Contents

	Preface	viii
	Acknowledgements	×
1.	From research to implications	1
	A framework of digital literacies Box 1.1 What hardware and software do I need?	2 4
	First focus: Language Box 1.2 Am I teaching digital natives? Box 1.3 Does Facebook belong in my classroom?	7 10 12 15
	Box 1.4 Does the digital divide still matter? Second focus: Information Box 1.5 What are the alternatives to Google? Box 1.6 Can we trust Wikipedia? Box 1.7 Is there too much or too little information? Box 1.8 Does multitasking work?	18 21 21 23 26
	Third focus: Connections Box 1.9 How can we promote digital safety and privacy? Box 1.10 When, where and why should my students build PLNs (and PLEs)? Box 1.11 Do I need to worry about censorship and surveillance?	26 27 30 32
	Fourth focus: (Re-)design Box 1.12 How do I deal with copyright and plagiarism? Looking ahead	36 38 40
	Box 1.13 What do new technologies mean for people and the planet?	40
2.	From implications to application Box 2.1 Will new technologies improve my students' learning?	42
	The TPACK framework for integrating technology use Box 2.2 Should I be worried about teaching with new technologies?	43
	10000000	

The SAMR model for evaluating technology use	46
The digital activities grid	48
Activity 1 Technology past and present	66
Activity 2 Being digitally literate	72
Activity 3 Writing the news	75
Activity 4 Extreme weather	79
Activity 5 Cryptic messages	86
Activity 6 Codeswitching	90
Activity 7 Sports linking	96
Activity 8 Building links	102
Activity 9 Food boards	105
Activity 10 Copycat	100
Activity 11 Envisioning the facts	3.10
Activity 12 Sales techniques	120
Activity 13 Showcasing hobbies	124
Activity 14 Selling English	128
Activity 15 Transmedia stories	132
Activity 16 Avatars	136
Activity 17 Choose your own adventure	142
Activity 18 History hunt	147
Activity 19 A picture a day	154
Activity 20 Mobile rules	158
Activity 21 HTML basics	162
Activity 22 HTML advanced	169
Activity 23 Travel clouds	176
Activity 24 Travel tags	181
Activity 25 Search race	185
Activity 26 Search me	193
Activity 27 Tree octopus	198
Activity 28 Fun facts	204
Activity 29 News in my networks	207
Activity 30 Connecting people	213
Activity 31 My digital life	217
Activity 32 Turn off, tune out	222
Activity 33 Faking it	227
Activity 34 Online me	233
Activity 35 Personal blogging	239
Activity 36 Setting the scene	246
Activity 37 Footprints in the wires	252
Activity 38 Going viral	257
Activity 39 A class PLN	263

	Activity 40 Our city guide Activity 41 Our city on Wikipedia Activity 42 Flickr vocabulary book Activity 43 A good cause Activity 44 Vox pop Activity 45 Global dancing Activity 46 Travel tips Activity 47 LOLcats	266 271 276 280 284 289 292
	Activity 47 Locals Activity 48 Texting Hillery	304
	Activity 49 I'mma let you finish	308
	Activity 50 Movie mashup	312
	Future learning	316
3.	From application to implementation	317
	Incorporating activities into the syllabus and timetable	317
	Choosing activities for different levels and contexts	327
	Generating further activities	336
	Building new learning spaces	337
	Teaching in technology-limited environments	340
	Assessing digital work	342
4.	From implementation to research	348
	Conducting and sharing action research	348
	Building and maintaining PLNs	350
	Keeping a blog	351
	Tweeting and Facebooking	353
	Working with aggregators	354
	Working across platforms	355
	Appendix: Answer keys References	357 367