



TAKING STUDENT DEBATES AND DISCUSSIONS DIGITAL!

Topic	1	Topic	2	Topic	3	Topic	4
Social Media: Is social media destroying our social skills?		Cyberbullying: Should our democracy allow schools to punish students for off-campus cyberbullying?		Digital Footprint: Should colleges be allowed to take your “digital footprint” (social media presence, Google results, etc.) into consideration when making their admissions decisions?		Civic Participation: The public responses that are critical of the grand jury decision to not indict Darren Wilson are effective, justified, and/or productive.	

YOU AND YOUR STUDENTS ARE INVITED TO CELEBRATE DIGITAL LEARNING DAY.

Celebrate Digital Learning Day by encouraging students to take on issues facing them today and debating or discussing those issues with students at their school, in their communities, or across California.

Check out the information about the topics on the next couple of pages, follow the links to research resources and writing activities, decide on a way to go digital, and consider letting CWP showcase your debate and especially your students and school.

Topic #1

Social Media: Is social media destroying our social skills?

Research resources:

USA Today, Viewpoint: Why social media is destroying our social skills
perm.ly/viewpoint-why-social

USA Today, Viewpoint: Social media is helping our social skills
perm.ly/viewpoint-social-media

Huffington Post, Is Social Networking Destroying Our Social Lives?
perm.ly/is-social-networking

Forbes, Is Technology Ruining Our Ability to Read Emotions? Study Says Yes
perm.ly/is-technology-ruining

Parent Today, Is social media ruining our kids' social skills?
perm.ly/parent-today-is

Inside Higher Ed, Connected Learning
perm.ly/connected-learning-higher

The Atlantic, A Social-Media Mistake Is No Reason to Be Fired
perm.ly/a-social-media

Topic #2

Cyberbullying: Should our democracy allow schools to punish students for off-campus cyberbullying?

This topic is part of a series of lessons and activities developed by *Deliberating in a Democracy*, an international program designed to teach students how to deliberate controversial public issues.

Focus for the lessons and this topic: "Schools have long faced the problem of bullies. Today's bullies can now use interactive and digital technologies to harass and intimidate other students. Although schools have a duty to protect the safety and well-being of their students, much of this "cyberbullying" takes place off-campus, outside of school hours. Therefore, schools must decide whether to punish bullies for actions taken beyond school walls."

Downloadable lessons and suggestions for research sources:

Deliberating in a Democracy, Cyberbullying
perm.ly/deliberating-cyberbullying

Additional resources:

The New York Times, Online Bullies Pull Schools Into the Fray
perm.ly/how-should-schools

Safekids.com, When schools can discipline off-campus behavior
perm.ly/when-schools-can

Topic #3

Digital Footprint: Should colleges be allowed to take your “digital footprint” (social media presence, Google results, etc.) into consideration when making their admissions decisions?

This topic draws on a lesson developed by Common Sense Media:

perm.ly/college-bound-9

CWP Teacher Consultant, Jenna Valponi of the Great Valley Writing Project, expanded that lesson: Our Online Lives Like a Tattoo. For four additional stages of the instructional sequence and supporting resources, follow the links below:

perm.ly/your-online-life

perm.ly/college-bound

perm.ly/privacy-policies

perm.ly/our-online-lives

Additional resources for the topic:

The New York Times, They Loved Your G.P.A. Then They Saw Your Tweets.

perm.ly/they-loved-your-gpa

Your Digital Footprint, Teacher Resources

perm.ly/teacher-resources-nbsp

Knowledge @ Wharton High School, How Clean Is Your Digital Footprint?

perm.ly/how-clean-is-your-footprint

DLD 2014 Google Student Debate on this topic:

https://www.youtube.com/watch?v=M_o5so6X5C8

Topic #4

Civic Participation: The public responses that are critical of the grand jury decision to not indict Darren Wilson are effective, justified, and/or productive.

This topic is thanks to UCLA Writing Project Teacher Consultant, Jason Torres-Rangel, and his students. Their classroom discussions surfaced the following topics for extended research and writing:

- History of civil disobedience and its effectiveness.
- Portrayal of civil disobedience by media.
- Internalized oppression as a source of oppression among groups of color.
- History of housing / Jim Crow laws that led to low-income communities.
- Social change achieved through public protest vs. social change via Congressional legislation.
- Social media and technology as tools for protestors and bearing witness

Resources:

Extensive set of links to articles, lessons, commentaries, student comments, and more:
<http://learning.blogs.nytimes.com/?s=ferguson>

A portion of the #FergusonSyllabus curated by *The Atlantic*:

perm.ly/how-to-teach-ferguson

One storify of the #FergusonSyllabus:

<https://storify.com/neelofer/fergusonsyllabus>

NWP Digital IS collection:

<http://digitalis.nwp.org/collection/ferguson>

Ideas for Going Digital

1. Google Hangouts on Air

Set up a debate or discussion with a team of students from another school in your district, in your community, or even across California. Decide on the topic, day and time, and which group will start the Hangout and save it to a YouTube channel.

For Hangout on Air support and quick tips: <http://www.google.com/+/learnmore/hangouts/onair.html>.

2. Create a podcast or video

If you want your students to debate or discuss with students at your school, in the same room at the same time, consider creating a podcast or video of the debate. Save the video to your YouTube channel.

CWP and Showcasing Your Debate, Students, and School

We are curating and posting a collection of debate/discussion videos and podcasts and would love to add yours to the collection.

1. To share a Hangout on Air debate or videotaped discussion, save it YouTube and send dtekconsulting@gmail.com.

Make sure that you send using the YouTube “share” link, and not the “embed” link. When you click on the Share button underneath a video on YouTube, it will show you a series of options. The default-selected tab will show an assortment of buttons for sharing to Facebook, Twitter, etc, and will also show a link that you can copy. THAT is the link you want. There will be a second tab of separate options labeled Embed; that is the option you do NOT want.

Either on the YouTube or in a separate email to @cwp@berkeley.edu, make sure we have the names of the school, teacher, and student debaters if you have permission to share those.

2. Take pictures of your team and class in action, from research to debate, and tweet them out using the hashtag #DLDay and including @CWP. We will retweet and share them to expand the audience.

California Writing Project

The **California Writing Project** is a network of sixteen regional sites, nine housed on University of California campuses and seven on California State University campuses. For the last three years, CWP has coordinated California’s statewide Digital Learning Day activities in support of the national campaign. We chose to do so because CWP has a central mission: improving student writing and learning by improving the teaching of writing. Increasingly, the teaching and learning of writing are supported and mediated by digital tools and communication technologies. Taking the Digital Learning Day lead for California, gives us the opportunity to celebrate great digital teaching and writing, encourage more personalized and relevant learning, and provide access for students to powerful technology-mediated writing experiences.

Digital Learning Day

Digital Learning Day, March 13, 2015, is sponsored by The Alliance for Excellent Education. In its fourth year, this national campaign celebrates educators and the potential of technology in education for learning and teaching. Link here and check out all the ways to participate in the national campaign; <http://www.digitallearningday.org>.