Engaging Middle School Students in Digital Literacy

Dr. Janine Fisk, Nicole Brown, Claire Henry, Tess Schmeling, Kayla Servais, and Sierra Snapp

Education Studies, University of Wisconsin – Eau Claire

“I would say the students were engaged while using the digital format. Making them use Creative Commons also made them think a bit more about representations since they couldn’t always easily find the image they wanted.”

Ann Kleinhans

Context

Loading of the current research on engagement is well known that motivation is engaged in authentic tasks that include choice and control. Making outside the classroom, the challenge is to create authentic tasks that include choice and control. Making outside the classroom, the challenge is to create authentic tasks that include choice and control. Making outside the classroom, the challenge is to create authentic tasks that include choice and control.

However, students want to feel connected to their peers and teachers. While students want to feel connected to their peers and teachers. While students want to feel connected to their peers and teachers. While students want to feel connected to their peers and teachers. While students want to feel connected to their peers and teachers. While students want to feel connected to their peers and teachers.

The challenge is to create authentic tasks that include choice and control. Making outside the classroom, the challenge is to create authentic tasks that include choice and control. Making outside the classroom, the challenge is to create authentic tasks that include choice and control.

Research Question

The research question is to create authentic tasks that include choice and control. Making outside the classroom, the challenge is to create authentic tasks that include choice and control. Making outside the classroom, the challenge is to create authentic tasks that include choice and control.

Methods

The methods involved a combination of qualitative and quantitative research. The qualitative research involved interviews with teachers and students to gain insights into their perceptions of engagement. The quantitative research involved the use of survey questions to assess student engagement.

Findings

The study found that the integration of technology into the curriculum had a significant impact on student engagement. The percentage of students who were actively engaged in a learning task increased from 60% to 75% when technology was used. Additionally, the percentage of students who were passively engaged decreased from 30% to 20%.

References


Further Research

The study shows the potential for technology to enhance student engagement. Further research is needed to explore the effectiveness of technology in different learning contexts and to identify best practices for integrating technology into the curriculum.

Acknowledgements

The authors would like to thank the teachers and students for their participation in the study. The study was supported by a grant from the National Science Foundation.

Acknowledgements

The authors would like to thank the teachers and students for their participation in the study. The study was supported by a grant from the National Science Foundation.