Technology Literacy Practices

Contents

Preventing Abuse

It's so easy to abuse technological resources by copying and pasting. Teachers must be committed to modeling a level of integrity that demonstrates a commitment to credit sources as appropriate and as required to avoid plagiarism. No learning takes place by copying and pasting; it's in the rewording, paraphrasing, and summarizing of someone else's words that student construct meaning through writing. All three of these processes require students to give credit to their resources.

Direct Instruction

Assume that you students have not been explicitly taught about plagiarism.

- What's the verbatim definition? Spend time translating that into practical terms, providing similarities, and offering examples/nonexamples.

- What's the definition of "common knowledge"? Students can identify personal background knowledge; however, Scribbr.com suggest thats students consider the common knowledge of their audience as well. They include a common knowledge test on their website: https://www.scribbr.com/category/plagiarism/

- What are the consequences for plagiarism? A school-wide policy is important.

- What are the basic components for a citation using the specific style guide of your discipline? Scribbr provides style guides on their website: https://www.scribbr.com/category/plagiarism/

- How can proofreading help to avoid plagiarism: Scribbr provides a Plagiarism Checklist on their website: https://www.scribbr.com/category/plagiarism/

- Assign Scribbr's plagiarism presentation as an opportunity to review active viewing.

- Caution against commercial plagiarism-checkers. A checkers' detection ability is limited by the size of their individual databases. They can lead to a false sense of security in teachers; students become obsessed with a plagiarism score rather than focusing presenting their learning through a credible composition that demonstrates their learning at the disciplinary literacy level.

The Portfolio Approach

The Portfolio Approach reinforces the process of writing as well as the need for students to display a high level of integrity in their research. Teachers provide ongoing feedback at each stage which results in ongoing revision. Researched papers or presentations become learning experiences as well as assessment instruments. Students can benefit from reading process instructional strategies to avoid plagiarism and document their findings prior to their first draft. In this way, they are developing two areas of proficiency: content knowledge and disciplinary literacy.

The Reading Process:

Prereading

- The prereading stage of the reading process is a time for identifying the purpose for the upcoming reading assignment. Teachers should emphasize the purpose throughout the process; this helps students stay focused while doing online research.
  - Students are learning by synthesizing information and creating a composition/presentation about _____
  - Students are communicating their learning of _____.

- The prereading stage is also a time for identifying what needs to be cited and what does not. In most cases, a student's background knowledge of his/her topic is common knowledge which does not have to be sourced.
  - Students should create handwritten brainstorming notes when accessing background knowledge, and in most cases, this information does not require an in-text citation. A 3-column chart works well:
    - What do you know?
    - What do you need to find out?
    - Where should you look for this information?
  - These prereading notes become a part of the student's research portfolio and are available for teachers to provide feedback, in writing or during conferences.

Active Reading

- Provide printed templates for composing entries on the Resource/Reference/Works Cited pages. When students complete templates by hand while the resource is open, they have enough information for you to access their sources.

- Ask students to make handwritten notes from each source on the back of the Resource/Reference/Works Cited template. These should be notes, not complete, copied sentences. As these are added to the portfolio, access one or two sources and provide feedback to the student.

- Templates for taking notes from video news report, an image, a narrative film, a documentary, and a speech are included further down.

- Limit the number of quotations allowed. Teachers want to read what the student has learned, not what has already been published.

After Reading

- Model summary writing. Students' notes become the source for their body paragraphs. With the sources closed, the ability and desire to copy and paste disappears.

Active Viewing

Summarize a Video News Report

Have students watch a news report on a current issue or a story that relates to course content or the unit or topic of study. News clips can be recorded from network news stations and are also available online at national news network. websites such CNN.com and MSN.com, and most local television stations also post recent news reports on their websites. Since most video news reports are fairly short and present the information rapidly and concisely, you may need to show the clip multiple times for students to complete all the parts of the scaffold with the necessary information.

Summarize a Video News Report

Title _____

Setting
Where?
When?

Main Characters: Name (characteristics)

-
-
-

Central Problem

| Detail 1 | Detail 2 | Detail 3 | Detail 4 |

Resolution to the Problem

My Reactions

Summarize a Video News Report. (Reprinted with permission from Laurelin Whitfield)

Summarize a Video News Report--- *continued*

The news story _____ takes place _____
          (title)

_____.
          (setting)

The report tells about_____
          (characters)

_____

who _____.

At first, _____
          (central problem)

Then _____
          (details 2-4)

_____

_____

_____.

In the end, _____
          (resolution)

_____.

On the whole, this news story was _____ because _____
          (adjective)

_____.
          (your reaction)

Summarize a Video News Report. (Reprinted with permission from Laurelin Whitfield)

Summarize an Image

This scaffold is a great way to support visual literacy. Use the scaffold to have students view, interpret, and summarize any visual image, which could include a piece of art, painting, photograph, or other image created by someone. In **language arts classes**, various pieces of art can be used to prompt descriptive writing or explore the themes in a work of literature. **Social studies** teachers can use historical images, photographs, or artwork to teach about historical periods or geographical regions. **Math** teachers can have students examine images that relate to mathematical concepts or present a visual math problem. **Science** teachers can also use images and photographs that demonstrate, reveal, or display topics of study or scientific principles. Of course, **art** teachers can teach students to use this scaffold as a means of summarizing and evaluating elements in paintings, drawings, and other works of art. You can also use this scaffold to have students examine the pictures and photographs that appear in their textbooks.

Summarize an Image

Title _____

Subjects: Name/Descriptor (characteristics)
-
-
-
-

Setting

Where?

When?

What else was going on then?

What was the artist trying to accomplish or say? What was his/her purpose?

Detail 1	Detail 2	Detail 3	Detail 4

Why is this image significant? What impact did it have?

My Reactions

Summarize an Image. (Reprinted with permission from Laurelin Whitfield

The painting/photograph/drawing _____

(title)

depicts _____.

(subjects)

It was taken/ created _____

(setting)

_____

During this time _____

_____.

In the image, the artist tries to _____

(artist's purpose)

_____

This is evident in _____

(describe two details that support the purpose)

_____

_____

_____

_____.

This piece is significant because _____

_____

On the whole, this image is _____ because _____

(adjective)   (your reaction)

_____.

Summarize an Image, (Reprinted with permission from Laurelin Whitfield —*Continued*

Summarize a Narrative Film

In my English classes, students are quite frequently assigned to read novels and stories. The CCSS anchor standard 7 for Reading Literature states that students should be able to "analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment" (grades 9–10). Obviously, the CCSS recognize media literacy as an important skill. Following a novel study, I typically show a film or movie version of the novel and ask students to identify similarities and differences between the two versions. For example, following reading of the 1920s novel *The Great Gatsby*, I now have three movie versions to choose from.

I have used film versions of numerous other pieces of literature over the years: *To Kill a Mockingbird*, *Great Expectations*, *A Lesson before Dying*, *Lord of the Flies*, and *Romeo and Juliet*, among others. Many shorter works of fiction are also made into film versions. Even if students read novels or stories independently, they can still be assigned to locate and watch the film version and do some comparison. I often hear students discussing some of the movies and films they are watching in their other classes as well. **Social studies and history** teachers often use movies that portray historical periods or events. A great example and option for teachers of US history would be the new Spielberg movie *Lincoln.* Students in other courses are often assigned to watch films and movies that may involve moral problems or dilemmas, reflect cultural differences or psychological principles, or focus on social problems and issues, economics, current events, and so on. The narrative film scaffold can be used to help students "read," analyze, and evaluate a film or movie.

_____**Summarize a Narrative Film**

Title _____

Setting
Where?
What else was going on then?

Main characters: Name (characteristics)

-
-
-

Central Problem

Event 1	Event 2	Event 3	Event 4

Resolution to the Problem

My Reactions

Summarize a Narrative Film, (Reprinted with permission from Laurelin Whitfield)

The film _____ takes place _____
               (title)   (setting)

_____.

During this time _____
                      (details about time period)

_____.

The film tells the story of _____, a _____ who
                              (main character's name)

_____.
                      (central problem)

At first, _____
                (event 1)

Then, _____
                (events 2-4)

_____

_____

_____

In the end, _____
                (resolution)

_____.

On the whole, this film was _____ because _____
                              (adjective)   (your reaction)

_____

_____.

Summarize a Narrative Film, (Reprinted with permission from Laurelin Whitfield)—*Continued*

Summarize a Documentary

Much like narrative films, documentary films are often used in various ways to supplement content material. Students in my writing classes are often assigned to watch a documentary on a particular topic. My college writing students recently watched a documentary news report about the working poor in America. Viewing of the documentary film *Food, Inc.* in the context of one of their other classes generated much discussion among my students. In short, documentary films are a great resource for content-area teachers because they can be used to give students a better understanding of topics and provide the real-world connections and implications of the content they are studying. Great documentaries are available that are appropriate for one or more disciplines: psychology, mental health, poverty, industry, science, the environment, politics, sociology, health and medicine, business, economics, world events, and so forth. As recommended earlier, make use of www. topdocumentaryfilms.com as a valuable source for high quality documentaries.

_____**Summarize a Documentary**

Title _____

Filmmaker: name, qualifications, past films, etc.

Subject

Setting Where? When? What else was going on then?

What stance does the filmmaker take on the subject?

Detail 1	Detail 2	Detail 3	Detail 4

Why is this documentary significant? What impact did it have?

My reactions:

Summarize a Documentary, (Reprinted with permission from Laurelin Whitfield)—*Continued*

The documentary _____
<div align="center">(title)</div>

by _____ is about _____
<div align="center">(filmmaker's full name)   (subject)</div>

_____.

The film takes place _____
<div align="center">(setting)</div>

at a time when _____

_____.

_____ takes the position that _____
(Filmmaker's last name)   (stance)

This is evident in _____
<div align="center">(describe the details that support the stance/purpose)</div>

_____

_____

_____

_____.

The documentary is significant because _____

_____

_____.

On the whole, this documentary is _____ because _____
<div align="center">(adjective)   (your reaction)</div>

_____

_____.

Summarize a Documentary, (Reprinted with permission from Laurelin Whitfield)

Summarize a Speech

The final scaffold included here is one for helping students listen to, comprehend, analyze, and summarize a speech. Outside of their obvious use in a public speaking course, speeches can also be used in many different content areas to reinforce and extend learning. Ideally, you would want students to see and hear the speech being delivered, in audiovisual form (or even in person if attending a live event). However, this scaffold can be used with the written transcript of speeches as well. Students could be assigned to read a written transcript of the speech and then use the scaffold to summarize and analyze it. One can find speeches by famous scientists, authors, scholars, public figures, athletes, celebrities, world leaders, civil rights leaders, and even ordinary people that you might consider bringing into the classroom. These may be audio version only or both audio and visual.

I have always enjoyed listening to famous historical speeches, and I still get chills when I hear the voice of Dr. Martin Luther King Jr. delivering his "I Have a Dream" speech or FDR delivering the famous Pearl Harbor "Day of Infamy" speech. Speeches by presidents and other world leaders are great sources for history classes, but also can also be used to teach students speaking skills, literary elements, argument-persuasion techniques, and elements of rhetoric. The subject matter of various speeches can also be used to reinforce content material.

There are several good online sources for speeches. I recommend www.americanrhetoric.com for MP3 audio recordings of famous speeches. The site features the top one hundred famous American speeches, most of them in audio format. YouTube is also a great source of video recordings of speeches. A good source of speeches for history is www.history.com/speeches . A useful source for written transcripts of speeches is www.greatamericandocuments.com/speeches

_____**Summarize a Speech**

Title/Occasion_____

Speaker

Setting
Where?
Audience?
When?
What else was going on then?

What was the speaker's purpose?

Detail 1	Detail 2	Detail 3	Detail 4

What was the impact?

My Reactions

Summarize a Speech, (Reprinted with permission from Laurelin Whitfield)

This recording of _____was made on
(speaker)

_____
(setting)

During that time _____
(occasion)

_____.

_____ was addressing _____
(speaker's name)   (audience)

He/she wanted to _____
(speaker's purpose)

_____.

To do this, he/she _____
(most important detail)

_____.

In addition, _____
(additional details)

_____

_____.

As a result of this speech, _____
(impact)

_____.

On the whole, this speech is _____ because _____
(adjective)   (your reaction)

_____.

Summarize a Speech, (Reprinted with permission from Laurelin Whitfield)—*Continued*

Presentation Guidelines

Best Practices for Video Presentations, The Global Home of Chemical Engineers

https://www.aiche.org/resources/publications/cep/2019/november/best-practices-video-presentations

Presentation Best Practices, Association of California Healthcare Districts

http://www.achd.org/wp-content/uploads/sites/6/2013/11/Presentations-PowerPoint-Best-Practices.pdf

Effective Presentations: Tips & Best Practices, Lions Clubs

https://temp.lionsclubs.org/all/pdfs/Effective-Presentation-Resource-Handout.pdf

Learn Presentation Skills, Dave Mac, PresentationBlogger

https://www.presentationblogger.com/

Tips on how to make slides that communicate your idea, from TED's in-house expert, TEDBlog

https://blog.ted.com/10-tips-for-better-slide-decks/

Tips for Making Effective PowerPoint Presentations , National Conference of State Legislatures

https://www.ncsl.org/legislators-staff/legislative-staff/legislative-staff-coordinating-committee/tips-for-making-effective-powerpoint-presentations.aspx

Best practices for designing presentation slides, Gini Beqiri VirtualSpeech

https://virtualspeech.com/blog/designing-presentation-slides