

Louisiana Believes

Developing Tech Literacy for the 2017 Assessments and Beyond

September 2016 Teacher Leader Collaborations



Directions

1. Set up your computer
2. Get on the wifi
3. Log into your Google account if you have one (sit tight if you don't)
 - a. Send a blank email to LouisianaTeacherLeaders@la.gov from the email address associated with your Google account.

Outcomes

To thrive in an increasingly digital world, our students must become literate in a variety of technologies. Therefore it is incumbent on educators to go beyond showing students how to use email and apps; teachers must give students opportunities to learn technology through subject areas, making all learning more relevant. In this session, participants will:

- Learn the basics of and practice using Google Docs
- Discuss ways to integrate technology into lessons using an [ELA Guidebook 2.0](#) lesson as a model

Teacher Leaders *must* bring a laptop computer to participate in this session.

Agenda

- Digital literacy vs. tech readiness
- Introduction to Google Drive and Google Docs
- Integrating technology and content: an example from Guidebooks 2.0

Digital Literacy vs. Tech Readiness

Digital Literacy vs. Tech Readiness

In 2016–2017, grades 3–8 will complete the transition to computer-based tests, with a paper option remaining for grades 3 and 4. End-of-Course (EOC) exams will also move to this same platform. A smooth transition to online testing requires that a number of factors be addressed within schools and districts. These factors fall within three main work streams: digital literacy, technology readiness, and assessment administration preparation.

Work Stream	Description
Teach Aligned Content	Ensure the content you teach aligns to the Louisiana Student Standards including the level of rigor expected by the standards.
Digital Literacy	Regularly and authentically incorporate technology into classroom instruction.
Assessment Administration Preparation	Use the OTT and practice tests to familiarize yourself and your students with the online platform and tool as well as the item types they will see on the assessment. Explicitly teach your students strategies on how to use online tools well.

Digital Literacy

Purpose

In today's society, it is critical for students to be able to use the vast amount of technology available to them. Computer literacy will provide students with skills they need to succeed in the technological age. The purpose of this document is to support districts and schools in building students' digital literacy by authentically incorporating technology into instruction at every grade level.

Defining Digital Literacy

Digital literacy is the ability to use technology to find, evaluate, create, and communicate information. Along with a working knowledge of computer software and hardware, students will benefit from an understanding of wide range of applications (e.g., word processing, presentations, web-based resources). With software applications becoming so mainstream, it is vital to be fluent in their use when entering the workforce.

Digital Literacy

Digital literacy skills can be organized into seven categories:

- Basic computer operations
- Word processing
- Spreadsheet (tables, charts, and graphs)
- Mathematical applications
- Presentation and multimedia tools
- Acceptable use, copyright, plagiarism, and online safety
- Research and information gathering
- Communication and collaboration

The [Digital Literacy Guide](#) provides more specific recommendations for which skills should be introduced, reinforced and mastered in which grade levels.

It is important that teachers keep in mind that while a small number of digital literacy skills can be practiced in a standalone fashion, *the vast majority should be taught and practiced in an authentic way that reflects how students will be expected to use them in real life, i.e. integrated with lessons on content.*

Introduction to Google Drive and Google Docs

An Introduction to Shared Drives

There are many shared drive programs you can use and many collaborative text editors. This session will focus on using Google as an example.

- <https://opensource.com/business/15/7/five-open-source-alternatives-google-docs>
- <http://alternativeto.net/software/google-drive/>



What is Google Drive?

“Google Drive is a file storage and synchronization service created by Google. It allows users to store files in the cloud, share files, and edit documents, spreadsheets, and presentations with collaborators.” - *Wikipedia*

What is Google Docs?

Google Docs is an online word processor – similar to Microsoft Word – that lets you create, format and share documents.

An Introduction to Google Drive and Google Docs

Steps:

1. Access Google Drive: <https://www.google.com/drive/>
2. Sign into your Google account or create one if you don't already have one
3. Send the email associated with a Google account to LouisianaTeacherLeaders@la.gov
4. Create a new Google document

Need help? <https://www.google.com/docs/about/>

Practice

The Basics

- Change font type, size, color and style (*italics*, **bold**, underline)
- Left, center, right, full justify
- Increase/decrease spacing
- Embed a link
- Insert a table
- Copy and paste formatting

Commenting and Sharing

- Comment on your own document
- Suggest changes
- Share with your neighbor (you'll need to get their Google email address)
- Tag your neighbor in your document ([+EmailAddress@email.com](#))
- Comment and suggest changes in your neighbor's document
- Get a sharable link

Student Privacy: Google Drive and Google Docs

- Google requires account holders to be at least 13 years old due to the [Children's Online Privacy Protection Act \(COPPA\)](#). COPPA is a federal law established to assure that children under 13 years of age do not share personal information on the Internet without the express approval of their parents.
- If an LEA has an agreement with an online service provider, the minimum age of 13 is no longer applicable since students' data is protected under that agreement. You should check with your district IT staff to determine which online software is approved in your district.
- As part of this year's Data Governance and Privacy Plan work, the LDOE is partnering with LEAs to establish agreements for online educational tools for LEAs to choose from.
- If after checking with your IT staff you still have questions, feel free to email Kim.Nesmith@la.gov.
- Once you create a Google account, you can edit your privacy settings so they meet your needs.
- Keep in mind that Google is not the only way to share and co-edit documents. You should select the program or platform that best meets your needs and those of your students and school.



Integrating Technology and Content: an Example from Guidebooks 2.0

Practice

[Guidebook 2.0 Extension Task](#) (from *Flowers for Algernon* unit): Students begin researching how our understanding of intelligence has changed over time.

If 1-to-1 technology or a laptop cart is available, students can use a platform like Google docs to collaborate with others to answer the questions.

1. Create a blank Google doc.
2. Share the document with students to edit.
3. When students share the research topics, type them at the top of the Google doc. Students will see the updates if they have access to the document.
4. Then type “Possible Research Questions.” Give students 5 minutes to have a “silent conversation” in which they record possible research questions on the Google doc, being sure not to repeat what a peer types. They can also add to or revise the questions being recorded and add comments like, “Good question” or “I had the same question” on the document.
5. This document can then be printed out or accessed during research, to help students focus their research.

Reflection

Record your responses to the questions below [here](#).

1. How has today's sessions influenced your thinking about what it means for students to be digitally literate?
2. What did you find easiest and hardest about using Google Drive and Google Docs? What do you think your students will find easiest and hardest?
3. Think of at least one lesson that you have coming up in the next month. Create a plan for how you could you modify those lessons to integrate digital literacy skills.
 - a. What is the content objective of the lesson?
 - b. What digital literacy skill/objective could you tackle simultaneously?
 - c. How would you incorporate this skill/objective with your content objective in an authentic way?