

*Report from the Field*

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**Shaping Informed Contributors to Participatory Culture: Research-Based Writing Across the Curriculum in an American International School in China**

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To become more informed contributors to participatory culture, in an era of mass-marketed misinformation, American International Grade 12 students in China participated in a research-based writing across the curriculum project. Students exercised critical thinking—the ability to evaluate an issue and form a judgement about it—in evaluating sources for credibility while avoiding plagiarism and communicated their research both in person and online. Although this project was undertaken by high school students in China, it may be applicable in a variety of ways to courses in Western secondary schools, given the global nature of participatory culture.

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