

Collaborative Design & Discussion

Unit #: APSDO-00100294
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Grade(s): 7
Subject(s): Informational Digital Literacy
Course(s): GR. 7 - INFORMATIONAL DIGITAL LITERACY

Unit Focus

In this unit, students will explore different aspects of video production including outlining, story-boarding, filming, and editing. Students will apply their learning by creating a 30-60 second Public Service Announcement on the current event or social issue they chose to research using Screencastify or WeVideo, the green screen software. To expand opportunities for student choice and necessary skill sets required to do this project, students are encouraged but not required to work in groups of 2-3.

Stage 1: Desired Results

Established Goals

Standards

- ISTE Standards (2016)
 - *ISTE Standards for Students*
 - Innovative Designer - Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. (4)
 - Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. (4.b)
 - Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. (6)
 - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. (6.a)
 - Students create original works or responsibly repurpose or remix digital resources into new creations. (6.b)
 - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. (6.c)
 - Students publish or present content that customizes the message and medium for their intended audiences. (6.d)
 - Global Collaborator - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. (7)

Transfer

What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...

- T1 (T104) Engage in positive and respectful interactions in physical and/or virtual forums to broaden perspectives and deepen knowledge.
- T2 (T106) Develop and refine a solution to a student-generated question or challenging problem using a design process.
- T3 (T103) Collaborate with others toward common goal(s) where everyone has a voice in both design and ownership of the work.

Meaning

Understanding(s)

Essential Question(s)

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| <ul style="list-style-type: none"> ▪ Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. (7.b) ▪ Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. (7.c) ▪ Students explore local and global issues and use collaborative technologies to work with others to investigate solutions. (7.d) <ul style="list-style-type: none"> • AASL Standards Framework for Learning <ul style="list-style-type: none"> ◦ Shared Foundations and Key Commitments: All Grades <ul style="list-style-type: none"> ▪ ENGAGE <ul style="list-style-type: none"> ▪ Create: Ethically using and reproducing others' work. (IDL.ENG.04) ▪ Create: Acknowledging authorship and demonstrating respect for the intellectual property of others. (IDL.ENG.05) ▪ Share: Sharing information resources in accordance with modification, reuse, and remix policies. (IDL.ENG.07) ▪ Share: Disseminating new knowledge through means appropriate for the intended audience. (IDL.ENG.08) ▪ Grow: Reflecting on the process of ethical generation of knowledge. (IDL.ENG.10) | <p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 (U301) Ethical and skillful researchers give proper attribution to their sources to add credibility to their assertions/claims.</p> <p>U2 (U700) Working to find creative solutions to a complex problem is an iterative process that requires perseverance and flexible thinking.</p> <p>U3 (U701) As one's knowledge base increases, the quality of thinking, meaning-making, and communication can improve.</p> <p>U4 (U400) Effective collaborators recognize and leverage others' individual knowledge and skills to achieve a goal.</p> <p>U5 (U401) Effective collaborators work to achieve a best possible outcome through constructive and interdependent conversations and actions.</p> | <p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 (Q301) How do I use information from my sources? (K-3) How do I use evidence from my sources to support a compelling claim/assertion? (4-12)</p> <p>Q2 (Q400) How do I effectively collaborate with and encourage others to be more connected to the work?</p> <p>Q3 (Q500) How do I say what is on my mind and do it in a respectful way?</p> <p>Q4 (Q501) How do I safely share information and appropriately engage with others online?</p> <p>Q5 (Q402) What is our goal? How are we working together to reach it?</p> <p>Q6 (Q401) What's my responsibility in the collaboration and how can everyone's ideas and feedback help us achieve our goals?</p> |
| Acquisition | | |
| Knowledge | | Skill(s) |
| <p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 How to outline and storyboard content for a video or website</p> <p>K2 How to utilize the iterative nature of the design process</p> <p>K3 That engaging in collaboration is essential to group efficiency and productivity</p> <p>K4 How to access and use various design and program software</p> <p>K5 That creativity and self expression are integral to producing original work</p> | | <p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Utilizing the design process to plan and implement</p> <p>S2 Synthesizing information to create an outline or storyboard</p> <p>S3 Utilizing software programs in order to design and create a Public Service Announcement video or Google Site</p> <p>S4 Self-regulating, interacting, and contributing positively to collaborative ventures</p> <p>S5 Reflecting on the design process in order to improve their final product</p> |