Classroom Guide

INTEGRATING DIGITAL LITERACY INTO YOUR CLASSROOM PRACTICE

Media Smarts

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Introduction

This guide is designed to accompany the workshop *Use, Understand & Create: Digital Literacy Training Program for Canadian Educators* by providing practical tools to help K-12 teachers make digital literacy a part of their classroom practice.

Digital literacy is more than technological know-how: it includes a wide variety of ethical, social and reflective practices that are embedded in work, learning, leisure and daily life.

Today's youth are often called "digital natives" by adults because of the seemingly effortless way they engage with all things technological. It's easy to see why: young Canadians live in an interactive, "on demand" digital culture where they are used to accessing media whenever and wherever they want. Instant-messaging, photo sharing, texting, social networking, video-streaming and mobile Internet use are all examples where youth have led the charge in embracing new ways of engaging online.

But this enthusiasm masks a potential problem: although young people don't need coaxing to *take up* Internet technologies and their skills quickly improve *relative to their elders*, without guidance they remain *amateur users* of information and communications technology (ICT), which raises concerns about a generation of youth who are not fully digitally literate, yet are deeply immersed in cyberspace.

In order to be literate in today's media-rich environments, young people need to develop knowledge, values and a whole range of critical thinking, communication and information management skills for the digital age. As increasing numbers of businesses, services and even democratic processes migrate online, citizens who lack digital literacy skills risk being disadvantaged when it comes to accessing health care, government services and opportunities for employment, education and civic participation.

While the workshop content focuses on the five key concepts of digital literacy, this Classroom Guide looks at the specific *skill areas* that MediaSmarts has identified as being essential for students to learn by the end of their secondary education, which fall into seven categories: *ethics and empathy, privacy and security, community engagement, digital health, consumer awareness, finding and verifying* and *making and remixing*. It also identifies which topics are appropriate for students at different grade levels and addresses common challenges involved in fully integrating digital literacy into the classroom, such as limitations on available technology and classroom management concerns. Finally, this guide includes links to relevant MediaSmarts resources, websites mentioned in the workshop, and apps and tools for creating digital media in your classroom.
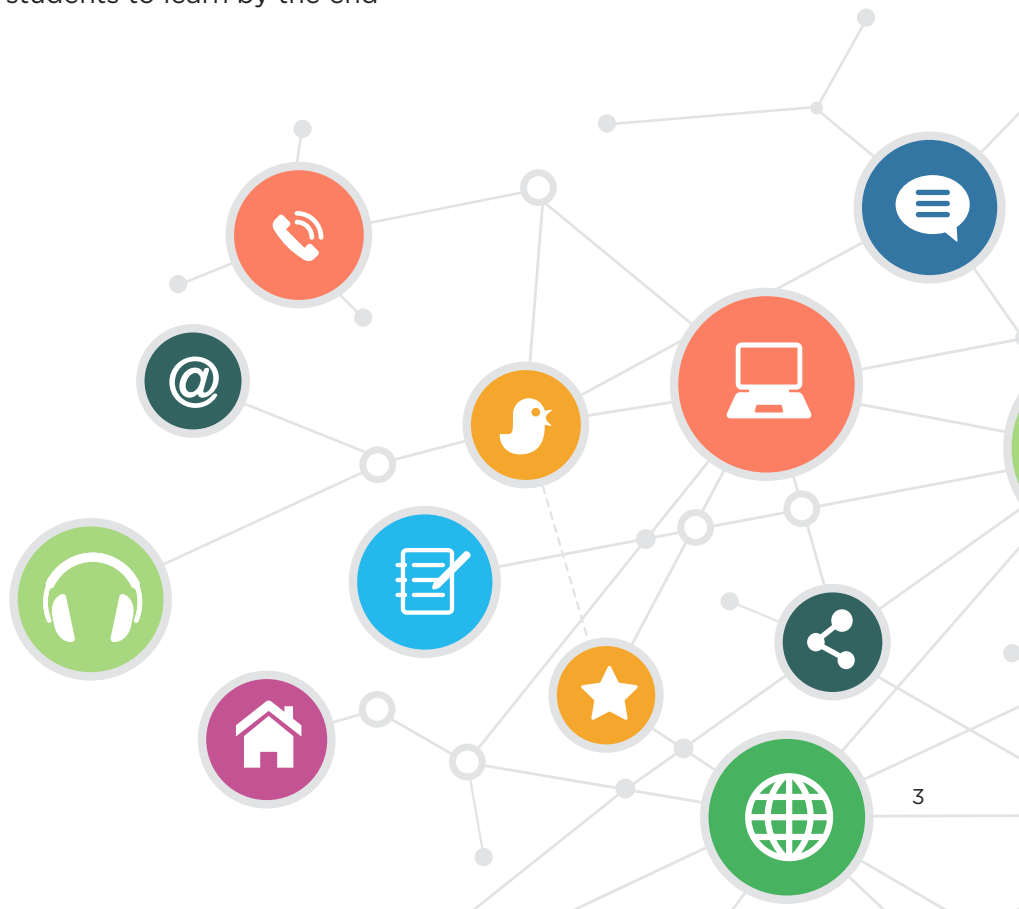
Use, Understand & Create

A DIGITAL LITERACY FRAMEWORK FOR CANADIAN SCHOOLS

What exactly *is* digital literacy, and how can we ensure that students are learning the digital skills they need in school? MediaSmarts classifies competencies for digital literacy according to three main principles: *use*, *understand* and *create*. These principles form the basis of our digital literacy framework.

Young Canadians need to be able to make good choices about privacy, ethics, safety and verifying information when they're using digital media, and they need to be prepared to be active and engaged digital citizens. Based on our research on digital literacy education in Canada, *USE, UNDERSTAND & CREATE* provides a road map for teaching these skills in Canadian schools. The framework draws on seven key aspects of digital literacy and provides teachers with supporting lessons and interactive resources that are linked to curriculum outcomes for every province and territory. Each lesson also comes with parent tip sheets to reinforce learning at school and at home.

To find K-12 lessons in each category, visit mediasmarts.ca/teacher-resources/use-understand-create-digital-literacy-framework-canadian-schools.

Framework Icon Legend and Descriptions

Ethics and Empathy

This category addresses students' social-emotional skills and empathy towards others as well as their ability to make ethical decisions in digital environments when dealing with issues such as cyberbullying, sharing other people's content and accessing music and video.

Privacy and Security

This includes essential skills for managing students' privacy, reputation and security online such as making good decisions about sharing their own content, understanding data collection techniques, protecting themselves from malware and other software threats, and being aware of their digital footprint.

Community Engagement

Resources in this category teach students about their rights as citizens and consumers and empower them to influence positive social norms in online spaces and to speak out as active, engaged citizens.

Digital Health

Digital health skills include managing screen time and balancing students' online and offline lives; managing online identity issues; dealing with issues relating to digital media, body image and sexuality; and understanding the differences between healthy and unhealthy online relationships.

Consumer Awareness

These skills allow students to navigate highly commercialized online environments. They include recognizing and interpreting advertising, branding and consumerism; reading and understanding the implications of website Terms of Service and privacy policies; and being savvy consumers online.

Finding and Verifying

Students need the skills to effectively search the Internet for information they need for personal and school purposes, and then evaluate and authenticate the sources and information they find.

Making and Remixing

Making and remixing skills enable students to create digital content and use existing content for their own purposes in ways that respect legal and ethical considerations and to use digital platforms to collaborate with others.

Grades K-3

Students in the primary grades are already active users of digital technologies. While they are usually supervised when they go online, there are still many issues that need to be considered. For example, younger children (grades K-1) have trouble distinguishing fantasy from reality and tend to accept what they see at face value, including online advertising messages. They trust characters and people they see in the media, which makes them particularly vulnerable to stereotypes. They are unlikely to think much about the consequences of their actions, and view morality in terms of what they've been punished for rather than what's right and wrong. They tend to imitate what they see their parents and older children doing.

Obviously, digital literacy has to start at a very simple level for these kids. We can use concrete metaphors to help them understand that everything online is connected and that what you do online might be seen by anyone.

In grades 2-3, students are still not yet able to think critically about technology, accepting online environments and activities at face value. However, their growing independence means they are looking for more information online, and they are starting to integrate computers and the Internet into their daily lives. With this in mind, it's a good time to introduce:

- skills for search strategies

- recognizing how characters, games and activities on websites build brand loyalty

- how to protect their privacy on commercial sites

- the idea that material posted to the Internet can last forever

- the fact that the people we interact with online have feelings

Grades 4-6

Students in the junior grades lack sufficient critical thinking skills to surf the Web alone, but MediaSmarts' *Young Canadians in a Wired World* research shows that almost a third never or rarely use the Internet with an adult nearby. Their focus moves increasingly to their peers. They're better able to tell fantasy from reality, but can still be confused by persuasive media like advertising and have a hard time critically engaging with media that is realistic, such as news.

Because they are spending more unsupervised time online, these students need guidance about Internet safety and protection of privacy, and they also need to be taught about good citizenship and responsible Internet use.

As more of their school work requires Internet research, this is also a good time to teach students skills for conducting effective research and for authenticating online content including recognizing marketing messages, bias and stereotyping.

Students at this age are highly active in games and virtual environments, where they need to learn to apply empathy to their online interactions and to resist "upselling" techniques as well as to manage the amount of time they spend online. They are also ready to learn about how their favourite platforms make money and how their own money, attention and personal information are valuable commodities.

They're now developing the ability to think more logically and abstractly, and view morality in terms of good and evil – though typically in very black-and-white terms. Helping kids to manage online interaction – to apply empathy and avoid conflict – is one of the top priorities at this age. It's also important to teach them to use basic emotional regulation skills when they're online, to recognize when they may be feeling angry or upset and to manage those feelings.

Children this age are also increasingly sensitive to messages about body image and gender norms that they get from media, including digital media, and need help in engaging with these.

Grades 7-8

Intermediate students still need continued guidance regarding Internet safety and protection of privacy, good citizenship and responsible Internet use. By this age, however, they can also assume more responsibility for the online spaces and communities they are part of: this is a good time to encourage positive social norms around sharing information and communicating online. They are starting to be more heavily influenced by their peers and by mass media in how they behave and their sense of who they are. They're often fully capable of thinking logically, but may lack the self-awareness to recognize the flaws in their own thinking or the consequences of their actions.

Because they're increasingly doing research online for school, kids this age need to learn how to verify the information they find. This is a good time to introduce strategies for determining authorship and authority of online information so they can recognize good health information, biased or hateful content, and online scams and hoaxes.

At this age media influences on gender norms and body image are becoming more intense. Children need to learn to apply key media literacy concepts to online spaces such as social networks. As their use of digital technology is becoming more social, it's important that they learn that what they post online can be permanent and how to actively manage their reputation and identity online.

Children this age are also starting to form more intense friendships and, in some cases, beginning romantic relationships, as well as sharing more personal content online. As children become more active on social networks and multiplayer games, it's essential to foster empathy and teach them how to apply it in online contexts. To reduce bullying and online conflict, we need to teach them to recognize these "empathy traps" that may keep us from feeling empathy in situations where we normally would.
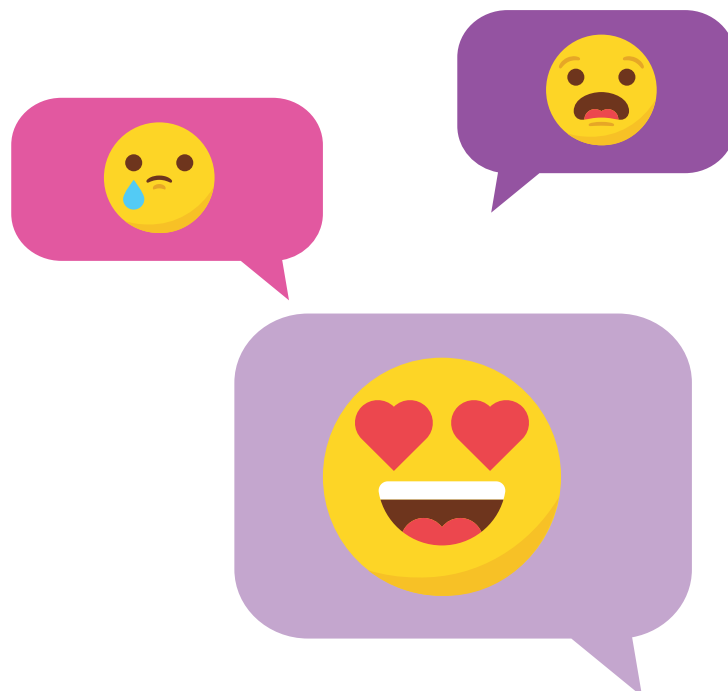
Grades 9-12

Given their autonomy, teens can no longer be forbidden to do things, especially online. Rigid bans don't work because teens are at an age where they are trying to establish their own rules and can easily get around those they disagree with. More importantly, heavy restrictions shut down discussions between adults and teens about how to safely diminish risks, which teens are very interested in doing.

Contrary to popular belief, cyberbullying remains a problem in high school. Students in these grades should learn the ways that they can speak out and make a difference, both in cases of individual cyberbullying and in building more tolerant and respectful online spaces.

Because of the intensity of teenage relationships, it's often hard to distinguish between bullying and what teens call "drama" – but both can do real harm if they're not dealt with appropriately. Online relationship issues become more serious at this age as students start dating and activities like sexting become more common.

Cell phone ownership also peaks in older grades. That makes it essential to teach these students how to balance their online and offline lives and deal with the stresses of social media. Because teens are constantly building a digital footprint as they send and share content online, it's also important that they learn how to make a positive impression and to consider the need to get consent before sharing a photo or any other content belonging to someone else.

Secondary students turn to the Internet for news and current affairs, making it essential that they learn to use finding and verifying skills both inside and outside the classroom. They also need to learn how to use online sources responsibly – by quoting or paraphrasing and citing their sources, for instance, rather than simply copying and pasting.

Teens depend on media such as TV shows, magazines, the Web and social media to learn about topics of interest, especially subjects that are embarrassing or taboo such as sexuality, relationships and mental health issues. Media literacy education is also needed to critically engage with representations of sexuality in media.

Integrating Digital Literacy Across the Curriculum

It can sometimes be a challenge for teachers to find time for digital literacy activities. With everything you're expected to cover in a year or a semester, it can seem hard to fit digital literacy activities in.

In fact, though, media and digital literacy are already in the curriculum. The Teacher Resources section of the MediaSmarts website has lists of digital and media literacy curriculum outcomes for every province and territory, with links to resources that meet those expectations.

When we think of digital literacy as being primarily about how we use technology, it's easy to see how it can connect to subjects across the curriculum. In fact, given how deeply digital technology is woven into our students' lives, it's hard to think of a subject that doesn't need to integrate digital literacy.

English Language Arts

ELA is where outcomes and expectations for media literacy have most often been found, and those still apply to digital media. Some of the most important implications of the key concepts for digital literacy – like the idea that anyone can publish online – make traditional media literacy skills more important than ever, but also demand more up-to-date ways of recognizing advertising, for example, and the ways that we're susceptible to bias.

Digital tech also provides enormous opportunities for creative media production. We need to take advantage of those opportunities, while also making sure that our students understand the ethical issues involved in – as well as their own rights as media creators.

Social Studies and Social Science

Social studies teachers can explore the use of the Internet for research, including access to uncensored information and alternative news sources. As with English, students can also learn to distinguish bias, misinformation and propaganda in online content. In more advanced classes like anthropology and psychology, students can learn how the values of their online communities are shaped and how the features of online environments shape our behaviour.

"Digital literacy is as much a key part of learning about history and learning how to study history, and learning about science and learning how to study science, as it is about learning about ICT and learning the skills of using ICT."

(Digital participation, digital literacy, and school subjects: A review of the policies, literature and evidence. Futurelab, 2009)
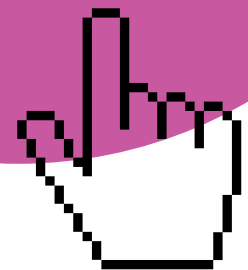
Health and Personal Development

Because digital tech is so central to young people's lives, no subject may need to integrate digital literacy more than Health. Young people's self-image is influenced by the photos of their peers – and themselves – that they select, and often edit or manipulate, so carefully. As well, the line separating them from the celebrities they admire – whose images are very definitely Photoshopped – is largely gone, as they all participate in the same platforms like Instagram. Beyond body image, young people need to be able to ask questions about the ideals of masculinity and femininity that they feel pressured to fit into on social media.

Young people's health can also be affected by some of the features of digital media like persistence and shareability, which can make it very hard to log off and give that haunting feeling of "fear of missing out" – the idea that your friends are having a good time online without you.

Finally, students need to understand some of the effects that digital media can have on relationships, as well as how to deal with them, and to understand how ideas like respect and consent apply in the online context.

Careers

Students need to learn that what they post online might be around for a long time – and that they have some control over whether that reflects well or poorly on them, as well as to learn the digital skills and habits that will be essential in the future world of work.

Arts

As more and more artistic production is created or distributed through digital media, Arts courses also need to reflect the impact of digital technology. The Internet has definitely been a mixed blessing for most arts industries, but students need to understand those changes – and be able to see what changes are coming – if they're considering careers in the arts.

Technology

Finally, Technology courses themselves need to adopt a wider view of digital literacy and go beyond a focus on technical skills – which are likely to be obsolete within a few years after students graduate – to a more critical understanding of digital technology.

For more information on how digital literacy connects to the curriculum of your province or territory, see http://mediasmarts.ca/teacher-resources/digital-and-media-literacy-outcomes-province-territory
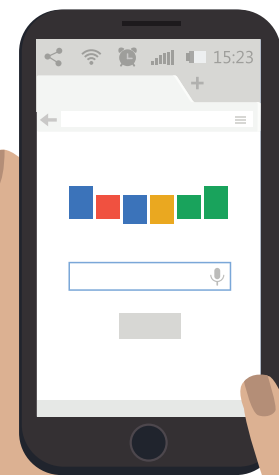
Digital Technology in the Classroom: Tips for Non-Experts

One common obstacle to integrating digital literacy into the classroom is the idea that students already know all they need to about digital technology. It's important, though, not to mistake fluency for true literacy: as one secondary school teacher from the Atlantic put it, "I don't think students are all that Internet-savvy. I think they limit themselves to very few tools on the Internet and they don't think it's as expansive as it could be. They're locked into using it in particular ways and don't think outside the box… I'm always surprised at the lack of knowledge that students have about how to search and navigate online."

Nor is it necessarily true that students know more about tech than their teachers do: in fact, some studies have found the exact opposite.

Digital literacy is not just about the tech but about being able to use and engage with it critically. That's why teachers are still essential in teaching critical thinking and empowering students to investigate questions they would not even have known to ask.

A good approach is to value students' fluency with digital tech by letting them be the experts whenever possible.

It is true that young people can often pick up the basic functions of a new tech tool quickly, so rather than teaching them to use a particular tool, tell students what you want them to achieve and give them some options and guidance in terms of how to do it.

Also, keep in mind that you have other teachers as a resource. Your school may have teachers who are already integrating fairly simple digital projects like podcasts or digital storytelling, or you can work together with a colleague on integrating a new tool or technique.

"Rather than leading the project with teaching how to use a specific video creation tool… I gave students options. If they wanted to try something, they were encouraged to learn it themselves."

(Matthew Farber, University of Northern Colorado)
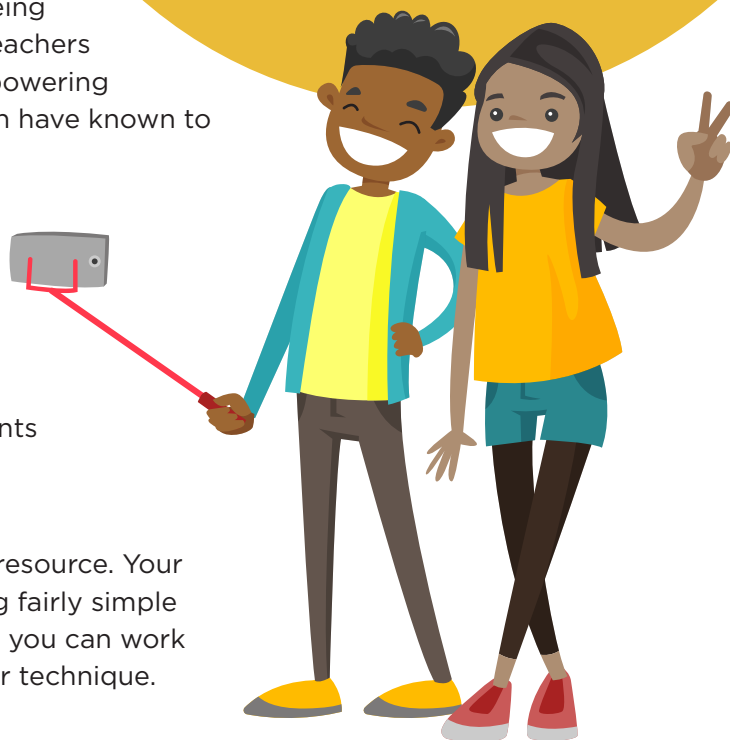
Digital Technology in the Classroom: Classroom Management Tips

One of the concerns that comes up most often when we've interviewed teachers is the concern that bringing digital technology into the classroom – especially students' own devices – might bring a lot of behaviour and attention problems along with it.

That's definitely a possibility, and is one of the reasons that we found older teachers – who had more confidence in their classroom management skills – were actually more likely than younger ones to use digital tech with their students.

Here are two useful tips for using tech in your class while keeping disruption to a minimum.

The first is to only use technology when you have a specific reason to do so. Bringing tech into the classroom doesn't have to be a free-for-all: in fact, this is a great way to model the mindful and intentional use of digital tech that kids need to learn.

Second, make sure that you've made clear to the students the reason why they're using technology and your expectations of how they'll use it.

"The most successful teachers are very intentional about how they use the technology, and when they're not using the technology, it's not in front of the kids."

(Jim LaPlante, Director of Technology for Upper Canada College)

"Because we really set expectations as a class, my students were held accountable. And they recognized that being able to use their device — whether that's a cellphone or an iPad or a laptop — it was really there to facilitate their learning."

(Sarah Dalzell, Surrey, B.C.)

A good way to set expectations is through a responsible use policy, which is an important way both to keep your students safe online and to allow them to use digital tech to support their learning.

A responsible use policy needs to do two things: set out rules to make students understand exactly what they are and aren't allowed to do, and establish procedures so that they know what to do if something goes wrong – if they accidentally wind up on an inappropriate website, for instance. Making these procedures clear – and reassuring students that they won't get in trouble so long as they follow them – is key to having students come to you when there's trouble rather than trying to hide it.

Rather than "laying down the law" when you introduce the policy, consider using it as a learning opportunity for students to discuss things like what's safe and unsafe, and right and wrong, to do online, as well as to plan ahead for things that might go wrong. Older students can even take part in developing their class's policy.

Many schools, districts and ministries already have responsible use policies, so your first step should be to find out if there is one already in place. These aren't always written in the most kid-friendly language, though, so you might want to "translate" it so that they can understand it more clearly. (You can involve your students in this by dividing them into groups with each one responsible for adapting one part of the policy.)

As well, make sure your students' parents are aware of your classroom policy on tech, in case you need to talk to them about issues that arise.

Digital Technology in the Classroom: Dealing with Tech Limitations

While many teachers are worried about the impact of letting technology in the door, in some schools the problem is the opposite – the tech you need just isn't there.

There are three good strategies to deal with this. The first is to return to our five key concepts of digital literacy, none of which really need technology to understand. Second, find out about free (and mostly free) tools that you can use when more expensive options aren't available. Finally, make use of the technology that students already own.

Whether you – or they – have access to technology now, there's no question that almost all of our students are going to need digital literacy skills throughout their lives. If you start with the goal of communicating the key concepts, you can ask yourself just how little tech you need to help them understand. Even if you have the tech available, this approach can be valuable with younger students: one of our K-3 lessons on the concept that digital media are networked, for instance, doesn't use anything more sophisticated than yarn.

In general, don't fall into the trap of using technology for its own sake. Ask yourself: are students just learning how to use the technology, or are they using the technology to do things they couldn't do without it – to choose how to demonstrate their skills, to take action in the real world, and to present their work to a wider audience?

It's also important to keep in mind that students don't necessarily have to work with top-end, professional tools. With a bit of research, you can find apps or online services that will do almost anything you need for media production, from audio recording to video editing and even basic special effects like green screen. In some cases these are "freemium" tools – where you need to pay for the full range of features, or export a final version without a watermark – but even those are usually fairly affordable, and the free version may be just fine for classroom purposes. (See the Sample Resources section on page 21 for some suggestions.)

Finally, you can draw on students' own tech through a "bring your own device" approach. Here are five best practices that have been identified through research for implementing BYOD:

1. Don't assume you know what platforms students are using

What's popular varies a lot by age and can be different from school to school in the same city. Even if you don't plan on using your students' favourite platform, it can be enlightening to find out just which ones they are using.

2. Don't require them to connect their personal accounts and allow students to post pseudonymously

To avoid the risk of "context collapse," you can suggest that they participate using custom accounts they've created for school, and allow them to post pseudonymously so they don't feel inhibited. (You can keep a record of the pseudonyms so that you know who posted what.)

### 3. If students are under 13, create a class account

Most social networks don't allow children under 13 to set up accounts, so even if your students are already using them for personal reasons you'll need to set up a class account if they're younger than that.

4. Use hashtags to focus the conversation

Some social networks, like Twitter and Instagram, let you use hashtags to focus the conversation and screen out irrelevant content. You can use a hashtag like your name and course code to let them only see relevant tweets.

5. Provide an alternative activity for students who can't or don't want to participate

Respect that some students won't want or be able to use these platforms, and find alternative ways for them to participate in whatever activities you use them for.
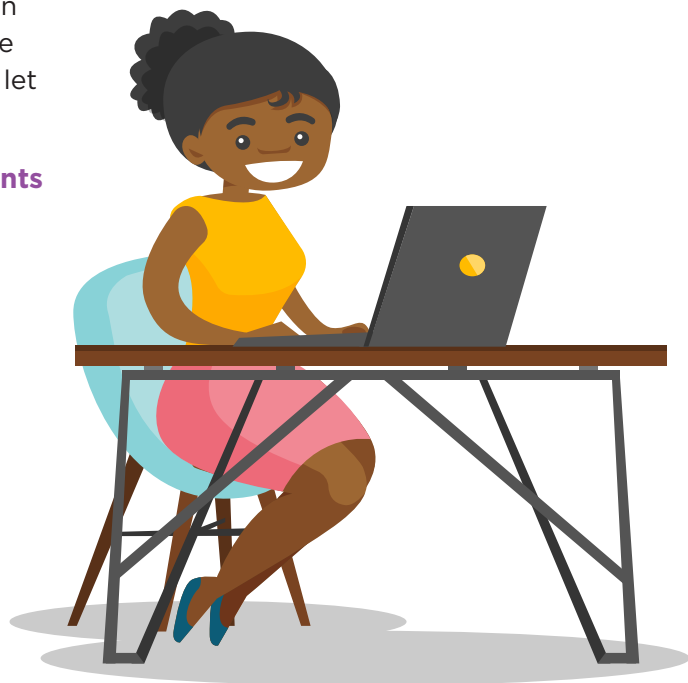
Digital Technology in the Classroom: Connecting Your Classroom to the World

Platforms like social media can be very effective in maintaining the connection with your students outside of class hours, as well as communicating with parents. You can use platforms like Pinterest to share students' work for parents to see, or provide exemplars for students to refer to while they're working on a project.

Networks like Twitter or Facebook can be useful for sharing classroom news like homework or assignment due dates.

If you want you can also use a service like Blogger or Wordpress to make a class blog that does both: blogs can also be linked to Twitter and Facebook so that each new post is shared there as well.

Either way, you'll need to decide which platforms to use. There are definitely advantages to adopting platforms like social networks that students are already using: less time will be needed for them to learn how to use it, they may be more engaged because it's already familiar to them, and because they're already signed up you're not exposing them to any additional data privacy concerns.

However, using platforms students are already on can increase personal privacy risks, as there's a greater chance of "crossing the streams" between their personal and school lives online. Students use these services mostly for socializing, of course, so there's also a greater risk of distraction, and they may feel hostile at the idea of school intruding on a space they consider to be "theirs." Finally, no matter how popular a platform is, you shouldn't assume that all of your students are using it – or want to, or are allowed to.
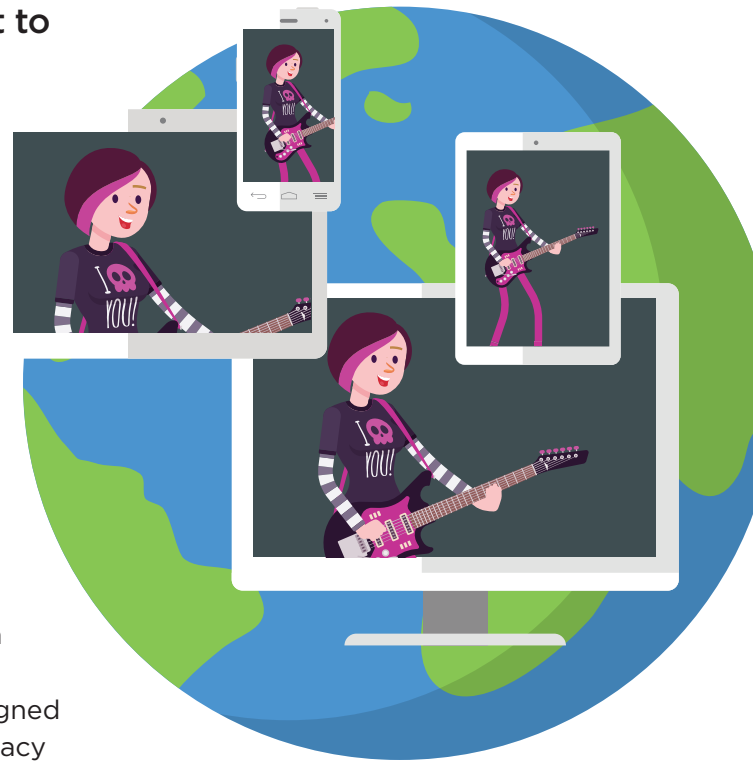
Managing Your Online Identity

One implication of the fact that digital technology is networked is that if you're online, you are connected to your students (and their parents). That's not necessarily a bad thing, but you do need to take active steps to take control of it.

Here are five tips for taking control of your online identity:

1. **Find out if your school, board/district, ministry, or professional organization has a social media policy**

Many schools, districts and ministries of education have policies on how teachers are expected to behave on social media, so a good first step is finding out whether yours has one. Some supervisory bodies and teachers' federations have guidelines or recommendations as well.

2. **Don't post about your job on your personal accounts – but remember that people still see you as a teacher**

Many teachers create separate "public" and "private" accounts to keep their personal and professional lives separate. This can be a good strategy, but remember that you're still a teacher when posting on your "personal" account.

3. **Don't interact with students online except in a school context**

4. **Avoid negative comments, sarcasm or abbreviations, even in a private group or forum**

5. **Think carefully before posting photos**

In general, it helps to think of being online as being like a teacher in a small town: assume that anything you do will get around eventually. For that reason, it's best not to interact with students online except in what's clearly a school context, and never in a private medium like texting; don't make negative or sarcastic comments and avoid things that could be misinterpreted like abbreviations, even in a space that is meant to be private; and consider carefully how photos might be seen before posting them.

"Teachers must be careful about posting photos of students if parents have not signed the school's media release documents. For our youngest students, it might be best practice to keep the account private and tell parents they will need to request access and get approval before having the ability to view."

(The Educator's Guide to Social Media)

MediaSmarts Resources

Finding Resources

Digital literacy curriculum framework
http://mediasmarts.ca/teacher-resources/use-understand-create-digital-literacy-framework-canadian-schools

Resource finder
http://mediasmarts.ca/teacher-resources/find-lesson

Digital and media literacy outcomes by province and territory
http://mediasmarts.ca/teacher-resources/digital-and-media-literacy-outcomes-province-territory

Licensed tutorials and PD workshops
http://mediasmarts.ca/teacher-resources/licensed-resources

Find out what you're licensed for
http://mediasmarts.ca/teacher-resources/licensed-resources/find-out-what-youre-licensed

Videos

YouTube page
https://www.youtube.com/channel/UC_jQ4vYf-WPf4_5eSdGABWQ

Lesson Plans

All That Glitters is Not Gold
http://mediasmarts.ca/lessonplan/stay-path-lesson-two-all-glitters-not-gold

Authentication Beyond the Classroom
http://mediasmarts.ca/teacher-resources/authentication-beyond-classroom

Avatars and Body Image
http://mediasmarts.ca/teacher-resources/avatars-body-image

Behaving Ethically Online: Ethics and Empathy
http://mediasmarts.ca/teacher-resources/behaving-ethically-online-ethics-empathy

Dealing With Digital Stress
http://mediasmarts.ca/teacher-resources/dealing-digital-stress

How to Make a Difference When You Witness Bullying Online
http://mediasmarts.ca/teacher-resources/impact-how-make-difference-when-you-witness-bullying-online

Internet Time Capsule
http://mediasmarts.ca/teacher-resources/internet-time-capsule

Your Online Resume
http://mediasmarts.ca/teacher-resources/your-online-resume

Webography

Websites and Resources Referred to in this Workshop

Authenticating information

All About Explorers
www.allaboutexplorers.com

Canadian Museum of History: The Explorers
https://www.historymuseum.ca/virtual-museum-of-new-france/the-explorers/

Fact Monster
www.factmonster.com

Pacific Northwest Tree Octopus
https://zapatopi.net/treeoctopus/

Simple English Wikipedia
simple.wikipedia.org

Stop-motion and pixilation

Information: Once it's out there...
http://bit.ly/2AgFTEg

Her Morning Elegance
https://vimeo.com/13781225

Viral videos

Clam licking salt
http://bit.ly/1jkdcy2

Scooter into sinkhole
http://bit.ly/2lbJNM0

Weasel and woodpecker
http://bit.ly/1VVsNVJ

Eagle grabs baby
http://bit.ly/2yJd6uc

Time capsules

Steinbach Elementary School opens time capsule
https://globalnews.ca/news/1641090/steinbach-elementary-school-opens-time-capsule/

Sample Resources for Making Media in Your Classroom

Animation

Clapmotion
Very simple stop motion app for Chromebooks
http://clapmotion.com/

MonkeyJam
MonkeyJam is a digital pencil test and stop motion animation program.
http://monkeyjam.org/

Stop Motion Studio
Stop motion app for iOS and Android

Toondoo
Online cartoon creator
http://www.toondoo.com/

Audio Editing

Audacity
Audio editing software
https://audacity.en.softonic.com/

Hokusai
Audio editing app for iOS

Lexis Audio Editor
Audio recording and editing app for Android

Blogging

Blogger
Blogging platform
www.blogger.com

Edublogs
Educational blogging platform
https://edublogs.org/

Wordpress
Blogging and web design platform
https://wordpress.com/

Comics

Comics Head
Comics creator app for iOS

Comic Strip It!
Comics creator app for Android

Pixton
Online comics creator
https://www.pixton.com/ca/

Games

GameMaker Studio
Fully-featured game creator
https://www.yoyogames.com/gamemaker

Sploder
Basic online game creator
http://www.sploder.com/free-game-creator.php

Podcasts

Teachercast Podcasting Network
Teachercast hosts podcasts and videos for teachers and classrooms
http://www.teachercast.net/category/podcasting-network/teachercast-podcast/

Podomatic
Step-by-step podcasting tool
https://www.podomatic.com/

Remixing Tools

MediaBreaker
Remixing tool designed by media literacy educators
http://thelamp.org/portfolio/media-breaker/

Remixing Content Sources

Musopen
Free, public domain classical music
https://musopen.org/

Sound Jay
Free music and sound effects
https://www.soundjay.com/

The Moving Image Archive
Library of digital movies, nearly all in the Public Domain
http://archive.org/details/movies

Storyboarding

Storyboarder
Free storyboarding software for Mac and Windows
https://wonderunit.com/storyboarder/

Video Editing

Filmora
Online video editor
https://filmora.wondershare.com/
Also available as an app for iOS and Android

iMovie
iOS video editor
https://www.apple.com/ca/imovie/

WeVideo
Online video editor
https://www.wevideo.com/

Movie Maker
Windows video editor
http://www.windows-movie-maker.org/

Video Cutter
No-frills online video editor
http://online-video-cutter.com/

About MediaSmarts

MediaSmarts is a Canadian non-profit centre for digital and media literacy. MediaSmarts' vision is that young people have the critical thinking skills to engage with media as active and informed digital citizens.

MediaSmarts:

- offers hundreds of free media literacy resources, including classroom-ready lesson plans, online educational games for kids, and background information on media literacy, all of which are available on the MediaSmarts website http://mediasmarts.ca.

- provides professional development (PD) resources and training. MediaSmarts' PD resources are available through a licensing arrangement to provincial/territorial departments, school districts and boards, libraries, post-secondary institutions, and individual schools.

- conducts research. Since 2000, *Young Canadians in a Wired World* (*YCWW*) — the most comprehensive and wide-ranging research of its kind in Canada — has examined the Internet activities and attitudes of more than 17,000 students in grades 4 to 11. The findings reports from the focus groups and classroom survey of Phase III can be viewed at: http://mediasmarts.ca/ycww.

- hosts Media Literacy Week in partnership with the Canadian Teachers' Federation. The purpose of the week is to promote media literacy as a key component in the education of young people, and to encourage the integration and the practice of media education in Canadian homes, schools, and communities. Visit the Media Literacy Week website at http://www.medialiteracyweek.ca for more information on this event.

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