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Education

Overview of Course Facilitation

Course Description

This Facilitation Guide provides information to successfully facilitate Digital Learning Foundations in a face-to-face environment. Participants taking a facilitated course may receive continuing education credit, when defined and arranged by the school, district, or education agency offering a facilitated course.

This course focuses on strategies for integrating technology into teaching and learning in ways that develop students' communication, collaboration, and critical thinking skills. Participants will complete optional and required activities through which they will learn important concepts and use their learning to develop resources and tools to use with their students.

The Facilitator

Facilitators provide rich, meaningful course experiences for participants by guiding individual work and group discussions. Before facilitating the course, facilitators should meet the following requirements.

Facilitator requirements

- Familiarity with 21st century skills, technology integration, technology tools and resources, and a general understanding of student-centered instruction.
- Prior experience with facilitating technology integration courses for teachers
- Thorough experience with the course, including:
  - Practice using all tools in the course
  - Review all supporting resource files
  - Select appropriate optional activities for participants

Facilitators set the tone for the course discussions. Facilitators can create a rewarding experience for participants by fulfilling the following responsibilities.

Facilitator responsibilities

- Model instruction in a learner-centered environment
- Engage all participants in discussions and activities
- Encourage participants to think critically and deeply about their own practices
- Provide and promote thoughtful and constructive feedback
- Clarify concepts and answer questions
- Promote reflective teaching
- Create a supportive learning community

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Course Structure

Digital Learning Fundamentals consists of an Orientation and four modules:

- Module 1: Going Digital
- Module 2: Digital Communication and Collaboration
- Module 3: Creativity in the Digital Age
- Module 4: Critical Thinking in the Digital Age
- Optional Modules

The course also has several Optional Modules that can be done in a facilitated face-to-face setting, a facilitated online experience, or independently. The facilitator can choose to lengthen the course by adding any of the Optional Modules or may want to consider using the Optional Modules as ongoing follow-up professional development, spanning a school year. Each Optional Module includes its own facilitation guide.

Each of the core and optional modules has three sections:

A **Learn** section with readings that provide an overview of the concepts and **Try It** activities, some required and some optional, that help participants understand the concepts.

An **Apply** section where participants choose one of the options and use what they have learned in the previous section to create activities and resources for their classrooms. Alternatively, if you would like all participants to do the same activity, you may choose for them.

A **Share and Reflect** section where participants get and give feedback on what they have created and think about what they have learned in the lesson. You may want to have participants share their online work. You can use a screen-sharing tool, such as join.me, for the participants to screenshare. Practice the tool in advance.

Technology Tools

The course offers teachers opportunities to try different technology tools and create student samples. To prepare for this, the Facilitator needs to:

- Review the tools in the course. A Tool Chart is provided for facilitators.
- Determine which of the tools (or other tools) will be used in your course
- Register for the tool, if necessary
- Try the tool, understand registration, and fees for the tool
- If you want, Make examples for the activities
- For those without Internet connectivity or unreliable connectivity, offline options are also provided throughout the course.

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Learning Activities

Throughout the modules, participants will try technology tools, see classroom examples, dig deeper into topics through readings, collaborate with peers, create examples for their classrooms, and get ideas and feedback from others.

Try Its

Try It activities offer participants opportunities to explore examples of tools used in the classroom as well as try some tools. Throughout the course, there are Optional Try It activities, as indicated, as well as those that are required. The facilitator should choose, in advance, which of the Optional Try Its will be included

Readings

Readings are included in the course. The PDF files should be downloaded during the course Orientation. Participants will need to have Adobe Reader installed on their devices. Participants should save the Resources to their devices so they can refer to them throughout the course as indicated. The documents are organized alphabetically by module.

The information presented in the course's text is critical for building participants' knowledge about the concepts. Consider how you will present the reading material in the course. You might like to use a variety of methods.

- Participants can read the text individually in their e-readers
- Read some parts aloud to the participants or have selected participants read them aloud to the group. This approach might work well for classroom examples or for any sections you would like to highlight.
- Have partners or small groups read silently or read sections aloud and stop occasionally to discuss what they have read.
- If the course is spread out over several days, you might want to ask participants to read lessons as homework and then use the time together to complete Try It and Apply activities. This would be a kind of "flipped" model.

Classroom Connection

Throughout the course, participants will use a Classroom Connection document to write notes and record their work for the Apply activities. A Classroom Connection Microsoft® Word template is provided, or you may choose to have participants create their own Classroom Connection documents.

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FACILITATION TIP

Although, it may seem like a good idea to present the text through a "round robin" approach or another strategy where participants take turns reading passages orally, it is a common classroom strategy that research has consistently shown to inhibit comprehension and the development of reading skills rather than support them. This approach should not be modeled as an appropriate instructional strategy for participants. Read more about this research at Sweeping Round Robin Reading Out of Your Classroom. Instead of turn-taking oral reading, try the following strategies for presenting text in the course:

- Partner reading—Participants take turns reading sections to each other.
- Stop and think reading—Partners divide a passage up into sections, read sections silently, discussing them after each part.
- Performance—Have small groups prepare a performance of a passage.

Discussions

Discussions help participants exchange ideas, process information, develop new ideas, and refine thinking. Many of the activities in the course are organized around discussing ideas. Whole group, small group, and partners can all be effective formats for discussions. Consider the following when deciding on formats for discussions:

Whole group discussions

The intent of whole group discussions is to foster a learning community to exchange ideas and benefit from others' ideas. When conducting a whole group discussion, consider these tips:

- Establish ground rules so all participants feel safe to share their ideas
- Encourage everyone to participate
- Start with a "getting to know each other" activity at the first meeting
- Acknowledge and respect all ideas, even if you do not agree with them

Small group discussions

Small group discussions provide a more intimate way for participants to delve deeper into topics and get crucial feedback. Groups can be organized by similar grade levels and subject areas, or mixed grade and subject areas. Participants can stay in their same groups for each discussion or can mix. For some discussions, remaining with the same group may be advantageous as participants get to know each other. For others, mixing groups may be advantageous to get different perspectives.

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Pairs

For some feedback sessions, pairs of participants within the small groups may be more productive. Working in pairs provides more time for review and feedback.

To aid discussions, the Appendix includes:

- **Discussion Suggestions**: Tips for engaging in group work
- **Discussion Checklist**: Tips on creating constructive discussions during face-to-face and online discussions

The discussion questions included in the activities are suggestions. Please feel free to include supplemental questions or use the suggested questions as guidelines for developing your own questions.

Intel® Education Online Community

An option for any of the facilitation formats is to create a group to support your training in the Intel® Education Online Community. Facilitators can create groups to support participants with online discussions or provide opportunities to publish Classroom Connection documents for feedback. To join the community, register at http://engage.intel.com. You may wish to review tips on creating a group in the Teachers Engage > Facilitators Engage section of the site.

Course Length

A course schedule sample is provided. The course is about ten hours. However, if you add Optional Try It activities or Optional modules, you will need to add more time. Continuing education credit and/or certificates of completion may be given based on the length of the course and acceptable participation levels, determined by the local program and/or the facilitator.

Planning Your Course Schedule

Plan your course by looking at the time you have available, reviewing the required activities, and then selecting the optional Try It activities that would be most beneficial for your participants and that fit into your schedule. Use the following tables to plan your course. The shaded rows represent

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Course Timing

Orientation	Estimated Time
Course Introduction	15 min.
Module 1: Going Digital	**30 min.**
LEARN (Reading/Explaining)	5 min.
Try It: The 21st Century Classroom In a small group, discuss Digital Learning Foundations Video 1 and create a timeline of your classroom experience.	15 min.
APPLY Classroom Connection Create a document of activities and resources to use with students or download the Classroom Connection template.	10 min.
Module 2: Digital Communication and Collaboration	**3 hrs. 15 min**
Overview (Reading/Explaining)	**10 min.**
Try It: Digital Communication and Collaboration Tools Exploration Learn more about how digital communication and collaboration can be used in the classroom in meaningful ways.	15 min.
Lesson 1: Student Communication	**1 hr. 35 min.**
LEARN (Reading material)	15 min.
Try It: Student Communication Concept Map Participants create a concept map that explains how their students currently engage in classroom communication. This can also be Facilitator-led.	15 min.
Optional Try It: Online Discussion Participants engage in an online discussion with other workshop participants to explore online discussion tools that can be used in their classroom.	15 min.
Try It: Publishing Tools Participants explore students' online publishing examples. The Facilitator may give a demonstration of a publishing tool.	15 min.
Optional Try It: Oral Communication Tools Participants view examples of oral communication student products.	15 min.
Try It: Digital Communication Participants add digital tools to the concept map they created in an earlier Try It activity.	10 min.
APPLY Option 1: Student Communication Tools Participants choose and apply a student communication tool that enhances a lesson or unit they currently teach. Option 2: Class Web Site or Blog Participants choose and begin to develop a Web site or blog that enhances a lesson or unit they currently teach.	30 min.
SHARE AND REFLECT	10 min.

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Lesson 2: Collaborative Communication	**1 hr. 15 min.**
LEARN (Reading/Explaining)	10 min.
Try It: Collaborative Documents Participants work collaboratively on a group writing task to experience how a collaborative document can be used to generate meaningful communication.	15 min.
Optional Try It: Think-Pair-Share Participants reflect on community partnerships and discuss their answers with another course participant.	10 min.
Try It: Parent and Community Communication Participants explore different types of Web sites that can be used to increase collaborative communication in their classroom.	10 min.
APPLY Option 1: Collaborative Documents Participants explore a collaborative document site that could be used to enhance a lesson or unit they currently teach. Option 2: Text Messaging with Parents Participants explore a text messaging tool and consider ways to use the tool to communicate and collaborate with parents. Option 3: Photo-Sharing Sites Participants choose and begin to develop a class photo-sharing site to increase student and parent communication in their classroom.	30 min.
SHARE AND REFLECT	10 min.
Module 3: Creativity in the Digital Age	**3 hrs. 15 min.**
Overview	**10 min.**
Try It: Creativity Fact and Fiction Participants view the presentation, Creativity Fact and Fiction, to learn more about creativity while exploring facts and misconceptions.	15 min.
Lesson 1: Creativity Across the Curriculum	**1 hr. 20 min.**
LEARN	10 min.
Try It: Creative Classroom Scenario Participants explore a creative classroom scenario and read about the creative thinking skills that students are using.	15 min.
Try It: Creative Classroom Self-Assessment Participants consider specific qualities of creative classroom environments and assess how their classroom supports creativity.	15 min.
APPLY Option 1: Creativity Concept Map Participants create a concept map to illustrate how creativity criteria can be used to enhance a lesson or unit they currently teach. Option 2: Creative Classroom Lesson Plan Participants reflect on the creative classroom self-assessment and revise an existing lesson plan to further develop creative classroom practices.	30 min.
SHARE AND REFLECT	10 min.

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Lesson 2: Creativity and Digital Learning	**1 hr.**
LEARN	10 min.
Try It: Digital Creative Writing Tools Participants learn more about creative thinking and writing tools for students.	20 min.
Optional Try It: Multimedia Creation Tools Participants explore how different multimedia tools are used to enhance creative activities with students.	15 min.
APPLY Option 1: Creative Writing Tools Participants explore creative writing tools in more depth and apply the features to develop a creativity-enhanced lesson. Option 2: Infographics Participants explore an infographic tool that could be used in a lesson or unit they currently teach. Option 3: Multimedia Creation Tools Participants explore a multimedia creation tool and begin to develop a student sample to support a lesson or unit they currently teach.	30 min.
Module 4: Critical Thinking in the Digital Age	**2 hrs. 15 min.**
Overview	**15 min.**
Try It: Critical Thinking in the Classroom Participants review a rubric on critical thinking and apply them to classroom scenarios.	15 min.
Try It: Critical-Thinking Skills Participants discuss a detailed list of critical thinking skills and how they apply to their classrooms.	10 min.
Lesson 1: Teaching and Learning Critical Thinking	**45 min.**
LEARN	15 min.
Try It: Technology to Promote Critical Thinking Participants explore tools that support students' critical thinking.	20 min. (more time if doing a Visual Ranking activity)
SHARE AND REFLECT	10 min.

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Lesson 2: Questioning to Promote Critical Thinking	1 hr. 30 min.
LEARN	15 min.
Try It: Categorizing Questions Participants place questions into categories.	10 min.
Try It: Exploration of Virtual Learning Experiences Participants review games and simulations they might use with their students.	20 min.
APPLY Option 1: Questions about Media Participants review questions to help students think critically about different kinds of media. Option 2: Critical Thinking Think-Aloud Participants design a lesson where students think critically about a subject through technology. Option 3: Planning Online Discussions Participants develop questions to help students think critically about content in an online discussion.	30 min.
SHARE AND REFLECT	15 min.

Course Facilitation

Prepare for the course

- ☐ Determine the device, operating system, and eReader participants will be using and test.
- ☐ Review the modules participants will be working through and all tools and resources.
- ☐ Choose and test the tools your participants will be using.
- ☐ Set up the agenda. See sample below.
- ☐ Have an offline version of the course manual on the presentation device in case the online eReader goes down.
- ☐ Create a course Agenda.
- ☐ Provide participants with the course.
- ☐ Send a welcome email with course logistics and a general agenda. Tell participants to make sure they install the eReader that you will be using as well as Adobe Acrobat.
- ☐ Make nametags for participants.
- ☐ Test the course and tools in the room where you will be delivering the course.
- ☐ Prepare for the Orientation by planning a demonstration of the features of the e-reader you will be using.

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Orientation

The Orientation module introduces the participants to the features and structure of the course. Making sure your participants understand how the course works will allow you to focus on the content and tools during the activities. Downloading the Resources for the course is also an important step.

FACILITATION TIP

We have learned that participants like seeing the examples of participant work, so be sure to call attention to the Classroom Connection Example during the orientation.

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Module 1: Going Digital

The first part of this module introduces the course objectives and structure in general, the sections of Overview, Learn, Apply, and Share and Reflect. Also, if you think your participants need an overview or a refresher for using the e-reader, you may want to walk through a review of the course features.

The Try It and Apply activities in the course will go much more smoothly if you prepare thoroughly. Module 1: Going Digital has one Try It. The Apply activity is for the participants to set up their Classroom Connection document, which may mean downloading and personalizing the template or creating their own documents.

Try It: The 21st Century Classroom

Select one of the following videos to show a 21st century classroom and how technology is used in that classroom.

- Technology in Education: A Future Classroom (2:42): A futuristic vision of what classrooms might look like in the future with as-yet unavailable gadgets and strategies to use technology for learning. (Although some of the images have English text, this video has no narration.)
- Blended Learning: Transforming Classrooms with Technology (3:19): An overview of blended learning in different classrooms with different kinds of devices. Includes some interviews with teachers and administrators as well as students in classrooms.
- Deeper Learning through Linked Learning (12:00): A look at a school that focuses on connecting academic knowledge to real-world application through project-based learning. The focus is on robotics and engineering.
- Project-Based Learning: Bridging Our Future (1:05): A brief overview of a technology-based bridge designing project.

After the video, the facilitator can use a timeline tool to show the changes in the participants' classrooms over the years. You can choose a few people to add to the timeline or get a general sense from the group of what to add. This can also be done in small groups if you have an advanced group.

☐ Watch the video and note any aspects you would like participants to notice.

FACILITATION TIP

Be sure to keep your thoughts and comments to a minimum during discussions and concentrate on encouraging participant interaction..

☐ Review the resources on facilitating good discussions.

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- [ ] Select a timeline tool, sign up for an account, and prepare a demonstration of how to use its basic features.
  - [ ] dippity: Online timeline tool
  - [ ] Timeline: A timeline tool that uses Google Spreadsheet

APPLY Classroom Connections Document

Guide participants as they download and personalize the Classroom Connection document or create their own.

If necessary, review transferring a photo from a smartphone to a computer or conducting online searches for images to insert into a word processing document.

- [ ] If participants are using a local word-processing application, you may need to prepare a demonstration on finding and using the clip art in the application.
- [ ] If you have good connectivity and would like participants to use an online storage site such as Google Drive or Dropbox for their Classroom Connections document prepare a demonstration of how to create a new document or upload an existing document into the application.

FACILITATION TIP

If you would like participants to have the experience of using an online storage site even though you have occasional connectivity problems, consider using Dropbox. This application is available online and as an IOS, Android, and Windows app. It sets up a folder with your files on your local device where you can work on them any time and then syncs them to the online site whenever a connection is available. Dropbox provides 2 GB of free storage with registration.

Notes

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Module 2: Digital Communication and Collaboration

This module will give participants an overview of how digital communication connects students, teachers, community members, and parents while encouraging collaboration. Participants will engage in hands-on activities to better understand how digital tools enhance communication and collaboration opportunities. Begin your preparation by reading through the module and taking notes on topics you want to emphasize, particularly those that are most applicable to the specific teaching environments of your participants.

Overview

The Overview section of the Communication and Collaboration module introduces digital tools that enhance communication and collaboration in the classroom. This section has one Try It activity.

Try It: Digital Communication and Collaboration Tools (15 min.)

Participants learn more about how digital communication and collaboration can be used in the classroom in meaningful ways.

- ☐ Review the resource file, Digital Communication and Collaboration Scenarios.
- ☐ Review the resource file, Digital Communication and Collaboration Tools Chart.
- ☐ Decide how you want to group participants for this activity—partners or small groups.
- ☐ Review the discussion questions and prepare some possible answers to help facilitate conversations with participants.
- ☐ Be prepared to offer alternative suggestions if your school has limited bandwidth.

Overview Facilitation Notes

Lesson 1: Student Communication

Lesson 1 introduces participants to the importance of student communication and gives them the opportunity to explore digital communication tools. This section has five Try It activities. Three of the Try Its are required and you may choose to do one or both of the other Try Its, depending on your time. Alternatively, participants can do these outside of the workshop time. Prior to the lesson:

- ☐ Carefully read over the lesson, noting any areas you would like to emphasize.
- ☐ Select either or both of the Optional Try It activities you want participants to complete.

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Lesson 1 Facilitation Notes

LEARN

Try It: Student Communication (15 min.)

Participants create a concept map that explains how their students currently engage in classroom communication.

- [ ] Explore the following technology options and decide which concept mapping tool you would like participants to use.
  - Bubble.us: An easy-to-use concept mapper
  - Creately: A more sophisticated mind-mapping tool with a large variety of export options
- [ ] Prepare a demonstration of the basic features of the tool you have selected.
- [ ] Prepare a procedure and location where participants can save their concept maps for a future Try It activity.

Optional Try It: Online Discussion (15 min.)

Participants engage in an online discussion with other workshop participants to explore online discussion tools that can be used in their classroom.

- [ ] Explore the following technology options and decide which online discussion tool you would like participants to use.
  - TodaysMeet :A simple online discussion tool where you create a room and invite participants to respond through text; registration not required
  - Scribblar: A more advanced online collaboration space with tools for audio and whiteboard sharing; registration is required
- [ ] If registration is required, consider setting up a temporary account that all participants can use simultaneously during the activity. This is especially useful if you are short on time, since you will not need to walk through the registration process and spend time troubleshooting registration issues. Also, participants who are new to online discussions may feel more comfortable in an anonymous environment.
- [ ] Set up an online discussion using the given prompt, What are your thoughts on texting and written communication skills?, or create one of your own question.
- [ ] Prepare a demonstration of the basic features of the tool you have selected.
- [ ] Prepare a set of model responses that demonstrate quality with informed opinions and focused responses. Use these during the activity.
- [ ] During the activity, draw attention to thoughtful posts and good questions.

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Try It: Publishing Tools (15 min.)

Participants explore online publishing tools that can be incorporated into a lesson or unit they already teach.

- [ ] Review the examples of blogs, Web Sites, and E-books.
- [ ] If you would like to demonstrate any of the tools that can be used for publishing, explore one of the following tools and prepare a basic demonstration of the selected tool.
  - Edublogs: A student blog site designed for education; supports video, audio, and text files
  - Weebly: A simple tool for creating a free class Web site or blog
  - SimpleBooklet: A tool for students to create and share Web booklets

Optional Try It: Oral Communication Tools (15 min.)

Participants explore oral communication tools that can be used with their students, with options for both online and offline recording.

- [ ] View the example audio files
  - Student Media Examples: Audio
  - Portable Radio and Portable TV
  - Student Media Examples: Video
  - Adam's Learning Videocast
  - Vidyo: Featured Success Stories
  - Skype in the Classroom Showcase
- [ ] You may want to explore the following technology options and decide if you would like to demonstrate one.
  - Audacity: An online tool for recording and editing sounds
  - YouTube EDU: A popular site for uploading and viewing recorded video content
  - Google Hangout: Use audio, video, and text to chat with others online in real time
- [ ] Prepare a demonstration of the basic features of the tool you have selected.

Try It: Digital Communication (10 min.)

Participants revisit their concept map and add their ideas about how they could use digital communication tools in a lesson they already teach.

- [ ] If possible, display the Digital Communication and Collaboration Tools Chart in a location where all participants can refer to it while generating ideas for classroom application.
- [ ] Prepare a procedure and location where participants can save their concept maps, or make sure there is an available printer in the training room.

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APPLY (30 min.)

- [ ] Review the Apply options.
- [ ] Determine if you would like participants to choose one of the two options or if you will select for them.
- [ ] Remind participants to do all their work in their Classroom Connection. They can put screenshots in to show their online work. You may want to use the Example Classroom Connection document for examples of how the activities could be completed.

Option 1: Student Communication Tools

Participants choose and apply a student communication tool that enhances a lesson or unit they currently teach.

- [ ] Review the technology options below and familiarize yourself with at least one tool in each category so you can make informed recommendations and help participants if they would like to explore them on their own.

Concept Mapping

- Bubble.us: An easy-to-use concept mapper
- Creately: A more sophisticated mind-mapping tool with a large variety of export options

Online Discussions

- TodaysMeet: A simple online discussion tool. Create a room and invite participants to respond through text. Registration not required.
- Scribblar: A more advanced online collaboration space with tools for audio and whiteboard sharing; registration is required

Publishing Tools

- Edublogs: A student blog site designed for education; supports video, audio, and text files
- Weebly: A simple tool for creating a free class Web site or blog
- SimpleBooklet: A tool for students to create and share Web booklets

Oral Communication Tools

- Audacity: An online tool for recording and editing sounds
- YouTube EDU: A popular site for uploading and viewing recorded video content
- Google Hangout: Use audio, video, and text to chat with others online in real time

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Option 2: Class Web Site or Blog

Participants choose and begin to develop a Web site or blog that enhances a lesson or unit they currently teach.

- [ ] Review the technology options below and familiarize yourself with each tool so you can help participants as they explore on their own.
- [ ] Remind participants to view the examples of class Web sites and if they need help identifying features they want to include in their own site.
  - Weebly: A simple tool for creating a free class Web site or blog
  - TeacherWeb: An advanced tool for creating teacher and student Web sites that includes pre-loaded templates with education-specific tools, such as calendars and online quizzes
  - Edublogs: A student blog site designed for education; supports video, audio, and text files
  - Kidblog: A safe and simple blog site for students

SHARE AND REFLECT

- [ ] Review the discussion questions prior to the lesson and prepare potential responses to facilitate conversations with participants.
- [ ] Ask participants to review their notes for the lesson.
- [ ] Place teachers in groups for the discussion.
- [ ] If you would like participants to share their work with the whole group, consider using a screensharing tool, such as join.me[join.me]

Lesson 2: Collaborative Communication

Lesson 2 introduces participants to the relationship between communication and collaboration, and gives them the opportunity to explore digital tools. This section has two Try It activities, and one additional optional Try It. Prior to the lesson:

- [ ] Carefully read over the lesson, noting any areas you would like to emphasize.
- [ ] Determine if you will include the Optional Try It activity.

Lesson 2 Facilitation Notes:

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LEARN

Try It: Collaborative Documents (15 min.)

Participants work collaboratively on a group writing task to experience how a collaborative document can be used to generate meaningful communication.

- [ ] Explore the following technology options and decide which collaborative document tool you would like participants to use.
  - Google Drive: A feature of a Google account that allows the creation of collaborative documents, presentations, spreadsheets, forms, and drawings
  - Padlet: An easy-to-use collaborative white boarding tool.
  - Mixedink: A collaborative writing tool that allows groups of any size to write together. A more robust version is available for a cost
  - Microsoft One Note
- [ ] Set up multiple collaborative documents, one for each small group, with the heading "Digital Tools" at the top.
- [ ] Prepare how you are going to share the documents with the course participants. Depending on the tool you select, this will most likely involve uploading your documents to cloud storage and inviting participants to access the documents through the accounts they set up.
- [ ] Prepare a demonstration of the basic features of the tool you have selected, including:
  - How to register for the site.
  - How to access the shared document.
  - How to add text and use the annotation feature to comment on another participant's text.
- [ ] Divide the participants into small groups.
- [ ] During the activity, draw attention to thoughtful posts and good comments.

Optional Try It: Think-Pair-Share (10 min.)

Participants reflect on community partnerships and discuss their answers with another course participant.

- [ ] Divide course participants into groups of two.
- [ ] Review the discussion questions prior to the activity and prepare potential responses to facilitate conversations with participants.
- [ ] For those participants who chose Option 2: Class Web Site or Blog, they could consider how they would use the tool for parent.

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Try It: Parent and Community Communication (10 min.)

Participants explore different types of Web sites that can be used to increase collaborative communication in their classroom.

- ☐ Review the examples provided.
- ☐ Explore the following technology options and decide which Web site tool you would like participants to use.
  - Weebly: A simple tool for creating a free class Web site or blog
  - Shutterfly: A tool to create a classroom site with features specifically designed for classrooms; includes options for adding video and text
  - Edublogs: A student blog site designed for education; supports video, audio, and text files
- ☐ If you would like, prepare a demonstration of the basic features of the tool you have selected.

APPLY (30 min)

- ☐ Review the Apply options.
- ☐ Determine if you would like participants to choose one of the three options or if you will select for them.
- ☐ Remind participants to do all their work in their Classroom Connection. They can put screenshots in to show their online work. You may want to use the Example Classroom Connection document for examples of how the activities could be completed.

Option 1: Collaborative Documents

Participants explore a collaborative document site that could be used to enhance a lesson or unit they currently teach.

- ☐ Review the technology options below and familiarize yourself with each tool so you can help participants as they explore on their own.
  - Padlet: An easy-to-use collaborative white boarding tool.
  - Google Drive: A feature of a Google account that allows the creation of collaborative documents, presentations, spreadsheets, forms, and drawings
  - OneNote: A note-taking and organizational tool that allows easy access to shared documents
- ☐ Optional: Prepare some sample online collaborative documents that participants can use as an example of how they might want to set up their own document.

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Option 2: Text Messaging with Parents

Participants explore a text messaging tool to increase student and parent communication in their classroom.

- [ ] Review the technology options below and familiarize yourself with each tool so you can help participants as they explore on their own.
  - Remind: A one-way private text messaging tool
  - Kikutext: A tool to send text messages to parents and students using a code

Option 3: Photo-Sharing Sites

Participants choose and begin to develop a class photo-sharing site to increase student and parent communication in their classroom.

- [ ] Review the technology options below and familiarize yourself with each tool so you can help participants as they explore on their own.
  - Shutterfly: A photo-sharing site with features specifically designed for classrooms; includes options for adding video and text
  - Flickr: A simple photo-sharing site where registered viewers can leave comments on each photo
  - Animoto: A more advanced photo-sharing tool that uses music and animation to create short videos with your photos
- [ ] Participants may not have accessible photos for their photo-sharing site. Prior to the activity, locate a few images and save them to a shared folder that participants can use if they want to practice uploading pictures.
- [ ] Optional: Prepare some examples of class photo-sharing sites that you can show to participants if they need help identifying features they want to include in their own site.

SHARE AND REFLECT

- [ ] Review the discussion questions prior to the lesson and prepare potential responses to facilitate conversations with participants.
- [ ] Ask participants to review their notes for the lesson.
- [ ] Place teachers in groups for the discussion.
- [ ] If you would like participants to share their work with the whole group, consider using a screensharing tool, such as join.me[join.me]

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Module 3: Creativity in the Digital Age

This module will give participants an overview of the skills involved in thinking creatively with technology. Participants will engage in hands-on activities to better understand the kind of classroom environment that promotes and develops creativity, and how to use technology in ways that foster student creativity. Begin your preparation by reading through the module and taking notes on topics you want to emphasize, particularly those that are most applicable to the specific teaching environments of your participants.

Overview

The Overview section of the Creativity module introduces fundamental ideas about creativity, including the skills and dispositions that develop creative thinking. This section has one Try It activity.

Try It: Creativity Fact and Fiction (15 min.)

Participants view the presentation, Creativity Fact and Fiction, to learn more about creativity while exploring facts and misconceptions.

- [ ] Review the resource file, Creativity Fact and Fiction.
- [ ] Decide how participants will view the presentation, on their individual computers, or in a small or whole group.
- [ ] Model how participants should pause after each slide and record their answer about whether the statement is fact or fiction. Decide how you would like participants to record their answers, for example:
  - Use annotation tools within the PDF.
  - Use a polling tool, such as Poll Everywhere, to collect and display participants' responses as they view the slideshow. This is a good way to engage participants in the activity and generate a higher-level discussion about creativity misconceptions.
- [ ] You may wish to remind participants that the purpose of the activity is not to get the right answer every time, so they do not need to worry if they are not sure how to respond to each statement. Explain that the purpose is to start exploring ideas about creativity through common misconceptions and long-held beliefs.

Overview Facilitation Notes:

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Lesson 1: Creativity Across the Curriculum

Lesson 1 introduces participants to classroom environments and instructional strategies that promote creativity. This section has two Try It activities. Prior to the lesson:

- [ ] Carefully read over the lesson, noting any areas you would like to emphasize.

Lesson 1 Facilitation Notes:

LEARN

Try It: Creative Classroom Scenario (15 min.)

Participants explore a creative classroom scenario and read about the creative thinking skills that students are using.

- [ ] Review the resource files, Creative Classroom Scenario and Criteria for Creativity.
- [ ] If possible, display the Criteria for Creativity in a place where all participants can refer to it as they read through the Creative Classroom Scenario.
- [ ] Decide how you want to group participants for this activity—partners or small groups.
- [ ] Review the discussion questions and prepare some possible answers to help facilitate conversations with participants.

Try It: Creative Classroom Self-Assessment (15 min.)

Participants consider specific qualities of creative classroom environments and assess how their classroom supports creativity.

- [ ] Review the resource files, Creative Classroom Self-Assessment and Classrooms That Support Creativity.
- [ ] Decide how participants will access the self-assessment, and where they will save their finished assessment for future use in the Apply section.
- [ ] Encourage participants to be reflective and make notes in the Comments section on any ideas they have for lessons or activities that would help support the creativity indicator.

APPLY (30 min)

- [ ] Review the Apply options.
- [ ] Determine if you would like participants to choose one of the two options or if you will select for them.
- [ ] Remind participants to do all their work in their Classroom Connection. They can put screenshots in to show their online work. You may want to use the Example Classroom Connection document for examples of how the activities could be completed.

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Option 1: Creativity Concept Map

Participants create a concept map to illustrate how creativity criteria can be used to enhance a lesson or unit they currently teach.

- [ ] If possible, display the Criteria for Creativity where all participants can refer to it as they create their concept maps.
- [ ] Review the technology options below and familiarize yourself with each tool so you can help participants as they explore on their own.
  - Bubbl.us: An easy-to-use concept mapper
  - Creately: A more sophisticated mind-mapping tool with a large variety of export options
- [ ] Decide how participants will share their concept maps, and how they will receive feedback from other participants. Be sure to allow time for participants to make changes based on the feedback they receive.
- [ ] Prepare a procedure and location where participants can save their concept maps, or make sure there is an available printer in the training room.

Option 2: Creative Classroom Lesson Plan

Participants reflect on the creative classroom self-assessment and revise a lesson plan to further develop creative classroom practices.

- [ ] Review the resource file, Creative Classroom Self-Assessment.
- [ ] Review the technology options below and familiarize yourself with each tool so you can help participants as they explore on their own.
  - Bubbl.us: An easy-to-use concept mapper
  - Creately: A more sophisticated mind-mapping tool with a large variety of export options
- [ ] Prepare a procedure and location where participants can save their lesson plans, or make sure there is an available printer in the training room.

SHARE AND REFLECT (10 min)

- [ ] Review the discussion questions prior to the lesson and prepare potential responses to facilitate conversations with participants.
- [ ] Ask participants to review their notes for the lesson.
- [ ] Place teachers in groups for the discussion.
- [ ] Use a screen-sharing tool if you would like participants to share their work with the whole group.

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Lesson 2: Creativity and Digital Learning

Lesson 2 introduces participants to digital tools that encourage experimentation, innovation, and creativity. This section has two Try It activities. One of the Try Its is required and one is optional. Prior to the lesson:

- [ ] Carefully read over the lesson, noting any areas you would like to emphasize.
- [ ] Determine if you would like to include the Optional Try It activity.

Lesson 2 Facilitation Notes:

LEARN

Try It: Digital Creative Writing Tools (15 min.)

Participants learn more about creative thinking and writing tools for students.

- [ ] Explore the following Web sites and prepare notes about any specific examples or tool features you would like to highlight. If you plan to demonstrate a tool, consider your audience and choose examples that are the most applicable.

Comic Strips

- Super Hero Comic Book
- Character Study
- Human Ingenuity

E-books

- Storybird E-book Examples
- Mr. Smith's Class E-books
- Authentic Authors

Blogs and Wikis

- Flat Rosie's Adventures
- Calder/Kemp Crew
- Amy M's Creative Mind
- Molly's Mystery Journal

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Tools

- Edublogs: A student blog site designed for education. Supports video, audio, and text files
- Pixton: A comic strip creator with specific features for education
- Storybird: A digital storytelling tool with advanced creative tools and collaboration features

☐ Provide time for participants to explore the sites on their own. They will not create or save any work at this point, however.

☐ Optional: Choose one tool that you would like to highlight. Prepare a demonstration of the basic features of the tool you have selected.

Optional Try It: Multimedia Creation Tools (15 min.)

Participants explore how different multimedia tools are used to enhance creative activities with students.

☐ Explore the following video files and multimedia presentations, and prepare notes about any specific examples or tool features you would like to highlight. Consider your audience and choose examples that are the most applicable.

- Multimedia Book Report
- A Twist on the School Book Report
- The Great Depression Project
- Student Alphabet Video
- Civil Rights Presentation
- The Green Human Project
- Student Book Review: Lilly's Purple Plastic Purse
- PowToon Teacher and Student Examples

☐ Provide time for participants to explore the sites on their own. They will not create or save any work at this point, however.

☐ Optional: Choose one tool that you would like to highlight. Prepare a demonstration of the basic features of the tool you have selected.

- PowToon: A simple tool for creating animated videos and presentations
- Animoto: An advanced video creation tool that uses music and animation to create short videos with your photos and text
- VoiceThread: Create a slide show of images or video, and narrate with text or audio

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APPLY (30 min)

- [ ] Review the Apply options.
- [ ] Determine if you would like participants to choose one of the two options or if you will select for them.
- [ ] Remind participants to do all their work in their Classroom Connection. They can put screenshots in to show their online work. You may want to use the Example Classroom Connection document for examples of how the activities could be completed.

Option 1: Creative Writing Tools

Participants explore creative writing tools in more depth and apply their features to develop a creativity-enhanced lesson.

- [ ] Review the technology options below and familiarize yourself with each tool so you can help participants as they explore on their own.
  - Edublogs: A student blog site designed for education; supports video, audio, and text files
  - Pixton: A comic strip creator with specific features for education
  - Storybird: A digital storytelling tool with advanced creative tools and collaboration features
- [ ] Optional: Prepare or locate examples from each tool that can be used to help participants generate ideas for classroom application. For example, you might choose to create:
  - One page from a digital story
  - The first three frames of a comic strip
  - A story introduction on a blog

Option 2: Infographics

Participants explore an infographic tool that could be used in a lesson or unit they currently teach.

- [ ] Review the technology options below and familiarize yourself with each tool so you can help participants as they explore on their own.
  - PiktoChart: An easy-to-use infographic design tool with built-in templates
  - Visual.ly: A more complex visual design tool with advanced infographic features
- [ ] Optional: Display the resource file, Creativity and Infographics, to provide a variety of infographic examples that participants can view when developing their own.

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Option 3: Multimedia Creation Tools

Participants explore a multimedia creation tool and begin to develop a student sample to support a lesson or unit they currently teach.

- ☐ Review the technology options below and familiarize yourself with each tool so you can help participants as they explore on their own.
  - PowToon: A simple tool for creating animated videos and presentations
  - Animoto: An advanced video creation tool that uses music and animation to create short videos with your photos and text
  - VoiceThread: Create a slide show of images or video, and narrate with text or audio
- ☐ Encourage participants to spend time experimenting with the tool and getting to know its features, rather than worrying about completing a product. Be prepared to help participants save their work, so they can finish their projects at a later time.
- ☐ Optional: Prepare or locate examples from each tool that can be used to help participants generate ideas for classroom application.

SHARE AND REFLECT (15 min)

- ☐ Review the discussion questions prior to the lesson and prepare potential responses to facilitate conversations with participants.
- ☐ Ask participants to review their notes for the lesson.
- ☐ Place teachers in groups for the discussion.

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Module 4: Critical Thinking in the Digital Age

This module will give participants an overview of the components and skills involved in thinking critically with and about technology. It will review instructional strategies and activities to develop students' critical thinking skills. An optional module on helping students develop good arguments extends their understanding of the role of critical thinking in meeting content standards and building 21st century skills. Begin your preparation by reading through the module and taking notes on topics you want to emphasize, particularly those that will apply especially to teachers in their specific teaching and learning environments.

Overview

The Overview section of the Critical Thinking module has one Try It activity.

Try It: Critical Thinking in the Classroom

- [ ] Review Critical Thinking Rubric and the Classroom Examples.
- [ ] Think about how the descriptors in the rubric could apply to the examples.

Overview Facilitation Notes

Lesson 1: Teaching and Learning Critical Thinking

In this lesson your participants will learn teaching strategies for helping students become better critical thinkers with technology.

LEARN

- [ ] Review the lesson and take notes on any aspects you would like to emphasize with your participants.
  Notes

Lesson 1 Facilitation Notes

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Try It: Technology to Promote Critical Thinking

Prepare a demonstration of the most basic features of one or more of the tools listed.

- ☐ Familiarize yourself with at least one tool in each category so you make informed recommendations and help participants if they would like to explore them on their own.
- ☐ You may choose to use Visual Ranking to introduce this activity. If you use this tool, you will need to complete the following steps:
  - Set up an account in the Teacher Workspace if you don't already have one.
  - Create a Visual Ranking project, such as the example, The Future Classroom, where participants order the likelihood of the items in the list being in future classrooms.

  - Or, create your own set of relevant terms for your participants to rank with the tool, such as most used technology in their school, technology you would like to use in your classroom, or favorite apps.
  - Provide participants student login information.

Online Thinking Tools

- Visual Ranking: A tool that allows students to rank items, explain their reasoning, and compare their lists with other groups. Free with Intel Teacher Workspace registration. If you use
- Seeing Reason: An interactive tool where students map cause-and-effect relationships. Free with Intel Teacher Workspace registration.

Text Annotation

- A.nnotate: An online annotation tool.
- Diigo Web Collector: A Google Chrome extension that allows users to bookmark Web pages and highlight or add comments. Other features are also available.

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Demonstrations of Learning in New Formats

- Audacity: An online tool for recording and editing sounds.
- Draw Island: A free online drawing tool.

SHARE AND REFLECT

- [ ] Ask participants to review their notes for the lesson.
- [ ] Place teachers in groups for the discussion.

Lesson 2: Questioning to Promote Critical Thinking

- [ ] Carefully read over the lesson, noting any areas you would like to emphasize.

Lesson 2 Facilitation Notes

Try It: Categorizing Questions

- [ ] Decide whether participants will work with partners or by themselves.
- [ ] Review the correct answers to the activity with your participants.
  - What patterns do you see in your data? *Divergent*
  - What are the characteristics of a triangle? *Convergent*
  - What would have happened if the countries at war had had different leaders? *Divergent*
  - Predict what will happen if you combine the two fluids. *Divergent*
  - Why does the earth revolve around the sun? *Convergent*
  - What are the main exports and imports of Peru? *Convergent*

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Try It: Exploration of Virtual Learning Experiences

- [ ] Familiarize yourself with one or more of the following sites and you may wish to prepare a demonstration for your participants.
    - Amrita Online Labs: A collection of interactive digital science experiments with lesson plans. Free with registration.
    - Gazillionaire: A free online game to teach the basics of business. Free version available with registration.
    - Marsquest: Students can launch a spacecraft to Mars and explore the planet. No registration required.
    - Nation States: Students create their own country according to their own principles. Free with registration.
    - Welcome to Virtual Tours: A comprehensive list of museums, tours, and exhibits, around the world that have virtual experiences for students
- [ ] Place participants in small groups for the discussion.

Notes

APPLY

- [ ] Review the Apply options.
- [ ] Determine if you would like participants to choose one of the two options or if you will select for them.
- [ ] Remind participants to do all their work in their Classroom Connection. They can put screenshots in to show their online work. You may want to use the Example Classroom Connection document for examples of how the activities could be completed.

Select the option you would like your participants to complete in their Classroom Connections document. Remember that you can use the sample Classroom Connections document for examples of how the activities could be completed.

Option 1: Questions about Media

- [ ] Review the media analysis documents available for download.
- [ ] Model how you would modify a set of questions for a specific content task.

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Option 2: Thinking and Questioning

- [ ] Download an educational video to a computer or have one available on a DVD player or VCR for participants to use in case you have limited connectivity.
- [ ] If you would like to prepare a demo of one of the sites, review recommended sites for finding relevant media.
  - Khan Academy: A collection of instructional videos on arithmetic, pre-algebra, algebra, physics, and chemistry
  - Science videos: An extensive collection of videos on every aspect of science, many dealing with current issues around the world
  - National Geographic videos: A site with a wide variety of well-done videos about nature around the world
  - Poetry Out Loud: A collection of poetry readings

SHARE AND REFLECT

- [ ] Ask participants to review their notes for the lesson.
- [ ] Place teachers in groups for the discussion.
- [ ] Choose a screen-sharing tool if you would like them to share their work with the whole group.

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Appendix

Discussion Suggestions

Online Group Discussions

Consider the following suggestions when engaging in an online group discussion:

- Ensure posts are substantive and advance or reframe a discussion
- Support comments with examples, experiences, or references
- To encourage responses to your entry, ask participants a question about the material you have posted or ask whether others agree or disagree with your thoughts and why
- Revisit the discussion regularly to review your entries and respond to other participants

Providing Constructive Feedback

Consider the following tips when providing feedback in an online or face-to-face discussion:

- Begin by giving positive feedback to establish a supportive tone
- Be clear and specific when providing suggestions
- Provide constructive feedback that is descriptive, rather than evaluative
- Provide examples and tips
- In an online environment, read posts out loud to make sure they are complete
- Ask for clarification to ensure that you understand what is being said
- Make neutral statements
- Focus on elements that the individual can change and that are relevant to the topic
- Provide feedback in a timely manner
- Limit feedback to two or three key comments
- For facilitators, remind participants that you are available to help them
- End with a motivational statement

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Discussion Checklist

The Discussion Checklist can enhance participants' conversations. Tips for improving online interactions are included.

- [ ] My discussions reflect a deep understanding of the content through the use of detailed examples and comparisons.
- [ ] I make meaningful connections between the course content and classroom practice.
- [ ] I connect the topics I am learning about to broader issues and ideas.
- [ ] I take risks by sharing areas of confusion and concern.
- [ ] I respond to colleagues' comments and entries by asking questions, elaborating, paraphrasing, and extending their ideas.
- [ ] My writing is easy to understand.
- [ ] I follow online conventions for creating a positive and productive discussion environment.
- [ ] I respond to discussions early to encourage meaningful interaction.

Notes

Add instructions about e-readers (Kno e-reader and others)

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Tools Chart

The following chart lists all of the online tools referenced in the course. You may wish to personalize this chart with your own favorites, or include online tools that your course participants are already familiar with.

Core Modules

Digital Tool Type	Module 1: Going Digital	Module 2: Digital Communication and Collaboration	Module 3: Creativity	Module 4: Critical Thinking
Annotation				• A.nnotate • Diigo Web Collector
Audio Recording		• Audacity		• Audacity
Blogs		• Edublogs • Kidblog • Weebly	• Edublogs	
Collaborative Writing	• Google Drive	• Google Drive • Mixedink • OneNote • Padlet		
Comic Strips			• Pixton	
Digital Storytelling			• Storybird	
Drawing				• Draw Island
E-book Publishing		• SimpleBooklet		
Filesharing		• Google Drive		
Graphic Organizers		• Bubble.us • Creately	• Bubble.us • Creately	
Infographics			• PiktoChart • Visual.ly	
Messaging		• Kikutext • Remind		
Online Discussions		• Scribblar • TodaysMeet		
Photo Sharing Sites		• Animoto • Flickr • Shutterfly		
Presentations			• Animoto • Powtoon • VoiceThread	

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Digital Tool Type	Module 1: Going Digital	Module 2: Digital Communication and Collaboration	Module 3: Creativity	Module 4: Critical Thinking
Simulations				• Amrita Online Labs • Gazillionaire • Marsquest • Nation States
Thinking Tools				• Seeing Reason • Visual Ranking
Video Conferencing		• Google Hangout		
Videocast		• YouTube EDU		
Web Sites		• Shutterfly • Weebly • TeacherWeb		

Optional Modules

Digital Tool Type	Cyber Safety and Online Responsibility	Independent Digital Learners	Mobile Phones in the Classroom	Technology Supported Arguments
Annotation				• A.nnotate • Marker.to • Diigo Web Collector
Argumentation Tools				• Showing Evidence • Debate Graph
Audio Recording			• QuickVoice	
Blogs			• Edublogs • Weebly	
Calendar			• myStudent Homework Planner	
Camera			• Flickr • WeVideo	
Geocaching			• OpenCaching • GeoCaching	
Graphic Organizers	• SimpleMind • Mindomo	• Bubble.us • Idea Sketch • Mindomo		• Bubble.us • Idea Sketch • Mindomo
Internet Browsing			• Bing • Google	

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Digital Tool Type	Cyber Safety and Online Responsibility	Independent Digital Learners	Mobile Phones in the Classroom	Technology Supported Arguments
Mapping and GPS			• Google Maps • GPSnote • GPSEssentials	
Note-Taking			• Evernote	
Polling			• Poll Everywhere • Socrative	
Presentations			• Prezi	
QR Coders			• QR Code Reader • QR Code Monkey	
Reminders			• Remind • Classpager	
Social Bookmarking			• Diigo • Delicious	
Social Media	• Edmodo	• Edmodo	• Edmodo • Twitter	
Specific Information Retrieval			• ChaCha	
To-Do Lists			• Wunderlist • Any.do	
Video conferencing			• Skype	

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