

Technology Resources for Teachers

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To give us feedback on our proposal link to the following survey:

<http://spreadsheets.google.com/viewform?key=pKV544uMQn2gUh6pavvPJDA&hl=en>

What

Technology can be used in many ways as an integral part of the curriculum to meet the needs of diverse learners. Integration of technology does not mean placing a computer in the corner of the classroom and leaving it untouched throughout the semester. Technology must be incorporated in all aspects of the curriculum. We are proposing to create a website to assist teachers in implementing technology successfully into their classrooms. This website will serve as a great teaching tool, providing free and easy instructional resources. Our site will include a variety of technology tools, instructions on how to use these tools and suggested lessons using this technology. There will be technology that addresses all grade levels K-12.

Why (the PG&L anchors)

In education we have begun to see a major shift in instructional methods to reflect the challenges present in today's society. As stated in Daniel Pinks Book (2006) for a student to be competitive in a global market, we can no longer rely simply on traditional educational strategies. Pink explains how to meet these demands; one must supplement traditional methods of instruction with innovative educational experiences. Technology is a great tool to help teachers adapt their lessons to optimize student learning. Our group has decided to have our project address the issue of how to aid teachers in their quest to learn new technology methods. Our website will be a one stop shop for teachers to find great technology tools, learn how to use these tools and collaborate on ideas for lessons using technology. Students will benefit as the teachers learn new ways to incorporate technology into their lessons. Wahl and Duffield(2008) state in their brief that teachers who use technology in their classrooms will meet the diverse needs of the students.

Teachers will be able to give the students multiple options for taking in information, for making sense of ideas, and for expressing what they learn.

References

Pink, Daniel. A Whole New Mind: Why Right-Brainers Will Rule the Future. New York: Riverhead Trade (Paperbacks), 2006.

Wahl, Lisa, and Julie Duffield. Using Flexible Technology to Meet the Needs of Diverse Learners: What Teachers Can Do. WestEd, 2005.

EEV Key Elements, including NETS - T

How will you model some of the Key Elements, including some of the NETS-T? Select all that seem pertinent to your project, planning to develop these areas throughout the year and assessing them along the way.

- **It represents the NETS - T in action**

- Facilitate and Inspire Student Learning and Creativity
- Design and Develop Digital-Age Learning Experiences and Assessments
- Model Digital-Age Work and Learning
- Engage in Professional Growth and Leadership

- **It represents the NETS - S in action**

- Creativity and Innovation
- Communication and Collaboration
- Digital Citizenship
- Technology Operations and Concepts
- It represents the Daniel Pink elements of **design, story, symphony, ethics, play, and meaning**.
- It includes **children as desired, vital, and contributing** partners with others in a learning community.
- It extends into and beyond school or work days to a more holistic view of life and living. It **blurs work and play** or obligation/responsibility and desire/choice.
- It has components that would **change or be dramatically enhanced with powerful tools of electronic communications and multimedia expression being used well**. It builds activities that exist as vital in

themselves, separate and off the computer. The village works to balance what is most successfully done on and off the computer.

- **Art, dance, music, writing, speech, and other types of expression become the aesthetic domains of all people.** Gifted communicators play leadership roles in a system valuing the power of well articulated and designed expressions. An electronic “expressioning” center next year in the village will interactively assist people to develop their dreams and ideas.
- **It crosses academic disciplines often blurring the very sense of a particular discipline and building a wholistic, natural learning experience.**
- It is **energizing and intrinsically motivating** for children and adults.
- **NYS curriculum and standards fit naturally** within village actions. Issues of demonstrated competencies using **all levels of Bloom’s taxonomy** and **accountability for learning** as measured by testing using valid and reliable measures fit within EEV actions. **EEV actions model acquiring skills and knowledge while engaged in constructivist learning and activity.** Learning that engages learners is authentic and meaningful and seems naturally motivating. Once learners are engaged and motivated, the process of learning has the natural foundation to happen. Students learn while contributing. Learning can be measured and reported.

How

We plan to create a Google website that teachers can use to learn about technology that is useful in the classroom. We will be using Jing to create tutorial videos. The videos will instruct the teacher on how to use each technology tool. There will be links to some finished projects using that technology as well as the links to the resources themselves if they are on the internet. There will be a link to a wiki where teachers can post lessons and finished projects of how they used each of these technologies. There will be a survey posted to receive feedback on the usefulness and ease of each technology instruction. This feedback can be used to add ongoing comments about how others have used these technologies in their classrooms.

Who

Anny Espinal will create and update the collaboration website. Angela Luciano will create the collaboration assessment powerpoint. Teri Polis is the wiki updater. Nicole Crecca will create the video connected to our collaboration. Teri and Nicole were also responsible for putting together the first draft proposal. Each project partner will be responsible for at least two links pertinent to our collaboration for our Resource page.

Each of us will be responsible for creating and posting instructional videos of different technology resources to the website of our actual collaboration project. Each of us will post links to the many examples in which we have already used each technology.

The partners outside our T.E.A.M will be Web 2.0 resource links and mentors who have or will teach us how to use the resources we will feature. Teachers and colleagues will be the audience and partners of our project and resource website. The teachers who use our resources will be encouraged to post to our collaboration wiki any suggestions or lesson plans, in which they have used or plan to use this technology in an educational setting. Students will be the final partner by participating in the finished projects that are posted. They will benefit by our project by experiencing the differentiated classroom that provides new ways for them to acquire content, process ideas, and demonstrate their understanding. They can also be directed by their teacher to post on the wiki how they liked using the technology tool.

Technologies

We plan to create a Google website as our primary home for our EEV project to organize all the different resources in one place. This website will link out to other resources and examples of each technology taught. We will use Jing to capture screen shots that will be used in presentation videos created in Windows MovieMaker and Photostory. There will be many Web 2.0 technologies referred to or taught in this project. Some of them will be Second Life, MixBook, Google Tools, VoiceThread, CommunityWalk, SurveyMonkey,

Delicious, Wikis, Kooli Ciracave & other web 2.0 tools to be named later.

When: Timeline

September

Mid: Brainstorm ideas for collaboration project.

Late: Create Google web site.

October

Early: Create first draft proposal

Mid: Divide project responsibilities and create Individual Action Plans

Late: Revise first draft proposal

November

Early: Research useful Web 2.0 technologies

Mid/Late: Work on Collaboration web site

- Introduction page
- About us page
- PowerPoint presentation

Revise second draft proposal

December

Early/Mid: Finish introduction page

Finish about us page

Finish PowerPoint presentation

Finalize final proposal

Create the wiki site on Weblog

January

Mid/Late: Start creating instructional videos

Add to Resource page on collaboration site

Add relevant material references to proposal

February

Early/Mid: Post instructional videos to website

Work on one minute video for collaboration website

How Assessed - Assessment of Key Elements, including NETS - T

We have used Google Doc surveys to get formative feedback on our proposal and project ideas. We will use this assessment to improve the quality and usability of our project. We will be testing each technology instructional video as we complete it. We plan to use SurveyMonkey to assess our project once it is created. We will create a survey that asks everyone who uses this resource to share about the overall website design, ease of navigation, clarity of the information and the value of the resources and links that were provided. We will ask fellow teachers how useful and easy it is to understand and to use. We will also ask the users how likely they are to use this technology in their classroom. The wiki will be a continuing format assessment throughout the life of the project. The users will rate the usability of each presentation, so we can continually update the website to meet the needs and wants of teacher's in the ever changing global society. If our project is a success and teachers use it, responding to the survey and posting to the wiki then we can assess that our key elements have been met.