



Caulfield Racecourse



# Thinking & Learning Conference

2014

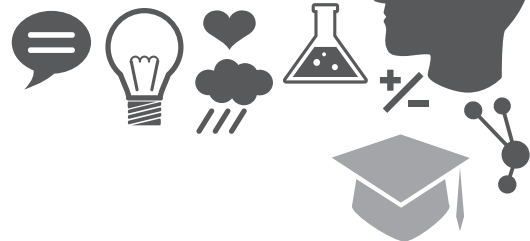
23–26 May

MELBOURNE

Innovate!

Educate!

Inspire!

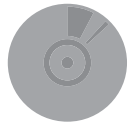
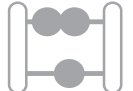


**Nancy Frey**

Saturday 24 May

**Literacy 2.0**

*Session 1*



**NANCY FREY**

Nancy Frey is a professor of Literacy in the School of Teacher Education at San Diego State University (SDSU), Calif. Before joining the university faculty, she was a special education teacher in the Broward County (Fla.) Public Schools, where she taught students at the elementary and middle school level. She later worked for the Florida Department of Education on a statewide project to support students with disabilities in general education curriculum.

Frey is a recipient of the Christa McAuliffe Award for excellence in teacher education from the American Association of State Colleges and Universities. Her research interests include reading and literacy, assessment, intervention, and curriculum design, and she was a finalist in for the International Reading Association's Outstanding Dissertation Award.

Frey has published in *The Reading Teacher*, *Journal of Adolescent and Adult Literacy*, *English Journal*, *Voices in the Middle*, *Middle School Journal*, *Remedial and Special Education*, *Educational Leadership*, and *California English*. She has co-authored books on literacy, including *Improving Adolescent Literacy: Strategies at Work*, *Reading for Information in Elementary*, *Scaffolded Writing Instruction*, and *Checking for Understanding* for ASCD. She teaches a variety of courses in SDSU's teacher credentialing program on elementary and secondary reading instruction and literacy in content areas, classroom management, and supporting students with diverse learning needs. She also teaches classes at Health Sciences High and Middle College in San Diego, where she learns every day from her students and colleagues.

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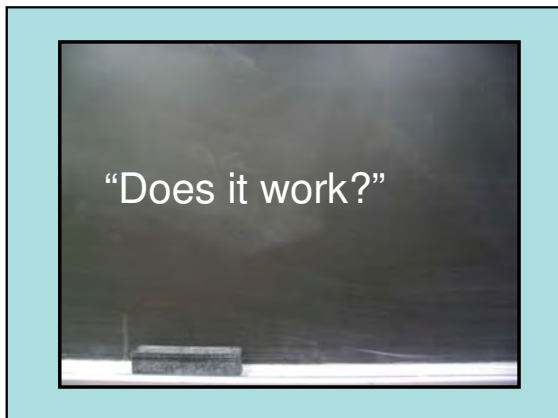
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- Texted their friends
- Updated Facebook status
- Made a dance video
- Uploaded it to YouTube

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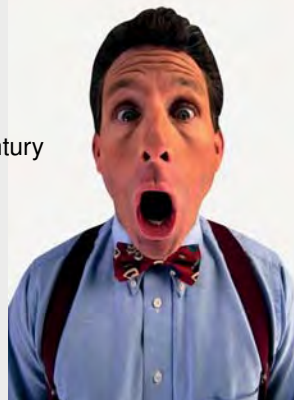
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Wait...

...isn't the 21st century  
14% over?\*

\* Thanks, Heidi Hayes Jacobs!




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### Medieval Help Desk



<http://www.youtube.com/watch?v=pQHx-SigQvQ>

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### The Challenge



Aligning curriculum, instruction, and policy to support learning in a new century.

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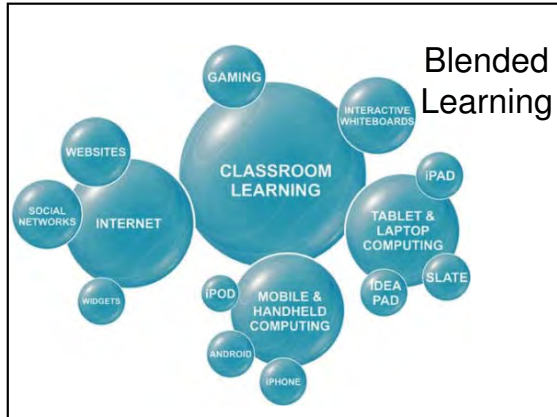
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**Blended learning is...**



a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace

**+**



and

at least in part at a supervised brick-and-mortar location away from home.

Staker, H. C., & Horn, M. B. (2012). *Classifying K-12 Blended Learning*. San Mateo, CA: Innosight Institute. Retrieved from <http://www.christenseninstitute.org/wp-content/uploads/2013/04/Classifying-K-12-blended-learning.pdf>

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Here are your future students.

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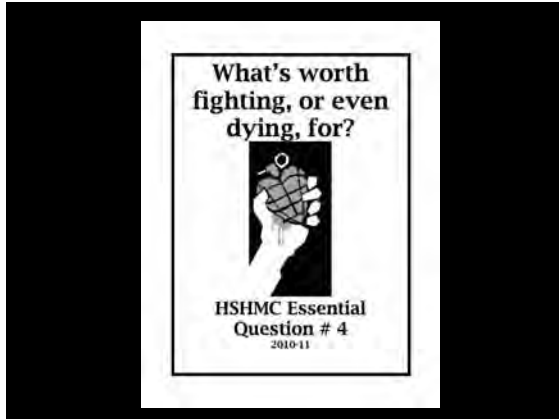
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### Why Should YOU Support Young Artists?



<http://www.schooltube.com/video/5d9af5107a534c3b932a/Why%20Should%20YOU%20Support%20Young%20Artists?>

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A conversation with digital natives



<http://www.schooltube.com/video/71749c9dce554a87aa22/Hope-for-Technology-A-conversation-with-Digital-Natives>

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64% of teens with cell phones  
have sent a text  
while in class



Source: Pew Charitable Trust's Research on the Internet and American Life Project, 2010

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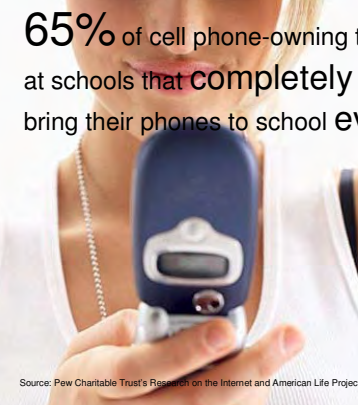
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65% of cell phone-owning teens  
at schools that completely ban phones  
bring their phones to school every day.



Source: Pew Charitable Trust's Research on the Internet and American Life Project, 2010

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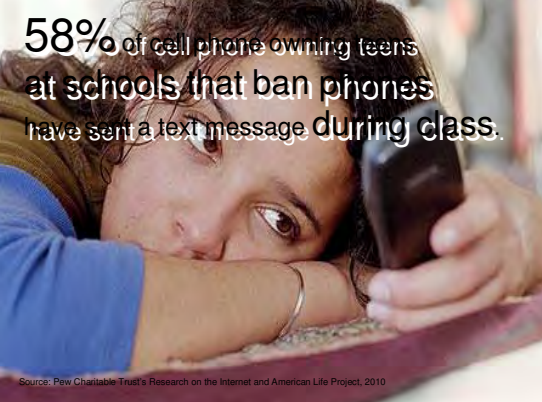
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58% of cell phone-owning teens  
at schools that ban phones  
have sent a text message during class.



Source: Pew Charitable Trust's Research on the Internet and American Life Project, 2010

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**25%** have made or received a call during class time.

Source: Pew Charitable Trust's Research on the Internet and American Life Project, 2010

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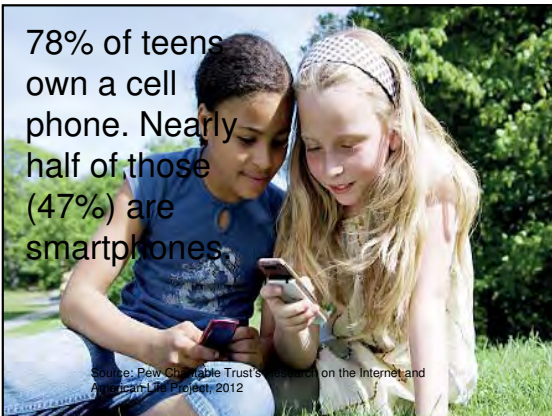
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**78%** of teens own a cell phone. Nearly half of those (47%) are smartphones.

Source: Pew Charitable Trust's Research on the Internet and American Life Project, 2012

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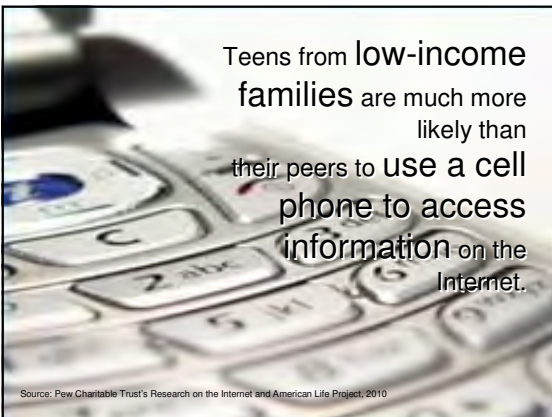
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Teens from **low-income families** are much more likely than their peers to **use a cell phone** to access information on the Internet.

Source: Pew Charitable Trust's Research on the Internet and American Life Project, 2010

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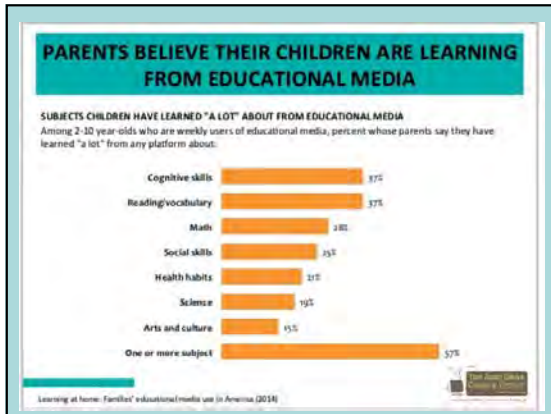
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*National Council of Teachers of English and the International Reading Association 2009 position statement on 21st century readers and writers:*

Develop  
proficiency with  
the tools of  
technology.



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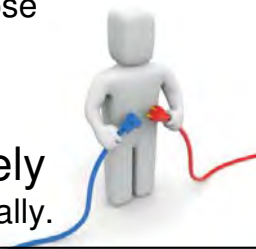
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*National Council of Teachers of English and the International Reading Association 2009 position statement on 21st century readers and writers:*

Build relationships  
with others to pose  
and solve  
problems  
collaboratively  
and cross-culturally.



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*National Council of Teachers of English and the International Reading Association 2009 position statement on 21st century readers and writers:*

Design and share information for global communities to meet a variety of purposes.




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*National Council of Teachers of English and the International Reading Association 2009 position statement on 21st century readers and writers:*

Manage, analyze, and synthesize multiple streams of simultaneous information.




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*National Council of Teachers of English and the International Reading Association 2009 position statement on 21st century readers and writers:*

Create, critique, and evaluate multi-media texts.




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*National Council of Teachers of English and the International Reading Association 2009 position statement on 21st century readers and writers:*

Attend to the **ethical responsibilities** required by these complex environments.




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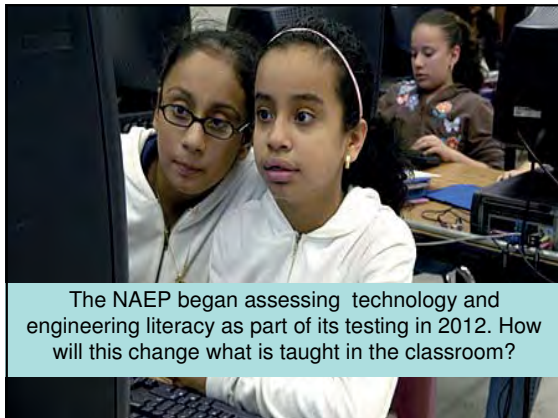
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The NAEP began assessing technology and engineering literacy as part of its testing in 2012. How will this change what is taught in the classroom?

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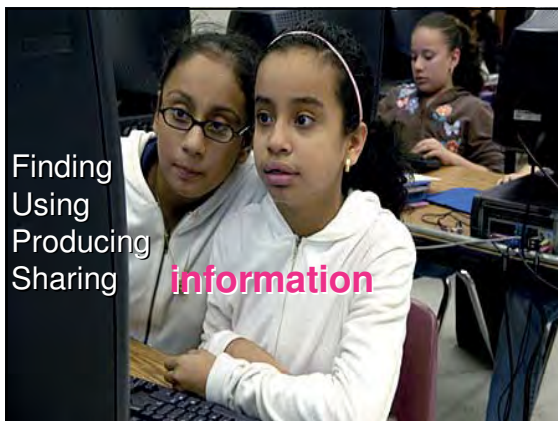
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Finding  
Using  
Producing  
Sharing **information**

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Emphasize functions, not tools



*Google, Sweetsearch, Apps*  
*Flash drives, e-books*  
*Texting, FourSquare*  
*YouTube, vlogs*  
*wikis, VoiceThread*  
*podcasts, Hulu, Ted-Ed*  
*Xtranormal, Voki, Glogster*  
*Keynote, Webinars*  
*Facebook, Geocaching*

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Emphasize functions, not tools

<b>Searching</b>	<i>Google, Sweetsearch, Apps</i>
<b>Storing</b>	<i>Flash drives, e-books</i>
<b>Communicating</b>	<i>Texting, FourSquare</i>
<b>Sharing</b>	<i>YouTube, vlogs</i>
<b>Collaborating</b>	<i>wikis, VoiceThread</i>
<b>Listening &amp; Viewing</b>	<i>podcasts, Hulu, Ted-Ed</i>
<b>Producing</b>	<i>Xtranormal, Voki, Glogster</i>
<b>Presenting</b>	<i>Keynote, Webinars</i>
<b>Networking</b>	<i>Facebook, Geocaching</i>

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## Finding Information: The Eternal Search




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Information is easily accessible




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## Three-dimensional Reading




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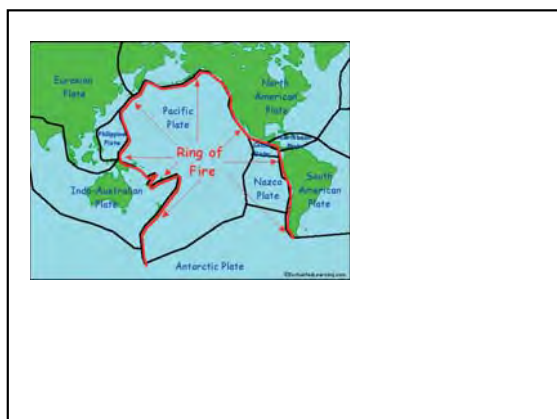
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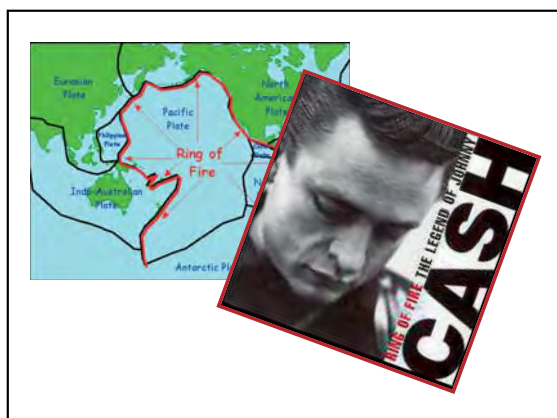
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*"Save the Northwest Tree Octopus"*

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Evaluating Internet Research Sources (Harris, 2007)	
<b>Credibility</b>	Trustworthy source, author's credentials, evidence of quality control.
<b>Accuracy</b>	Up-to-date, factual, detailed, exact, comprehensive, audience and purpose reflect intention of completeness.
<b>Reasonableness</b>	Fair, balanced, objective, reasoned, no conflict of interest, absence of fallacies and slanted tone.
<b>Support</b>	Listed sources, contact information, available corroboration, claims supported, documents supplied.

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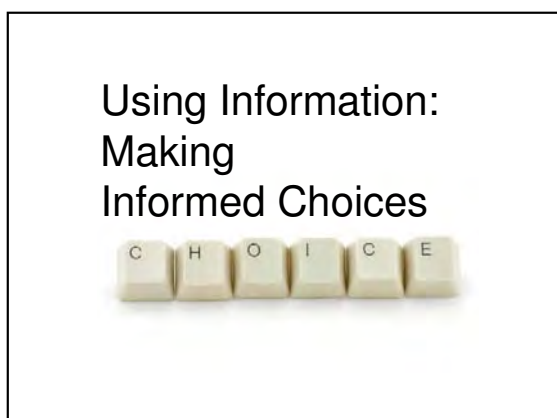
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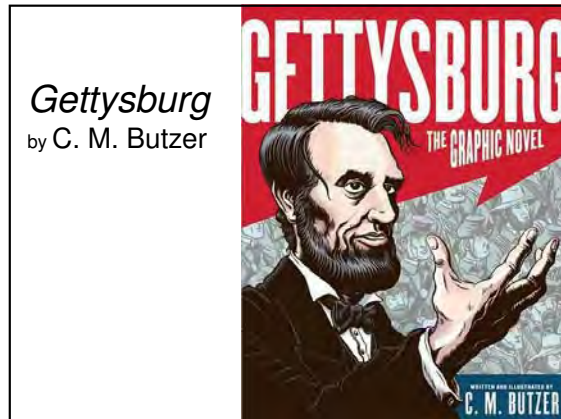
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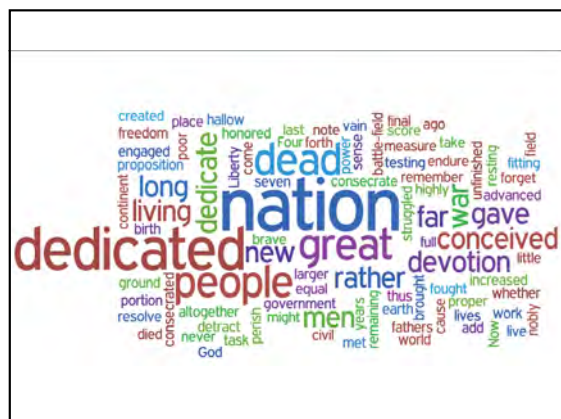
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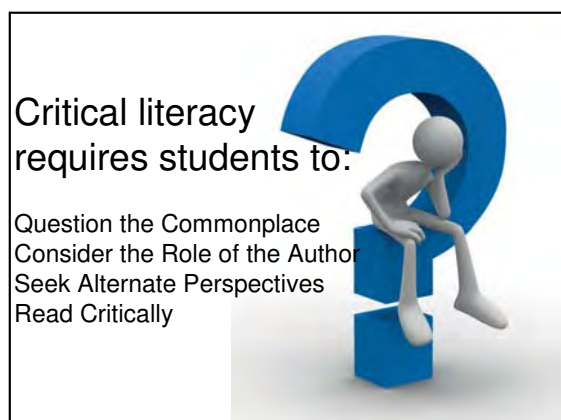
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Liberty is always  
unfinished business...

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A call to action

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Spotlight on  
Teachers: Using  
Information

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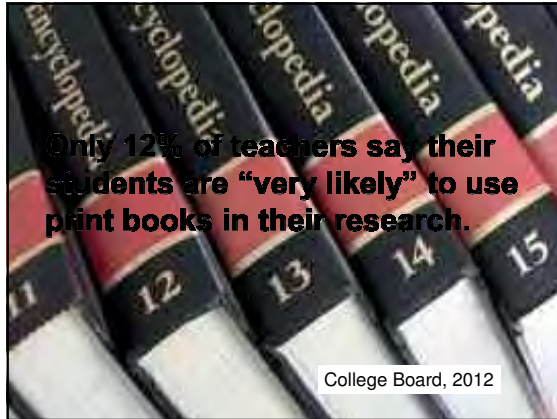
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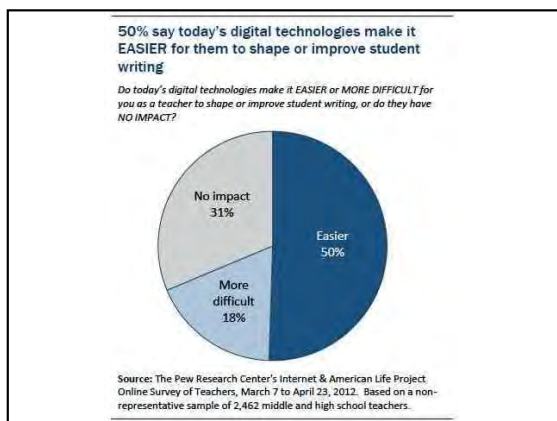
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- 1 Get It — Browse the Bookshare website and select a book
- 2 Read It — Click the speech button to hear the book read
- 3 Learn It — Use study tools to highlight important passages and take notes

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### Livescribe Pulse Smartpen

Teacher thinks aloud doing a math problem, then uploads notes to classroom wiki




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### Producing and Sharing Information




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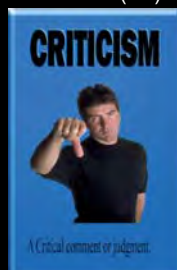
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### WOW at Northview (MI) High School



Created by Tricia Erickson's Art and Technology Students

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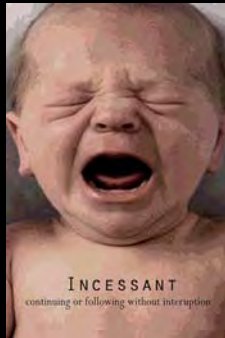
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**The Challenge**

Aligning curriculum, instruction, and policy to support learning in a new century.

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**Four states (AL, FL, MI, and ID) have added an online course requirement for graduation.**

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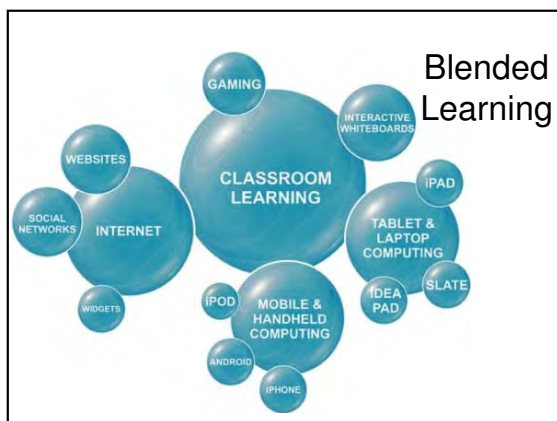
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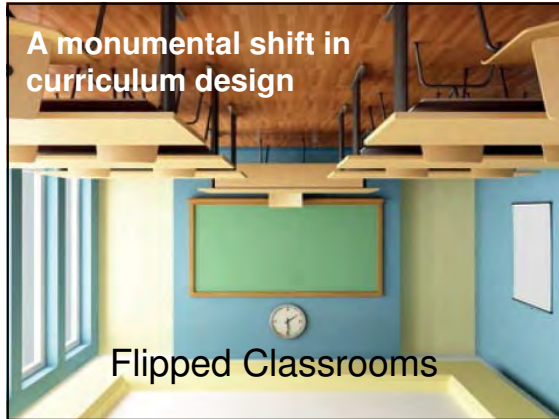
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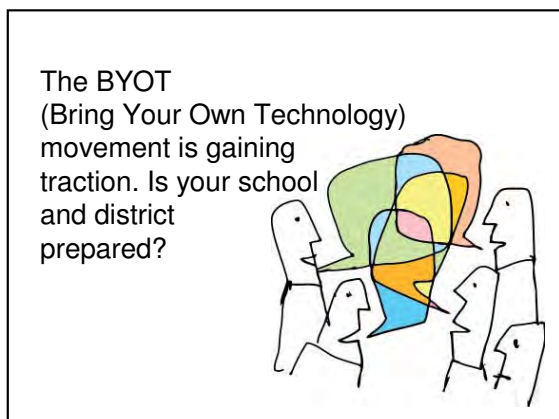
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Is Wikipedia  
viewed as a  
legitimate  
source of  
information?



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Different Readers,  
Different Texts,  
Many Literacies.  
Be a part of the  
conversation.



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Shape technology policies in  
your school, district, and  
state to support your Literacy  
2.0 efforts.



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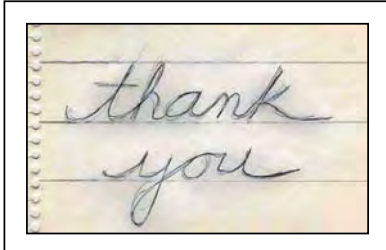
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[www.fisherandfrey.com](http://www.fisherandfrey.com)

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	SF113000	ASCD Arias Publications Set of 9	\$120.00
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	107023	Checking for Understanding: Formative Assessment Techniques for Your Classroom	\$29.95
	BKD1582	Close Reading and Writing from Sources	\$39.95
	110037	Enhancing RTI: How to Ensure Success with Effective Classroom Instruction and Intervention	\$29.95
	SOT3306	Essentials for Principals: The School Leader's Guide to English Learners	\$21.95
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	111014	How to Create a Culture of Achievement in Your School and Classroom	\$32.95
	SOT8051	Implementing Response to Intervention (RTI) With English Learners: ELL/ESL	\$32.95
	BKD7122	Improving Adolescent Literacy: Content Area Strategies at Work (3rd Edition)	\$69.95
	SOT7184	Literacy 2.0: Reading and Writing in 21st Century Classrooms	\$32.95
	109018	Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding	\$15.95
	CO2052	Rigorous Reading: 5 Access Points for Comprehending Complex Texts	\$34.95
	SOT2318	Teaching Students to Read Like Detectives: Comprehending, Analyzing and Discussing Text	\$27.95
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	ESA4781	Text Complexity: Raising Rigor in Reading	\$47.00
	111013	The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning	\$23.95
	TCP0638	The Path to Get There: Literacy Learning for Higher Student Achievement Across the Disciplines	\$32.95
	112007	The Purposeful Classroom: How to Structure Lessons with Learning Goals in Mind	\$28.95
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