

- I) Introduction
 - a. Jonathan F. Sullivan
 - i. Director of Catechetical Ministries
 - ii. Co-Chair NCCL Technology Committee
 - iii. Over ten years of experience in internet
 - b. Overview of Outline
 - i. Define what we mean by a “digital native”
 - ii. Dispel a few myths about Digital Natives
 - iii. How do DNs learn?
 - iv. A few suggestions for using new media in evangelization and catechesis
 - c. A quick word
 - i. Focus of today will be on principles
 - 1. There is no “proven strategy” for digital education or catechesis
 - 2. We’re all making this up as we go along!
 - 3. That having been said I will offer some concrete suggestions based on the principles outlined today
 - ii. Will be an opportunity to ask questions
 - iii. Feel free to get up as needed
 - iv. Footnotes and suggestions for additional reading are available on my web site – URL at end of presentation
- II) Setting the Stage: Confraternity Guide Quote
- III) Who are the “Digital Natives”?
 - a. Term coined by Marc Pensky in his seminal article “Digital Natives, Digital Immigrants”
 - b. The term draws an analogy
 - i. country's natives, for whom the local religion, language, and folkways are natural and indigenous
 - ii. immigrants to a country who often are expected to adapt and assimilate to their newly adopted home.
 - iii. Pensky refers to *accents* employed by digital immigrants
 - 1. printing emails
 - 2. calling someone on the telephone to ask if they have received an e-mail.
 - c. Typical native – current college student:
 - i. is younger than the World Wide Web;
 - ii. still wore diapers when the DVD was invented;
 - iii. was nine years old when the iPod was introduced;
 - iv. was in seventh grade when Facebook opened to high school students;
 - v. and the phone that fits in the palm of their hand is 100s of times more powerful than the computer that sat on their parent’s desk before they were born.
 - d. Grown up immersed in new technologies
 - i. Typically born after 1980
 - ii. Spent their whole lives watching television, playing video games, texting, emailing, Skyping, etc.
 - iii. As a result, scientists theorize – and evidence suggests – that DNs brains are wired differently than previous generations
 - iv. This is not necessarily a bad thing!
 - v. But it does present challenges for educators and catechists
 - e. Digital communication is their “default”
 - i. 44% of young people (< age 25) have a social network profile

- ii. 90% say they often use different technologies at the same time
 - iii. 86% say they love how technology connects them to other people
 - f. Contrast w/ “Digital Immigrants”
 - i. Doesn’t mean technologically illiterate (e.g. father-in-law)
 - ii. Does mean that it isn’t their “default setting”
 - iii. Not ingrained in their consciousness in the same way it is for digital natives
- IV) Common Myths about Digital Natives (John Palfrey and Urs Gasser)
 - a. DNs are wasting time online.
 - i. Common complaint: spending too much time “in front of a screen!”
 - ii. But not all screens are created equal
 - 1. book is a type of “screen”
 - 2. television = very passive
 - 3. computer = interactivity, creativity
 - iii. Young people are
 - 1. learning
 - 2. gaining skills
 - a. design
 - b. communication technologies
 - 3. collaborating
 - iv. Social Networking has opened up new avenues for establishing friendship, collaboration on a global scale
 - v. Deconstruction of the “tyranny of geography” (Sherry Turkel)
 - b. DNs are a homogenous body.
 - i. Digital Divide is still very real
 - ii. Even within DNs there is a wide variety of interests, access to technology.
 - iii. No “One size fits all” approach to DNs.
 - 1. Can’t bring in one approach and assume it will apply to all students in your class
 - 2. Still need to make room for individual needs and skills!
 - c. DNs don’t care about privacy.
 - i. Privacy concerns vary largely among young people based on
 - 1. age
 - 2. education
 - 3. past experience
 - ii. Prevailing question: Privacy from whom?
 - iii. Different standards in regards to
 - 1. friends
 - 2. family
 - 3. service providers
 - 4. government
- V) Characteristics of Digital Culture
 - a. Worldwide
 - b. Open
 - c. Collaborative
 - d. Sharable
 - i. Implies curation
- VI) How do Digital Natives Learn?
 - a. Don Tapscott’s story - Joe O’Shea @ Florida State
 - i. Doesn’t read books – uses Google books if he needs to look something up
 - ii. Straight A’s

- iii. President of Florida State Student Council
- iv. Set up medical clinic in New Orleans after Katrina
- v. Head of global peace exchange
- vi. Plays World of Warcraft w/ siblings after parents died
- vii. After graduation going to London to study philosophy at Oxford on a Rhodes Scholarship

b. Use the internet and other digital technologies as tools for communication and interaction among peers

- i. Different from adults – tend to use internet to consume content
- ii. In fact, this is the what we mean when we talk about “Web 2.0”
 - 1. The “new web” is about facilitating conversation, interaction and connections
- iii. DNs are masters at making connections through technology (think to Tapscott story)
 - 1. International Peace initiative
 - 2. connecting w/ siblings
- iv. As a result, DNs expect interaction – it is the environment they are most comfortable in.

c. When DNs do consume information, they tend to do so in a non-linear fashion

- i. Read differently
 - 1. Due to the way their brains have been “trained”
 - 2. Don’t read left to right, top to bottom
 - 3. Scan text to get pertinent information
- ii. Jump from page to page
 - 1. Don’t multitask per se
 - 2. Very good at switching tasks quickly

VII) Q&A

VIII) Break for Lunch

IX) Strategies: Putting It into Practice

a. General strategies

- i. Most Important: Try using the tools yourself
 - 1. If you don’t have the tools, get them
 - a. May be a laptop, a digital recorder.
 - b. Make a wish list – know what you want to do.
 - c. Talk to parents
 - d. Talk to diocesan office
 - e. Put it in your budget!
 - i. The worst your pastor can do is say no!
- ii. Need to be where your students are – become a connection!
 - 1. If students are going to be interacting in these virtual spaces we need to have a presence
 - 2. Not because it is the “Cool thing to do” but because we are called to spread the Gospel to all corners of the earth – even the virtual corners.
- iii. Be open to questions, clarifications, comments in the classroom – especially with older students.
 - 1. DNs are used to 2-way conversation, not 1-way lecture.
 - 2. Part of how they learn is through inter-personal communication
 - 3. Learning is a community activity.
- iv. Encourage sharing

- b. A Word on Internet Safety
 - i. How old is “old enough” for the web?
 - 1. General rule: 13 years
 - 2. Why? Children’s Online Privacy Protection Act (COPPA, 1998)
 - ii. What about posting pictures/video of youth?
 - 1. 3-Piece Rule
- c. Communication Strategies
 - i. Tumblr
 - 1. Memes
 - ii. Set up a Facebook group for your PSR class
 - 1. Allows users to communicate without having to be “friends”
 - a. Good way for adults to communicate with youth (no friending < 18)
 - 2. Check on parish or diocesan policy first
 - iii. Start a blog for your class!
 - 1. Plenty of free tools (Wordpress)
 - 2. Post additional links and resources for students
 - 3. Keep parents up to date on what’s going on in your class
 - 4. Web Example: St. Thomas Aquinas Parish (East Lansing, MI)
 - 5. For older students, have them start a class blog to talk about what they are doing/learning
 - iv. Another tool: FlockNote
 - 1. Allows users to receive messages you send via email, text, Facebook, etc.
 - 2. Great for youth groups, communicating with parents
 - v. Weekly “news” video
 - 1.
- d. Catechetical Strategies
 - i. Recommend Great Resources
 - 1. Includes
 - a. Lists of links on a web page
 - b. Links we send out via social media (FB, Twitter)
 - 2. Curation implies some thought and “editing” behind choices
 - a. Just as a museum curator decides what to display, we need to be thoughtful about what resources to share
 - 3. Evaluating online resources
 - a. “Is it official?”
 - b. “Do they have a track record?”
 - c. “Is it faithful to the fullness of the Church’s teaching?”
 - d. “Does it pass the ‘smell test’?”
 - 4. Don’t overwhelm with sheer numbers
 - a. Decision paralysis
 - 5. Update Regularly
 - a. Check links every 6 months
 - b. Check that information is still relevant, correct
 - ii. Mobile in the catechetical session
 - 1. Have students look up answers to questions catechists don’t know
 - a. Online *Catechism* (usccb.org)
 - iii. TKAMB21 Project

1. Had students create (mock-up) Facebook profiles, blogs, chat logs, etc. for characters from To Kill a Mockingbird
 2. Dealt with a variety of themes from the book (racism, youth,
 3. Project could easily be adapted to biblical figures, saints, popes, etc.
 - a. Paul VI's Facebook page during Vatican II
 - b. Mary Magdalene tweeting about the resurrection
 - iv. Use Video blogs to find short videos on subjects you are studying
 1. E.g., That Catholic Show
 2. Encourage students to watch them at home
 - v. Better yet, get your students to create their own media and post them online
 1. Digital Video Cameras can be purchased for less than \$75 – some students may even have a cell phone with decent video capabilities
 2. Most mobile phones have decent video capability
 - a. And students are used to using them
 - b. Vine and InstaGram Video increasingly popular
 3. Have them make a video
 - a. Make a commercial about why coming to Mass is important
 - b. Interview the pastor
 - c. Make up a short skit about the life of a saint
 - d. Animoto – animated “slide shows” w/ music
 - e. Praying With New Media
 - i. “Media Divina”
 - ii. Prayer Apps
 1. Laudate
 2. Rosary apps
 - iii. Prayer with Others via Skype
 - f. Bottom Line: Encourage Creativity
 - i. Students should be encouraged to use the tools they are familiar with to enhance their learning.
 - ii. Point is to engage students in ways that tap into their abilities to collaborate with others, put together lots of information in creative ways and share with others what they are doing.
- X) Questions?
- XI) Contact Info/Footnotes URL