

Group Project Rubric

Criteria	0	1	2	3	4
Cause of the Issue	Information is missing	Describes very few of the required criteria. Includes 1 of the following four: a fast fact, quote, multiple causes of the issue and who or what is the biggest contributor.	Describes some of the required criteria. Includes 2 of the following four: a fast fact, quote, multiple causes of the issue and who or what is the biggest contributor.	Describes most of the required criteria. Includes 3 of the following: a fast fact, quote, multiple causes of the issue and who or what is the biggest contributor.	Describes all 4 of the required criteria: a fast fact, quote, multiple causes of the issue and who or what is the biggest contributor.
Effects of the Issue	Information is missing	Describes very few of the components of the effect of the issue. Includes at least 2 of the following: multiple impacts, example of specific location, detailed description, personal example and includes a literary device.	Describes some of the components of the effect of the issue. Includes at least 3 of the following: multiple impacts, example of specific location, detailed description, personal example and includes a literary device.	Describes most of the components of the effect of the issue. Includes at least 4 of the following: multiple impacts, example of specific location, detailed description, personal example and includes a literary device.	Describes all components of the effect of the issue: multiple impacts, example of specific location, detailed description, personal example and includes a literary device.
How to Help	Information is missing	Describes very few of the components of how to help. Includes at least 1 of the following: solutions that people, companies and gov't has implemented, suggestions for new changes, a personal story, and why we should help.	Describes some of the components of how to help. Includes at least 2 of the following: solutions that people, companies and gov't has implemented, suggestions for new changes, a personal story, and why we should help.	Describes most of the components of how to help. Includes at least 3 of the following: solutions that people, companies and gov't has implemented, suggestions for new changes, a personal story, and why we should help.	Describes all components of how to help: solutions that people, companies and gov't has implemented, suggestions for new changes, a personal story, and why we should help.
Haiku Deck Presentation- Visual	Visual Presentation is missing	Haiku Deck incorporates few of the 4 key components: heart, facts, simplicity, and eye catching. Includes at least 8 slides with some spelling or grammar errors. Project was submitted late.	Haiku Deck incorporates some of the 4 key components: heart, facts, simplicity, and eye catching. Includes at least 11 slides with some spelling or grammar errors. Project was submitted on time.	Haiku Deck incorporates all of the 4 key components: heart, facts, simplicity, and eye catching. Includes at least 13 slides with few spelling or grammar errors. Project was submitted on time.	Haiku Deck incorporates all of the 4 key components: heart, facts, simplicity, and eye catching. Includes all 15 slides with no spelling or grammar errors. Project was submitted on time.
Haiku Deck Presentation Audio	Audio is missing	Screencast was at least 1 minute long. Indicating that many slides were significantly too long or too short. Project was submitted.	Screencast was 2-2.5 minutes long. Indicating that many slides were too long or too short. Project was submitted.	Screencast was 2.6-3 minutes long. Indicating that some slides were too long or too short. Projected was submitted with audio.	Each slide in the Screencast is 15 seconds long. Total presentation is 3 minutes and 15 seconds. Voice was loud, clear and easy to understand. Project was submitted on time.
Overall Assessment	/20				

Rubrics For Environmental Issues Project

James Bellanca



Rubrics For Environmental Issues Project:

Teaching Science and Investigating Environmental Issues with Geospatial Technology James MaKinster, Nancy Trautmann, Michael Barnett, 2013-11-05 The emerging field of using geospatial technology to teach science and environmental education presents an excellent opportunity to discover the ways in which educators use research grounded pedagogical commitments in combination with their practical experiences to design and implement effective teacher professional development projects Often missing from the literature are in depth explicit discussions of why and how educators choose to provide certain experiences and resources for the teachers with whom they work and the resulting outcomes The first half of this book will enable science and environmental educators to share the nature and structure of large scale professional development projects while discussing the theoretical commitments that undergird their work Many chapters will include temporal aspects that present the ways in which projects change over time in response to evaluative research and practical experience In the second half of the book faculty and others whose focus is on national and international scales will share the ways in which they are working to meet the growing needs of teachers across the globe to incorporate geospatial technology into their science teaching These efforts reflect the ongoing conversations in science education geography and the geospatial industry in ways that embody the opportunities and challenges inherent to this field This edited book will serve to define the field of teacher professional development for teaching science using geospatial technology As such it will identify short term and long term objectives for science environmental and geography educators involved in these efforts As a result this book will provide a framework for future projects and research in this exciting and growing field [Finance Policy for Renewable Energy and a Sustainable Environment](#) Michael Curley, 2014-03-18

Environmental finance is about creating the greatest environmental benefit for the largest number of people at the lowest possible cost That is the first and most important principle listed in Finance Policy for Renewable Energy and a Sustainable Environment Focusing on what the author considers to be the 23 principles of environmental finance this text examines the key financial principles necessary to build strategies and adopt policies to deal effectively with environmental challenges The text encourages making financial decisions based on science not politics and considers what it takes to design and execute environmental finance programs in the most cost effective way possible Providing a historical overview of how we got to where we are now and outlining the 23 principles needed to establish a stronger foundation for the future this text presents the basic financial tools required to understand the concepts presented It discusses the proper roles of grants loans and guarantees the concept and proper use of affordability understanding leverage and generating revenue streams for environmental programs It also examines subsidies financial risk reduction strategies and the challenges posed by alternative energy as well as the next generation of environmental programs As it relates to how environmental projects and improvements are achieved Finance Policy for Renewable Energy and a Sustainable Environment outlines the greatest

benefits at the lowest possible cost to the public This text is an ideal resource for upper level undergraduate students in environmental engineering and business courses as well as practicing environmental engineers

Compendium of Civil Engineering Education Strategies Hudson Jackson, Kassim Tarhini, 2022-06-07 This book compiles proven strategies and information on civil engineering education and the skills necessary for successful practice of civil engineering such as critical thinking design thinking leadership and communication skills It also addresses other relevant topics including professional ethics global perspectives assessment recruitment retention and more It is designed so that each chapter can be used separately or in combination with other chapters to help enhance and foster student learning as well as development of skills required for engineering practice Features Includes overviews of successful academic approaches for each topic including implementation examples in every chapter Explains how assessment and the resulting data can be used for holistic evaluation and improvement of student learning Addresses the complexities of moral and professional ethics in engineering Highlights the importance of adopting a global perspective and the successful strategies that have been used or considered in educating resilient globally minded engineers Compendium of Civil Engineering Education Strategies Case Studies and Examples serves as a useful guide for engineering faculty practitioners and graduate students considering a career in academia Academic faculty and working professionals will find the content helpful as instructional and reference material in developing and assessing career skills It is also useful for intellectually curious students who want a deeper understanding and appreciation of the need for professional development and life long learning

Critical Skills for Environmental Professionals Jennifer Pontius, Alan McIntosh, 2019-12-20 This textbook focuses on a set of skills based learning outcomes common among undergraduate environmental programs It covers critical scientific skills and ways of thinking that bridge the gap between the knowledge based content of introductory environmental textbooks and the professional skills students of the environment need to succeed in both their academic programs and professional careers This emphasis on skills is gaining more traction among academic programs across the country as they shift focus from knowledge delivery to learning outcomes and professional competencies The book features clear methodological frameworks engaging practice exercises and a range of assessment case studies suitable for use across academic levels For introductory levels this text uses guided practice exercises to expose students to the skills they will need to master At the capstone level this text allows students to apply the knowledge they have gained to real world issues and to evaluate their competency in key programmatic learning outcomes A detailed answer key with rubrics customized for specific questions and sample answers at various competency levels is available to verified course instructors Access to these answer key resources can be obtained by contacting the Springer Textbook Team at Textbooks.springer.com

James Bellanca, 2011-11-01 Translate standards based content into enriched learning projects that build 21st century skills A valuable tool for teachers this book uses an enriched learning projects model to develop student skills in communication collaboration critical thinking creativity and global and cross

cultural awareness It highlights the tools that enhance projects and presents research based instructional strategies that engage students

Interdisciplinary Teaching About Earth and the Environment for a Sustainable Future David C. Gosselin, Anne E. Egger, J. John Taber, 2018-12-13 Interdisciplinary Teaching about the Earth and Environment for a Sustainable Future presents the outcomes of the InTeGrate project a community effort funded by the National Science Foundation to improve Earth literacy and build a workforce prepared to tackle environmental and resource issues The InTeGrate community is built around the shared goal of supporting interdisciplinary learning about Earth across the undergraduate curriculum focusing on the grand challenges facing society and the important role that the geosciences play in addressing these grand challenges The chapters in this book explicitly illustrate the intimate relationship between geoscience and sustainability that is often opaque to students The authors of these chapters are faculty members administrators program directors and researchers from institutions across the country who have collectively envisioned implemented and evaluated effective change in their classrooms programs institutions and beyond This book provides guidance to anyone interested in implementing change on scales ranging from a single course to an entire program by infusing sustainability across the curriculum broadening access to Earth and environmental sciences and assessing the impacts of those changes

Confronting Environmental Change in East and Southeast Asia Paul G. Harris, 2024-11-01 This is clearly a book with great breadth and diversity a valuable addition to the literature about east and southeast Asia T Forsyth Development Studies Institute London School of Economics and Political Science in Land Degradation and Development As their economies and populations expand almost all Asian countries are experiencing profound ecological problems at the national regional and global level be it air pollution in rapidly growing cities trans boundary water pollution or climate change While the countries of East and Southeast Asia are the victims of environmental change they are also complicit in causing it at home and abroad As these countries move towards international environmental cooperation a central issue becomes the vital connection between foreign policy and environmental problems Foreign policy is about pursuing and promoting national interests however it is not always clear what a country's national interests are or ought to be particularly with regard to complex international ecological issues On top of this it is almost always debatable how best to promote them Confronting Environmental Change in East and Southeast Asia is a collection of concise hard hitting essays by a group of international experts and scholars that address these complex issues The book takes foreign policy considerations into account in its analyses of how states and other actors in East and Southeast Asia confront environmental change through international cooperation and environmentally sustainable development The first part of the book examines many of the actors institutions and forces shaping environmental diplomacy and foreign policy in East Asia with a focus on China and Japan The second part of the book takes a deeper look at the relationships between ecological politics international relations and environmentally sustainable development in East and Southeast Asia Several chapters in the second part focus on how

environmental foreign policies impact countries in the region as they endeavour to implement environmentally sustainable development Together the analysis and case studies in this volume illuminate how environmental change is confronted or not in East and Southeast Asia with a host of important insights for researchers governments policy makers conservationists and business people dealing with the profound environmental problems facing the region [The Course Reflection Project](#)

Nicole Schonemann, Emily Metzgar, Andrew Libby, 2015-05-01 Service learning is entering a post initiatory phase At tertiary institutions of all types and sizes service learning programs are common and service learning requirements for graduation are growing in popularity Taken together alongside continued faculty interest in effective teaching these factors have raised the visibility and popularity of service learning Now the greater need in service learning is not to prove the need for or efficacy of service learning but to turn the focus squarely back on practice Following established best practice is not enough instructors also need to reflect on how this fits within the specific context and application of each unique course and service learning partnership While there are many excellent resources that detail best practice and showcase exemplary service learning courses faculty reflection and course revision often goes unmentioned In response to the lack of attention on the role of reflection and course revision we convened groups of faculty from a variety of disciplines to reflect deeply on their courses paying specific attention to obstacles and challenges These conversations were converted to articles for this edited collection each chapter representing the process of reflection and revision and serving as a guide to develop effective practice in varied curricular contexts This text contributes to the body of literature on service learning in a unique and practical manner Faculty teaching or interested in teaching service learning classes would benefit from this text as well as university administrators and community service directors involved in service learning at a programmatic and institutional level This book should be marketed to faculty teaching disciplinary service learning classes and service learning pedagogy classes and administrative offices involved in service learning This could be a supplementary text for graduate level pedagogy courses Higher education institutional libraries would benefit from this text as well as the national and state campus compact offices [Teacher Interview Questions and Answers - English](#)

Navneet Singh, Here are some common teacher interview questions along with suggested answers that highlight key qualities and skills important for teaching roles

1 Why did you decide to become a teacher Answer I decided to become a teacher because I have a passion for education and a strong desire to make a positive impact on students lives I believe that teaching is one of the most meaningful professions as it allows me to inspire and empower the next generation I enjoy helping students discover their strengths overcome challenges and achieve their full potential

2 What is your teaching philosophy Answer My teaching philosophy centres around student centered learning I believe in creating an inclusive and engaging classroom environment where all students feel valued and motivated to learn I strive to use a variety of teaching methods to cater to different learning styles and to encourage critical thinking collaboration and creativity My goal is to foster a love for learning and to equip students with the

skills they need to succeed both academically and in life 3 How do you handle classroom management Answer I handle classroom management by establishing clear expectations and consistent routines from the beginning of the school year I believe in proactive strategies such as building strong relationships with students creating an engaging curriculum and using positive reinforcement to encourage good behaviour When issues arise I address them promptly and fairly always aiming to understand the underlying causes and to find constructive solutions that help students learn from their mistakes 4 How do you differentiate instruction to meet the needs of diverse learners Answer I differentiate instruction by assessing the individual needs strengths and interests of my students I use a variety of instructional strategies such as flexible grouping tiered assignments and personalized learning plans I also incorporate technology and hands on activities to provide multiple means of engagement Regular formative assessments help me monitor progress and adjust my teaching methods to ensure that all students are challenged and supported appropriately 5 How do you incorporate technology into your teaching Answer I incorporate technology into my teaching by using it as a tool to enhance learning and engagement This includes using interactive whiteboards educational apps and online resources to create dynamic lessons I also encourage students to use technology for research collaboration and presentations Additionally I integrate technology to provide personalized learning experiences and to facilitate communication with students and parents 6 Can you provide an example of a successful lesson you have taught Answer One of my most successful lessons was a project based learning unit on environmental science Students were tasked with researching local environmental issues and developing solutions They worked in groups to gather data create presentations and propose action plans This lesson was successful because it was highly engaging encouraged critical thinking and collaboration and allowed students to see the real world impact of their work Many students expressed a greater interest in science and environmental issues after the project 7 How do you assess student progress Answer I assess student progress using a variety of methods including formative and summative assessments Formative assessments such as quizzes exit tickets and classroom discussions help me gauge understanding and adjust instruction as needed Summative assessments like tests projects and presentations evaluate overall learning and mastery of content I also use rubrics and self assessment tools to involve students in the evaluation process and to provide clear criteria for success Regular feedback is essential to help students understand their progress and areas for improvement 8 How do you engage parents in their child s education Answer I engage parents by maintaining open and regular communication through emails newsletters and parent teacher conferences I also use online platforms where parents can access updates on their child s progress assignments and classroom activities I encourage parents to participate in school events and to volunteer in the classroom Building a strong partnership with parents helps create a supportive learning environment and ensures that students receive consistent encouragement both at school and at home 9 How do you stay current with educational best practices and professional development Answer I stay current with educational best practices by attending workshops conferences and webinars I also

participate in professional learning communities where I collaborate with colleagues to share ideas and strategies I subscribe to educational journals and follow relevant blogs and social media groups to keep up with the latest research and trends Additionally I continually reflect on my teaching practices and seek feedback to identify areas for growth and improvement

10 How do you handle a student who is consistently disruptive in class Answer When dealing with a consistently disruptive student I first seek to understand the root cause of the behaviour I meet with the student privately to discuss their behaviour and to set clear expectations for improvement I also work with parents counsellors and other support staff to develop a plan that addresses the student s needs In the classroom I use positive reinforcement and provide opportunities for the student to take on responsibilities that channel their energy positively Consistent and fair consequences for disruptive behaviour are also important to maintain a productive learning environment These questions and answers can help you prepare for a teaching interview by providing a framework for how to articulate your experiences philosophy and strategies in a professional and thoughtful manner

A Guide to Teaching in the Active Learning Classroom Paul Baeppler, J. D. Walker, D. Christopher Brooks, Kem Saichaie, Christina I. Petersen, 2023-07-03 While Active Learning Classrooms or ALCs offer rich new environments for learning they present many new challenges to faculty because among other things they eliminate the room s central focal point and disrupt the conventional seating plan to which faculty and students have become accustomed The importance of learning how to use these classrooms well and to capitalize on their special features is paramount The potential they represent can be realized only when they facilitate improved learning outcomes and engage students in the learning process in a manner different from traditional classrooms and lecture halls This book provides an introduction to ALCs briefly covering their history and then synthesizing the research on these spaces to provide faculty with empirically based practical guidance on how to use these unfamiliar spaces effectively Among the questions this book addresses are How can instructors mitigate the apparent lack of a central focal point in the space What types of learning activities work well in the ALCs and take advantage of the affordances of the room How can teachers address familiar classroom management challenges in these unfamiliar spaces If assessment and rapid feedback are critical in active learning how do they work in a room filled with circular tables and no central focus point How do instructors balance group learning with the needs of the larger class How can students be held accountable when many will necessarily have their backs facing the instructor How can instructors evaluate the effectiveness of their teaching in these spaces This book is intended for faculty preparing to teach in or already working in this new classroom environment for administrators planning to create ALCs or experimenting with provisionally designed rooms and for faculty developers helping teachers transition to using these new spaces

Teaching English for Academic Purposes (EAP) in Japan Rachael Ruegg, Clay Williams, 2018-03-09 This book focuses on appropriate English for Academic Purposes instructional concepts and methods in the Japanese context It investigates a variety of pedagogical techniques addressing the fundamental academic English skills listening speaking reading and writing

as well as assessment and materials development All the research included was conducted in Japanese university settings thus shedding new light on the effective implementation of EAP teaching and learning activities with Japanese learners of English This book is of interest to anyone working in an EAP context at the secondary or tertiary level especially those which include Japanese learners

Ecologies of Learning: An Edited Volume on Sustainability in Education 2025 Editor:1 DR. DIVYA SHARMA Editor:2 DR. SHALINI VERMA Editor:3 DR. SUMITA SINGH 4. DR. PUSHPA SHARMA, PREFACE As humanity confronts unprecedented ecological challenges education emerges as both a beacon of hope and a catalyst for change *Ecologies of Learning An Edited Volume on Sustainability in Education* brings together diverse perspectives empirical insights and practical strategies to reimagine how schools universities and learning communities can nurture environmental stewardship and social equity This volume transcends traditional pedagogies by framing sustainability not merely as content to be covered but as a lens through which every aspect of teaching and learning is reexamine The fifteen chapters chart a comprehensive trajectory from foundational theories of environmental pedagogy to cutting edge innovations that will shape classrooms of 2030 and beyond We begin with core principles Chapter 1 and curriculum design frameworks Chapter 2 that establish eco literacy as a dynamic interdisciplinary endeavour Subsequent chapters delve into place based models Chapter 3 the integration of Indigenous knowledge systems Chapter 4 and STEM approaches that align scientific inquiry with planetary stewardship Chapter 5 Recognizing the power of the arts to convey complex ecological narratives Chapter 6 explores arts based methodologies that cultivate empathy and systems thinking Experiential fieldwork Chapter 7 and digital tools Chapter 8 offer complementary avenues for learners to engage both physically and virtually with environmental issues while Chapter 9 presents assessment strategies designed to capture real world impact and behavioural change Preparing educators themselves for this change in basic assumptions Chapter 10 outlines transformative approaches to teacher training and Chapter 11 addresses equity and access to ensure that eco pedagogy benefits all learners Chapters 12 and 13 bridge theory and policy highlighting effective school community partnerships and the frameworks needed to sustain green schools at scale Building on these foundations Chapter 14 presents case studies from urban and rural settings illustrating contextualized practices that empower learners as change agents Finally Chapter 15 looks forward spotlighting innovations from AI driven eco analytics to regenerative campus designs that promise to redefine sustainability education in the coming decade This edited volume is intended for educators administrators policymakers curriculum developers and all who believe that education must rise to meet the imperatives of climate resilience and social justice By weaving together scholarship praxis and visionary design *Ecologies of Learning* offers a roadmap for transforming classrooms into living ecosystems of inquiry action and regeneration We hope these chapters inspire you to cultivate learning environments where knowledge and innovation converge to heal restore and safeguard our shared planet Editors Dr Divya Sharma Dr Shalini Verma Dr Sumita Singh

Multidisciplinary Units for Grades 6-8 Susan Pauline O'Hara, Maureen McMahon, 2003 Contains

multidisciplinary units featuring the use of computer and other educational technologies and based on the National Educational Technology Standards for Students devised by ISTE

Sustainable Development and Social Responsibility—Volume 2

Ahmed N. Al-Masri, Yousef Al-Assaf, 2020-01-13 This book gathers high quality research papers presented at the 2nd AUE international research conference AUEIRC 2018 which was organized by the American University in the Emirates Dubai and held on November 13th 15th 2018 The book is broadly divided into two main sections Sustainability and Smart Business and Sustainability and Creative Industries The broad range of topics covered under these sections includes risk assessment in agriculture corporate social responsibility and the role of intermediaries the impact of privatizing health insurance political events and their effect on foreign currency exchange the effect of sustainable HR practices on financial performance sustainability integration in the supply chain and logistics gender inequality in the MENA economies the panel data model the model of sustainable marketing in the era of Industry 4.0 micro enterprises as a tool for combating unemployment the impact of financial education and control on financial behavior measuring financial and asset performance in agricultural firms a comprehensive strategic approach to sustainability in the UAE sustainability and project finance HR analytics Fashion for organizational sustainability a conceptual framework of sustainable competitive advantages psychology of organizational sustainability Blockchain technology and sustainability veganism and sustainability institution building from an emotional intelligence perspective sustainable concrete production using CWP occupants behavior and energy usage in Emirati houses the effect of shop lighting on consumer behavior multimedia applications in digital transformation art integrating biomimicry principles in sustainable architecture experimental sustainable practices in fashion education technology assisted student centered learning for civil engineering and a 10 step design process for architectural design studios All contributions present high quality original research work findings and lessons learned in practical development

Introduction to Engineering Quamrul H. Mazumder, 2018-09-03 Developed for the Ultimate Introductory Engineering Course *Introduction to Engineering An Assessment and Problem Solving Approach* incorporates experiential and problem and activity based instruction to engage students and empower them in their own learning This book compiles the requirements of ABET the organization that accredits most US engineering computer science and technology programs and equivalency evaluations to international engineering programs and integrates the educational practices of the Association of American Colleges and Universities AACU The book provides learning objectives aligned with ABET learning outcomes and AACU high impact educational practices It also identifies methods for overcoming institutional barriers and challenges to implementing assessment initiatives The book begins with an overview of the assessment theory presents examples of real world applications and includes key assessment resources throughout In addition the book covers six basic themes Use of assessment to improve student learning and educational programs at both undergraduate and graduate levels Understanding and applying ABET criteria to accomplish differing program and institutional missions

Illustration of evaluation assessment activities that can assist faculty in improving undergraduate and graduate courses and programs Description of tools and methods that have been demonstrated to improve the quality of degree programs and maintain accreditation Using high impact educational practices to maximize student learning Identification of methods for overcoming institutional barriers and challenges to implementing assessment initiative A practical guide to the field of engineering and engineering technology Introduction to Engineering An Assessment and Problem Solving Approach serves as an aid to both instructor and student in developing competencies and skills required by ABET and AAC U

Sustainability and Design Ethics Tom Russ,2010-03-25 From microcosm to macrocosm ecodesign green design environmental design and triple bottom line are quickly becoming more than just catchy phrases that describe touchy feely trends Increases in climate uncertainty and energy costs as well as food water and services insecurity are just a few of the challenges driving the growing demand for sus Trends in Language Assessment Research and Practice Vahid Aryadoust,Janna Fox,2016-02-29 Despite prodigious developments in the field of language assessment in the Middle East and the Pacific Rim research and practice in these areas have been underrepresented in mainstream literature This volume takes a fresh look at language assessment in these regions and provides a unique overview of contemporary language assessment research In compiling this book the editors have tapped into the knowledge of language and educational assessment experts whose diversity of perspectives and experience has enriched the focus and scope of language and educational assessment in general and the present volume in particular The six trends addressed in the 26 chapters that comprise this title consider such contemporary topics as data mining in class assessment and washback The contributors explore new approaches and techniques in language assessment including advances resulting from multidisciplinary collaboration with researchers in computer science genetics and neuroscience The current trends and promising new directions identified in this volume and the research reported here suggest that researchers across the Middle East and the Pacific Rim are playing and will continue to play an important role in advancing the quality utility and fairness of language testing and assessment practices

Encyclopedia of Social Problems Vincent N. Parrillo,2008-05-22 From terrorism to social inequality and from health care to environmental issues social problems affect us all The Encyclopedia will offer an interdisciplinary perspective into these and many other social problems that are a continuing concern in our lives whether we confront them on a personal local regional national or global level *Discovering Media Literacy* Renee Hobbs,David Cooper Moore,2013-07-30 Many professional books talk about digital and media literacy but this text addresses the complete continuum from television to technology and guides teachers to think deeply about their own preferences and beliefs as well as those of their students to develop knowledgeable informed media users and consumers for the 21st Century Kristin Ziemke Fastabend First Grade Teacher Chicago Public Schools Give digital kids a voice Today s kids are digital natives but what s the best way to help them become *Middle School Journal* ,2004

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