

TEXT OVERVIEW 2019

Use this document to organize your notes and your thinking about the texts we have engaged so far in this course.

TEXT/CONCEPT	Key Issues or contribution	How does this resonate with/inspire you?
Prensky To Cite: “Digital Natives, Digital Immigrants” by Marc Prensky From <i>On the Horizon</i> (MCB University Press Vol 9 No 5, October, 2001) Note updates to his work (PART II)	Digital natives vs. digital immigrants (see slides from Day One) Popularized the idea of Digital natives vs. immigrants Natives and Immigrants think differently • Have a different speed • Paper vs digital • Step by step vs Random access Tied to age and exposure to technology	• There are generational differences between people born in the technological age and prior • I feel as if I am in the middle of these two categories
Boyd	Challenges Prensky’s “native” terminology Says that Pensky’s theory is not as simple as it sounds there are a lot of people who fall in the middle or bridge the gap She feels the terms native and immigrant are problematic and potentially dangerous	• I agree that there are people who are in the middle, and it isn’t as simple as being a “native” or not • There are still many rules that need to be learned about tech and the internet • Privilege leads to more experience and skill with technology • Historically immigrants have colonized natives, which connects with the idea of adults/people in power wanting to control how others (youth) use technology

<u>Robinson</u>	Teachers should be treated like professionals and given more autonomy Learning needs to be personalized Learning can become dormant but that doesn't mean it is dead Over-diagnosing students Over emphasis on standardized testing - this does not happen in other parts of the world	• Teachers should be trusted to do their job and not be given a script • Often what we call personalized learning is not actually personalized and teachers need to get to know their students and offer them more choice and voice in the classroom • Too much emphasis on testing/memorizing, not enough on learning and problem solving
<u>SCWAAMP</u>	Dominant Ideology: how do we know that this is most valued in our culture? Straightness Christianity Whiteness American-ness Able Bodied Maleness Property Owners Cartoons and other forms of mass media portray and reinforce stereotypes.	• When you think about it in an explicit way it seems very obvious what our culture values but too often "the fish can't see the water" • Need to teach students to develop a critical lens
<u>Michael Wesch</u> (Baby George)	Students need to feel valued and seen to feel safe to take risks Growth mindset - keep trying	• Give feedback more often than grades so that students have opportunities for improvement and discovery and don't feel defined by a failing grade, or as an A student • The visual of Baby George trying over and over and knowing that someday he will get it was very powerful

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Christensen	“Secret Education” Princess culture teaches us that a woman’s goal should be to get the man and the way to do this is through beauty/ compromise/ consumption Encourages her students to take action against the secret education and spread the word to the community	• We don’t all have to fit into a box • Students need to develop a critical eye so they can consider if these things are realistic •
<u>Moana</u>	No one else “saved” her - she and Maui worked together and helped each other Girls can and should be brave and adventurous “I am Moana” - struggles with self discovery and self doubt but in the end she finds herself Doesn’t look like your typical Disney Princess, doesn’t call herself a princess	• Journey of self discovery and becoming a leader as opposed to finding a man • Her persistence and confidence • Independence - but also working for the greater good • Disney looking into the authenticity of their portrayal of the culture
<u>Kelly Reed</u>	We need to use technology with a purpose It’s not technology, it’s what we do with it! Give students a voice in your classroom by letting them be creative and have choices Low-tech activities can produce high-end engagement! Students learn through play, discovery and collaboration	• Students learn through play, discovery and collaboration • Allow students more options in how they can present their learning
Simon Sinek: <u>Golden Circle</u> <u>(see also his webpage)</u>	People don’t buy what you do they buy why you do it. “I have a dream” vs I have a plan...”.	• I have been to marketing trainings and heard the “know your why” message but this was presented in a different way

		I think when students know that we have a purpose for choosing to work with them and build relationships with them it helps them to see us as people too and to engage more and have less discipline problems
New lens and hacking ads (Brittany Richer)		
TEXTS IN WEEK TWO BELOW		
Turkle, Alone Together		People are afraid of being lonely but we have created a society where people are alone together
Wesch, Crisis of Significance		We need to make learning significant for our students and use tech with purpose
Sugata Mitra, School in the Cloud		Rethinking the cookie cutter expectations and format of learning
