



## Douglas Fisher

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project for supporting students with diverse learning needs in general education on curriculum. She is a recipient of the Christa McAuliffe award for excellence in teacher education from the American Association of State Colleges and Universities. She has coauthored books on literacy.

In this chapter, Fisher and Frey describe three ways for teachers to respond to the extreme shifts in technological advancement and the needs for the 21st century: (1) considering functions rather than skills, (2) revising technology policies, and (3) developing students' learning through intentional instruction.

## Chapter 10

# Preparing Students for New of 21st Century Skills

Douglas Fisher and Nancy Frey

"Does it work?" asked a curious adolescent as she pointed to a chalkboard at the front of the classroom.

We don't like to think of ourselves as getting older. The question of a teen who is flummoxed by the sight of "old people" take for granted, a common blackboard, makes us feel old. What led up to this question requires a bit of background.

Nancy was scheduled to speak to a group of school leaders in a nearby community during a professional development session on quality instruction for all learners. It has become our practice to bring students from the high school where we work in our classrooms whenever possible, to bring the audience a student's perspective. In this case, tenth-grade students, Coraima, Susana, and Marian, accompanied Nancy to this presentation. As the four of them entered the room where the meeting would take place, the girls stopped and let out an audible gasp.

"Does it work?" asked Coraima.

Nancy looked to the front of the room to see who was referring to, and then silently contemplated her response. Coraima was referring to the chalkboard.

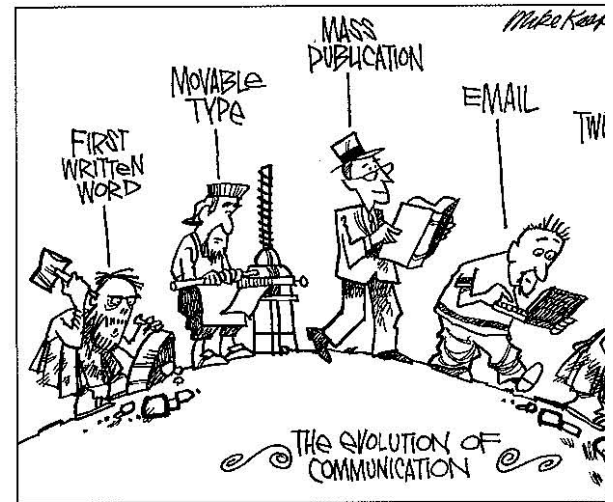
en that there was a piece of chalk in the tray, Nancy was answer in the affirmative. She watched as the three teenagers held the board and took turns making tentative marks with chalk. "It's soft," said Mariana.

icy realized at that moment that the girls had never had a board in their classrooms, only whiteboards and dry-erase boards. More recently, they have become acquainted with interactive Boards and document cameras. Their only experiences with chalk were with the sidewalk variety, where the rough surface exerted more pressure and a firmer stroke. And as members of a new generation, their syntax reflected a worldview of communication as active, not passive.

are not saying that whiteboards or Smart Boards represent the edge of technology, but rather that these students have a scope of experiences that differs from that of their teachers. This in itself is new, but it does serve as a reminder that educational technology can prompt a sea change in teaching. For instance, the invention of chalkboards more than two hundred years ago revolutionized schooling because it made it possible to move from individual instruction to large-group instruction (Krause, 2000).

The girls' use of technology throughout the day with Nancy illustrated how ubiquitous new forms of technology have become. They took photographs of themselves with their cell phones and sent them to one of their teachers to document their adventure. One of the girls also had a digital camera, and when Nancy finished her presentation, the girls recorded themselves singing to popular songs, which they later uploaded to YouTube. They sent text messages to friends and parents and tweeted throughout the day to update them on their status and collected a few photos for use on their MySpace pages. What was most notable, however, was that ever-present these communication tools were in the hands of the girls. The point was not to use technology for its own sake. To adolescents, these were tools to fulfill an ancient need to communicate, share, collaborate, and express. This evolution has been captured in political cartoons. In figure 10.1, the artist and

public commentator captures the fact that the need for communication has remained consistent, yet the form has changed. He raises a concern about the newer forms of communication and their potential limitations.



**Figure 10.1: One person's view of the changing landscape of communication. Reprinted with permission from *The Denver Post*, and InToon.com.**

Like the chalkboards of our school days, the newer tools fade into the background—they “weave themselves into everyday life until they are indistinguishable from it” (Krause, 1994). The tools themselves evolve; our task as educators is to facilitate communication while keeping abreast of the technology. If we focus on the tool but lose sight of the purpose, we are condemned to playing catch-up in a landscape of ever-changing technology. Remember beepers? They enjoyed a brief moment of popularity in the late 1990s but became obsolete with the widespread use of cell phones. Few people use paging devices anymore because they can fulfill a similar function more efficiently. Focusing on the expense of the purpose means that we shortchange our students. We risk failing to prepare our students to be 21st century communicators because they understand the purpose, not the tool. As architect Frank Lloyd Wright noted, “Form follows function.”

When we keep the function in mind, the forms assume a “natural echnology” so that they become a tool for our teaching repertoire (Krause, 2000, p. 6).

As urban educators, we are also concerned about the access students have to technology. The elementary school that the girls attended was a Title I school, with 100 percent of the students qualifying for free or reduced-price lunch. In addition, 72 percent of the students, including the three girls, were identified as English language learners. Yet even among students who come from low-income households, cell phones and cameras are ubiquitous. As well, they knew how to gain access to the Internet, even though none of them had laptops. What they did have going for them was a series of school experiences that ensured digital learning.

### Form and Function in the 21st Century

Others in this volume have noted that a major challenge facing educators is in preparing students for economies and technologies that do not currently exist. However, it is likely that they will be required to participate on an increasingly diverse and global playing field made possible by communication tools that allow them to respond to societal changes. A growing number of professional organizations have crafted position papers stating as much. For instance, the National Council of Teachers of English (NCTE) suggests that 21st century readers and writers will be able to:

Develop proficiency with the tools of technology;

Build relationships with others to pose and solve problems collaboratively and cross-culturally;

Design and share information for global communities to meet a variety of purposes;

Manage, analyze, and synthesize multiple streams of simultaneous information;

Create, critique, analyze, and evaluate multi-media texts; and

### Preparing Students for Mastery of 2

Attend to the ethical responsibilities required in digital learning environments. (NCTE, 2009, p. 15)

We stated earlier that we try to include the recommendations gathered in a survey of more than 280,000 students for how to use package money to improve their schools:

- 52 percent recommended a laptop for each student
- 51 percent asked for more games and educational software
- 44 percent requested use of digital textbooks
- 43 percent said they would like interactive whiteboards installed.
- 42 percent wanted online textbooks
- 40 percent stated that email, instant messaging, and social networking tools would enhance the learning experience.

A superficial analysis of their feedback might seem like no more than a shopping list of gadgets, but it speaks to the student participants. They can't name the form. It is our responsibility as educators to name the functions that underlie the forms or tools. When we connote a deep-seated need to communicate and share information at any time of the day or night, a need to synthesize, evaluate, and create information for instruction, we must provide access to technology. We are teaching the functions related to communication.

### How Can Teachers Respond?

There are a number of ways we can join in the 21st century mindset. Thankfully, we are not the first generation who have had to make conceptual shifts in our thinking. It is true that these shifts are accelerating and that they are coming at an alarming rate. Having said that, there are ways we can respond. We focus on three here: (1) consider

) revising technology policies, and (3) developing students' through intentional instruction.

### Considering Functions, Not Tools

time for a confession: we feel stressed trying to keep up with evolutions of the 21st century. Not too long ago, we were asked Ning, and we didn't know what it was. More recently, we were asked to Twitter when a student wanted to tweet us. Our stress increased when we heard Marc Prensky, in his 2008 keynote at the National Council of Teachers of English conference, suggest that we stop thinking of technology in terms of nouns (PowerPoint, e, or Twitter) and instead think in terms of verbs (presenting, and communicating). In other words, as teachers, we should think of the functions of the technology rather than the tools or forms of technology. Thankfully, the functions are familiar to us. We'll never get along with all of the tools (forms). We just need to understand the functions for which the tools are developed so that we can be smart consumers and pick and choose the tools that serve our instructional purposes. This was a liberating realization.

The list of functions, and some current tools associated with those functions, can be found in table 10.1. It is difficult to write this knowing that the time this is printed, the tools will have likely changed. Use the list, then, as a historical reminder, and feel free to add tools to the functions on the list as you discover them. Hopefully, our acknowledgment that tools change yet functions remain will reduce our stress and allow educators to select new tools for teaching that engage students. Increasingly, these tools are moving away from an emphasis on device and toward a sustained focus on the purpose.

### Revising Technology Policies

Once we realized that the technology our students had could be good (learning) and not evil (distraction), we had to confront our technology policy. Like most schools, we initially banned technology. At this moment, most schools still ban technology. The week this was written, Doug was in a school in which there were posters in the hallway that read, "If we see it, you lose it!" with pictures of

**Table 10.1: Technology Functions With Curr**

Functions	Tools
Communicating	Text messaging, Twitter, Digg, video
Listening	Podcasts, iTunes, streaming media,
Networking	MySpace, Facebook, Ning
Presenting	PowerPoint, Keynote, Wimba
Producing	GarageBand, iMovie
Searching	Google, Yahoo, Lycos
Sharing	YouTube, blogs, vlogs, Flickr, collabo VoiceThread, Google Docs
Storing	MP3 players, flash drives, servers, C

MP3 players and cell phones. Of course, most of the students in the hallway had cell phones on their belts, but th

As we considered the impact of our technology policy, we realized that we were doing a disservice to students by not developing as global citizens who understood the possibilities that came with the technology. A computer today has more power than most computers a decade ago. Students do not know how to use one as a learning tool. People are routinely rude to one another with their cell phones. They talk during movies, interrupt dinner to take calls, and engage in all kinds of other dangerous or inappropriate behavior. We asked ourselves what we were doing to combat this. We teach young people to be courteous with their technology. They are going to enter a world of work that is very different from ours—one in which technology is used to solve problems and disseminate information.

The result of our deliberation was an end to our technology ban. We focus on courtesy. We now actively teach students to use technology in ways that are appropriate for the classroom. The copy of our courtesy policy is shown in table 10.2. After several years with this policy, we are pleased to say that it is no longer an issue for us. We don't confiscate phones. We spend valuable instructional minutes enforcing a p

21st century when few students carried these types of devices. Because there are minor infractions from time to time, but they are not punished. Students understand that they will have a chance to use technology in a time and place that is appropriate and that they are expected to be courteous to listen to music or text friends while the teacher is talking or during productive group work.

Courtesy is a code that governs the expectations of social behavior. Each community or culture defines courtesy and the expectations of its members of that community or culture. As a learning community, it is our responsibility to define courtesy and to live up to that definition. As a school community, we must hold one another and ourselves accountable for interactions that foster respect and trust. Discourteous behaviors destroy the community and can result in conflicts, anger, and additional poor choices.

In general, courtesy means that we interact with one another in a polite, respectful ways. Consider the examples of courteous and discourteous behavior shown in table 10.2.

In our school, it is expected that students treat one another, the staff, and administration—indeed any adult—with respect, courtesy, and cooperation. Further, teachers are expected to treat one another, the students and their families, and the administration in courteous ways.

Discourteous behavior is recognized as an opportunity for learning. In general, students receive feedback, counseling, and guidance when they make mistakes and engage in discourteous behaviors. Repeated failure to engage in courteous behavior results in increasingly punitive consequences, including reparations, restoring the environment, meetings with faculty or staff, meetings with administrators, the implementation of a behavioral contract, removal of privileges, and/or suspension or expulsion from the school.

Today, students are routinely invited to use their technology to share information. For example, an English teacher we were visiting told her students, “Who has unlimited service? Can you look up information for Andrew and talk about what it means?” This two-sentence question demonstrates the conceptual shift schools can make in the

**Table 10.2: Courtesy Policy**

Courteous	Discourteous
Saying please and thank you	Using vulgar, foul, or offensive language
Paying attention in class	Listening to an iPod during a learning situation
Socializing with friends during passing periods and lunch	Listening to a lecture or while working
Asking questions and interacting with peers and teachers	Text messaging or using a phone during class
Asking for, accepting, offering, or declining help graciously	Bullying, teasing, or harassing others
Allowing teachers and peers to complete statements without interruptions	Hogging bandwidth or hogging time
Throwing away trash after lunch	Not showing up for appointments or not completing tasks
Cleaning your own workspace	Failing to communicate or not coming to school
Reporting safety concerns or other issues that require attention to a staff member	

21st century. First, technology can be used at school. Second, technology can be used for learning and finding information. Third, technology should help each other be productive and learn.

Of course, the school technology policy is not perfect and that needs to change. We need to change Internet access policy as well. Consider the greatest collection of free videos ever created—YouTube—and the fact that it is banned in some schools. In our school, we use YouTube on a daily basis. In fact, we plan that we could plan a lesson that doesn't involve a video. We have yet to look for something and not find it. It is simply amazing. For example, we wanted to talk with students about memory formation and how they could use current technology of the human brain to learn more efficiently. We searched and found several great sources of information to use.

But we can't get hung up on the tool. YouTube is just one tool. There will be other tools that eventually come along to meet our needs.

the fact that most teachers can't access this treasure trove of information. We believe that this will change as educators become increasingly savvy in terms of both advocacy and use.

### Developing Students' Minds Through Intentional Instruction

A significant part of our work has focused on developing students' 21st-century skills through intentional instruction (Fisher & Frey, 2008b). The goal is to release responsibility for learning to students, yet still support them with the support required to be successful. We have used the *gradual release of responsibility model* most appropriate to accomplish this goal. The gradual release of responsibility model is that teachers move purposefully from providing extensive support to using peer support and then no support. Or as Duke and Pearson (2002) suggest, teachers have to move from assuming "all responsibility for performing a task . . . to a situation in which students assume all of the responsibility" (p. 211).

The role of instruction in providing access to technology is vital in our regard. Many of our students don't have laptops or other digital tools, but nearly everyone has a mobile phone, camera, or tablet. However, they may lack the opportunity at home to practice their skills in using Web 2.0 features. That means that they lack instruction and opportunities for using these tools to fulfill the requirements of literacy learning during their school day. A gradual release model allows for students to gain expertise in the company of teachers and peers who can model, guide, and collaborate.

Unfortunately, in too many classrooms, releasing responsibility is sudden and unplanned and results in misunderstandings and confusion. Consider the classroom in which students hear a lecture and are expected to pass a test. Or the classroom in which students are expected to read texts at home and come to class prepared to discuss them. Or the classroom in which students are assigned a problem to solve 15 minutes after the teacher has demonstrated how to do the problem. In each of these cases, students are expected to perform independently but are not well prepared for the task. In addition, in

each of these classrooms, modern technology tools are used to develop students' thinking.

Our interpretation of the gradual release of responsibility includes four components: focus lessons, guided instruction, collaborative tasks, and independent learning (Fisher & Frey, 2008). Our work, in terms of both teaching and research, focuses on the implementation of this instructional framework leading to improvement in student engagement and achievement. We also want to emphasize that this is not a linear process; teachers can implement the components in ways that work for their outcomes. Our criteria, however, are that each time students and teachers meet, they address each component. Note that table 10.3 (page 232) contains a checklist to look for in a classroom using this framework.

**Focus lessons.** A typical focus lesson lasts from 10 to 15 minutes. It is designed to do two things: (1) establish a purpose for the board and briefly discussed with students. Some students include the purpose in their notes. Others refer to the purpose several times during the lesson. We aren't too concerned with where and how the purpose is stated rather than the students know what is expected of them and they're learning what they're learning.

The second part of the focus lesson is the modeling. In a secondary classroom. Instead, middle and high school students are expected to provide procedural explanations, emphasizing the *why*. Modeling, on the other hand, is metacognitive; it's the thinking behind the thinking. When students observe the thinking of an expert, they begin to imitate that behavior. Imagine the science student who gets to observe the understanding of an atom or the history student who witnesses an internal debate his history teacher has about source reliability. The models we provide students allow them access to academic and academic thinking as well as information about

**10.3: Elements of a Gradual Release of Responsibility Lesson****Focus Lessons**

Teacher uses "I" statements to model thinking.

Teacher uses questioning to scaffold instruction, not to interrogate students.

Lesson includes a decision frame for when to use the skill or strategy.

Lesson builds metacognitive awareness, especially indicators of success.

Lessons move to guided instruction, not immediately to independent learning.

**Guided Instruction**

Teacher uses small-group arrangements.

Learning changes throughout the semester.

Teacher has an active role in guided instruction; he or she does not just observe and assist individual students.

There is a dialogue between learners and the teacher as they begin to apply the skill or strategy.

Teacher uses cues and prompts to scaffold understanding when a student makes an error, and he or she does not immediately tell the student the correct answer.

**Collaborative Tasks**

Teacher uses small-group arrangements.

Learning changes throughout the semester.

Concepts students need to complete collaborative tasks have been modeled by the teacher.

Students have received guided instruction of the concepts needed to complete collaborative tasks.

Students are individually accountable for their contributions to the group.

Task provides students with an opportunity for interaction.

**Independent Learning**

Students have received modeled, guided, and collaborative learning experiences related to concepts needed to complete independent tasks.

Independent tasks extend beyond practice to application and extension of knowledge.

Teacher meets with individual students for conferencing about the independent learning tasks.

*Adapted from Better Learning Through Structured Teaching: A Framework for Gradual Release of Responsibility, Fisher & Frey, 2008a, pp. 127–128. Used with permission. Learn more about ASCD at [www.ascd.org](http://www.ascd.org).*

solving and understanding. Daily modeling is critical for students going to understand complex content.

We have witnessed amazing examples of teacher modeling using technology to address functions and needs. For example, a history teacher modeling his thinking about word choice when he got to the word *ratify*, he took out his cell phone and sent a message to a friend to clarify the meaning of the term. A science teacher modeling her thinking about chemical reactions used an interactive website in which variables can be manipulated to get different outcomes. We saw an art teacher model his thinking about light and perspective using a digital camera and software. And we observed an English teacher modeling question-asking with the author by using iChat to send her questions directly to the author. In each of these cases, the teacher modeled his or her thinking, and that thinking provided an authentic reason to use the technology. The technology our students use on a daily

**Guided instruction.** Having a purpose and a model for thinking to ensure enduring understanding. Learners also need to be engaged in their thinking. We define guided instruction as the use of cues, prompts, or questions to encourage students to do cognitive work. The latter part of the definition is important because guided instruction is intended to result in greater student understanding. It is not simply a restatement of the information provided in the lesson. Guided instructional events, whether with the whole class or in small groups of students, are planned strategically to scaffold student understanding and can provide a precise model of student thinking.

We have been very impressed with our teaching colleagues who have used technology to support their guided instruction. We regularly see a biology teacher send instant messages or text messages to students who need scaffolding. We know of a history teacher who uses Twitter to send messages to his students, providing them with cues about the tasks at hand. And we have a colleague in English who digitally records her writing conferences with students and then loads them on a course website (password

ted for each student) so that students can use the content from individual interviews while writing their essays. Again, the technology tools are serving a specific instructional purpose; they are facilitating the transfer of responsibility from teacher to student by providing the scaffolding necessary for students to develop thinking skills.

**collaborative tasks.** In order to learn—to really learn—students have to be engaged in productive group tasks that require interaction. They have to use the language and thinking of the discipline with their peers to really grasp it. And they have to be accountable for their individual contributions to the group task so that the teacher knows that all students understand the content and which need additional instruction. There are any number of collaborative tasks that are available, including the following.

*collaborative writing tasks.* We have an English colleague who uses Google Docs to provide students with opportunities to write and receive feedback from peers. We have another English teacher colleague who uses wiki technology ([www.writingwiki.org](http://www.writingwiki.org)) to provide students with a public outlet for their work. In both of these forums, students are able to collaborate with others, to share feedback in constructive ways, and to think critically about what they read because the writing has not been verified, censored, or edited in any formal way.

*Internet reciprocal teaching.* During Internet reciprocal teaching (for example, Castek, 2006), each member of the group is responsible for one aspect of comprehension (predicting, questioning, summarizing, or clarifying) and reads from websites while evaluating the information located on the site. A science teacher we know provides a list of websites, and students find articles to read related to the topic. Donald and his colleagues in the New Literacies Research Team at the University of Connecticut (n.d.) have developed a rubric (see table below) for evaluating the quality of the discussions students have while participating in Internet reciprocal teaching groups.

*Graphics production.* Our history colleague invites students to create iMovies or digital comic books to demonstrate their understanding of differing perspectives in history. We were most impressed with a twenty-page graphic novel created using Comic Life that

Table 10.4: Internet Reciprocal Teaching Dialogue Rubric

Reciprocal Teaching Strategy	Beginning (1 Point)	Developing (2 Points)	Accomplished (3 Points)	Exemplary (4 Points)	Score
<b>Questioning</b>	Generates simple recall questions that can be answered directly from facts or information found within the website's home page.	Generates main idea questions that can be answered based on information gathered by accessing one or more links to the website's content.	Generates questions requiring inference. Facts and information must be synthesized from one or more links to the website's content and combined with prior knowledge.	Generates questions flexibly that vary in type, based on the content read and the direction of the dialogue.	
<b>Clarifying</b>	Identifies clarification as a tool to use	Identifies appropriate words for clarification	Assists group in clarifying identified words	Uses strategies for word clarification that	



Reciprocal Teaching Strategy	Beginning (1 Point)	Developing (2 Points)	Accomplished (3 Points)	Exemplary (4 Points)	Score
Summarizing	Summary consists of loosely related ideas.	Summary consists of several main ideas but also many details.	Summary synthesizes main ideas, is complete, accurate, and concise.	Summary is accurate, complete, and concise and incorporates content vocabulary contained in the text.	
Predicting	Demonstrates knowledge of predictions as an active reading strategy.	Directs group predictions to set a clear purpose for reading.	Articulates predictions that build logically from context.	Provides justification for prediction and initiates confirmation or redirection based on information located in the text.	

Source: Reprinted with permission. Jill Castek, *New Literacies Research Team, Protocol for Internet Reciprocal Teaching (IRT)*, n.d., pp. 6-7.

depicted life during the French Revolution. The stu this included a blog on each page, which served a as well as providing historically accurate informati events of the time. A sample page can be found in

Regardless of the instructional routine used for there are two keys to making this component effe provide students an opportunity to interact with the language and content of the discipline. Second individually accountable for their contributions to t these factors increase engagement and provide tea tive assessment information useful in planning fu

**Independent learning.** As part of instructi to apply what they have been taught. Ideally, this guidance of the teacher as part of class time before assigned. There are a number of in-class independ



Figure 10.2: Graphic novel page created using By Marina Bautista. Reprinted with perm

ents master content. For example, quickwrites allow students to  
fy their thinking on a subject. Of course, students can complete  
e on their laptops. Quickwrites also provide teachers a glimpse  
student understanding. Out-of-class independent learning—  
ework—should be saved until students have a firm grasp of the  
ent. Simply said, students need practice before being asked to  
plete tasks on their own. But in many classrooms, students are  
igned tasks for homework that have not yet been taught. As the  
Life (2008) survey documented, secondary teachers confessed  
they “very often or often” assigned homework because they ran  
of time in class. The practice of assigning homework for missed  
; content will not result in student understanding. In fact, it is  
e likely to reinforce misunderstanding because in many cases  
ents are practicing ineffectively and incorrectly.

In terms of technology-enhanced independent learning tasks,  
regularly see podcasts used to facilitate understanding. For  
nple, English teachers can use the Classic Tales podcast ([www.classictales.com](http://www.classictales.com)), which makes narrated classic works of fiction  
lable free of charge. There are thousands of free podcasts available  
ne that can extend students’ understanding of content, such as  
e from the History Channel, National Geographic, 60 Second  
nce, Scientific American, the Museum of Modern Art, and the  
hsonian, to name a few. In addition, discussion boards provide  
ents an opportunity to independently engage in content. For  
nple, a discussion board on *Romeo and Juliet* allows students in  
rent English classes at the same school, or across many schools,  
are their thinking and questions about the play.

We witnessed one student’s learning using “old” and “new”  
acies in a project for her tenth-grade English class. Edith is an  
lish language learner and does not have a computer in her home.  
rever, she has access to technology and instruction at school. Our  
ents address a schoolwide essential question each quarter, and the  
that focused Edith’s study asked, “Does age matter?” Her English  
her modeled her thinking each day as she read aloud portions  
M. Barrie’s *Peter Pan* (2003). In addition, Edith met with other  
ents to discuss and write about the related text she selected to

read, *A Long Way Gone: Memoirs of a Boy Soldier*. The author’s moving account of a childhood spent a  
in a rebel army in Sierra Leone prompted her to  
plight of child soldiers and victims throughout  
to writing a traditional essay addressing the e  
completed an alternative assignment to represen  
collaborated with another student to learn Ga  
compose an original piece of instrumental musi  
showed her how to search Flickr for photogra  
under Creative Commons that would allow he  
in an iMovie she made with the help of the tec  
at the school. She asked another faculty mem  
presentation and gathered feedback from sever  
result was a four-minute video that addressed w  
corruption across nearly one hundred years and  
cost paid by children in the Middle East, Central  
Asia when war is waged on civilians. What wa  
us was the way Edith took leadership of comple  
gathered resources, both human and digital, to  
and individual response to an issue of global  
making technology available to her would ha  
She needed the instruction that comes from a  
well as access to peers and adults with whom sl  
The technology became the tool for her to fulfill  
create and express her viewpoint about a comp.

### An Invitation

Given that our attempts to ban technology |  
nological innovation is accelerating, it’s time t  
use of 21st century tools that serve long-standing  
need to communicate, share, store, and create.  
engaged in these functions for centuries. There’  
about them. What is new are the forms, or tools.  
meet these needs. As their teachers, it is our re  
them halfway. We have been entrusted to guide  
and doing so requires that we apprentice them i  
will need to be successful. And this success wi

haven't yet imagined. We're no longer stressed about this; we're excited to learn alongside students as they teach us tools and we help them understand functions.

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