



iRemix, the website your daughter uses in Digital Youth Divas, connects learners to both content and people during and outside of the face-to-face program.

This poster highlights some of the features built into iRemix to support youth self-directed learning and identity development through learner-driven community alongside guided supports and help from mentors.

A curated showcase space allows mentors to position individual girls as valuable contributors. Each project includes examples of youth work selected by adult educators, allowing educators to highlight learners and their work to the wider community. If your Diva creates an amazing project, it may be highlighted here to serve as inspiration to other girls.

Activity 2 - Roshonna's Choice - Chapter 2

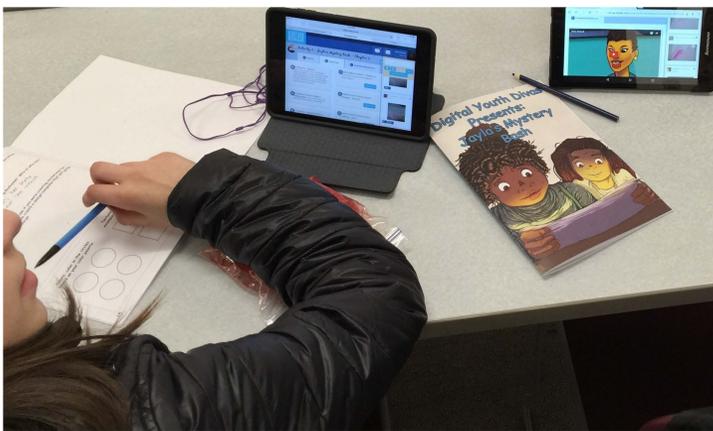
Description: Roshonna needs help deciding on the colors for her crown. Can you help her? Explore color by creating some hair flowers, and show Roshonna why your colors would look good in her crown.

- Be sure to choose a color combination you think will look great on your flowers.
- Your warm and cool colors should be either primary, secondary or tertiary colors (look in the resources for a refresher on colors).

Instructions:

- Using fabric flower petals, create two design flower rings using colors you think would be good choices for Roshonna's crown (be sure to select rings that are complimentary colors).
- 1 ring should include warm colors and 1 ring cool colors.
- Upload a video where you show and explain your design to Roshonna. Be sure to explain your color choices and why your design is a good fit for her crown.

Each activity includes instructions and resources to help students complete the projects. Here you'll find a project summary and step-by-step instructions, a resource tab with additional guidance, starter materials, and troubleshooting guides (e.g. text, images, video, external links). Each activity is launched through an ongoing narrative story shared through video and text.



The screenshot shows the iRemix interface. At the top, there's a 'Choose Cohort' dropdown set to 'eFashion Summer 2015' and a user profile for 'Hello Caitlin'. Below this is a 'MY POINTS + BADGES' section. The main area is a grid of activity cards for 'eDance', 'ePaper', and 'eFashion'. Each card shows a 'Start' button, progress indicators (0/4 activities), and a lock icon. A social feed on the right shows posts from users like GBaker and Ttery, including text updates and photos.

Students work through activities along a pathway. On the homepage, you'll find learning pathways that your daughter has been asked to complete. The pathways work like a game, with each activity unlocking a new level of work that is more advanced than the one that came before it. Students earn points and badges to reflect their progress. A "more practice" section suggests self-paced challenges to go deeper into content and continue interest-driven projects.

Lots of ways to contribute work and ideas. Digital Youth Divas is built on the idea that every student should be able to contribute her work, ideas, and her personality. There are plenty of places in iRemix for students to share photos, videos, and text comments. This activity feed works like popular social networking site feeds, but everything here is contributed by a student or mentor in the program. When students upload their finished projects, they also show up in the activity feed, but students can also choose to keep their work private.



Individual profiles and portfolios of work to encourage reflection on identity and highlight the evolution of work over time. Your daughter is creating and revising her own profile page over the course of the program. Each learner's public portfolio space includes an "about me" section and an archive of badges and projects linked to submitted work. This space enables girls to show their work to those outside of the program. These customizable profiles also help girls learn about each other while exploring online.

The activity feed reveals individual contributions on the system in real time. Public posts, submitted artifacts, comments, and other activity by the community is visible on the platform home page, allowing girls to see their own work in the public sphere and view the work and contributions of others.

Opportunities for formative feedback and communication on work support community, build a culture of critique and revision, and highlight bidirectional learning. Each submitted project allows comments and custom reaction tags (similar to the Facebook "like" button) to share and receive feedback. Reactions and comments are public on the system. Comments and reactions come from mentors and students because everybody's ideas are valuable and we want the students to learn from each other.

The screenshot shows a form titled 'Submit Your Activity for Review'. It has fields for 'Name your submission', 'Submission description', and 'Upload your submission'. There are also checkboxes for 'Click this to attach a image' and 'Keep my submission private'. On the right, there's a 'Submission scoring' section with a 'Submit' button and an 'Ask a Question' link.

Critique of their work and ways to get help connect girls to knowledgeable adults. When your daughter submits work, it is evaluated by trained online mentors. The submission process allows girls to ask questions of these mentors. The mentors score work according to established criteria, leading girls to progress on their learning pathways or revise their work.

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