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Teaching the iGeneration (Second Edition): Five Easy Ways to Introduce Essential Skills With Web 2.0 Tools

By William M. Ferriter and Adam Garry

Study Guide

This study guide is a companion to the book *Teaching the iGeneration (Second Edition): Five Easy Ways to Introduce Essential Skills With Web 2.0 Tools* by William M. Ferriter and Adam Garry. The purpose of *Teaching the iGeneration* is to help teachers find the natural overlap between the rigorous, in-depth work they want their students to perform and the digital tools that are available to today's classroom. Each chapter introduces one of five enduring skills and abilities necessary for success in any knowledge-based enterprise, along with digital solutions to enhance these skill-based instructional practices.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote essential skills using technology.

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Teaching the iGeneration (Second Edition)—Study Guide

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a healthy culture for the iGeners in your school or district.

Chapter 1

Managing Information in the 21st Century

1. Although online resources are plentiful and easily accessible, they raise research issues for students that traditional resources work to prevent. What are those issues?
2. What is fortuitous searching? How can students avoid its pitfalls, and what digital tools can be useful in doing so?
3. Students must become adept at identifying untrustworthy online resources. What three questions can students ask themselves in analyzing a website's credibility?
4. What is the difference between a content aggregator and a feed reader? Name three ways that teachers can use feed readers in teaching as well as in their own professional development.
5. What guidelines and structures can teachers set up to make collaborative bookmarking and social annotation more effective for students? Name some of the individual roles that students can play when using these tools.

Chapter 2

Exploring Verbal Persuasion

1. In your own words, what are the three factors on which the success of written persuasion relies?
2. Study the provided tips for school-based blogging. Which of these do you think will be most crucial for classroom blogging work, and why?
3. Consider the blogging project detailed on page 51 that Bill Ferriter's sixth-grade science class took on in studying the amount of sugar in foods. Which classroom topic do you think your students would most benefit from expressing their opinions and thoughts on through blogging? Why would a blogging project complement this topic area?
4. Why do some teachers hesitate to pursue classroom blogging activities? How can teachers avoid the blogging pitfalls that they fear?

Chapter 3

Exploring Visual Persuasion

1. Why are stories a particularly effective means to move people toward action? What are the five principles that give a story staying power?
2. Along with persuasive and credible writing, images also have an impact on influence. What are some ways in which you can make images memorable?
3. What is Creative Commons licensing? What are the four forms of attribution available through Creative Commons?
4. Once you have prepared a digital kit for use by students, what basic principles should students follow when assembling their stories from the elements in the kit?

Chapter 4

Exploring Collaborative Dialogue

1. What are four unique characteristics of digital forums? How can these characteristics increase the negative impact of inappropriate content? How can they potentially enhance the positive impacts of instructional content?
2. What is a Socratic circle? How is it structured?
3. Because of the social tools available to students outside of school, we may be creating a learning divide, in which some students view school learning as a teacher-directed activity and true learning as a self-directed activity. How do Socratic circles offer a way to overcome this divide?
4. What types of online digital learning experiences are attractive to teens, and what do these experiences allow them to do? With which types do they tolerate adult participation more readily?
5. Name some ways to make collaborative dialogue inclusive and safe for all participants.

6. What kinds of comments should you advise students to post to asynchronous discussions in order to encourage healthy dialogue? Why?

Chapter 5

Exploring Collaborative Problem Solving

1. What is a type 3 problem, according to the typology of Getzels and Csikszentmihalyi?
How are type 3 problems best solved?
2. According to Surowiecki, what three qualities must groups have in order to solve complex problems? Why is each of these three qualities vital for group intelligence?
3. What traits of wikis can be helpful to teachers wishing to use them to structure collaborative problem-solving projects? What are the characteristics of high-quality wiki pages?
4. Name and describe some of the defined roles that support a classroom's wiki efforts.
5. How do Rich Lehrer's efforts with collaborative projects exemplify how problem solving should be taught in the future?