

Media Workshop for Educators

Capstone Project
The Distinguished Fulbright Awards in Teaching

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"We must learn to balance the material wonders of technology with the spiritual demands of our human nature" John Naisbitt (1982)

1. Introduction to the Capstone Project

Media technologies affect every aspect of our daily lives; the way we learn, consume, do business, construct communities and engage in leisure and cultural activities. These technologies have an impact upon the way we think, create, relate to others, and behave. Media education has been created to promote critical thinking in young people about the media. Media education empowers people and ensures their participation in knowledge societies. Being media literate is part of being an educated citizen.

Media education has been part of the curriculum in schools for years. Well-intended plans and frameworks are worthless without on - going media training for teachers. The gap in knowledge about modern media and media technology seems very wide between young people and the older generation. Teachers feel that their students know more about the media than they do. That is not how it should be. The media training for teachers should be extensive and sustained. The workshop will also focus on describing the shift in education: The world is changing and our students are demanding more.

There has always been some kind of technology available for educators: pens, pencils, rulers, and blackboards. In the 1970's the first tape recorders entered the classroom. We have seen the classrooms fill with new technology almost in the same speed than the new technological inventions have filled our living rooms. I participated in The 22nd Georgia Educational Technology Conference in Atlanta on November 2009. I visited huge halls full of new technology designed especially for classrooms: new student response systems, latest interactive whiteboard technology, 3cams, etc. In the conference workshops teachers were introduced to a massive amount of social media technologies. Have any of these technological inventions improved student achievement? Have any of these technologies been used to make learning more interesting and fun? I have had these two questions on my mind when developing the workshop structure and creating the workshop content. It is not possible to improve student performance only by introducing new technological tools, but in focusing in the actual process of learning. New tools can create new working procedures – more effective procedures to improve student performance. Social media tools can be used as tools in these new studying procedures. They can be used as means to communicate and keep in touch with each other, to help create content, to facilitate teaching, enhance collaborative work and to share knowledge. Other interesting challenges and opportunities in parenting and teaching Digital Natives, a term introduced by Marc Prensky (2001), the first generation of digital technology, are to find ways to include reflection and critical thinking in their learning.

In the narrative part of my capstone project, I will define the capstone goals, compelling rationale, guiding questions as well as describe the background material and the workshop plan.

I will describe the different kinds of studies done about children/young people and media, and the studies which I will use as the base of my workshop planning. I will identify my audience and their needs. I will introduce the workshop participants to the terminology and give a guided tour in the world of social networks. Since all the materials to be used in the workshop will be in Finnish language, I will describe their contents in this narrative in English language.

1.1 Project Goals

The aim of my capstone project is **to build a functional model for a media workshop:** through extended dialogs and conversations across cross-cultural boundaries and through the study of the latest research material and literature. I have explored current theoretical progress in our understanding of young people's relationships with media, and of pedagogy. My goal has been to enhance new ways looking into media education: To learn how media education has been introduced as a subject and topic of the curriculum in U.S. schools and how practical and pedagogical approaches have been implemented in media education. I wanted to explore ideas how to involve the experts of the new media world; the students, in the Teachers Media Workshop - as tutors, as guides to new media world. I also wish to apply my knowledge of the media industry, my work experience in the media industry and my experience as an educator in the contents of the workshop. My intention is *to facilitate* the workshop, rather than teach the workshop.

1.2 Compelling Rationale

Media technologies affect every aspect of our daily lives; the way we learn, consume, do business, construct communities and engage in leisure and cultural activities. These technologies have an impact upon the way we think, create, relate to others, and behave. Media education has been created to promote critical thinking in young people about the media. Media education is a way to empower people and ensure their participation in knowledge societies. Being media literate is part of being an educated citizen.

Media education has been part of the curriculum in schools for years. While many different terms have been used to describe what students need, such as digital literacy, technological literacy, and 21st century skills also new common definition of what students need to know have been agreed worldwide. Unfortunately well-intended plans and frameworks are worthless without on - going media training for teachers. Teachers feel that their students know more about the media than they do. That is not how it should be. Media training for teachers should be extensive and sustained. Ongoing professional development is necessary to help teachers learn not only how to use new technology but also how to provide meaningful instruction and activities using technology in the classroom. It is important to provide professional development to teachers to help them choose the most appropriate technologies and instructional strategies to meet their needs. Students cannot be expected to benefit from technology if their teachers are neither familiar nor comfortable with it.

Media workshop will encourage teachers' critical thinking and creative thinking when teaching about media and using social media as a tool in their work. Many teachers seem very un-

certain about how to integrate media education and social media into their teaching. The workshop would give some options and ideas how to do it and introduce practical cases of using social networking tools for learning. The goals of the workshop are to enhance teachers' understanding of how the social media works and how to implement the social media in their work and help build network around work. Social media is a very dynamic field and what you learn today might change tomorrow. New tools/techniques/strategies emerge almost daily. To create and administer social media training programs we have to focus on the core of social media principles. We do not have to conquer all that's offered in web. It is essential to know the grounds/fundamentals and pick out the services right for us. Workshop aims to convince teachers that it isn't scary and reduce fear that staying up-to date is a lot of work!

I will introduce the workshop model to the educators and administrators in our consortium. The workshop model developed during my stay in USA can be used as part of teachers' professional development training. Ongoing development of these workshops and getting more experts involved in the planning and implementing the workshops will be an interesting task. I will involve my colleagues in Finland and in other European countries in the development of these workshops through international and national networks.

1.3 Guiding Project Questions

- Who are the Digital Natives?
- What do we mean when talking about web 2.0?
- How can the web 2.0 be used in teaching?

- In which of the key concepts and principles of media education should the workshops concentrate on?
- How to structure mechanisms for sharing experiences and expertise?
- What are the best strategies to evaluate what the participants have learned?
- How to help teachers in adapting workshop content to their own needs, to connect media education to their teaching?

1.4 Evaluation

The evaluation of the workshop focuses on the goals for the workshop and how effectively the goals for the workshop are met. The purpose of the evaluation is to assist workshop presenters and partners with determining the effectiveness of the teacher enhancement workshop.

To gather the data needed to answer the evaluation questions, all teacher participants will complete a pre-workshop survey on the first day of the workshop. The survey will measure the prior knowledge and compare it with the knowledge gained at the workshop.

In the end of the workshop a survey from each participant will be collected. The main questions (goals) for the evaluation are:

1. Which aspects of the workshop worked well? Which didn't work? Is the workshop length, format, etc., appropriate? What changes would improve the workshop?
2. What did teachers gain from the workshop? Did the workshop provide teachers with meaningful experiences and learning opportunities? Are they excited about the possibilities

of using what they learned in their classrooms?

3. What's the impact of the workshop on the teachers who attend? Which of the workshop ideas, methods, materials do they use? Does the workshop change their teaching and in what ways?

Participants also design an individual action plan describing how they intend to use different tools of social networking in their work. The action plan executions will be discussed and followed in workshop blog.

2. Media Education

2.1 Terminology

The term **Media Education** stands for work performed by educators in supporting the learning of children, young people and adults involving different media. This educational work may include both teaching about the media and through media, which means that media can be involved as a learning object or teaching tool as well as educational content itself. The objective of media education is an individual with media literacy skills who is able to utilize as well as produce media, to understand media production and expressions of media, to reflect on his personal relationship with media and to apply critical thinking as well as embrace self-expression.

Media literacy is the ability to critically analyze, augment and influence one's active reading, listening and viewing of media. The purpose of media literacy is to empower people to understand the mass media and how it works so that they can be in control of this important aspect of their own lives. This ability enables one to become a more effective citizen. Media literacy can be defined as different kinds of media awareness and competencies.

The media literate person recognizes that s/he is actively negotiating meaning with media texts. The media literate person is able to appropriate additional resources to further study any topic of interest. This ability includes being able to effectively use appropriate technology. The media literate person is able to deliberately change the impact or meaning of messages as well as create and send his/her own messages.

Teachers' media competence includes the capability to teach with media and about media.

2.2 Media education and Schools

Schoolchildren in western countries spend more time watching television than they do in school or play. The average child spends approximately eight hours per day using some kind of media. According the studies done in the University of Tampere, Finland, three out of four children from 8-10 years watches TV regularly, half of them watch TV alone or with a friend. Only one out of five watches TV with and an adult (Suoranta, 2001.).

The cumulative impact of mass media is to unconsciously shape our visions of ourselves. Allowing the mass media to shape our images of ourselves can be dangerous because the media must follow conventions that are often out-of-sync with real life. Mass media teaches us what it means to be a woman, what families are supposed to be like, or what it means to grow old. Media bring the world into our homes. We are dependent upon mass communication for knowing what is going on in our physical, social, economic, and political environments. In other words, almost everything we know about people, places, and cultures comes from the media. Receiving these messages over and over, we unconsciously come to accept them as truth without really thinking about it. The dangers of not thinking about media are greatest for young children and young adults. Media education gives them tools to ask questions and help them understand that all media messages are creations made by people, rather than accept what's on the screen as objective truth. Media education promotes critical thinking to help students read media messages. Learning to use and produce media products is an important way for children and young people to understand how media works, it is teaching "good citizenship" skills. Young people must be able critically evaluate the world around

them in order to fully and effectively participate in it.

Teachers and schools are also starting to understand the importance of media education not as a new subject to teach but as a new approach to subjects such as language arts, social studies, health, the arts, science and math. Incorporating media into traditional subjects not only recognizes the amazing body of knowledge students bring with them into classroom each day but it also engages students in a way that makes learning relevant to their lives, now and in the future.

The ICT cluster set up under the Education and Training 2010 Work Program and representing the Ministries of Education of several Member States of European Union met in 2008 to discuss the key role of digital literacy /competence for lifelong learning. The ICT cluster released the following messages:

“Lifelong learning strategies need to answer to the growing need for advanced digital competence for all jobs and for all learners. Learning digital skills not only needs to be addressed as a separate subject but also embedded within teaching in all subjects. Building digital competence by embedding and learning ICT should start as early as possible, i.e. in primary education. This includes learning to use digital tools critically, confidently and creatively, with attention paid to security, safety, and privacy. Teachers need to be equipped with the digital competence themselves, in order to support this process.”

Over twenty years ago, following an international meeting of experts, **UNESCO** published a declaration making the argument for media education. The Grunwald Declaration offers a

succinct and powerful rationale that is of enduring relevance. It argues that the media are an increasingly significant and powerful force in contemporary societies; and that a coherent and systematic form of education about the mass media must be seen as an essential component – indeed, a prerequisite – of modern citizenship. In its definition of media education, the Grunwald Declaration reflects several key emphases that continue to be shared by the majority of media educators today:

- Media education is concerned with the *full range* of media, including moving image media (film, television, video), radio and recorded music, print media (particularly newspapers and magazines), and the new digital communication technologies. It aims to develop a broad-based ‘literacy’, not just in relation to print, but also in the symbolic systems of images and sounds.
- Media education is concerned with teaching and learning *about* the media. This should not be confused with teaching *through* the media – for example, the use of television or computers as a means of teaching science, or history. Media education is not about the instrumental use of media as ‘teaching aids’: it should not be confused with educational technology or educational media.
- Media education aims to develop *both* critical understanding *and* active participation. It enables young people to interpret and make informed judgments as consumers of media; but it also enables them to become producers of media in their own right, and thereby to become more powerful participants in society. Media education is about developing young people’s critical *and* creative abilities.

Over the past twenty years, several interrelated changes – some of them foreseen in the Grunwald declaration itself - have made the argument for media education even more urgent. The media have increasingly penetrated all areas of social life: it is now impossible to understand the operations of the political process or of the economy, or to address questions about cultural and personal identity – or indeed about education – without taking account of the role of the media. Among the most significant changes are the following:

- **Technological developments.** With the advent of multi-channel television, home video, computers and the internet – along with a range of other technologies – there has been a massive proliferation of electronic media. This has resulted in an appearance of greater choice for the consumer (although not necessarily in greater global diversity); and in the growing accessibility of opportunities for production, as the cost of technology has fallen.
- **Economic developments.** The media have been subjected to – and been a major agent in - the broader commercialisation of contemporary culture. In many countries, public service media have lost ground to commercial media; and forms of advertising, promotion and sponsorship have steadily permeated the public sphere of social and political debate. This has been the case even in countries where the media were formerly subject to strong state control and censorship.
- **Social developments.** Most social commentators agree that the contemporary world has been characterized by a growing sense of fragmentation and individualisation. Estab-

lished traditions and ways of life are being eroded and familiar hierarchies overthrown. New, more individuated forms of identity and lifestyle are being created and promoted via the media; and individuals have become more diverse – and to some extent more autonomous – in their uses and interpretations of cultural goods.

- **Globalisation.** The balance between the global and the local is changing in complex and uneven ways, both in cultural and in economic terms. Global media corporations – based in the wealthiest first world countries - dominate the marketplace; yet new technologies also permit more decentralised, localised communications, and the creation of ‘communities’ that transcend national boundaries. Meanwhile, the gap between rich and poor – both within and between nations – appears to be widening; and this is also manifested in terms of access to information and to media technologies (*Buckingham D,2001*)

Social media is part of the media education and it is mandatory 21st century literacy, a set of communication skills that must be learned if we want to prepare today's youth to be able to participate effectively in the global marketplace. Although today's students grew up in a web world, the way organizations use social media is quite distinct from what they know. The better prepared students are to enter the workforce, the more value they can provide and the more opportunities they will have to make a difference.

3. Media Education in Curriculums

In the compulsory or upper secondary school curriculum ratified in 2004, media education has been integrated into one cross-curricular theme. Cross-curricular themes are points of emphasis in teaching and education that include content which is connected to many different subjects. They are unifying themes in teaching and education. The themes are also used to meet the contemporary educational challenges. When drafting school and municipality-specific curricula, these themes are to be included in common and elective subjects and they are to be visible in the operating culture of the school.

In basic education the cross-curricular subject media education is called communications and media skills. The other cross-curricular themes in basic education are called growing as a human being, cultural identity and internationality, committed citizenship and entrepreneurship, responsibility for the environment, well-being and a sustainable future, security and traffic and man and technology.

The media education content of the upper secondary school curriculum is part of a cross-curricular theme called communication and media competence. In addition to that theme, the cross-curricular themes common to all upper secondary schools are active citizenship and entrepreneurship, well-being and security, sustainable growth, cultural identity and cultural knowledge and technology and society.

3.1 Basic Education

Cross-curricular theme: Communication and media skills

The goal of education is to develop expression and interaction skills, to advance the understanding of the status and significance of media and to develop an operating knowledge of the media. In communication skills, the emphasis is on committed, interactive and communal communications. Media skills are practiced both as recipient and originator of messages.

Objectives

- The student will learn to
- express oneself comprehensively and responsibly and interpret the communications of others,
- develop one's information management skills and compare and utilise the information gathered,
- critically view the content conveyed by the media and to ponder the ethical and aesthetic values related to the content,
- produce and convey messages and use the media in a purposeful manner,
- utilize the communication and media devices in the gathering and conveying of information and in different interactive situations.

3.2 General Upper Secondary Education

Cross-curricular theme: Communication and media competence

Media competence in upper secondary school consists of learning both skills and knowledge. Media is both a subject and a means of studying. Media education is the development of verbal, visual, additive, technical and social skills and studying skills. It requires cooperation between subjects and cooperation between different media and learning in authentic operating environments. The different subjects in upper secondary schools should define and construct their relationship towards the media and its internal communications, its techniques, contents, materials and the media culture created around it. Media competence emphasizes visuality and the ability to utilise multiple devices.

Objectives

The student will

- receive sufficient skills to interpret and receive messages: the student will learn to be critical of the media in his choices and the interpretations of media texts, and learn the social knowledge and skills necessary for a consumer,
- know how to deal with ethical and aesthetical issues: the student will learn responsibility in media content production, utilisation and media behaviour,
- be equipped with better interaction, communication and influencing skills,
- be able to produce media texts and diversify one's expressional competence when producing content for media texts and conveying them,
- become familiar with using media as a means of studying and as a studying environment,

- develop their skills in using media in interactive situations related to studying and improve their skills at gathering and conveying information,
- be familiar with economic and social factors that affect the operation of the media,
- be informed about the communications field, media production and copyrights.

Finnish Society on Media Education: Finnish Media Education Policies, approaches in culture and education, 2008.

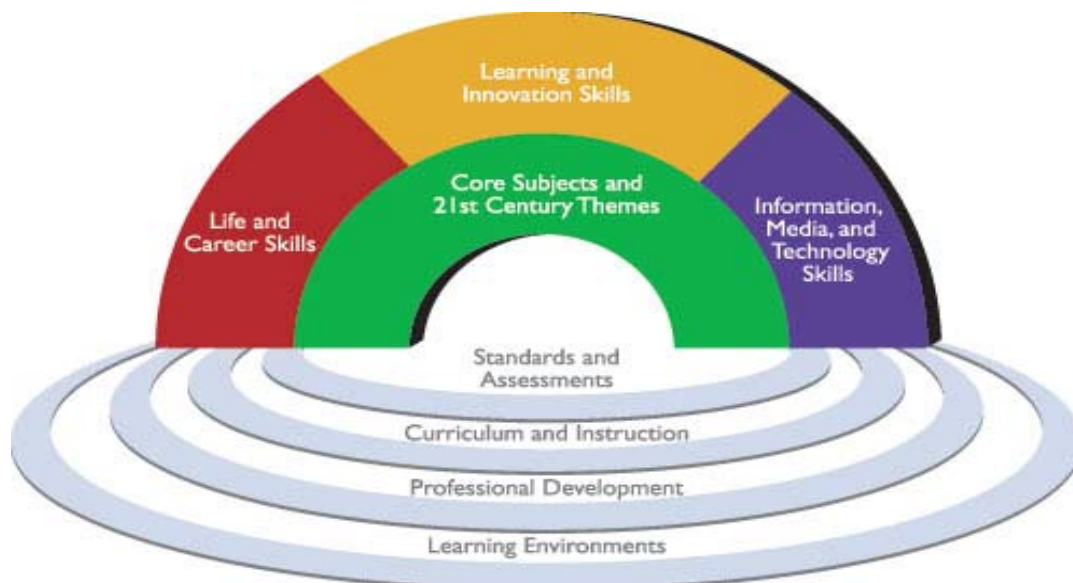
3.3 In the USA

ISTE, The International Society for Technology in Education, has been on the forefront of creating National Standards and policies for technology in education. ISTE is an association for educators and education leaders engaged in improving learning and teaching by advancing the effective use of technology in PK-12 and higher education. Home of the National Educational Technology Standards (NETS), the Center for Applied Research in Educational Technology (CARET), and the National Educational Computing Conference (NECC), ISTE represents more than 85,000 professionals worldwide.

Also the Partnership for 21st Century Skills has done a vast amount of work creating a National Curriculum with 21st Century Skills in mind. The Partnership for 21st Century Skills is a national organization that advocates for the integration of skills such as critical thinking, problem solving and communication into the teaching of core academic subjects such as mathematics, reading, science and history.

The key elements of 21st century learning are represented in the graphic and descriptions below (the Partnership for 21st Century Skills). The graphic represents both 21st century skills *student outcomes* (as represented by the arches of the rainbow) and 21st century skills *support systems* (as represented by the pools at the bottom).

While the graphic represents each element distinctly for descriptive purposes, the Partnership views all the components as fully interconnected in the process of 21st century teaching and learning.



The Partnership for 21st Century Skills has a vision about what it needs to be effective in the 21st century; citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.

The Partnership gives a description for media literacy:

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media
-

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

4. Teachers and Media Education

4.1 Professional Development

Finnish Ministry of Education: "Teacher training, the creation of new learning environments, the development of teaching material in both domestic languages and the strengthening of diversified literacy will constitute the areas of focus in the information society strategy for education."

The ICT cluster set up under the Education and Training 2010 Work Program and representing the Ministries of Education of several EU Member States has set the following recommendations:

“1. Enable pedagogical innovation with digital competence

1.1. Turn digital competence into a key priority in teacher training. Teacher training is central and can also be the core bottleneck to embedding of learning digital competence in education. Teacher training in all fields should include advanced digital competence, not concentrating only on ICT user skills of teachers. All the teachers should be involved from the earliest education levels and in-service training courses for advanced digital competence and eLearning didactics should be introduced. The training should consider aspects of using ICT both as a learning tool within subject teaching and a tool used by learners for their coursework outside school settings.

1.2. Learn 'critical' and 'quality' use of digital tools within context. Learning digital competence should include the development of a critical attitude to the digital media

*when using it. Teachers and trainers of all fields and disciplines should be confident and competent in these skills in order to encourage students to use ICT for their learning in a critical and creative way within different subjects, when searching for relevant information, evaluating the reliable online information, IPR aspects, critical attitude in publishing online content. **Teacher training should engage teachers getting in touch with practice and hands-on experiences and resources that closely relate to their daily needs** (for example, teachtoday.eu).*

*1.3. **Encourage innovative learning approaches.** Innovative teaching and learning approaches with ICT can be developed independent of the subject, in order to put learners at the centre and engage them actively in the learning process, promoting discovery and experiential learning, problem solving skills, etc. At the same time these aspects bring forward skills relating to digital competence, such as online collaboration with confident and critical use of the digital tools. Initial and in-service teacher training should disseminate insights and encourage teachers to experiment with new tools as well as to participate in teacher networks and follow innovative developments in their field...*

The effective use of technology depends upon a staff that receives sustained professional development. The media skill level of the staff directly affects student achievement. It would be most beneficial for teachers to receive technology training locally, and through distance learning courses. A variety of training options should be available for teachers; online classes, face-to-face training & collaboration time, and one-on-one and small group coaching. Accessible training is essential so that teachers can provide appropriate instruction and take advantage of what technology has to offer. Teachers need to be supported in their efforts to

use technology. The primary reason teachers do not use technology in their classrooms is a lack of experience with the technology (Wenglinsky, 1998; Rosen & Weil, 1995). In successful projects, teachers are provided with ongoing professional development on practical applications of technology.

Teachers cannot be expected to learn how to use educational technology in their teaching after a one-time workshop. Teachers need in-depth, sustained assistance not only in the use of the technology but in their efforts to integrate technology into the curriculum (Kanaya, T & Light, D 2005). Teachers also need embedded opportunities for professional learning and collaborating with colleagues in order to overcome the barrier of time and teachers' daily schedules (Kanaya, T & Light, D 2005). Besides pedagogical support to help students use technology to reach learning goals, teachers also need time to become familiar with available products, software, and online resources. They also need time to discuss technology use with other teachers and become members of a professional collaboration. The workshop model makes it possible for educators to connect and give them an opportunity to use and learn about online resources.

In Finland 84 % of all the teachers attend professional development training yearly. The number of teachers attending training has gone down between 1985 and 2005 (Piesanen, E., Kiviniemi, U. & Valkonen, S 2007). Teachers across all school types regarded that best results were achieved in terms of those fostering teachers' positive attitudes and motivation toward in-service training. The least effective recommendations concerned personal or school-based development and in-service training plans. The challenges of non-participation

can be tackled for example with the motivational support of school management, by institutional co-operation and new teaching technologies.

According to Heta Tuominen (2006) professional development and well-being are becoming more and more essential now that society is changing rapidly and the demands set on teachers are growing. Professional development demands resources and teachers may regard it as a threat and an additional strain. When the demands are so high that teachers cannot cope with them, they are likely to suffer stress and see reduction of commitment to their work and its development as a means to survive. If teachers stop caring about their work and their own development, how can we expect them to promote pupils' learning and development? It should be considered in the planning and implementation of in-service training and in arranging teachers' working conditions, that teachers have enough time and resources to develop themselves. Teachers are overwhelmed with the new media technology and the struggle to keep up with the speed of technology changes. The workshop intends to offer on-going support and introduce ways to keep up with the changing digital world.

4.2 In the USA

I have had the opportunity to visit US schools and to participate in Nashville Metropolitan Technology workshops. I also participated in the 22nd Annual Georgia Educational Technology Conference and workshops. I have had wonderful discussions with the instructional technology coaches Tischann Nye and Doug Renfro. I have gotten an insight look into media education in US schools and the training of the teacher to use media and social media in their

classroom. There is plenty of will to improve the practices and the quality of training teachers received from the technical coaches. These teacher trainers are dedicated to their work. They are passionate of their work and they seem to have a clear picture of the changes that are going on with the new generation and their way of learning. The coaches fill their mission: “To empower educators and students to become global citizens of integrity who adapt to the ever-changing technological world.”(Instructional Technology Department, MNPS). The vision of MNPS: For Metropolitan Nashville Public School is to be a collaborative member of the global community by embedding technology in curriculum and instruction. Instructional Technology Coach Tischann Nye faces challenges in her every day: “I feel that as much as I know there is always so much more to learn. What was new technology and the best way to work with technology integration two years ago, is so old compared to what is out there now. When teaching teachers there is a certain amount of credit given when the instructor is facing the same challenges that the teachers are facing as opposed to dealing in theory.” In Nashville teachers receive 5 professional days each year (In Finland average 3 days) and there has been money provided to assist teachers in paying for Professional Learning. However, leaving a classroom means a lot of pre work and pre organizing, so there are many teachers who choose not to attend trainings. There are also no real rewards for completing a certain amount of training or using technology in the classroom.

Schools in USA often attempt to block access to popular websites for a number of reasons. Whether or not these blocks are justified or wastes of time, whether they are a form of censorship or a method of managing resources, are topics that are debated every day. It is challenging to convince the schools not to block sites that would be useful for teaching purposes. It is a constant challenge to find tools that are instructionally relevant that the IT department

will allow teachers to use in the classroom. Most social media is blocked by the server and there are growing concerns about getting in trouble for having students add content that may not be appropriate. There is no specific policy from the districts to cover and protect teachers. There is a on- going concern about lawsuits occurring issues as these.

*“The **Children's Internet Protection Act (CIPA)** is one of a number of bills that the United States Congress has proposed in an attempt to limit children's exposure to pornography and explicit content online. Senator John McCain of Arizona introduced the bill that would become CIPA to the United States Senate in 1999. After various Representatives repeatedly introduced it to the United States House of Representatives, a final version cleared both houses and passed as part of an omnibus spending bill on December 15, 2000. President Bill Clinton signed it into law on December 21, 2000, and it was upheld by the Supreme Court of the United States on June 23, 2003. An attempt to expand CIPA to include "social networking" web sites was considered by the U.S. Congress in 2006”* Wikipedia

Schools, like governments, are institutions that are notoriously slow to adopt new practices and adapt to change. US Students have found this blocking policy very strange, but they seem to count it as another illogical act of the school system. The bottom line is that it is very simple to bypass these blocks using a number of easy methods, so they are ultimately little more than an annoyance for Digital Natives.

Some comments of the US students found from Internet chat rooms:

“Pretty much anything remotely fun is blocked, especially if it has "game" anywhere in the address.”

“my old school did, mainly because the network supervisor was a power crazy nazi. also used to be the caretaker 🤖pathetic fool used to come tell people off for "wasting his bandwidth" even after school hours. It's not like he was doing anything constructive with it...”

“The amount of websites that are categorized as 'criminal skills website' at our school is funny 😄My old school used to try to block hotmail but we used to over-ride it within a few minutes of their latest method.”

“There was a standard censorship thing on the school computer system but it used to block useful sites like Tutor2U economics website but allow dodgy rude things through! Yup. It is annoying, visit forums is IMPOSSIBLE at college.”

They filtered EVERYTHING. Even New Labour's Website, the Conservatives. Under the category "political". GHEY

And b3ta.. can't see why. My school IT dude was a nazi too, everything fun was blocked, hotmail, google image search, games everything. Always managed to hax0r round it though. Thesite.org was blocked too, but thesite.org.uk wasnt. Morons. Our

uni let you search everything. my old college blocks everything, they have software that blocks all games / profile websites and anything rude/sexual/dangerous. then if anything matches a certain filter, a screenshot is taken a sent to the admins. also, there is a member of staff who's job is to monitor what people are looking at.

all students have to sign a contract at the start of the year stating that the internet access is for "educational purposes" only, so anyone who is found doing anything else can have their network access blocked. if they have to use the computers for IT lessons or stuff like that, tough, they broke the contract."

"Recently, our school board made the decision to block Wikipedia from our school district's WAN system. This was a complete block — there aren't even provisions in place for teachers or administrators to input a password to bypass the restriction. The reason given was that Wikipedia (being user created and edited) did not represent a credible or reliable source of information for schools. Should we block sites such as Wikipedia because students may be exposed to misinformation, or should we encourage sites such as Wikipedia as an outlet for students to investigate and determine the validity of the information?"

We face similar challenges in the schools in Finland but not in as a great scale than in US. Being a small and technologically highly advanced country we have long experience of using IT technology and computers at schools and at homes.

5. Digital Natives and Education

5.1 *Digital Natives and Digital Immigrants*

Marc Prensky, an American writer and speaker on learning and education was the first one to introduce these terms to a greater audience in his article "On the Horizon" in 2001. He uses the term *Digital Native* in his article *Digital Natives, Digital Immigrants* (2001). He assigns it to a new breed of student entering educational establishments. "Our students have changed radically. Today's students are no longer the people our educational system was designed to teach." Digital natives, today's students are the first generation to grow up with digital technology. Many of these natives have not only always had a computer in their life, but they've also been online since they were infants. Since digital technology has been an integral part of their lives since birth it has had special results in the way they process information. Neurobiology has proven that brain is very plastic; it continually reorganizes itself in response to various kinds of simulation. It is high likely that this ability for brains to reorganize has profoundly affected the way today's young people behave and think.

"Children's brains have been so successfully reworked, that the kind of linear thought process that dominates our educational system can actually slow down learning in people whose brains develop through game and web surfing process on the computer (Prensky, M, 2006, p. 35)

Digital immigrant is someone who grew up without digital technology and adopted it later. Most of us, teachers, belong to the digital immigrant group. We try to recruit, retain and engage this workforce and unfortunately we're mistaking Digital Natives multi-platforming for time-wasting and lack of focus instead of accepting this as the native functions.

Marc Prensky tells in his book a number of areas where the Digital Natives are creating their own way of doing things:

- *Digital Natives communicate differently (instant messaging, chat)*
- *Digital Natives share differently (blogs, webcams, camera phones)*
- *Digital Natives buy and sell differently (eBay, Amazon)*
- *Digital Natives exchange differently (music, movies, P2P)*
- *Digital Natives create differently (sites, avatars, mods)*
- *Digital Natives meet differently (3D chat rooms, dating)*
- *Digital Natives coordinate differently (projects, workgroups, MMORPG's)*
- *Digital Natives evaluate differently (Reputation systems e.g, Epinions, Amazon, Slashdot)*
- *Digital Natives game differently (1 to 1, small & large groups)*
- *Digital Natives learn differently (About stuff that interests them)*
- *Digital Natives evolve differently (Peripheral, emergent behaviors)*
- *Digital Natives search differently (info, connections, people)*
- *Digital Natives analyze differently (SETI, drug molecules)*
- *Digital Natives report differently (Moblogs, Flickr)*
- *Digital Natives program differently (Open systems, mods, search)*

- *Digital Natives socialize differently (mySpace, facebook)*
- *Digital Natives grow up differently; exploring, transgressing (p. 41-51)*

Digital Immigrants involved with Digital Natives need to learn as much as we can about the new behaviors and the new technologies. Digital natives do not need restrictions in their use of computer and digital technology. They need guidance and critical thinking skills. That is where we, educators and parents, come in to the picture and that is where we are needed!

5.2 Rethinking Education

Marc Prensky (2006) writes about how all of us, including the adults who spend countless hours perfecting golfing, fishing, and other hobby skills, kids love to learn when it isn't forced on them...Modern computer and video games are terrific at providing kids with unforced learning opportunities every second, and sometimes even fractions thereof (p.5). I agree with Marc Prensky about how our schools have turned learning into such a boring thing that most kids hate it. How would the school look like if our kids would have their saying? Marc Prensky (2006) writes about how Digital Immigrant instructors, who speak an outdated language (that of the pre-digital age), are struggling to teach a population that speaks an entirely new language. Prensky writes about how today's teachers need to learn to communicate in the language and style of their students. This doesn't mean changing the meaning of what is important, or of good thinking skills. But it does mean going faster, less step-by-step, more in parallel, with more random access, among other things. To be able to confront the issue we need to reconsider both our methodology and our content.

According to John Palfrey & Urs Gasser (2008) Digital Natives are different. They study, work, write, and interact with each other in ways that are very different from the ways that Digital immigrants did growing up:

“Just because Digital Natives don’t learn things in the same way that their grandparents did does not mean that the way they are learning is not as effective. There is no evidence to suggest that they are learning less than their grandparents did, or that they are more superficial in their learning, in fact, Digital Natives are quite sophisticated in the ways that they gather information.” (p. 241)

Today, learners have more choices about how and where to spend their learning time (e.g., in online settings or in private, public, or home school options) than they did 10 years ago. Today’s youth are frequently creative, interactive, and media oriented; use Web 2.0 technologies in their everyday lives; and believe that more use of such technologies in school would lead to increased preparation and engagement (DeGennaro, 2008; Lenhart et al., 2008; Levin, Arafeh, Lenhart, & Rainie, 2002; Solomon & Schrum, 2007; Spires, Lee, Turner, & Johnson, 2008).

Don Tapscott (2009) writes how our children “are living in the twenty-first century, but the education system in many places is lagging at least 100 years behind. The model of education that still prevails today was designed for the industrial age. It revolves around the teacher who delivers a one-size-fits-all, one-way lecture”(p. 122). In Finland the education empha-

sizes creative problem-solving skills. Teachers have 100% freedom to educate, but still many teachers choose not (or don't know how) to use digital technology and social media tools in their classroom. In many USA schools and colleges, the education seems to focus on the teacher, instead of focusing on the student. Tapscott (2009) points out how "instead of lecturing, teachers should interact with students and help them discover themselves" (p.122). You can't blame the children for dropping out or underperforming. You can't blame them be bored! According to Don Tapscott(2009): "The boredom factor is not very surprising when you consider the gap between how NetGenders think and how most teachers teach. NetGenders are not content to sit quietly and listen to teacher lecture. Kids who have grown up digital expect to talk back, to have a conversation...They want their education to be relevant to the real world, the one they live in" (p.126).

*Ten years ago Professor David Buckingham wrote in a policy paper prepared for UNESCO about Global Strategy for Media Education Development (2001): **Changing views of teaching and learning:***

"There has been a growing recognition among educators that the protectionist approach does not actually work in practice. Such an approach often seems to be based on the notion that teachers will simply reveal the 'truth' about the shortcomings of the media, and that the students, once they have witnessed it, will automatically give their assent. Research and experience in this field suggest that this 'evangelistic' approach represents a severe oversimplification of the complex and messy realities of educational practice. Especially when it comes to the areas with which media education is so centrally concerned - with what students see as their own cultures and their own pleasures - they may well be inclined to resist or re-

ject what teachers tell them. And this is particularly true if such teaching is perceived to be grounded on ignorance about popular culture, or if the study of the media is being used as a covert means of gaining students' assent to positions that are seen as morally authoritarian or 'politically correct'. **The recognition of these difficulties has led to the emergence of a more student-centred perspective**, which begins from young people's existing knowledge and experience of media, rather than from the instructional imperatives of the teacher.

5.3 *"Someone's Gotta Give – And It's Us"*

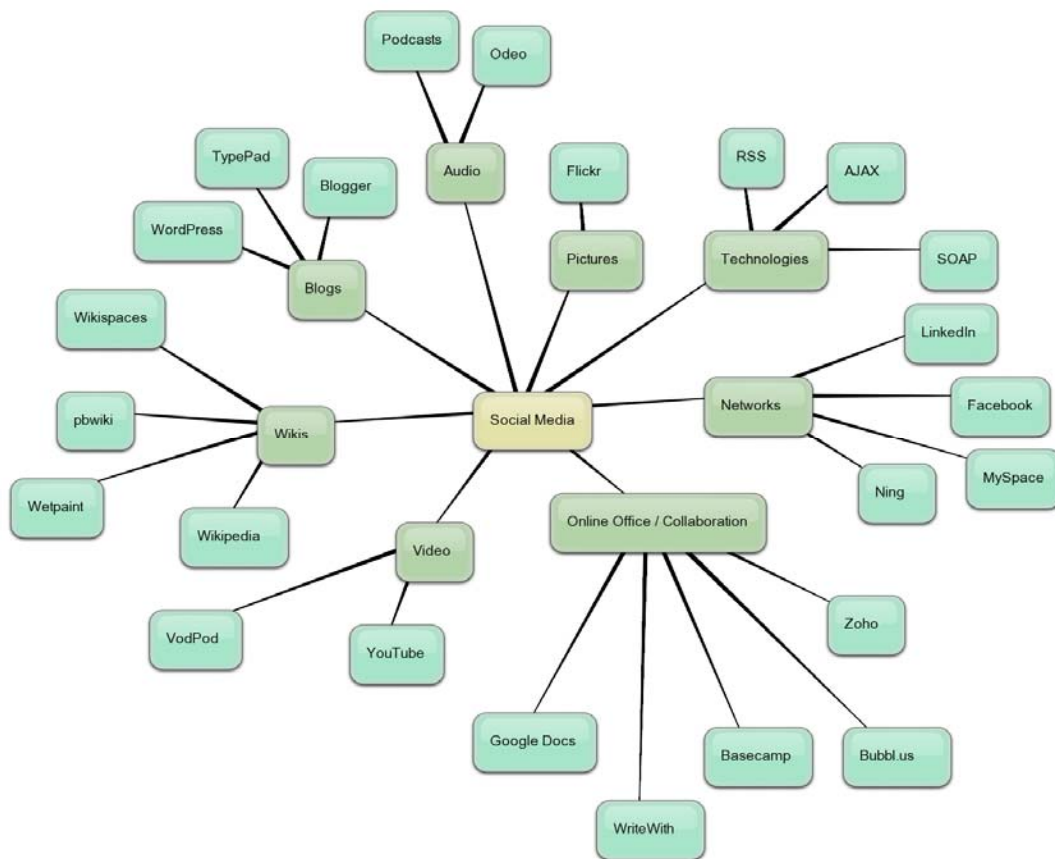
Marc Prensky (2006) stated that "No matter how much the Immigrants may wish it, Digital Natives are not going to go backwards. First of all their brains are already likely to be on different paths from ours. Second, it flies in the face of everything we know about cultural migration." He explains how children born into new culture learn the new language easily and usually resist using the old one. "Smart adult immigrants accept that they don't know as much about their new world and take advantage of their kids to help them learn and integrate" (p.30-31).

The workshop will concentrate in introducing the Digital Natives' way of learning and the learning environments they are using in their everyday activities. The workshop will define social media and give the participants an idea how to enter the world of social media and the way how Digital natives collaborate. Brainstorming activities will concentrate on how we could increase mutual understanding and learn from Digital Natives. These activities and brainstorming would not be effective without Digital Natives input. Workshop will have

Digital Natives (students of North Karelia College Outokumpu, Media Department) assisting each participant. These students will be trained for the assisting posts and they will gain precious teaching experience and credits toward their studies.

6. Social Media

Social Media is an umbrella term that defines the various activities that integrate technology, social interaction, and the construction of words and pictures. That is the exact *Wikipedia* definition. *Wikipedia* itself is a social media of reference type. Social Media is the collection of tools and online spaces available to help individuals and businesses to accelerate their information and communication needs (Axel Schultze). Social media can take many different forms, including Internet forums, weblogs, social blogs, wikis, podcasts, pictures, video, rating and bookmarking. Technologies include: blogs, picture-sharing, wall-postings, email, instant messaging, music-sharing, voice over IP etc.



<http://>

Social media can be also a learning environment, a place where individuals can work and learn together collaboratively (both formally and informally) with others - in course groups, study groups or in project and team spaces. Media Workshop for Educators has been designed to help learning professionals who are new to social media find out how to use these tools to build a social learning environment for their course.

In the workshop each topic (each social media tool) will be defined. The terms involved with the specific social media tool will be explained. Participants will have a hands-on “tour” with a tutor on each social media tool. Reflection and guiding questions will help the participants think how the social media could be used in their work. Workshop will give ideas of using social media in a pedagogical way, give links to real examples of educational use and concrete examples of how to use social media in education, and give guidelines for decision making around when to use what social media tool.

The workshop will answer these questions about Social Media: What is Social Media? Why is it so important? How to implement Social Media in my work (Educational use of Social Media)?

7. Workshop Structure and content in a Nutshell

Having participated in several workshops in European countries and in USA, I have found out that the location, environment and tone are very important for the success and outcome of the workshop. Fulbright teachers visited Ron Clark Academy in Atlanta. We got an amazing welcome and we were taken care extremely well during the visit. We were treated as teachers, as very important guests. I wish to implement this experience in my workshop. Too often the facilitator is doing something of his own work while participants enter the premises. A good warm welcome sets the tone for the activities to come.

No pre-work! Teachers are busy.

A web site will be created for the workshop. The evaluation, follow-up and support will happen through the site. Digital Natives, students of the North Karelia College Outokumpu Media Department, will work as assistants and guides in the workshop. They will gain on-the-job learning experience, Community Service and/or Introduction to Media Education credits for their studies. Each workshop participant has a personal guide.

Workshop Goals

- To enhance new ways looking into media education.
- To introduce social networking and social media
- Introduce the concept of Digital Natives and Digital Immigrants
- To mobilize, motivate, encourage active participation and impart practical techniques
- To create web-resources that enable broad access to key workshop content

The assistants, Digital Natives, will guide attendees in hands-on learning as they explore such topics as:

- Navigating through the many free social media tools available to all and why everyone is using them
- Building a Facebook page (personally and professionally) and how to utilize the many functions Facebook
- Creating accounts and learning how to use LinkedIn, Flickr, Twitter, YouTube, and other free social media tools to the association's benefit

WORKSHOP AGENDA

INTRODUCTION

Reviewing agenda and workshop goals – Going over housekeeping details – Introduction activity with the Digital Natives – Survey of prior knowledge (online)

MEDIA EDUCATION AND SCHOOLS

Terminology, PP- Media Education and Schools, PP- Media Education and Curriculums, PP & Discussion - What is a "effective media education", DVD and discussion - Media literacy DVD & discussion

DIGITAL NATIVES

Digital Natives, video and Hand Outs - Guided Tour in "DigiLand", the home country of Digital Natives - Changing learning environments, discussion

HANDS ON – SOCIAL MEDIA 1

Social Networking - Social Tagging

HANDS ON - SOCIAL MEDIA 2

Blogs: why, how, different ways to use blogs - **Wikis:** why, how, different ways to use wikis

HOW TO USE

RSSS, Podcasts, YouTube, Google Dock's

DISCUSSIONS AND BRANSTORMING ACTIVITIES

Review of workshop contents - Brainstorming: Different ways of implementing social media in Classroom, How to continue from here... Digital Natives participate in this activity

FUTURE IN WIKI, BLOG, NING

Sharing Experiences - Future needs: planning of a new workshop contents using wiki, blog and/or NING. Each participant will have their personal online guide (North Karelia College student) helping him/her for the following month in implementing social media tool in her/his work.

SURVEY

Have I enhanced my web 2.0 skills? - Have I gotten ideas how to use web 2.0 in my work

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