The doctiloqua Project:  
Leveraging SAMR to Enhance Your Field Trip and Reinforce Digital Citizenship

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Abstract
The doctiloqua Project\(^1\) is designed to teach students how to utilize technology and digital resources to enhance their understanding of the world around them. Students learn:

- to research unknown sites and artifacts using online databases and social media;
- to analyze this research in light of the overarching purpose of their site visit;
- to augment their site visit using digital resources;
- to reflect upon their experience with the site; and
- to share their reflections with other communities.

The doctiloqua Project was designed for a group of five Grade 9 students studying Latin, who spent six months preparing for a ten day trip to Italy to visit sites and artifacts related to Latin and Ancient Rome. Many of the attributes of this project can be applied in curricula or field trips in other areas of study, in particular, ELA, History, or language studies.

Materials and preparation:
- iPad or other mobile personal device – for each student is ideal
- wifi access
- Google sites account or other website platform
- Google docs or other
- Camera or video recorder

Grade and subject: Grade 9, Latin Level II

Learning activities:
Students are required to:

1) Research one city that we would visit on the trip. Students may use any of the digital resources listed on the “Useful Links” page of our classroom website. Outside resources may be accessed, but please check with your teacher first.

Please consider the following questions when gathering information:

a. Where is this city?

b. What sites can be seen now?

c. Which would you recommend?

\(^1\) doctiloqua: Latin for “learned speaking.”
d. What should somebody visiting the city know in advance (i.e., customs, language, etc.)?

e. Why is this city an important place for a student of Latin and Ancient Rome to visit?

f. What information is relevant to a person reading your page on a social media platform?

2) Create a page on the class doctiloqua website for your assigned city. The informational page must include:
   a. travel information, such as weather
   b. recommended sites
   c. safety information
   d. a picture representative of the city
   e. a list of “Must See” sites and artifacts
   f. information relevant to a student studying Latin who will be making a 10 day trip to Italy
   g. answers to the questions you considered while researching
   h. What information is relevant to a person reading your page on a social media platform?

3) For each city that we will visit, students research one “Must See” site or artifact. Students may use any of the digital resources listed on the “Useful Links” page of our classroom website. Outside resources may be accessed, but please check with your teacher first. Students should consider the following when researching:
   a. What is this site/artifact?
   b. When does it date?
   c. Why is it still preserved and on display today?
   d. What should somebody visiting the site know in advance?
   e. Why is this site a "Must See" for a student of Latin and Ancient Rome?
   f. Is this information relevant to a person reading your post on a social media platform?

4) Students post information about their “Must See” site or artifact to the relevant city page on the doctiloqua website. When posting, students should consider whether the information and style of writing is relevant to a person reading the post on a social media platform, as we have studied in class. The post must include:
   a. a picture of the site/artifact
   b. background information related to the site or artifact
      i. What is this site/artifact?
      ii. When does it date?
      iii. Why is it still preserved and on display today?
   c. What should somebody visiting the site know in advance?
   d. Why is this site a "Must See" for a student of Latin and Ancient Rome?
e. What information is relevant to a person reading your page on a social media platform?

5) Students present to the group their “Must See” site or artifact onsite during the trip. Students may use notes and should review their website posts about the site or artifact before our visit.
   a. Students should incorporate into their presentation a digital resource (i.e., a digital reconstruction or app related to the site) that students can access onsite without wifi via their iPads
   b. Challenge: students can consider the following on the spot while touring the site and during their presentation:
      i. Now that we are at the site/artifact, what would be helpful to know about it?
      ii. How should the information that I present today be different/similar to the information on the doctiloqua site?

6) Students write a reflection of the day and post it on the doctiloqua website. Students should consider the following:
   a. How did I feel when visiting the site/artifact?
   b. How was the experience different/similar than what I expected?
   c. What is an appropriate and responsible way to share my feelings and understanding of this experience?
   d. What would somebody reading this blog what to know about my experience?
   e. Please include a picture from the visit

7) Each day, one student posts his/her reflection on the Park School Trip Blog that is shared with other Park School Language Trips. This blog is accessible by all members of the Park School community. While the student may use the same reflection that they posted to the doctiloqua website, they should be sure to consider the following and make edits as necessary:
   a. What did I feel seeing the site/artifact?
   b. What would somebody reading this review on The Park School Trip Blog what to know about my experience?

8) Students submit to Teacher at least one review of a site that we visited on the trip for posting to TripAdvisor and submit it to the teacher. **Note: there are restrictions on who may utilize a social media platform such as TripAdvisor, and some students may not be able to actually post the reviews. Nonetheless, the teacher can assign this step without actually posting to TripAdvisor. In that event, I recommend creating a “TripAdvisor” page on the doctiloqua site where students can post their reviews.** Students should consider the following:
   a. Name of the site
   b. Time of year visited and logistics to consider
   c. The purpose of our visit
d. Impression of the site and the visit. If something was especially good or bad, explain with specific examples

e. What would somebody reading this review on TripAdvisor what to know about my experience?

f. How many stars would you give the site?

Measures of success (assessment): Please see attached rubrics

Answers to reflection questions

1. *Explicitly describe how your submission helps learners build the skills embodied in the ISTE Standards and CCSS indicators it addresses and/or how it uses technology to support students’ higher-order thinking skills, as embodied in the ISTE Standards and CCSS indicators.*

In researching cities and sites that we will visit on our 10 day Italy trip, students utilize digital databases and resources. These research activities address ISTE 3, 4 & 6, CCSS ELA W7 and L1, and ACTFL 3.1 and 3.2 as they require students to “locate, organize, analyze, evaluate, synthesize...and evaluate” (ISTE 3) information to prepare their peers who will be participating in the field trip. Once the students personally achieve this understanding, they are then required to post on the class doctiloqua website. This platform for conversation addresses ISTE 1-6, CCSS ELA W6, ELA L1, and WHST 2, and ACTFL 2.2, 3.1, 3.2, and 4.2 as it requires critical thinking and reporting on another culture, combined with digital citizenship. Students are now in the creation phase where they are taking their knowledge and making it accessible and appropriate for a specific audience, namely their peers.

The process of higher order thinking comes full circle with the final steps of the project that require students to prepare reflections and at least one review to be posted on TripAdvisor. The process of drafting a review, rather than a reflection, addresses ISTE 5, ISTE 6, ELA W6, L1, ACTFL 2.2, 3.1, 3.2, and 4.2. Students are practicing digital citizenship as they give back to the community that helped them begin their trip planning. They should now have a clear understanding of what a traveler should know or need to visit the sites. As they continue to travel throughout life, they will utilize these tools in a responsible and appropriate manner.

2. *Describe how your submission assesses the skills embodied in the ISTE Standards and CCSS indicators it addresses and/or how you use technology to assess content learning.*

After the site visit, the students reflect upon the experience and write a post on the doctiloqua website. The reflective process addresses ISTE 2-6, CCSS ELA W6, ELA L1, ACTFL 2.2, 3.1, 3.2, and 4.2 in that it requires student to
demonstrate an understanding of the experience and information as part of a digital conversation with peers. Each day, one student also posts his or her reflection to the Park School Trip Blog that is shared by all students traveling to foreign countries and viewable by family members and school faculty and staff. With this added posting, students are now reaching out to a wider audience via digital publishing. While the reflection is first and foremost a personal explanation of the experience, I find that students tend to be more thoughtful and detailed in their writing, knowing that it will be viewable by a wide audience. Thus, the fact that students are writing in a digital forum allows me to better assess their understanding and perception of the site visit as I have a clearer understanding of how they are drawing connections between the information they learned before the trip and their own personal experiences.

3. Describe how your submission uses technology to differentiate learning for diverse learners. Examples you might consider include how you accommodate students who are gifted, have disabilities or are English language learners.

During the research phase, the teacher can scaffold the assignment for the students. Some students may require very specific resources that they can utilize, while others may be able to manage access to a significant range of digital resources. Assessment of the student doctiloqua website posts can differentiated as well. Some teachers might want only to ensure a student’s understanding of the history and cultural differences, allowing the student to form a personal attachment to the site later when traveling. Other students might be able to begin articulate the connection between the historical and cultural significance and the travel experience before the trip.

If the research and posting stages are properly scaffolded, the site visit is the point when students of all abilities most successfully realize the application of their classroom research and learning. On the trip, each individual student is most eager to view what they begin to call “my site.” They recognize ownership as a result of a process that focused on creating and contributing to digital resources, rather than simply absorbing information provided by others. Students “present” their site to their peers and are allowed to utilize digital tools. Some teachers may require presentation from memory, while others may allow students to use notes or other digital tools in their presentation. Such differentiation should result in a full range of presentations, all meaningful to both the presenter and the audience. For example, a presenter who is not ready to present from memory could, at the ruins of Pompeii, augment the presentation with a digital reconstruction of the ruins that the audience could view on iPads. The students see the classroom experience of learning about a site blend with the real world experience of navigating and understanding the site in person. It is at this point that the project becomes a personal experience for each student. They are no longer processing information that they read or heard, but rather creating their own experience. Regardless of language barriers or disability, each student is experiencing the site in light of what
background information they have retained. It becomes a meaningful experience at all levels of learning.

4. Please provide any additional information to help the reviewers better understand how your submission’s design and implementation address the ISTE Standards and CCSS indicators.

The doctiloqua Project is designed to teach students how to utilize technology and digital resources to enhance their understanding of their world and other cultures. At its deepest level, this project helps students to practice the process of applying classroom learning to the world around them, utilizing the many digital resources and technological tools that are readily available outside of the classroom.

**Learning materials or artifacts that address:**

**CCSS**
Class Website
List of suggested digital research tools
Assignment sheets
Assessment Rubrics
School Trip Blog
Access to apps related to sites that will be visited (optional)

**ISTE Standards**
Class Website
List of suggested digital research tools
Assignment sheets
Assessment Rubrics
School Trip Blog
Access to apps related to sites that will be visited (optional)

**Standards indicators that your materials address**
Please see attached spreadsheet and rubrics.