# Coffee Talk

December 4 , 2018

# Teaching & Learning in a Digital Age

Head of School: Mr. Dan Quesnel
Director of Teaching and Learning: Dr. Linda Uveges

THE OAKWOOD SCHOOL

Purpose of the Coffee Talks

- Parent Education
- Question/Answer Session
- Getting to know those on campus

Future Topics

- **January 23**

- **April 17:** *Transition from Lower School to Middle School*

Community Education Resource Page

- Recap
- Educational Resources- Links, Books, Articles
- Agenda

# Website:

## P.E.R.K.

**P**arent **E**ducation, **R**esources, and **K**nowledge Program

### *Coffee Talks*


Coffee Talks is where parents, the Head of School, and the Director of Teaching and Learning gather on a monthly basis, learn from different experts, and dive deeply into relevant education topics and trends...all while drinking a nice cup of joe, of course!

The next Coffee Talk is scheduled for **Thursday, November 15** with coffee beginning at 8:00 a.m. followed by a discussion and Q&A at 8:15 a.m. in Dr. Uveges' room in Founders' Hall. It will be led by Dr. Uveges and Mr. Quesnel and will focus on growth mindset.

- MONTHLY AGENDA
- FUTURE COFFEE TALKS
- RECAPS

### *Education Resources*


Here you will find a list of articles, videos, and other resources we have compiled to help parents engage productively with their child and school.

- HERE'S WHAT'S BREWIN' (HOT TOPICS)

#### Visible Learning

Visible Learning means an enhanced role for teachers as they become evaluators of their own teaching. According to John Hattie Visible Learning and Teaching occurs when teachers see learning through the eyes of students and help them become their own teachers.

What Works Best for Learning

Presenters:
Dan Quesnel, Head of School
Dr. Linda Uveges, Director of Teaching and Learning

8:00 - 8:15 a.m. Coffee
8:15 - 9:15 a.m. Discussion and Q&A
Location: Dr. Uveges' Classroom in Founders' Hall (Lower School)

Please **RSVP** by Tuesday, November 13.

## FUTURE COFFEE TALKS

**Save the Date:**
November 15
December 4
January 23
February 20
March 20
April 17

*We want your feedback!*
*When you RSVP, please remember to share ideas for future topics.*

## RECAPS

SEPTEMBER COFFEE TALK

OCTOBER COFFEE TALK

---

John Hattie's research got a lot of attention from the media linked to the publication of his Visible Learning meta-study. The problem was that many individual aspects of his research were taken and used as a kind of checklist that could magically improve schools. It won't work like that. John Hattie's TED talk "Why are so many of our teachers and schools so successful" can be a good starting point to putting it all in context.

John Hattie TED Talk

## Growth Mindset

**Book:**
The Gift of Failure - How the best parents learn to let go so their children can succeed
**Author:**
Jessica Lahey

Jessica Lahey TED Talk

## COOL BEANS (HELPFUL RESOURCES)

HERE'S WHAT'S BREWIN' (HOT TOPICS)

## Visible Learning

Visible Learning means an enhanced role for teachers as they become evaluators of their own teaching. According to John Hattie Visible Learning and Teaching occurs when teachers see learning through the eyes of students and help them become their own teachers.

What Works Best for Learning

Applying the Evidence

---

John Hattie's research got a lot of attention from the media linked to the publication of his Visible Learning meta-study. The problem was that many individual aspects of his research were taken and used as a kind of checklist that could magically improve schools. It won't work like that. John Hattie's TED talk "Why are so many of our teachers and schools so successful" can be a good starting point to putting it all in context.

John Hattie TED Talk

## Growth Mindset

**Book:**
The Gift of Failure - How the best parents learn to let go so their children can succeed
**Author:**
Jessica Lahey

# Recap of Coffee Talk Presentations thus far:

Coffee Talk #1 - Visible Learning

* John Hattie

Coffee Talk #2 - Transformational Learning

* Sir Ken Robinson

Coffee Talk #3 - Growth Mindset

* Carol Dweck and Angela Duckworth

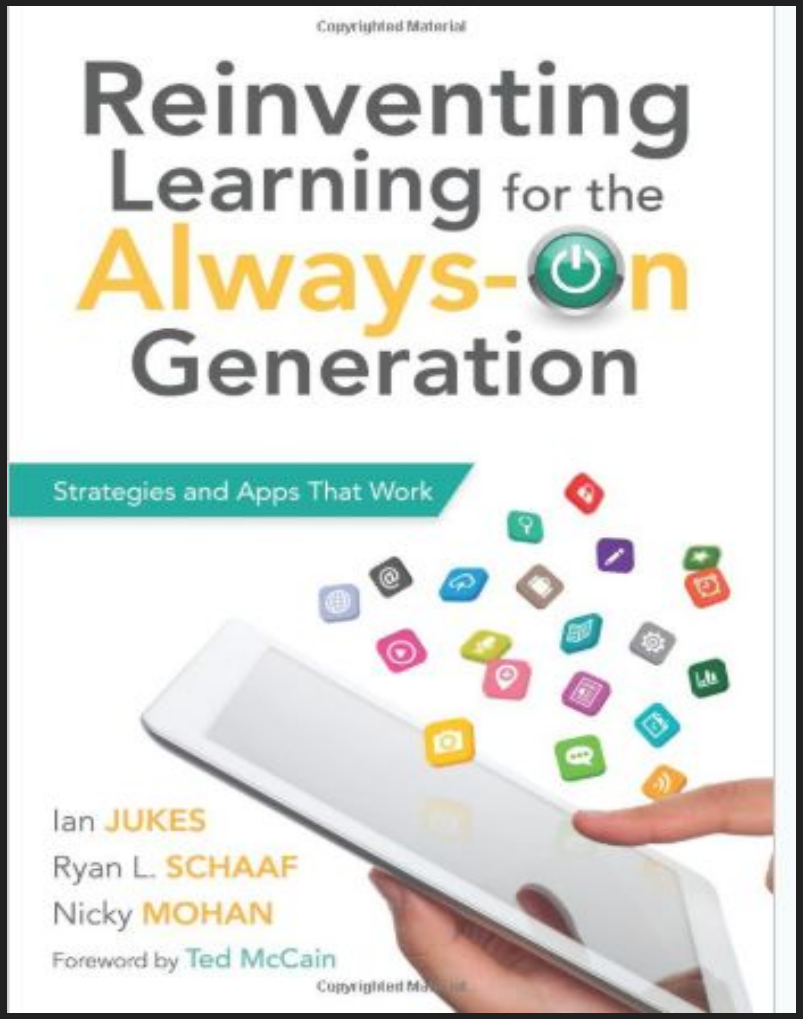
Coffee Talk #4 - Teaching & Learning in a Digital Age

Tie in of Growth Mindset, Passion and Perseverance and Student Success

# This month’s choice is...

# Digital Literacy

## Ian Jukes




THE OAKWOOD SCHOOL

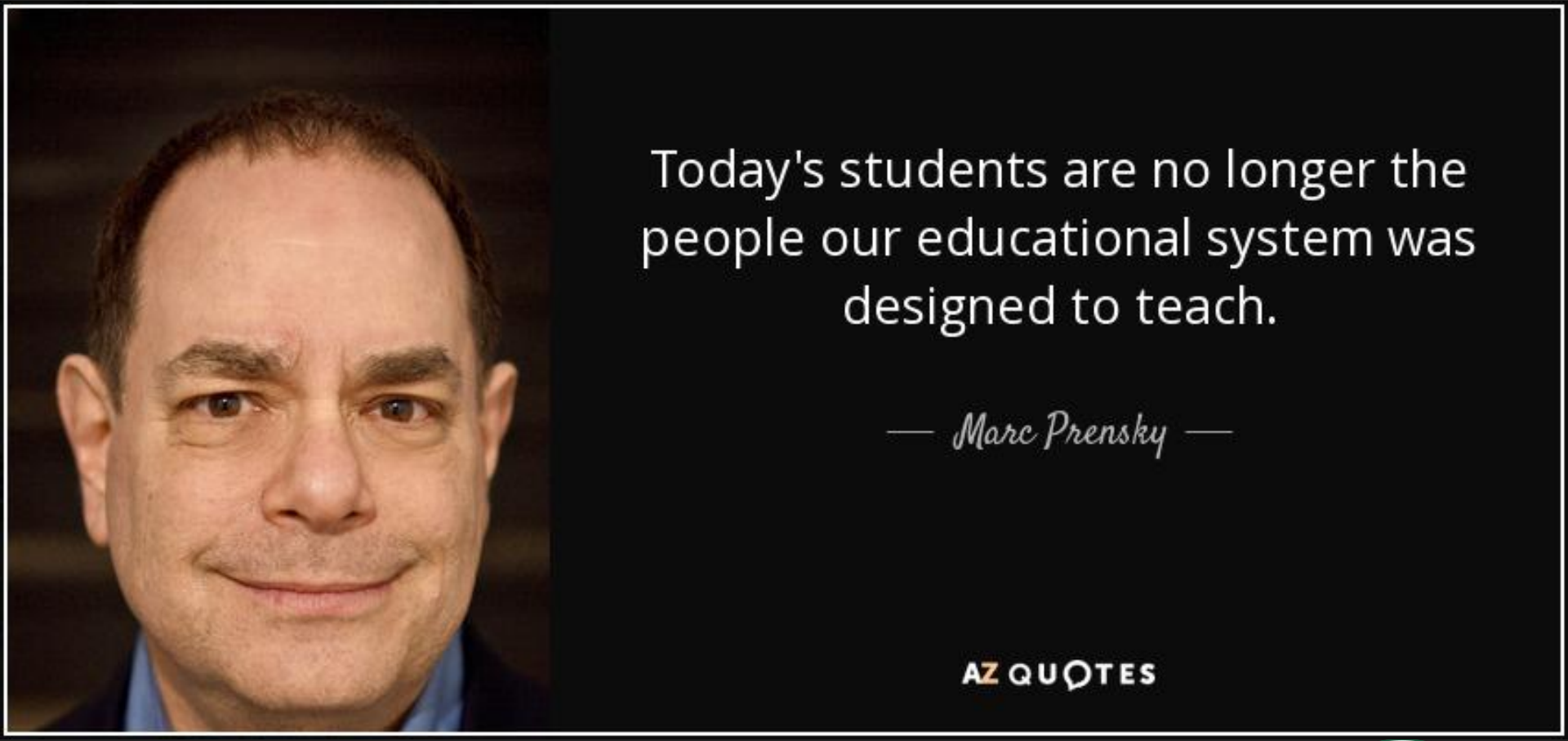
## Ian Jukes

Founder and executive director of the InfoSavvy Group - an international educational leadership consulting firm.

He’s been a teacher, school principal, district and provincial coordinator, writer, international consultant, university instructor, and keynote speaker.

He’s worked with schools in more than eighty countries and made more than 10,000 presentations.

# Marc Prensky



# The World Needs a New Curriculum

It's time to lose the "proxies," and go beyond "21st Century Skills" - and get all students in the world to the real core of education.

~ Marc Prensky

Marc Prensky is an award-winning, internationally-acclaimed speaker, author, and “practical visionary” in the field of education. He is the founder and currently Executive Director of **The Global Future Education Foundation and Institute.**

Marc has spoken in over 40 countries, authored seven books, and published over 100 essays; his writing has been translated into 11 languages. Marc’s latest book, **Education to Better Their World: Unleashing the Power of 21st Century Kids** (Columbia TC Press, 2016), won the FOREWORD INDIES 2016 Book of the Year Award Gold Prize for Education.

Marc’s background includes teaching at all levels — elementary through college, six years at the Boston Consulting Group, and 10 years as founder and CEO of a software  game development company. He has been a professional musician and has acted on Broadway. He holds degrees from Oberlin College, Middlebury College, Yale University, and the Harvard Business School..

What's wrong with kids today?

~For the digital generations, the past is a foreign country

~Larry Zimmerman- (adapted from Ian Jukes)

Digital Natives.....

1:00-4:00

# Our Focus:

1. Reason for the title of the coffee talk
   Teaching and Learning in a Digital Age
2. Research on Digital Generation
3. Concerns/Implications
4. Role in Education
5. Shift to Digital Leadership

# The Technological Alteration of the Modern Mind

A number of books have been written about the impact of technology on digital culture.

*iBrain: Surviving the Technological Alteration of the Modern Mind* by Gary Small and Gigi Vorgan (2008)

*Brain Rules: 12 Principles for Surviving and Thriving at Work, Home and School* by John Medina (2008)

# Piaget

19th Century Swiss psychologist Jean Piaget made observations well over one hundred years ago about children's cognitive development.

His comments have been useful in understanding what is going on inside children's brains as they age.

However, the rapid evolution of the brain that is occurring today, particularly in light of the emergence of the new digital landscape, is causing researchers to re-examine some of Piaget's observations about early cognitive development.

# Piaget's Theory

| Stage | Age Range | Description |
|---|---|---|
| Sensorimotor | 0-2 years | Coordination of senses with motor response, sensory curiosity about the world. Language used for demands and cataloguing. Object permanence developed |
| Preoperational | 2-7 years | Symbolic thinking, use of proper syntax and grammar to express full concepts. Imagination and intuition are strong, but complex abstract thought still difficult. Conservation developed. |
| Concrete Operational | 7-11 years | Concepts attached to concrete situations. Time, space, and quantity are understood and can be applied, but not as independent concepts |
| Formal Operations | 11+ | Theoretical, hypothetical, and counterfactual thinking. Abstract logic and reasoning. Strategy and planning become possible. Concepts learned in one context can be applied to another. |

# Piaget's Stages of Cognitive Development


**Sensorimotor Stage**

Birth to 2 yrs

**Preoperational Stage**

2 to 7 yrs

**Concrete Operational Stage**

7 to 11 yrs

**Formal Operational Stage**

12 and up

verywell

This morning... EduWeek's findings regarding the shift in Learning Styles

# Concerns:

- “Without enough face-to-face interpersonal stimulation, a child’s neural circuits can atrophy, and the brain may not develop normal interactive social skills” (Small and Vorgan)
- Negative effects on several areas of development
- Not enough physical exercise
- Lack of appreciation for nature and being in the outdoors
- Not enough reading for pleasure- or at all
- Highly addictive nature of computer games and online adventure sites and the interactive nature of most digital activities are creating such obsessive behavior in kids that it meets the definition of a clinical addictions.

# The need for balance….

There is a serious lack of balance in the lives of kids today

They need to balance multi-tasking skills with strategies for developing single-tasking skills

They must cultivate their ability to focus and complete one task at a time

The same balance with adults- we need to balance our nondigital life experiences with new digital experiences

In the book ***Understanding the Digital Generation***, Ian Jukes makes the observation that while externally kids look the same as previous generations, they are neurologically different because of digital bombardment - the inescapable exposure to digital technologies.

Brain Rules: John Medina, 2008

*Every student's brain…is wired differently. That's the Brain Rule. You can either accede to it or ignore it. The current system of education chooses the latter, to our detriment. It needs to be torn down and newly envisioned, in a Manhattan Project-size commitment to individualizing instruction. We might, among other things, dismantle altogether grade structures based on age.*

# Marc Prensky

We all want our kids to be educated. What's changing is what an education is, and what "being educated" means.

— Marc Prensky

# Digital Bombardment

Digital bombardment - the inescapable exposure to digital technologies

Has created the “always on” generation

According to Viacom Nickelodeon report, in the US between birth and age six, kids look at one or more screens for an hour and twenty minutes a day. These measurements don’t even address indirect exposure to screens which puts the amount of time a screen is on in the foreground or background at nearly four hours a day for kids ages eight months to eight years.

# Three Screen Lifestyle

This includes any combination of TV, computer, tablet, and cellphone

They're using these different devices to build very complex and deep modes of communication with one another... the "always on" generation.

THE OAKWOOD SCHOOL

# According to the National Association of State Boards of Education

On average, kids today spend more than 80 hours a week using one, two, or more screens simultaneously - as opposed to about 25 hours a week they spend attending school.

As a result, they spend more than 3 times the amount of time they spend at school using their digital devices.

Teenagers----to screenagers

Of those 80+ hours a week, they spend an average of 35 hours online.

10% of those spend more than one hundred hours a week.

THE OAKWOOD SCHOOL

# An example:

Video is becoming the preferred channel of communication.

2012 - internet video accounted for 40% of all internet traffic

2016 - 62%

Every 60 seconds: 24 hours a day, more than 500,000 videos are being viewed on You Tube =

5 billion views or almost 2 trillion playbacks in the 2016.

Two trillion playbacks = 170 video views for every person on the planet.

The amount of video being uploaded:  every minute of every day, 24 hours a day, 365 days a year, 100 hours of new videos are uploaded.  That's 4 days worth of video uploaded every minute, 24 hours a day.

Every minute: viewers are another 4 days behind in their viewing.

Consider that 100 hours a minute is almost 6,500 years of content uploaded every year.

# How bad can it be?

A Cisco survey of teens reports that one in three indicate that the internet is as important as air, shelter, food, and water sources.

Meanwhile 60% of those surveyed in China and Brazil believe that the internet is more important than air, shelter, food, and water sources (Cisco, 2012)

# why?

danah boyd [ she does not capitalize her name] (2014) wrote *It's Complicated*

What appears from the outside to be an addiction to technology is in fact addiction to friendship-friendship that is a hybrid mix of online and face-to-face interactions.

The digital generations view the technologies as simply the portals to this friendship

# F.O.M.O. and A.O.A.D.D.

Fear of Missing Out

According to Larry Rosen (2010) three quarters of teens and young adults check their devices every fifteen minutes or less, and if not allowed to do so, they become highly anxious.

As a result, suffer from AOADD = Always On Attention Deficit Disorder

Fast-food mentality, expectation for instant access, instant gratification, instant feedback,instant recognition, instant success, and instant change.

“The death of patience”

Because of chronic digital bombardment, the digital generations have had a great deal more experience processing information at a far faster rate than we have.

They are better at dealing with high-speed information than older generations are.

They have fast-twitch wiring

# “Social Media Sitters”

HOTELS · **Published** 18 hours ago

## Hotel chain now offering 'Social Media Sitters' for millennial travelers

**Michelle Gant | Fox News**



**Trending in Travel**

*Imagine students as they leave the outside world and enter the classroom. Outside of school, they're interacting with friends, using social media on smartphones and ipads, listening to playlists of music that they've downloaded from the internet, or making and sharing videos on You Tube.*

*Meanwhile, at school, they get to carry around heavy backpacks of books and listen to teachers reading off the board and talking at them while they take notes using a pen and paper.*

They're in the 21st Century when they are at home and in the 20th Century at school

Father Stanley Bezuska of Boston College provided several examples from throughout history of the struggle to understand and integrate new technologies into education as told in David Thornburg's (1992) book Edutrends 2010: Restructuring, Technology, and the Future of Education:

At a teacher's conference in 1703, it was reported that students could no longer prepare bark to calculate problems. They depended instead on expensive slates. What would students do when the slates were dropped and broken?

In 1815, it was reported at a principals' meeting that students depended too much on paper and no longer knew how to write on a slate without getting dust all over themselves. What would happen when they ran out of paper?

The National Association of Teachers reported in 1907 that students depended too much on ink and no longer knew how to use a knife to sharpen a pencil.

According to the Rural American Teacher in 1928, students depended too much on store-bought ink. They did not know how to make their own. They wouldn't be able to write until their next trip to the settlement.

In 1950, it was observed that ballpoint pens would be the ruin of education. Students were using these devices, and then just throwing them away. The values of thrift and frugality were being discarded. Businesses and banks would never allow such expensive luxuries

In 1966, it was noted that electronic calculators would never be able to compete with the computational ability of the human brain.

In 1988, a speaker at the National Association of Secondary School Principals Conference declared there was no good evidence that most uses of computers significantly improve teaching and learning - and most schools would be better off if they just threw their computers into dumpsters

In 1996, Ian gave his son a laptop to take to school to do research and take notes in preparation for an assignment. It was immediately confiscated by the teacher

*We envision a shift from textbooks, brick-and-mortar classrooms, lectures, worksheets, standardized tests, bells- in fact, everything we grew up expecting of school- to learning whenever and wherever it can best happen.*

~ Ian Jukes

Ian Jukes, Ted McCain and Lee Crockett "Education and the Role of the Educator in the Future, 2010

*" We must look at education the same way a quarterback looks at the football field. We must perceive where things are headed so we can respond appropriately. We must accept that we have a paradigm for how we expect life to unfold; that in times of radical change, we all suffer from some degree of paradigm paralysis; and that change requires us to let go of ideas and ways of doing things that we hold dear."*

*“ We cannot always build the future for our youth. But, we can build our youth for the future”*

*~ Franklin Delano Roosevelt*

Adults continue to debate whether students deserve the right to learn with the very same tools that the adults rely on for success every day.

School is one of the only places where kids can't regularly pull out a device to answer questions. In the process, students are being left unprepared for their futures.

National Association of State Boards of Education (2012) states that schools must catch  up to students and not the other way around.

Rather than banning these devices from classrooms, we should be showing students how to use them appropriately.

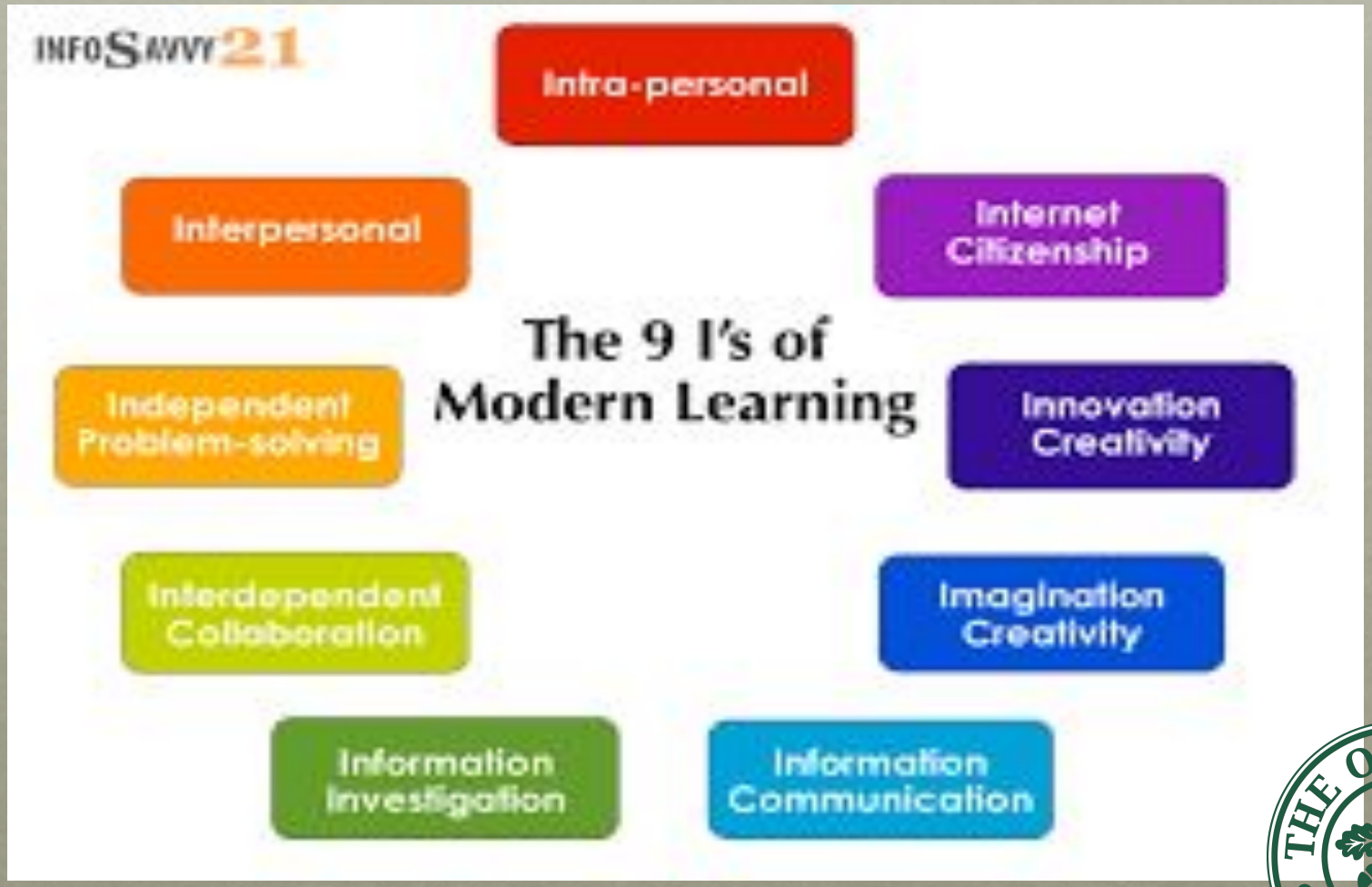

We wouldn't give a kid the keys to a car without first teaching him how to drive, making sure he had a license, and making it clear that he had to be home by 10:00pm, that he was not allowed to drink and drive, and there would be consequences if he did stupid things.

In the same way, students need to be given clear boundaries as to the appropriate use of, and behavior with, digital technologies.

THE OAKWOOD SCHOOL

What are the critical skills all students need to be successful both in school and in life beyond school?

The new basics are the skills above and beyond being able to do well on a written exam that all students must cultivate to prepare themselves for success in the world that awaits them once they leave school.


INFOSAVVY21
Intra-personal
Interpersonal
Internet Citizenship
The 9 I's of Modern Learning
Independent Problem-solving
Innovation Creativity
Interdependent Collaboration
Imagination Creativity
Information Investigation
Information Communication

# Strategies and Tools that work:

- Tapping into student interest and relevance
- Making real-world connections
- Showing students how to ask good questions
- Showing students how to reflect on their learning (debriefing)
- Encouraging risk taking
- Promoting collaborative practices for both teachers and students.

# Tapping into student interest and relevance

When teachers link new information to a student's prior knowledge, they activate interest and curiosity and infuse instruction with a sense of purpose.

We expect students to be active learners through engagement. To do this, we must move the learning experience from students DOING projects to students learning THROUGH projects.

We often find that the curriculum contains topics that students consider boring.

Our task as educators is to add relevance to otherwise uninteresting content by adding in elements that grab the students' attention.

By creating an engaging methodology through relevance and interest, students' curiosity if aroused, they want to know more

THE OAKWOOD SCHOOL

# Making Real-World Connections

Making real-world connections is best suited for project-based learning environments where students work and communicate collaboratively to find solutions to problems or complete relevant tasks.

*Example: Armed with your newly found knowledge about a particular human-made or natural disaster, what can you do to help rebuilt the devastated community?*

# Showing students how to ask good questions

Albert Einstein said, “The important thing is not to stop questioning.  Curiosity has its own reason for existing.”

For students to succeed in project-based learning, they must be able to formulate their own powerful questions

Quote by Neil Postman

“ children enter school as a question mark and exit as a period....” --- our job is to help students leave as exclamation marks!

# Showing students how to reflect on their learning (debriefing)

Metacognition " thinking about thinking."

Once they are able to think about their thinking, they can "learn how to learn"

Students can learn to reflect through the use of questions before, during and after a project.

Debriefing is an essential skill in both school and life and must be used as a critical teaching and leanring strategy.

# Encouraging Risk-Taking

Gamers spend 80% of their time failing, yet still have positive experiences and retain positive emotions despite those failures.

"When you're able to fail 80% of the time, and you're able to draw on those positive emotions, you're able to get to the positive place you want" (Ryssdal, 2011)

Going back to our last coffee talk, If failure was considered the end of the line, Thomas Edison would never have invented the lightbulb, and no one would have heard of Michael Jordan.

# Promoting Collaborative Practices for both teachers and students

Teachers must actively seek out professional learning communities to learn from, share with, and network in.

# Did you know... EVERY 60 seconds...

- 452,000 tweets are sent
- 4.1 million You Tube videos are viewed
- 70,017 hours of Netflix are watched
- 1.8 million Snaps are created
- 46,200 Instagram posts are uploaded
- Email users send 204 million messages
- Google receives over 4 million search queries
- Pandora users listen to 61,141 hours of music
- Amazon makes $83,000 in online sales

With numbers continuing to accelerate…

# The Multitasking Mind

*You can do two things at once, but you can't focus effectively on two things at once*

*~ Gary Keller*

Digital learners prefer parallel processing and multitasking. Traditional models of teaching promote linear processing and single or limited tasks.

Digital learners prefer processing pictures, sounds, color and video before they process text.

The traditional approach has been to provide students with text before pictures, color, sounds, and video.

John Medina (2008)

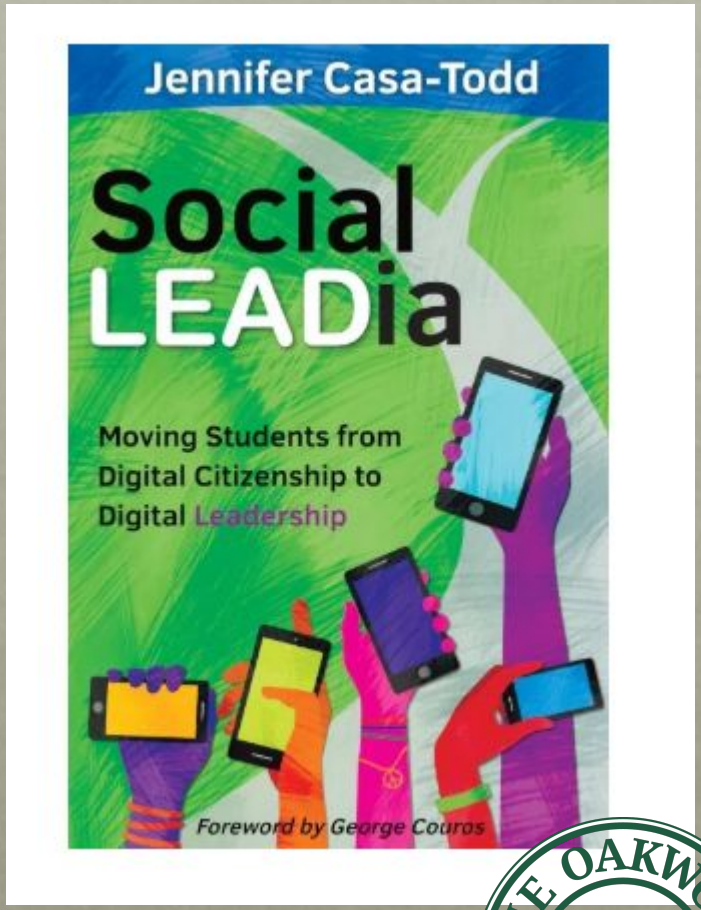
People can remember the content of more than 2,500 pictures with at least 90% accuracy, 72 hours after exposure to those images, even though the subjects only see each picture for about 10 seconds.

One year later, teh recall rate for the same 2,500 pictures is still an impressive 64%.

Information presented orally with no image pr[illegible] 72 hours later only a 10% recall.

*One of the greatest barriers holding educators back from embracing digital leadership is the fear of social media.*

# Jennifer Casa-Todd




THE OAKWOOD SCHOOL

# What is digital leadership?

George Couros defines it as" using the vast reach of technology and social media to improve the lives and well-being of others.

It can take the form of students learning and sharing their learning, standing up for important causes, and being a positive influence in the lives of others.

*We already knew that kids learned computer technology more easily than adults. It is as if children were waiting all these centuries for someone to invent their native language. - Jaron Lanier*

# There of the four main subjects of the curriculum are broken down into sub-categories:

## Effective Thinking

Critical Thinking

Mathematical Thinking

Scientific Thinking

Creative Thinking

Problem-Solving

Inquiry Skills

Argument Skills

Design Thinking

Systems Thinking

Judgment

Aesthetics

Habits of mind

Self-knowledge of one's : Passions, Strengths, Weaknesses

## Effective Action

The Habits of Highly Effective People

Mindset

Resilience

"Grit"

Entrepreneurship

Innovation

Improvisation

Breaking barriers

Project Management

## Effective Relationships

Communication &

Collaboration:

- One-to-one
- In teams
- In a family
- In a community
- At work
- Online

Relationship-building

Empathy

Ethics

Politics

Citizenship

Negotiation

Conflict Resolution

The fourth main subject “ Effective Accomplishment” consists of doing projects in the real world.

# So what about today's subjects?

Math, language arts, science and social studies will never disappear but they will be studied by students in a way that are core threads for everyone because they are important in different ways.

To the differing degrees - to each individual- based on that student's strengths, interests and passions.

But Effective Thinking, Effective  Action, Effective Relationships and Effective Accomplishments on the contrary are important to all students at every grade level.

It is crucial for an effective education that every student strive to get as good as they possibly can at each of these overarching skills.

Become a positive influence in others' lives

Do a quick Google search for "cyberbullying" and countless articles come up

This same medium can empower kids to help their peers feel valued, accepted and celebrated.

"We need to make the positives so loud that the negatives are almost impossible to hear"

- Embracing digital leadership helps our students understand that their words matter, no matter if it's face to face or online. (not taught in isolation)

From George Couros, a 9th grader said

“ Sir , social media is like water.  It is everywhere. You can either let us drown or teach us to swim.”

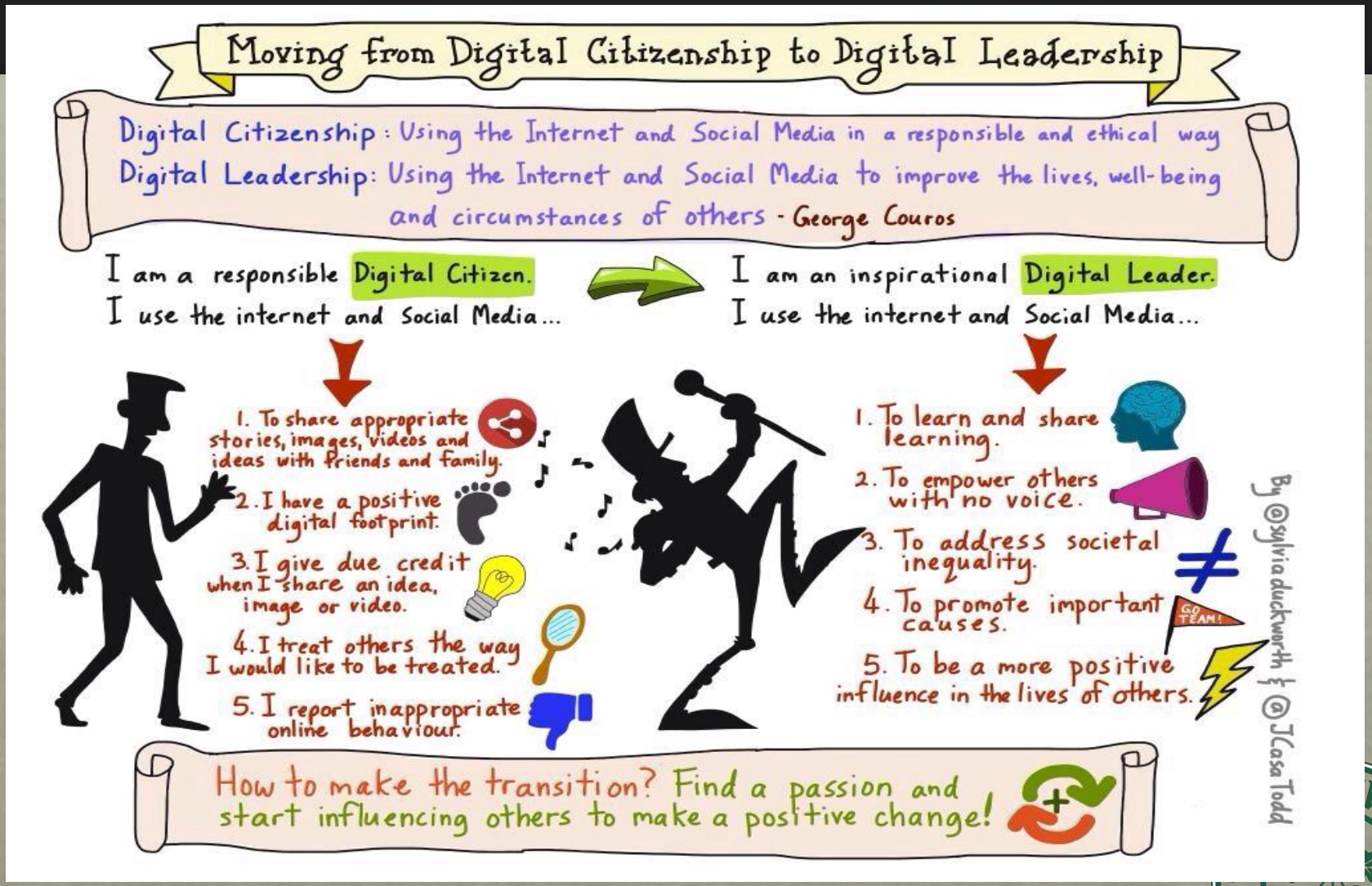
Social media is here to stay, so we might as well pay attention

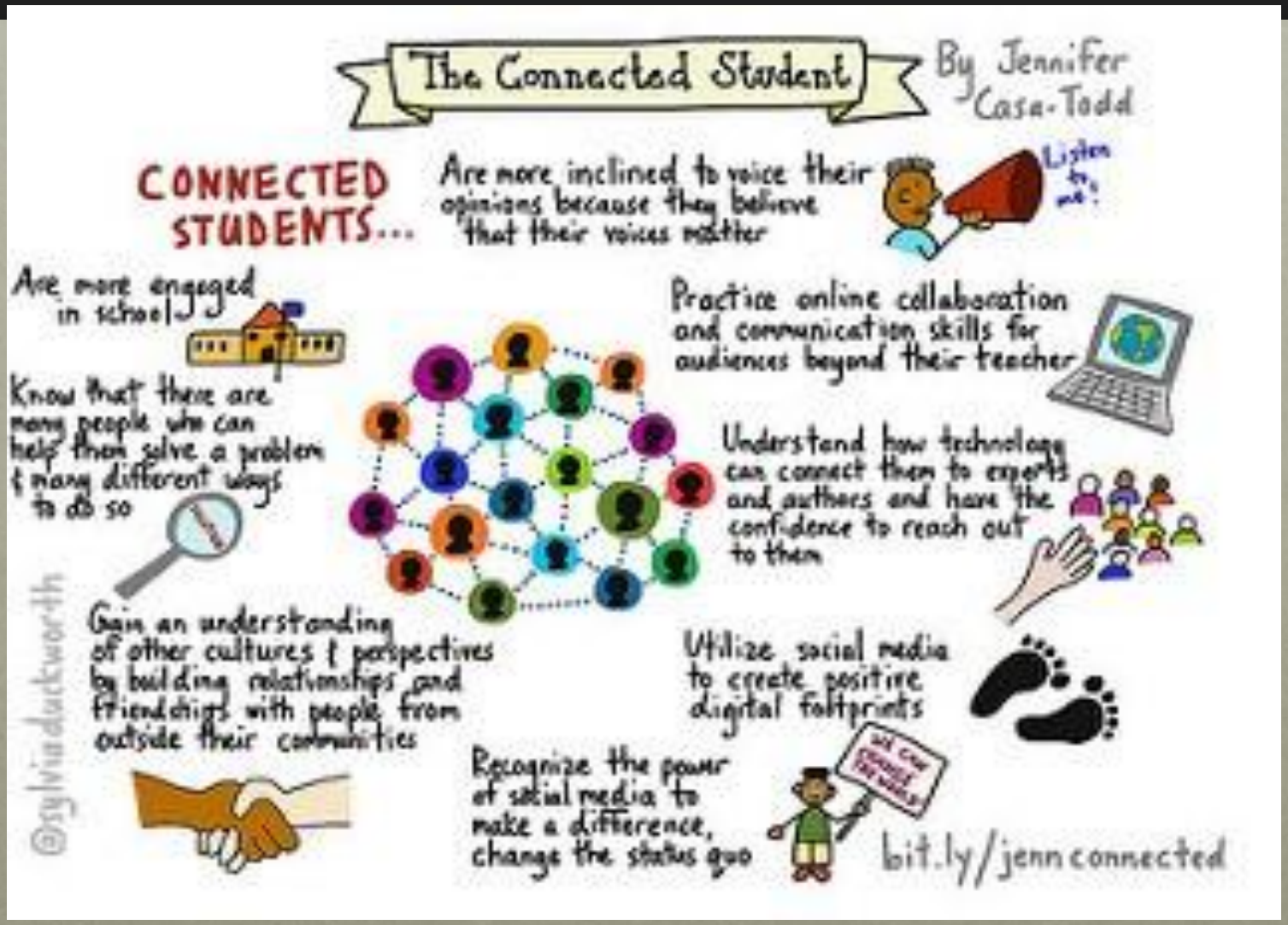
- *Jennifer Casa-Todd*

Three main problems with how digital citizenship is implemented:

1. Teaching digital citizenship as independent of what is expected of face-to-face behavior
2. Digital citizenship is approached as a discrete unit taught by a homeroom teacher or a media specialist, instead of as an ongoing conversation
3. Focusing on the negatives: what students should not do rather than focusing on digital leadership and what students can and should do.

*Shifting the conversation from digital citizenship to digital leadership*


Moving from Digital Citizenship to Digital Leadership
Digital Citizenship: Using the Internet and Social Media in a responsible and ethical way
Digital Leadership: Using the Internet and Social Media to improve the lives, well-being and circumstances of others - George Couros
I am a responsible Digital Citizen.
I use the internet and Social Media...
1. To share appropriate stories, images, videos and ideas with friends and family.
2. I have a positive digital footprint.
3. I give due credit when I share an idea, image or video.
4. I treat others the way I would like to be treated.
5. I report inappropriate online behaviour.
I am an inspirational Digital Leader.
I use the internet and Social Media...
1. To learn and share learning.
2. To empower others with no voice.
3. To address societal inequality.
4. To promote important causes.
GO TEAM!
5. To be a more positive influence in the lives of others.
How to make the transition? Find a passion and start influencing others to make a positive change!
By @sylviaduckworth & @JCasaTodd


The Connected Student
By Jennifer Casa-Todd
CONNECTED STUDENTS...
Are more inclined to voice their opinions because they believe that their voices matter
Listen to me!
Are more engaged in school
Practice online collaboration and communication skills for audiences beyond their teacher
Know that there are many people who can help them solve a problem & many different ways to do so
Understand how technology can connect them to experts and authors and have the confidence to reach out to them
Gain an understanding of other cultures & perspectives by building relationships and friendships with people from outside their communities
Utilize social media to create positive digital footprints
Recognize the power of social media to make a difference, change the status quo
bit.ly/jenn connected
@sylviaduckworth

# THE CONNECTED EDUCATOR

(PLN = Professional Learning Network)

* Shares ideas & learns global pedagogy
* Networks with PLN around the world
* Cultivates relationships with PLN
* Curates resources to access & share
* Motivates & is motivated by PLN
* Inspires & is inspired by PLN
* Collaborates with PLN
* Gains perspective on other cultures & pedagogy.

* Models connected learning for students & colleagues
* Never runs out of new ideas to try with students
* Can turn to PLN for help at any time of day
* Can connect students globally
* Understands that in a global community, EVERYONE BENEFITS!

@sylviaduckworth

# Shifting to Digital Leadership

1. Learning and sharing their learning
2. Empowering others who have no voice
3. Addressing societal inequality
4. Promoting important causes
5. Being a more positive influence in the lives of others

# The Growth Mindset:

How do we change our position on social media use in school when there seem to be so many barriers to its use?

What opportunities exist for using social media?

How can we provide the appropriate level of guidance?

And at what point do we let students navigate these spaces independently?

What kinds of conversations should we be having about how social media can influence a child's positive online presence?

Is there a new moral imperative to include social media in curriculum, lesson design and professional learning?

Is teaching “digital citizenship” even possible without using social media spaces, and should we, at this point, move beyond digital citizenship?

# Assumptions

# #1 - Social Media is bad

*" We can complain because rose bushes have thorns, or rejoice because thorn bushes have roses" ~ Alphonse Karr*

Any social media tool can be used to lift someone up or tear them down- it isn't the tool, but the tool's user, that makes the difference.

Are we with our students in online spaces, showing them how to interact positively?

Are we teaching students how to show empathy and respect forgiveness both face to face and digitally?

At the end of the day… we as humans are often fearful of what we don't understand.

In fact, every generation, when faced with technological change at a rapid pace, has experienced the same unease.

Plato believed men were doomed because they would no longer remember anything, thanks to writing being introduced to the common people.

In the late 1880's, when the telephone was just making its way into households, an article characterized it as the "greatest menace" to society.

# #2- Digital Citizenship programs are sufficient to ensure our students are behaving ethically online

It is essential for students to understand the risks of being in online spaces, and it's our responsibility as educators to look after their health and well-being.

There are important lessons we need to explicitly teach.

However, when we teach using a digital leadership framework, we show students how to interact in a way that goes beyond safe, ethical use.

We add context and model the skills and appropriate behaviors our students seldom see while navigating these spaces on their own.

We show them what is possible.

# #3- We shouldn't use the word "Digital"

We need to continue to use the terms "digital leadership" and "digital citizen" until we can use the online and offline terms synonymously.

At the heart of student digital leadership is providing opportunities for empathy and desiring to make others' lives better and more positive, either online or offline.

"Digital Dualism" versus Augmented Reality

# #4- Social media is a distraction not necessary for a student's future.

April 2016 article, Hootsuite CEO Ryan Holmes said using social media effectively is the most important digital skill for tomorrow's CEO's.

He refers to a "social media gap" which is further supported by William War, PhD who said , "Students using digital and social media professionally in an integrated and strategic way have an advantage, they're getting better jobs and better internships.

Students are good at connecting with people they already know, but they don't quite understand how to network professionally.

# #5- Technology , I get, but social media is not useful to my curriculum or to education in general.

The thought that social media is only about what the Kardashians are up to or checking sports highlights

Social media complements and amplifies the learning students are already doing by providing resources and an audience beyond the classroom.

# #6- Not everyone has digital access or uses social media and not all parents are comfortable

A digital divide only further marginalized students.

American Pediatric Society recommends that parents be a “child’s mentor” when it comes to media, which means teaching them how to use it as a tool to create, connect, and learn.

Educators often spend more time with children than parents do- so we can incorporate social media into the classroom and invite parents to join the learning process and become empowered to use social media with their children.

# #7- Social Media All Day, Every Day

Balance and moderation are extremely important

# #8- Using social media in the classroom will further students' dependence on it

Students are "addicted" to their phones.

The addiction is more of a dependence on staying connected with friends, which students use social media as a tool to do.

The fact that students don't know how or when it's important to give someone their full attention is an often-raised problem

Have a cellphone in class, complete with the urges to check their status or friends' posts, provides an exceptional opportunity to teach students self-regulation and to actually unpack and discuss these behaviors as they occur, rather than out of context, which has little to no effect.

# #9- Not everyone needs to change the world

"Generation Z" is made up of kids who have never lived in a world without smartphones.

*Perhaps not everyone can change  the world, but everyone can make a positive influence in their world and in the lives of those around them.*

*“If you change the way you look at things, the things you look at change.”*

## Acceptable Use Policy vs. Responsible Use Policy

- Is presented in the format of what the student “shouldn’t do”
- Defines the rules that learners and educators must follow and may limit technology use
- Often restrictive, intended to control or prohibit particular behaviors
- Often operate on the assumption that students will lose the privilege of technology if they do not follow certain rules

- Is presented in the format of what the student “should do”
- Increased student responsibility for use of technology to support learning.
- Developed with students to create common understanding of the responsibility of accessing online technologies as part of the learning processes
- Can contain clear expectations regarding the use of technology in the classroom.

# Mike Ribble's " Nine Elements of Digital Citizenship"

1. Digital Access: full electronic participation in society

*How can I help others to see the inequity and importance of digital access?*

# 2. Digital Communication: electronic exchange of information.

*How can my posts make a positive difference in someone's life?*

# 3. Digital Law: electronic responsibility for actions and deeds.

*How can my actions online not only follow the law, but also be a good model for others?*

# 4. Digital Security: electronic precaution to guarantee safety

*How can I balance online safety with engaging in opportunities to learn from others?*

# 5. Digital Commerce: electronic buying and selling of goods

*How can I help others understand that companies target us to make money?*

*What opportunities are there for us to use social media to raise funds for a cause that is important to us?*

# 6. Digital Health and Wellness: physical and psychological well-being in a digital world.

*How can I contribute to my personal well-being as well as that of others?*

# 7. Digital Literacy: teaching and learning about technology and its uses.

*Which tool will best help me convey my message?*

# 8. Digital Etiquette: electronic standards of conduct or procedure

*How will I demonstrate respect for myself and others with differing opinions?*

# 9. Digital Rights and Responsibilities : those freedoms that extend to everyone in a digital world

*How does my behavior online acknowledge others' contributions?*

Digital citizenship,

digital leadership,

and technology integration

must happen at the same time.

Adding technology to a lesson won't make the lesson more engaging-- a poorly designed lesson is still a poorly designed lesson.

*"Young people are like goldfish: They can only grow according to the space they have."*

*Ishita Katyal, eleven years old*

*TedTalk*

When students are rude to one another at recess or in class, we give them strategies to work cooperatively and collaboratively. The same strategies are necessary when it comes to social media use.

We must recognize that the current education system has been set up to prepare students perfectly for a world that no longer exists.

As the holiday's approach and you are looking for gift ideas..

Brain Rules video clips

# Thank you for coming today!

Prensky proposes a different curricular organization based at the top level, around the four key areas of:

1. Effective Thinking
2. Effective Action
3. Effective Relationships
4. Effective Accomplishment

And- argues that math, language arts, science and social studies are really “proxies” for a small number of identifiable underlying skills which can be taught in other, more useful ways and there are many other skills students need that we do not offer at all- particularly in the areas of action, relationships and accomplishment.

Prensky proposes that all education not be based on made-up examples designed to be “relevant” to all students - or on problems designed to “cover standards” but on actual accomplishments of students in the real world.

He posed the question”  How can the teaching of our current curriculum be improved?” and “Are there better ways- such as with better technology- to teach what we currently do?”

Certainly “better teaching” is something we all want.

But better teaching of our current curriculum is not what our kids really need.

The far more fundamental reform needed to make education effective for the kids of tomorrow is not to HOW we teach what we currently do, but, rather, to changing WHAT we teach- top reforming the world’s “core” curriculum.

The world's context has changed, for our kids to thrive in the future our goals for education must change with it.

To succeed in the world, a person needs to be able to:

- Think effectively
- Act effectively
- Relate effectively and
- Accomplish effectively

We have for ages used those four subjects of math, language arts, science and social studies as "proxies" or "vehicles" for teaching and acquiring many of the truly needed skills

Examples:

Algebra is a proxy for teaching abstract and symbolic thinking

Geometry is a proxy for teaching logic

Historical chronology, geography and other details are proxies for the underlying lessons of human conflict, cooperation and change.

Native and foreign languages are proxies for communication skills

Literature is a proxy for understanding human behavior and teaching students to express themselves well.

Science is a proxy for underlying skills of inquiry and skepticism

The subjects do have interest and merit that interest varies widely from person to person.
What all students do need are the underlying skills that the subjects we teach are “proxies” for the ability to think effectively, act effectively, relate to others effectively and accomplish useful things effectively- in whatever area is of interest to them.

It’s less HOW we teach that’s the real problem, and more WHAT we teach.  This is incredibly obvious to most kids, but most adults either can’t see it, or choose not to.

Math, language arts, science and social studies are NOT what “education” is about.

## But what about “ranking”?

He says that PISA can certainly rank 14-year olds on the PISA test. But this is not a measure of “education”. Education is far less about “learning subjects” or even acquiring specific skills like mathematical thinking, and far more about people BECOMING: becoming good, capable, flexible people who can maximize their talents and reach their goals.

Prensky says:

*We call that , in English, “becoming educated”*

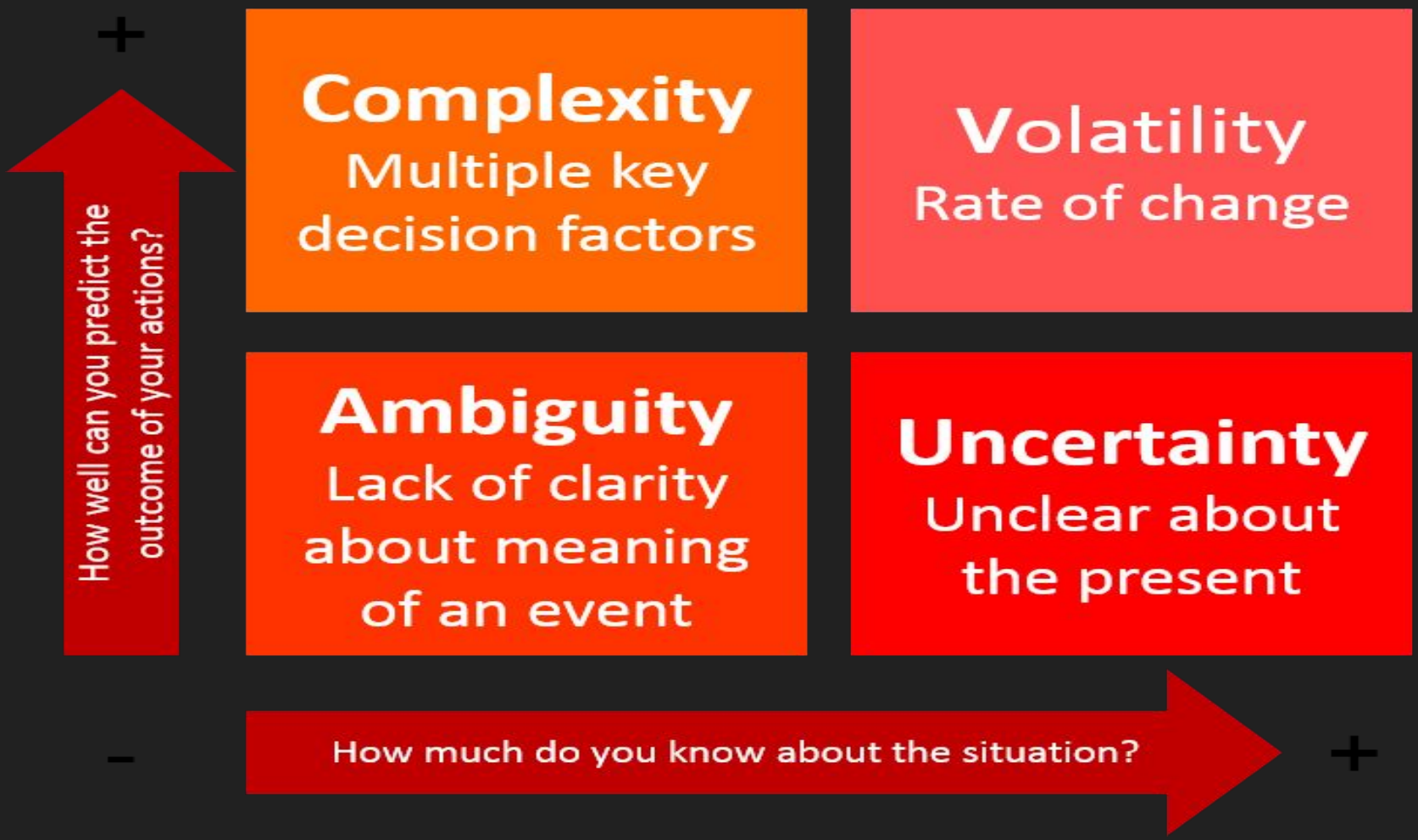
Education is about each person becoming able to think effectively, to act effectively,  to relate effectively with others adn to accomplish useful things effectively, to the best of their capabilities- regardless of the field they choose to enter.

Other skills that ought to be acquired- ethics, culture, citizenship, preparation for employment- all are part of, and flow from, acquiring the top-level skills of Effective Thinking, Effective Action, Effective Relationships and Effective Accomplishment.

The world we are educating them for today is a new and very different one from the one we knew and originally designed our education for.


Volatility
Uncertainty
Complexity
Ambiguity
FRAGILE
Vision
Understanding
Clarity
Agility
AGILE

# VUCA


+
Complexity
Multiple key decision factors
Volatility
Rate of change
How well can you predict the outcome of your actions?
Ambiguity
Lack of clarity about meaning of an event
Uncertainty
Unclear about the present
–
How much do you know about the situation?
+


VUCA
Volatile
The environment demands you react quickly to ongoing changes that are unpredictable and out of your control
Uncertain
The environment requires you to take action without certainty
Complex
The environment is dynamic, with many interdependencies
Ambiguous
The environment is unfamiliar, outside of your expertise

But…..

Who has the guts to let go of math, language arts, science and social studies as the main curricular focus?

Don’t mess with tradition

Because of our world's huge transformational trends- to VUCA, to accelerating change, to extended brains, and to everyone being networked together….

...we require a new set of "basics"  to teach all our kids.

What we need is a curriculum that is NOT based just on tradition, or on the past skills of math, language arts, science and social studies surrounded by a limited number of "21st Century skills" but rather a curriculum based on what is our kids need to be successful in the future.

Educating for Global Citizenship and international mindedness

NAIS Principles of Good Practice

OVERVIEW:

Independent schools are in a unique position to prepare students to be global citizens, individuals who are knowledgeable, compassionate, ethical, curious, adn internationally minded leaders within a dynamically interconnected world.

Digital technologies provide increasingly powerful tools and offer a variety of educational opportunities that can improve teaching and learning.  The principles offer crucial guidelines for administrators, teachers, and technology staff in planning and managing the role of technology in independent schools.

Principles are:

Leadership

Teaching and Learning

Professional and Growth and Learning

Infrastructure and Administrative Operations

Digital Ethics

The school demonstrates a commitment to global education and international mindedness through its strategic plan and policy statements.

The school supports and shows evidence of learning and teaching that challenges students to expand their perspectives adn understanding of the world they live in, including foreign language acquisition, cross-cultural communication, collaboration, global problem-solving, creative thinking, ethical and empathic decision making, and recognizing different perspectives, among others.

The school fosters a climate of respect for all peoples and cultures.

The school actively seeks opportunities that promote global awareness, intercultural experience trans-national exchange, travel, and collaboration for its students, faculty and administrators.

The school emphasizes the value of intercultural communication and commitment to ethical action and service locally, nationally, and globally, and at all grade levels.

The school embraces diversity and promotes and environment of inclusivity and belonging for students, teachers, adn administrators from a range of cultural, national, religious, and ethnic backgrounds.

The school supports professional learning opportunities for faculty, administrators, and other stakeholders that develop global awareness, knowledge and understanding.