**National Council for Social Studies Conference Seattle, WA**

**November 16, 2012 10:15-11:15 Convention Center East Lobby Level 6**

**Using Digital Media to Promote Literacy, Inquiry and Civic Engagement**

Communicating effectively — through reading, writing, speaking, and listening — is essential in today's world. How do we engage learners in powerful literacy experiences to understand and communicate about their world? How do we support students, immersed in technology, to become critical consumers and producers of information and thoughtfully engaged citizens? Early career teachers link students' enthusiasm for digital media with literacy, inquiry and civic engagement beyond the classroom through Web 2.0 tools: webquests, wikis, websites, blogs, social networking.

Objectives:

1. Share five characteristics of digital citizenship: Gayle Y. Thieman, Ed. D. Portland State University

* Responsible citizens are informed; they are able to access, research, manage, evaluate, and use information
* Informed citizens understand complex public issues and diverse perspectives
* Competent citizens think critically and creatively and evaluate and make informed decisions
* Effective citizens communicate with diverse audiences
* Committed citizens work collaboratively to solve problems

These characteristics are based on guidelines of the Civic Mission of Schools, National Council for the Social Studies, National Educational Technology Standards, and Partnership for the 21st Century Skills. These characteristics are taught in the social studies methods course that the classroom teachers took as part of the Graduate Teacher Education Program at Portland State University. Teacher presenters learned the digital tools in an instructional technology course taught in the same program.

2. Model Use of Web 2.0 tools to support inquiry and civic engagement beyond the classroom (Classroom Teachers )

3. Share planning, implementation, and impact on student learning of the digital tools used (Classroom Teachers). Presenters used these digital tools in highly diverse schools settings including ESL, special needs, and gifted students in middle and high schools.

4. Engage poster session audience in conversation with teacher presenters on how to support students’ use of technology to communicate, collaborate, and solve problems beyond the classroom (Audience Participation)

Takeaway: One page handout with links to all presenters’ lesson plans and URLs of digital tools used with secondary students, e.g., webquests, websites, wikis, blogs, visual ranking tool, etc.

**Immigration Simulation: Web-Quest and Google Docs Kjerstin Brinton**

Presenter will share the use of an online Web-Quest, "Immigration-Open Door or Closed Border" on US immigration trends in the late 1800s and early 1900s. The Web-quest guided eighth grade students through an immigration simulation as they journeyed through time. Students were able to create their own stories of immigration based on their research and understanding of material discussed in class. Students used GoogleDocs as they wrote, collaborated, edited, and completed their final assessment, a persuasive letter to a member of the US Congress in response to The DREAM Act legislation. Each student was able to clearly understand and answer the unit's essential question of "What does it mean to be an American immigrant?" as they completed each portion of their simulation and portfolio. The simulation taught empathy and understanding, as well as higher order skills of analysis of historic immigration trends and patterns.

WebQuest can be found at: <http://www.zunal.com/webquest.php?w=75909>

**Bill of Rights Virtual Ranking Tool Kjerstin Brinton**

Classroom teacher will share the Virtual Ranking Tool (free Intel software which enabled students to collaborate in groups to discuss, rank, compare, and comment on the importance of each of the first 10 amendments to our Constitution. This ranking tool (accessed online for students and teachers with the proper ID and password) allows students to rearrange each amendment based on the individual preferences and opinions. Students type and save comments for review by other groups and compare their results with other classmates, creating an intriguing opportunity to discuss and debate the importance of these amendments. Virtual Ranking Tools are a simple yet effective way for students to apply their knowledge learned in the classroom to their own lives and begin formulating their own opinions.

Virtual Ranking Tool can be found:

<http://www.intel.com/about/corporateresponsibility/education/k12/tools.htm>

**Quest for Equality: WebQuest and Survey Monkey Geoff Stuckart**

Classroom teacher will share a WebQuest, titled "Quest for Equality," which was used in an AP U.S. History class to examine the evolution of civil rights -- and the perception of civil rights -- in the U.S. from the 1930s to the present. The assignment was an out-of-classroom extension in which students worked collaboratively in small groups to research diverse perspectives over time and to evaluate the meaning of "equality" and "civil rights," both in a historical context and in their own lives. Students used Survey Monkey to vote on and select the best group presentations which were shared with other AP classes studying for the AP exam.

Webquest can be located at: <http://zunal.com/webquest.php?user=38073>

**Student Created Websites about the Holocaust. Marrla Wilkinson**

Secondary teacher will discuss the use of student-built websites and provide examples of authentic student websites that were created during research on Holocaust history: Students are challenged to incorporate higher-level skills in technology with in-depth attention to social issues by creating a website to demonstrate learning. Students participate in building an authentic and viable research tool while performing research themselves and then leave this tool online to share with others. Websites also act as an exciting visual aid for student presentations and since they are shared, students learn the value of accurate and viable source citation.

Sample student websites:

<https://sites.google.com/site/insideauschwitz/>

<https://sites.google.com/site/eliewieselinfo/home>

<https://sites.google.com/site/holocaustmedicalexperiments/>

https://sites.google.com/site/holocaustresistancethe/home

**Social Justice and Civil Rights: WebQuest Jeffrey Fuller**

The classroom teacher will use this WebQuest to guide students through research in examining links and lessons of the American Civil Rights Movement to the social justice issues of today, whether in the students’ local community, city, state, or those plaguing the United States, or even the world at large. As a class, the students pick 10 issues they want to research and learn more about before breaking into groups. Each group will then go through one of the 10 issues found in this WebQuest and present their findings to the class. This WebQuest was used in a sophomore U.S. history course and reflects the choices they made. It is available at <http://zunal.com/webquest.php?user=23987>

**Google Docs/Presentations Nick Verbon**

Google Docs/Presentations offer a collaborative, online medium for students to share ideas, synthesize information, and organize the work of individual students and small groups into one cohesive class presentation and resource. Use Google Docs to enhance student engagement during in-class group research, as well as to facilitate larger cumulative projects where students may need to communicate ideas out of class time. This tool familiarizes students with the technology skills that workers in a variety of contexts rely on in their daily lives. A classroom teacher will explain how to set up, maintain, and assess student participation.

Links

* <http://www.google.com/drive/start/apps.html#product=slides>

Directions for how to use

* Teacher creates one presentation in Google Drive and “shares” the document, allowing the public to view and edit the presentation. This step requires that the instructor create a Google account (an email address through Gmail).
* Individual students or students in groups can all be assigned a separate slide and/or topic to edit on the presentation.
* Once all groups have finished working on the presentation, it may be projected in front of the class.
* To more easily monitor student contributions, the teacher may require that students sign in to Google to edit the document, although that requires granting individual access to each group or student. That way, the teacher can see the edits created by each user. This is only recommended for very small classes.

**Benefits of and Challenges to a BYOD Classroom Nick Verbon**

In a BYOD classroom, students interact regularly with technology, to both consume and produce information. While students need direct teaching of some technology skills, many students will naturally learn new technology more quickly than their instructors. Fostering technology literacy may not require as much direct teaching, but rather require flexibility in how students present information, as well as time and freedom to explore on their own. In a recent assessment, I allowed students to use any format (song, poster, video, etc.) to demonstrate to me their understanding of an economic concept. A number of students created video lectures and made rap videos, demonstrating a mastery of technological skills with which I am very unfamiliar. Below I included the assignment description and rubric, and a few links to student projects.

Assignment Description

See attached document (“Assignment Description”).

Examples of Student Work

* Video lecture 1: <http://www.youtube.com/watch?v=T7uy4YTg3sM&feature=youtu.be>
* Video lecture 2: <http://youtu.be/RRJkPzV9Z3Q>
* Video lecture 3: attached movie.

What has surprised me most about a BYOD classroom is the challenge of fostering good collaborative and social skills, all of which could be considered even more important than technology skills. Students are and become ever more so accustomed to interactions via their device that they have trouble maintaining focus on what is happening away from the device. For example, students may forget to look towards or make eye contact with the speaker, whether or not it is the teacher or student. Furthermore, students prefer to communicate with the instructor via email or online message rather than to confront him or her in person. They have grown attached to the anonymity afforded to them through their reliance on technological devices in the world.

This challenge has encouraged me to teach the social skills that I expect. Even with seniors, it has been necessary to talk with them and practice swiveling in their chair to follow their speaker and to look up from their device when someone is speaking to them.