

Technology in the Classroom 2014

Technology in the Classroom/BYOD Lesson Development – There's never enough time during the school year to explore the many learning and instructional tools available to us and our students...here's your chance! This week of guided instruction and flexible learning will involve a cornucopia of technology that you can use with your students. From suggested iPad apps and management, to developing a classroom wiki, you will be assisted with creating activities, lessons, and projects that incorporate a variety of technology resources.

Objectives: List clearly defined objectives of the learning that is to occur.

- Learn and review hardware and technology tools that enhance student learning
- Learn and practice using online resources for student learning
- Design assignments to challenge and engage digitally adept students
- Develop a digital unit or project for student formative and/or summative assessment
- Identify and practice use of iPad apps for enhancing student learning
- Advanced users can create a "flipped classroom" experience
- Additional activities/lessons based on experience and abilities of attendees

INTASC Standards: List the INTASC Teaching Standard(s) addressed in this course (see attached list)

1. The teacher understands the central concepts, tools for inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils
2. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

Methodology: List methodologies used in course

1. *Hands-on—attendees will plan, research and create online lessons, activities, or units for their classroom instruction based on research principles and theories.*
2. *Discussion—students will discuss the theories and best practices associated with incorporating technology for instruction*
3. *Direct Instruction—Instructor will provide direct whole-class, small group and individual instruction in digital citizenship and the proper use of technology in the classroom*

Outline of Content - **Subject to adjustments based on attendee knowledge and feedback*

- Day 1 – “Basics and Beginnings”
 - Course overview – just what do we mean by classroom technology?
 - Entry level or expert? Self eval/review
 - Get acquainted – ed.tech.challenge
 - Benefits and challenges of classroom tech
 - Newly adopted HASD BYOD Policy; *creating your own plan and policies*
- BREAK
 - Essentials of communication
 - Using the web to share ideas: Networking and Online Professional Communities
 - Blogs and Glogs, Creating a Wiki, Edmodo
 - The need for digital citizenship instruction
 - Communication with parents
 - *Work time (*at least 30 minutes will be dedicated to guided exploration and work time)*
- Day 2 – “Begin with the End in Mind; what’s the POINT of all of this?”
 - Student safety and instruction of the 9 Elements of digital citizenship
 - Discuss tools and resources for collaboration: Join.Me, Elluminate, and other collaborative online resources; blended ed.
 - Online video resources:
 - TED
 - United Streaming
 - PBS.org
 - Teachertube/Youtube
 - Ideas and tools from ISTE 2014
 - Wevideo.com
 - Online Graphic Organizers:
 - Bubbl.us, Flowchart, Webspiration
 - *Work time (*at least 30 minutes will be dedicated to guided exploration and work time)*
- Break
 - Online quizzes and polls
 - Polleverywhere, Surveymonkey, Thatquiz
 - iPad for classroom use:
 - iPad intro and basics
 - useful Apps for instruction
 - Manageability – there’s already so much to do
 - *Work time (*at least 15 minutes will be dedicated to exploration and work time)*

- Day 3 – “The ‘Cans and Can’ts’ of Tech”
 - Pitfalls of technology; practical issues
 - Mid-week check in: What have you enjoyed? What should change? What would you like to make sure we learn?
 - Online presentation tools:
 - Prezi
 - Voki
 - Voicethread
 - *Work time (*at least 30 minutes will be dedicated to guided exploration and work time)*
- BREAK
 - Tech as a hook for engagement:
 - Code writing (Scratch editor/Khan Academy computer Science)
 - Word Maps (Wordle/Tagxedo)
 - Travel Everywhere
 - Google maps/Google Earth
 - National Geographic
 - Creating small activities that draw students in
 - Developing lessons that work
 - “Flipping your classroom” as a potential for gaining instructional classroom time (Who did what now?)
 - *Work time (*at least 30 minutes will be dedicated to exploration and work time)*
- Day 4 – Work day – continued creation
 - Develop a lesson or series of lessons that incorporate technology as a means of enhancing student understanding
 - Incorporate video, audio, and pictures:
 - Tools
 - Tricks
 - Try it!
 - WEBQUESTS and Gamification
 - What are webquests? What is “gamifying?”
 - How to develop your own webquest or gamified lesson
 - *Work time (*at least 30 minutes will be dedicated to guided exploration and work time)*
- BREAK
 - Continue to develop a lesson or series of lessons that incorporate technology as a means of enhancing student understanding
 - Work on a parent letter informing of classroom activities/seeking support and involvement
 - *Work time (*at least 30 minutes will be dedicated to guided exploration and work time)*
- Day 5 - Wrap up, trouble shooting, and sharing
 - Review and revisit previous activities and instruction
 - Guided work time to finalize lessons, units, and activities
 - *Work time (*at least 30 minutes will be dedicated to guided exploration and work time)*
- BREAK
 - Present your hard work and provide/receive feedback
 - Wrap up and complete survey

Assignments and requirements

- Attendees will:
 - Develop lessons and/or a unit that incorporates a variety of classroom technology
 - Participate in online discussions and forums
 - Create a digital presentation using Prezi or another previously unknown presentation tool
 - Create a quiz or survey using interactive forms such as SurveyMonkey
 - Participate in basic code writing activity
 - Develop and/or explore ways to incorporate technology for instruction
 - Create means for communicating digital project requirements and feedback
 - Create, contribute to, and/or explore resources for instructing digital citizenship

Participants will be evaluated on a 4 point rubric scale for completion of the following:

Creation of a BYOD lesson
Participation in online and classroom discussion
Creation of communication resource regarding BYOD
Development of strategy for modeling/instructing Digital Citizenship

- 1 – **Beginning:** very limited demonstration of skill/comprehension
2 – **Developing:** consistent basic demonstration of skill
3 – **Proficient:** competent to well-advanced demonstration of understanding/skill
4 – **Exemplary:** serving as a desirable model; representing the best demonstration of skill and understanding possible. **Earning a rubric score of 4 could be likened to a percentage grade of %115.*

Exploration of technology tools may include but is not limited to the following resources/topics:

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| 1. Blogs | 13. Prezi |
| 2. Code writing (Scratch editor/Khan Academy computer Science) | 14. QR Codes |
| 3. Edmodo | 15. Screencapturing videos |
| 4. Glogster | 16. Skype/videoconferencing |
| 5. GoogleEarth | 17. Ted Talks |
| 6. HASD CMS –gateway to resources | 18. Teachertube |
| 7. Online graphic organizers | 19. United Streaming |
| 8. Online quizzes | 20. Videos and photos for learning |
| 9. Photostory | 21. Voicethread |
| 10. Podcasting | 22. Voki |
| 11. Polleverywhere/Surveymonkey/CM S Interactive Form | 23. Webquests |
| 12. Powermylearning.org | 24. Wikis |
| | 25. Wordmaps (Wordle/Tagxedo) |
| | 26. Youtube |

Resources

- <http://www.iste.org/>
- <http://cooltoolsforschools.wikispaces.com/Organiser+Tools> (Cool Tools for Schools)
- <http://elemenous.typepad.com/> (Lucy Gray)
- <http://www.gamedesk.org/> (Game Desk)
- <http://www.barnstable.k12.ma.us/Technology/mysite2/Digital%20Citizen%20Web%20quest/process.htm> (Digital Citizenship)
- <http://www.pbs.org/teachers>
- <http://www.sgasd.org/Page/3239> (BYOD ideas and resources)
- <http://www.teachthought.com/technology/20-byod-resources-for-21st-century-school/> (Teach Thought) – 20 resources for BYOD
- Information on copyright law (<http://copyrightconfusion.wikispaces.com/ISTE2012>)
- United Streaming <http://streaming.discoveryeducation.com/>
- Wisconsin Model Academic Standards for Information & Technology Literacy
- Around the Corner - MGuhlin.org (<http://www.mguhlin.org/2012/05/byod-criteria-for-implementation.html>)
- Digital Citizenship in Schools Second Edition by Mike Ribble ISTE publishing 2011
- Media Literacy in the K-12 Classroom by Frank W. Baker; ISTE publishing 2012
- Raising a Digital Child: A Digital Citizenship Handbook for Parents by Mike Ribble; ISTE publishing 2009
- Safe Practices for Life Online: A guide for Middle and High School Second Edition Doug Fodeman, Marje Monroe; ISTE publishing 2012
- Teaching with Digital Video, Glen L. Bull and Lynn Bell; ISTE publishing 2010
- Creating Tomorrow's Schools Today by Richard Gerver; Continuum International Publishing Group 2010