

BAA Applications of Digital Literacy 10

District Name: Abbotsford

District Number: 34

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Date Developed: January 2015

School Name: Rick Hansen

Principal's Name: David DeWit

Board/Authority Approval Date: May 8, 2015

Board/Authority Signature:

Course Name: Applications of Digital Literacy

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s): none

Special Training:

Teachers need to have, or acquire prior to teaching the course, a high level of digital literacy skills and knowledge regarding the use of social media tools, presentation tools, research tools and digital technologies. Teachers must also have a good working knowledge of the inquiry process and how to implement inquiry in a classroom setting.

Equipment Required:

- Personal learning device
- Stable wireless
- Broadcasting devices
- Learning Management System(LMS)
- Digital Portfolio tool
- Online digital tools – a variety

- Furniture to support a flexible learning environment conducive to the inquiry philosophy
 - Couches, Tables/chairs, Work stations

Course Synopsis:

In this course, students will be required to demonstrate the ability to efficiently and effectively navigate the digital technologies required to accomplish specific goals and tasks related to the inquiry process. Primarily, the goal of digital literacy is to enable students to select the correct digital tool, at the right time, for the right purpose, while behaving ethically and responsibly. This course has been developed to foster good digital citizenship in students while engaging in the inquiry process. There are 4 areas of study: Principles of Inquiry, Social Networking, Personal Learning Environments and Networks, and Principles of Digital Presentation. This course will be taken in conjunction with 3 other academic courses such as science, mathematics, and English. It will provide technological training and support while students explore an interdisciplinary inquiry project. The intention is that this course will not be taught as a “one-off” course but will be part of an integrated model at Rick Hansen Secondary School.

Rationale:

Digital literacy is the interest, attitude and ability of individuals to appropriately use digital technology and communication tools to access, manage, integrate, analyze and evaluate information, construct new knowledge, create and communicate with others (BC Ministry of Education, 2014). It is imperative for citizens to be digitally literate in order to be successful contributors to their community and society. The need for students to become good digital citizens, who act ethically and responsibly, becomes even more important as new technologies are developed and introduced into society. While students often access social media, they do not tend to use technology for educational purposes. Today’s students learn in a dynamic world where information changes and expands as fast as technological innovations (BCTLA, 2011).

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Principles of Inquiry	60
Unit 2	Personal Learning Environments and Networks	20
Unit 3	Principles of Social Networking	20
Unit 4	Principles of Digital Presentation	20
Total Hours		120

The expectation is that the units of this course will not be taught in a linear fashion but outcomes will be integrated throughout the inquiry-based learning activities culminating in a group inquiry-based project in this course and can be applied across learning environments/contexts and curricular areas. It is of particular importance that the ethical uses

of information – copyright, privacy, plagiarism and digital citizenship are at the forefront throughout the teaching of this course.

Overarching Competencies and Habits of Mind for this course (to be nurtured throughout the course):

- Creative thinking Competency
 - Generate ideas that are novel and have value to myself and others
 - Build on ideas of others and add new ideas of my own
 - Build skills to make ideas work
 - Perseverance and willingness to fail forward
 - Reiteration to improve design and ideas
 - Create, imagine, innovate
 - Think interdependently
 - Apply past knowledge to new situations
 - Think about own thinking
- Communication Competency
 - Connect and engage with others (to share and develop ideas)
 - Acquire, interpret, and present information (including inquiries)
 - Collaborate to plan, carry out, and review work
 - Explain/recount and reflect on experience and accomplishments
 - Question and pose problems
 - Think and communicate with clarity and precision
- Positive Personal and Cultural Identity
 - Reflection on personal strengths, attributes and abilities that contribute to my community and group
 - Develop new abilities and strengths to help student meet new challenges
- Self-Regulation
 - Manage impulsivity
 - Take responsible risks in learning

Unit 1: Principles of Inquiry (60 hours)

In this unit, students will learn about the essential elements of inquiry and how technology can support the inquiry process while working on their interdisciplinary inquiry project.

It is expected that students will:

- Understand the inquiry process and how technology can support inquiry
- Explore ideas and questions and identify a topic area for inquiry
- Demonstrate knowledge of and effectively utilize a plan to identify, locate, and evaluate information when investigating an inquiry (See Student and Group Planning Briefs and Logs Handouts)

- Analyze, evaluate and select the appropriate digital tools for a particular stage of inquiry
- Evaluate the authenticity and reliability of information gathered from websites (see Assessing Website Credibility Lesson)
- Identify and define authentic problems and significant questions for investigation
- Reflect on a driving question and generate “need to know” questions that emerge as the inquiry progresses
- Understand and demonstrate self-regulation skills during the inquiry process
- Understand the roles each group members play in a group inquiry (see Group Contract Handout)
- Demonstrate collaboration strategies and an understanding of contributing factors to group dynamics (see Observation Checklist Handout)
- Demonstrate effective problem solving techniques when working in a group
- Demonstrate effective feedback strategies (kind, helpful, specific feedback) when acting as a critical friend (see Critical Friends Protocol)
- Understand the role of mentors and experts in the inquiry process and apply skills for accessing them
- Understand the 8 essential elements of inquiry (see Checklist of 8 Essential Elements)
- contribute to project teams to produce original works or solve problems

Instructional Strategies:

Direct Instruction: inquiry model with stages of inquiry, group contracts, role of mentors and experts, variety of technological tools available to support, authenticity of websites

Whole Class Instruction: development of driving question, “need to know” list, effective research and use of technology tools

Group work: inquiry exploration plan, use of technology tools, authenticity of websites

Modelling: self-regulation skills, development of good inquiry questions, inquiry planning using technology

Guided: inquiry development at the group level, mapping the inquiry with groups

Individual work: reflections, self-regulation

Achievement Indicators:

Group: Identification of an inquiry focus and “need to know” lists, plans outlining how to carry out the inquiry using technological tools to support inquiry process, group contracts and collaboration, project management plans and deliverables, reflections/revisions on inquiry plan based on constructive feedback, development and presentation of an authentic end product (by the end of the course)

Individual: Reflections on various stages of inquiry process, self-regulation skills and project management based on continuous feedback

Unit 2: Personal Learning Environments and Networks (20 hours)

In this unit, students will demonstrate the ability to learn in the digital environment by building personal networks of learning for the purpose of sharing, collaborating and contributing to the

learning of themselves and others. Students will build a personal, digital portfolio to showcase their learning through inquiry.

It is expected that students will:

- Compare and evaluate a variety of digital learning tools to showcase learning
- Organize, evaluate, analyse and synthesize evidence of learning via a digital curating tool – such as a digital portfolio, blogs (See ePortfolio Rubric and Blogging Rubric)
- Understand how to build personal digital learning profile/persona
- Adapt an inquiry plan to own learning style
- Articulate and evaluate the effectiveness of their preferred tools for learning, collaborating, sharing, networking in relation to a learning goal
- Understand the role of mentors and experts as part of a personal learning network

Instructional Strategies:

Direct Whole Class Instruction: How to use digital learning tools including collaborative tools, how to create digital portfolios, learning style development

Modelling: independent and appropriate use of portfolios and collaboration tools

Group work: Online collaboration, how to develop a network of experts and mentors for inquiry, group digital portfolio or blog

Individual work: Personal digital portfolio and development of learning profile,

Achievement Indicators:

Group: development of a networking plan to contact mentors and experts to support inquiry, creation of a group digital portfolio to showcase inquiry, revisions/reflections on plan based on feedback to group

Individual: development of a personal learning plan and portfolio, creation of a digital profile/persona, identification of learning style, adaptation of an inquiry plan to learning style, reflections on digital persona and learning style based on feedback

Unit 3: Principles of Social Networking (20 hours)

Social networking literacy involves the use of networking tools for the purpose of developing a community and within communities to then connect, inquire, share and collaborate. In this unit, students will analyze and evaluate their current digital footprint. Students will use social networking tools in an age appropriate manner.

It is expected that students will:

- Use a variety of social networking tools for their intended purposes (See A Teacher's Guide to Using Social Media and the Internet in the Classroom)
- Analyze a task, need or goal and determine whether social networking is required/advantageous

- Demonstrate skills essential for safety and security in the digital world; protection of passwords, personal privacy, privacy of others etc.
- Analyze and evaluate their digital footprint and continue to develop it at a level that is appropriate to their current developmental stage
- Understand the different types of online collaboration tools such as Illuminate, blackboard, Skype, Twitter (See Twitter Rubric)
- Participate in online discussions in a value-added manner – reinforcing not repeating, constructive and thoughtful criticism and feedback, offering new information and alternate perspectives (See Social Media Profile Rubric, On-line Discussion Rubric, Social Media Fluency Rubric)
- Analyze, evaluate, and synthesize/filter for the purpose of curating information from various sources to develop a personal “infosumption” profile (See Social Media Evaluation Rubric)
- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- Develop cultural understanding and global awareness by engaging with learners of other cultures

Instructional Strategies:

Direct instruction: social networking tools and how to access them, how to access information about one’s digital footprint, how to be a good critical friend, internet safety protocols

Group work/Discussions: online discussions, critical friends protocol, how to give kind, helpful, and specific feedback, how to filter/synthesize information as it applies to inquiry

Individual: how access store and access password, how to synthesize/filter information, how to analyse personal digital footprint

Modelling: appropriate use of social media tools in sharing information, being aware of citing intellectual work

Achievement Indicators:

Group: online discussion participation, critical friends protocol feedback, synthesis/filtering of information as it applies to group inquiry, demonstrate ability to create a social network for inquiry purposes (ie. Twitter or wiki’s, Illuminate, etc.), ability to receive ongoing feedback and to make revisions based on that feedback

Individual: analysis of personal digital footprint, demonstrate ability to access social media for learning/networking purposes (ie. Twitter), demonstrate personal internet safety using safety protocols, reflections on personal digital footprint, internet safety, and use of social networks

Unit 4: Principles of Digital Presentation (20 hours)

In this unit, students will learn to communicate effectively through modalities appropriate to the inquiry task and the audience in the digital environment. A key component of this unit is protecting and respecting the intellectual property rights of themselves and others.

It is expected that students will:

- Express the views and perspectives of others by demonstrating respect for intellectual property by understanding copyright and plagiarism
- Practice safe, legal, and responsible use of information and technology
- Express personal views and perspectives of themselves as an author and contributor
- Create and express digital content via storytelling (See Digital Storytelling Rubric)
- Demonstrate the use of presentation tools such as Glogster, Haiku Deck, imovie when creating original content
- Demonstrate the understanding that the impact of design has on visual presentation
- Demonstrate an understanding of selecting appropriate digital tools in producing visual or graphic work
- Apply existing knowledge to generate new ideas, products, or processes
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats (Multi-Media Rubric and Media Fluency Rubric)

Instructional Strategies:

Direct Instruction: What is copyright and what is plagiarism with examples, how to avoid plagiarism when working with information/content, how to use digital tools for storytelling, components of a good story, how to incorporate visuals to enhance a story,

Group work: how to apply direct instruction to a group inquiry- ie. How to transfer information and apply to their group inquiry, creation of original digital content, application of digital tools to create a presentation, how to present effectively

Achievement Indicators:

Group: how to write a story without infringing on copyright and plagiarizing, applying storytelling techniques to the group inquiry, creation of visuals to enhance storytelling/inquiry presentation, reflection/revision based on timely feedback to group

Individual: reflections and feedback on personal contributions to inquiry and storytelling,

Assessment Component:

Unit/Topic	Title	%
Unit 1	Principles of Inquiry	50
Unit 2	Personal Learning Environments and Networks	20
Unit 3	Principles of Digital Presentation	15
Unit 4	Principles of Social Networking	15
Total %		100

Effective formative assessment via:

- Questions posed by students, peers and teachers to move learning forward
 - Discussions and dialogue
- Teacher and peer feedback that is timely, clear and involves a plan
- Students are resources for themselves and others – peer and self-assessment
- Student reflections
- Group meetings and feedback
- Presentation materials at checkpoints
- Learning logs and briefs
- Rubrics

Summative Assessment:

Students will receive both a group and individual mark based on the completion of deliverables” throughout the course. Summative marks will be determined based on self, peer and teacher assessment.

Summative Assessment Mark will be given based on the summative deliverables at checkpoints along the inquiry process, and group inquiry end products and presentation. Individual Summative Assessment Marks will be given for individual presentation, personal reflections, and individual summative deliverables along the inquiry process.

(Note: a number of Rubrics and checklists have been provided in the Teacher’s Resource packet attached with this course. They may be used as either formative or summative assessment tools.)

Teacher Learning Resources:

- *The Points of Inquiry: A Framework For Information Literacy and the 21st Century Learner*, BCTLA Info Lit Task Force, January 2011
- Buck Institute of Education: www.bie.org
- Larmer, John, et al. *PBL Starter Kit*, Unicorn Printing Specialists, San Rafael, 2009
- McTighe, Jay and Wiggins, Grant. *Essential Questions: Opening Doors to Student Understanding*. ASCD: Alexandria, 2013.
- *Focus on Inquiry: A Teacher's Guide to Implementing Inquiry-Based Learning*. Alberta Learning. The Crown in Right of Alberta, 2004.
- Assessing Website Credibility- Critical Thinking Consortium- www.tc2.ca
- Digital storytelling: <http://www.schrockguide.net/digital-storytelling.html>
- AccessStem: <http://accessstem.com/>
- Critical Friends Tuning Protocol: <http://pbl.eportalnow.net/critical-friendstuning-your-project1.html>
- Digital Rubrics: <http://www.uwstout.edu/soe/profdev/rubrics.cfm#powerpoint>
- Poore, Megan Using Social Media in the Classroom: A Best Practice Guide, SAGE:2012
<http://www.ebooks.com/1110110/using-social-media-in-the-classroom/poore-megan/>

Free sample:

<https://play.google.com/books/reader?id=vXY5k6LsPOUC&printsec=frontcover&output=reader&hl=en>

Social Networking tools: <http://webtools4u2use.wikispaces.com/Social+Networks>

- Digital Literacy and Citizenship Curriculum K-12:
http://start.sd34.bc.ca/digital_literacy/12-2
- B.C.'s Digital Literacy Characteristics and Profiles:
https://www.bced.gov.bc.ca/dist_learning/digital-literacy-characteristics.htm
https://www.bced.gov.bc.ca/dist_learning/digitally-literate-students.htm

Student Learning Resources:

- Student materials/planning tools from www.bie.org
- Teacher generated materials
- Online apps and tools for digital portfolios, online collaboration, moodle, illuminate, blackboard, Skype in the Classroom, etc.
- Learn34
- <http://webtools4u2use.wikispaces.com/Social+Networks>