Blended Learning: Acquiring Digital Literacy Skills Video Transcript

Jennifer Roberts:
So control-A the entire chart, and then take it over to your writer's notebook and hit control-V.

Having my students have a computer in their hand every day makes the use of them ubiquitous.

On the blog.

Their opportunities in the future are going to be dependent on their digital literacy skills.

I need you to open the T-chart example that's listed for you on the blog.

I've had students come to my class and say, "I can't be in your class, I can't use computers." I'm like, "Well, that's the best reason to be in my class because I'm going to teach you. And you're going to need a job some day, so we're going to do this together."

You could also find this paragraph frame linked on the blog. So on the blog there is a paragraph frame that looks just like this that you can even copy and paste into your writer's notebook if you need to.

Today I linked them to a Google doc that was a T-chart template about two characters that we have been reading about in Cask of Amontillado.

So now in your writer's notebook in the version you just copied and pasted into your writer's notebook, see if you can come up with two or three things they have in common and two or three things that are different about them.

I teach my students to annotate in a way that works for them. And in Google Docs that usually means kind of highlighting words that were giving them trouble and using the commenting feature. So if they highlight something and they do "insert comment", they can write something about it on the side, and so that sort of takes the place of handwritten notes on the side of a text.

So what I notice here is that you don't have your copy of the story open. And that's keeping you from finding it, right?

Student:
Yeah.

Roberts:
Do you have a copy of the story?

Student:
Yeah, I do.

Roberts:
There it is.

Student:
Yeah, it's right there.

Roberts:
Okay, so let's open that.

They're not as digitally literate as you would think for their age group. They can update their Facebook page and they can post a picture on Instagram, but they're not very good at deciding whether or not something is valid when they find it online. We give them a news article, topical article, something that's related to what we're studying, and we have them read through that article, and their response goes in their writer's notebook. And when we did this we...it wasn't an article, it was a website. I sent them to the poemuseum.org website. I asked them to review the website, and we used the criteria that's on a chart in my classroom for evaluating a website. So they looked at the content and design, functionality and navigation. And they ended up writing a review of the website.

Beth, you're good?

Student:
Yeah.

Roberts:
I can move around the room a lot, and I do do that a lot, but I also have the wonderful resource because all their documents are shared with me in Google Docs.

Jordan, I want to see you put some quotes in there, I'm not seeing the evidence yet.

Jordan:
Oh, I forgot to put the quote.

Roberts:
Start to put the quotes in?

Jordan:
Yeah, I forgot to place he quotes.

Roberts:
I can pull up the folder that has all their writer's notebooks and flip through them and see very quickly with a little click, click, click, click, click how they're doing, how much progress they've made, what evidence they've included, have they explained that evidence correctly, is their logic flowing correctly. It's nice to be able to live-read their paragraphs here in the classroom before they leave and see who needs me and who doesn't.

Daniel, I'm seeing evidence in your text, but I don't see it in quotes. Can you make it clear which...where the evidence is? Rebecca. What I'm seeing you do is support your argument with paraphrasing. You're saying what happens in the story.

Rebecca
Yeah.

Roberts:
And you probably could find that quote that really proves it.

Rebecca
Okay, what...do you have a certain, like, the one you're talking about?

Roberts:
Like where you say, "He says he can distinguish the differences between most wines that most people can't."

Rebecca
Yeah, I'm looking for that quote.

Roberts:
So when you find that quote...

Rebecca
Take that part out.

Roberts:
...then you don't need the paraphrase.

Rebecca
Okay.

Roberts:
Okay?

Tara:
There should be... there's a document somewhere where the story's on it. Oh, it's on your Google Docs.

We have a writing journal that we do on Google Docs. It's nice because it's all in one neat little document, and if she gives us another assignment like she did today, you know, comparing the differences and similarities to these two characters, you just add more onto the top of the document. So you can scroll back and see absolutely everything you've done over the year. To be able to log in and find everything on a single document is like one of the best things ever.

Roberts:
I know that their college textbooks are probably not going to be actual books. These are high school freshmen. It's going to look really different then. I think that teachers need to be futurists and that tends not to be the case. We tend to look more toward the past than the future, but our students are going to be adults in a world in ten years and I need to be looking toward that future to be able to give them as much as possible what they need to cope in that world.

All right, you need to shut down and plug in. You did a great job today, you guys are awesome. I'm loving what I see. I'm very, very happy.