



Teaming Toward Digital Literacy: Innovations in Classroom-Library Partnerships

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So where are we headed?

- ✦ Consider **real-life experiences** requiring proficient use of the Internet in our lives
- ✦ Compare “**information literacies**” with “**new literacies**” and the language across our communities
- ✦ Discuss implications for **assessment and instruction**
- ✦ How can we take advantage of our **overlapping areas of expertise** to build digital literacies among our learners?



Think, Pair, Share

- ✦ Who are you? Who are your learners?
- ✦ What is a real-life scenario using the Internet that your learners need to be able to complete/solve?
- ✦ What skills/abilities do your learners need to successfully engage in these experiences? + or –



My Scenarios – Middle Schools

- ✦ ***Are energy drinks dangerous to teen heart health?***
The president of the school board sends an email to students indicating he is considering a ban on energy drinks sold in school. Students are asked to conduct online research and email the school board with findings about how energy drinks affect heart health.
- ✦ ***Are video games helpful or harmful to your eyes?***
A class studying eye health is collecting different opinions about this issue. Students are asked to conduct online research and edit the class wiki to offer their opinion and evidence to support their reasoning.



Skills, strategies, & dispositions?

- ✦ **Question:** How do energy drinks affect heart health? (What is heart health? What are the variables? Do they affect everyone the same way?)
- ✦ **Locate:** Use appropriate search terms; locate specific websites; locate relevant information across multiple websites
- ✦ **Evaluate:** Judge the validity of each author’s claims; consider author’s level of expertise; consider author’s role in organization; compare claims from several perspectives
- ✦ **Synthesize:** Organize key findings as claims and provide reasonable evidence to support claims
- ✦ **Communicate:** Compose an appropriate email message to the President of the school board with relevant content and appropriate tone
- ✦ **Dispositions:** Confidence; perseverance; healthy skepticism; belief in more than “one factual answer”



Thinking across communities

- ✦ Key phrases in your community – Do they work across communities?
- ✦ What are some similarities and differences between “information literacy” from a library media perspective and “new literacies” from a reading perspective?



Reading/Talking to Generate Important Questions and Identify Important Problems to Be Solved

B/D/A Questioning Chart

Before Reading	During Reading	After Reading
Why would adolescents be more vulnerable to tobacco addiction?	Can teens really get hooked from the first cigarette?	Will we discover how to predict tobacco addiction?
How easy is it for adolescents to become addicted?	How many teens smoke?	How can we tell if one has an "addictive" personality?
How easy is it for adolescents to become addicted?	Is teen smoking on the rise?	Are cigarettes too available for purchase?
	What can schools do?	Will we ever eliminate dangerous habits like smoking?
	Why is there more smoking in movies?	

What do you understand now that you didn't understand before?

Teens can become addicted to tobacco almost immediately, even infrequent smokers, and as a result are highly likely to continue smoking into adulthood.

Reading efficiently in search engine results

Google Web Images Groups News People more

Web Results 1 - 10 of about 13,800 for "Ancient Egypt" *sixth grade

- Ancient Egypt**
A web-based Ancient Egypt curriculum intended for the sixth grade level. Some subjects touched upon are Ancient Egypt, hieroglyphics, hieroglyphic...
www.angelika.com/egypt - 9k - Jan 2, 2005 - Cached - Similar pages
- Mr Don's Ancient History Page**
... Ancient Egypt - Women's Rights (Comparison Egypt & US), Greece Young Women of Sparta, Rome Female Fury in the Forum, China Women and Confucianism ...
members.aol.com/donandson/ - 9k - Cached - Similar pages
- Ancient Egypt Teacher Resource File**
... Ancient Egypt Project page from Mrs. Coburn's sixth grade class; papyrus...
Sixth grade Ancient Egypt Webquest: Activities; many useful links...
falcon.jmu.edu/~ramsay/egypt.htm - 45k - Cached - Similar pages
- Sixth Grade History Ancient Egypt Curriculum Links**
... All rights reserved. Last modified September 23, 2003. History - Sixth Grade - History Links - Ancient Egypt Links ...
www.nad.k12.ca.us/4teachers/history/historywebsixth/egypt.html - 9k - Cached - Similar pages
- Education World® - Books in Education - Summer Reading - Sixth ...**
... was not going to be easy to integrate into the sixth grade at Wilson School...
April and Marlene had developed a common interest in ancient Egypt and...
www.education-world.com/summer_reading/6th_grade.shtml - 40k - Cached - Similar pages
- Sixth Grade Bookmarks**
Bookmarks for Sixth Grade MISCELLANEOUS ENCHANTED LEARNING SOFTWARE HOME PAGE:
Boy's sixth grade links: Funfish.com - The Internet's #1 Education Site...
warriors.warren.k12.il.us/6thgradebookmarks1.htm - 14k - Cached - Similar pages

Challenge: Evaluating Relevancy

Reading search engine results

Question/Answer	How do you know?	Why is it important to know?
Which site features information about hieroglyphics?		
Who sponsors Site 4?		
What's the biggest disadvantage to visiting only these 6 websites?		

Reading efficiently in multilayered websites

NASA HOME NEWS MISSIONS MULTIMEDIA CON ABOUT NASA

1: Fly Me to the Moon: Apollo 11's Amazing Flight

2: Apollo 11

3: Apollo 11

4: Apollo 11

5: Apollo 11

How about navigating a multilayered website with an embedded virtual tour?

Previewing what's relevant from the lens of an historian? An archeologist? A geographer?

The Hall of the Bulls

A virtual tour of the Lascaux caves

Reading Closely to Critically Evaluate Information

Help Save The ENDANGERED PACIFIC NORTHWEST TREE OCTOPUS From EXTINCTION!

Information FAQs Sightings Media Activities

ABOUT THE PACIFIC NORTHWEST TREE OCTOPUS

The Pacific Northwest tree octopus (*Octopus asaxarobolus*) can be found in the temperate rainforests of the Olympic Peninsula on the west coast of North America. Their habitat lies on the eastern side of the Olympic mountain range, adjacent to Hood Canal. These solitary cephalopods reach an average size (measured from arm-tip to mantle-tip) of 30-33 cm. Unlike most other cephalopods, tree octopuses are amphibious, spending only their early life and the period of their mating season in their ancestral aquatic environment. Because of the moistness of the rainforests and specialized skin adaptations, they are able to keep from becoming desiccated for prolonged periods of time, but given the chance they would prefer resting in pooled water.

An intelligent and inquisitive being (it has the largest brain-to-body ratio for any mollusk), the tree octopus explores its arboreal world by both touch and sight. Adaptations its ancestors originally evolved in the three dimensional environment of the sea have been put to good use in the spatially complex mass of the craggy, chemically rich rainforests. The challenges and richness of this environment feed the intricate, developer grounded

Verifying or refuting the author's claims

Garden of Praise 12
Free Educational Materials
A 501(c)(3) nonprofit organization for books, newsletters and courses

BIOGRAPHIES for KIDS
Famous Leaders for Young Readers

Resources for Teachers
Looking for new classroom ideas? Try Duke TIP Independent Learning!

K-12 Homeschool Programs
K-12 Enrollment Study Courses
K-12 Enrollment Study Courses
K-12 Enrollment Study Courses

Classroom Practice
Posters, banners and character education products for all ages

Copyscape
Web site Copyright © 1999-2012 by Fuzzy Services
Contact Mrs. Stevens by email.

Six visitors since 10/14/02
22064700
Alamogordo, CA

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**How does the author shape the information?
How do others feel about these issues?**

Ray Redington Jr.
3rd Generation Iditarod Musher
Dog Care

The Redington dogs are not just the 'canine' part of the team. They are good friends, and valued and loved members of our family. Every dog is special to us. The close bonds we forge with our dogs are based upon trust and love, and are the real reason we do so well on the trail.

Each one of our Iditarod team dogs is there because of their passion for pulling. It is amazing to see the raw power and excitement that each dog displays when the harnesses come out. Their excited barking, howling, and jumping show their intense desire to be part of the team. They know it's time to go for a run and no one wants to get left behind!!!

But in a race like the Iditarod, it's not enough to have dogs that are eager to go. They must also be physically and mentally capable of meeting the challenges of a long distance race. So, just like any athlete training for competition at the Olympic level, our dog-athletes get the best possible care.

Our dogs are among the best-trained, -fed, and -conditioned canine athletes in the world. We want to share our experiences with you. This is our goal.

**How does the author shape the information?
How do others feel about these issues?**

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Thursday, September 14, 2006

Racing for the Grave: The Iditarod's Trail of Dog Deaths
People for the Ethical Treatment of Animals - PETA
January 24, 2006
By Heather Moore

The 34th annual Iditarod Trail Sled Dog Race, a grueling 1,150-mile expedition from Anchorage to Nome, Alaska, kicks off on March 4, 2006. The mushers, or dog-sled drivers, will be competing for a hefty cash prize; the dogs will simply try to survive. They're viewed as little more than snowmobiles with fur, bred for a singular purpose, and casualties are acceptable.

Intoxicated and Inhumane
About 1,500 dogs start the race, but more than one-third are flown out every year because they become sick, injured, or exhausted from being forced to run for hours through jagged mountain ranges, frozen rivers, dense forests, and desolate tundra in biting winds, blinding snowstorms, and temperatures dropping to more than 100 degrees below zero.

The dogs, often Siberian huskies weighing only 40 to 45 pounds, are usually tethered to 15 other runners and 400-pound sleds. They must run about 125 miles per day with barely any rest. The race usually lasts anywhere from 9 to 14 days. The current speed record, set by Martin Buser in 2002, is eight days, 22 hours, and 46 minutes.

The dogs' feet become bruised and bloodied, cut by ice, and just plain worn out from the incredible amount of ground they cover. Many pull muscles, incur stress fractures, or become sick with diarrhea, dehydration, intestinal viruses, bleeding stomach ulcers, hypothermia, or hyperthermia. Orlando Sentinel sports columnist George Diaz has likened the Iditarod to "tracing your dog from Orlando to New York, depriving him of sleep to complete the course as quickly as possible, mashing PETA focuses its attention

People for the Ethical Treatment of Animals - PETA

SCHOLASTIC
Teachers
Online Activities | Lesson Plans | Teaching Strategies | Tools

IDITAROD
Race across Alaska

is the Iditarod for the Dogs?
By Karen Fanning

The Iditarod Trail Sled-Dog Race is a test of endurance and a battle against the elements. But too many dogs are being the best and doing the battle, say animal-rights activists.

Since 1973, there have been roughly 120 dog deaths," says Stephanie Olson, spokesperson for Humane Society of the United States (HSUS) in Washington, D.C.

Shain argues that the speeds at which dogs are forced to race lead to a variety of injuries, including pulled tendons, cut paws, dehydration, and heat stress.

According to the HSUS, during the past decade alone, dogs have died from heart failure, pneumonia, and old age.

But former Iditarod champion Jeff King argues that he and his fellow mushers are well-trained and well-prepared to spot warning signs that suggest don't happen.

While some dogs are injured or fatigued, our rules require, and basic dog care demands, that we give the dog a ride or we stop," says the veteran musher. "The rules require

Humane Society

Dog Musher

Reading to Organize Multiple Perspectives and Creatively Synthesize Information

How do different authors portray the Japanese Internment Camp Experience to readers?

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U.S. G. J. DeWitt - Final Report 1942

Children of the Camps Documentary 1999

Thinkquest Japanese Internment Camps & Their Effects 2008

Military Justification: Internment of Ethnic Japanese in WW2 1998

A More Perfect Union: Japanese Americans & The U.S. Constitution 2001

VIEW DOCUMENT

VIEW DOCUMENT

VIEW DOCUMENT

VIEW DOCUMENT

VIEW DOCUMENT

An Information Challenge For You:
How do different authors portray the Japanese Internment Camp experience to readers?

THE BEGINNING:
JAPANESE AMERICANS AND THE U.S. (1942-1945)
Audio of FDR's Speech (Dec. 8, 1941)

#1. Executive Order 9066: The President Authorizes Japanese Relocation February 19, 1942

#2. Civilian Exclusion Order No. 34: To All Persons of Japanese Ancestry March 27, 1942

#3. The Civil Liberties Act of 1988: Redress for Japanese Americans August 10, 1988

How do different authors portray the Japanese Internment Camp Experience to readers?

U.S. G. J. DeWitt - Final Report 1942

Children of the Camps Documentary 1999

Thinkquest Japanese Internment Camps & Their Effects 2008

Military Justification: Internment of Ethnic Japanese in WW2 1998

A More Perfect Union: Japanese Americans & The U.S. Constitution 2001

VIEW DOCUMENT

VIEW DOCUMENT

VIEW DOCUMENT

VIEW DOCUMENT

VIEW DOCUMENT

How do different authors portray the Japanese Internment Camp Experience to readers?

Information Challenge Level 2

Work with at least one partner. Each partner should select one of the five source materials to read. Use strategies you know to answer the questions below. Then, share your answers with the group and listen to their ideas as well.

How do different authors portray the Japanese Internment Camp Experience to readers?

Reading Across Perspectives

1. How does this author's perspective compare to other sources you have read? To help you compare the ideas, you might use Inspiration to sort, label, and elaborate on your connections between the sources in this set.
2. Where do YOU sit on the issue of Japanese internment during World War II, in relation to the set of perspectives you have read?

Supporting Quote: Which words in particular demonstrate the author's opinions about the issue?

Our Short Interpretation: How might you summarize the content and author's message in this quote (or the whole document) in just a few words?

Reading, writing & producing to communicate possible solutions

Reader's Theatre to Build Decoding and Fluency

Archive for Reader's Theatre

Podcasting to Practice Comprehension, Collaboration & Oral Presentation Skills

Radio WillowWeb

- Willowcast #33 Posted November 25, 2011 by Third Graders at Willowsdale Native Americans Podcast
- Willowcast #37 Posted February 25, 2011 by Kindergartners at Willowsdale President's Day Podcast
- Willowcast #36 Posted February 24, 2010 by Students at Willowsdale Winter's Winter Olympics
- Willowcast #35 Posted January 1, 2010 by Second Graders at Willowsdale Marvellous Matter
- Willowcast #34 Posted October 20, 2009 by Fifth Graders at Willowsdale Matter Matters

Reading, writing & producing to communicate possible solutions



Underlying principles of new literacies

- ✦ The **Internet** is this generation's defining technology for information, communication, and especially for learning.
- ✦ New literacies are **multiple** and **change rapidly & often**.
- ✦ **Critical** literacies, new forms of **strategic knowledge**, and **efficiency** are central to the new literacies.
- ✦ Learning is often **socially constructed** within new literacies.
- ✦ **Sometimes, students are more literate** than teachers are – about some aspect of new literacies.
- ✦ **Teachers become more important**, though their role changes, within new literacy classrooms.



In Summary:

Big 6: Access, ethics, and evaluation

Online Reading: Constant change, reading comprehension, collaboration, and global communication



Think, Pair, Share:

How might you capture and track progress in these skills, abilities, and/or dispositions over time?

AUTHENTIC ONLINE SPACES

Searching...

Reading and Navigating Websites...

Integrating with notepads...

Chat features...

Communicating with email & wikis...

All within a Facebook-like social networking space...

The ORCA Project (2009-2014 - USDE)

www.orca.uconn.edu

Reading to Locate Information Online

Reading to Locate Information Online

Reading to Synthesize Information Online

Reading to Evaluate Information Online

Email Compose Message

To: marin@Alb...
 CC:
 Subject: Research y...
 Mrs. Marin,
 I discovered that we very good for children.
 Your friend,
 Arianna

Email Compose Message

To: kmarin@AlbroSchools.edu
 CC:
 Subject: Energy Drinks and the Heart
 Dear Mrs. Marin,
 Energy drinks do affect heart health. Energy drinks increase blood pressure, which is very bad for people with high blood pressure and heart problems. It could even kill them! Energy drinks also dehydrate the body, which make it hard to exercise. Also, energy drinks increase heart rate even while sedentary. This means that heart attacks could happen anytime, not just while exercising. In conclusion, energy drinks are very harmful to the body.

Reading and Writing to Communicate Information Online

Send Discard

Corresponding Multiple Choice Version

Multiple Choice

On the right is a set of search engine results. You want to locate the article: "Energy Drinks Jolt the Heart." The article was published November 6, 2007 by WebMD.

Question: Which search engine result would you select from the list below?

The link marked "A"
 The link marked "B"
 The link marked "C"
 The link marked "D"

Google

Energy Drinks Jolt the Heart Web MD

Result page: 1 2 3 4 5 Next

Displaying 1 - 10 of 56 matches.

A BOOST for a new vibrant life
 * EBOOST is a healthy energy drink mix that, when added to water, forms a vitamin rich effervescent sugary drink, supports your body's immune system, aids in recovery and electrolyte...

B Energy Drinks for Athletes - What's the difference
 This site is geared towards fitness, and we'll get into which energy drinks are best for athletes and people who...

C Energy Drinks Jolt the Heart
 In a small study, they found that drinking just two cans of a popular drink increased blood pressure and heart...

The ORCA Project and Common Core – June 2011

ORCA Common Core State Standards	Locate Reading to Locate	Evaluate Reading to Evaluate	Synthesize Reading to Synthesize	Communicate Reading and Writing to Communicate
CCSS Reading Standards for Informational Text – Grade 7				
Key Ideas and Details		1: Cite implicit & explicit textual evidence as support	2: Determine two or more central ideas and summarize	2: Determine two or more central ideas and summarize
Craft and Structure	4: Determine connotative meaning of words	4: Analyze impact of word choice on tone of words	4: Determine technical meaning of words	
Integration of Knowledge and Ideas	8: Assess if evidence is relevant and sound	9: Analyze how authors shape claims	8: Trace argument and assess whether reasoning is sound	
Range of Reading and Text Complexity	10: Comprehend across complex texts	10: Comprehend across complex texts	10: Comprehend across complex texts	
CCSS Reading Standards for Literacy in Science – Grade 7				
Key Ideas and Details	3: Follow multi-step procedures to carry out tasks	2: Determine central idea and summarize	2: Determine central idea and summarize	
Craft and Structure		6: Analyze author's purpose	4: Determine meaning of words in science	
Integration of Knowledge and Ideas		8: Distinguish fact, reasoned judgment and speculation	8: Distinguish fact, reasoned judgment and speculation	
Range of Reading and Text Complexity		10: Comprehend complex science texts	10: Comprehend complex science texts	

CCSS Writing Standards – Grade 7

Text Types and Purposes	2: Write to convey relevant information	1: Write arguments with clear reasons and evidence	1: Write arguments with clear reasons and evidence	2: Write to examine topic & convey relevant ideas
Production and Distribution of Writing	6: Use Internet to publish writing and cite sources	6: Use Internet to publish writing and cite sources	6: Use Internet to publish writing and cite sources	4: Produce clear writing appropriate to audience 6: Use Internet to publish writing and cite sources
Research To Build and Present Knowledge	7: Conduct short research to answer question	8: Gather evidence using search terms effectively	9: Draw evidence to support analysis and research (assess argument and reasonableness of claims)	8: Gather evidence from multiple digital texts 9: Draw evidence to support analysis and research
Range of Writing	10: Write for a disciplinary task in one sitting	10: Write for a disciplinary task in one sitting	10: Write for a disciplinary task in one sitting	10: Write for a disciplinary task in one sitting

The ORCA Project - New Literacies Research Team (2011)

Curriculum-Based Online Inquiry Tasks in Elementary School

Green Toy Shop

Home

Toy stores around the country are working to make toys safer for children and the environment. Can you help?

Toy R Us in Tuscaloosa is thinking about opening a new Green Toy Shop in Midtown Village. You have been invited to help the store managers choose toys to sell in their new store. All of the toys should be eco-friendly or "green", meaning that they are made and used in ways that do not harm the environment.

Your job today is to find four eco-friendly toys that will be best-sellers. To make your decision, there are four steps:

1. Visit Eco-Toys to learn why some toys are harmful to the environment.
2. Use the Internet to search for toys that can be safer for the environment.
3. Decide what information is most useful for your needs.
4. Use this information to make a decision: What four eco-friendly toys do you think Toy R Us should sell in their new store?
 - Please use ideas from your research to explain why those toys are perfect for the Green Toys Shop.

Eco-Friendly Tips About Toys

How can toys pollute the environment?

- Many toys are made of plastic that can cause pollution because they leak dangerous materials into the water and the air when they are thrown away.
- Toys that need batteries to make them work can cause pollution because chemicals like lead or acid leaks out of them and into the ground.
- Some toys are painted with paints and dyes that are made with harmful chemicals.
- Many toys are wrapped in a lot of packaging materials that are thrown right into the garbage after they are opened. These materials take up space in landfills and litter the ground for hundreds of years.

Eco-friendly toys are toys that do not harm the environment when they are made or when they are thrown away. What can you do to help?

Scaffold	Hypothesis
<ul style="list-style-type: none"> Don't buy any not damage the Look for toys Look for toys Choose toys 	Activate and build background knowledge to inform their inquiry
Working with a self-selected partner	Foster higher levels of strategy use and provide partner support to share work load
Customized search engine (Google Custom search)	Provide safe search interface with limited number of search results
Multimodal affordances (e.g., video, images)	Provide visual modes of information to increase interest and decrease readability

Home



The Black Warrior Riverkeeper is forming a task force, and you have been invited to join it

Your job is to decide if the pollution in the Black Warrior River should be cleaned up.

- If the answer is no, then the task force will be disbanded.
- If the answer is yes, the task force will need to persuade State of Alabama officials why it matters to have a clean river.

To make your decision, there are **four steps**:

1. Visit the [Black Warrior River](#) to learn about the river and how it is being polluted.
2. Use the Internet to gather information about whether the river is useful enough to people in Alabama to spend state money on cleaning up the pollution.
3. Decide what information is most useful for your needs.
4. Use this information to make a decision: Should the Black Warrior River be cleaned up? Why or why not?
 - Please use ideas from your research to explain your thinking.



Think, Pair, Share:

How might you teach these skills, abilities, and/or dispositions?

Preparing Students to Read on the Internet

<p>What are the challenges...</p> <ul style="list-style-type: none"> • Asking Questions <ul style="list-style-type: none"> ▣ What would I like to know more about? • Locating <ul style="list-style-type: none"> ▣ Where do I read first? • Evaluating <ul style="list-style-type: none"> ▣ Which link is most useful? ▣ How do I know it's true? ▣ What is the author's purpose? • Synthesizing and Communicating <ul style="list-style-type: none"> ▣ How do I come up with an original idea? ▣ How do I share it with others? 	<p>⇒</p> <p>⇒</p> <p>⇒</p>	<p>What can I teach... (and then measure)</p> <ul style="list-style-type: none"> ▣ Exploring the power of the Internet and inquiry (scaffold, inspire, link, and expand) ▣ Previewing websites ▣ Evaluating search results ▣ Evaluating validity of information ▣ Evaluating perspective/stance ▣ Sorting, organizing, and synthesizing ▣ Publishing with a range of tools and for a range of audiences
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Envisioning Inquiry Tasks In A Weekly Routine
(Perhaps once a month or once a unit)

Teaming Toward Digital Literacies: First Steps

What's important?	My Role	Their Role	How Accomplish?
1.			
2.			



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What did we accomplish?

- ✦ Consider **real-life experiences** requiring proficient use of the Internet in our lives
- ✦ Compare **“information literacies”** with **“new literacies”** and the language across our communities
- ✦ Discuss implications for **assessment** and **instruction**
- ✦ How can we take advantage of our **overlapping areas of expertise** to build digital literacies among our learners?



Timeout for Questions/Comments



**Teaming Toward Digital Literacy:
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Classroom-Library Partnerships**

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