



**ICT4RED**  
ENHANCING EDUCATION



### Outcomes

**At the end of this module you will be able to:**

1. Use a Gallery Walk as a teaching and learning strategy.
2. Plan and facilitate a Gallery Walk.
3. Do the GALLERY WALK BADGE.
4. Explain what digital identities are and evaluate the authenticity of digital profiles.
5. Explain what phishing is and avoid being a victim of phishing.
6. Create your own digital identity.
7. Evaluate and join online learning communities.
8. Understand online safety and assist learners to be safe online.
  - a. Use your mobile device to:
  - b. Access digital profiles.
  - c. Create a digital profile
  - d. Access community spaces.
  - e. Share resources on your virtual platform
  - f. Create personal networks.
  - g. Take photos.
  - h. Reflect.
9. Use the following Apps:  
Internet, Camera, Memoires.



## Introduction



5 min

During this module you will experience a gallery walkway as a teaching strategy, engage in a real and virtual gallery walk while becoming more aware of issues regarding online identity and safety and to build an effective personal and professional learning community.



## Activity 1

## Reflection



10 min

Reflect in your groups on what you have learned and applied since the previous session. You may need to consult the reflection notes you made in your *Memoires app*.



**How-to tutorials**

- How to use the Memoires app for reflection and timelines



- What worked and what did not work? Why?
- How did you use your mobile device?
- Explain how you used the Field Trip strategy in your classroom.
- How does the Field Trip support 21<sup>st</sup> century skills (the 4 C's) learning?



## Notes





## A Gallery Walk

Your facilitator will divide the class into 4 equal groups and briefly explain what a Gallery walk entails. You can read more about it in your Module 9 resource folder. During this activity you will physically move through the Gallery, look at the exhibits and comment on the various issues presented using the coloured sticky notes provided to you. The following general guidelines apply:



In your group...

- Critically examine the exhibit and follow the instructions alongside.
- Use your sticky notes to leave comments on each exhibit.
- Read the comments/answers from the other groups' members and use your sticky notes to comment on what they have written.
- Answer the questions as per the exhibit instruction.
- Remember to take at least one photo of your group's completed comments as well as your group completing the task at each exhibit.
- Make sure that you stick to the time allocation (10 minutes per exhibit).
- You are welcome to use the Internet or any other resource to help you answer the questions.



### Notes





## Exhibit 2: Phishing

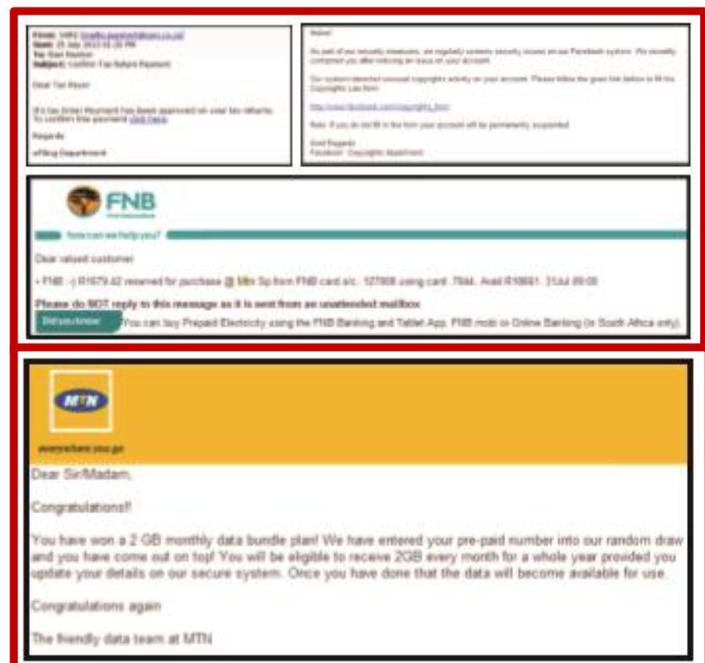
Phishing is the act of attempting to acquire information such as usernames, passwords, and credit card details (and sometimes, indirectly, money) by masquerading as a trustworthy entity in an electronic communication. Communications purporting to be from popular social web sites, auction sites, banks, online payment processors or IT administrators are commonly used to lure unsuspecting public. Phishing emails may contain links to websites that are infected with malware. Phishing is typically carried out by email spoofing or instant messaging, and it often directs users to enter details at a fake website whose look and feel are almost identical to the legitimate one.

An example is a phishing email, disguised as an official email from a (fictional) bank. The sender is attempting to trick the recipient into revealing confidential information by "confirming" it at the phisher's website. Note the misspelling of the words received and discrepancy. Also note that although the URL of the bank's webpage appears to be legitimate, the hyperlink would actually be pointed at the phisher's webpage.

<http://en.wikipedia.org/wiki/Phishing>

### Instructions:

1. Study the examples of the emails and sms in the exhibit and decide if each one is authentic (real) or not. Discuss why you think so.
2. If someone were to send you an email and you cannot track that they are who they say they are, what should you do to safeguard yourself? You may consult the resources in your Module 9 folder or the Internet.
3. Each of your group members must comment on at least one comment from another group.
4. Remember to take a photo of:
  - your group's comments.
  - your group participating at the exhibition.



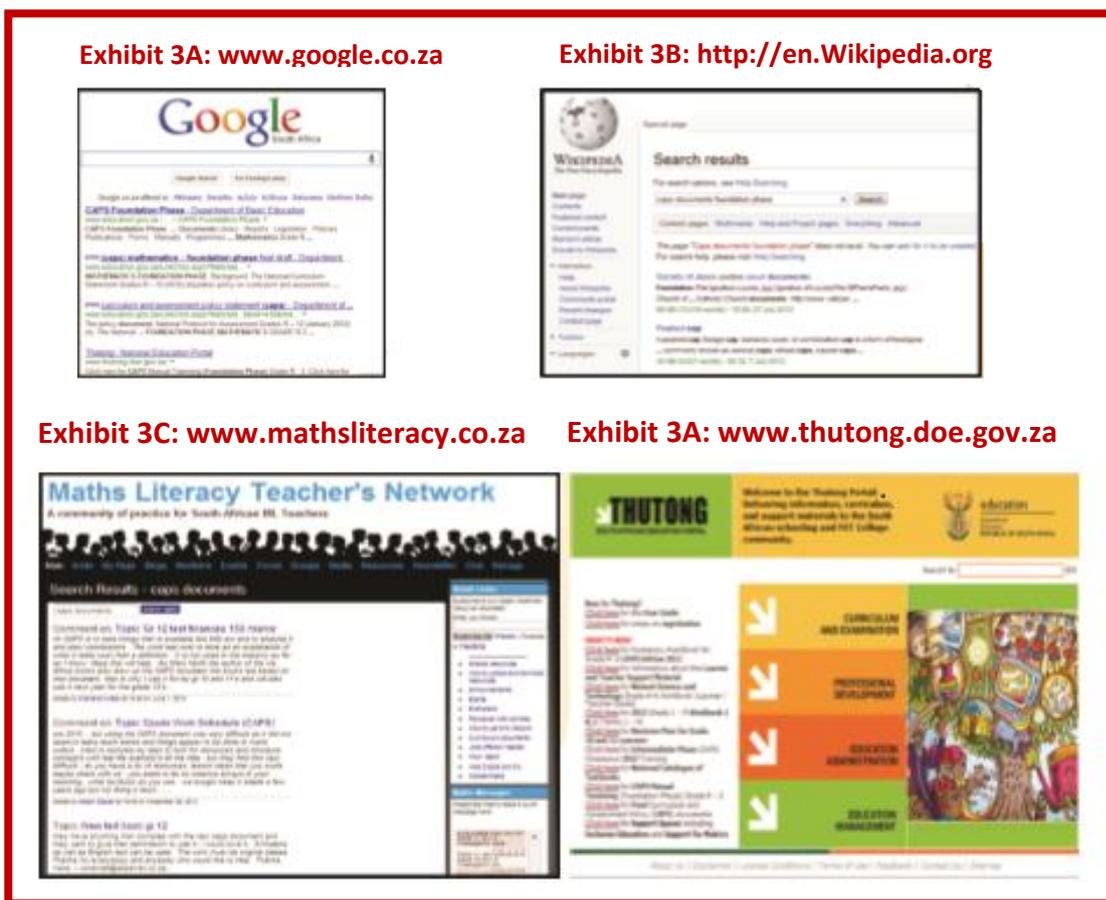
Notes

### Exhibit 3: Personal learning networks

Professional Learning Communities (PLCs) are formed when groups of teachers get together (online or off) to share ideas, teaching strategies, resources and inspiration. During this course you have many opportunities to share with your colleagues and with teachers from the other schools during communal professional development opportunities and we hope that you will take it to another level using your mobile devices! Consult your Module 9 Exhibit 3 folder for more information on how to start PLCs and get more information about it.

#### Instructions:

1. Evaluate each of the following community spaces regarding:
  - Usefulness
  - Community
  - Availability of resources
  - Sharing of teaching and learning resources

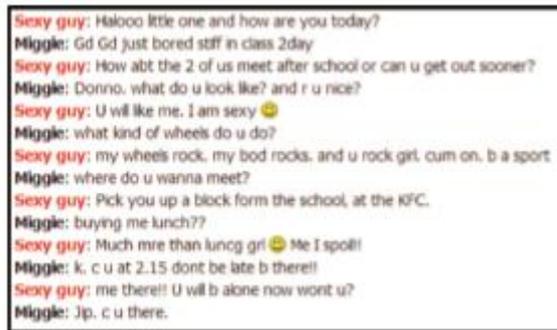


2. Write on a sticky note which community space is more useful for you. Motivate your answer.
3. Each of your group members must comment on at least one comment from another group.
4. Remember to take a photo of:
  - your group's comments.
  - your group participating at the exhibition.

## Exhibit 4: Online Safety

### Instructions:

1. You have just confiscated a cell phone from one of your learners who was busy having a text chat with someone during class.



Sexy guy: Haboo little one and how are you today?  
Miggle: Gd Gd just bored stiff in class 2day  
Sexy guy: How abt the 2 of us meet after school or can u get out sooner?  
Miggle: Donno. what do u look like? and r u nice?  
Sexy guy: U will like me. I am sexy 😊  
Miggle: what kind of wheels do u do?  
Sexy guy: my wheels rock. my bod rocks. and u rock girl. cum on. b a sport  
Miggle: where do u wanna meet?  
Sexy guy: Pick you up a block from the school, at the KFC.  
Miggle: buying me lunch??  
Sexy guy: Much mre than lunch gri 😊 Me I spoil!  
Miggle: k. c u at 2.15 dont be late b there!!  
Sexy guy: me there!! U will b alone now wont u?  
Miggle: Jp. c u there.



2. Read the conversation in the exhibit and use your sticky note to comment on what you would do if you were the teacher.
3. Is this a good enough reason to ban mobile devices in the classroom?
4. How can we safeguard our students against online bullying?
5. Each of your group members must comment on at least one comment from another group.
6. Remember to take a photo of:
  - your group's comments.
  - your group participating at the exhibition.





### Activity 3

## Virtual Network



50 min

During this activity you will be building a professional online network by joining the other teachers on an online virtual social platform.

1. Access the virtual online social platform and log in. You need to share what you have learned during the Gallery walk. You may use the photos of your comments to summarise the experiences.
2. Your facilitator will give you the links to the four online exhibit discussions.



This is an example of formative assessment.

The assessment tool is a discussion on a virtual platform.

#### Exhibit 1: Online profile



Web address:

\_\_\_\_\_

#### Exhibit 2: Phishing



Web address:

\_\_\_\_\_

#### Exhibit 3: Personal learning networks



Web address:

\_\_\_\_\_

#### Exhibit 1: Online Safety



Web address:

\_\_\_\_\_



Notes

Blank area for taking notes during the activity.



## Activity 4

# My Online Profile



40 min

During this activity you will create a professional online profile for yourself.

1. Use the suggestions and critique from Exhibit 1, Activity 1 on page 4 to make sure that you create a profile that will do you proud and attract the kind of teachers to your network that you can learn from.
2. Go to the social media platform that your facilitator will direct you to in your browser. (Google+, Twitter, Facebook)
3. Register for an account if you need to.
4. Click on **Profile settings** and add/change your:
  - Profile picture
  - Complete/Edit your profile with relevant information.
5. Add a few colleagues (friends) to your network.
6. Write a message (on your wall) explaining how you have enjoyed the Gallery Walk.



This is me

### Profile Information

**YOUR FULL NAME** **MAGGIE VERSTER**  
 [Street Address, City State ZIP Code]  
 [Email]  
 [Website | Blog]



**BIOGRAPHICAL INFORMATION** See example below the table

**SKILLS & ABILITIES** Insert your skills and knowledge

**EXPERIENCE** [JOB TITLE] [COMPANY NAME]  
 [DATES FROM – TO]  
 This is the place for a brief summary of your key responsibilities and most stellar accomplishments.

[JOB TITLE] [COMPANY NAME]  
[DATES FROM – TO]

This is the place for a brief summary of your key responsibilities and most stellar accomplishments.

**EDUCATION** [SCHOOL NAME], [LOCATION]

**SOCIAL PLATFORMS**

### A guide to write your Biographical Information

I received a (*Certificate/Diploma/ Degree*) at (*Name of Institution*) and am currently teaching (*grade, subject*) at (*name of institution*). I am passionately supporting (*List core beliefs or values*). I involve my learners (*list the type activities or projects which reflect your core personal beliefs*). I am currently participating (*list any professional projects, programmes etc.*). I am a member of (*list professional organisations*). (*You need to include any special achievements, awards for contributions made in your field of expertise etc.*).



## Homework



20 min

- Read the following articles in the Module 9 resource folder.
  - On Gallery Walk
    - Gallery Walk compiled by Mark Francek.**
    - What is Gallery Walk? Source Rodgers State University.**
  - On Digital Identity
    - Digital Identity workbook**
  - On Phishing
    - Phishing e-mail**
  - On Professional Learning Communities
    - Professional Learning Community a Brief Guide**
    - A Video: **Professional Learning Communities**
  - On Online Safety
    - Draft Guidelines e-Safety**
    - Online Grooming Sexual Grooming**

- Use the *Memoires app* to reflect on:
  - What worked and what did not work? Why?
  - How did you use your mobile device?
  - Explain how you used the Gallery Walk teaching strategy in your classroom.
  - Explain how the Gallery Walk strategy supports 21<sup>st</sup> century skills (the 4 C's) learning?





**How-to tutorials**

- How to use the Memoires app for reflection and timelines.

All reflection activities will count towards a REFLECTIVE PRACTITIONER BADGE Make sure that your *Memoires App* shows the time line of all your reflective entries. (See the tutorial **How to use the Memoires app for reflection and timelines** in your How-to resource folder).

- Do the compulsory GALLERY WALK BADGE.
- Try to do the optional BLOG COLLABORATOR



## Notes



Badges are examples of summative assessments.

The assessments of the badges will count towards your ICT4RED course accreditation

## The compulsory GALLERY WALK BADGE

Must do



### Instructions:

Design a whole class activity during which learners will do a Gallery Walk. Create at least 4 different exhibits for your learners to visit. They have to engage with the exhibits using guiding questions and sticky notes or have a place to leave comments.

### Assessment criteria

	What to do	What to provide	
1	Plan a lesson that involves a Gallery Walk.	A completed lesson plan. (Use lesson plan template in your resource folder).	
2	Create at least 4 exhibits related to a curriculum topic in your current grade / phase context. <ul style="list-style-type: none"> <li>• At least one of the exhibits must include the use of a mobile device.</li> <li>• Each exhibit requires the learners to think and process information and contributes to a deeper understanding of the topic.</li> </ul>	4 exhibits in electronic format (e.g. photos of exhibit and exhibit guiding questions or the exhibits in typed format).	
3	Implement the lesson with your learners.	Photos of your learners involved in the Gallery Walk and the exhibit discussions.	



Notes

## The optional BLOG COLLABORATOR BADGE

A blog (a truncation of the expression web log) is a discussion or informational site published on the World Wide Web and consisting of discrete entries ("posts") typically displayed in reverse chronological order (the most recent post appears first). Until 2009 blogs were usually the work of a single individual, occasionally of a small group, and often covered a single subject. More recently "multi-author blogs" (MABs) have developed, with posts written by large numbers of authors and professionally edited. Blog can also be used as a verb, meaning to maintain or add content to a blog.

A majority are interactive, allowing visitors to leave comments and even message each other via widgets on the blogs, and it is this interactivity that distinguishes them from other static websites. In that sense, blogging can be seen as a form of social networking service. Indeed, bloggers do not only produce content to post on their blogs, but also build social relations with their readers and other bloggers.

Many blogs provide commentary on a particular subject; others function as more personal online diaries; others function more as online brand advertising of a particular individual or company. A typical blog combines text, images, and links to other blogs, Web pages, and other media related to its topic. The ability of readers to leave comments in an interactive format is an important contribution to the popularity of many blogs. Most blogs are primarily textual, although some focus on art (art blogs), photographs (photoblogs), videos (video blogs or "vlogs"), music (MP3 blogs), and audio (podcasts). In education, blogs can be used as instructional resources. These blogs are referred to as edublogs.

Join us online



### Instructions:

Join the ICT 4 RED blog ([www.ict4red.blogspot.com](http://www.ict4red.blogspot.com)) and support other teachers using mobile devices by responding to their questions and sharing your best ideas or experiences in blog comments. Create a blog post about how mobile technologies have enriched your classroom teaching as a reflection on your mobile journey.

### Assessment criteria

	What to do	What to provide
1	Read other teachers' blog comments and posts and provide constructive feedback.	A screenshot of your comment or a link to your comment on the ICT4Red blog.
2	A blog post reflection, describing your journey with tablets.	A link to the blog post on the ICT4RED blog (e.g. copy the url address from the blog browser page: <a href="http://ict4red.blogspot.com/2014/02/using-mobile-devices-to-do-field-trips.html">http://ict4red.blogspot.com/2014/02/using-mobile-devices-to-do-field-trips.html</a> )



## Outcome Check list

I can do the following:		v
1.	Use a Gallery Walk as a teaching and learning strategy.	
2.	Plan and facilitate a Gallery Walk.	
3.	Do the Gallery Walk badge.	
4.	Explain what digital identities are and evaluate the authenticity of digital profiles.	
5.	Explain what phishing is and avoid being a victim of phishing.	
6.	Build my own digital identity.	
7.	Evaluate and join online learning communities.	
8.	Understand online safety and assist learners to be safe online.	
9.	<b>Use my mobile device to:</b>	
	Access digital profiles.	
	Access community spaces.	
	Create personal networks.	
	Take photos.	
	Reflect using Memoires.	
10.	Use the following Apps:	
	<i>Internet</i>	
	<i>Camera</i>	
	<i>Memoires</i>	



## Notes



## Doing it differently

This course has been designed for classrooms where all learners and teachers have access to their own mobile devices. In contexts where this is not possible, you will need to reflect on how you will use your particular technology provisions within the given teaching strategy.

### Examples

You can use the **Gallery Walk** teaching strategy without any embedded technology. For instance to provide learners with collaborative information gathering moments!

- **Foundation Phase:**  
Learners can visit different food exhibits and at each of the food discuss the food groups and its nutritional value.
- **History:**  
Put different historical characters up as exhibits and ask the students to discuss their contribution to society.
- **Mathematics:**  
Geometrical shapes exhibits where they have to discuss or compare characteristics (e.g. Is a rectangle a parallelogram?)

### One device

If you only have one device, for example if only the teacher has a device, you can still use it to bring technology into the **Gallery Walk** teaching strategy.

- Use one device with the exhibit material on it.
- Learners can use it to source more information on the exhibit topic using resources on the tablet or using the tablet to access the internet for more information.
- Use the tablet to record the sticky discussion notes made by the learners

### 5 or more devices

If you borrow 4 more devices from your colleagues or have the use of a Mobikit/trolley of devices, you can give each group a tablet to source more information on each of the exhibits.

- You can load the exhibit with the resource material and the group can then use that to inform their discussions.
- You can use the group devices for the learners to have in class discussions using the local Wi-Fi and a tool like Witalky local group chat.
- If you have Internet access you can use an online discussion tool like *Today'smeet* to have exhibit discussions.

### 1 to 1 device

This is the ideal scenario for embedded technology and ideal where each member must try the skill on his/her device.

- If all Learners have access to a device, they can use their device comments as "sticky" comments.
- You can create a class blog where they have to leave comments regarding the exhibits. (Providing that you have Internet access).
- Each learner can use his/her device to source more information about each exhibit.