

Learning in a Media-Fluent World

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Longwood Summer Literacy Institute


Thursday, July 18, 2013, 9:15 – 10:30am and 10:45am – noon

Download slides: bit.ly/fontblog



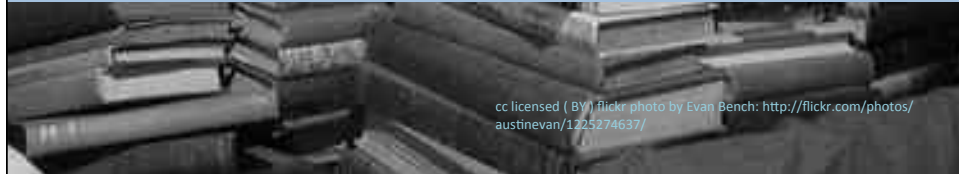
Once Upon a Time ...






**Poll Everywhere:
What does it mean to be literate today?
(Said differently: what skills do you need to
navigate the physical and virtual worlds?)**

http://www.polleverywhere.com/free_text_polls/Bb2udsU8uwE4aMD



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**We have
been
in the
ed tech
business
for a
lonnnnnng
time.**



"Rhombic Dodecahedron Calendar 2013" by Philip Chapman
BY-NC-SA. <http://flickr.com/photos/oschene/8334277572/>



Any guesses?

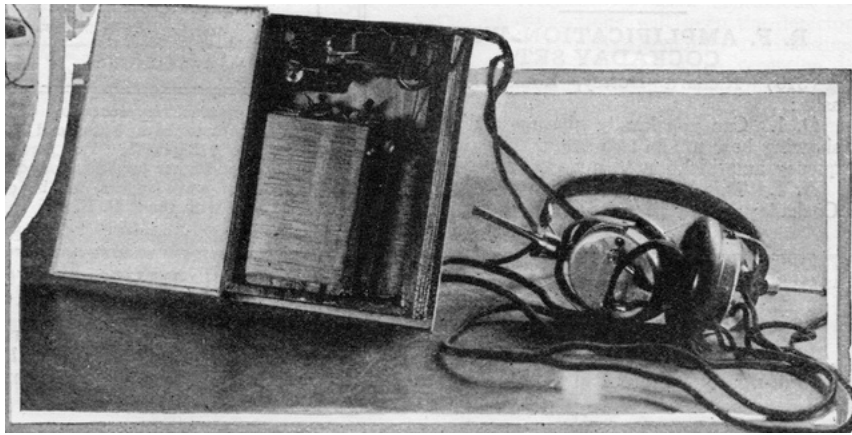
“With the everyday added perfections in the transmission and reception... Mary ... will enjoy her ... lessons as much as she now enjoys her bedtime stories. Everything will be an "open book" to her. A complete set in the shape of a leatherette covered book will take the place of bulky primers and readers. Home work will now be a great joy to the kiddies and lessons will be learned with much greater facility.”



The Game-Changing Technology!

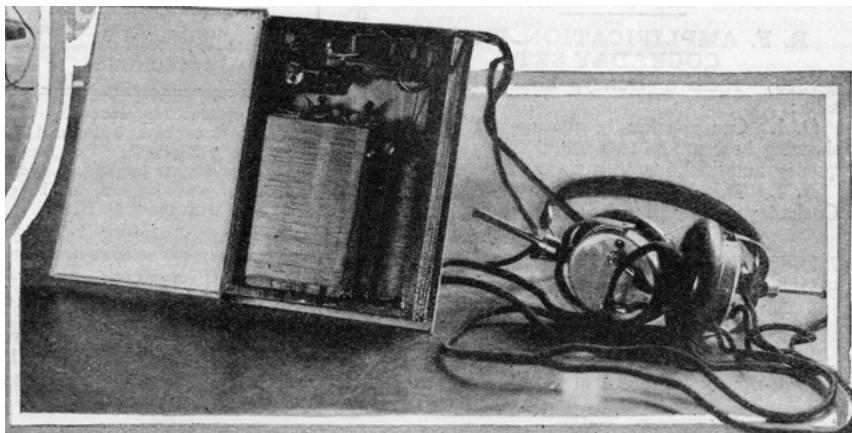


Close-Up of the Game-Changing Technology!

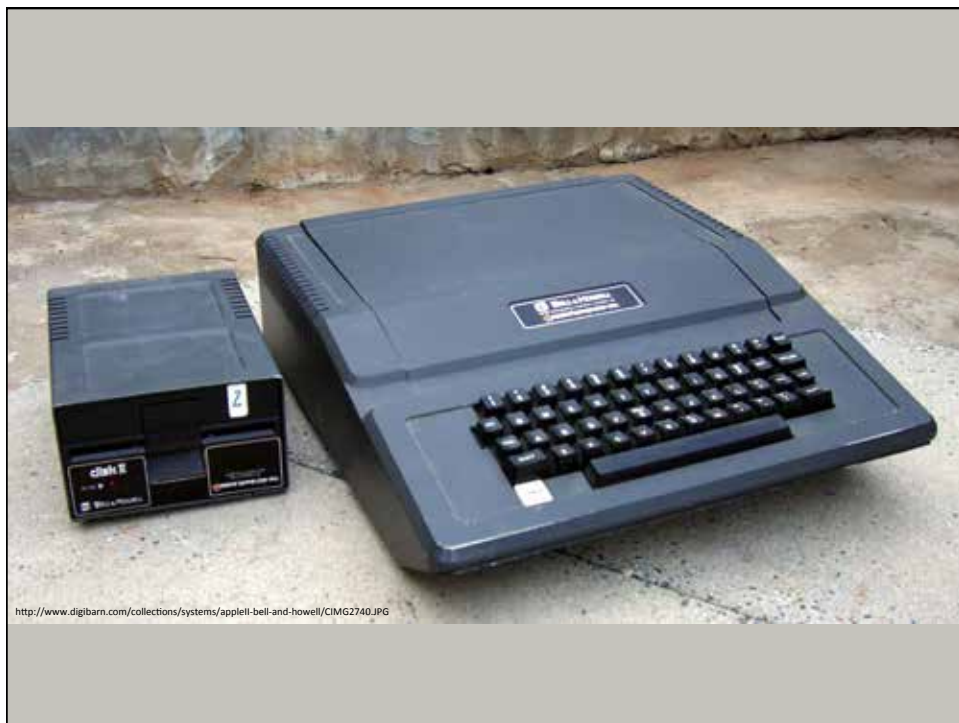


Text and images from: <http://paleofuture.gizmodo.com/this-radio-book-was-the-future-of-education-509067457> used under Fair Use exemptions

Close-Up of the Game-Changing Technology!



Text and images from: <http://paleofuture.gizmodo.com/this-radio-book-was-the-future-of-education-509067457> used under Fair Use exemptions









TURN AND TALK:
**How have past technology initiatives
improved student learning?**

What made them succeed?

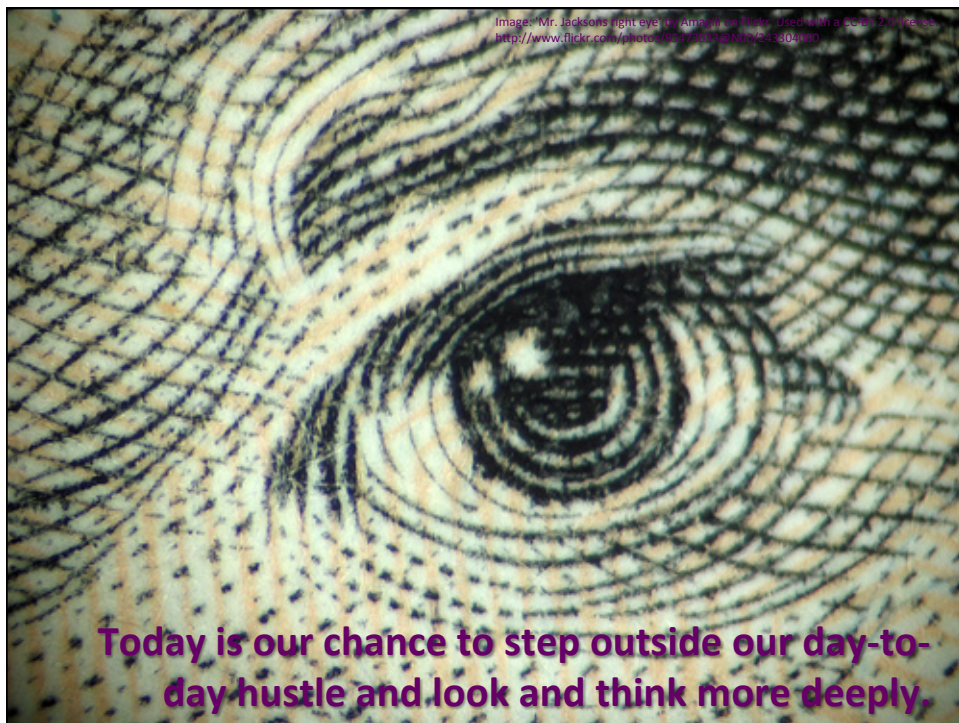
Where have we fallen short?

**Scribe at
<http://todaysmeet.com/longwood>**

**How far have we come in using computers to promote
cognitive growth in the past 35ish years?**



Image: http://en.wikipedia.org/wiki/File:Bell_and_Howell_Apple_II.jpg by Jeff Keyzer, used with a Creative Commons Generic Attribution 2.0 License





please stand by:
text-heavy slides ahead.

Remember, you
don't have to write
anything down. It's
all posted at
[http://bit.ly/
fontblog](http://bit.ly/fontblog)

“

Users of today's digital, networked information spend an increasing amount of time each day “reading” online textual and multimedia materials.

Yet the practices of digital reading in online environments are not well understood ...

“

Instead, reading in digital networked environments often places a premium on searching, scanning, jumping, filtering, aggregating, organizing, and other kinds of radically discontinuous, low-attention, peripheral-vision, or machine-assisted reading practices that **do not map exactly over predecessor practices of individual or organizational literacy.**

“

Digital networked environments also make more important the **social, collective experience of reading**, especially what might be called active social reading (as instanced by Web blogs, wikis, and other forms of Web 2.0 “crowd-sourcing”).

Active social reading today expands such earlier practices as keeping diaries or commonplace books, annotating the margins of books, or writing “letters to the editor” into major new forms of knowledge-production and social experience.

“

Such new modes of online reading are shaped, and in their turn shape, the new technologies that allow computers to “read/write” to each other across platforms and software applications in ways that support, and **even at times seem to supplant, the human activity** of reading (as in the case of search engines, information aggregators, news feeds, and other Web services).

“

How are people today in fact “reading” online individually, in organizations, with social others, and in league with a burgeoning society of semi-“literate” machines?

What innovations in technologies or interfaces are possible to **increase** the productivity, variety, and pleasure of these new kinds of reading?

“

And how can the historical diversity of human reading practices **provide a metric—quantitative and qualitative—against which to gauge the robustness of the new digital practices?**

Reciprocally, how can contemporary practices provide new ways to understand the technical, social, and cultural dimensions of historical reading?

”

- Alan Liu, UC Santa Barbara, 2006

[Transliterations Project Blog](#)

Texture on this and previous pages: '412 - Leather Texture' by Healevy on Flickr. Used with a Creative Commons Attribution 2.0 Generic License. <http://www.flickr.com/photos/60057912@N00/4225823486>

Turn and Talk

What resonates to you about this language?*

* besides, of course, that I'm done reading slides aloud to you. 😊

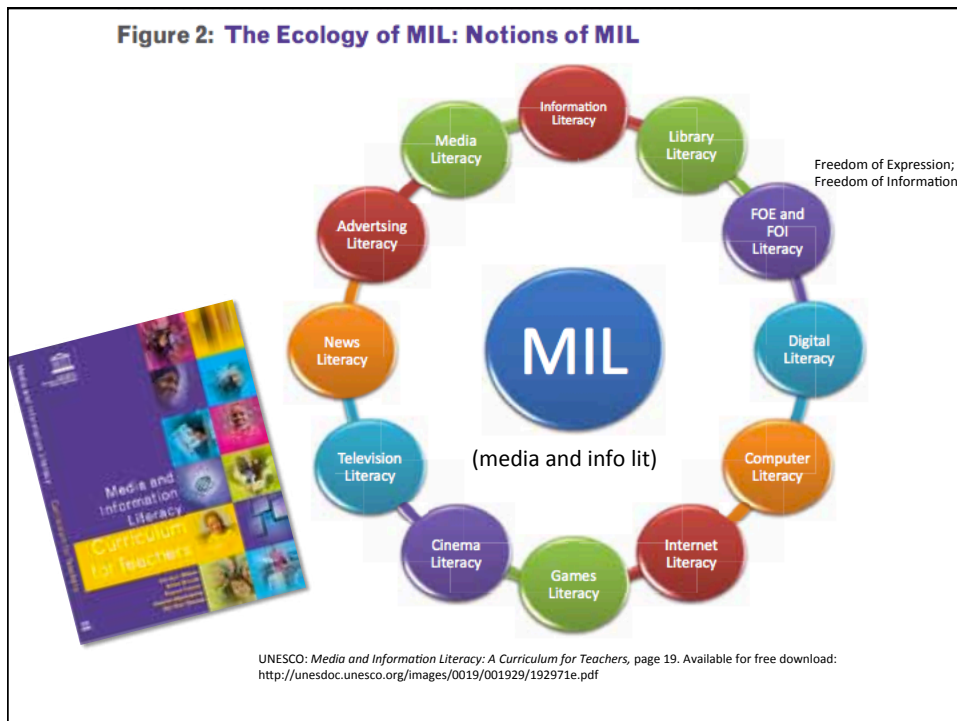
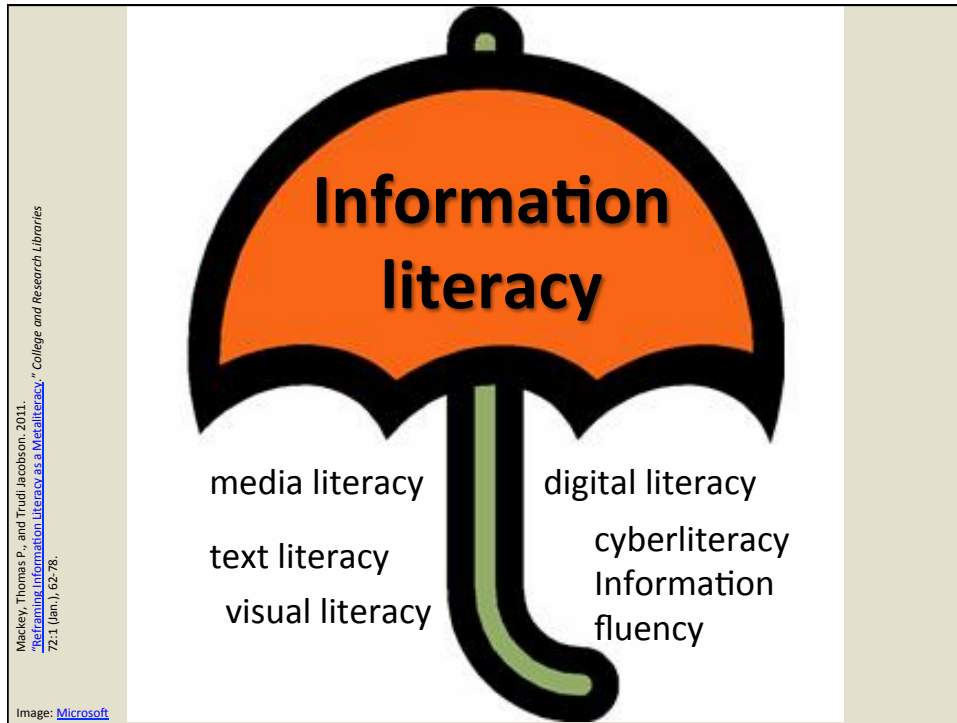
transliteracies

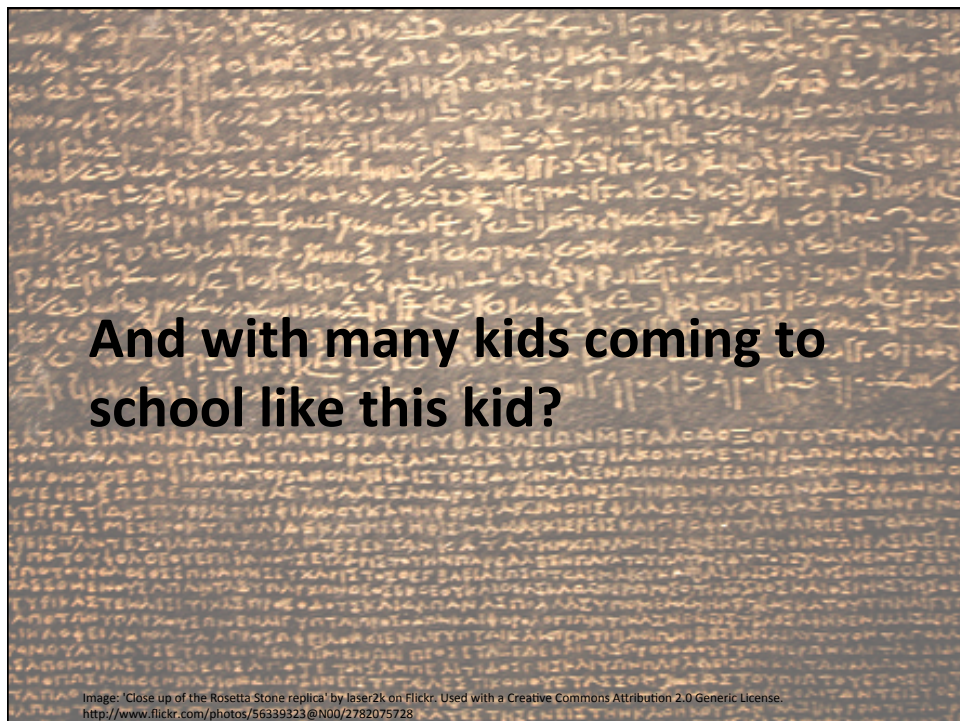
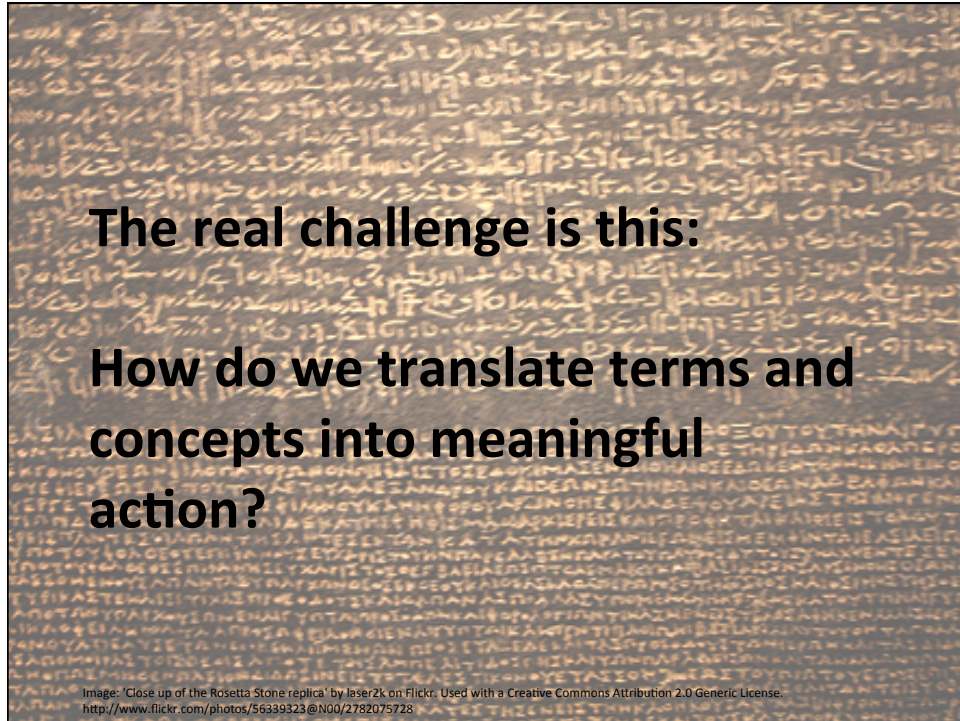
media literacy digital literacy

text literacy

visual literacy

Image: [Microsoft](#)





<http://bit.ly/bridger-ipad>



TURN 'N' TALK!

**If a two year-old can
use an iPad, what
are the implications
for our work?**

Image: "whoa" <http://www.flickr.com/photos/54021469@N00/653976303>



SHARE OUT!

If a two year-old can use an iPad, what are the implications for our work?

Image: 'whoa' <http://www.flickr.com/photos/54021469@N00/653976303>



I would add ... what does reading mean to this kid?

What does an iPad represent to him?

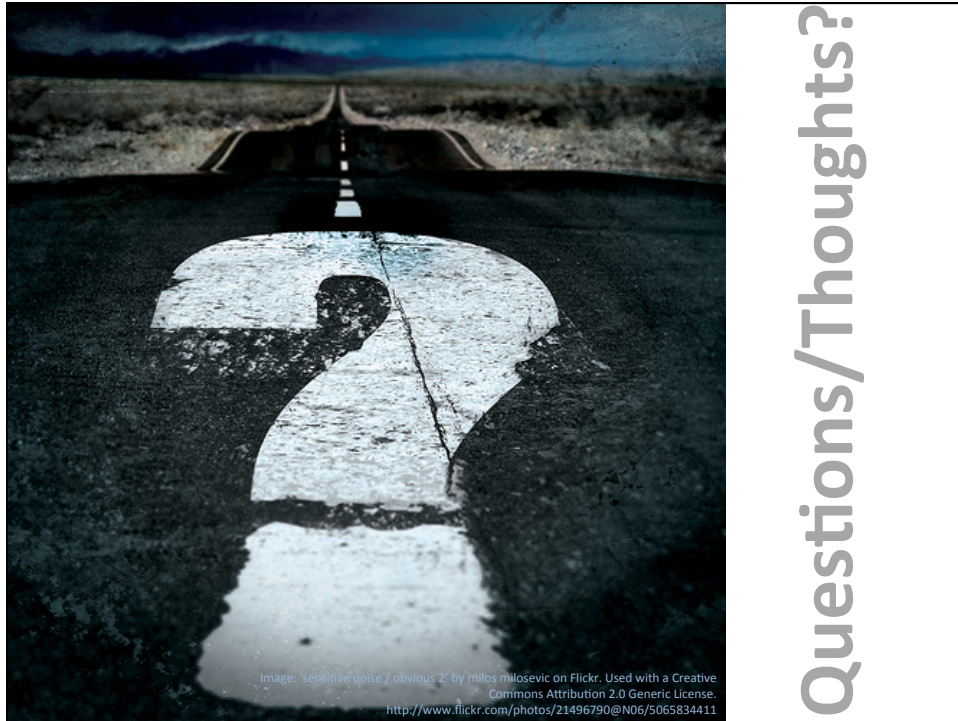
What are *those* implications?

Image: 'whoa' <http://www.flickr.com/photos/54021469@N00/653976303>

Turn and Talk

- **How effectively are we**
 - teaching students to interpret the world beyond text?
 - teaching students to create multimedia or transmedia products that effectively convey messages and content understandings?
- **How can a transmedia world be leveraged to further motivate students to engage in the kinds of deep thinking and inquiry we hope they will?**





NAGGING QUESTIONS

If transliteracies is a set of skills that we believe is valuable, how do we build those skills to ensure a robust future citizenship?

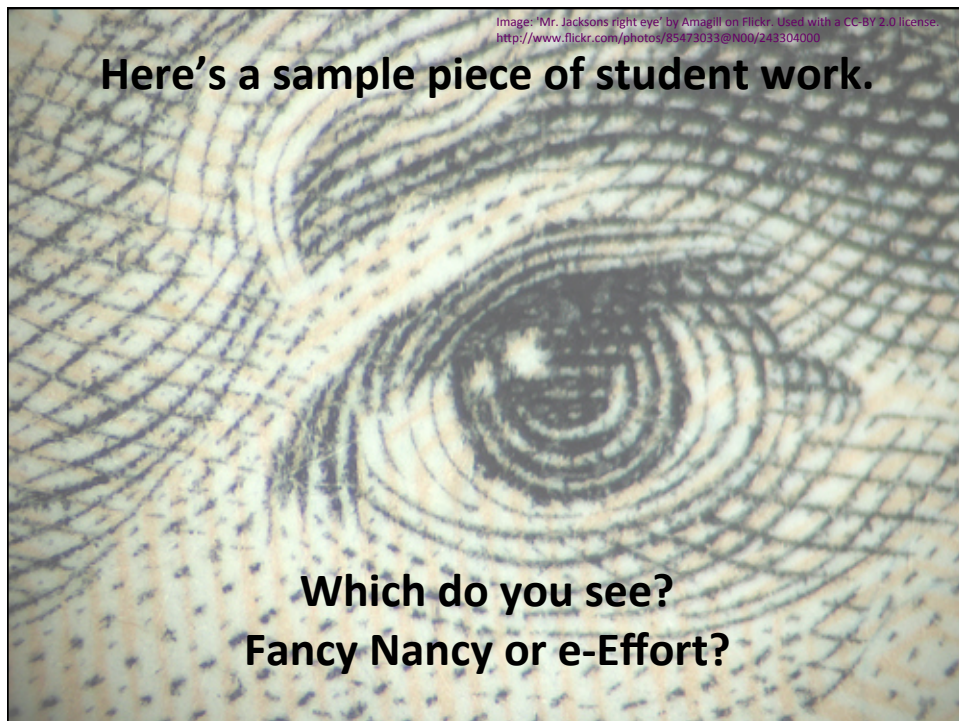
And how do we talk about effective student work and instructional design?

FANCY NANCY syndrome:

Students make minimal cognitive investment and plug a few trivial infobits into a Web 2.0 tool. They are lauded for their “creativity” ... even though the software engineer did the hard work, not the student.

E-EFFORT syndrome:

Students make minimal cognitive investment and plug a few trivial infobits into a tool where they do a lot of the aesthetic construction.





**My Explorers
Report!!!!!!**
**BY KRISTIN
FONTICHIARO**



Christopher
Columbus
was born in
1461.





HE WAS
BORN
IN
ITALY.



HOME OF PIZZA!!!!!!! yum!!!!

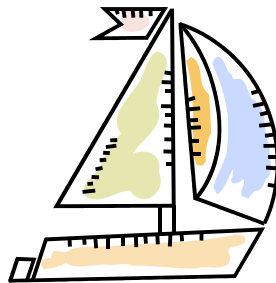
He had three
boats:



Nina

Pinta

Santa Maria

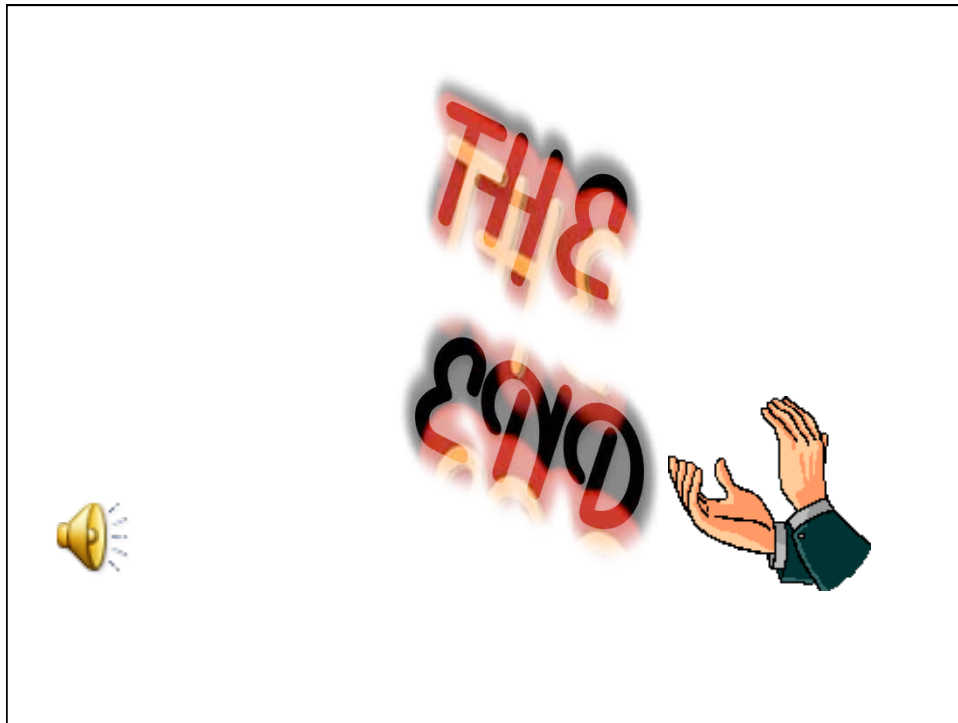


He
discovered
AMERICA!!!

He died in 1506.

It was sad.





What are students gaining from this experience?

Transmedia and media-fluid skill development doesn't require us to abandon critical thinking or content knowledge

Image: 'Question mark made of puzzle pieces'
<http://www.flickr.com/photos/10361931@N06/4273168957>

A large question mark shape is formed by many small, multi-colored puzzle pieces. To the right of the puzzle pieces is a text block containing a question and an answer, both in bold black font. At the bottom left of the puzzle piece image is a small caption with a URL.

WHERE'S THE LEARNING?

Yes, they're using technology, and yes, it transcends pen-and-paper, but where is the knowledge-building?

ED TECH MATH

student + tech > student

ED TECH MATH

student + tech > student

student + tech + school > student + tech

ED TECH MATH

student + tech > student

student + tech + school > student + tech

**Beware: if student + tech can
succeed on their own, we're
all out of a job.**



Sorry WE'RE
CLOSED

Which parts of this project could NOT be outsourced to India? (And who would buy it?)



If I had turned in this assignment as a paper-and-pencil product, would you have been proud of me?



* Bernajean Porter; ** Joanne Yatvin

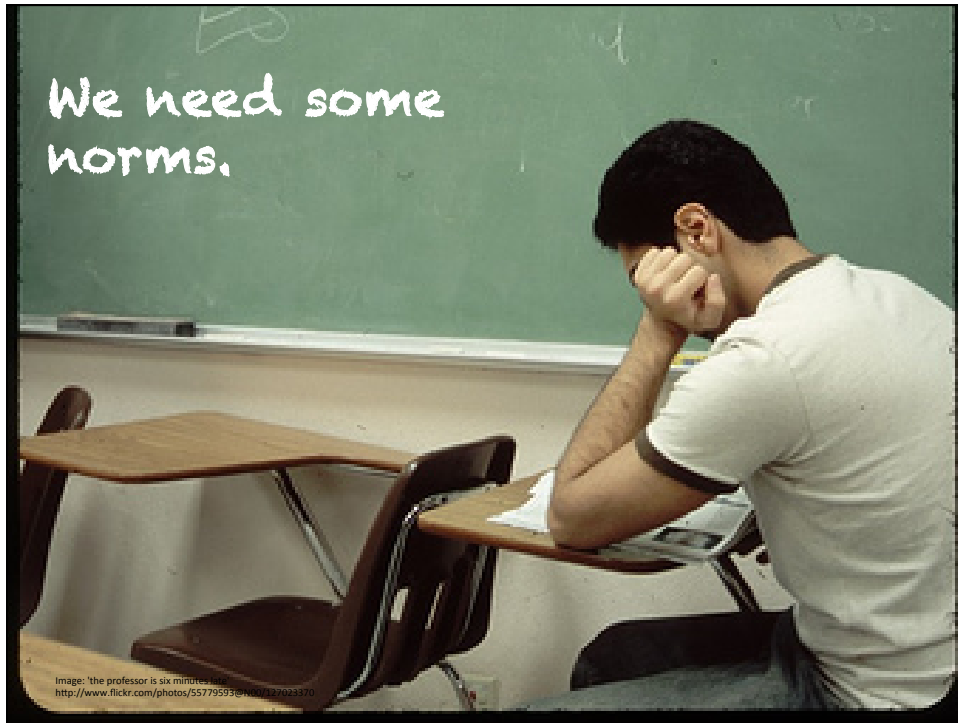
Where's the Beef?*

How Do We Know ~~Rigor~~ When We See It?

*vigor***



Image: 'the professor is six minutes late'
<http://www.flickr.com/photos/55779593@N00/1270233770>



Norms Matter.



"Harrison Roses" by Susan Noakes McCord, around 1860.
From the collection of The Henry Ford.
http://www.thehenryford.org/exhibits/quiltinggenius/quilts/73_120_1.asp



Quilt for Bobby Unser by "Racing's Quilt Lady" Jeanette Holder.
From the collection of The Henry Ford.
<http://www.thehenryford.org/exhibits/pic/2010/may/quilt.asp>




Rigor means exciting challenge, not rigor mortis! Insert VIGOR if you prefer




Rigorous Learning with Technology

(with thanks to Roberta Sibley, Laurie Olmsted, Jeff Stanzler, and Raya Samet for contributing their feedback!)



$\text{Man} + \text{Computer} > \text{Man}^*$

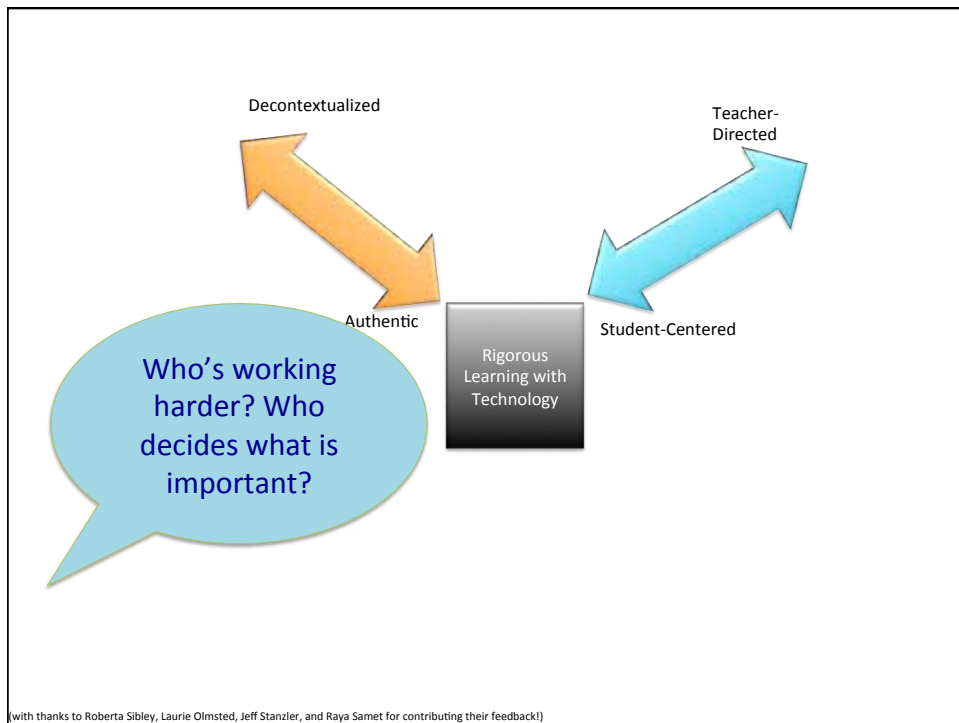
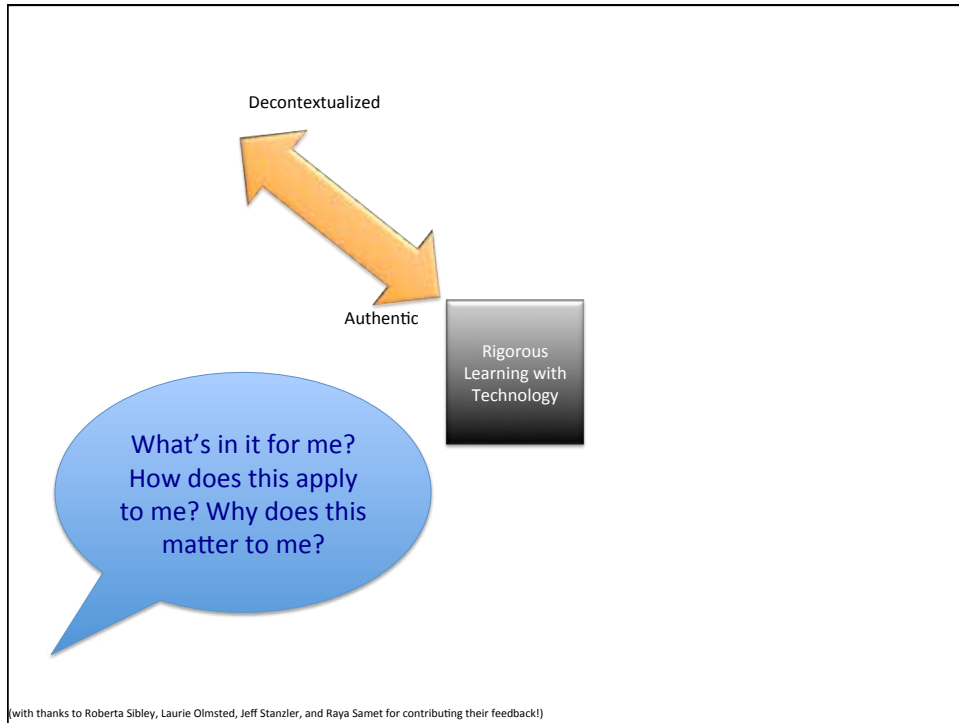


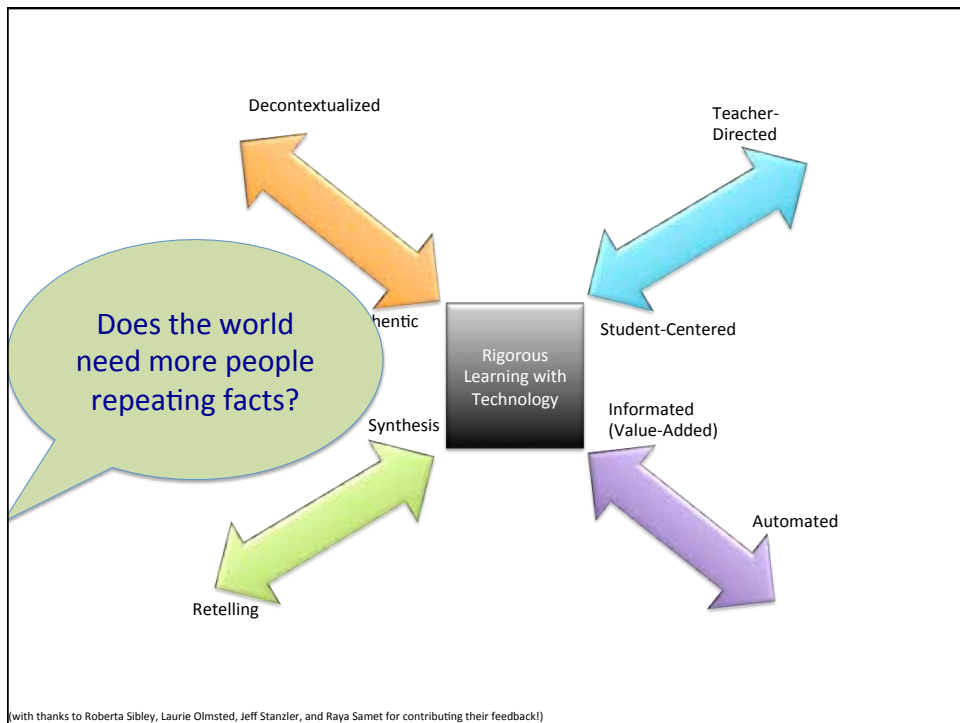
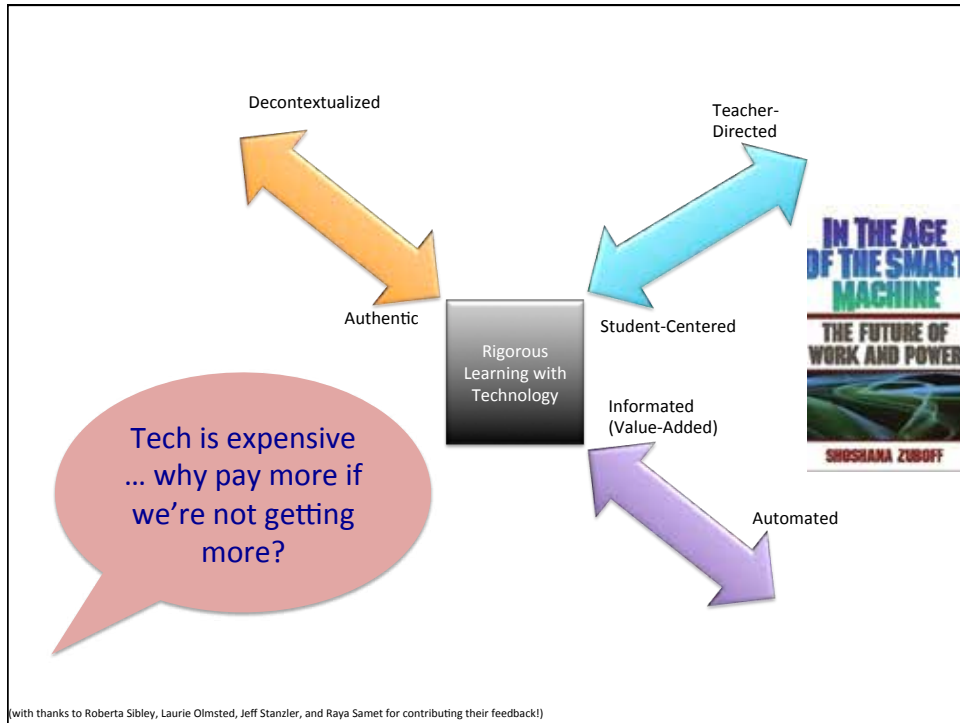
Rigorous Learning with Technology

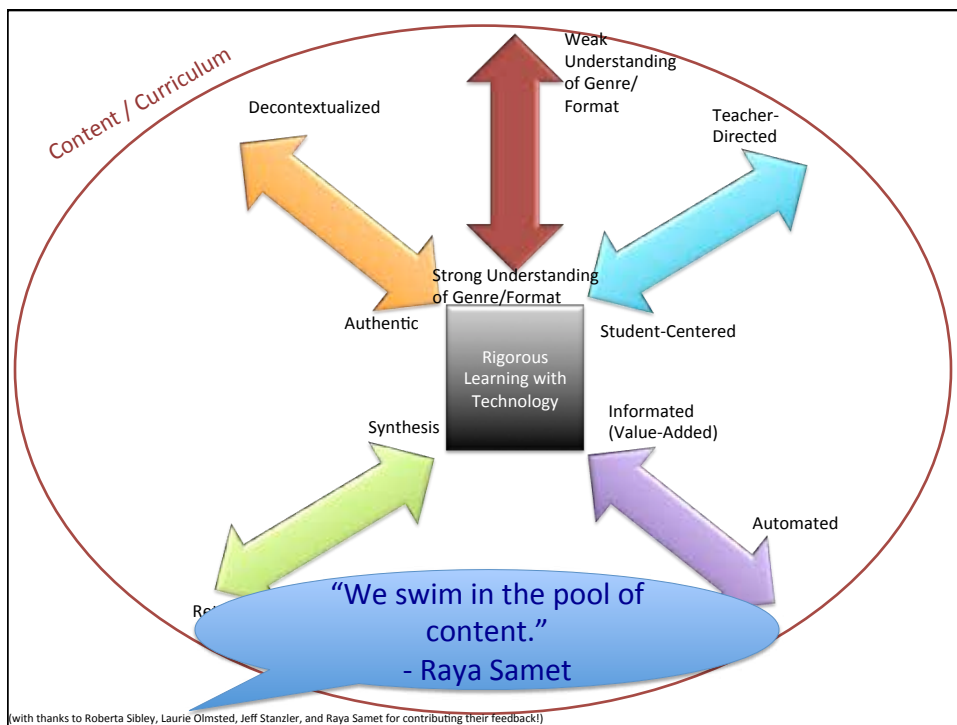
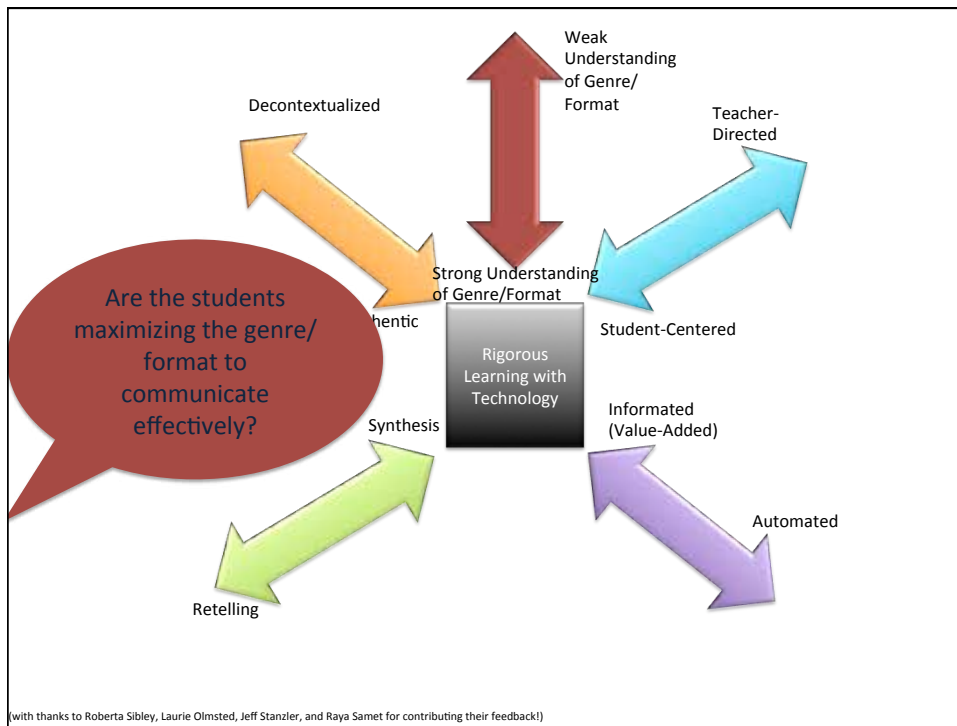
* Charles Friedman, definition of Informatics

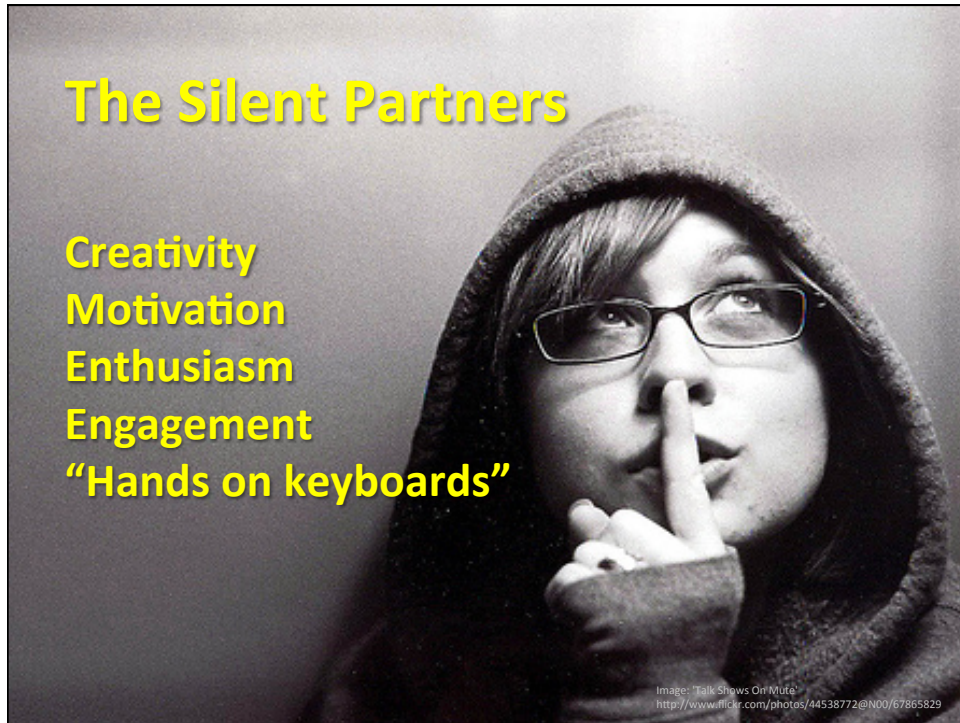
"Man" by Michael McMillan and "Computer" by Alyssa Mahlberg from thenounproject.com collection. Used under a Creative Commons CC-BY 3.0 license.

(with thanks to Roberta Sibley, Laurie Olmsted, Jeff Stanzler, and Raya Samet for contributing their feedback!)









The Silent Partners

Creativity
Motivation
Enthusiasm
Engagement
“Hands on keyboards”

Image: "Talk Shows Or Mute"
<http://www.flickr.com/photos/44538772@N00/67865829>



**Testing
Our Lens:
Student
Work Samples**

Recognize this
Report?

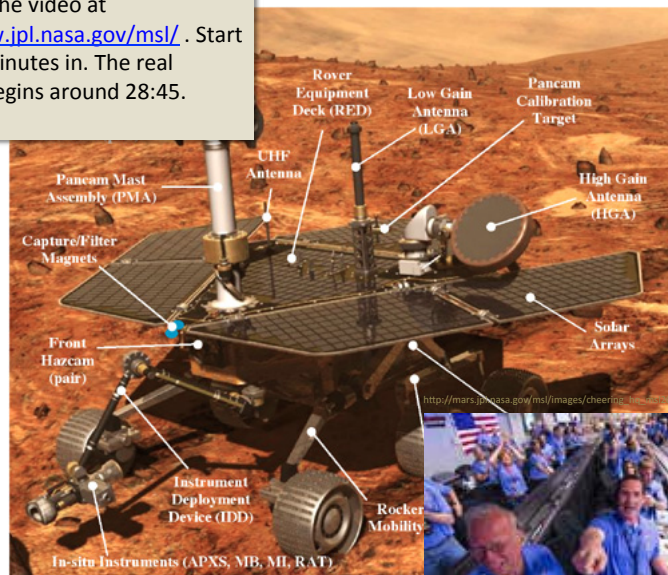
[http://bit.ly/
sofia-otter](http://bit.ly/sofia-otter)

Hamlet goes
to high school

bit.ly/hPn588

Aren't we really trying to get our students to be able to ...

Watch these engineers celebrate!
Check out the video at
<http://www.jpl.nasa.gov/msl/>. Start
about 25 minutes in. The real
euphoria begins around 28:45.



http://marsrover.nasa.gov/mission/images/rover1_detail_500.jpg



<http://mars.jpl.nasa.gov/msl/images/cheerimg/20805-hpfeat.jpg>

http://news.cnet.com/8301-11386_3-57488731-76/google-self-driving-car-300000-miles-and-counting/


CNET News Cutting Edge

Google self-driving car 300,000 miles -- and counting

Company registers progress but cautions of "a long road ahead" (pun intended), especially when navigating snow-covered roadways and interpreting temporary construction signals.

by Charles Cooper | August 7, 2012 4:07 PM PDT

[Follow](#)



(Credit: Google)

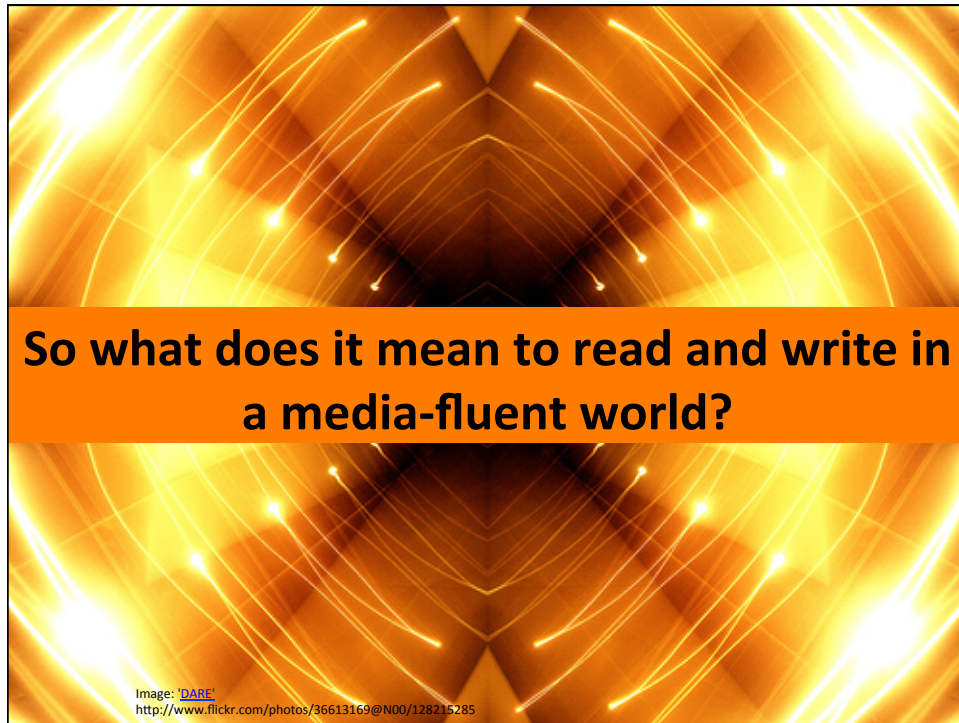
Google screws around with a lot of far out, even cockamamie projects -- well, because it can and it's fun. Two good reasons that few can fault.

And it's also a good way to push the proverbial tech envelope. So it is that Google's update about the company's [self-driving car project](#) suggests this is turning into something more than Sergey & Larry's homebrew experiment.

Our vehicles, of which about a dozen are on the road at any given time, have now completed more than 300,000 miles of testing. They've covered a wide range of traffic conditions, and there hasn't been a single accident under computer control.



http://cdn.ientry.com/sites/webpronews/pictures/magicarms_616.jpg



Your Task:

<http://bitly.com/bundles/activelearning/6>

Open the Doc. Fill in what students need to know about reading and writing in this genre/format and what comprises a “good” example of this genre/format.

- Last Name A-B: Podcast
- Last Name C-D: Informative Video
- Last Name E-G: Persuasive Video/Ad
- Last Name: H-J Dramatic Film
- Last Name: K-L Board Game
- Last Name M-N: Digital Poster
- Last Name O-P: Infographic
- Last Name Q-R: Comic/Graphic Novel
- Last Name S-T: Picture Book
- Last Name U-V: Slideshow Presentation
- Last Name W-Z: Curated Pathfinder

Reporting Out By Group



To see a past group's take on an earlier version of this activity:

<http://bit.ly/bundles/activelearning/4>



**Your
Big
Takeaway?**

**[http://bit.ly/
longwood-take](http://bit.ly/longwood-take)**

'Riced out.'
<http://www.flickr.com/photos/65694461@N00/350982994>



Image: 'CRACKER JACK'
<http://www.flickr.com/photos/49889874@N05/6462355313>

Door Prizes!

Questions?

font@umich.edu

@activelearning

<http://bit.ly/fontblog>

