

Generation Digital: A Guide to Technology



Subject: Technology, Writing, Language Learning (optional)

Classroom-to-Classroom Collaborative Project

Description

Students today have access to a wide array of technological resources that can be used as powerful learning tools. However, each of these resources also comes with risks. In this project, students work together to research their own use of technologies and the social and safety issues associated with them. *This project may also be completed as a Language Learning Project, with students sharing the information in English and in Spanish.*

Objectives

Students will:

Content Objectives

- identify the similarities and differences between students' use of technology in different classrooms
- define the risks and responsibilities associated with different types and applications of technology

Academic Objectives

- use technology to obtain information and exchange opinions with others
- build a relationship with students in another part of the world using 21st century skills
- learn and develop strategies for effective communication with a global audience

Language Practice Objectives (optional)

- practice the target language through a range of reading, writing, listening, and speaking activities

STANDARDS

21st Century Skills

Communication
Collaboration
Creativity and Innovation
Technology Literacy
Initiative and Self-Direction
Social and Cross-Cultural Skills
Productivity and Accountability

ACTFL Standards

Communication 1.1, 1.2, 1.3
Cultures 2.1, 2.2
Connections 3.1, 3.2
Comparisons 4.2
Communities 5.1, 5.2

CCSS ELA

Reading 1 (Novice, Intermediate, Advanced);
Reading 4 (Novice); 7–9 (Novice, Intermediate);
Reading 10 (Novice, Intermediate)
Writing 1-2 (Novice, Intermediate, Advanced);
Writing 4–6 (Novice, Intermediate)
Language: 1-6

LANGUAGE LEARNING

If classrooms are participating in this exchange as a language learning experience, the teachers should agree ahead of time on which language(s) each class will use for:

- in-class discussions
- classroom-to-classroom correspondence
- blog writing

HOW TO DO THIS PROJECT

1. **Join ePals Global Community:** Go to ePals Global Community (www.epals.com) and sign-up for an account. Update your profile and submit it for approval.
2. **Identify a Partner Teacher:** Identify a partner teacher on the Global Community using the Find Connections search tool. Use the filters on the left to narrow down your search results. If you are doing this project as a language learning experience, use the language filter to find a classroom partner that speaks your target learning language. Once you identify a teacher, click “connect” to connect with that teacher. Once the teacher accepts your invitation, you will be able to complete the next step.
3. **Define the Project through Messaging:** Message your connection to request that they participate in this Generation Digital exchange with you. You can craft a message your connections in two ways within the Find Connections tab. You may click on the “Message” button on their profile tile in My Connections, or you may go to My Messages to craft a new message. Cut and paste the Description above and the Procedures below into the body of your message so they understand the details of the exchange.
4. **Complete the Project:** Once you have confirmation from another participating class, determine a schedule and conduct the outlined exchanges below. Teachers will message each other on the Global Community to share information during each exchange.

ENGAGEMENT ACTIVITY

Several days before this project begins, help students document their technology use by logging their technology-based activities using the *Tech Use Chart*. During Exchange 1, students will combine their data to share with their partner class.

EXCHANGE 1: INTRODUCTION

1. Tell students that they will begin the Experience by introducing themselves to their partner class. Lead a class discussion to decide what information you will share. If students need help, suggest the following:
 - Where you live—be specific!
 - Two or three things about your community
 - A few details about your school and class
2. Engage your students in a discussion about technology in their lives, using the following questions. If students completed the Tech Diary, allow them to use their findings to support this discussion.
 - What kinds of technology do you use every day?
 - How much time do you spend using technology on a daily basis?
 - What technology do you use the most?
 - How does technology help you?
 - How might it harm you?

Discuss how you will summarize and explain your class' technology use to the partner class. Consider combining all student data from the Tech Diary and sharing that data with the partner class.

3. Brainstorm additional questions your students would like to ask their partner class about their use of technology. For example, students may want to know:
 - What search engines or social networking tools are most used by your class?
 - What are your favorite online sites?
 - What do your keyboards look like?
 - What technology do you have in your classroom/school?
 - How do you use technology during the school day?
4. As a class, compose an introduction to your partner class. Send the message using the teacher-to-teacher messaging feature in the global community.

EXCHANGE 2: TECH TALK

1. Read the post from the partner class and ask your students how their partners' technology uses and concerns are similar to or different than their own. Discuss similarities/differences in:
 - the technology tools used (laptops, smart phones, etc.)
 - the amount of time spent on technology
 - the way technology is used in school
 - concerns about technology
2. As students continue their discussion, create a list of high-interest topics for further exploration, such as:
 - technology as a cultural bridge
 - game addiction
 - technology and reliable information
 - safety and security
 - cyberbullying
 - public vs. private information
 - digital divide (the gulf between those who have ready access to computers and the Internet, and those who do not)
3. Have small groups of students each research a different high-interest topics. Each group should write a blog post about this particular technology topic. The blog post should include:
 - Title of topic
 - An opening sentence that hooks the reader and communicates the main idea of the post
 - Details that support the main idea with evidence
 - Conclusion that offers readers something to consider or contribute to the topic

4. Combine the blog posts into one message. Send it to your partner teacher to share with his or her students.

EXCHANGE 3: BLOG POST REVIEW

1. Review the blog posts shared by the partner class.
2. Have students practice respectful discourse by composing a response to one of the blogs that offers:
 - meaningful comments about the writer's information and opinion
 - additional details
 - follow-up questions
3. As a class, create a final text exchange to respond to any return questions and share what was learned during this project.
4. Remember to thank the partner teacher and class for collaborating on this project!

SPANISH RESOURCES

[Tecnología, ¿beneficia o perjudica el desarrollo de los niños?](#)
[Cinco mitos sobre la seguridad en internet](#)
[El lápiz y papel en la generación digital](#)

Name _____



Technology Use Chart



Date: _____

Type of Technology Used	Purpose of Use	Time Spent	Related Risks or Responsibilities

Total Time: _____