Developing a Digital Leadership with Media Fluency

At the heart of learning is the principle of inquiry.

Welcome!

CMI 2012 Participants
Developing a Digital Leadership with Media Fluency

At the heart of learning is the principle of inquiry.

I wonder how much work this will be?

WE WILL MAKE IT DOABLE AND FUN!

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Developing a Digital Leadership with Media Fluency

At the heart of learning is the principle of inquiry.

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Let me put this another way.

- 21st Century Skills
- Boatload of New Technologies
- Common Core State Standards
- Next Generation Science Standards
- School Funding Challenges
- Popularization of Social Media
- CCSS Assessment Requires Gadzooks
  Amount of Technology

WHAT'S NEW in EDU?

Never

Not in This Lifetime

Tomorrow

Summer

Find Time

To Do!
Educators are considering weapons of SMASH destruction!
I think frustrated educators secretly created the Angry Birds App! Trying to do it all can really pile up!

Enough already!!!
Quick Curriculum Review
Behavioral Approach

Learning is passive.

Students must learn the correct response.

Learning requires external reward.

Knowledge is a matter of remembering information.

Understanding is a matter of seeing existing patterns.

Application requires transfer (common elements).

Teachers must direct the learning process.

1902-1990+
Frederick Taylor
Franklin Bobbitt
W.W. Charters
Ralph Tyler
Hilda Taba
Managerial Approach

Learning is considered a social system for change.

Students must take directions from teachers, as teachers take directions from administrators.

Learning requires the planning of programs, schedules, space, resources, personal and equipment.

Knowledge is viewed as constantly changing based on missions and goals of the school.

Understanding curriculum changes because of policies and resources.

Application requires following directions from administrators and curriculum specialists.

Teachers must buy into the curriculum decisions made by the administrators.

1900’s, 1950’s, and 1960’s
John McNeil, J Lloyd Trump, Gerald Firth, Arthur Lewis, William Alexander, Leslee Bishop

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Learning is a complex process with parts that integrate into a whole.

Students must master tasks presented to them.

Learning requires mastery.

Knowledge is acquisition of skills and development of the whole person.

Understanding is connecting topics across the curriculum.

Application requires a broad view of curriculum.

Teachers must understand, respect and care for people.
Learning is personal.

Students must use creative problem solving and socialize with each other.

Learning requires and considers the whole child.

Knowledge incorporates the arts and humanities with core classes.

Understanding requires communicating concepts to peers.

Application requires both cognition and emotion (strongly encouraged).

Teachers must be more of a resource than a leader.
Reconceptualist Approach

Learning is through interactions and community conversation.

Students must make societal change from what they learn.

Learning requires a safe/open forum for discussion.

Knowledge is acquiring skills to better society.

Understanding requires connection between real life situations and class content.

Application requires action in the community.

Teachers must facilitate discussions and create societal awareness.

1970’s to Current
George Counts
Harold Gregg
Harold Benjamin

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Philosophical Foundations

“Our source of direction is found in our guiding philosophy... Without philosophy, [we make] mindless vaults into the saddle” and we have a tendency to “ride madly off in all directions.”

~William Van

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Complexity & Confusion

Hidden Curriculum

“Every school has a planned, formal acknowledged curriculum,” but it also has “an unplanned, informal and hidden one” that must be considered.

~Ronald Doll
“There is something of a paradox involved in writing about a curriculum that does not exist. Yet, if we are concerned with the consequences of school programs and the role of curriculum in shaping those consequences, then it seems to me that we are well advised to consider not only the explicit and implicit curricula of schools but also what schools do not teach. It is my thesis that what schools do not teach may be as important as what they do teach. I argue this position because ignorance is not simply a neutral void; it has important effects on the kinds of options one is able to consider, the alternatives that one can examine, and the perspectives from which one can view a situation or problems. ...” ~Elliot Eisner
“For most of the twentieth century, curriculum specialists who started out as teachers have been content oriented. They have emphasized the core academic disciplines. Many people feel that we need designs that focus more on the students and less on the content, but such designs have not gained wide acceptance.”

~Allan Ornstein
What happens when too much time is spent here?
What happens when too much time is spent here?
What happens when too much time is spent here?
Hot Topic:

“21\textsuperscript{st} Century Skills” is such a buzz phrase that many educators today use it as if they are keenly aware of some newly defined skill set that is unanimously well known and accepted.

So what are the 21\textsuperscript{st} Century Skills?
21st Century Skills

1. The skill of *co-creating* high-quality learning projects.

2. Skills of *critical thinking* and *problem solving*.

3. Digital literacy skills of both teachers and students, specifically *info-savvy, media-fluent and tech-tuned*.

4. Communication skills that include *cross-cultural emphasis*.

5. Ability to *use real-world tools*, addressing authentic problems and entrepreneurship.
Hot Topic:

“21st Century Skills” is such a buzz phrase that many educators today use it as if they are keenly aware of some newly defined skill set that is unanimously well known and accepted.

Ask Yourself: Do We Have 21st Century Devices and 20th Century Curriculum?
Where do you find digital content?

1. Public Domain
   > Deployment Platforms
   > Content Providers
2. Purchased/Licensed Content
   > Content Companies
   > Publishers
3. Create Your Own Content
   > Variety of Purposes
   > Variety of Standards (production)
Which digital content do you need?

1. Public Domain
2. Purchased/Licensed Content
3. Create Your Own Content

All of it!
Content Quality

When Does Quality Matter and When Doesn’t Quality Matter?
Content Quality

When Does Age of Content Matter and When Doesn’t It?

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What do you do with digital content?

1. Download It
2. Align It
3. Integrate It
4. Use It Strategically
5. Use It with Different Stakeholders
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Integration of Digital Content

Media Literacy

A series of communication competencies, including the ability to access, analyze, evaluate, and communicate information in a variety of forms, including print and non-print messages.

Media Literacy empowers people to be both critical thinkers and creative producers of an increasingly wide range of messages using image, language and sound. It is the skillful application of literacy skills to media and technology messages.

Source: National Association for Media Literacy Education (NAMLE)
Integration of Digital Content

VISUAL LITERACY QUOTES

VISUAL LITERACY: LEARN TO SEE, SEE TO LEARN
- DR. LYNELL BURMARK

People are able to process visual information 60,000 times more quickly than textual information.

“Polishing your Presentation.” 3M Meeting Network Articles and Advice (2001) [Online Article]

By the time a student graduated from high school, he had logged some 22,000 hours of television.

Visual Literacy

Moodle: K-12, Really??

- Curriculum
- State testing
- My students are not excited
- So much content, so little time

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Integration of Digital Content
Integration of Digital Content

- 4th Grade students created a 35 foot long replica of the 1825 Erie Canal.
- They included the majority of towns and cities found along the canal.
- The students worked with partners to find information and a picture for each of the cities.
Strategic Use of Digital Content
Strategy 1
Sound Off Strategy

Intrigue students by muting the sound on a video and letting it play as students transition into your classroom. This strategy has several key effects:

1. Decreases amount of time it takes for students to begin their learning when moving between classrooms.
2. Sparks their interest and natural curiosity automatically.
3. Transitions students from those who are readying themselves for learning to students who come in the door ready to think about what they will see/learn.
4. Creates a natural opportunity for students to engage in honing their prediction skills.
Engage students in forming and defending their opinion (argument).

The new Common Core Standards have defined the expectation that students be able to take a position on a controversial topic and defend their position with factual knowledge. Example:

Is addiction a disease or a chosen behavior?
Strategy 3
Concept-based Strategy

Click on the slide to launch the video.

Use video to break down complex concepts into understandable segments.

1. Addresses the visual learning style of struggling readers.
2. Frontloads information prior to classroom instruction for students who lack prior knowledge of a concept.
3. Video techniques such as animation help deconstruct complex concepts for deficient students.
The new Common Core Standards set the expectation for educators to make valuable connections with students from content to careers as well as mathematics and history.

1. Use programs that naturally connect mathematics to careers such as the program *Triangles*. This program emphasizes the background of Gustave Eifel, bridge builder turned architect resulting in the design and construction of the Eiffel Tower.

2. When is the last time you heard students ask, *when will I ever use geometry in real life?* This program is just one of a series that helps students understand the real world application of mathematics.

3. The Common Core Standards also require teachers to embed history in the teaching of language arts and math. This program conveys the important historical connection between World War II and mathematics.
Get your students involved by using the new courseware programs such as this interactive program.
1. Many programs contain questions. Use the Bookmark and Playlist features to create a series of assessment questions.

2. For example, the MOKO series highlights fictional origin stories with each program ending on a key question related to the core science concept. Show the class the fictional story and then allow them to respond in writing to the question. Allow students to check their work by showing the remaining program that answers the question.

3. The MOKO series is also available in multiple languages including English, Spanish and French. Perfect for foreign language classes or for use with English as a Second Language students when you want to assess their understanding in their original language.
1. Rewarding students is not a new strategy, but one that is best utilized when using high quality digital content that keeps the learning going.

2. The Nature series lends itself well to this end.

3. For example, Tall Blondes, program ID#34851, is a documentary about a giraffe sanctuary that kids of all ages find fascinating.

4. You can also connect it to the career of journalism as Lynn Sherr became obsessed with sharing her own fascination with giraffes through a published book and the making of this film.
1. Incorporate the ARTS into your integrated STEM teaching approach.
2. The ARTS are a natural integration when you are studying THINGS THAT ARE MADE. The design process for an artist and an inventor are very similar.
3. By emphasizing the ARTS along with the other STEM curricular areas, you can make a direct connection to multiple career paths.

Leonardo's science was intimately connected to his art. Wanting to know the intricacies of the human body before he painted it, he became one of the first artists to dissect cadavers. He anticipated so many modern scientific discoveries and technological inventions that without his cryptically written notebooks, it would be difficult to believe they all came from one mind.

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1. When you make bookmarks to use with the Teachable Moment Strategy, use the naming convention of TM: followed by the question. This will make all your TM bookmarks line up in your software tool.

2. Think about specific events that may happen worldwide when making TM bookmarks. This TM Bookmark I titled, TM: Why do trees change color?

Don’t miss the teachable moments due to searching right when something happens. Think about all the questions students ask you all year long. Make bookmarks in advance to help satisfy students’ natural curiosity.
1. You might want to consider using this at Open House or Parent Orientation evenings to inspire your parents to tell their children original bedtime stories.

2. Keep on watching the video to learn about how Dahl was always thinking of what he could “invent” next. A natural tie in to the Common Core Standards.
There are many programs that provide archival footage of historical and time altering magnitude. These PRIMARY SOURCE (PS) programs help teachers and students cite factual, evidentiary information for presentations aligned to the new Common Core Standards.
Using Digital Content with a Variety of Stakeholders

- Admit Students
- Admit Teachers
- Admit Parents
Inspirational

To stimulate one’s ideas, creativity, actions or behaviors.

Did You Know?

Dear Sophie

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Exemplary
To demonstrate or provide examples, models or resources.

ADMIT
STUDENTS
CinderElly

ADMIT
TEACHERS
Typical Teacher Day

ADMIT
PARENTS
How to_Longer

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Transitional
To engage individuals during times of change or transition.

- ADMIT STUDENTS
  Dog Fakes Death

- ADMIT TEACHERS
  Cheat with WB

- ADMIT PARENTS
  Designer Bag

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Application
To apply a concept or principle.

ADMIT STUDENTS
Halloween Lights

ADMIT TEACHERS
Tech the Halls

ADMIT PARENTS
Techorate Your House

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Conceptual
To teach or make obvious a complex or difficult concept.

ADMIT STUDENTS
Leadership Team

ADMIT TEACHERS
Above & Beyond

ADMIT PARENTS
IDEO

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Introductory
To introduce a new or innovative idea or practice.

ADMIT STUDENTS
What is gravity?

ADMIT TEACHERS
Begin using VN

ADMIT PARENTS
Why Doodle?

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Summary
To summarize in order to end or provide closure of a key concept.

ADMIT
STUDENTS
21st Century Skills

ADMIT
TEACHERS
21st Century Pedagogy

ADMIT
PARENTS
Vision 21st C. Learner

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Celebration
To highlight important events or chronicle a period in time.

- ADMIT STUDENTS
  Mother’s Day

- ADMIT TEACHERS
  Grad Walk

- ADMIT PARENTS
  It Takes a Village
Get Free Stuff Like This!

www.cccConnection.com
Get Help to Do Stuff Like This!

Pivotal Digital Practice

Want to learn one-on-one or with a small group while here at CMI2012?

Meet with us!

We will be happy to hold tutorial sessions during your availability. Ask us anything related to digital content. If we don’t know it, we’ll research it and send you a Cue Card outlining the concept and steps to success!
Conferences, even the best ones like CMI-2012, can be overwhelming when it comes to practical application of all the great ideas for cutting, keeping and creating high-quality curriculum once back at your school or district.

We want you to seize the moment while we are all together to walk through the different concepts of integrating digital content into your teaching, onto your devices and with other products you’ve purchased.

Text us
Call us
Email Us
Grab us when you can.

We’re helpers at heart! Let’s Meet...
Don’t Wait
Don’t Hesitate!

“I thought people were quite receptive to the change seminar.”
Developing a Digital Leadership with Media Fluency

At the heart of learning is the principle of inquiry.

Thank You!

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