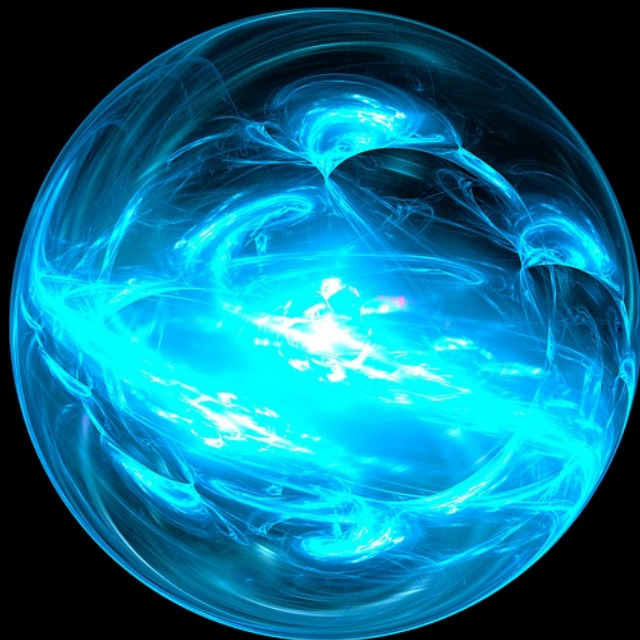


# Reading and Writing in a Digital World



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# The Plan

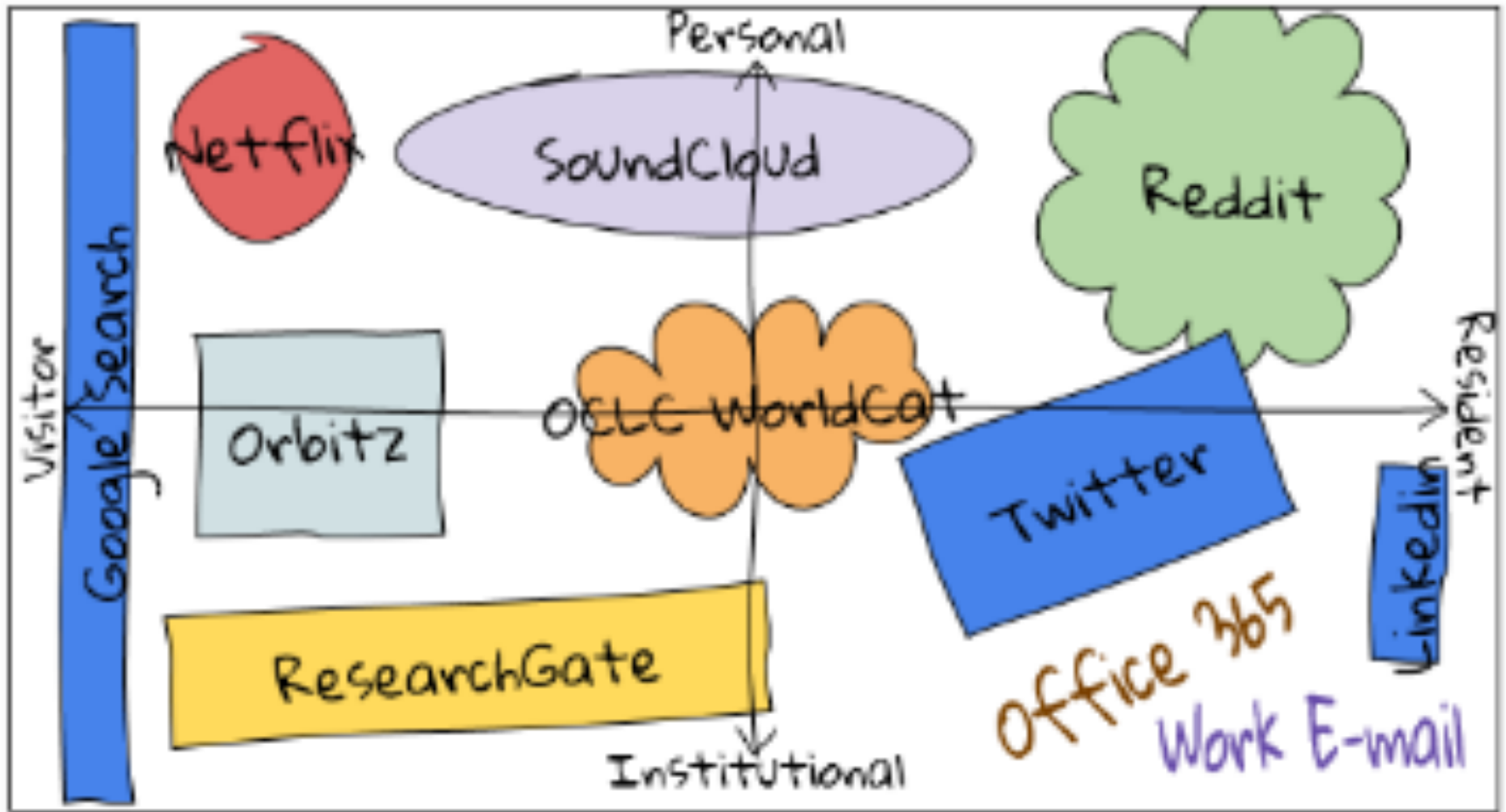


- **Where we are now**
  - Digital natives/residents
  - 21<sup>st</sup> Century skills
- **Reading and writing**
  - New and old literacies
- **Next steps**

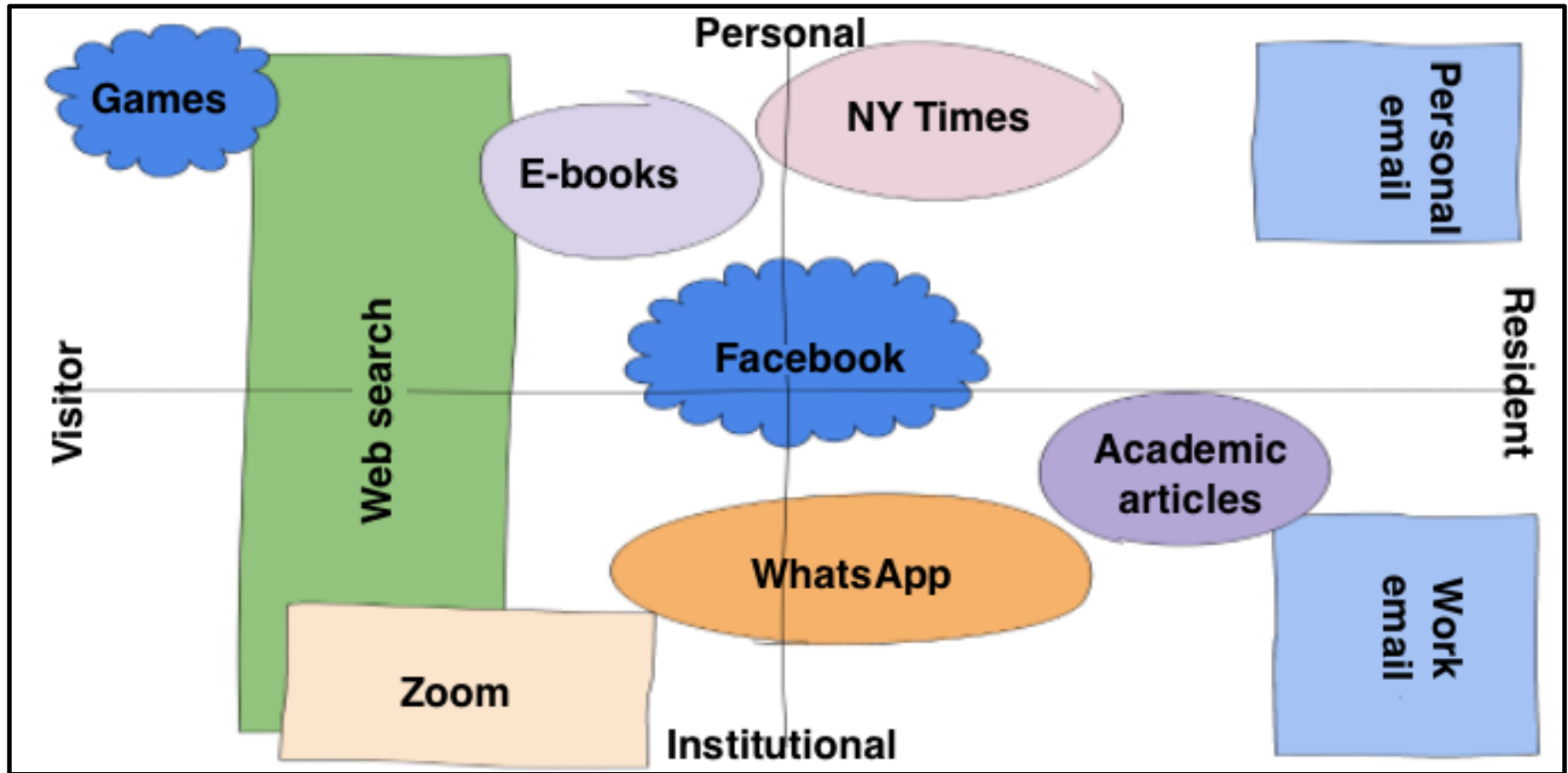


# **“Digital natives” and “Digital immigrants” “Digital residents” and “Digital visitors”**

# Resident-Visitor + Personal-Institutional



# Resident-Visitor + Personal-Institutional



# 21<sup>st</sup> Century Education



## Key skills

- Creativity
- Collaboration
- Critical thinking
- Communication



# New literacies – same basic questions/needs



## Reading

- What do you need to know?
- How do you find it?
- Do you understand it?
- Can you trust it?

## Writing

- How do you express your meaning?
- How do you improve it?
- How do you share it?



# Reading: What do you need to know?

Assessing current knowledge

Formulating questions/queries

– Critical thinking skills



# Assess knowledge: Socrative



Quiz



Space Race



Exit Ticket

## QUICK QUESTION



Multiple Choice



True / False



Short Answer

# Questions for reading



**Prepare to read – skim for the gist**

- **Look at the title, headings, tables, images**

**Digitally**

- **Look for hyperlinks**

**Throughout**

- **Think and question**



# Digital reading

- Blogs
- Web pages
- News
- Fan sites
- Online help
- Information about everything



# Reading: How do you find it?

Formulating a query the right way



# Effective searches

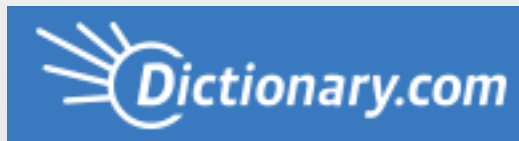


- **Choose the right tool**
  - Baidu? Sogou? WeChat? Others?
- **Focus on key words**
- **Check the Advanced Search options**
  - This may help narrow the search
- **Think of alternative wording**

# Reading: Do you understand it?



## Electronic dictionaries



# Reading: Do you understand it?



## Annotating websites



# Translation



- Students want to use it
- Be judicious
- Teach learners how to use it

**Yandex Translate** [TEXT] [SITE] [DOCUMENT] [IMAGE] [Log in]

ⓧ 🔊 🎤 📋 ↺

ENGLISH ↔ CHINESE

Translation can be very difficult. Words can have multiple meanings. It's good to double-check what you get.

翻译可能非常困难。单词可以有多种含义。这是很好的仔细检查你得到什么。

🔖 🔊 📋 ↗️ 👍 🗨️

# Reading: Can you trust it?



## Criteria to use – from Hosting Facts

### Infographic

- Authorship
- Currency and Relevance
- Accuracy
- Purpose and Objectivity
- References –Links



## AUTHORSHIP - ESTABLISH THE AUTHOR PROFILE AND CREDIBILITY



THE AUTHOR INFORMATION IS AVAILABLE ON THE CONTENT OR PUBLICATION.

☐

PUBLISHER DETAILS ARE SHOWN ON THE PAGE.

☐

THE AUTHOR WAS PREVIOUSLY CITED IN RELATION TO HIS OR HER CONTENT.

☐

THE AUTHOR IS CREDIBLE AND SHOWS QUALIFICATION ABOUT THE CONTENT SUBJECT.

☐

THE AUTHOR IS AFFILIATED WITH AN ACADEMIC INSTITUTION OR CREDIBLE ORGANIZATION.

☐

THE AUTHOR IS CONSIDERED EXPERT ABOUT THE SUBJECT MATTER.

☐

## UP-TO-DATENESS AND RELEVANCE



**THE CONTENT AND INFORMATION IS UP-TO-DATE AND RELEVANT.**

☐

**THE CONTENT USES STATISTICAL INFORMATION WITH TITLE AND DATE FOR REFERENCING.**

☐

**THE CONTENT SHOWS "MOST RECENT CHANGES AND UPDATES" ON THE CONTENT ITSELF.**

☐

**THE WEBSITE IS WELL MAINTAINED, WITH VERY MINIMAL TO NO BROKEN LINKS.**

☐

## ACCURACY



THE CONTENT IS FREE FROM SPELLING ERRORS.

☐

THE CONTENT IS WELL-WRITTEN AND GRAMMATICALLY CORRECT.

☐

THE CONTENT HAS BEEN THOROUGHLY EDITED AND REVIEWED.

☐

THE SOURCES INDICATED ON THE CONTENT IS RELIABLE AND VERIFIABLE ELSEWHERE.

☐

## PURPOSE AND OBJECTIVITY



**THE CONTENT SERVES ITS PURPOSE - TEACH, INFORM, EXPLAIN, PERSUADE ETC.**

☐

**THE AUTHOR OR PUBLISHER IS NOT BIASED ON COVERING ANY SUBJECT.**

☐

**THE INTENDED AUDIENCE IS CLEARLY IDENTIFIED WITHIN THE CONTENT.**

☐

**YOU UNDERSTAND THAT THE CONTENT IS COVERED WITH FACTS, OPINION, OR PROPAGANDA.**

☐

**THE POINT OF VIEW IS CLEARLY WRITTEN THROUGHOUT THE CONTENT.**

☐

**THE PUBLISHER CLEARLY OWNS RESPONSIBILITY ON PROVIDING ACCURATE INFORMATION.**

☐

## LINKS



**LINKS ON THE CONTENT ARE USEFUL AND  
RELEVANT TO THE TOPIC OF THE CONTENT.**

☐

**LINKS ON THE CONTENT ARE NOT DEAD OR  
LINKS TO A 404 PAGE.**

☐



## Writing

- How do you express your meaning?
- How do you improve it?
- How do you share it?

# Writing: How do you express it?



- Word processing
- Email
- Blogging
- Posting on social media



# And texting



Do you use text-speak (in texting or elsewhere)?

Do your students?

Does it affect writing skills?

*Txtng: The gr8 db8*

# Communication



## Right tone, right place, right time

Hi! Cn I get a copy of yr  
paper? I need it tmorrow.  
Thx!

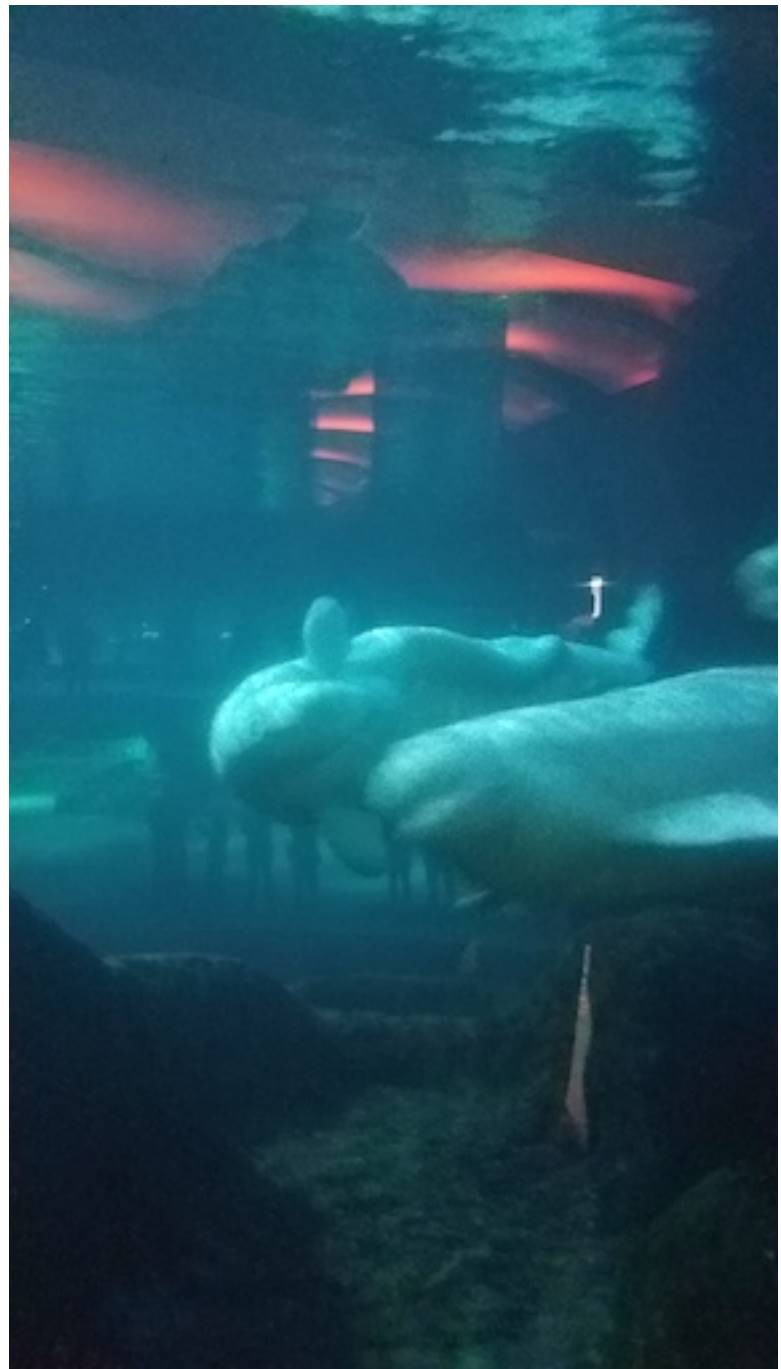
Dear Professor,  
I am working on a  
paper for my  
TESOL class. It's  
due in three weeks.  
Could you possibly  
send me a copy of  
your article, "...

# Creativity: Remixing



- Use photos
- Use text
- Put them together in new ways

# Creativity: Remixing



# Creativity: Remixing

Beluga whales live  
in the Arctic. They  
form groups  
(pods), with 10  
whales on average  
...



# Creativity: Remixing

Beluga whales live  
in the Arctic. They  
form groups  
(pods), with 10  
whales on average  
...



# Writing: How do you improve it?



Electronic submission of documents allows teacher comments

DL Healey 11/13/2015 4:56 PM



**Comment [1]:** This is a good topic sentence for this paragraph.

There are three errors, two in the first sentence and one in the last sentence of this paragraph.

Describe the type of error for each one here:

- 1.
- 2.
- 3.





# Track Changes

Elder and Paul feel that there are six stages that people go through in developing their thinking. People can be at more than one stage. They can think in different ways on different times. Elder and Paul would like to see people thinking consistentlyly at the higher stages - but this takes practice and attention. Here are descriptions of each stage.

DL Healey Deleted: is

DL Healey Deleted: ,

DL Healey Deleted: p

DL Healey Deleted: of




# Accuracy





## Concordance: quick usage check

- "accustomed to": 46 million hits
- "accustomed with": 322,000 hits

# Or full concordancer, like COCA








 <https://corpus.byu.edu/coca/>


4


COCA




















SEARCH

FREQUENCY

CONTEXT

OVERVIEW

CLICK FOR MORE CONTEXT

☐ [?]

1	2018	FIC	Analog	A	B	C	able to assess your response time and judge in it the training of a man <b>accustomed to</b> fight
2	2018	ACAD	Church History	A	B	C	in a separate chapter. The Dominican lector proudly revealed that the young friars were <b>acc</b>
3	2017	FIC	Bk:ThroughShadows	A	B	C	him? He probably should refrain from pointing out the fact that birds were quite <b>accustom</b>
4	2017	MAG	Huffington Post	A	B	C	, too, is not in a reassuring position like the one it had become <b>accustomed to</b> under Baracl
5	2017	MOV	Silicon Cowboys	A	B	C	And from then on expand gradually into all the other countries. He was more <b>accustomed</b> i
6	2016	FIC	Bk:HearthStone	A	B	C	the silo. # " Maybe it's not quite as posh as what you're <b>accustomed to</b> , " he said. # " Maybe
7	2015	FIC	Bk:Brown-eyedGirl	A	B	C	sounded like the kind of day meant for some other woman, someone who was <b>accustomed</b>
8	2015	NEWS	Pittsburgh	A	B	C	She didn't cultivate donors. It was not a style that Sweet Briar's <b>accustomed to</b> , " said Mrs. I
9	2014	FIC	Bk:Desperate	A	B	C	She worked out of the house and traveled a lot on business. She was <b>accustomed to</b> passir
10	2013	NEWS	CSMonitor	A	B	C	senior vice president for campaigns, told The New York Times, " We are <b>accustomed to</b> peo
11	2012	WEB	nomediakings.org	A	B	C	working as a graphic designer at the time, so that's what I was <b>accustomed to</b> using. Now, t

# Bibliography

# zotero

[Home](#)[Groups](#)[People](#)[Documentation](#)[Forums](#)[Get Involved](#)

Zotero [zoh-TAIR-oh] is a free, easy-to-use tool to help you collect, organize, cite, and share your research sources.

Somewhat automatic  
formatting

Free help

## Purdue Online Writing Lab

[Purdue OWL](#) [Writing Lab](#) [OWL News](#) [Engagement](#) [Research](#) [Contact](#) [Site Map](#)[General Writing](#) • [Research and Citation](#) • [Teaching and Tutoring](#) • [Subject-Specific Writing](#) • [Job Search Writing](#) • [ESL](#)[OWL Family of Sites](#) > [OWL](#) > [Research and Citation](#)[GO](#)[Research and Citation](#)[Conducting Research](#)[Using Research](#)[APA Style](#)[MLA Style](#)[Chicago Manual 16th Edition](#)[Giving to the OWL](#)[Suggested Resources](#)[-MLA Guide](#)[-MLA OWL Mail FAQs](#)[-APA Guide](#)[-APA OWL Mail FAQs](#)[-How to Navigate the New OWL](#)[-Media File Index](#)

### Research and Citation Resources

If you are having trouble locating a specific resource please visit the [search page](#) or the [Site Map](#).

#### Conducting Research

These OWL resources will help you conduct research using primary source methods, such as interviews and observations, and secondary source methods, such as books, journals, and the Internet. This area also includes materials on evaluating research sources.

#### Using Research

These OWL resources will help you use the research you have conducted in your documents. This area includes material on quoting and paraphrasing your research sources, as well as material on how to avoid plagiarism.

#### APA Style

These OWL resources will help you learn how to use the American Psychological Association (APA) citation and format style. This section contains resources on in-text citation and the References page, as well as APA sample papers, slide presentations, and the APA classroom poster.

#### MLA Style

These OWL resources will help you learn how to use the Modern Language Association (MLA) citation and format style. This section contains resources on in-text citation and the Works Cited page, as well as MLA sample papers, slide presentations, and the MLA classroom poster.

#### Chicago Manual of Style

This section contains information on the Chicago Manual of Style method of document formatting and citation. These resources follow the 16th edition of the Chicago Manual of Style, which was issued in September 2010.



# Writing: How do you share it?



## Consider...

- Local vs. global
- Small vs. large impact



# Sharing creatively: Digital curation

The screenshot shows a Pinterest interface with a board titled "ESL". The board is organized into several sections:

- Teaching**: A pin titled "12 Ways to Support ESL Students in the Mainstream Classroom" by Cult of Pedagogy. The image shows a teacher at a chalkboard with a class of students. The text on the chalkboard includes "Okay, so after you draft the first paragraph of your analysis, you should..." and "But, should I write an analysis?".
- Activities**: A pin titled "Dual Language Preschool Tablet" from Hatch. The image shows a green tablet with a cartoon frog character and the letters G, C, and N. The text below the image says "¡Ya Está Aquí! Introducing new Shell Squad Adventures for Dual Language Learners! Check out our learning software that builds math & literacy skills in English and Spanish."
- Colors**: A pin titled "39 No-Prep/Low-Prep ESL SPEAKING ACTIVITIES" by Jackie Bolen. The image shows a large number 39 and the text "No-Prep/Low-Prep ESL SPEAKING ACTIVITIES". Below the image, it says "For Teenagers and Adults" and "JACKIE BOLEN".
- Classroom**: A pin titled "ESL Warm-up Games and Activities" from HubPages. The image shows a large number 39 and the text "39 No-Prep/Low-Prep ESL Speaking Activities: For Teenagers".
- Games**: A pin titled "ESL Warm-up Games and Activities" from HubPages. The image shows a large number 39 and the text "39 No-Prep/Low-Prep ESL Speaking Activities: For Teenagers".
- Lessons**: A pin titled "ESL Warm-up Games and Activities" from HubPages. The image shows a large number 39 and the text "39 No-Prep/Low-Prep ESL Speaking Activities: For Teenagers".

The board also features a navigation bar at the top with tabs for "All Pins", "Your Pins", "Pinners", and "Boards".

# Writing collaboratively



## Word-processing

- Joint writing
- Commenting
- Peer editing
- File sharing

## Joint projects

## iEARN-China



Global collaborative  
projects at  
[iearn.org/collaboration](http://www.iearn.org/collaboration)

[http://www.iearn-  
china.org.cn](http://www.iearn-china.org.cn)



Don't Waste, Create  
68 countries

My School, Your  
School  
83 countries



# Social media



- Potentially large, international, audience
- Where students are
- Many apps
- But...

# Social media



- Potentially large, international, audience
- Where students are
- Many apps
- **But...**
  - Privacy
  - Fake news
  - Clickbait
  - Bullying

# Social media for your class



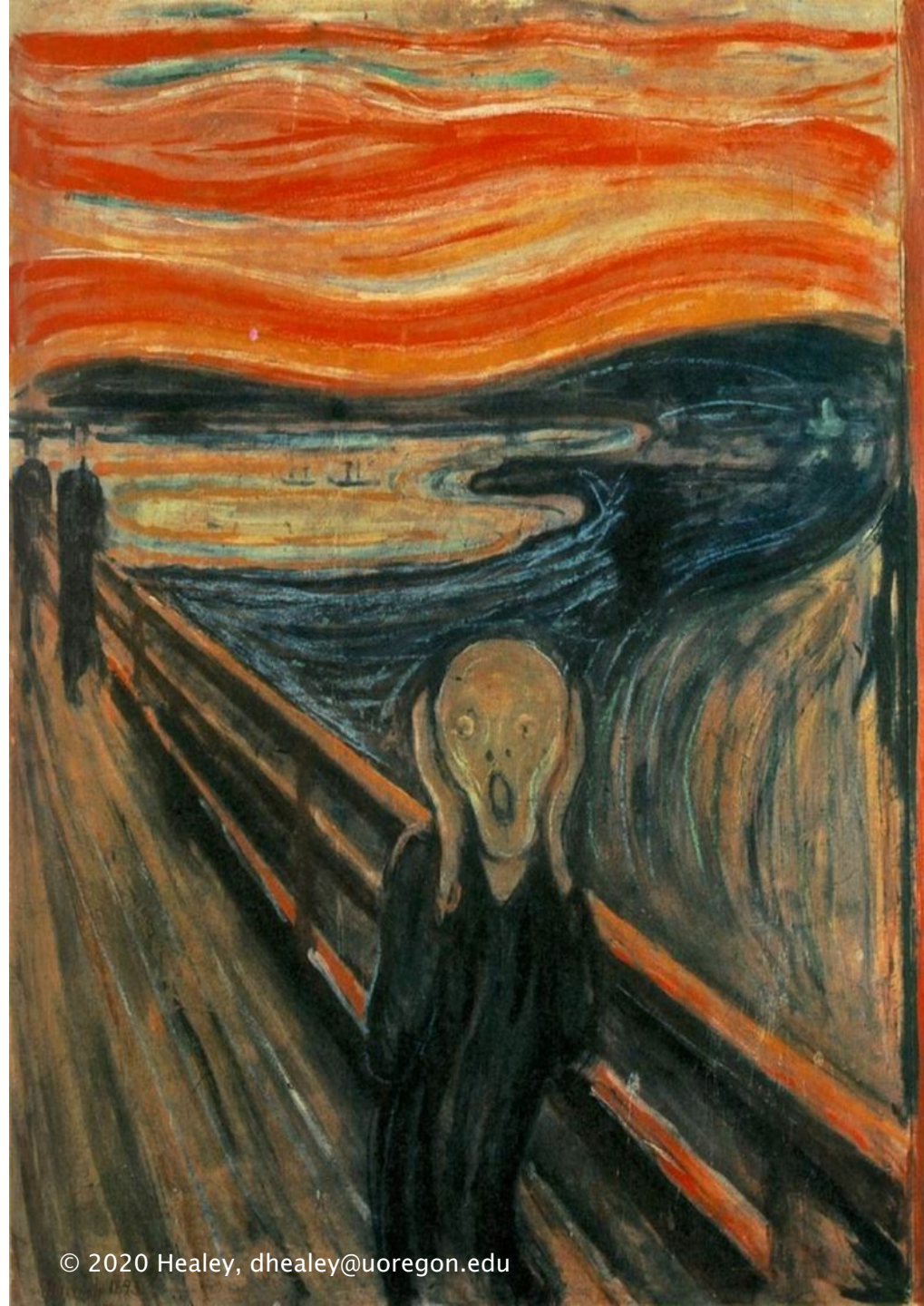
## On your page or group

- Add suggested readings
- Add activities
- Ask students to post comments
- Ask students to create their own group



So many possibilities. What's a teacher to do?

**Don't panic.  
Take action.**



**Don't panic.  
Take action.**

**Teach new literacies  
Use new tools  
Let students select,  
manipulate,  
republish (remix)**





# Thank you!

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