



# Civic Engagement Through Environmental Causes at Club Proteo of the Goleta Boys and Girls Club

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## The Importance of Digital Projects in Literacy

Club Proteo follows the model of La Clase Magica by emphasizing, among other things, an exploration of the local community culture “as a route to *literacy education*” (Cole, 2006, p. 58), which has expanded to include the creation of “*digital projects*” by the participating children, including:

- using the child’s prior knowledge on a topic
- helping the child to explore the topic through guided online research
- using Microsoft Powerpoint to compose a final project on the topic
- presenting the project before an audience in a culminating festival



*Undergraduate students* at the University help the participants to use online search engines in order to find factual information and relevant multimedia, and to personalize the final project through other graphic and design elements.

Ultimately, digital projects serve:

- as evidence of the child’s knowledge (both prior and gained)
- as evidence of digital proficiency (both prior and gained)
- to give the child a voice within the community of Club Proteo about topics that are important to him/her and to the community

*This is not how a beach should be.*



## Common Core State Standards Related to Technology

### College and Career Readiness Anchor Standards for Writing

**Production and distribution of Writing: K-5** - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge: K-5** - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

### College and Career Readiness Anchor Standards for Speaking and Listening

**Presentation of Knowledge and Ideas: K-5** - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### Writing Standards: Production and distribution of Writing

**K-Grade 2 Students-** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.  
tion with peers.

**Grade 3 Students** - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others

**Grade 4-5 Students** - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one/two page(s) in a single sitting.

With the implementation of the *Common Core State Standards*, the creation of digital projects takes on a new importance at Club Proteo.

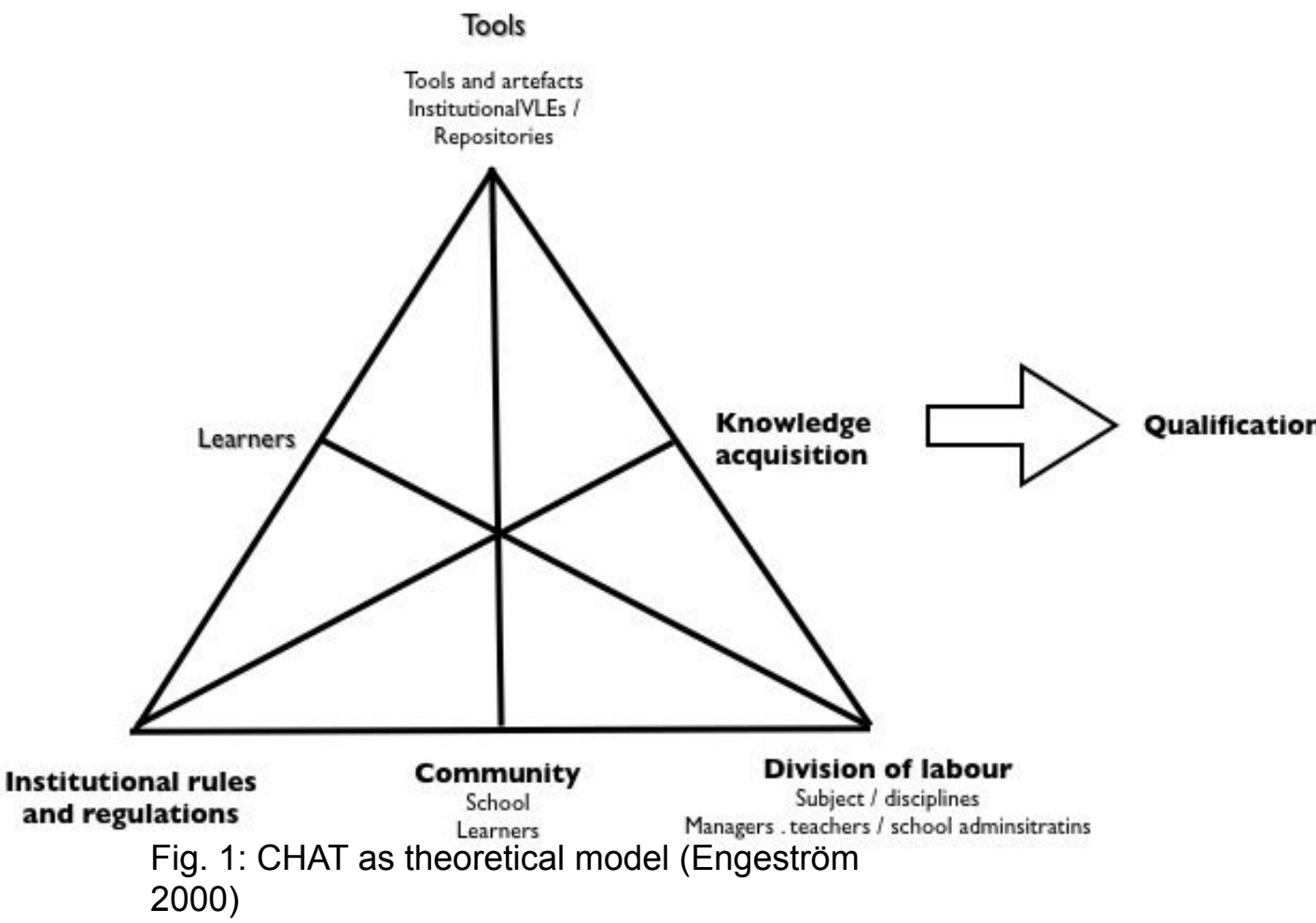
The Common Core explains that:

- “To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems...”
- Students should “employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline.”

Club Proteo’s alignment with the Common Core, coupled with the importance placed on giving a voice to the participants, demonstrates the *progressive thinking* embodied at the site and by UCSB, along with the continued goal to *serve the local community through digital literacy and technology*.

## STEAM (STEM + Art) in Action at Club Proteo

CETEC is a pilot program made possible through the the partnership between The United Boys and Girls Club of Santa Barbara County (UBGCSBC) in Goleta, CA and the Gevirtz Graduate School of Education (GGSE). The pilot program has the theoretical base from Vygotsky’s cultural historical activity theory (CHAT), which is true to the original to the 5<sup>th</sup> Dimension design.



## “Save the Ocean” Poster Contest

With CETEC, student learn about local environmental issues relevant to the local community and beyond. This quarter the thematic unit is “Keeping the Ocean Clean”. Through the “Save the Ocean” Poster Contest, students use the Internet to research about marine life and how litter and pollution affect the ecosystem. As a response, students and the undergraduate volunteers create both digital and hand-drawn posters.

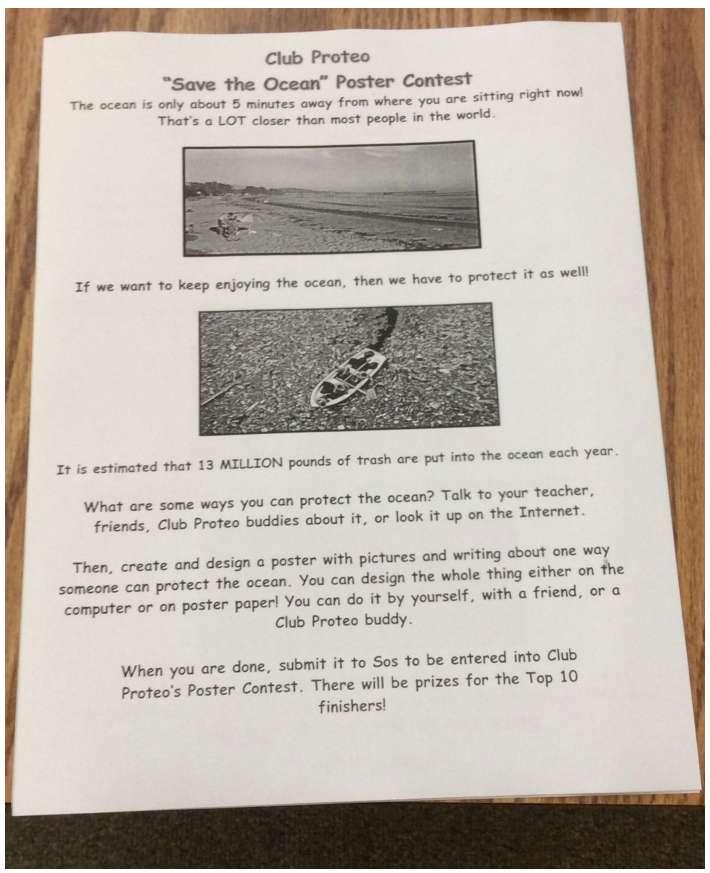


Fig 2: Flyer for the “Save the Ocean” Poster Contest

### Participants in the poster contest were able to:

1. Raise awareness to local environmental issues through visual representation.
2. Engage in critical thinking about how human activity affects the environment and how people could modify behavior to protect it.
3. Acquire knowledge from multiple texts (books, websites, advertisements, undergraduate “buddies”) to construct meaning and inscribe their worlds.
4. Utilize a wide variety of tools/artifacts (Internet, Microsoft Powerpoint, paper, crayons, pencils, scissors, glue sticks, texts) to enhance idioculture.

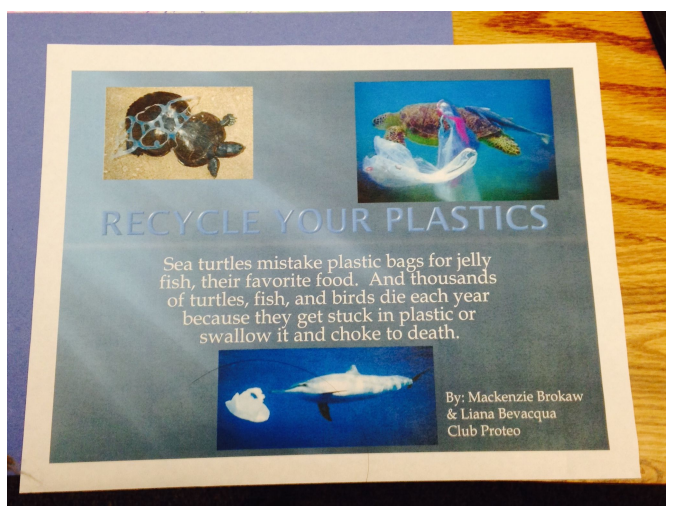
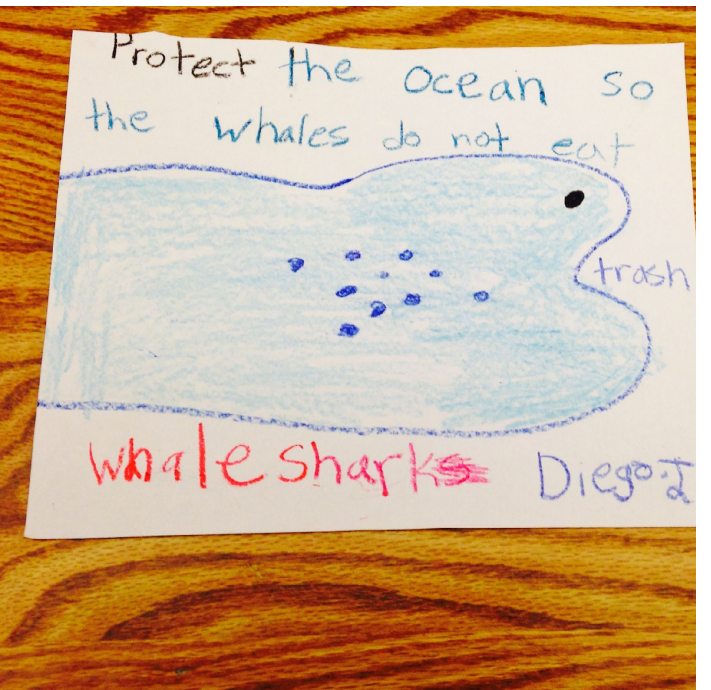


Fig 3: Posters created by both undergraduate “buddies” and elementary school participants. (Both digital and hand-drawn)

## References

Cole, Michael. (2006). *The Fifth Dimension*. New York: Russell Sage Foundation.

Engeström, Y. (2000). Activity theory as a framework for analyzing and redesigning work. *Ergonomics* 43( 7), 960-974. doi:10.1080/0014013000409143.

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects*. Washington, DC: Authors.

Rogoff, B. (2014). Learning by Observing and Pitching In to Family and Community Endeavors: An Orientation. *Human Development*, 69–81.

## Marine Life Exploration with REEF

### REEF and the Community

- Research Experience and Education Facility (REEF), part of the University of California Santa Barbara’s renowned Marine Science Institute
- UCSB students and professional education staff collaborate with scientists from nationally acclaimed research projects
- Professional development for teachers and outreach for schools, afterschool clubs, museums, community centers
- Teach about local marine ecosystems and ocean habitats across the globe

### REEF Activity at the Goleta Boys and Girls Club

1. Discussion about oceans
2. Modeling activity about water on Earth
3. Discussion on how to personally take action
4. Introduction to touch tank animals
5. Hands-on, guided exploration with marine life



### Increasing Civic Engagement

1. Authentic context for digital projects
  - a) Situated in research and conservation efforts
  - b) Local marine life connected to global ecology
2. Expands collaboration between local community, school, and university
  - a) Expertise from local scientists and professional educators
  - b) Open-ended exploration activity, elements of Learning by Observing and Pitching In (Rogoff, 2014).
    - i. Learners engaged and embrace roles
    - ii. Guidance from instructors but students and undergraduates assume responsibilities (Such as holding up the one abalone for others to feel)
    - iii. Teaching not separate from group activity, students teach each other and their parents
4. Deeper civic engagement in undergraduate service learning by teaching about environmental causes and raising awareness for younger students
  1. Potential issue for group to work on after discussing pollution and habitat destruction, planting the seeds for civic engagement as collective action to improve society

