

## **MOTIVATIONS HOROSCOPE**

### **How the Motivation for Using Digital Media and Technology Shapes Instructional Practices**

#### **PROFESSIONAL**

You have high standards for your students' work, and you may be seen as the go-to media professional in your school. You know how to push your students to understand and emulate the conventions that are important to being taken seriously as a creative author, artist, writer or media professional. To help students enter the real world of media creation, you may bring other media-makers into your classroom to enrich the learning experience.

#### **PROFESSOR**

You balance your interest in media and technology with a deep connection to academic content and standards. You want to be sure that media and technology are not used merely as bells-and-whistles, but to advance specific learning outcomes. Multimedia presentations, engaging websites, videos, and educational technology help you address the core academic content and skills that students need to master.

#### **TECHIE**

You're the educator who loves tablets, apps, programs, plug-ins, widgets, websites, and other types of educational technology because you have a passionate curiosity about new tools. You like experimenting with what these tools can do. You see much potential to engage students with the media and technology tools they love and use in their everyday lives.

#### **TRENDSETTER**

You're smart about pop culture and curious about kid culture. Maybe your own most-loved popular culture isn't too far removed from that of your students. You are inquisitive about the trends and hot topics that make up a crucial component of the fabric of your students' everyday lives. You want school culture to meet kids where they live. You use pop culture to connect home to school, pulling kids into a learning mode.

#### **DE-MYSTIFIER**

You "pull back the curtain" to help students see how all forms of information and knowledge are constructed. You emphasize the practice of critical thinking, helping students ask good "how" and "why" questions.

#### **ACTIVIST**

You want to make society more just and equitable by promoting democratic participation. You use media and technology in the classroom as a catalyst for students to have a voice in improving life in their communities and in the world.

## **TASTEMAKER**

You want to broaden your students' horizons. You want them to have exposure to a wide variety of texts, ideas, people and experiences that deepen their understanding of history, art, the sciences and society. You know that a key component of students' future success in life will require them to draw from a variety of cultural sources both classical and popular.

## **ALT**

You are an inventive, perhaps "DIY," teacher. You're always ready to challenge students with alternative ways of finding, using, thinking about, and creating media in the classroom. Whether you use open source programs on school computers, encourage students to start alternative clubs or magazines, or introduce students to information that's "off the beaten path," you are likely a key proponent of broadening students' understanding of the many different ways that people share ideas with others.

## **MOTIVATOR**

You are an inspiration and a catalyst for your students' creative energy. Students who have never felt comfortable speaking up in class, participating in activities, or contributing to class dialogue find it easier to speak their mind when you're leading the classroom. You see your role as helping students be the best they can be.

## **SPIRIT GUIDE**

You are a *listener*. You have a dedication to the social and emotional well-being of your students, and do everything you can to help students understand themselves and their lives. Students likely find you trustworthy, and may even confide in you in ways that they do not with other people. You know media is just one facet of student life, and you want to engage with it to help them through the highs and lows of life.

## **TEACHER 2.0**

You understand that participation in digital media and learning cultures requires flexibility to new formats, modes of expression, and active, socially engaged participation in and out of school. You value media and technology tools for their power in helping children and young people tell and share their stories.

## **WATCHDOG**

You are a natural critical thinker, aware of how economic systems and institutions influence our everyday lives, particularly through the media and technology we use. You want your students and your peers to be more mindful of the ways that things are bought and sold. Who owns and controls the media content that we see, hear, read, and play with? You feel responsible for giving your students a "wake-up call" about the economic and institutional inner-workings of the technology tools and the world that surrounds them.

## **DETAILED HOROSCOPE**

### **THE TECHIE**

Avatar: Screen (iPhone, tablet, monitor, etc.)

#### **Your PROTECT score is XX**

This means that you're likely to:

- Teach students to use technology tools safely and responsibly.
- Offer gatekeeping or providing “quality control” to students’ access of websites and other digital resources.
- Use educational technology tools in the classroom yourself to both streamline and spice up your lesson plans.

#### **Your EMPOWER score is XX**

This means you're likely to:

- Give students the power of using new technologies firsthand to make their own work
- Take advantage of students’ interests of new technologies like smart phones and mobile devices.
- Act as an advocate in your school for the use of educational technology in other classrooms and for other students.

**Your Strengths:** You have a “finger on the pulse” of rapid technological change. You engage students by using new and emerging platforms, programs, and technologies. People may come to you to solve their technology problems. You often inspire other teachers to try new tools because of your infectious enthusiasm about the value of technology to improve teaching and learning.

**Your Challenges:** You sometimes find it difficult to engage teachers and students who do not share their enthusiasm for or confidence in using new technology. You need to make sure that they think beyond simple engagement in flashy technology and ask key questions about why and how technology functions, for better and for worse, in our everyday lives.

## **THE TRENDSETTER**

Avatar: Sunglasses

### **Your PROTECT score is XX**

This means you're likely to:

- Nurture a safe environment for appropriate popular culture in the classroom
- Create rules for using popular culture in the classroom, whether it's designating specific times for free play or specific content restrictions.
- Ask students to reflect on their use of popular culture, particularly when its effects may be harmful to their well-being or self-image.

### **Your EMPOWER score is XX**

This means you're likely to:

- Open up inquiry about popular culture as an important component of classroom discussion.
- Use a variety of popular culture texts to have students ask questions about its authors, target audiences, messages, meanings, and representations of reality.
- Encourage and support students in making connections between popular culture and more traditional curriculum material.

**Your Strengths:** You use a wide variety of popular culture texts to activate students' passions as a way to engage them in formal learning. Because you pay attention to what students enjoy when it comes to movies, music, fashion and sports, you're in a good position to make strong connections between student interests and new knowledge in the curriculum content areas.

**Your Challenges:** You may have difficulty with students who feel culturally "disconnected" or actively define themselves against the popular culture that the majority of their peers love. Trendsetters also need to ensure that conversations about popular culture don't begin and end merely with "love it or hate it," but instead explore how and why popular culture does what it does.

## **THE WATCHDOG**

Avatar: Whistle

### **Your PROTECT score is XX**

This means you're likely to:

- Easily identify “tricks” in advertisements, popular culture, and mass media.
- Foster students’ skepticism about the motivations of media institutions.
- Help students guard against pervasive messages that glorify consumerism.

### **Your EMPOWER score is XX**

This means you're likely to:

- Help students gain knowledge about media’s economic and political systems
- Promote critical thinking about why messages are created.
- Encourage students to create their own work that challenges the dominance of consumerist messages, such as public service announcements or parodies of mass media and popular culture.

**Your Strengths:** You may be the first, and sometimes only, catalyst for students’ major “aha moments” as they start to make connections between institutions and systems of power and the media they use. Watchdogs capitalize on children’s sense of power in recognizing and resisting inaccurate messages. You’re keen on identifying manipulation in order to help students understand complicated political systems and participate actively in democracy and civic life.

**Your Challenges:** Your interest on exploring systems of power can sometimes lead students to adopt a cynical view of media—and fostering students’ cynicism at a young age can be “fuel for the fire” for students who are already skeptical of the systems of power at work in their everyday lives. The Watchdog approach to analyzing media can also lead to parroting of teacher values, as savvy students who regularly take pleasure in mass media and popular culture figure out the “correct” answers in lessons without taking them to heart.

## **THE DEMYSTIFIER**

Avatar: Magnifying glass

### **Your PROTECT score is XX**

This means you're likely to:

- Help students identify how manipulation of images distorts our perceptions of reality.
- Defend students from negative messages from mass media and popular culture that have an impact on their self-esteem or self-image.
- Question students' uncritical pleasure in the problematic media they use.

### **Your EMPOWER score is XX**

This means you're likely to:

- Demystify the media production process to encourage students to make their own work.
- Ask students to make connections between the processes of media production and the media they use in their everyday lives.
- Encourage students to ask their own questions about how and why media is constructed.

**Your Strengths:** You identify teachable moments when students struggle to understand how and why media is constructed. Your students make meaningful connections to their home uses of media and often leave class saying that they will “never watch a movie,” “never read a book,” or “never use a website” the same way again.

**Your Challenges:** Be on the lookout for student *confusion* as you pull back the various curtains that conceal the constructedness of media. This works best when done in the service of a particular, meaningful lesson, and not simply to foster student engagement. Demystifiers may also need to combat students' cynicism as they learn about media. For example, when students make their own work, they understand that whether the work is “good” or “bad” depends on point of view and also the context in which it was produced.

## **THE TASTE-MAKER**

Avatar: Beret

### **Your PROTECT score is XX**

This means you're likely to:

- Challenge students' limited perceptions of culture with widely-recognized cultural touchstones
- Ask students to distinguish between superficial and complex messages.
- Develop inventive strategies to steer student engagement toward high-quality works of information, art and literature, and other media.

### **Your EMPOWER score is XX**

That means you're likely to:

- Help students to use reasoning and discriminate between positive and negative messages.
- Make connections between the popular culture that students love and more classic works of world culture and heritage.
- Encourage students to appreciate the aesthetic dimensions and rich historical context of all media used in the classroom.

**Your Strengths:** You bring a wealth of knowledge to bear on the choices you make in the classroom, helping their students to understand and care more deeply about quality information, reliable sources, and classic literature, art, and other media. Taste-makers also tend to take a “long view” of culture, making important historical and aesthetic connections between contemporary culture and its forbears.

**Your Challenges:** Your own taste for “classic” information sources and high-quality and culturally significant media comes into your classroom, which can be disengaging for students who are unfamiliar with it. Taste-makers may also be reluctant to use the same level of critical questioning and skepticism when dealing with the “classics” that they use to deconstruct popular media and contemporary culture.

## **THE ACTIVIST**

Avatar: Megaphone

### **Your PROTECT score is XX**

This means you are likely to:

- Teach students how to guard themselves from harmful and oppressive media messages and how to “talk back” to negative and stereotypical media images.
- Prepare students for democratic participation by ensuring they have robust knowledge of the civic process.

Share a particular vision of civic activism based on your own interests and knowledge.

### **Your EMPOWER score is XX**

This means you’re likely to:

- Help students to feel comfortable voicing their own opinions and ideas in political action.
- Provide opportunities for students to create media that expresses their original ideas within an existing political or social landscape.
- Encourage students to feel connected to a community of others who are working to change the world.

**Your Strengths:** You are a role model to your students as a natural leader who raises students’ consciousness about their role in a healthy democratic environment. You may have extensive knowledge of global and local issues around which your students can become passionate and engaged directly in a political process, whether they advocate for a new recycling program in their school or write letters to local news stations.

**Your Challenges:** In your passion and commitment to your cause, you may not be fully aware of the extent to which students have truly developed their own sets concrete values and beliefs. Some of your students have “home” beliefs that are contrary to your own. Others simply do not know yet what they believe. For these reasons, you must be cautious about imposing a specific set of beliefs on students who are either opposed to or unsure of their instructor’s opinions or values.

## **THE ALT**

Avatar: Duct tape

### **Your PROTECT score is XX**

This means you're likely to:

- Teach students to question the authority of professional, mainstream, and mass media points of view on the world.
- Share alternative cultural touchstones with students that have been transformative in your own life or in other cultures.
- Help students to better understand alternative histories and points of view that they may not learn in textbooks or other authoritative classroom media.

### **Your EMPOWER score is XX**

This means you're likely to:

- Encourage students to imagine multiple ways of communicating a message or idea beyond traditional narrative, informational and documentary formats
- Help students create work that is more authentic but less glossy and formal than the work they do in other classes.
- Provide students with opportunities to engage with points of view that are new to them.

**Your Strengths:** You are adept at creating a classroom environment that activates curiosity and creativity. You may engage with students in the way that breaks from their normal expectations. You may provide your students with their first point of entry to worlds of information, science, art, current events, popular culture, and literature that offers more diverse points of view than traditional classroom media.

**Your Challenges:** Because you value alternatives to the traditional canon, you may inadvertently create new sacred cows that do not get the same level of scrutiny or critical questioning that you offer to mainstream media. Alts lay also tend to alienate those students who identify with popular culture in strong and complex ways. Avoid trying to present alternative information and media choices without equally respecting what your students value.

## **THE MOTIVATOR**

### **Avatar: Springboard**

#### **Your PROTECT score is XX**

This means you're likely to:

- Teach students how to guard themselves against media that may be harmful to their self-esteem or personal and social identity.
- Require students to collaborate and provide positive feedback to their peers, supporting active participation and personal investment in classroom work.
- Create “aha” opportunities that alter students’ perceptions of the world and deepen their awareness of the role of media and technology in society.

#### **Your EMPOWER score is XX**

This means you're likely to:

- Foster a learning environment where students feel comfortable sharing their ideas, opinions, and unique creative talents.
- Encourage students to pursue subjects that they find interesting or engaging as the basis for classroom activities and projects.
- Promote genuine dialogue in the classroom, with only occasional scaffolding and direction from the teacher.

**Your Strengths:** You help students feel that their own ideas and creative spirit are respected while continuously challenging them to advance their knowledge and skills. Even reluctant learners find themselves engaged in your class. You are sensitive to bringing every student along for the creative journey. Motivators are remembered by their students for their commitment to collaboration and student voice.

**Your Challenges:** Your personal charisma may make it difficult for students to opt out of getting engaged in the learning process, resulting in acolytes who worship at your feet. In your zeal to engage learners, you may sometimes err on the side of too little structure or too much chaos in the classroom, which can impede student performance. Although students’ voices are powerful, they are also in a state of development, which means that students may not know yet exactly what they have to say. Motivators should guard against merely supporting student expression by offering high expectations and challenging students to do their best work.

## THE SPIRIT GUIDE

Icon: Heart

### **Your PROTECT score is XX**

This means you are likely to:

- Help students understand and guard themselves against media stereotypes and representations that damage their identity.
- Create a safe, private space in the classroom for students to feel honored, respected, and listened to when they talk about their personal relationships.
- Listen to students' stories, try to understand the complex factors that influence their growth and development, and offer help as needed.

### **Your EMPOWER score is XX**

This means you are likely to:

- Encourage students to express their feelings and emotions through writing, speaking, drawing, and multimedia production.
- Spark conversations about students' personal experiences with digital media and popular culture and the way it affects their lives
- Validate students and affirm their emerging creativity.

**Your Strengths.** You understand the balance between head, heart and spirit when it comes to learning. Students sense your genuine care and affection for them. Your students may confide in you, telling you things about their lives, thoughts, and feelings that they may not share with other teachers. Spirit Guides are receptive to students' emotional well-being and sense of self-esteem.

**Your Challenges.** It's not easy to maintain the right balance of emotional development and cognitive learning. Some students may not respond to your "touchy-feely" approach. Some students have private lives that they may feel ambivalent about sharing in classroom environments. Spirit Guides need to be particularly careful when it is OK for students *not* to share, especially when students have concerns about appropriateness, privacy, or peer judgment of their media lives.

## PROFESSIONAL

Icon: Camera

### Your PROTECT score is XX

This means you're likely to:

- Equip students to recognize how professional media productions may contain stereotypes or specific values that may be negative or harmful.
- Give students the opportunity to play well-defined roles as productive members of a collaborative team
- Provide good structure to a learning experience to ensure that students have technical success in their media productions and projects.

### Your EMPOWER score is XX

This means you're likely to:

- Help students use see themselves as collaborative team members with important roles to play
- Focus students' attention to consider real audiences who have established expectations for how media productions should look and sound
- Provide an academic or career path for students by modeling professional skills, behaviors, and standards.

**Your Strengths.** Professionalism *looks* good. You may hold your students to a higher set of aesthetic standards than those seen in typical youth media projects. You value the quality of equipment and technology available at your school and seek to provide access to the most current tools use by industry professionals. You may also inspire students to look into continuing education opportunities to produce media, by working on professional productions or participating in after-school, academic or community programs.

**Your Challenges.** Professionalism in and of itself can suffer from the “style over substance” problem. Your students may emulate the look of professional work in news, film production, or graphic design. But students don't always bring the same rigor to their research, writing or other academic work. Guard against communicating the idea that professional values are only concerned with focus on the design, look and feel of the production because this may discourage students from thinking carefully about the processes of research, analysis, and evaluation, which are crucial to high-quality media projects.

## **PROFESSOR**

### **Icon: Mortar Board**

#### **Your PROTECT score is XX**

This means you're likely to:

- Offer substantial new knowledge and assignments that build background knowledge
- Structure classroom conversations to help students master content and demonstrate learning outcomes.
- Use educational technologies that give students rich multimedia opportunities to explore within well-defined content, information and ideas

#### **Your EMPOWER score is XX**

This means you're likely to:

- Help students understand how media and technology connect to the subject matter that is crucial to their academic advancement.
- Expand students' ability to compose in academic environments by using word processing, making presentations, videos, and other media products.
- Focus on media and technology skills that advance students' knowledge, including research using library databases and online searching

**Your Strengths:** You have a keen understanding of your goals in teaching, and so do your students. You are less likely to experience the kind of messiness that can be inherent in large, collaborative media projects because of your dedication to staying focused and on-topic. Your students have a clear sense of the relevance of integrating technology and media to immediate needs of a lesson and subject.

**Your Challenges:** You may sometimes miss opportunities to go “off-script” when a teachable moment arises. Using technology and media in the classroom provides opportunities for creativity, improvisation, and exploration that may or may not be easily integrated into your carefully-designed plans. Explore how to use spontaneous and semi-structured explorations to deepen students' understanding of some of the issues that are most important to them in their everyday lives—issues that involve their families, communities, current events, and important but unpredictable life lessons.

## **TEACHER 2.0 [FORMERLY READER/WRITER 2.0]**

Icon: “Web of connections”

### **YOUR PROTECT score is XX**

That means you’re likely to:

- Help students learn to develop respectful and authentic interpersonal relationships in both online and real-world interactions
- Create a safe classroom space for students to try new forms of analysis and communication without exposing them to some of the harsher realities of public and online life.
- Care about how students represent themselves and protect their privacy online.

### **YOUR EMPOWER SCORE WAS XX**

That means you’re likely to:

Spark classroom conversations about a variety of media and students’ relationships to it, creating text-to-text and text-to-self connections.

Give students confidence to evaluate, analyze, and create media in multiple forms even if they have challenges with their print literacy skills.

Honor students’ participation online as a key component of their in-class learning.

#### **Your Strengths:**

You are naturally inventive and find lots of new ways to engage students in a variety of subjects. You explore opportunities for students to interact with one another online and in class through new media and technology, and connect to students emotionally by taking their pleasure in engaging digital media as seriously as you take classroom learning.

#### **Your Challenges:**

Because of the divergent nature of the Teacher 2.0 teaching style, lessons are often vulnerable to hiccups, unforeseen challenges, and remaining unfinished or incomplete.

Be careful not to miss the ways in which students choose *not* to participate with one another, or their desire to sometimes leave their enthusiasm for media “at home.”