READ THE WORLD
DIGITAL LEARNING FOR TODAY & TOMORROW
@KristinZiemke

Tinyurl.com/GACIS20
This was NOT: remote learning
eLearning
digital learning
virtual learning

emergency teaching
TRY THIS WHEN...

- you introduce video as a piece of text in the classroom
- students are missing or misunderstanding key elements in videos
- students begin to work with videos independently in the classroom.

Video allows students access and an entry point to content that they may not yet be able to decode or comprehend in print, thus inviting students to think and wonder at a higher level. Using video in the classroom is especially powerful when you want to “hook” kids into thinking, wondering, or pursuing a topic for additional research. Yet, while students know how to use video as a tool for entertainment, they often do not have experience in using it as a tool for thinking, making this lesson essential when using video as an information medium. Instead of pressing play and watching a video in its entirety in silence, students can read videos with the same critical eyes that they use when reading.
Minilesson

View with a wide awake mind.

Think about what's happening in the clip.

Annotate your thinking.

Pause the video so you can turn and talk with your think partner.

“Reread” the video by watching it again.


View to Learn

(Muhtaris and Ziemke, 2015)
Welcome friends!

Grab a pen & paper before we start. Then start thinking!

What do you notice?
What do you wonder?
What could this be?
What makes you think that?

Share your thinking in the chat.
War did it come from?

How strong is the wend?

Wat Cind of stom is it?

Do people die in the stom?

How big is the Beach strom?

It has strong wend!
Active Learning
Read
Write
Talk
Draw
View
Listen
Investigate
Share

Pearson, et. al

Allington, 1978

Ziemke and Muhtar, 2020
Strategies for Active Learning
Harvey & Goudvis, 2007; Pearson et. al, 1992

- Monitor Comprehension
- Infer & Visualize
- Activate & Connect
- Determine Importance
- Ask Questions
- Summarize & Synthesize

Ziemke and Muhtar, 2020
AS TECHNOLOGY CHANGES, SO TOO DOES LEARNING.


Ziemke and Muhtaris, 2020
mindset shift
mindset
shift
mindset shift
READ THE WORLD

Rethinking Literacy for Empathy and Action in a Digital Age

KRISTIN ZIEMKE & KATIE MUHTARIS

Ziemke and Muhtaris, 2020
Onscreen reading

Nielsen Norman, 2006
Mangen, 2013
device

digital reading

onscreen

paper

genre

narrative  fantasy
nonfiction  sci-fi
informational  mystery
realistic fiction  poetry
graphic novel  biography

Schugar & Schugar, 2016
The future of literary reading in a time of increasing digitization is too multifaceted, complex, multilayered to be entirely studied within disciplinary boundaries.

Mangen, 2016
### Technology Can Take Us Further!

**YES!**

**Tried-and-True Instructional Practices That We Want to Persist**

<table>
<thead>
<tr>
<th>Students decode and comprehend text.</th>
<th>Students decode and comprehend text, images, video, graphics, augmented and virtual reality, and more, adding layers for interaction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students write and publish stapled-together books for the class to share.</td>
<td>Students create multi-touch books, blogs, graphics, and slide decks for the world to read.</td>
</tr>
<tr>
<td>Students compose short written pieces to summarize, reflect, or share new learning with the teacher.</td>
<td>Students practice summarizing and creating succinct micro-writing via email, blogs, and tweets, mirroring what they see in the real world, reaching an audience beyond the classroom, and providing opportunities for diverse feedback.</td>
</tr>
<tr>
<td>Students meet face-to-face in literature circles.</td>
<td>Students meet fact-to-face in literature circles and continue their conversations digitally between meetings, giving them opportunities for richer discussions.</td>
</tr>
<tr>
<td>Instruction happens in large- and small-group settings, as well as one-on-one.</td>
<td>The teacher uses video in the classroom and wherever students are connected to:</td>
</tr>
</tbody>
</table>

- supplement small-group instruction
- personalize learning

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*Ziemke and Muhtaris, 2019.*
Physical Response to Emotion

- Wide eyes → surprise, fear, question
- Eyebrows down → mad, angry
- Circle mouth → surprise, new learning, wow!
- Squiggle mouth → confused, nervous, unsure
- Tears → sad, joy, scared, worry
- Arms crossed → mad, scared, protect me, stay away, cold

Ziemke and Muhtaris, 2020
What did you learn? What do you wonder?
<table>
<thead>
<tr>
<th>I learned</th>
<th>I wonder</th>
</tr>
</thead>
<tbody>
<tr>
<td>The rocks build up to build a cone. A volcano has a main vent. A volcano can become extinct and become a big hill. Most explodes land.</td>
<td>Is it toxic or non-toxic? Who made volcanos? What is botox, what is mars? What is a volcano?</td>
</tr>
</tbody>
</table>
images
video
text
graphics
micro-writing
social media
Covid Teaching
Covid Teaching
Structure of a Digital Minilesson

Greet
Connect with students on a personal level.
Welcome, reminders, and SEL.

Teach
Name what you are about to teach and why. Provide instruction.

Show
Provide a quick model of what students will do.
“Watch me before you try…” Anchor chart and/or clipboard.

Do
Now you go try… Language like “press pause while you go work,”
“remember to reread the video,” “post a photo of you working on
SeeSaw” are seamlessly woven into the video.

Keep Thinking
Thanks for coming back. How did it go? Turn and talk with
someone in your family or reflect on your own. As you continue to do
your work this week, remember to think about (teaching point).
How do YOU read images?

- I study the background to figure where this story takes place. - Dante
- I look at their faces and clothing. - Amea
- Usually I say "whoa" at the big idea in the picture then look for little details. - Jamila
- Slow down! You have to look for the good stuff. - Tim
- I look for feelings. How is a person feeling in that picture? - Asis
- Act like a detective! Ask what, where and why? - Jamarcus
- Think! What makes sense? - Precioria

Using Web Features Effectively

- Look for title → CLICK → read on
- Look for image → read words below image to see if you want to read on
- Watch intro video → push play ▶
  Remember a video doesn’t tell the whole story! ① Read on. ② Ask “what’s on the other side of that video?”

<table>
<thead>
<tr>
<th>Helpful 😊</th>
<th>Hurtful 😞</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Search</strong></td>
<td>· gets you good info on a kid site</td>
</tr>
<tr>
<td></td>
<td>· open search takes you to info that doesn’t help you find what you need</td>
</tr>
<tr>
<td><strong>tags</strong></td>
<td>· organizes into simple, big ideas</td>
</tr>
<tr>
<td></td>
<td>· lead you down wrong path</td>
</tr>
<tr>
<td><strong>font</strong></td>
<td>· easy to read clear</td>
</tr>
<tr>
<td></td>
<td>· hard to read distracting</td>
</tr>
<tr>
<td><strong>comments</strong></td>
<td>· fun to hear other thinking</td>
</tr>
<tr>
<td></td>
<td>· can be distracting or off topic</td>
</tr>
<tr>
<td><strong>pop-ups</strong></td>
<td>· provides new idea or fact</td>
</tr>
<tr>
<td></td>
<td>· tempting toys, stores or other sites but not</td>
</tr>
</tbody>
</table>

Ziemke and Muhtaris, 2020
Ask questions to understand an author's perspective.

- What do I already know about this author?
- What does the author know about this topic? (Look: author's note, bio, publisher, website)
- How do we think the author feels about this topic? (How can we tell: What words do they use? What pictures do they use? What music do they use?)
- What can we learn about this topic from the author?

Keep questioning!!!
Polar bears can be found in the Arctic Circle. They are known for their thick fur and strong jaws. They are also known for their love of fishing! They can be found in groups or alone, depending on the time of year. They live in packs and hibernate during the winter months. They are very social animals and enjoy spending time with their families. They are also very curious animals and love to investigate new things. Polar bears are classified as a vulnerable species due to habitat loss and climate change.
It's important to provide time for digital choice reading. Today I want you to use your independent reading time to explore text and articles from the following sites.

1. **Independent Reading Digital Text**

   It’s important to provide time for digital choice reading. Today I want you to use your independent reading time to explore text and articles from the following sites.
2. View to Learn

Today I want you to practice the view to learn strategy. Find a piece of scratch paper and draw a line down the middle. Now you have a 2-column chart! On the left side put the letter L for new learning, on the right side put the letter W for wonders. Now as you view the video, document your thinking.
Social Emotional Learning

casel.org
Self-Awareness: Who do you want to be?

Intro: We are talking about self-awareness today. Self-awareness is the practice of building a rock solid relationship with yourself. To have that kind of relationship you need to be in touch with your thoughts, your emotions, your values, and even your dreams. Let's take a moment to reflect on dreams by watching a video of two women who simultaneously have their dream come true.

Model: Share how you felt as you watched the video.

Questions for students:
• What emotions or thoughts went through your mind and body as you watched the video?
• What dream or dreams do you

Self-Management: Kobe Bryant & Phil Jackson-Meditation

Intro: Self-management is defined as “the ability to successfully regulate one’s emotions, thoughts and behaviors in different situations.” There is no doubt that the past six months have been challenging for all of us. We've probably experienced situations that elicited thoughts and emotions that were difficult to manage. So how do we find peace and calm in tough times? The answer could lie in meditation. Meditation can sound strange or intimidating but it doesn’t have to be. It is really about taking the time to sit quietly and breathe deeply with an end goal of finding calm. Let's hear from two all-time NBA greats as they share their thoughts and experiences in

Model: Share an example of a time

Responsible Decision Making: Zen Den - How To Make Good Choices

Intro: Responsible decision making is all about making choices that promote positive behavior and healthy interactions while aligning with our personal values. Alright, we are going to go back to the basics today to show you a video that is actually meant to help really young kids learn to make responsible decisions. Why are we doing this? The answer is because the process shared in this video is a foundational approach to making good decisions in the heat of the moment. So let's take a moment to pretend you're back in the first grade while we watch this video.

Model: Share an example of a time

Relationship Skills: A Friend In Need

Intro: Relationship skills are described as the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. What makes a healthy friendship? Probably a mix of things but I would guess that the mix includes loyalty, care, and the desire to give or receive a helping hand if needed. Let's watch a video of a group of friends who embody these traits.

Model: Share with students any thoughts or emotions that you felt when watching this video.

Questions for students:
• What thoughts or emotions did you feel when watching the video?

Social Awareness: I Want to Introduce You to Curtis Jenkins

Intro: Social Awareness is described as the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. Taking perspective of others means putting yourself in another’s shoes and trying to see things from their point of view. And empathy means having the ability to understand and share the feelings of another. Think about stories you see on the news or interactions you might observe on social media. How often do you see examples of empathy and perspective taking? My guess is not super often. As the title above says, I want to introduce you to Curtis Jenkins. Curtis is an example of a man with an
Technology alone is not enough.
Technology alone is not enough.

It is technology married with the liberal arts married with the humanities that make our hearts sing.

When you keep people at the center of what you do, it can have an enormous impact.

Tim Cook, Apple CEO, 2017
Change your language.
Change your process.
Change the world.

Ziemke and Muhtar, 2020