Classroom Connection Teacher Example

*Note: This Sample Classroom Connection is from a fictitious teacher. As you will notice, all of the Apply activities are completed, however, you will only be doing one for each lesson. As you will also see here, you will likely have a chance to begin one Apply activity per lesson, but will need to finish it outside of the training time.

Name

Margaret Wambugu

Instructions

This document is a place for you to record your work in the Apply activities of the Digital Learning Fundamentals Course and to take notes on your thoughts and plans for how you will use what you have learned throughout the modules in your classroom. You are encouraged to personalize this document.

*Note: As you will notice, all of the Apply activities are included; however, you will only be doing one for each lesson. As you will also see here, you will likely have a chance to begin one Apply activity per lesson, but will need to finish it outside of the training time.

About You (Optional)

My name is Margaret Wambugu, and I teach middle school language arts in Kenya. I am very excited about getting a mobile lab of new computers this year. I like to try new things with my students, and this technology will be a great tool to get students involved in being creative.

Images (Optional)

Insert photos or other graphics that describe you, your school, or your students.

My students are enthusiastic about using technology and are looking forward to working with the new computers.

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Education

Module 1: Going Digital

Notes

bubbl.us–Venn Diagram Maker
Set up account in Google Drive

Module 2: Digital Communication and Collaboration

Overview Notes

Tools for Communication and Collaboration

- *Online discussion boards*
- *Video conferencing*
- *Collaborative documents*

Lesson 1: Student Communication Notes

Outcomes

- *Student learning focus*
- *Engagement*
- *Classroom community*

Lesson 1 Try Its Notes

Try It: Digital Communication and Collaboration Tools Exploration

- *Look at the Digital Communication and Collaboration Scenarios sections again for more ideas.*
- *May use a graphic organizer tool for partnered reading*
- *VisitEdublogs.org and decide how to use it for student blogs*

Try It: Online Discussion

- *TodaysMeet was easy to use—can see using it with students to get instant feedback from each student*

Try It: Publishing Tools

- *The news blog was a helpful example of how to publish student work in a meaningful way. I'd like to try a news blog with my students.*

APPLY Student Communication

Option 1: Student Communication Tools

Lesson/Unit:

Book Talks

Briefly describe the lesson or unit you have chosen:

Students brainstorm their book talk presentations with a graphic organizer.

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Digital communication can enhance the lesson:

- *Integrate it into classroom brainstorming as large group collaboration*
- *Train students how to use bubbl.us.*
- *Have students work in pairs and use bubbl.us to create a visual for next partnered book talk presentation.*
- *Share Partnered Book Talk Reminders with Bubbl.us.*

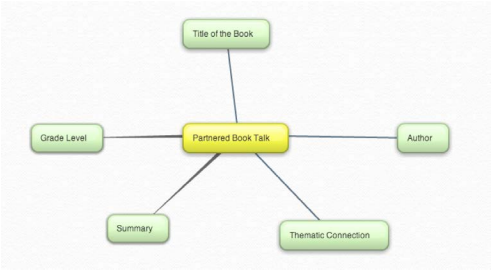
Tool:

bubbl.us

Login:

Screen Name: mwambugu14 Password: year14

Consider taking a screenshot of the student sample you created or save your work as an image file and insert it below.



Next steps:

Use bubble.us to do character maps with next short story they read as a class.

Option 2: Class Web Site or Blog

Lesson/Unit:

Journal Project

Briefly describe the lesson or unit you have chosen:

The yearlong weekly creative-share journal project that the students currently do in a journal notebook could be moved to an online blog on Edublogs.org.

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Web site/blog can help students communicate:

- *Peer review is more efficient, since peers can review at anytime online.*
- *The number and variety of people that students can share their journals with is vast, since they can give access to their blog online.*
- *Parents, or other adults a student trusts, can be looped into the review process much more easily.*
- *The teacher review is easier and can happen at anytime.*
- *Edublogs can reach a wider audience, and this method for journaling could easily evolve into a larger project to reach a larger audience.*
- *It would be much easier to do peer sharing for discussion groups using Edublogs.org.*

Tool:

Edublogs: edublogs.org

Login:

Screen Name: mwambugu14 Password: year14

Tools and features:

- *Add an About page*
- *Manage the widgets or menus*
- *Manage how comments work*

If you started a blog or Web site, consider taking a screenshot or save your work as an image file and insert it below.

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Notes about the tool you used:

My vision is for the students to eventually use student blogs for their creative-share journals. This will make my review more efficient, since I will not need to take any notebook from them to review and comment on their work. Student can also share their work with their peers, collecting thoughts and feedback at anytime.

Lesson 2: Collaborative Communication Notes

Collaborative Writing Purposes:

- *Describing their learning*
- *Giving and getting feedback*
- *Learning from better writers and thinkers*
- *Learning collaboration processes*

Lesson 2 Try Its Notes

Try It: Collaborative Documents

- *Review again the Collaborative Writing Purposes for Students as well as the classroom example given for Collaborative Documents as I plan to incorporate more collaboration into my classroom.*
- *Review the collaborative document created in the Try It- Collaborative Documents, to review how colleagues will use the digital tools in their classrooms.*
- *Review the classroom examples in the Collaborative Communication Tools section*

Try It: Parent and Community Communication

- *Shutterfly – would love to start using Shutterfly as a weekly journal for parents*

APPLY Explore Tools for Collaborative Communication

Option 1: Collaborative Documents

Lesson/Unit:

Poetry

Briefly describe the lesson or unit you have chosen:

I currently teach a poetry unit, and one portion of the unit has groups of students explore sonnets from a specific poet (http://www.sonnets.org/alpha.htm). During their exploration, they discuss the style, imagery, and inferences. They also analyze how the form and structure of the sonnet contribute to the meaning of the poem. Next, the students pretend to be the poet and collectively write a sonnet together, while paying attention to the style, imagery, and inferences commonly used by their poet.

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Collaborative document could enhance student communication and collaboration:

- *If students use a collaborative document to collect information about each sonnet written by their poet, it would be easy and efficient for each student group to set up the collaborative document together and communicate clearly about the category columns. Each team member could then add information to the collaborative document, while building on the information added by other team members.*
- *The collaborative document would clearly show the contributions of each team member, and give a great platform for the team to discuss each sonnet, make changes or additions to the information shared by other team members. Later, team members could also use the collaborative document to write their own sonnet, in the style of their chosen poet, collaboratively.*

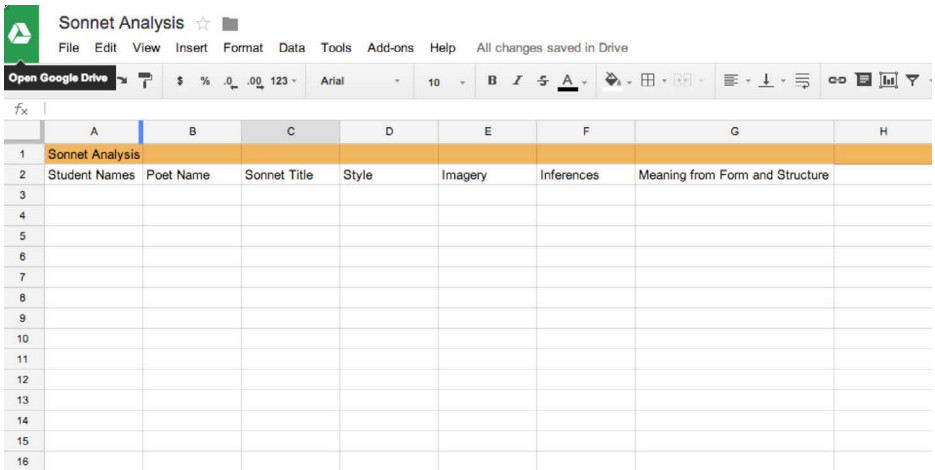
Tool:

GoogleDrive: https://www.google.com/drive/index.html

Login:

Screen Name: mwambugu14 Password: year14

If you started a collaborative document for your students, consider taking a screenshot or save your work as an image file and insert it below.



Option 2: Text Messaging with Parents

Tool:

Remind: remind.com

Login:

Password: year14

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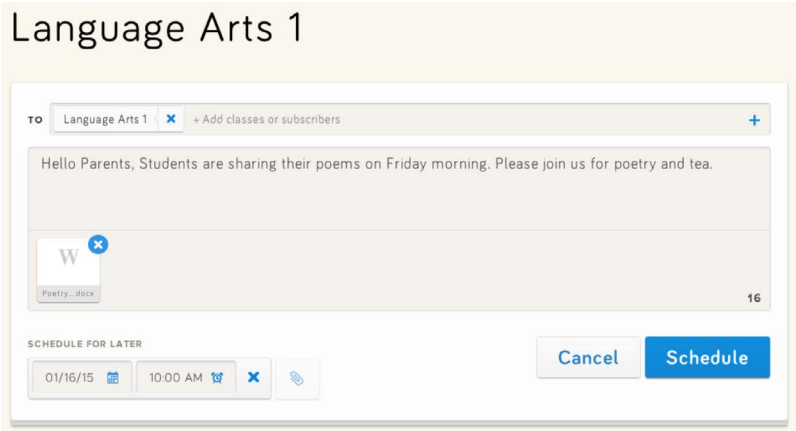
How the tool could be used to enhance communication and collaboration with parents:

Remind is so easy to use! All of my parents have mobile phones and text so it's a great way to get messages to them – they don't even need to have email! I can send frequent texts and keep parents up-to-date.

Ideas for text messaging:

- *Invite parents to my class when students share their work*
- *Invite parents in as guest speakers*
- *Ask parents for supplies when we need them*
- *Ask parents to chaperone on field trips*

If you tried a tool, or save your work as an image file and insert it below.



Option 3: Photo-Sharing Sites

Photo-sharing site:

Flickr: http://www.flickr.com

Login:

Screen Name: mwambugu14 Password: year14

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How a photo-sharing site will help with parent/community communication as well as collaboration:

- *Flickr is a very easy site to signup for, upload photos and videos, and access millions of photos taken by others.*
- *Flickr makes it easy to use a built-in content filter to make the site safe for my students to view other people's pictures. It also has a resource called "Community Guidelines" that I can use with the students to discuss what content is acceptable.*
- *Many people that post to Flickr give free access to their photos. This will also be an opportunity to educate my students about citing their source for a photo and giving credit to the photographer.*
- *Flickr allows me to give students and parents access to comment on photos, which would be helpful when pictures are posted for specific projects, trips, and classroom photos. Students could annotate photos that they contributed or were pictured in, and parents could see which pictures their child submitted, as well as comment on various photos. All this communication adds to the overall communication and collaboration between teacher, students, and parents.*

Photo ideas:

- *Documenting and posting photos of the students working on a project from start to finish will help parents feel more involved with their child in the school projects.*
- *Taking photos of the actual work in progress and posting is another way for parents to follow the progress of a project. Students can then annotate photos that are of their project, allowing parents to see progression photos of their child's work throughout a project.*
- *Photographing students working, alone or in groups, doing various kinds of work and posting, is important for parents to see their children engaged, thinking, laughing, and enjoying their education. This transparency helps to improve my relationship with parents, and gives parents and students things to talk about.*
- *Posting pictures of fieldtrips, or outings that have been taken by the students, where students can annotate the photos, give parents information and a better understanding of the learning.*

If you started a photo-sharing site, consider taking a screenshot or save your work as an image file and insert it below.

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Creativity in the Digital Age

Overview Notes

- *Research Sir Ken Robinson*
- *Differences between creativity skills and dispositions*

Lesson 1: Creativity across the Curriculum Notes

Ideas for a creative classroom

- *Divergent thinking*
- *Brainstorming*
- *Making associations*

Lesson 1 Try Its Notes

- *Use the rubrics from the Criteria for Creativity document to create checklists - this might work well in the modern-day myth unit*
- *Finish the creative classroom self-assessment at home. I think this assessment could be really useful to revisit in 2 months and see what's changed in my classroom.*

Apply: Implementing Creativity in the Classroom

Option 1: Creativity Concept Map

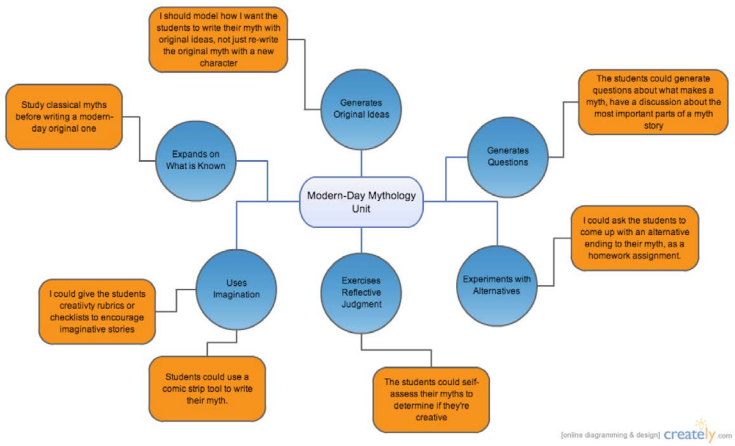
Briefly describe the lesson or unit you have chosen:

Modern-Day Mythology Unit: Students learn about ancient mythology and then apply their creative writing skills to write a myth based on a contemporary hero.

Objectives:

- *Describe, analyze and interpret myths from different cultures and time periods*
- *Use the creative writing process to produce an original myth that incorporates some features and structure of myths*

Concept Map: (consider taking a screenshot of the concept map you have created or save your work as an image file and insert it below)



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Notes about the tool you used:

I really liked this tool for concept mapping. It was easy to use and it was free. I think my students could use Creately to brainstorm ideas for their myths.

Option 2: Creative Classroom Lesson Plan

Area from the self-assessment that you would like to focus on improving:

I would like to focus on the statement: I model how to think about the thinking process from the Creative Classroom Self-Assessment. I marked "Sometimes" but I think I could move into the "Frequently" category.

Ways in which you currently exhibit this idea:

Currently I model for students how to think about components of writing, the writing process, and sometimes I model how to self-edit a piece of writing.

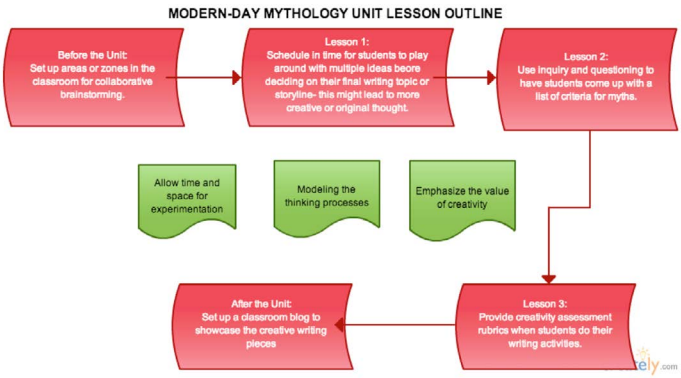
List of ideas you'd like to implement:

I think I could improve the way that I model creative thinking skills. I could show students what it looks like to think of original ideas or model how to experiment with alternative ideas. One specific area that I think this would be useful is during our Modern-Day Mythology unit. I could model how to think about the creative thinking process- show students how to use their imagination and generate original ideas. This would probably lead students to creating more unique stories, not just using a new character with an old storyline.

Briefly describe the lesson or unit you have chosen:

Modern-Day Mythology Unit: Students learn about ancient mythology and then apply their creative writing skills to write a myth based on a contemporary hero.

Lesson Outline: (consider taking a screenshot of the concept map or outline you have created, or save your work as an image file and insert it below)



Notes about the tool you used:

I really liked this tool for creating a lesson plan outline to show how I can enhance my current unit. It was easy to use and free. I think my students could use Creately to storyboard their myths.

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Lesson 2: Creativity and Digital Learning Notes

Digital learning and creativity

- *Making real-world connections*
- *Supports student voice and choice*
- *Allows anytime anywhere learning*
- *Supports multimedia products*

Lesson 2 Try Its Notes

- *Go back and explore the Edublogs site to find more examples that relate to language arts. This would be really good for the Modern-Day Mythology unit.*
- *Figure out if PowToon or Animoto could be used to add a multimedia component to our mythology unit- ask about creating accounts on the computer lab computers.*

APPLY: Explore Digital Creativity Tools

Option 1: Creative Writing Tools

Briefly describe the lesson or unit you have chosen:

Modern-Day Mythology Unit: Students learn about ancient mythology and then apply their creative writing skills to write a myth based on a contemporary hero.

Digital Tool Ideas:

- *Blogs—Students could publish their mythological story ideas to a blog, where other students could comment and provide feedback. This collaboration and informal feedback might lead to more creative and original stories.*
- *Comic Strips—Students could choose to write their myth as a comic strip, this would get their creative juices flowing and I think it would help them think originally about modern-day heroes!*
- *Digital Storytelling—I think my students would like this one the best. They could incorporate video, audio, and illustrations to bring their modern-day myths to life. These digital stories could be shared with our partner classroom- I wonder if they would like to do the same project and swap stories with us?*

Tool:

Pixton: www.pixton.com

Login:

Screen Name: mwambugu14 Password: year14

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Student Sample: (consider taking a screenshot of the product you have created, or save your work as an image file and insert it below)

Notes about the tool you used:

I really liked this comic book creation tool. It was easy to set up an account, and I liked the built-in templates. This is a tool I would like to explore further and maybe use in my mythology unit with my students.

Option 2: Infographics

Briefly describe the lesson or unit you have chosen:

Modern-Day Mythology Unit: Students learn about ancient mythology and then apply their creative writing skills to write a myth based on a contemporary hero.

List example data or information from this lesson that students might use to create an infographic:

Infographic Information: Names of the Greek Gods and how they are related

Tool:

Visual.ly: http://visual.ly/

Login:

User Name: mwambugu14@email.com Password: year14

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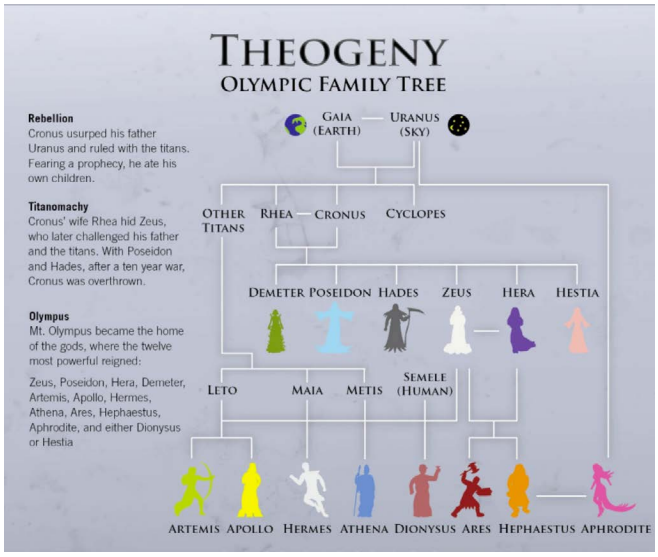
Student Sample: (consider taking a screenshot of the product you have created, or save your work as an image file and insert it below)



Source: http://visual.ly/greek-and-roman-gods

Notes about the tool you used:

I liked this infographic tool, but I could see my students easily getting distracted as they play around with all the different features. Maybe I should have the students create a quick sketch before they use this tool, to help them keep on track. This tool would be really good for developing creativity because students will need to decide how to best organize and illustrate the information.

Option 3: Multimedia Creation Tools

Tool:

VoiceThread: https://voicethread.com

Login:

User Name: mwambugu14 Password: year14

Notes about the tool:

- *I picked this tool because I think it would work well with what we already do for our Modern-Day Mythology unit. The students create illustrations to go along with their myths, now they can add audio and text narration to create a multimedia story.*
- *Has a mobile app version (ask about installing on the school set of iPads)*

How it could enhance creativity:

- *I really like the collaboration feature - other students can participate and add their voices to create a really unique class myth as part of our unit*
- *Show students the digital library for examples - this really helped me see how the tool can be used*

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Tool:

PowToon: www.powtoon.com

Login:

User Name: mwambugu14 Password: year14

Notes about the tool:

- *I picked this tool because I think it would add a dimension of extra creativity to our Modern-Day Mythology unit. The students could use simple animations, music, and audio to bring their myths to life.*
- *I'm a little bit worried that my students will spend too much time trying to make a "cool" animation and they won't spend enough time thinking about their story - I will need to do some mini-lessons on this topic.*

How it could enhance creativity:

- *Lots of export and sharing options*
- *Show students the demos - this helped me think more creatively about what's possible with the tool*

Critical Thinking in the Digital Age

Overview Notes

Review Critical Thinking Rubric before each unit to decide what to emphasize.

Poetry unit good for teaching analysis.

Research unit would be good for synthesis.

Maybe a novel would be good for systems thinking.

Lesson 1: Teaching and Learning Critical Thinking Notes

Replacements for quizzes

- *New formats—multimedia, etc.*
- *Graphic organizers*
- *Online tools*
- *Online discussions*
- *Text annotation*

Critical thinking assessments site: intel.com/content/www/us/en/education/k12/assessing-projects/

Lesson 1 Try Its Notes

Check out online thinking tools:

- *Visual Ranking*
- *Seeing Reason*

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Lesson 2: Questioning to Promote Critical Thinking Notes

**Share media analysis worksheets with rest of faculty.*

Remember to wait for students to answer questions!!!!

Probing Questions

- *Paraphrase*
- *Clarify*
- *Elaborate*
- *Hypothesize*
- *Refocus*

Lesson 2 Try Its Notes

- *Questions—Convergent (closed) and Divergent (open)*
- *Check out this museum site www.virtualfreesites.com/museums.museums.html*

APPLY: Questioning and Instruction

Option 1: Questions about Media

1. Identify a lesson that you teach where the analysis of media would help students meet learning objectives.

Journalism Unit—Interpreting Cartoons

2. Download one or more analysis documents and describe how you would use the analysis questions with your students.

Cartoons—I would have students use the questions to think about cartoons from our local paper as well as online papers from other cities. They could use what they've learned about thinking about cartoons to create their own cartoons for their publications.

3. Copy and paste the questions from the worksheet you would like to use into your below so you can modify them to fit the lesson where you will use them.

Analyzing Cartoons

Use these questions to help start your analysis of a cartoon. Add your own questions as you think about the cartoon.

1. *What is the main topic of the cartoon?*
2. *What is the source of the cartoon? When was it created or published? What does this information tell you about its meaning and purpose?*
3. *Identify the people, places, and objects in the cartoon. What can you infer about why these specific items are used?*
4. *What can you learn from "reading between the lines" of the text and drawings in the cartoon?*
5. *What is the cartoon trying to get you to think or believe? Is it effective?*
6. *Do you think the cartoon is funny? Why or why not? Is it supposed to be funny?*

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Option 2: Thinking and Questioning

1. Design a lesson where students think critically about a subject through technology.
2. Note the resource you would like to use for your lesson.

Video of movie "The Most Dangerous Game"

3. Create a set of questions to prompt students to think critically about the media. Develop questions for discussion before, during, and after the experience.

a) After watching first 3 minutes of movie and reading first two pages of story—
b) What differences do you notice between the beginning of the movie and the story? What are the effects of the differences? What can you conclude about the time and place the movie was made in—1932?
c) After reading half the story and watching half the movie—
d) What are the main changes to the story? Why do you think they were made? So far, which do you think is better—the story or the movie?
e) How would you compare the effectiveness of the movie and the story? How might the movie be different if it were made today?

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