

TEXT/CONCEPT	Key Issues or contribution	How does this resonate with/inspire you?
Prensky	Digital natives vs. digital immigrants	Need to be aware of that students know, who they are, what they bring with them to classroom, how they are different today than other generations? Thinking about “funds of knowledge” they bring to the class; need to be cognizant of this so we can decide how best to teach so they can learn
Boyd	Need to explicitly teach how to be a critical thinker; tech comfy vs tech literate; quality of access vs. quantity of access (just because you have a device doesn’t mean you know how to use it) -- but more quality and quantity is a good formula for getting kids to be more literate. Challenging the “digital native” idea. Naming the “digital divide”	Need to think about issues of access and literacy for our students and PARENTS. If we use technology to fix a problem of access it could make problem worse unintentionally.
Robinson	Human beings are natural diverse, curious and inherently creative.	Kids would be more engaged if the curriculum reflected them and their diversity
SCWAAMP	About one narrative/one perspective	Making space for all voices to feel valued; Creating classroom library = new texts to challenge dominant ideology (not English only); teaching me to challenge things more

Wesch (Baby George)	George falling off the stairs, it is ok to fail, work through failure; process is more important than the product; giving students a goal they are excited about	Need to make sure that i create (with my students) the community that values them, they are active members of the community; don't be afraid of the unanswerable questions - that is what we want, we don't have to know all the answers, students can be a part of answering them; how I do this????
Producers and Consumers (poetry)	We so often ask students to consume..	Poetry activity reminded me that we don't use tech just to use it -- must think about why! Power of creating things... we too often start with text and end with text, but we can take it to the next step of PRODUCING
Christensen	A "secret education" and all texts have bias; connected to challenging the dominant ideologies of consumption	Making me dissect more, show students both sides of things
Moana	Bravery take rehearsal; being brave is not about NOT HAVING fear, but about being afraid and doing it anyway	Making an environment when kids (all?) are not afraid to take risks, where risk is expected; where each persona can take ownership of their role in the community; seeing strengths as complementing one another
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Kelly Reed	Make the time to do this!! Text of R&J is not as important as the process; value lots of different learning styles	It doesn't have to be so big -- we can all find ten minutes in the day to put some of this back into our classrooms

Simon Sinek: Golden Circle	People don't buy what you do they buy why you do it. "I have a dream" vs I have a plan...	Student won't buy the projects if we don't give them meaning
Turkel	Importance of conversation -- dialogue leads to learning; being "alone together" -- our screens take us away from slight pauses that help us learn about one another; more ways to connect but surface level "little sips"	How do we continue to use technology as a tool without losing our human connection?
Wesch	Importance of conversation -- dialogue leads to learning environment is more important than what is being taught.. WHERE. How do we change the environment in our classrooms?	How do we change physical space to make it more collaborative?
Susan Patterson	We live in a "curated environment"; when we define our terms wrong, we get our solutions wrong - escort the bully not the bullied! We need to teach empathy. Best way to learn is to teach.	

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