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Teaching the iGeneration:

5 Easy Ways to Introduce Essential Skills With Web 2.0 Tools

By William M. Ferriter and Adam Garry

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Study Guide

This study guide is a companion to the book *Teaching the iGeneration: 5 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.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to integrate the strengths of digital tools and traditional instruction.

Chapter 1

Managing Information in the 21st Century

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1. Although online resources are plentiful and easily accessible, they raise research issues for students that traditional resources do not. 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. Name four techniques students can use to establish the credibility of a website they are consulting.

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

Writing Open Letters to World Leaders

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1. Former British Prime Minister Gordon Brown once remarked that foreign policy in the digital age can no longer be run by elites. We can all now help to drive change, provided we know how to be persuasive and convincing. What are the characteristics of persuasive argument and convincing evidence?

2. Why are microlending projects an especially effective tool for developing the ability to write persuasive and convincing letters to leaders?

3. Blogs have been embraced universally as a tool for reaching audiences. What are the advantages of having students use pseudonyms when blogging?

Chapter 3

Telling Powerful Visual Stories

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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; high levels of exposure to visual content have had a huge impact on children and teens. What are some characteristics of memorable images?

3. What is Creative Commons licensing? What are the six different forms of attribution available through Creative Commons?

4. Once you have prepared a digital kit for use by students, what basic principles should they follow when assembling their story from the elements in the kit?

Chapter 4

Studying Challenging Topics Together

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1. What are some popular misconceptions about the ways teens use social networking, and what have been the consequences for schools of those misconceptions?

2. 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?

3. What is a Socratic circle? How is it structured?

4. 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?

5. What types of online digital learning experiences are attractive to teens? With which types do they tolerate adult participation more readily?

6. Name some ways to make collaborative dialogue inclusive and safe for all participants.

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

Chapter 5

Collaborating to Solve Problems

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1. What is a type 3 problem, according to the typology of Getzels and Csikszentmihalyi? How are type 3 problems best solved?

2. Creating a classroom encyclopedia covering the content or problem you are studying is a motivating and productive task for students. 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?

3. Name and describe some of the defined roles that support a classroom's wiki efforts.

4. What is the best way to deal with wiki vandalism?