Different Purposes for Using of Digital Tools to Teach Literacy in the College Classroom
21st Century Literacy Learning Environments Conference
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(online version of this handout with hotlinks: http://tinyurl.com/yhub7y8)

Resources for teachers:
Teaching Writing Using Blogs, Wikis, and other Digital Tools, by Beach, Anson, Kastman-Breuch, & Swiss, 2009 (Christopher Gordon Publishers) http://www.christophergordon.com:
http://digitalwriting.pbworks.com
Teachingmedialiteracy.com (TCPress) http://www.teachingmedialiteracy.com/
http://teachingmedialiteracy.pbworks.com
Teaching Literature to Adolescents: http://www.teachingliterature.org and
http://teachingliterature.pbworks.com
Challenges in teaching online learning
http://chronicle.com/blogPost/blogPost-content/26097/

Purpose: Acquiring/subscribing to/sharing information
Using RSS feeds: Bloglines www.bloglines.com or Google Reader www.google.com/reader
Reading RSS feeds with Bloglines http://tinyurl.com/km9uv3
View the video: Adding RSS feeds to blogs: http://tinyurl.com/medg6c
For collecting texts, images, or video, students need to know how to use tags as key terms to categorize specific sites, blog posts, or images/clips.

Bookmarking and sharing links/tags: Diigo http://www.diigo.com or Delicious:
http://www.delicious.org Share bookmarks with students in a class using in Diigo groups; Diigo can also be used to add annotations to online literary texts for sharing responses to literature.
Video: Using Diigo for social bookmarking http://www.youtube.com/watch?v=0RvAkTuL02A
William Ferriter, Social Bookmarking and Annotating (specific directions on setting up Diigo accounts and groups): http://digitallyspeaking.pbworks.com/Social-Bookmarking-and-Annotating
William Ferriter, Can’t Get Kids to Read, Make it Social, Educational Leadership
http://tinyurl.com/ybszczj
Using the Group feature on Diigo http://www.diigo.com/learn_more/collaborate
- add Diigo to your browser as a toolbar to activate with the pull-down Diigolet to bookmark sites, and then create you class(s) as a Group to share those bookmarked sites with other students in the class by opening up the Share to group link and clicking on the Group name. As an educator, set up special Educator accounts to add students to a class account along with privacy settings:
http://www.diigo.com/education Add comments/annotations to any site or blog post by highlighting a section and then clicking on the tiny box on top of the highlighted area to add a "sticky note" to give students written comments about their work.
- Students can also respond with comments to online literature as a way to conduct online responses to literature from the following sites: Academy of American Poets (http://www.poets.org), Project Gutenberg, Poetry Archives (http://www.poetryarchive.org), American Verse Project (http://www.hti.umich.edu/a/amverse), Library of Congress Poetry (http://www.loc.gov/poetry)

Purpose: Collaborative Construction of Knowledge
Teaching with Twitter http://chronicle.com/blogPost/blogPost-content/26097/
Theresa Haider, Cretin-Durham Hall HS: Use of a wiki with The Kite Runner
digitalwriting.pbwiki.com/Theresa+Haider%27s+Wiki+Writing+Project+on+The+Kite+Runner
Scott Wertsch, Champlin Park HS: literature circles:
wertsch.pbwiki.com/Book+Club+Wiki+Pages
Katie Bruhn: world literature: worldlitsmallgroups.pbwiki.com/
Molly Melton, Minnesota Zoo school: 12th grade AP Literature class: molliwog.pbwiki.com

Social networking/forum sites: Moodle, Ning, Google Groups, Tappedin.org
Youth Voices: exchanges between high school students: http://youthvoices.net/
Space2cre8: (international exchange between India and New York students):
www.intermedia.uio.no/mediatized/space
Literary Worlds site (http://www.literaryworlds.org) (Rozema & Webb, 2008). On the Literary Worlds site, students can enter into and engage in synchronous chat about frequently taught texts such as Brave New World, Things Fall Apart, Of Mice and Men, The Great Gatsby, and 1984.
Use of Facebook profile friends for responding to To Kill a Mockingbird
http://tinyurl.com/yt7nwk9
Video created by UCLA student, Richard Bamattre: Friend Me: Critical analysis of issues of advertising/privacy in social networking sites http://vimeo.com/10292230

Purpose: Creating Multimodal Texts
Celebrate Oklahoma history
http://lc.celebrateoklahoma.us/video

Remixing texts
Remix America (remix historical speeches/words with contempory events: www.remixamerica.org;
Adbusters: www.adbuster.org; “Photoshopping” remixes: Worth1000.com; music and music video remixes: ccMixter.org, Splicemusic.com; Moving image remixes: Animemusicvideos.org;
Newgrounds.com; manga and anime fan art: DeviantArt.com; TV/book: Fanfiction.net

Digital storytelling/literature/poetry
DUSTY (Digital Underground Storytelling For Youth) site: oaklanddusty.org/
Digital storytelling tools such as Storymaker (story-box.co.uk/sm.php), Umanjin (www.umajin.com/), or MixBook (www.mixbook.com)

Mashups or remixes of literary texts
Adbusters https://www.adbusters.org/ or Remix America http://remixamerica.org/ Or examples of brand images on TinEye: http://tineye.com is a reverse image search engine in which you submit an image and it provides original or other versions of the same image or parody version of that image
Creating an ad spoof: fictitious or actual product http://adbusters.org/spoofads/printad
Mashups of Shakespeare plays on YouTube, for example, “Hamlet Is Back,” with clips from Arnold Schwarzenegger in The Last Action Hero (http://www.youtube.com/watch?v=BGq5DQygV4), Living Iambic Pentameter (http://www.youtube.com/FolgerLibrary), “Romeo & Juliet Stop Motion Style.”
(http://www.youtube.com/watch?v=tLHsU9GeDLI)

Digital Poetry
Electronic Literature Organization’s collection of poems (http://eliterature.org)
“14 Reasons Why,” a tribute to the novelist, June Jordan, Korina Jocson
http://cie.asu.edu/volume8/number5/index.html

Purpose: Formulating arguments using online role-play/games

Online role-plays employed by Elizabeth Boeser, Jefferson High School
University of North Dakota Fighting Sioux mascot debate (used with Montana, 1948): http://roleplaymascots.blogspot.com
http://mascotroleplay.blogspot.com/
Censorship role-play: http://schooledthewriteway.blogspot.com/
Perks of a Wallflower: wallfloweronline.blogspot.com

Beach, R., & Doerr-Stevens, C. (2009). Learning argument practices through online role-play: toward a rhetoric of significance and transformation. Journal of Adolescent & Adult Literacy
http://tinyurl.com/d8voac

Steps to participate in this online debate on a Ning
1. In the Profile section, create a bio entry in which you start with your stance and role, for example, Pro-teacher.
2. Then, conduct some research on this issue by searching for material online that supports your position.
3. Then, respond to others' statements of position as well as react to responses to your position using counter-arguments/evidence. Attempt to build alliances with pro or con roles to create coalitions to put group pressure on others. Formulate some alternative solutions to the problem, noting reasons why these solutions make work, as well as refute the viability of proposed solutions.
4. reflect on your experience adopting a role

Other related persuasive writing games or resources

Ink, first-year college composition at Michigan State University: http://writing.msu.edu/ink/research.htm

Purpose: Developing a Sense of Voice through Podcasting

Podcasting: Recording podcasts on computers using Garageband (Mac only) or Audacity (http://audacity.sourceforge.net/). For tutorials on podcasting tools: http://digitalwriting.pbworks.com/McCauley+and+Beach:+Tutorials+on+Creating+Podcasts).
Students then create a podcast feed from these files Feedburner (http://Feedburner.com), FeedForAll (http://www.feedforall.com), or Podomatic (http://podomatic.com).

Students can also use podcasting to:
- create book talks or productions about a literary texts. Students in Robert Rozema’s college literature class created a podcast based on their reading of the futuristic novel, Feed (Anderson, 2002) in which the main character, Titus, summarizes events in the novel, along with other students quoting passages with background music (Rozema & Webb, 2008).
- record a readers’ theater production (http://podtheatre.pbwiki.com/Background) using scripts in the public domain (http://www.teachingheart.net/readerstheater.htm) or create their own scripts addressing issues in their lives.

Purpose: Using Digital Tools for Feedback and Self-reflection

- Audio/podcast files recorded on digital recorders or using Garageband/Audacity to give audio feedback to student writing/blog posts.
- Making comments on VoiceThread to respond to VoiceThread productions
- Using Diigo http://diigo.com to add annotations/sticky notes to students web-based writing/sites
- Using VideoAnt: http://ant.umn.edu for teachers and/or peers add annotations at specific places in a video http://mediamill.cla.umn.edu/mediamill/display/45928