



Responsible Media Use in a Technological Era

Steef de Bruijn

Driestar University, Gouda

The Netherlands

www.weeswijsmetmedia.nl



Responsible Media Use in a Technological Era

- What distinguishes a Christian worker in the 21st century?



Responsible Media Use in a Technological Era

- Information society - knowledge society
- The knowledge is in the network
- or: The network is the knowledge

EDUCATION REVIEWseries

Education Review explores the big issues in New Zealand education, from early childhood through to tertiary education.



News & Opinion

Policy

Curriculum

Teacher Education

PD

Leadership

ICT

Procurement

International

Sectors

Recruitment

THE KNOWLEDGE IS IN THE NETWORK

August 2013

THE KNOWLEDGE IS IN THE NETWORK

KAREN MELHUISH SPENCER discusses how online social media networks are taking professional learning in bold new directions.

Atarangi is a teacher working in a large secondary school in the North Island. She is passionate about ensuring her students engage with her English lessons in ways that are meaningful to them.

A few years ago, Atarangi's professional learning didn't extend much further than sessions in the staff room on Monday afternoons and the occasional whole day workshop. Sometimes she chose what was most useful to her; sometimes others chose for her. When a colleague with specialist literacy knowledge left the team, taking their expertise with them, it was challenging to find others who could offer the same support.




Step Teachers

Step Teachers is recruiting for a variety of primary and secondary teaching posts across all subjects

- Permanent, fixed term contracts and daily supply available
- Largely classroom and middle leadership positions
- Positions in London and across the country
- Guaranteed Payment Scheme plus support with the move

Contact Annie Natarajan on AnnieN@stepteachers.co.uk for more information.

www.StepTeachers.co.uk/overseas



CHROMEBOOKS



Search



Subthreads

Featured subs

Learning by heart is 'pointless for Google generation' - with your handy outboard brain

Advertisement

technology 2008-12-02 date history google fact book information

Learning by heart is 'pointless for Google generation' - with your handy outboard brain



Trending now





[ALA Press Releases](#)

[ALA Social Media Channels](#)

[Press Center](#)

[Press Credential Guidelines](#)

[Press Kits](#)

[State of America's Libraries Report 2015](#)

[State of America's Library Report Archive](#)

[Submit News Items to ALA](#)

[Op-eds](#)

[Recent Media Coverage](#)

ALAnews

David Weinberger, groundbreaking Internet philosopher and Cluetrain co-author, at ALA Annual Conference

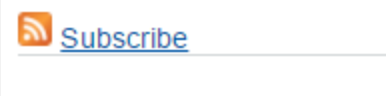
For Immediate Release
Tue, 02/21/2012

Contact:

Amy R McGuigan

CHICAGO - Celebrated Internet philosopher and co-author of "The Cluetrain Manifesto" David Weinberger is the newest addition to the high-profile Auditorium Speaker Series at 2012 ALA Annual Conference. He will appear from 10:30-11:30 a.m. on Saturday, June 23 in the Convention Center.

Weinberger's most recent book, "Too Big to Know," shakes the foundations of our concept of knowledge—from the role of facts to the value of books and the authority of experts—and provides a compelling vision of the future of knowledge in a connected



“Knowledge as a Network”

By David Weinberger

Knowledge increasingly is found at the network level, and thus now has many of the properties of the network, just as it used to have the properties of books. **Knowledge-as-network** benefits from the many differences and disagreements it contains, rather than by settling matters. **It assembles itself around the interests of the seeker,** embedding those interests in the broadest context of what matters to us as embodied creatures embedded in a fragile world and a complex social ecology. Knowledge-as-network does not look all that much like the canonized knowledge of the era of books.

In this, it was in line with our culture's age-old strategy, for information overload has been a problem for us ever since we as a species needed to know more than could fit inside the head of any one of us. We have broken the world into know-able chunks and have set up a system of filtering and credentialing by which we can wisely use our relatively scarce resources for preserving and communicating knowledge. For this, books have been our primary medium. It is no accident that expertise comes in book-size chunks.



Responsible Media Use in a Technological Era

- 21st century Skills
- Most often mentioned 21st-century skills:
 - ... collaboration
 - ... creativity
 - ... ICT-literacy
 - ... communication
 - ... problem-solving
 - ... critical thinking

ABOUT US

OUR WORK

MEMBERS & STATES

EXEMPLAR SCHOOLS

NEWS & EVENTS



P21 Framework for 21st Century Learning

How does the P21 Framework prepare students with the knowledge and skills they will need to succeed? [LEARN MORE >](#)



THANK YOU TO OUR PLATINUM MEMBERS



The
WALT DISNEY
Company

Check out the 21st Century Learning Exemplar Schools!

ABOUT US

OUR WORK

MEMBERS & STATES

EXEMPLAR SCHOOLS

NEWS & EVENTS



P21 Framework for 21st Century Learning

How does the P21 Framework prepare students with the knowledge and skills they will need to succeed? [LEARN MORE >](#)



THANK YOU TO OUR PLATINUM MEMBERS

The **LEGO** Foundation 

Check out the 21st Century Learning Exemplar Schools!

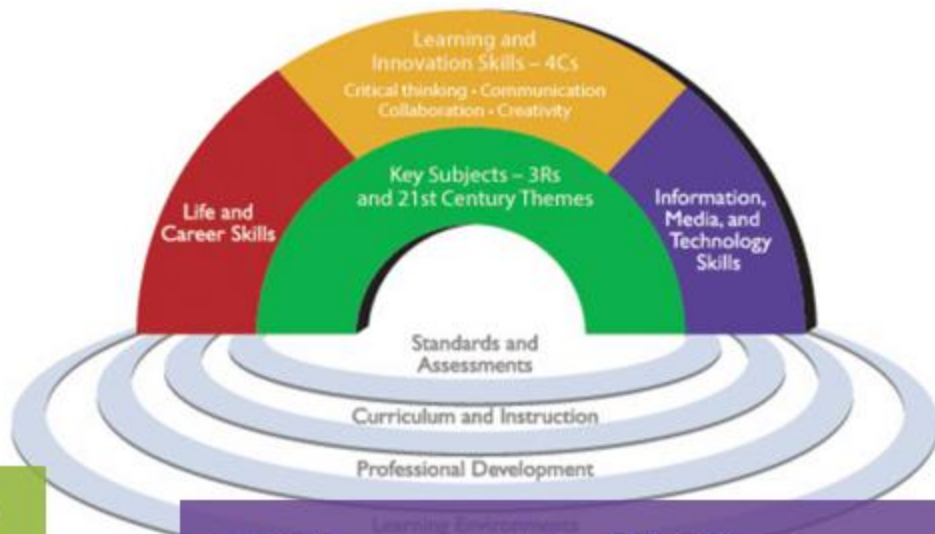
ABOUT US

OUR WORK

MEMBERS & STATES

EXEMPLAR SCHOOLS

NEWS & EVENTS



P21 Framework for 21st Century Learning

How does the P21 Framework prepare students with the knowledge and skills they will need to succeed? [LEARN MORE >](#)



THANK YOU TO OUR PLATINUM MEMBERS



Ford Motor Company Fund and Community Services

Check out the 21st Century Learning Exemplar Schools!



Responsible Media Use in a Technological Era

- 21st Century Skills
- Sponsors: Lego, Walt Disney, Ford ...
- ... Apple, Intel, Fisher-Price, Crayola ...
- ... strong commercial interest



Search

[HOME](#)[ABOUT](#)[INNOVATIONS](#)[USEFUL LINKS](#)[CONTACT](#)

About the Project

SPONSORED BY CISCO + INTEL + MICROSOFT

challenges with entry-level workers who lack the practical skills it takes to create, build and help sustain an information-rich business. Although reading, writing, mathematics and science are cornerstones of today's education, curricula must go further to include skills such as collaboration and digital literacy that will prepare students for 21st-century employment. Establishing new forms of assessment can begin a fundamental change in how we approach education worldwide.

[Read more...](#)

ATC21S Overview of Collaborative Problem Solving Tasks - Short



0:00 / 3:31

YouTube

21st Century Skills



Responsible Media Use in a Technological Era

- 21st Century Skills
- Sponsors: Lego, Walt Disney, Ford ...
- ... Apple, Intel, Fisher-Price, Crayola ...
- ... strong commercial interest
- ... key drivers: success, economic growth, prosperity



skills.oecd

BUILDING THE RIGHT SKILLS AND TURNING THEM INTO BETTER JOBS AND BETTER LIVES

Home

Develop skills

Supply skills

Use skills

Print

Close

Building the right skills can help countries improve economic prosperity and social cohesion

Social cohesion

Economic prosperity

In what way?





By contributing to social outcomes such as health, civil and social engagement.

By supporting improvement in productivity and growth.

By supporting high levels of employment in good quality jobs.



How is this achieved?



How is this achieved?

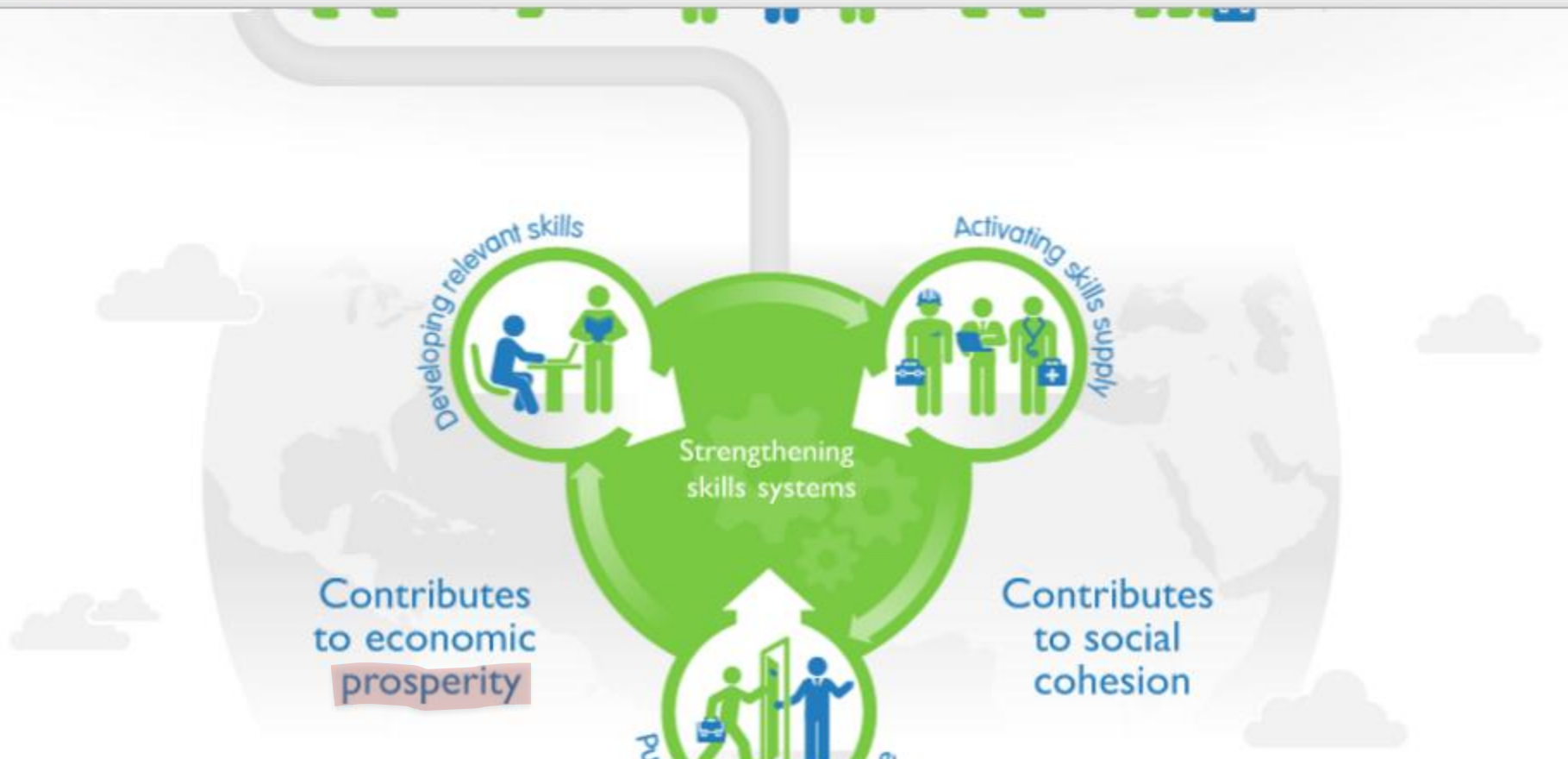
By strengthening skills systems

Designing and implementing an evidence-based national skills strategy.

Funding skills through public and private sources and designing effective incentives for employers and individuals.

Providing good information for the public, businesses and policy makers.





Contributes to economic prosperity

Contributes to social cohesion

Back to top



Responsible Media Use in a Technological Era

- 21st Century Skills
- Sponsors: Lego, Walt Disney, Ford ...
- ... Apple, Intel, Fisher-Price, Crayola ...
- ... strong commercial interest
- ... key drivers: success, economic growth, prosperity
- ... however, the downside of media use is not taken into account



P21 Framework Definitions

To help practitioners integrate skills into the teaching of key academic subjects, the Partnership has developed a unified, collective vision for learning known as the Framework for 21st Century Learning. This Framework describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.

Every 21st century skills implementation requires the development of key academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of key academic subject knowledge.

Within the context of key knowledge instruction, **students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration.**

When a school or district builds on this foundation, combining the entire Framework with the necessary support systems—standards, assessments, curriculum and instruction, professional development and learning environments—students are more engaged in the learning process and graduate better prepared to thrive in today's global economy.

While the graphic represents each element distinctly for descriptive purposes,

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT (Information, Communications and Technology) LITERACY

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information



- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

LIFE AND CAREER SKILLS

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY***Manage Projects***

- Set and meet goals, even in the face of obstacles and competing pressures
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
 - Work positively and ethically
 - Manage time and projects effectively
 - Multi-task
 - Participate actively, as well as be reliable and punctual
 - Present oneself professionally and with proper etiquette
 - Collaborate and cooperate effectively with teams
 - Respect and appreciate team diversity
 - Be accountable for results

LEADERSHIP AND RESPONSIBILITY***Guide and Lead Others***

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness



Responsible Media Use in a Technological Era

- 21st Century Skills
- Sponsors: Lego, Walt Disney, Ford ...
- ... Apple, Intel, Fisher-Price, Crayola ...
- ... strong commercial interest
- ... key drivers: success, economic growth, prosperity
- ... however, the downside of media use is not taken into account
- Results?

The Telegraph

Search - enhanced by OpenText

Monday 04 April 2016

- Home
- Video
- News**
- World
- Sport
- Business
- Money
- Comment
- Culture
- Travel
- Life
- Women
- Fashion
- Luxury
- Tech
- Film
- Politics
- Investigations
- Obits
- Education**
- Science
- Earth
- Weather
- Health
- Royal
- Celebrity
- Defence
- Scotland
- University
- Further Education
- Student
- Primary
- Secondary
- School League Tables
- Professional Courses
- Expat
- Festival of Education

Five-year-olds to be taught computer programming and foreign languages

HOME > EDUCATION > EDUCATION NEWS

Five-year-olds to be taught computer programming and foreign languages

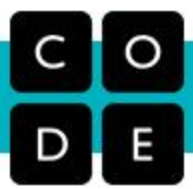
Children aged just five to seven will be required to create and debug simple computer programs in the first two years of school, as part of lessons designed to stop English pupils falling behind their peers in other countries.

-
-
-
-
-

University A-Zs»

• Find a university course for you NOW





Learn an Hour of Code

Beyond an Hour

Find Local Schools + Camps

Code Studio



Star Wars: Building a Galaxy with Code

Learn to program droids, and create your own Star Wars game in a galaxy far, far away. (Ages 6-106)

Teacher's Notes <https://hourofcode.com/star> [Go](#)



Code with Anna and Elsa

Let's use code to join Anna and Elsa as they explore the magic and beauty of ice. (Ages 8-108)

Teacher's Notes <https://hourofcode.com/frzn> [Go](#)



Classic Maze

Learn to code with Mark Zuckerberg and Angry Birds! (Ages 6-106)

Teacher's Notes <https://hourofcode.com/code> [Go](#)



Education according to Steve JobsSchool



Responsible Media Use in a Technological Era

- What distinguishes a 21st century Christian student, worker, teacher?
- Media Attitude Model
- Four aspects of attitude formation
- *1 Pilgrim* *you are traveling*
- *2 Servant* *you are helpful*
- *3 Student* *you are concentrated*
- *4 Citizen* *you are in balance*

Responsible Media Use in a Technological Era

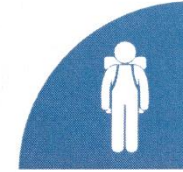
- *1 Pilgrim* *you are traveling*
- *2 Servant* *you are helpful*
- *3 Student* *you are concentrated*
- *4 Citizen* *you are in balance*

Responsible Media Use in a Technological Era



- *1 Pilgrim* *you are traveling*
 - Knowledge society
 - ... not: 'global village' but: 'information desert'
 - Knowledge workers need:
 - ... orientation
 - ... perspective
 - ... moral compass
 - ... sense of direction
 - ... team spirit
- 'Nascent personality'
autonomous moral choices in
heteronomous reality*

Responsible Media Use in a Technological Era



- *1 Pilgrim* *you are traveling*
- Pilgrims are not:
- ... tourists
- ... guests
- ... 'lone rangers'
- Pilgrims are underway towards 'the City to come'



THE
Pilgrim's Progress
FROM
THIS WORLD
TO
That which is to come:
Delivered under the Similitude of a
DREAM,

Whercin is- Discovered,
The Manner of his setting out,
His Dangerous JOURNEY,
AND
Safe Arrival at the Desired Country.

By JOHN BUNYAN,

The Ninth Edition with Additions.

I have used Similitudes, Hosea 12. 10.

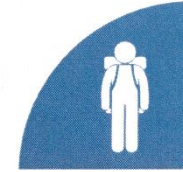
Licensed and Entred according to Order.

LONDON,

Printed for Nathaniel Ponder at the *Feetock*, in the
Poultry, near the Church, 1683.

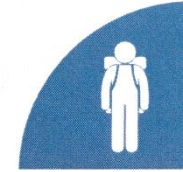


Responsible Media Use in a Technological Era



- *1 Pilgrim* *you are traveling*
- Pilgrims should achieve the competence to:
- ... be devote, practicing and ethical Christians
- ... be resistant to secular and atheist influences from media
- ... be discerning towards entertainment and modern culture
- ... be aware of a non-material spiritual world that influences our society

Responsible Media Use in a Technological Era



- *1 Pilgrim* *you are traveling*
- Pilgrims should achieve the competence to:
- ... be temperate towards media use
- ... be discerning in regards to spending money and extravagance
- ... be resistant to the time-consuming nature of media
- ... possess and retain one's self-control
- ... take responsibility for one's own acts
- ... be patient and repress impulsiveness


Responsible Media Use in a Technological Era



- *1 Pilgrim Media Attitude*
- moderation, temperance, self-control, impulse control, willpower



The Marshmallow Experiment - Instant Gratification

 FloodSanDiego
[Abonneren](#) 943

994.742

[+](#) Toevoegen aan [→](#) Delen [...](#) Meer

 3.486  101

Volgende Autoplay 

 **Marshmallow Test - (funny)**
rakiz1
877.035 weergaven
4:24

 **Mix - The Marshmallow Experiment - Instant Gratification**
YouTube
50+ VIDEO'S

 **Doll Test**
DixonFuller2011
2.653.813 weergaven
9:13

 **Instant karma - Instant justice - Compilation 2016 #5**
EnormousVIDS
Aanbevolen voor jou NIEUW
10:59

 **Worth Waiting For**
Jenny Phillips
319.233 weergaven
7:25

 **The Mature Marshmallow Test**
msneuringer
1.068.386 weergaven

What the Marshmallow Test Really Teaches About Self-Control

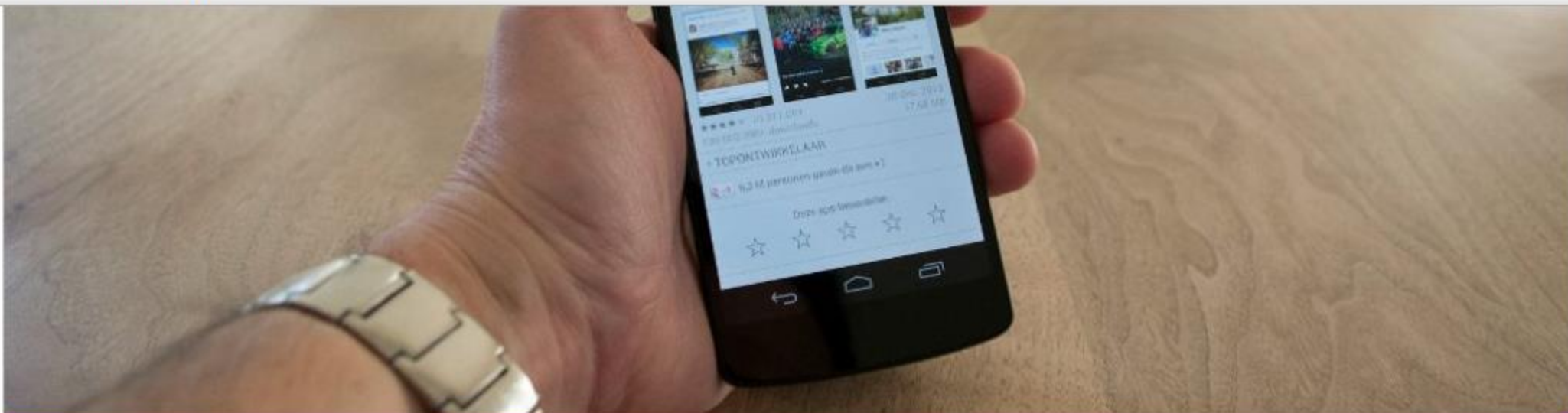
One of the most influential modern psychologists, Walter Mischel, addresses misconceptions about his study, and discusses how both adults and kids can master willpower.



Responsible Media Use in a Technological Era



- *1 Pilgrim Media Attitude*
- moderation, temperance
- self-control, impulse control, will power
- heteronomous morality
- integrity, honesty



Frank de Kleine/Flickr

Study finds people who relationship brag on Facebook are more likely to have low self-esteem

We could have told you that...

FIONA MACDONALD 23 MAY 2015

 25.2k 

Psychologists have found that people's status updates on Facebook can reveal a lot about their personality traits, with new research revealing that people with low self-esteem more frequently post status updates about their current romantic partner, while narcissists are more likely to #humblebrag about their achievements.



Ray Williams

Wired for Success

Advertisement

How Facebook Can Amplify Low Self-Esteem/Narcissism/Anxiety

Social media such as Facebook can magnify negative psychological problems.

Posted May 20, 2014



Much has been written about the positive and negative impacts of social media, with particular reference to Facebook, which now has over 1 billion users. Research on the negative aspects of frequent Facebook use has focused on the possible relationships with negative psychological states and behavior such as anxiety, low self-esteem and narcissism.

For my previous articles in PT on the topic of Facebook's psychological impact go [here](#) and [here](#).

Most Popular

Responsible Media Use in a Technological Era



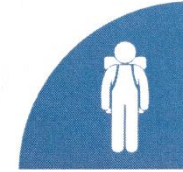
- *1 Pilgrim Media Attitude*
- moderation, temperance
- self-control, impulse control, will power
- heteronomous morality
- integrity, honesty
- transparency, accountability

Yaniek Wilschut

Chatten met leuke jongens geeft mij een kick. Yona helpt mij en m'n vriendin grenzen te stellen, zodat ik niet te lang chat.



Responsible Media Use in a Technological Era



- *1 Pilgrim* *you are traveling*
- *2 Servant* *you are helpful*
- *3 Student* *you are concentrated*
- *4 Citizen* *you are in balance*

Responsible Media Use in a Technological Era



- *1 Pilgrim* *you are traveling*
- *2 Servant* *you are helpful*
- *3 Student* *you are concentrated*
- *4 Citizen* *you are in balance*

Responsible Media Use in a Technological Era



- *2 Servant* *you are helpful*
- Knowledge society:
- ... not uniting but dissociating









Responsible Media Use in a Technological Era



- *2 Servant you are helpful*
- Knowledge society:
- ... not uniting but disrupting
- Knowledge workers need:
- ... team spirit
- ... altruism
- ... to be pro-social
- ... compassion
- ... loyalty

*'Nascent personality'
love and servitude*





Responsible Media Use in a Technological Era



- *2 Servant* *you are helpful*
- Servants should achieve the competence to:
- ... be generous and selfless
- ... be helpful and of service
- ... accept responsibility for the collective
- ... be empathic, sensitive and pro-social
- ... be resistant to peer pressure, competitiveness and rivalry
- ... develop and maintain relationships
- ... participate in one's community

Responsible Media Use in a Technological Era



- *2 Servant Media Attitude*
- invest in: personal relationships, cooperation
- reduce: distance learning, personalized learning pathways
- reserved with respect to: robot teachers

Robot teaches exercise classes in Dutch retirement home

MATT MCFARLAND

Last updated 09:07, May 29 2015



Wow, zegt de lesgevende robot

Onderwijs Een robot helpt met wiskunde op een school in Uithoorn. Hij kan tot in het oneindige uitleggen.

Martin Kuiper 14 januari 2016



Leren en werken is de toekomst



Ondernemerschap is één van de onderdelen die het goed doen bij werkgevers. Hoe bereid je je meer voor op de flexibele arbeidsmarkt?

[Lees hier verder](#)

Trending

Veel gedeeld



ASSOCIATIEVERDRAG
Alles wat je moet weten over het Oekraïne-referendum op 6 april

OVERLEDEN
Radio- en televisiemaker Wim Brands (57) overleden

Hollands Dagboek; Wim Brands

Responsible Media Use in a Technological Era



- *1 Pilgrim* *you are traveling*
- *2 Servant* *you are helpful*
- *3 Student* *you are concentrated*
- *4 Citizen* *you are in balance*

Responsible Media Use in a Technological Era



- *1 Pilgrim* *you are traveling*
- *2 Servant* *you are helpful*
- *3 Student* *you are concentrated*
- *4 Citizen* *you are in balance*

Responsible Media Use in a Technological Era

- *3 Student* you are concentrated
- Knowledge society:
- ... always online, hyperconnected
- ... full of stimuli
- ... multitasking



Responsible Media Use in a Technological Era



- *3 Student you are concentrated*
- Knowledge workers need:
- ... concentration
- ... slow education
- ... attention
- ... contemplation
- ... thoroughness

*'Nascent personality'
lifelong learning*



Responsible Media Use in a Technological Era



- *3 Student* you are concentrated
- Students should achieve the competence to:
- ... focus on a single task without distraction
- ... be exercised in profound and slow reading
- ... contemplate, meditate and reflect on texts
- ... think linearly, consistently and in a straightforward manner
- ... be verbally oriented
- ... be discerning regarding the credibility and authority of sources
- ... be rational and well-reasoned in presenting arguments and cases

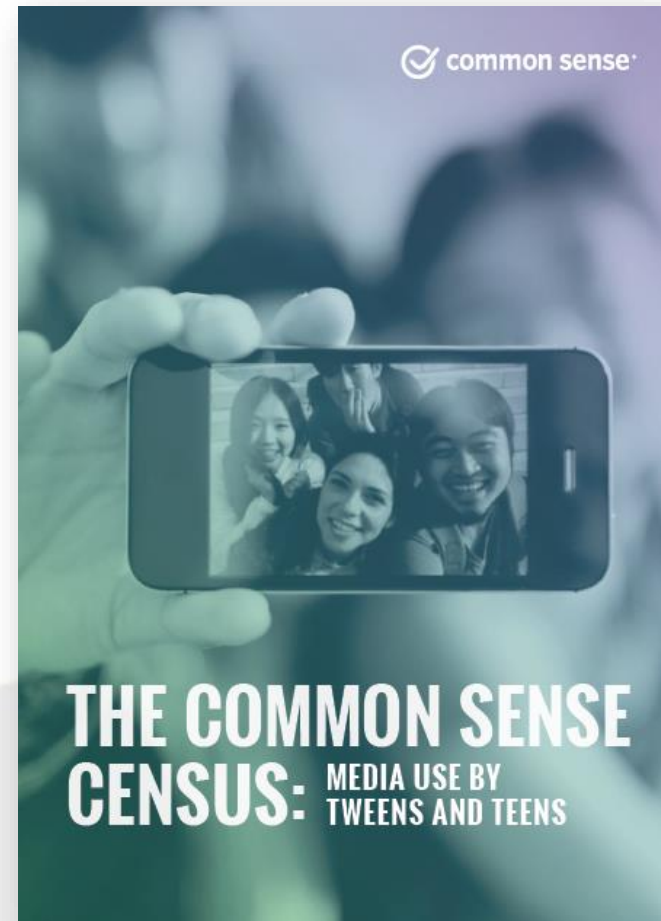
Responsible Media Use in a Technological Era

- *3 Student Media Attitude*
- single-tasking, concentration
- verbally oriented



Responsible Media Use in a Technological Era

- *3 Student Media Attitude*



AMERICAN TEENS USE AN AVERAGE OF
9 HOURS
OF MEDIA DAILY, NOT INCLUDING FOR SCHOOL OR HOMEWORK.



Among Teens

Watching TV/DVDs/videos	2:38
Listening to music	1:54
Playing video, computer, or mobile games	1:21
Using social media	1:11
Doing other activities on computer/mobile device	:32
Browsing websites	:36
Reading	:28
Video-chatting	:13
Going to the movies	:03
Total screen media	6:40
Total media	8:56



NEARLY $\frac{2}{3}$

The background image shows a young woman with dark hair, wearing a light-colored top, looking down at a book or paper she is holding. The lighting is warm and focused on her face and hands.

OF TEENS WHO MULTITASK SAY THEY DON'T THINK WATCHING TV (63%), TEXTING (64%), OR USING SOCIAL MEDIA (55%) WHILE DOING HOMEWORK MAKES ANY DIFFERENCE TO THE QUALITY OF THEIR WORK.

BESTAND

BERICHT



ma 21-9-2015 23:15

Windows <windows@communication.microsoft.com>

Multitask als een pro met Windows 10

Aan sdbruijn@kliksafe.nl

Lees meer over multitasken, apps voor je e-mail en agenda, en nog veel meer.

 Windows 10 | Serie Aan de slag

E-mail 1 | 2

Deze e-mail is geschikt voor Windows 10-apparaten.



Multitask en doe meer



Responsible Media Use in a Technological Era

• 3 Student Media Attitude



Contents lists available at [SciVerse ScienceDirect](#)

Computers in Human Behavior

journal homepage: www.elsevier.com/locate/comphumbeh

Facebook and texting made me do it: Media-induced task-switching while studying

Larry D. Rosen*, L. Mark Carrier, Nancy A. Cheever

California State University, Dominguez Hills, United States

ARTICLE INFO

Article history:

Keywords:
Task-switching
Multitasking
Facebook
Studying
Learning
Technology

ABSTRACT

Electronic communication is emotionally gratifying, but how do such technological distractions impact academic learning? The current study observed 263 middle school, high school and university students studying for 15 min in their homes. Observers noted technologies present and computer windows open in the learning environment prior to studying plus a minute-by-minute assessment of on-task behavior, off-task technology use and open computer windows during studying. A questionnaire assessed study strategies, task-switching preference, technology attitudes, media usage, monthly texting and phone calling, social networking use and grade point average (GPA). Participants averaged less than six minutes on task prior to switching most often due to technological distractions including social media, texting and preference for task-switching. Having a positive attitude toward technology did not affect being on-task during studying. However, those who preferred to task-switch had more distracting technologies available and were more likely to be off-task than others. Also, those who accessed Facebook had lower GPAs than those who avoided it. Finally, students with relatively high use of study strategies were more likely to stay on-task than other students. The educational implications include allowing students short "tech-

263 middle school, high school and university students

Participants averaged less than six minutes on

task prior to switching

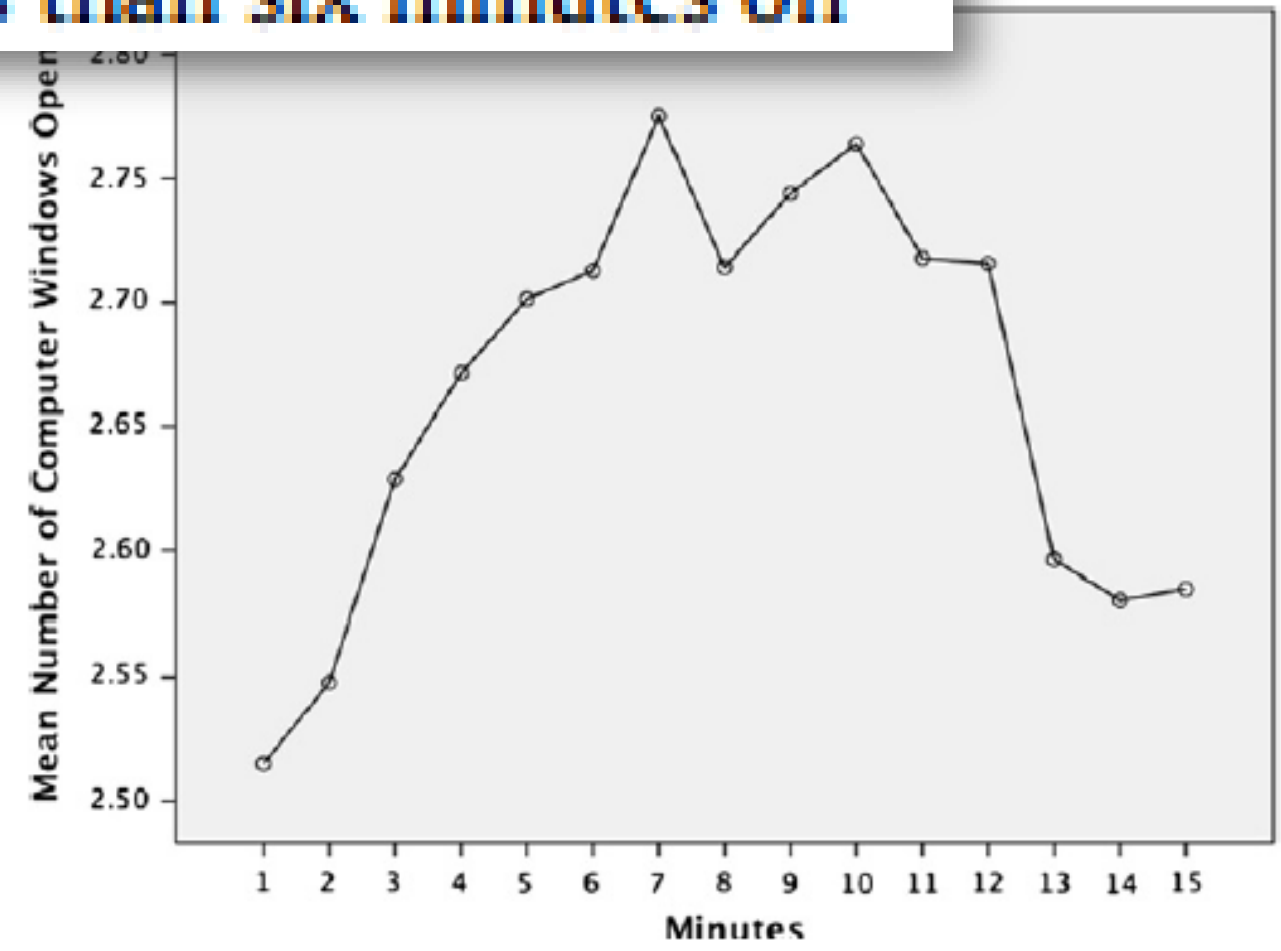


Fig. 2. Mean number of computer windows open across the 15-min study period.

ARTICLE INFO

Article history:

Keywords:

- Task-switching
- Multitasking
- Facebook
- Studying
- Learning
- Technology

ABSTRACT

Electronic computer use during academic learning is increasing. This study examined the use of off-task technology during studying. Participants were asked to perform a task prior to switching to a different task. Results showed that participants who used off-task technology during studying were more likely to be off-task than those who did not.

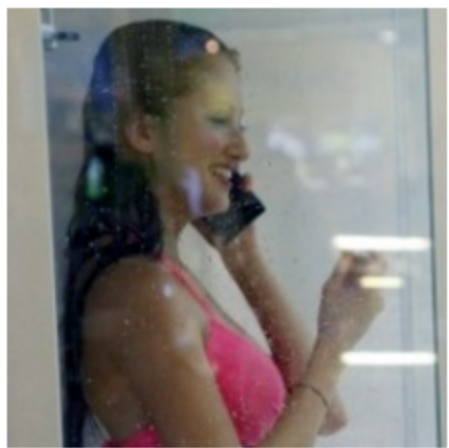


Home > News > Did you know that waterproof smartphones like the Sony Xperia Z3 exist because Japanese girls love to shower with them?

Did you know that waterproof smartphones like the Sony Xperia Z3 exist because Japanese girls love to shower with them?

Posted: 30 Aug 2015, 16:08, by Luis D.

Tags: Sony + Did you know +



Sony's Xperia Z smartphones are famous for their resistance against water and dirt. We probably didn't have to tell you that, but this sort of protection is definitely a big deal — especially when it's packed not into a big, mean Caterpillar phone that's made to military apocalypse survival standards, but rather a slick premium handset that's a joy to feel and behold. We'll always keep a fond memory of how promoters used to drop the original Xperia Z inside aquariums and take it out wet, but unscathed and fully operational!

Interesting enough, water protection has been, almost exclusively, a virtue of Japanese smartphones. Samsung toyed with the feature in the [Galaxy S5](#), but dropped it from its extravagant successor, destining it for the [Galaxy S6 Active](#) instead. Motorola kindly obliged to Verizon's request and put out a protected smartphone too, the [Droid Turbo](#)

CellularOutfitter
HUGE INVENTORY
OF OVER 250,000 PRODUCTS

80% OFF
MSRP

+100%
PRICE MATCH GUARANTEE

SERVICING OVER 1.5 MILLION CUSTOMERS

A hand is holding a blue smartphone with a white charging cable plugged into the bottom. The phone's screen shows the time 12:45 and a colorful abstract background.

POPULAR STORIES



Samsung Galaxy S7 hands-on: stronger, faster, better



This is the biggest Samsung Galaxy S7 and S7 edge leak so far - see the Android flagships from all sides







My New Favorites

SHUFFLE PLAY

Spark

WHAT READING DOES FOR THE MIND

BY ANNE E. CUNNINGHAM AND KEITH E. STANOVICH

READING HAS cognitive consequences that extend beyond its immediate task of lifting meaning from a particular passage. Furthermore, these consequences are reciprocal and exponential in nature. Accumulated over time—spiraling either upward or downward—they carry profound implications for the development of a wide range of cognitive capabilities.

Concern about the reciprocal influences of reading achievement has been elucidated through discussions of so-called "Matthew effects" in academic achievement (Stanovich, 1986; Walberg & Tsai, 1983). The term "Matthew effects" is taken from the Biblical passage that describes a rich-get-richer and poor-get-poorer phenomenon. Applying this concept to reading, we see that very early in the reading process poor readers, who experience greater difficulty in breaking the spelling-to-sound code, begin to be exposed to much less text than their more skilled peers (Allington, 1984; Biemiller, 1977-1978). Further exacerbating the problem is the fact that less-skilled readers often find themselves in materials that are too difficult for them (Allington, 1977, 1982, 1984; Gooden & Wilson, 1981). The lack of pract

Anne E. Cunningham is in cognition of education. Her research on cognitive development. Keith Stanovich is at the Institute for Educational Cause Awareness for his distinguished and substantial contributions to literacy research.

This research was supported by a Spencer Foundation Small Grant to Anne E. Cunningham and grant No. 410-95-0315 from the Social Sciences and Humanities Research Council of Canada to Keith E. Stanovich.

warding early reading experiences that lead to less involvement in reading-related activities. Lack of exposure and practice on the part of the less-skilled reader delays the development of automaticity and speed at the word recognition level. Slow, capacity-draining word recognition processes require cognitive resources that should be allocated to comprehension. Thus, reading for meaning is hindered; unrewarding reading experiences multiply; and practice is avoided or merely tolerated without real cognitive involvement.

The disparity in the reading experiences of children of varying skill may have many other consequences for their future reading and cognitive development. As skill develops and word recognition becomes less resource demanding and more automatic, more general language skills, such as vocabulary, background knowledge, familiarity with complex syntactic structures, etc., become the limiting factor on reading ability (Chall, 1983; Sticht, 1979). But the sheer volume of reading done by the better reader has the potential to provide an advantage even here if—as our research

the mind and will share many of our findings in this article.

We should say at the outset that the complexity of some of the work we will describe in this article was necessitated in large part by the fact that it is difficult to tease apart the unique contribution that reading volume affords. One of the difficulties is that levels of reading volume are correlated with many other cogni-

Table 1

Selected Statistics for Major Sources of Spoken and Written Language (Sample Means)

	Rank of Median Word	Rare Words per 1000
I. Printed texts		
Abstracts of scientific articles	4389	128.0
Newspapers	1690	68.3
Popular magazines	1399	65.7
Adult books	1058	52.7
Comic books	867	53.5
Children's books	627	30.9
Preschool books	578	16.3
		22.7
		20.2
		30.8
		2.0
III. Adult speech		
Expert witness testimony	1008	28.4
College graduates to friends, spouses	496	17.3

Adapted from Hayes and Ahrens (1988).

Those who read a lot will enhance their verbal intelligence; that is, reading will make them smarter.

Early Reading Acquisition and Its Relation to Reading Experience and Ability 10 Years Later

Anne E. Cunningham
University of California, Berkeley

Keith E. Stanovich
University of Toronto

A group of 1st-graders who were administered a battery of reading tasks in a previous study were followed up as 11th graders. Ten years later, they were administered measures of exposure to print, reading comprehension, vocabulary, and general knowledge. First-grade reading ability was a strong predictor of all of the 11th-grade outcomes and remained so even when measures of cognitive ability were partialled out. First-grade reading ability (as well as 3rd- and 5th-grade ability) was reliably linked to exposure to print, as assessed in the 11th grade, even after 11th-grade reading comprehension ability was partialled out, indicating that the rapid acquisition of reading ability might well help develop the lifetime habit of reading, irrespective of the ultimate level of reading comprehension ability that the individual attains. Finally, individual differences in exposure to print were found to predict differences in the growth in reading comprehension ability throughout the elementary grades and thereafter.

ANNE E. CUNNINGHAM and KEITH E. STANOVICH

What Reading Does for the Mind

Anne E. Cunningham is visiting associate professor in cognition and development in the graduate school of education at the University of California, Berkeley. Her research examines the cognitive and motivational processes that underlie reading ability and the cognitive consequences of reading skill and engagement. Keith E. Stanovich is professor of applied psychology at the University of Toronto/Ontario Institute for Studies in Education. His recent awards include the Sylvia Scribner Award from the American Educational Research Association and the Oscar S. Causey Award from the National Research Conference for his distinguished and substantial contributions to literacy research.

This research was supported by a Spencer Foundation Small Grant to Anne E. Cunningham and grant No. 410-95-0315 from

concept to reading, we see that very early in the reading process poor readers, who experience greater difficulty in breaking the spelling-to-sound code, begin to be exposed to much less text than their more skilled peers (Allington, 1984; Biemiller, 1977–1978). Further exacerbating the problem is the fact that less-skilled readers often find themselves in materials that are too difficult for them (Allington, 1977, 1983, 1984; Gambrell, Wilson, & Gantt, 1981). The combination of deficient decoding skills, lack of practice, and difficult materials results in unrewarding early reading experiences that lead to less involvement in reading-related activities. Lack of exposure and practice on the part of the less-skilled reader delays the development of automaticity and speed at the word recognition

TECHNOLOGY | GRADING THE DIGITAL SCHOOL

A Silicon Valley School That Doesn't Compute

By MATT RICHTEL OCT. 22, 2011





The Waldorf School in Los Altos, Calif., eschews technology. Here, Bryn Perry reads on a desktop.
 Jim Wilson/The New York Times

Responsible Media Use in a Technological Era

- *1 Pilgrim* *you are traveling*
- *2 Servant* *you are helpful*
- *3 Student* *you are concentrated*
- *4 Citizen* *you are in balance*



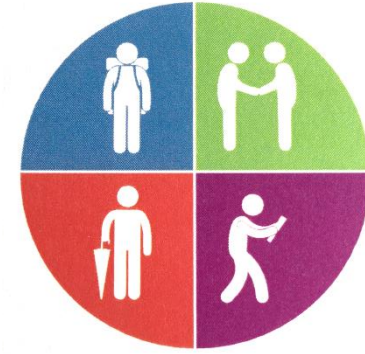
Responsible Media Use in a Technological Era

- *1 Pilgrim* *you are traveling*
- *2 Servant* *you are helpful*
- *3 Student* *you are concentrated*
- *4 Citizen* *you are in balance*



Responsible Media Use in a Technological Era

- *4 Citizen* you are in balance
- Knowledge society:
- ... disrupting
- ... fragmentary





SECOND MACHINE AGE

MACHINE TAKES OVER THINKING



disruption Mobility in t

IBM MEETING BOOTH TOUR

Mobility Services

Mobile Security





MIRROR SOCIAL

Follow us on Facebook, Twitter & more >



Our new FREE Mirror apps are here! >

News Politics Football Sport Celebs TV & Film Weird News

Most read Videos Quizzes

TRENDING IPHONE SE APPLE GOOGLE FACEBOOK WHATSAPP VIDEO GAMES

Technology Money Travel Fashion Mums

M Technology Apps

Netflix, Uber and Spotify: 'Disruptor' businesses which changed how world works

23:31, 11 FEB 2016 BY EMILY RETTER

These and other innovative businesses took on the establishment and left the old guard gritting their teeth

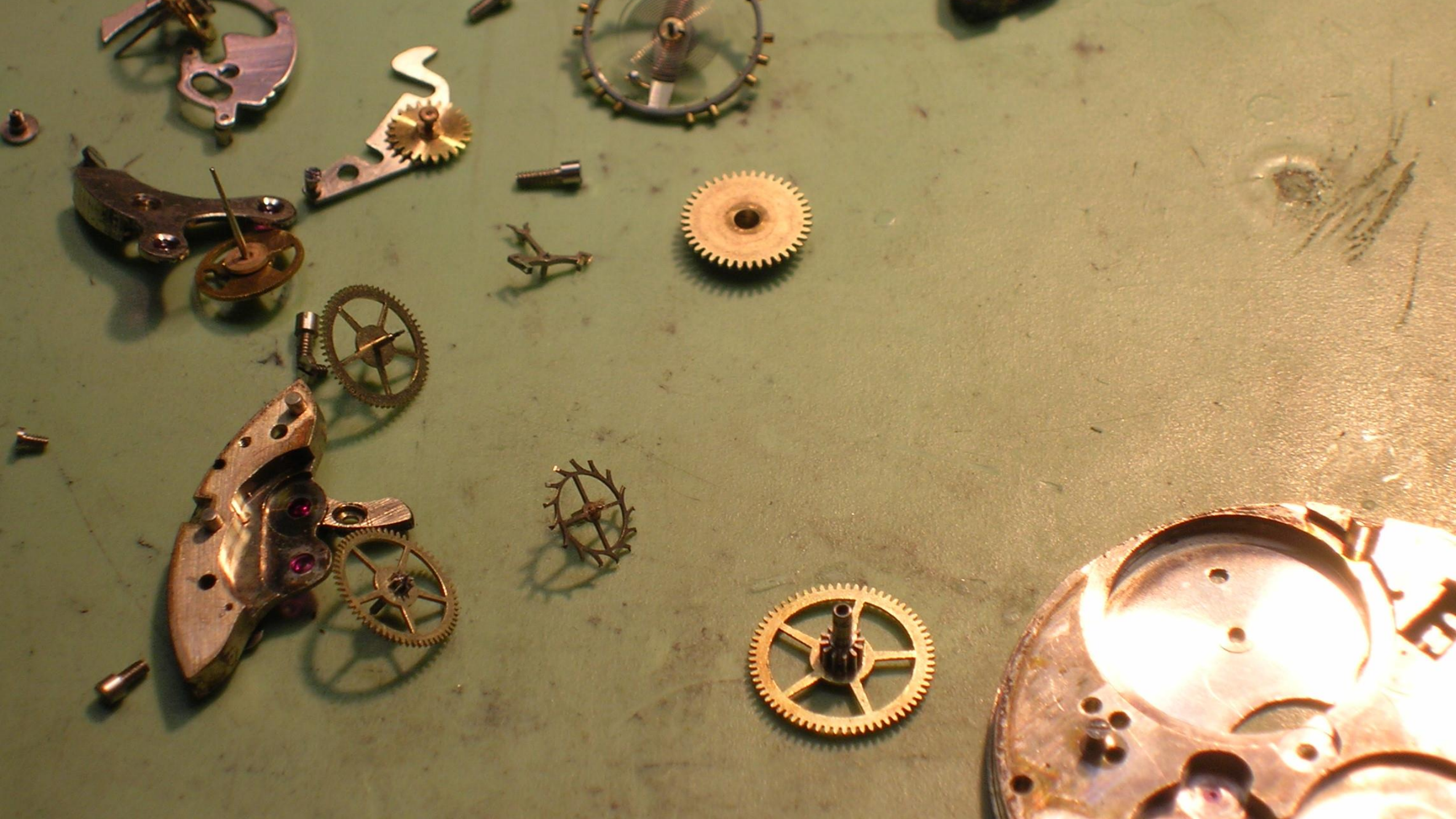


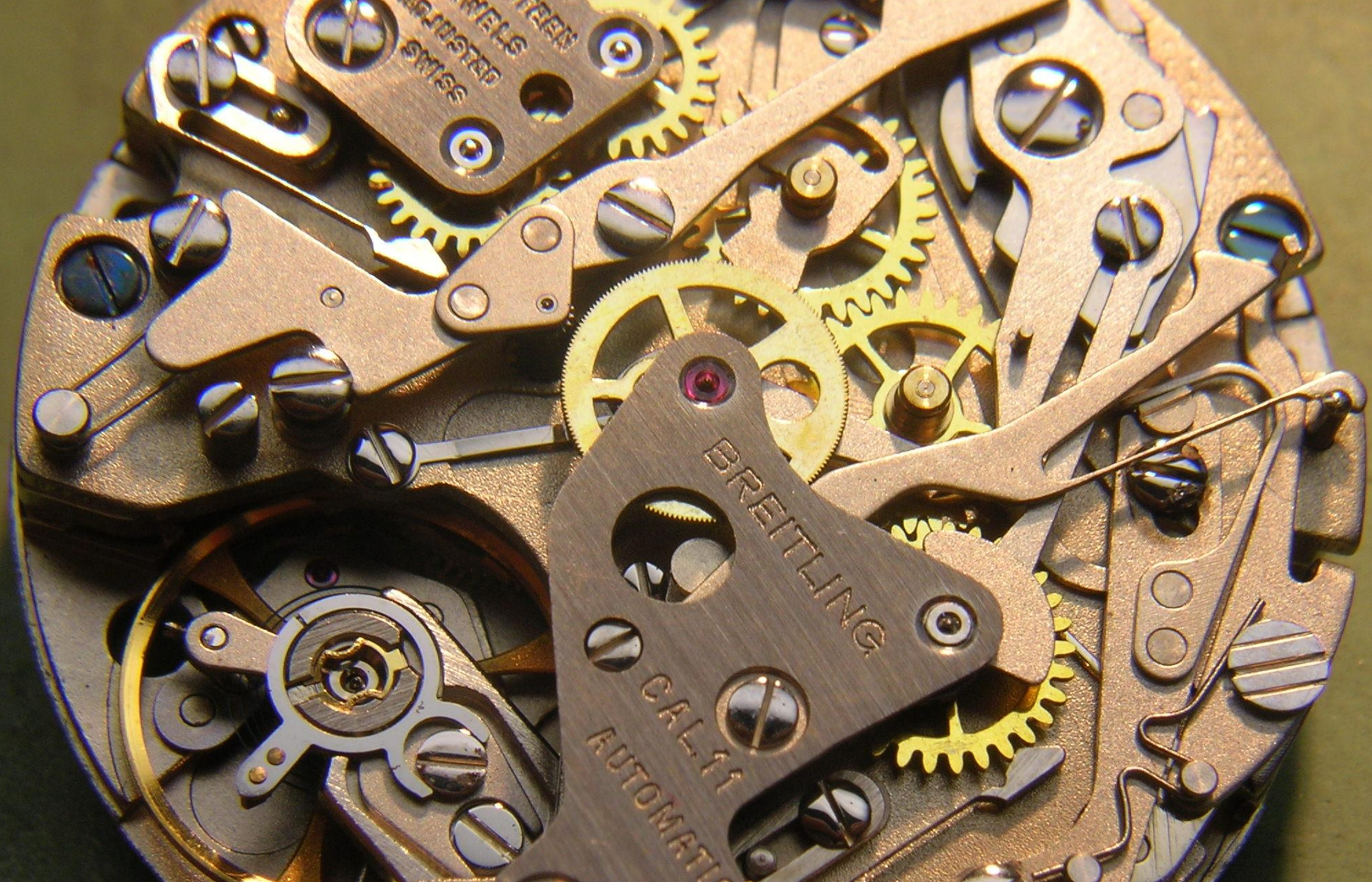
85 SHARES



COMMENTS







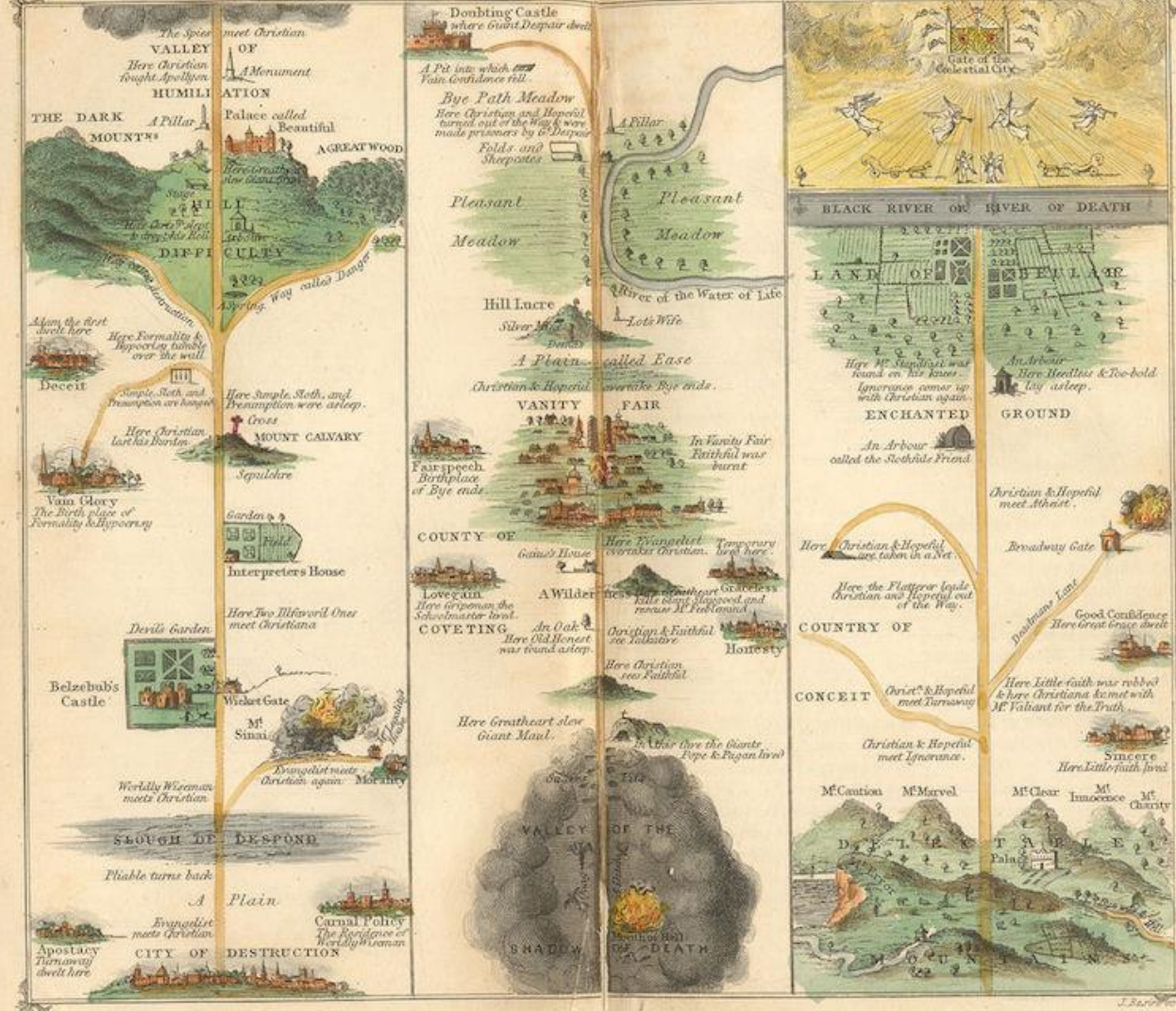
Responsible Media Use in a Technological Era



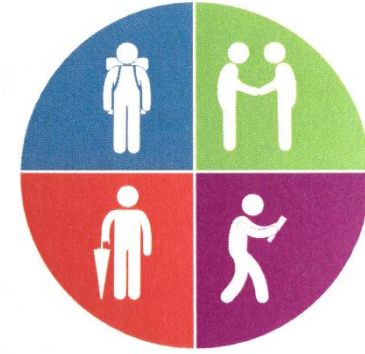
- *4 Citizen* *you are in balance*
- Knowledge society:
- ... disrupting
- ... fragmentary
- Knowledge workers need:
- ... organisation
- ... responsibility
- ... coherence
- ... holism
- ... faith

*'Nascent personality'
aware of spiritual world*

A PLAN of the ROAD from the CITY of DESTRUCTION to the CŒLESTIAL CITY. Drawn by the late M^r T. CONDER.



Responsible Media Use in a Technological Era



- *4 Citizen* *you are in balance*
- Citizens should achieve the competence to:
- ... be methodical, structured, and analytical in thinking and working
- ... understand and respect hierarchy
- ... be balanced, and to be immune to stress
- ... be flexible and compliant
- ... accept responsibility for tasks in teamwork
- ... see relevance of contexts and histories of events
- ... be aware that reality is not fragmented but coherent and multidimensional

Responsible Media Use in a Technological Era

- *4 Citizen Media Attitude*
- holism, general knowledge
- methodical, analytical, well-structured
- moral, devote and faithful



Responsible Media Use in a Technological Era

- *1 Pilgrim* *you are traveling*
- *2 Servant* *you are helpful*
- *3 Student* *you are concentrated*
- *4 Citizen* *you are in balance*



Responsible Media Use in a Technological Era

- Model is currently being implemented in schools



Thanks!

Steef de Bruijn

Driestar University, Gouda

@sdbruijn



Driestar hogeschool

TALENT IN ONTWIKKELING



Erdee Media Groep