

By shifting your mindset of what constitutes learning, you can seize the opportunity to interact with others in the global network and use communication technologies such as blogs, wikis, microblogging, social bookmarking, and social networking. At the same time, you bring what you learn in these networked spaces back to your conversations in your school- or district-based learning communities. You think and communicate globally to drive change and innovation locally. Or, as the authors of *The Power of Pull* propose, you move out to the edge where innovative thinking is a constant and bring what you learn back to the core (Hagel, Brown, & Davison, 2010).

This new mindset for learning affects what we need to know. With new technologies and cultural shifts, the traditional literacies and competencies that dealt with making sense of words, images, and other content on a printed page are no longer sufficient. The literacies required to be productive citizens in a media-rich world are more inclusive, meeting the complex demands of our times and evolving as technologies change (Collier, 2007). The self-evaluation rubric in figure 1.2 incorporates a number of models or frameworks related to emerging literacies with a particular emphasis on ISTE NETS standards for teachers (International Society for Technology in Education 2008). Organizations such as the National Council of Teachers of English (2007), the Metiri Group (n.d.), The Partnership for 21st Century Skills (2009), the International Society for Technology in Education (2008, 2009), the U.S. Department of Education (Atkins et al., 2010), and the MacArthur Foundation (Jenkins, 2006) all suggest that there is a new set of literacies that individuals need to master to be productive citizens in the 21st century. How do you measure up? Are you literate by today's standards? Are your students?

In the space provided next to each skill, enter a 0 through 4. Be sure to include a bulleted description (example) of each skill in action and link to an artifact when possible. Use the following scoring guidelines to determine your skill level for each section.

Scoring Guidelines

4 = Outstanding: Consistently, intentionally, advanced

3 = Great: Most of the time, purposefully, proficient

2 = Good: Inconsistent, planned, basic

1 = Fair: Introductory, spontaneous, limited

0 = Not at this time: Need training, need to investigate further, or need both

1. Facilitate and inspire learning and creativity: I can use my knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance learning, creativity, and innovation in both face-to-face and virtual environments. This includes student and teacher development of skills such as critical thinking and problem solving, communication and collaboration, and building relationships with others to pose and solve problems collaboratively and cross-culturally. I am also able to help learners develop literacies relevant to participatory culture such as play (the capacity to experiment with one's surroundings as a form of problem solving), performance (the ability to adopt

alternative identities for the purpose of improvisation and discovery), and simulation (the ability to interpret and construct dynamic models of real-world processes).

As a learner leader and teacher, I . . .

3 _____ Promote, support, and model creative and innovative thinking and inventiveness

Example: Used Makey Makey and Scratch to connect sounds found within a community to prep students 3D community dioramas

3 _____ Engage learners as participants in exploring real-world issues and solving authentic problems using digital tools, global learning spaces, and resources

Example: Encouraging students to use GoogleMaps to map student led scientific expedition to Wadi Showka to examine effects of erosion.

2 _____ Promote reflection using collaborative tools to reveal and clarify learners' conceptual understanding and thinking, planning, and creative processes, such as the ability to create, critique, analyze, and evaluate multimedia texts

Example:

3 _____ Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Example: During meetings, I often use GoogleDrive to share documents being discussed allowing for conversation and discussion to continue without being disrupted.

11 _____ **Total composite score for facilitating and inspiring learning and creativity**

2. Design and develop digital-age learning experiences and assessments: I can design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes for learning such as creativity, communication, and critical thinking. I am aware of and can teach contemporary issues such as global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, health literacy, and environmental literacy. I also understand and can model the participatory skills of appropriation (the ability to meaningfully sample and remix media content) and distributed cognition (the ability to interact meaningfully with tools that expand mental capacities).

As a learner leader and teacher, I . . .

3 _____ Design or adapt relevant learning experiences that incorporate digital tools and resources to promote learning and creativity

Example: In prep we were discussing words to describe different sounds. During free play I noticed students enjoyed experimenting with Garageband on the iPad so I preloaded the sounds so they could listen and play with the sounds we had been exploring.

2 _____ Develop technology-enriched learning environments that enable all learners to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress; I am intentionally developing and helping my learners develop a digital footprint.

Example:

3 _____ Customize and personalize learning activities to address diverse learning styles, working strategies, and abilities using digital tools and resources

Example: I was working with a student who was overcoming processing issues due to having dyspraxia. During a summative spelling test I provided the student with an iPad where they could type the correct spelling - removing the need for writing.

2 _____ Provide learners with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

Example:

Figure 1.2: Self-evaluation rubric for new literacies of the 21st century.

continued →

10 _____ **Total composite score for designing and developing digital-age learning experiences and assessments**

3. Model digital-age work and learning: Connected learners exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. This includes proficiency with the tools of technology; the ability to manage, analyze, and synthesize multiple streams of simultaneous information; the ability to scan one's environment and shift focus as needed to salient details; skill in transmedia navigation (the ability to follow the flow of stories and information across multiple modalities); as well as evidence of the dispositions of flexibility and adaptability, initiative and self-direction, and productivity and accountability.

As a learner leader and teacher, I . . .

4 _____ Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations; I use 21st century tools in my own learning and leading.

Example: To support my distance education I have created my own network of communication and learning applications. This network includes using cloud based storage platform to hold all information which is accessible through all of my personal devices.

3 _____ Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation; I also have a personal learning network that includes peers from around the globe.

Example:

4 _____ Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats

Example: At the start of the year I ask parents and carers how they prefer to communicate I try to accommodate their preference whilst adhering to school communication policies. I use email and the Share feature on Google drive to communicate and initiate collaboration with peers.

3 _____ Model and facilitate effective use of current and emerging digital tools to collaborate and locate, analyze, evaluate, and use information resources to support research and learning

Example:

14 _____ **Total composite score for modeling digital-age work and learning**

4. Promote and model digital citizenship and responsibility: Connected learners understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. They also attend to the ethical responsibilities these complex environments require. Connected learners are able to apply digital judgment (the ability to evaluate the reliability and credibility of different information sources).

As a learner leader and teacher, I . . .

2 _____ Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources; I understand Creative Commons licensure and know how to license my own work as well as help my students license theirs.

Example:

2 _____ Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources

Example:

4 _____ Promote and model digital etiquette and responsible social interactions related to the use of technology and information

Example: I believe digital etiquette is just as important as face to face manners, when the opportunity arises I explicitly teach the importance of being responsible and kind online.

⁴ _____ Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

Example: When communicating with parents I prefer using email so text can be easily translated into their home language. When sharing pictures or videos of school events I am considerate of cultural and social values.

¹² _____ **Total composite score for promoting and modeling digital citizenship and responsibility**

5. Engage in professional growth and leadership: Connected learners continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. They understand how to network (the ability to search for, synthesize, and disseminate information); negotiate (the ability to travel across diverse communities, discerning and respecting multiple perspectives, and grasping and following alternative norms); and develop collective intelligence (the ability to pool knowledge and compare notes with others toward a common goal).

As a learner leader and teacher, I . . .

⁴ _____ Participate in local and global learning communities to explore creative applications of technology to improve learning; I understand how to build a personal learning network.

Example: I have attended technology conferences and events in the UAE and Australia, taking opportunities to talk to delegates and participate in experiences.

⁴ _____ Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others

Example: I am working collaboratively with a small team to develop a scope and sequence for an extension program for student within the design and digital technology strands of ACARA.

³ _____ Evaluate and transparently reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of learning

Example:

⁴ _____ Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of my school and community in both physical spaces and online; I understand the value of open leadership and connected learning communities.

Example: I volunteer each term to present at my schools peer-learning sessions. I work with team members to manage grade level websites and am always willing to help troubleshoot issues they face involving GoogleDrive, printers, projectors, downloading materials or creating learning resources.

¹⁵ _____ **Total composite score for engaging in professional growth and leadership**

Think About

Are you multiliterate? Of these literacies, which is most surprising to you? Which do you find least and most challenging?

The Connected Learner

Technology offers constant opportunities for self-directed and self-selected learning. Educators—through connections with each other, new research, and