burnings .....	26
Kristallnacht .....	27
<b>Children and the Holocaust</b> .....	28
Kindertransport .....	29
Hidden Children .....	30
I Never Saw Another Butterfly .....	31
The Bundebar Opera .....	32
<b>Nazi Germany 1939 - 1945</b> .....	33
Germany Attacks Poland, start of WWII .....	34
The Final Solution .....	35
Jewish Ghettos .....	36
<b>Post War</b> .....	40
Nuremberg Trials .....	44
The Righteous .....	45
Creation of Israel .....	46
Holocaust Denial .....	47
<b>Literature and the Holocaust</b> .....	48
Independent book about the Holocaust summaries and reflections ....	49
<b>Art and the Holocaust</b> .....	50
Art during and after the Holocaust .....	51
<b>Music and the Holocaust</b> .....	52
Music during and after the Holocaust .....	53
<b>Final Projects</b> .....	54
Requirements .....	55
Poetry .....	56
Art .....	57
Essay .....	58
<b>Anti-Semitism and Genocides Today</b> .....	59
Can mass murder based on Race, Religion, or Ethnicity still happen .....	60

**Inquiry-Based Science**

**The Vital Signs project of the Gulf of Maine  
Research Institute:**  
<http://www.gmri.org/education/vitalsigns.asp>



**The EcoScience website of Foundation for  
Blood Research:**  
<http://www.fbr.org/swksweb/esw.html>



## Don Leu & The New Literacies Research Team



1. What are the new skills, strategies, and dispositions required for successful reading comprehension and learning on the Internet?

2. How can we most effectively prepare our youth for these new literacies?

### Preliminary Findings

1. Teach students to survey critically and evaluate sites.
2. Use collaborative learning models.

<http://www.newliteracies.uconn.edu/index.html>

## Resources for Helping Students Become Better Consumers of the Web

<http://school.discoveryeducation.com/schrockguide/eval.html>

<http://novemberlearning.com/resources/information-literacy-resources/>

### Information Literacy Resources

- I. Information Literacy Quiz
- II. Information Literacy Quiz Answer Key
- III. Websites to Validate
- IV. How to Read a Web Address
- V. Find the Publisher of a Website
- VI. What is the History of a Website
- VII. Check the External Links

#### [I. Information Literacy Quiz](#)

How much do you know about information literacy? [[Read More](#)]

#### [II. Information Literacy Quiz Answer Key](#)

If you have had the opportunity to look at our Information Literacy Quiz, here are some suggested answers and follow-up activities to use with students. [[Read More](#)]

#### [III. Websites to Validate](#)

The following sites might be used when teaching students how to evaluate Web sites. [[Read More](#)]

#### [IV. How to Read a Web Address](#)

The first step in learning the grammar of the Internet is to read URLs closely. Reading a URL is an exercise in critical thinking. [[Read More](#)]

#### [V. Find the Publisher of a Website](#)

You can often find the owner or publisher of a web site by using the Whois Database. It is sometimes helpful to know who publishes the information you are reading. [[Read More](#)]

#### [VI. What is the History of a Website](#)

One of the beauties of the Internet is that we can chart the history of a web site. The Internet allows us to explore a collection of drafts. We can chart the progress or history of a web site thanks to the Wayback Machine. [[Read More](#)]

#### [VII. Check the External Links](#)

A quick look at who has linked to a site might help you gain perspective about the quality of its information. [[Read More](#)]



**21st Century Math**  
**AKA**  
**Numeracy**  
**Quantitative Literacy**  
**Real World Mathematics**  
**Real World Problem Solving**  
**Hands-On Math**

**Geometry Meets Architecture**



**What are some ways this math unit relates to *Bright Futures* Core Practice # 3: teaching and learning are anchored to 21st century literacies?**

## **Resources**

### **Edutopia**

<http://www.edutopia.org/mountlake-terrace-high-school>

### **Futures Channel**

<http://www.thefutureschannel.com/>

### **Exploratorium**

<http://www.exploratorium.edu/>

## **Visual Literacy**

John Debes, 1969

“Visual Literacy refers to a group of vision-competencies a human being can develop by seeing and at the same time having and integrating other sensory experiences.”

“The development of these competencies is fundamental to normal human learning. When developed, they enable a visually literate person to discriminate and interpret the visible actions, objects, symbols, natural or man-made, that he encounters in his environment.”

“Through the creative use of these competencies, he is able to communicate with others. Through the appreciative use of these competencies, he is able to comprehend and enjoy the masterworks of visual communication.”

[http://www.ivla.org/org\\_what\\_vis\\_lit.htm](http://www.ivla.org/org_what_vis_lit.htm)

## Resources



<http://k-8visual.info/>



<http://www.archives.gov/education/lessons/>



[http://cct2.edc.org/PMA/image\\_detective/index.html](http://cct2.edc.org/PMA/image_detective/index.html)

**Information Fluency**

**AKA**

**Digital Literacy**

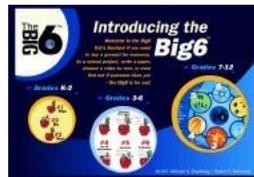
**Information Literacy**

*Formally Known As  
The Research Process*

## Resources

### The Big 6

<http://www.big6.com/kids/>



1. Task Definition
2. Information seeking strategies
3. Location and access
4. Use of information
5. Synthesis
6. Evaluation

### 21st Century Information Fluency

<http://21cif.com/index.html>

Tutorials, Wizards, Resources, Courses

### Noodle Tools

<http://www.noodletools.com/index.php>

The Right Search Engine, Invisible Web Databases, Citations



# Great Resource! MLTI Webpage

<http://maine121.org/>



Main Learning Technology Initiative  
Professional Development for Teachers

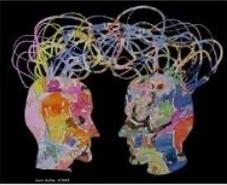
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Search text to search here

### Communication: Notes from the 1/28/10 Webinar

January 29, 2010 Cynthia Curry

Thanks to the folks who logged in yesterday afternoon or evening to participate in the webinar on augmentative and alternative communication (AAC) options for the MLTI MacBooks. My guest facilitator was Deb Dimmick of ALLTech at Spurwink Services. Deb is an Assistive Technology Practitioner (ATP). While her primary work is with K-12 schools, Deb's experience and expertise is deepened by the services she provides to individuals across the lifespan, from pre-schoolers to seniors who are learning or adjusting to new ways to communicate and access information.



Our essential question for the webinar was, "What is communication?" A deceptively simple question as we journeyed through the multiple ways that individuals can express themselves through augmentative strategies or alternative means. And, of course, communication requires effective transfer and interaction. Regardless of our ability, we all rely on the need to integrate communication strategies, which include no-tech, low-tech, and high-tech:

RSS feed



**Lenses**

- Digital Citizenship (2)
- Digital Storytelling and Media Production (6)
- Making Meaning (6)

## WebCasts

In addition to traditional face-to-face gatherings, the MLTI staff will also be using web-based technologies to communicate and collaborate with educators interested in engaging in conversation around teaching and learning with technology. These WebCast events will provide an opportunity to participate interactively in a live virtual environment, all right from the comfort of your own computer desktop.

WebCasts will be held each Thursday at both 3:15 pm and 7:15 pm and will be approximately an hour long. Topics will be updated, as well as links to full descriptions, for each WebCast listed below about 2 weeks prior to the event date.

Guidance and support regarding how to access these opportunities is available at the bottom of this page.

**Calendar** (subscribe to our online calendar here)

**Archives** (view all recorded past sessions here)

February 2010 Webcasts				
Date	Title	Click Times to Register/Participate		
		3:15	7:15	
February 2	Navigating the Real World II	3:15	7:15	
February 4	Making Meaning: Presenting Reality - Tools to analyze data.	3:15	7:15	
February 11	Research Process: Structuring a Research Project - using tools online and on the MLTI laptop to plan, organize and carry out research projects.	3:15	7:15	
February 25	Writing Process: Drafting, Revising, and Editing (lots of tools and resources to talk about here as well as techniques and strategies).	3:15	7:15	

RSS feed



### Lenses

- Digital Citizenship (2)
- Digital Storytelling and Media Production (6)
- Making Meaning (6)
- Research Process (6)
- UDL and Accessibility (8)
- Uncategorized (2)
- Writing Process (9)

**Tag Cloud**  
AAC accessibility assistive technology brainstorm brainstorming



## **Ticket Off The Screen**

**3 things that I want to remember about 21st century skills and 1 to 1 computing**

**2 questions I still have**

**1 resource I want to share with my colleagues!**

**Evaluation/Contact Hour**

<http://www.surveymonkey.com/s/XLPJS68>