

Newsletter**Special Interest Articles**

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The 3 Biggest Parts of Digital Citizenship

By Laura Devaney, Managing Editor, [@eSN_Laura](#)
eSchool News, Daily Tech News and Innovation

Digital Citizenship has Quickly Become a Cornerstone of a 21st-Century Education

Today's students are part of a global school. Many take courses online with classmates from all over the country, and often, the world. A growing and essential aspect of this global education is digital citizenship—a growing concept that aims to educate students about the impact of their online and digital actions.



"Digital citizenship is not a bunch of do's and don'ts—it's an incredible opportunity to bring to education new perspectives," said educational futurist Jason Ohler. Today's educational leaders must acknowledge digital citizenship's necessary place in schools, classrooms, and homes.

Parental Involvement

Talking to parents and empowering students make up the first key step in digital citizenship education.

"I'm afraid the days of knowing where your kids are at all times are at a close," Ohler said. "It's just too easy to hide."

But one of the most important steps, he said, occurs when parents have great relationships with their children.

"The best thing you can do is to have great relationships with your children, so that they want to talk to you," Ohler said. "It boils down to having interesting, informative, and heartfelt conversations. It's our job to keep them thinking and talking. We always want them thinking about this secondary life they've adopted."

Policy development and character education

Students must be involved in digital citizenship as it relates to policy.

"We've got to bring them to the policy table, and we just don't do this," Ohler said.

"We are systematically removing opportunities for our children to think ethically about their digital lifestyles. Adults have to stop making all the rules."

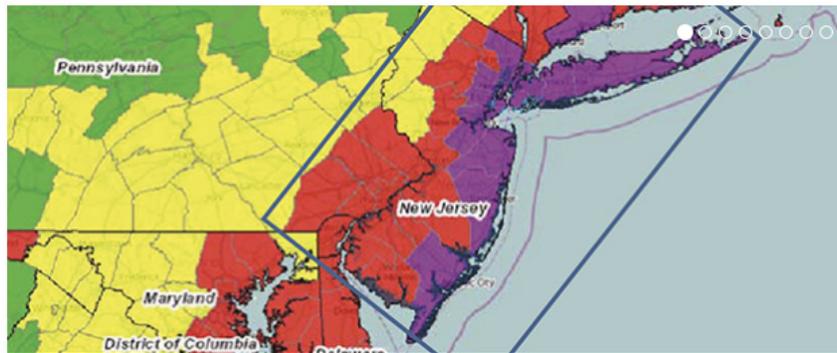
One way to evaluate a digital citizenship program is to determine whether students have the opportunity to explore policies and ask questions about their digital lifestyles. If not, then the policy is most likely not effective or impactful.

Read more online: <http://www.eschoolnews.com/2014/06/23/digital-citizenship-focus-632/>

Hurricane Sandy

U.S. Geologic Survey

Science to Support Recovery and Resilience



Hurricane Sandy made a variety of impacts along the highly populated northeastern Atlantic seaboard. Scientific information and the development of new tools helps communities recover and become more resilient in the future.

Over 160 of our scientists, technicians, and specialists responded to Hurricane Sandy by deploying field equipment and capturing information both before and after the storm. Our Sandy Science Plan identifies major research themes that support recovery activities as well as develop tools that prepare us for the future. Stay up-to-date with our data and tools, news, reports, and updates about the ongoing work.

The Science Plan

The USGS Science Plan was developed immediately following Hurricane Sandy to coordinate continuing USGS activities with other agencies. In October 2013, the USGS received supplemental funding for specific projects that support continued recovery and restoration efforts for Hurricane Sandy. These projects are part of the science plan, "Meeting the Science Needs of the Nation in the Wake of Hurricane Sandy—A U.S. Geological Survey Science Plan for Support of Restoration and Recovery," that also identifies data and information needs to prepare us for the next storm. Much of the work in the northeastern U.S. contributes to improved capabilities for future events across the nation. Learn more about these research projects by reading the fact sheets that address storm impacts by theme.

Research Themes Overview

Scientific work in five fundamental research areas supports the U.S. Department of the Interior and a wide range of partners and stakeholders. These research themes are:

- Coastal Elevation Data and Mapping
- Understanding Coastal Change
- Coastal Hydrology and Storm Surge
- Environmental Quality and Contaminants
- Coastal Ecosystem Impact

Read more online: <http://www.usgs.gov/hurricane/sandy/>

Jim Conwell Named to STEM Higher Education Council

June 24, 2014

Rose-Hulman President Jim Conwell has been appointed to the STEM Higher Education Council (SHEC), and is currently featured in the STEMconnector's STEMblog.

The STEM Higher Education Council features higher education's role in increasing the emphasis on STEM pipeline-to-jobs and support of boundary-breaking collaborations between higher education and industry.

"I've been on the front lines of engineering innovation for the last 17 years, and it is clear there's an education crisis in America," says Conwell. "Our country is simply not educating enough scientists, engineers, and mathematicians, and our industry is suffering. I have an interest in being part of the solution for our industry and for our country's place in the world."

Before becoming Rose-Hulman's president, Conwell was vice president of the Jacobs Engineering Group, one of the world's largest and most diverse providers of engineering and technical services to primary markets. He headed projects in a number of countries and across a variety of industries: automotive, defense, mining, oil/gas, aerospace, and pharmaceuticals.

Conwell also started and helped lead a specialized business unit in Sverdrup to design and build test facilities, including wind, thermal and other environments, for the automotive industry. Sverdrup merged into Jacobs Engineering.

Conwell received bachelor and master of science degrees in mechanical engineering from the University of Tennessee, and a doctoral degree in mechanical engineering from Vanderbilt University. He was an associate professor of mechanical engineering at Louisiana State University (1990-1993) and chairman of the Department of Mechanical Engineering at Grove City College (1993-1996).

Read more online: <https://blog.stemconnector.org/shec-member-profile-dr-james-conwell-rose-hulman>



Cyberbullied Teens Can Connect Online, In Person to Get Help

By Alexandra Pannoni
U.S. News & World Report
June 23, 2014



The Web is where teens go to hang out and to socialize. It's their virtual neighborhood, coffee shop or shopping mall.

But it provides no respite from the bullies who walk their high school hallways. A survey released this month by computer security software company McAfee found that 87 percent of youth have witnessed cyberbullying.

"Adults tend to now use the Internet for functionality," says Dan Raisbeck, co-founder of the Cybersmile Foundation. The organization's mission is to tackle all forms of online bullying and hate campaigns.

"But for many young kids it is their life. They are socializing. They are growing on the Internet. They are making friends there. It's a completely different experience and we have to recognize that," he says.

Experts say that teens who experience bullying online should seek help from someone they trust, whether online or in their community.

About 15 percent of youth have been electronically bullied, according to the 2013 Youth Behavior Surveillance Survey by the Centers for Disease Control and Prevention, released earlier this month.

Last week, Cybersmile sponsored the second annual Stop Cyberbullying Day, an event to raise awareness of online bullying. Raisbeck and co-founder Scott Freeman created the foundation in 2010 after their own children were cyberbullied.

Read more online: <http://www.usnews.com/education/blogs/high-school-notes/2014/06/23/cyberbullied-teens-can-connect-online-in-person-to-get-help>

The Rules of eLearning: Learners Need to Learn How to Learn



<http://quodl.blogspot.com/2014/06/the-rules-of-elearning-learners-need-to.html>

I have to admit that I didn't quite say everything I wanted to in my last blog. In fact I think that there are three roles in Online Learning, the third role being those who learn. Here again I find that there are so many titles given to those who learn, no doubt these have developed over the years; Learner, Student, Pupil, Scholar, Trainee, Apprentice, Novice, etc. Then there are the group terms; Class, Cohort, School, Group, etc.

Learner

Again I think the 'cover-all' term should be learner. I think most of the other terms place the learner in a secondary position to the teacher, which is often not the case. How many of us have experienced that moment when our children or grandchildren show us how to use the latest technology, play the latest game (online or physical) or use the latest terminology? More recently, the idea of the teacher/student relationship has been 'adjusted' by the advent of online learning and the opening up of education generally to older learners. Perhaps universities are the last bastion of the tutor/student relationship but even here there is a move towards mentorship – "the guide on the side" is now a well-developed idea in higher education.

So what is the role of the (online) learner?

Six Characteristics of a Great STEM Lesson

By Anne Jolly

Education Week – Teacher

June 2014

EDUCATION WEEK
TEACHER

STEM is more than just a grouping of subject areas. It is a movement to develop the deep mathematical and scientific underpinnings students need to be competitive in the 21st-century workforce.

But this movement goes far beyond preparing students for specific jobs. STEM develops a set of thinking, reasoning, teamwork, investigative, and creative skills that students can use in all areas of their lives. STEM isn't a standalone class—it's a way to intentionally incorporate different subjects across an existing curriculum.

Science: The study of the natural world.

Technology: One surprise—the STEM definition for technology includes any product made by humans to meet a want or need. (So much for all technology being digital.) A chair is technology; so is a pencil. Any product kids create to solve a problem can be regarded as technology.

Engineering: The design process kids use to solve problems.

Math: The language of numbers, shapes, and quantities that seems so irrelevant to many students.

STEM lessons often seem similar to science lessons and experiments, and in some ways, they are. After all, genuine science experiences are hands-on and inquiry-based. But if you look at the basics of an "ideal" STEM lesson, you'll see some substantial differences.

Here are six characteristics of a great STEM lesson. I hope you'll use these guidelines to collaborate with other teachers and create lessons that apply technology to what students are learning in science and math (and other subjects as well).

http://www.edweek.org/tm/articles/2014/06/17/ctq_jolly_stem.html

Connecting Mathematics to Other Subject Areas Grants for Grades 9–12 Teachers

Supported by the [Theoni Pappas](#) Fund

The purpose of this grant is to create senior high classroom materials or lessons connecting mathematics to other fields. For 2015–2016, grants with a maximum of \$4,000 each will be awarded to persons currently teaching mathematics in grades 9–12. Materials may be in the form of books, visual displays, computer programs or displays, slide shows, videotapes, or other appropriate medium. The focus of these materials should be on showing the connectivity of mathematics to other fields or to the world around us. Any acquisition of equipment or payment of personal stipends must be critical to the grant proposal and may not be a major portion of the proposed budget. Any published sources must be documented. Proposals must address the following: the plan for developing and evaluating materials, the connectivity to other fields or disciplines, and anticipated impact on students' learning.

The applicant must be a current (on or before October 15, 2014) Full Individual or E-Member of NCTM and currently teach mathematics in grades 9–12 at least 50 percent of the school day. Activities are to be completed between June 1, 2015, and May 31, 2016. No person(s) may receive more than one award administered by the Mathematics Education Trust in the same academic year. Past recipients of this grant are not eligible to reapply.

Interested teachers are invited to submit a proposal.

Read more online and apply: <http://www.nctm.org/resources/content.aspx?id=1328>

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