

LEARNING AND STUDENT PERFORMANCE ACTIVITIES

4.2 - ACTIVITY #2

Summary Description: Understanding
Digital Technologies

Focus Question:

How do educators teach students to use
digital technologies?

Additional Question:

1. Why is it important for teachers, students and parents to have activities to learn about using technology?
2. How can users of technology best learn about the issues surrounding the use of technology?

Digital Literacy: *process of teaching and learning about technology and the use of technology.*

See Chapter 2.4 for more information on Digital Literacy (p. 19)

NETS standards: NETS*A
– Standard VI, A; NETS*T
– Standard VI, A (p. 193)

Lesson Goals/Objectives:

To allow educators to discover new ideas for teaching digital technologies.

Resources:

From Cyberlearning World - Bookmarks: First Day of School Icebreaker Activities - <http://www.cyberlearning-world.com/nhhs/html/firstday.htm>

Activity Description:

1. Begin the session by dividing students into groups of three or four.
2. Ask the members if they have done or heard of teachers doing anything interesting through the use of digital technologies.
3. Have the groups come up with three activities that they could do with 1) other teachers, 2) students and 3) parents that would teach them about the use of technologies.
4. Bring the groups back together and have the groups share their ideas.

Lesson Extension Ideas/Activities:

Have students brainstorm technology activities they could do in their classes. Have students provide reasons why these activities would make the lessons more meaningful.

Teaching Tips:

1. Identify areas where there are lots of ideas as well as areas that need to be better represented.
2. Allow students to be creative and come up with new and interesting ways to teach about appropriate technology uses.
3. Have the students be specific on how they will accomplish these activities.
4. Make sure that the group understands what would be considered good classroom activities.

4.4 - ACTIVITY #4

Summary Description: Learning About New Digital Communication Models

Focus Question:

Why are blogging, podcasting and RSS (Really Simple Syndication) important to teaching in a digital society?

Additional Questions:

1. Should teachers be using new digital technologies in their classrooms?
2. Can these technologies be used in every classroom?

Digital Literacy: *process of teaching and learning about technology and the use of technology.*

See Chapter 2.4 for more information on Digital Literacy (p. 19)

NETS standards: NETS*A – Standard VI, A; NETS*T – Standard VI, A (p. 193)

Lesson Goals/Objectives:

To have users learn about the latest communication methods.

Tools/Resources Needed:

What is Blogging? - see http://www.elise.com/web/a/what_is_blogging.php

What is Podcasting? – see

<http://www.searchenginejournal.com/index.php?p=1239>

What is RSS? – see <http://rss.softwaregarden.com/aboutrss.html>

and Landmarks for Schools - <http://landmark-project.com/index.php>

Activity Description:

1. Begin by asking who in the group knows about blogging, podcasting and/or RSS (see sidebars for more information on these topics). Find out how other teachers are using it in the classroom.
2. Do a short introduction on each of the three and show basic examples.
3. After discussing each of these models have users discuss among themselves how they could see themselves or other teachers using these technologies in the classroom.

Lesson Extension Ideas/Activities:

Once the podcast, blog or RSS is established, let the teachers know how this school-related information will be shared. Check back with teachers to see if any are using these tools.

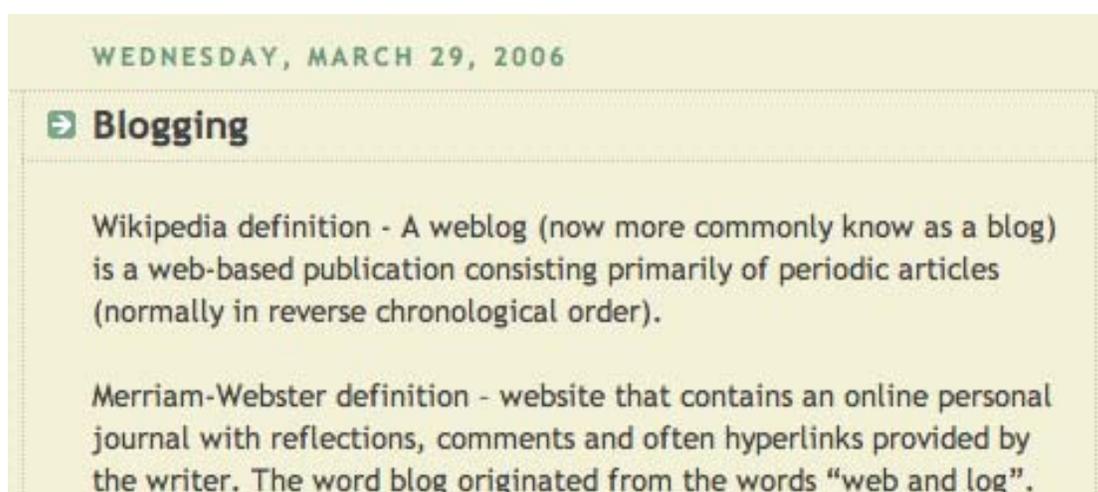
Teaching Tips:

1. Ask students if they have ever used blogging, podcasting or RSS in their home or other class. Have them explain how they used them.
3. Provide teachers with “user-friendly” examples. Make their initial examples as simple as possible.
4. Use terms and technical explanations that will be understandable to your audience.

Blogs (Resource for Activity 4.4 and 4.6) Reference

The word blog originated from the words “web and log”. The most simplistic view of a blog is that it is an online diary. A user can come to their blog and put in what ever they are thinking about. There are many blogs that are out there that do just that; talk about their day, their pets, job or many other topics.

For education there can be many other opportunities for students. If created and fostered correctly, students can use blogs to journal, write stories, share information. As a teacher or administrator a blog can be used to share information with parents, make announcements or create a forum for discussion. Here is an example:



Listed below are several links related to blogs. The best way to learn about blogs are to go and visit them and see what people are writing about.

Here are several resources:

Education blogs:

Blogs in Education - <http://awd.cl.uh.edu/blog/>

Weblogg-ed - <http://www.weblogg-ed.com/>

Blogmeister - <http://www.classblogmeister.com/>

(this site allows educators to take a look at student blogs before they post)

Blogs outside education (some material may not be suitable for all users):

Blogwise Directory – <http://www.blogwise.com/>

Political Blog Directory – <http://www.directory.etaltinghead.com/>

Articles about blogs in education:

Using Blogs in the Classroom - <http://husd4-tr.blogspot.com/>

Blogging 101 - <http://www.unc.edu/~zuiker/blogging101/>

Podcasting (Resource for Activity 4.4)

To understand podcasting, there first needs to be an understanding of blogging (see sidebar on blogs). Basically, podcasting is just audio blogging. Instead of writing out information, podcasters record and post audio files for anyone that wants to listen to them.

Podcasting has its root in the Apple community. The original podcasts were for Apple iPods, but anything that can play MP3 files can also play podcasts. The process for creating a podcast can be as complex or simple as the user wants it to be. The main thing that needs to happen is that however the file is recorded it needs to be changed into an MP3 file. Some podcasters spend time adding background music or cleaning up “ums” and other fillers. To see the process of creating a podcast and find several other resources see http://davidwarlick.com/classpage.php?page_id=4317&status=nomore.

As mentioned with blogs and RSS, the best way to learn a new skill is to use it. Even if you do not have an iPod or other MP3 player most computers can play MP3 files. The Landmark for Schools site has some educational podcasts or try <http://davidwarlick.com/podcasts/>. David Warlick’s site allows you to play the podcast right in the browser window, no downloading required.

Depending on the podcast there may be an opportunity to create an RSS feed for that podcast. The RSS feed will notify you when there are new podcasts (see the RSS sidebar for more information).

So what are the implications for education with the use of podcasting? Take a look at Edupodder web blog: <http://weblog.edupodder.com/2004/11/podcasting-in-education.html>. The author Steve Sloan talks about his ideas for podcasting: distance learning, additional assistance for students, class make-up issues, etc. Just like a blog, podcasting can provide an additional resource for teachers to help their students.

As with any new technology it must be understood before it can be used appropriately.

4.6 - ACTIVITY #6

Summary Description: Blogs/Wikis for Parent Communication

Focus Question:

How can teachers use communication methods such as blogs and wikis to communicate what is happening in the classroom.

Additional Question:

1. What benefits could these communication models have in a classroom?
5. How could technology help parents become more involved in the learning process?

Digital Communication:
electronic exchange of information.

See Chapter 2.3 for more information on Digital Communication(p. 17)
NETS standards: NETS*A – Standard VI, B; NETS*T – Standard VI, A (p. 193)

Lesson Goals/Objectives:

To have teachers create methods of showing what they are doing in class through the use of technology.

Tools/Resources Needed:

Jim Flowers' Radio Web blog

<http://radio.weblogs.com/0113212/categories/blogsAndEducation/>

Blogs in Education

<http://awd.cl.uh.edu/blog/>

Wiki in Education

<http://c2.com/cgi/wiki?WikiInEducation>

Activity Description:

1. Introduce the concepts of blogs and wikis to teachers (see sidebar for resource guides).
1. Create the study guide, on a wiki site, for the class. Talk to the teachers about having students make changes and modifications to the study guide as the course progresses.
3. Create a moderated blog site (see sidebar) and have teachers post ideas, questions, and thoughts about the class.
4. Invite parents to visit these sites to see what the students are doing and thinking while in class.

Lesson Extension Ideas/Activities:

In a staff meeting have the teachers share ideas on how to use blogs and wikis in their classroom.

Teaching Tips:

1. Make sure that teachers explain how these tools work. Provide several examples.
2. Communicate your expectations – should they post once a day/week/semester.
3. Outline the boundaries for the technology use, e.g. no profanity, no cyberbullying, make sure they know that their parents will be looking at these sites.
4. Inform parents/administration that you will be doing these things in class. Make sure to be clear on what they will be doing.
5. Provide parents with a copy of the school/district Acceptable Use Policy (AUP) and how this activity integrates with it.

Wiki (Resource for Activity 4.6)

Wiki is Hawaiian for "quick." Wiki is also a software tool that allows users to freely create and edit hyperlinked Web pages using a web browser. Wiki implementations typically use a simple syntax for users to create new pages and crosslinks between pages on the fly. There are also many non-commercial and commercial clones and some "wiki farms" (places where you can set up a wiki without needing your own server)

Blanche, Martin Terre. "Wikis." Collaborative learning environments sourcebook. 29 Sep 2004 .

The wiki is another innovation that allows users to be collaborative. The wiki gives the user the ability to put information on a site where other users can make modifications to that information. The most famous is the wikipedia - http://en.wikipedia.org/wiki/Main_Page. The hope with the wikipedia is to create an online encyclopedia where individual users put information into the wikipedia, as well as allowing others to make adjustments and updates to the information.

Wiki's can be used in classrooms for creating collaborative writing projects. For example, students can create their own study guides for the class. One student places some information on the wiki and others can add, remove or update information. There are also opportunities for students to create their own dictionary or encyclopedia for their class. Because it is on the Internet, this is also an opportunity for parents to see what their children are doing in class.

Wiki's are a little more involved than some of the other resources that have been listed (blogs, RSS and podcasting) but depending on the site it can be a worthwhile opportunity for teaching and learning.

Resources

The Teachers Lounge - <http://teacherslounge.editme.com/>

seedwiki - <http://seedwiki.com/>

4.8 - ACTIVITY #8

Summary Description: Providing digital access outside school

Focus Question:

What kinds of digital access do students have outside school?

Additional Questions:

1. How many students have access to digital technologies after school is out?
2. What responsibilities do schools have to provide technology to students?

Lesson Goals/Objectives:

To determine what technology is available to students and if there is a need for more access.

Tools/Resources Needed:

Brown – KFS: Resources: Laptop Initiatives –

<http://www.brown.edu/Departments/IESE/KFS/resource/edtech/laptopinitiatives.html>

Digital Divide. Org - <http://www.digitaldivide.org/>

Digital Access: *full electronic participation in society.*

See Chapter 2.1 for more information on Digital Access (p. 13)
NETS standards:
NETS*A – Standard VI, A; NETS*T – Standard VI, B, C, E (p. 193)

Activity Description:

1. Invite teachers to poll the students (formally or informally) about what kind of technology access they have outside school. Determine how much access is outside the home.
2. Share the data from the teachers on student access with the administration. Distribute the information to the teachers and identify issues that might affect student learning.
3. Identify if a significant number of students do not have access to technology after school, determine ways that the school (or community) might be able to help provide access, such as open school computer lab in the evenings and weekends, or discussing with community leaders on how to increase computer access in the city (library, clubs, etc.).
4. Discuss as a staff if certain initiatives (such as one-to-one computing) is something that may be used in the school or district.

Lesson Extension Ideas/Activities:

Have teachers discuss if the lack of technology access is an issue for their classroom.

Are students required to do classroom activities that require technology access?

How will this affect their lessons?

Teaching Tips:

1. Provide teachers with technology opportunities both in the school/district and the community at large. Have the teachers share that information with their students.

2. Help teachers to find ways to have students use technology in the classroom. Have the administration look for ways to extend technology use in school (e.g., open computer lab, etc.)
3. Identify ways that technology can be used in the classroom. Technology should not drive the curriculum, but teachers need to be aware of what access their students have outside school. Have teachers look at lessons in relation to technology access.
4. Research to see if teachers are requiring too many technology assignments as homework if the students do not have access. If the assignment is part of the curriculum, have the teacher look at alternative assignments for those without access.

ENVIRONMENT AND BEHAVIOR ACTIVITIES

4.10 - ACTIVITY #10

Summary Description: Inappropriate Technology Use

Focus Question:

What criteria do I use to determine if others are using technology inappropriately?

Additional Question:

1. Why should we be concerned with what others consider to be inappropriate use of technology?
2. How can technology users come to an agreement on how technology should be used?

Lesson Goals/Objectives:

To have teachers explore what they consider inappropriate technology use.

Tools/Resources Needed:

Getting to Know Your Students

<http://www.teachervision.fen.com/lesson-plans/lesson-2878.html?detoured=1>

Activity Description:

1. Begin a discussion about Digital Citizenship by distributing a paper to the teachers. Have the teachers write down the top three things that they consider inappropriate use of technology in the classroom.
2. Record all the ideas provided by the teachers. Have the other members begin reading off their list of inappropriate uses.
3. Build consensus within the group on their top issues, and explain their reasons.
4. Choose the top three issues and identify strategies that these issues could be dealt with in the classroom/school through a teaching solution.

Lesson Extension Ideas/Activities:

Have teachers use the list they created to come up with ways to teach their students how to avoid using technology inappropriately.

Teaching Tips:

1. Ask teachers why they consider these issues to be inappropriate. Help users to eliminate what might be individual concern and focus on coming to agreement on major concerns.
2. Focus on the solutions to the issues and not the issues themselves.
3. Provide an opportunity for everyone to share their concerns – no matter how small they might be.

Digital Rights &

Responsibilities: *those freedoms extended to everyone in a digital world.*

See Chapter 2.7 for more information on Digital Rights & Responsibilities (p. 25)

NETS standards: NETS*A – Standard VI, B; NETS*T – Standard VI, A (p. 193)

4.12 - ACTIVITY #12

Summary Description: Digital School Issues vs Non-Digital Issues

Focus Question:

How do digital problems within a school rank with other problems?

Additional Questions:

1. Do administrators need to be concerned with digital issues as well as non-digital ones?
2. How do we teach students technology rights and responsibilities in a school setting?

Lesson Goals/Objectives:

To focus on improving Acceptable Use Policies (AUPs) to support Digital Citizenship efforts and priorities.

Digital Rights & Responsibilities: *those freedoms extended to everyone in a digital world.*

See Chapter 2.7 for more information on Digital Rights & Responsibilities (p. 25) NETS standards: NETS*A – Standard VI, E; NETS*T – Standard VI, A (p. 193)

Tools/Resources Needed:

Critiquing Acceptable Use Policies

<http://www.io.com/~kinnaman/aupessay.html>

Online Resources for Acceptable Use Policies

http://www.itrc.ucf.edu/WORKSHOPS/Telecom2/AUP_res.html

Activity Description:

1. Review the school or districts Acceptable Use Policies (AUPs), if the school/district does not have one find examples from other schools/districts. As a group determine if having an AUP alone will eliminate inappropriate technology use.
2. Go to Figure 4.1 and look at a 1 – 10 ranking of both digital and non-digital issues that might be faced by schools (1 being the most important and 10 being the least). Rank the issues for your school/district.
3. After completing this page, continue to Figure 4.2 and rank all of the issues on a 1 – 5 scale (5 being Extremely Important and 1 being Extremely Unimportant) on what would be considered important.
4. Discuss your scores as a larger group and determine what changes should occur.

Lesson Extension Ideas/Activities:

Have the administrators look at AUPs from several different schools. Evaluate how they could be improved or if there was a need to replace them with another policy.

Teaching Tips:

1. Discuss with administrators the digital policies for the school/district. Are they teaching appropriate use of technology, or just attempting to stop most technology use in the school?
2. Review school/district AUPs with legal counsel. Could these policies be defended in a court of law?

3. Discuss the importance of technology with administrators. Identify if students will need technology skills once they leave school.
If so, where will they learn about these issues?
3. Define a plan of teaching technology use before purchasing technology.
Technology should not be purchased with the hope that teachers will try and find a use for it.

Digital School Issues vs Non-digital School Issues

Digital citizenship can be defined as the norms of behavior with regard to technology use.

Instructions: Considering the issues faced by administrators and staff, which of the following are considered to be important or unimportant. Rank from 1 to 10 (1 being the most important and 10 being the least). First complete Digital Issues, then Non-Digital Issues.

Digital Issues

- A. Hacking into school servers
- B. Using Instant Messaging during class
- C. Playing games on laptops or PDA's during class
- D. Using cellular phones during class time
- E. Accessing pornographic websites on campus
- F. Not utilizing technology within the school (buying equipment that is not used)
- G. Using websites or e-mail to intimidate or threaten students
- H. Downloading illegal music files from the Internet
- I. Plagiarizing information by using the Internet (e.g., online paper mills)

Non-digital Issues

- A. Stealing school property (Theft)
- B. Vandalizing school property (e.g., spraying paint on the building)
- C. Using drugs/alcohol on campus
- D. Skipping school (e.g., Absenteeism)
- E. Bringing weapon to school
- F. Hazing (e.g., older student bullying younger student in the hall)
- G. Skipping classes
- H. Cheating on assignments/tests
- I. Fighting on school property

Figure 4.1

Ranking Digital School Issues vs Non-digital School Issues

Instructions: Rank from 1 to 5 (5 being Extremely Important and 1 being Extremely Unimportant).

Issue	Extremely Important	Somewhat Important	Neither Important or Unimportant	Somewhat Unimportant	Extremely Unimportant
Using drugs/alcohol on campus	5	4	3	2	1
Hacking into school servers	5	4	3	2	1
Fighting on school property	5	4	3	2	1
Using Instant Messaging during class	5	4	3	2	1
Stealing school property (Theft)	5	4	3	2	1
Playing games on laptops or PDA's during class	5	4	3	2	1
Vandalizing school property	5	4	3	2	1
Using cellular phones during class time	5	4	3	2	1
Skipping school (e.g., Absenteeism)	5	4	3	2	1
Accessing pornographic websites on Campus	5	4	3	2	1
Hazing (e.g., older student bullying younger student in the hall)	5	4	3	2	1
Purchasing digital equipment with no use specified	5	4	3	2	1
Cheating on assignments/tests	5	4	3	2	1
Using websites or e-mail to intimidate or threaten students	5	4	3	2	1
Bringing weapon to school	5	4	3	2	1
Downloading illegal music files from the Internet	5	4	3	2	1
Skipping classes	5	4	3	2	1
Plagiarizing information by using the Internet (e.g., online paper mills)	5	4	3	2	1

Figure 4.2

STUDENT LIFE OUTSIDE THE SCHOOL ACTIVITIES

4.14 - ACTIVITY #14

Summary Description: Buying Items Online

Focus Question:

What do users need to know when buying items online?

Additional Questions:

What do users need to be aware of when purchasing online?

Why should teachers be concerned with online purchasing?

Lesson Goals/Objectives:

To make teachers aware of the changing methods of buying and selling.

Digital Commerce:

electronic buying and selling of goods.

See Chapter 2.2 for more information on Digital Commerce (p. 15) NETS standards:
NETS*A – Standard VI, B; NETS*T – Standard VI, A (p. 193)

Tools/Resources Needed:

CNET Shopper - <http://shopper.cnet.com/>

Online Shopping Tips: E-Commerce and You - <http://www.privacyrights.org/fs/fs23-shopping.htm>

NYSOAG: Consumer Tips: Buying Online – http://www.oag.state.ny.us/consumer/tips/buying_online.html

Activity Description:

1. Ask teachers how many have purchased items online. Ask the teachers also if they had or heard about problems with online purchases. Have the teachers share the experiences or stories of online problems.
2. Ask the teachers how many of them think their students are purchasing items online. Have the teachers do an informal poll of their students to get an idea of the number. Break the teachers into groups and have them generate a list of problems or issues that any user might have when purchasing online.
3. Ask if teachers should provide resources to students about appropriate online purchasing. Have teachers compile a list of potential issues with providing information to students.
4. Provide an opportunity for all groups to share the issues with the larger group. Discuss with the group the potential pros and cons of teaching about appropriate online purchasing.

Lesson Extension Ideas/Activities:

Have the teachers go back to their classrooms and discuss with their students about their experiences with online purchasing. Ask the students to share what information they have been given by their parents about online purchasing.

Teaching Tips:

1. Provide resources about how to safely purchase or sell items online. Make sure that the information includes how to research if a site is reputable or not.
2. Define terms that might not be common vocabulary (e.g., secure site, PayPal, etc.). Have teachers understand the basics before getting in too deep.
3. Prepare to have some teachers identify this as an area that should not be part of the curriculum. Discuss the similarities between this and sex education or proper diets.
4. Provide statistics on identity theft, amount spent online, changing methods of consumers to show the importance of this element.

4.16 - ACTIVITY #16

Summary Description: Protecting Personal Security

Focus Question:

How do users protect their personal security?

Additional Questions:

1. What do users need to be aware of when protecting their equipment?
2. What are ways to help ensure our personal protection?

Lesson Goals/Objectives:

To understand the issues of personal privacy in a digital society.

Tools/Resources Needed:

National Cyber Security Alliance - <http://www.staysafeonline.info/>

EnterpriseITOnline - <http://www.antonline.com/>

Activity Description:

1. Divide the large group into several smaller groups. Each group should designate a group leader to moderate the discussion. Have each group identify ten things that they do to protect themselves or others while using technology.
2. Create a list of security activities they are currently engaged in. Have them create a list of additional things they could do to make themselves and others safer.
3. Have each of the groups write their lists on large pieces of paper and post them in the room. Each group needs to explain each of their lists to the rest of the group. Identify common themes of what is currently being done and what should be done in the future.

Lesson Extension Ideas/Activities:

Have the groups that provide interesting and unique methods of security share their ideas with the others. Have the users report back at the next gathering to see what they have done differently to help protect their security from the information gathered.

Teaching Tips:

1. Ensure that the members of the group have a good understanding of Digital Security prior to starting the session. Some users may not understand the difference between security (protection of technology through intervention, e.g., virus protection, spyware detection, surge or power protection) and health and wellness (protecting the physical and psychological well-being of the user).
2. Provide direction for the groups on some ideas of what they might consider good Digital Security.

Digital Security:

electronic precautions to guarantee safety.

See Chapter 2.9 for more information on Digital Security (p. 30) NETS standards:
NETS*A – Standard VI, B; NETS*T – Standard VI, A (p. 193)

3. Encourage groups to come up with new and different ideas. Provide stems to help facilitate discussion.
4. Provide opportunities for all members of the group to participate. Do not have one person monopolize the group.

Scoring Rubric for Participant Activities

Objectives	Exemplary Performance - 4	At or Above Average - 3	At or Below Average - 2	Low Performance - 1	Points Earned
User have an understanding of the importance of the concept.	User has complete grasp of concept.	User not as sure about importance of concept.	User unaware of importance of concept.	User does not understand topic.	
User involved in classroom activity.	User completely engaged.	User interested but not engaged.	User not providing effort in class.	User not interested in topic.	
User understands the relevance of the topic to larger discussion of Digital Citizenship.	User has good grasp of both the topic and Digital Citizenship.	User aware of Digital Citizenship but unsure of connection.	User has only minimal understanding of either the topic or Digital Citizenship.	User does not understand either the topic or Digital Citizenship.	
User can come up with related examples of topics within Digital Citizenship.	User is able to use information from activity to come up with new concepts related to Digital Citizenship.	User can provide limited examples with prompting from teacher or other students.	User has difficulty making the connection between activity and other examples.	User is not able to come up with any examples beyond what is presented in the activity.	
User can understand the need to use technology appropriately.	User is able to make the connection between appropriate technology use and good citizenship.	User understands that technology should be used appropriately but believes that some misuse is ok.	User having difficulty realizing how inappropriate technology use affects others.	User cannot understand the need for using technology appropriately.	
At the conclusion of the activity, did the user seem to gain any new ideas or concepts?	Yes, the user seemed to learn many new ideas.	Yes, the user took away some ideas.	Not sure.	No, the user seems to be disinterested in the topic.	
Overall, what effort did the user put forth in this activity?	The user has given much effort to the topic.	The user worked hard, but not 100%	The user did very little during this activity.	The user provided no effort in doing this activity.	
				Score:	

Holistic Score: The holistic score provides a general level of online computing usage and understanding. Look at your holistic score and the description of that score below.

28 – 25 = Exemplary understanding of topic and Digital Citizenship.

Student has good understanding of the concept.

24 – 22 = Above average understanding of the topic and Digital Citizenship.

Student understands the topic but still needs additional resources.

21 – 20 = Below average understanding of the topic and Digital Citizenship.

Student struggling with this topic and overall concept of Digital Citizenship.

19 – 17 = Low understanding of the topic and Digital Citizenship.

Student has little knowledge of the topic, more work is needed.

Below 17 = needs additional work with the topic and Digital Citizenship.

Student does not understand the topic or is uninterested.