

# Indiana State University Bayh College of Education Technology Integration Portfolio



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# Technology Integration Portfolio

IITS is in charge of aiding the faculty and staff of the BCOE by providing guidance and training with respect to new technology and pedagogical methods. It is with that in mind that we provide this collection of documents that is ever changing and growing to aid our employees in furthering their skills.

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**THERE'S MORE TO  
BLUE**

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# Models & Assessment



# ADDIE MODEL

Written By: Xiaoxiao Feng

## Introduction

In the late 1960, a few of precise models of instructional design procedures were developed and ADDIE model is one of known instructional systems design models. ADDIE stands for analyze, design, develop, implement, and evaluate, which are the five components of instructional system design process (Richey, Klein, & Tracey, 2011). The following figure shows the whole procedure of ADDIE:

## The common Task of Instructional Design Model

With the development of instructional design, various instructional system design model emerges, but most of these models are built based on the ADDIE model (Richey, Klein, & Tracey, 2011). Moreover, the main tasks of these instructional design models are the same. According to Andrews and Goodson's summary of the common tasks of instructional system design, Richey, Klein, and Tracey (2011) related these common tasks to the basic elements of the general ADDIE model. The following table represents the comparison of the general components of the ADDIE model and instructional systems design common tasks (Richey, Klein, & Tracey, 2011):

### ADDIE Element

ISD (Instructional System Design) Common Tasks

#### Analyze

Assessment of need, problem identification, job tasks, competence, context, or training requirements  
 Determination of whether solution should be instructional and/or noninstructional  
 Formulation of system, environmental, and organizational descriptions and identification of resources and constraints  
 Characterization of learner population  
 Analysis of goals and objectives for types of skills/learning required

#### Design

Formulation of broad goals and detailed objectives stated in observable terms  
 Sequencing of goals and objectives to facilitate learning and performance  
 Planning for assessment and evaluation of learning and performance  
 Consideration of alternative solutions  
 Formulation of instructional and noninstructional strategies to match content, individual, and organizational requirements  
 Selection of media to implement strategies

#### Develop

Author and produce interventions based on design plan

#### Implement

Development of materials and procedures for installing, maintaining, and periodically repairing the instructional program  
 Costing instructional programs

## Evaluate

Development of assessment items that match goals and objectives  
 Empirical try-out of courseware with learner population, diagnosis of learning and courseware failures, and revision of courseware based on diagnosis  
 Evaluate after full-scale implementation

## The Application of ADDIE Model

Since the ADDIE model generates the basic component of the procedures of instructional, it was applied widely in the course design in virtual learning environment. Moreover, the ADDIE model was deemed the most appropriate model to design and develop the virtual world instruction (Soto, 2013). Soto stated, "Effective online learning is dependent upon the principles of instructional design and development" (p. 365) and admitted the essentialness of ADDIE model in instructional design for virtual learning environment. Furthermore, Soto pointed out, "although the ADDIE process is still used as a foundation model for many instructional designers, researchers have suggested modifications to meet the changing needs of the online educational environment including the virtual classroom" (p. 365). Neal (2011) also approved that ADDIE provide the friendly guidelines to optimize the virtual learning design plan.

ADDIE model is viewed as the mental guideline that could help instructional designers to resolve the instructional design problems in a systematic way. Due to the application of advanced technologies, the library has extended the ADDIE model to provide better services for the modern community college. Swanson (2005) stated, "The ADDIE model for instructional design is a model that has its origins in the creation of learning experiences and activities, but it may have a broader application to the management of library services in an academic setting" (p. 52). Combining the ADDIE model in the library services, the effectiveness of information age library will be experienced by educators and students.

## Conclusion

In summary, ADDIE model is the most common model in instructional system design. Most of the instructional design models are founded based on the ADDIE model. The educators are still required to make progress on the instructional design models in terms of the development of education. Nowadays, the educators still need to step forward to integrate the ADDIE model into some other research fields to improve the related work performance.

## References

- Neal, B. (2011). E-ADDIE. T+D.
- Richey, R. C., Klein, J. D., & Tracey, M. W. (2011). *The Instructional Design Knowledge Base: Theory, Research, and Practice*. New York, NY: Routledge.
- Soto, V. J. (2013). Which instructional design models are educators using to design virtual world instruction? *Journal of Online Learning & Teaching*, 9 (3), 364 - 375.
- Swanson, T. A. (2005). ADDIE in the library: Building a model for the information age library. *Community & Junior College Libraries*, 13 (2), 51 – 61.

# ARCS Motivational Model

By: Xiaoxiao Feng

## Introduction

John M. Keller's ARCS model of motivational design represents "Attention, Relevance, Confidence, and Satisfaction" (Driscoll, 2005, p. 333). The ARCS model of motivational design is "an integrated model for understanding motivation and for systematically incorporating motivational concerns into instruction" (Driscoll, 2005, p. 332). John M. Keller combined the various related information to motivation and assumed that learners' attention and efforts to learning tasks were influenced by their motivations (Driscoll, 2005).

## Strategies for Stimulating Motivation

John M. Keller also recommended the strategies for stimulating motivation in each category (Driscoll, 2005) and the category was as follows:

1. Gaining and sustaining attention. Keller recommended that teachers could gain students' attention through stimulating their curiosities with problems. The teachers also could use novel or interesting instruction to gain students' attention. Moreover, the instructors also should know how to maintain students' attention. For example, the teachers can maintain students' attention by various instructional presentations.
2. Enhancing relevance. The relevance could be viewed as instrument that could facilitate students to accomplish their personal goals. John Keller also identified "familiarity" as one component of relevance. The teachers could deliver learning contents in terms of students' previous experiences.
3. Building confidence. According to the importance of self-efficacy, it is vital for students to build confidence to be engaged in learning. John Keller illustrated three strategies to build confidence in learning: "(1) Create a positive expectation for success by making clear instructional goals and objectives. Alternatively, allow learners to set their own goals; (2) provide opportunities for students to successfully attain challenging goals; (3) provide learners with a reasonable degree of control over their own learning" (p. 339).
4. Generating satisfaction. John Keller also illustrated three strategies to generate satisfaction: "(1) Create natural consequences by providing learners with opportunities to use newly acquired skills; (2) In the absence of natural consequences, use positive consequences, such as verbal praise, real or symbolic awards" (Driscoll, p.339).

## The Steps of Motivational Design

How to resolve the problem of motivation is a concern for most of professionals in motivational design. John Keller identified four steps of motivational design (Driscoll, 2011):

1. Analyze the audience. The first step of motivational design is to do audience analysis. The audience profile is recommended by John Keller to facilitate to identify the gaps in motivation. In this step, it is required to rate the audience attitude in terms of the categories of the ARCS model.
2. Define motivational objectives. From the audience analysis, the motivational needs have been identified. Then, the motivational objectives could be set.
3. Design a motivational strategy. In this step, it is required to integrate effective motivational strategies into instruction. The ARCS model provided the detailed motivational strategies. While designing the

motivational strategies, the designer should consider the audience characteristics and the motivational objectives.

4. Try out and revise as necessary. In this stage, the instructional designers should try out the designed motivational strategies in the instruction. They could do the pilot study to try out these strategies before the implementation. If the designed instructional strategies could not produce the expected results, the instructional designers should reconsider about the previous steps.

### Summary

The ARCS model of motivational design points out the four categories to stimulate learners' motivation and these four categories ensure the contiguity of learning motivation (Balavan-Sali, 2008). In the natural implementation, the instructor or instructional designers combine their personal knowledge and experiences with this motivational design model to improve the instruction. The ARCS model of motivational design is a powerful tool to promote learners' motivation (Driscoll, 2005).

### References

- Driscoll, M. P. (2005). *Psychology of Learning for Instruction*. Boston, MA: Pearson Education.
- Balavan-Sali, J. (2008). Design motivational learning systems in distance education. *Turkish Online Journal of Distance Education – TOJDE*, 9 (3), 149 – 161.

## Authentic Assessment

Written by: Xiaoxiao Feng

Authentic assessment requires students to prove their effective learning in terms of the knowledge that they have learned. O'Malley and Valdez Pierce (1996) defined "authentic assessment" as "the multiple forms of assessment that reflect student learning, achievement, motivation, and attitudes on instructionally-relevant classroom activities" (as cited in Atac, 2012, p.7). Atac (2012) states that "authentic assessment refers to the procedures for evaluating learner achievement or performance using activities and tasks that represent classroom goals, curricula and instruction, and in real-life situations" (p. 9). Atac also points out that the essential parts of authentic assessment are teachers' professional criteria and accountability to improve student learning. The common names for "authentic assessment" are "performance assessment, alternative assessment, and direct assessment" (p. 10). Richard Sittings (1992) defined "performance assessment" as "performance assessment call upon examinee to demonstrate specific skills and competencies, that is, to apply the skills and knowledge they have mastered" (as cited in Atac, 2012, p. 10). In language learning, O'Malley and Valdez Pierce summarized 8 basic types of authentic assessment, which includes "oral interviews, story or text retelling, writing samples, projects and exhibitions, experiments and demonstrations, constructed response items, teacher observation, and portfolios" (p. 10). Moreover, Atac summarizes the reasons to use authentic assessment. Authentic assessments could provide direct evaluation for students, evaluate whether the students can construct the acquired knowledge, and allow for much more variability in evaluation.

Svinicki (2004) thinks that the authentic assessment should be based on students' activities. Wiggins (1998) summarizes six characteristics of qualified authentic assessment: Firstly, the authentic assessment is realistic; secondly, the authentic assessment is based on the informative answers; thirdly, "the authentic assessment asks the students to 'do' the subject, that is, to go through the procedures that are typical to the discipline under study;" fourthly, students are required to perform tasks that is situated; fifthly, students are required to resolve complicated problems in terms of their acquired knowledge; Finally, authentic assessment requires reviews and evaluation information (as cited in Svinicki, 2004, p. 23). Newmann, Secade, and Wehlage (1995) summarized the components of authentic assessment as "construction of knowledge, disciplined inquiry, and value beyond the school" (as cited in Svinicki, 2004, p. 25).

The people in different area have various perspectives on the authentic assessment. Svinicki (2004) states that "from a technical psychological perspective, authentic assessments are likely to produce a great deal of transfer from the classroom to the real world after graduation" (p.27). According to the perspectives of measurement, the reliability and validity issues exists in the part of grading.

Palm (2008) considers that most of the definitions of performance assessment and authentic assessment are "subject-independent" (p.2). Palm analyzes most of the definitions of authentic assessment and summarizes that "authentic assessment is often associated with assessment emulating real life task situations, but also possesses meanings such as assessment aligned with curriculum and assessment that effectively supports learning" (p. 9).

Mueller (2011) defines "authentic assessment" as "a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills" (cited as in Eddy & Lawrence, 2013, 253). Eddy and Lawrence (2013) indicate that the authentic evaluation is to evaluate how students could put their acquired knowledge into practice. Eddy and Lawrence also create a concept map for authentic map, in which it includes four basic parts: "evaluation as process, experimental evaluation, multiple evaluators, and learner choice" (p. 257).

Whitelock and Cross summarize (2011) the key components of authentic assessment:

- A range of assessment tasks rather just the “traditional” ones
- Collaboration that is similar to the experienced by practitioners or experts in the field
- Problem tasks that are like those encountered by practitioners or experts in the field
- Resources taken specifically from real-world case studies or research
- Simulations of role-play or scenarios. (cited in Osborne, Dunne, and Farrand, 2013, p.2)

### **Conclusion**

Authentic learning is different from traditional learning. Therefore, the teachers could not use traditional tests to get authentic outcomes of students’ performance in learning. The authentic assessment could be various in different learning subjects. The instructors should design effective authentic assessment in terms of the knowledge type and learning goals.

# Knowledge Base



## Connect to Wireless on iOS (iPhone, iPad, iPod touch)

You will need the following information to connect to the ISU network (ISU-SECURE):

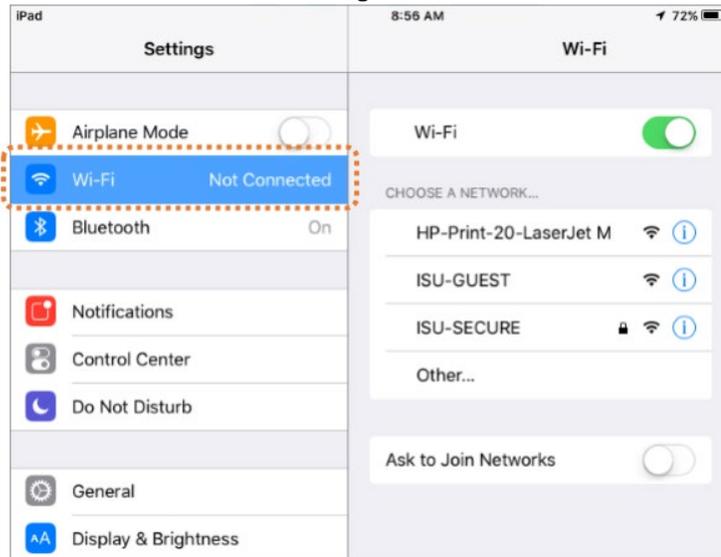
- Your Sycamore ID and password

Connect to the ISU wireless network (ISU-SECURE):

1. Tap the Settings icon.



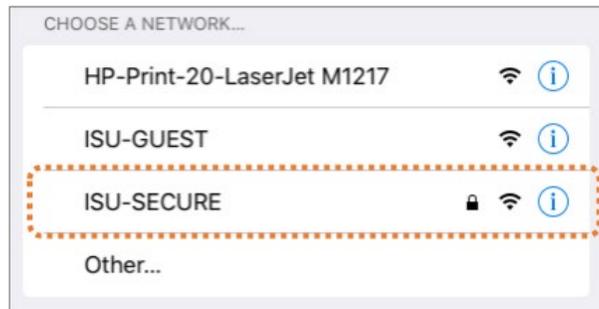
2. Tap the Wi-Fi menu on the left side of the Settings screen.



3. Make sure the Wi-Fi is on. If it is not on, turn it on the Wi-Fi by tapping the slide button.



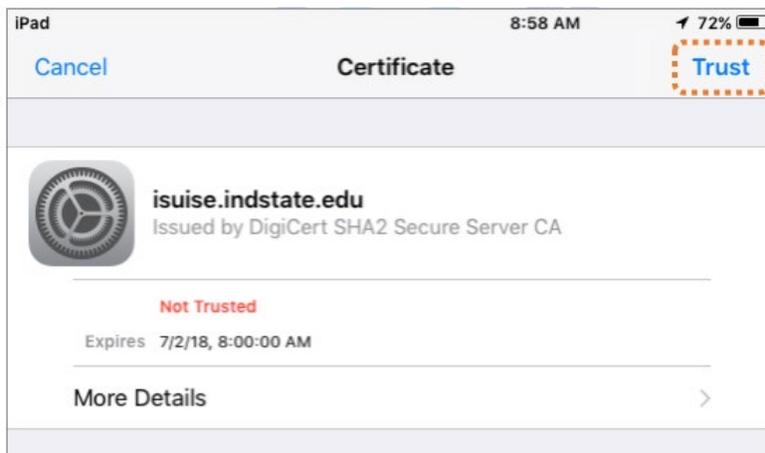
4. Under CHOOSE A NETWORK..., tap ISU-SECURE.



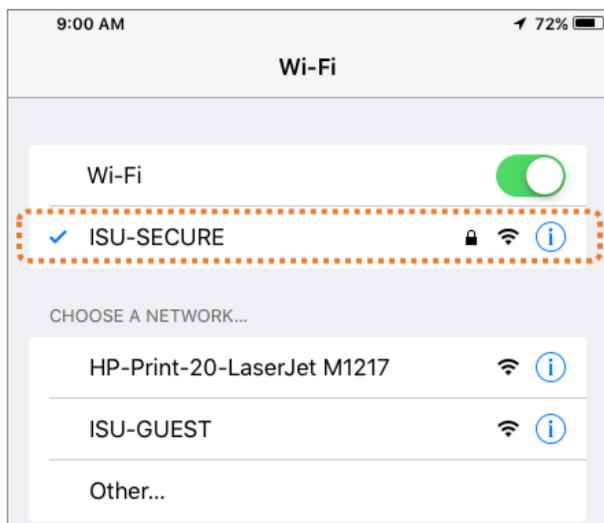
5. Enter your Sycamore ID and Password.

6. Tap Join.

7. Tap Trust to accept a certificate from ISU.



8. Wait for the network to be connected.



Once your device is connected to the ISU wireless network, it will automatically connect to it when the Wi-Fi is turned on, and it is in the range of the wireless network.

## Accessing the Network Drive from MyISU

Home (H) Shared Department (L) Class (S) Drive access from anywhere

Your individual network drive(s) can vary depending on your role at ISU and which department you are currently employed. However, there are 2 standard network drives that nearly every ISU employee will have.

The first is the Home drive or H drive. Your Home Drive (H Drive) is for storing your personal university-related documents. Only **you** can access this data. This drive cannot share files with anyone else.

### Examples of files to save on the H Drive:

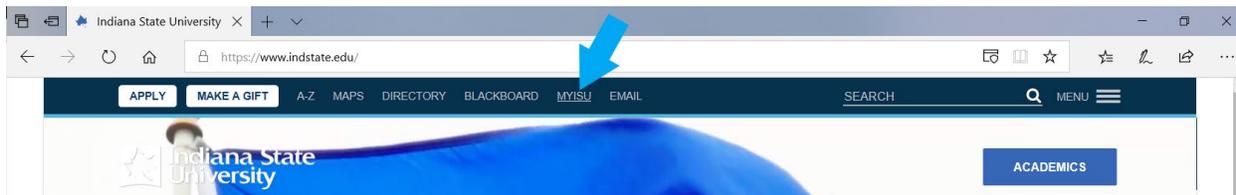
- FERPA, HIPAA, or other classified documents.
- Student Data: any documents containing student data such as names or personal identifying information.

The second drive is your departmental shared drive or L drive. The Departmental Drive (L Drive) is designed to provide file sharing abilities among members of a department or departmental members. These drives are commonly divided up into folders and files that may be set as private or set up with permissions that allow only certain members of the group to view. **Examples of files to save on the L Drive:**

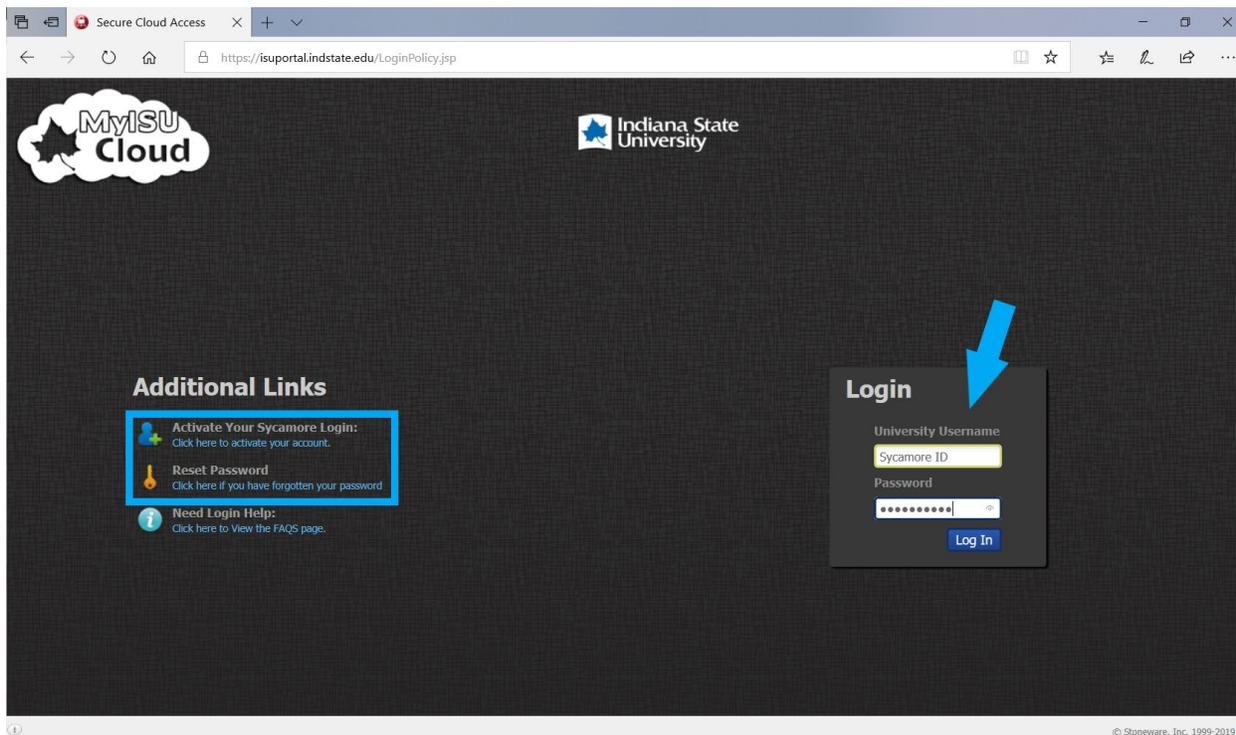
- Curricular Documents.
- Research data and documents (no private data that contains subject or student identification).
- Committee/Departmental meeting minutes or collaborative work.

There are a few different ways of accessing your data on these drive and one way, while working off campus is by connecting through the MyISU app.

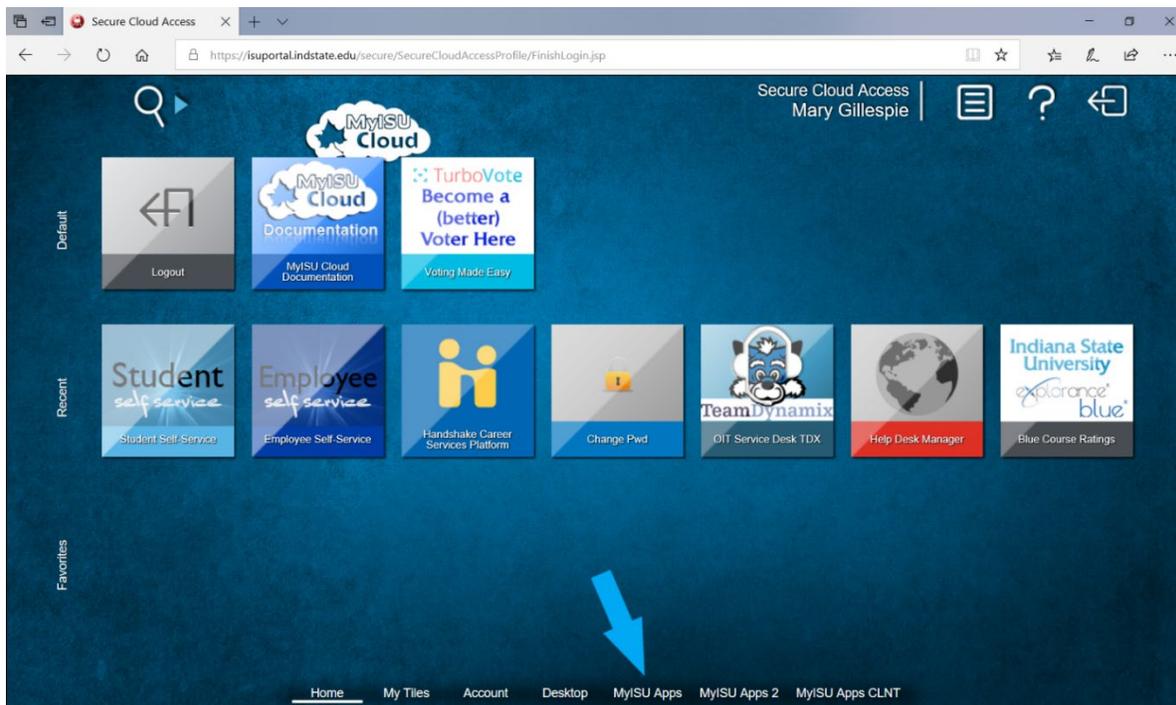
1. Open a web browser and navigate to <https://www.indstate.edu>
2. Click on the link to MYISU from the top of the page.



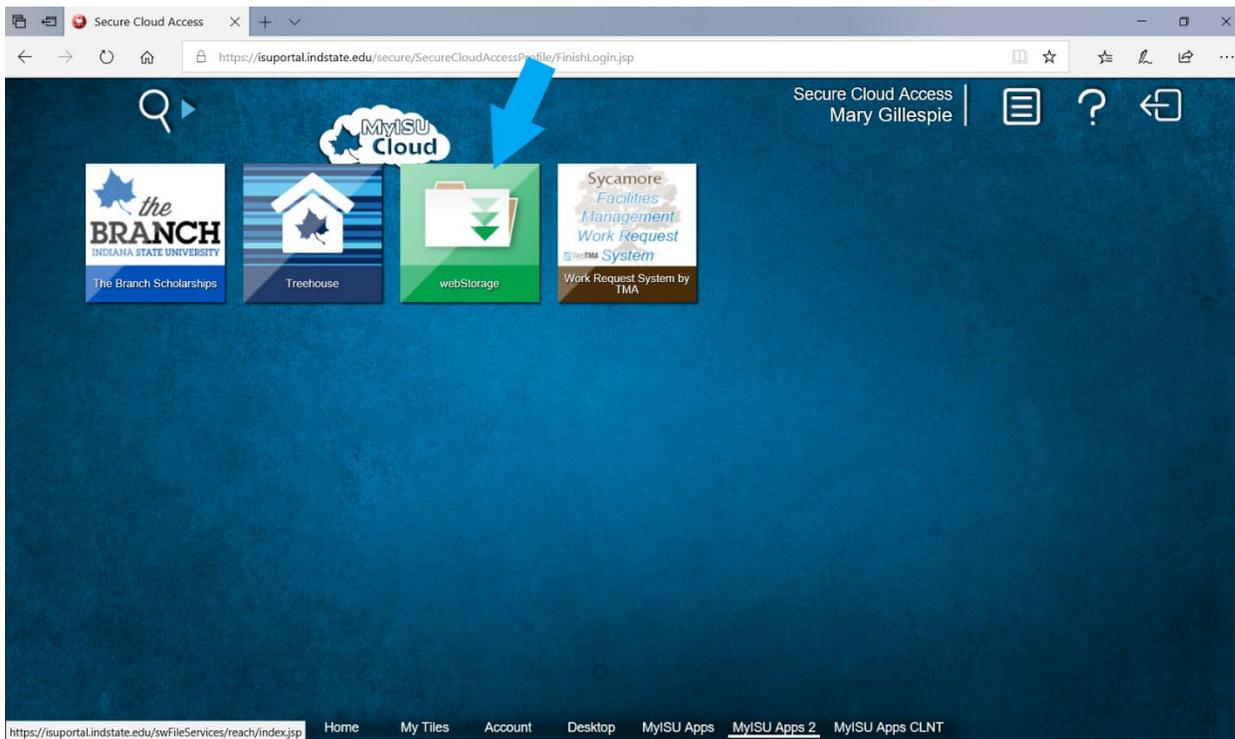
3. Enter your Sycamore login credentials for ISU. If you have forgotten your password, or if it is your first time logging into an ISU system the links to [reset your password](#) and [activate login](#) are on the page to the left.



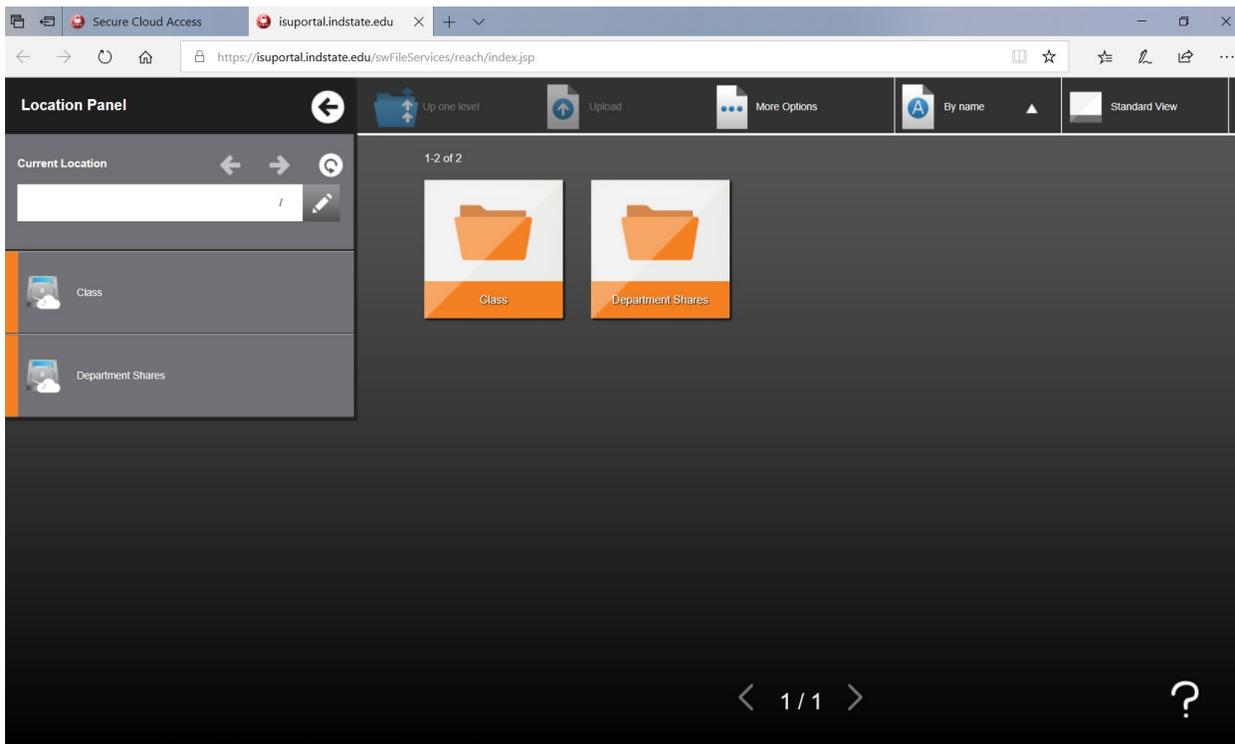
4. Once logged in, look at the bottom portion of your screen. Locate the link titled MyISU Apps and click on the link.



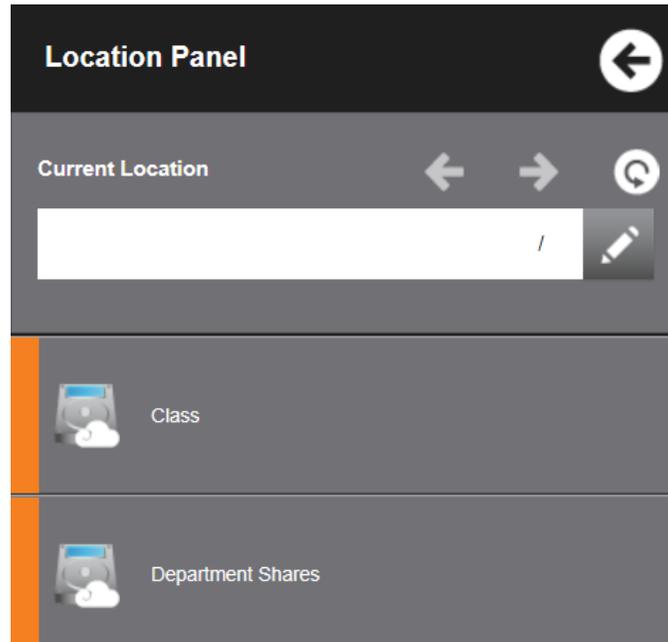
5. Click on webStorage. You may have different apps depending on your needs.



6. You are now logged into the webStorage system for ISU. From here you may have different views or titles than what is displayed depending on your needs for individual departments/locations.



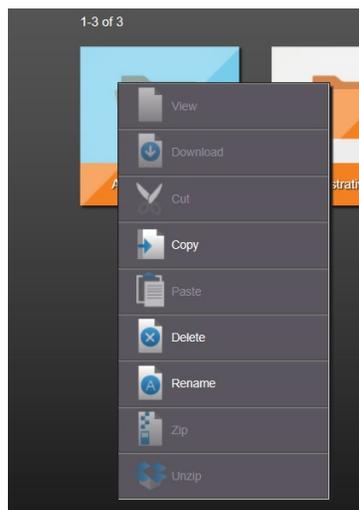
7. **Location Panel.** The panel is located on the left side of your screen. It looks similar to the image below.



From this point you can navigate to all of your top level directories you have access to. Examples of these are:

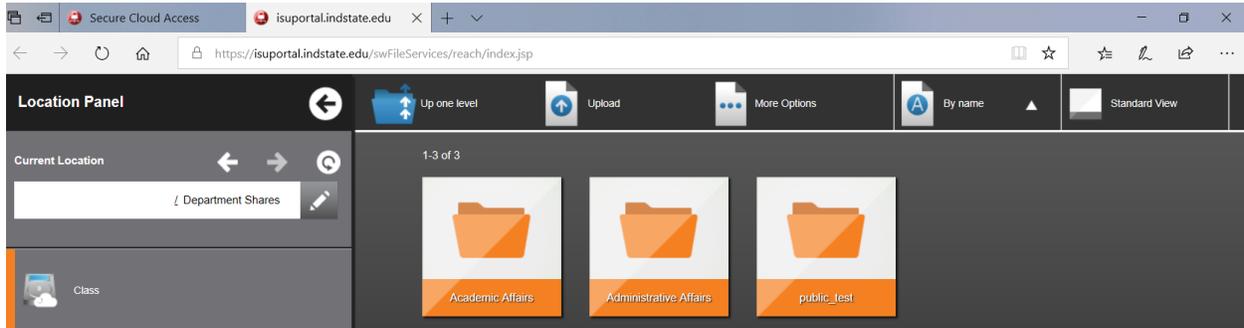
- **Class** – used for students who have a class and need to store documents
- **Department Shares (L)** – Documents your department has to share amongst all members of a department (Note that all members of a department CAN see and edit these documents DO NOT PUT private documents in this location)
- **Home (H)** – Also known as the H drive, this is a place for private documents.

8. Below is a picture of the file explorer section.

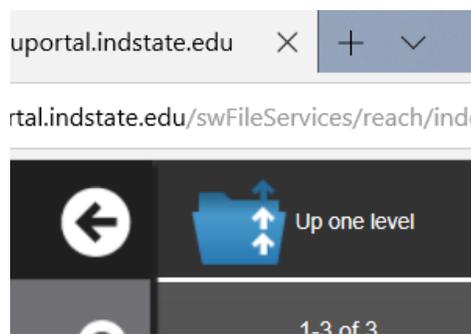


Here you can right click to access the sub-menu for each file.

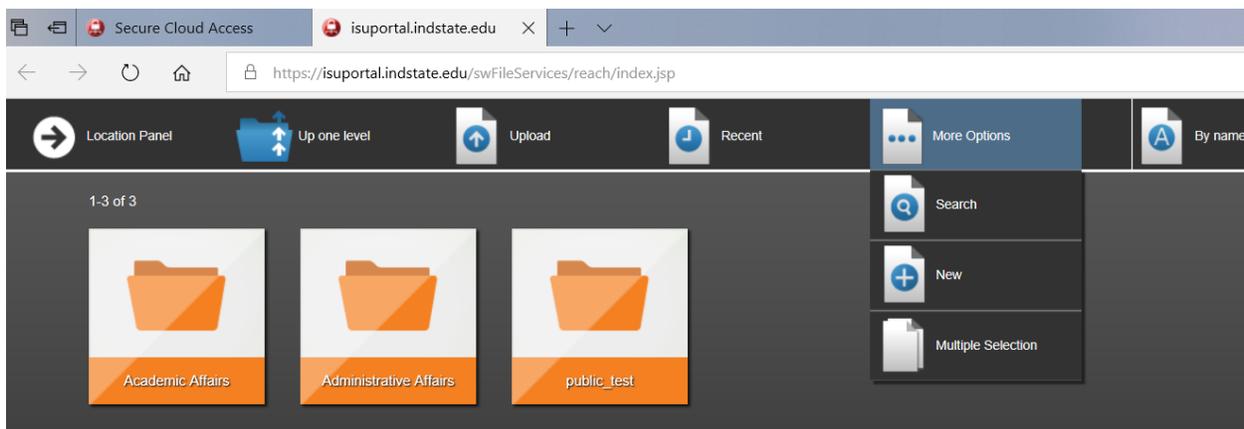
9. Below is the folder view for webStorage. Note the different areas at the top of the page.



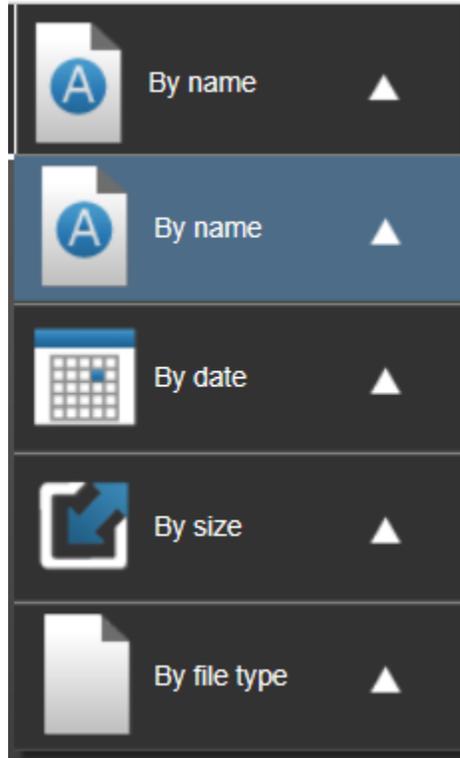
- You have the option to hide the location panel here.



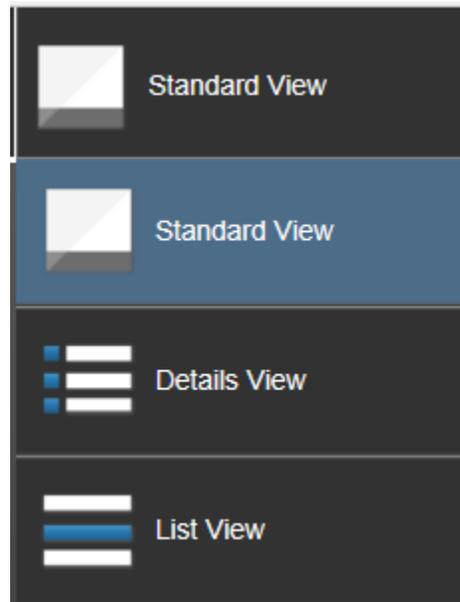
- You also have the option to:
  - **Up one level** – click on this to move to a parent folder within your current drive.
  - **Upload** – upload a file to your network storage drive.
  - **Recent** – list of the recently accessed files on your account.
  - **More options** – Search (search for a file on your network drive); New (create a new file on your network drive); Multiple Selection (select more than one file on your drive).



- The sorting option will allow you to sort files in either ascending or descending order by clicking the arrow. You can sort by name, date, size or file type.



- You can change your view to be either standard view, details view, or list view.

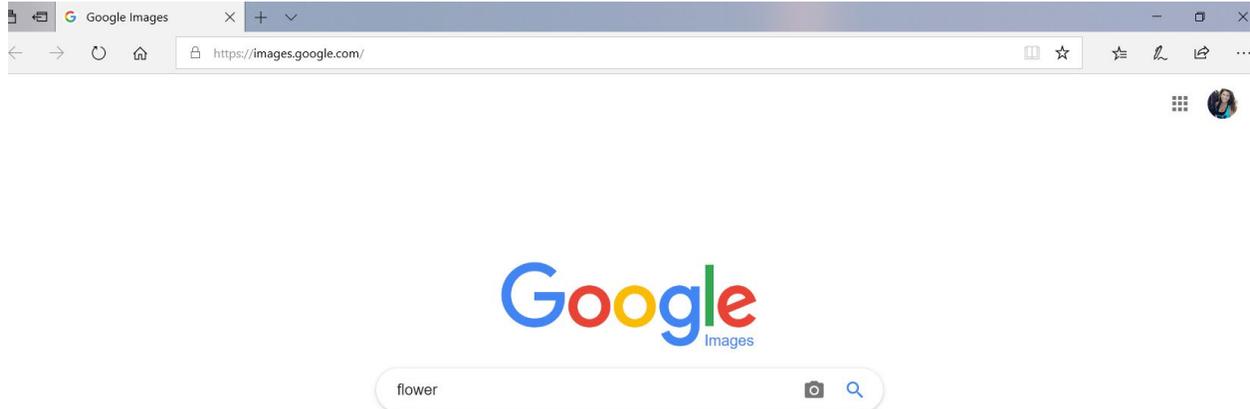


## Keyboard Shortcuts

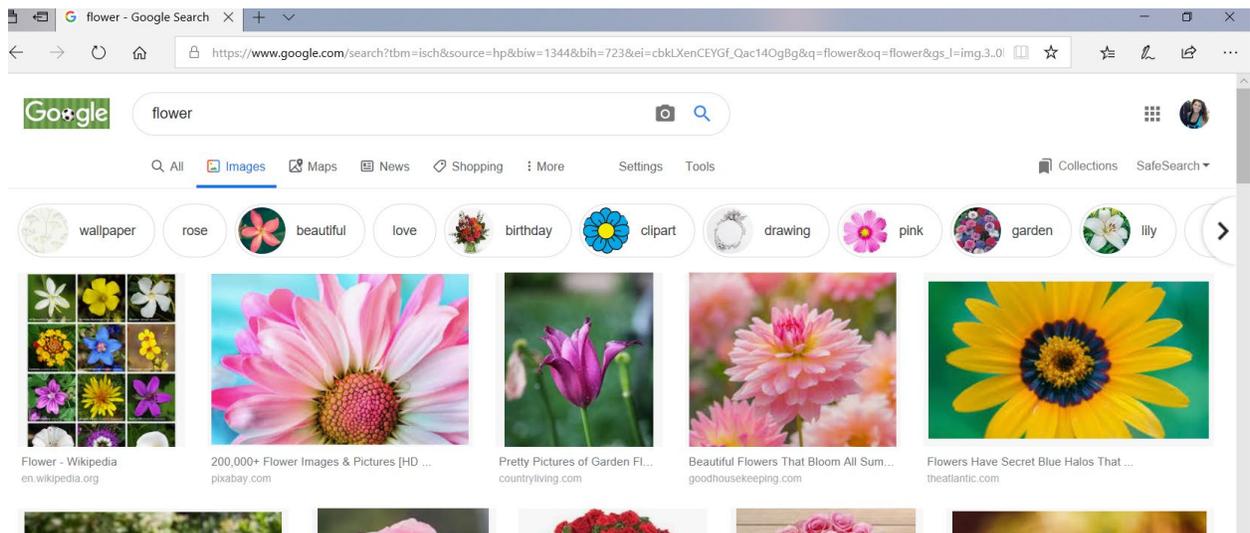
- ✦ To copy a selection you have made: hold down the control key (ctrl) and press c
- ✦ To paste something you have copied: hold down the control key (ctrl) and press v
- ✦ To undo the last thing you did: hold down the control key (ctrl) and press z
- ✦ To redo your last undo: hold down the control key (ctrl) and press y

## How to search for an image without violating copyright rules (using Google images)

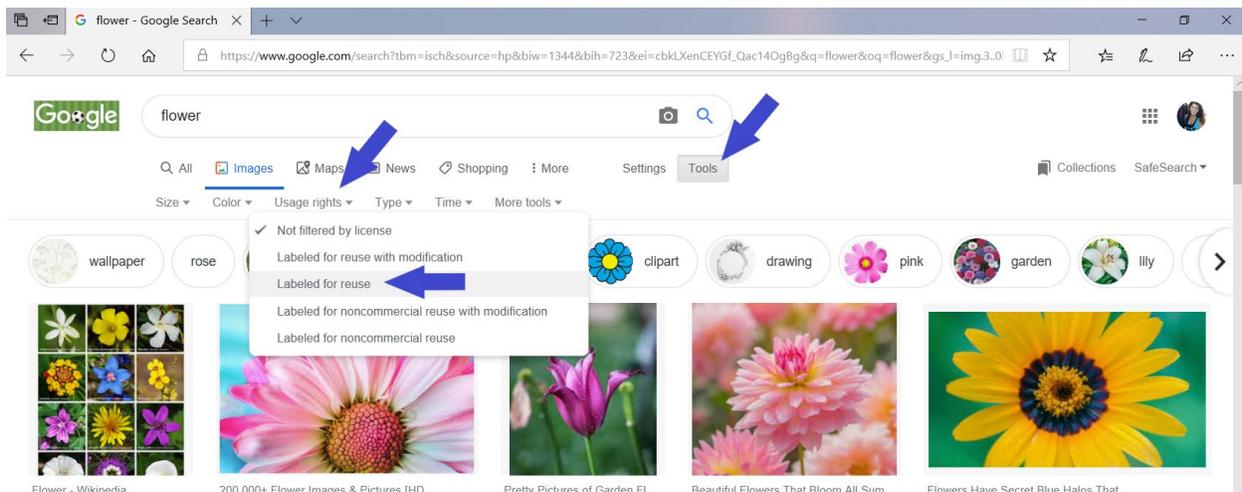
1. Open a web browser and navigate to <https://images.google.com/>
2. Search for an image. In this tutorial, we will look for an image of a flower.



3. Press enter to get your search results.

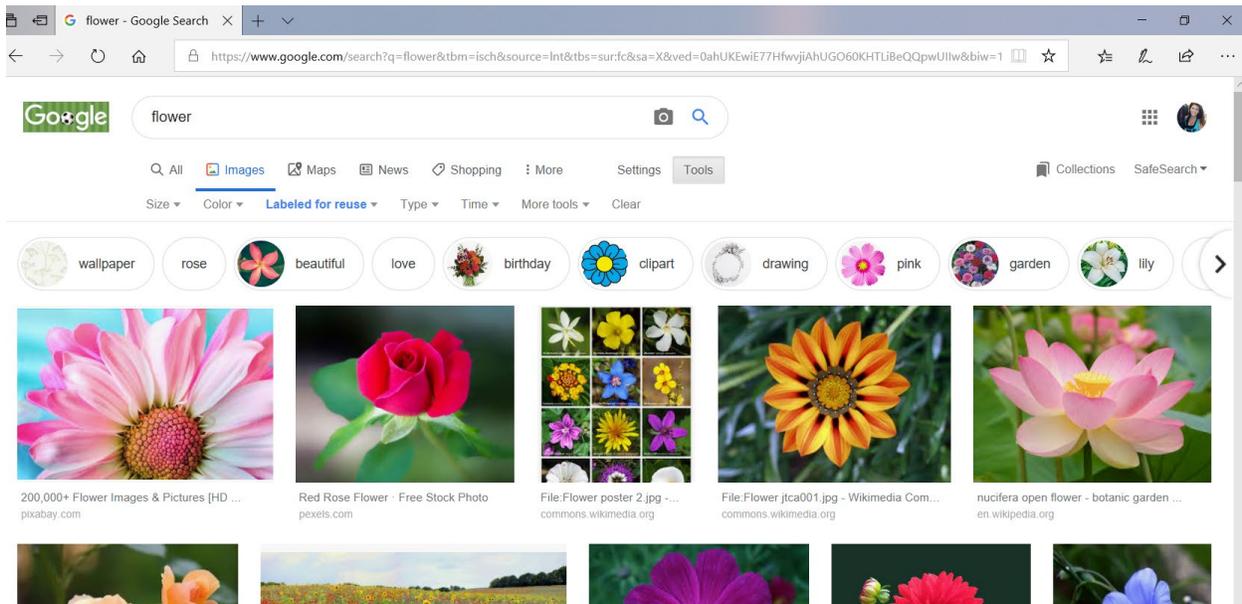


4. Click on Tools → Usage Rights → Labeled for reuse.



Note: If you wish to modify the image or if the image is for noncommercial use you may select the other options.

5. Once you have clicked “Labeled for reuse” or another option, the results of your search will repopulate with only the appropriate images. These images are safe to reuse, please provide the correct citation for images used.



## Sharing Files and Folders with Google Drive

### Share a single item with specific people

Use this method when you know the email address of everyone with whom you are sharing.

1. Open a file in Google Docs, Sheets, or Slides
2. In the top corner, click Share.
3. Under “People” in the “Share with others” box, type the email address of the person or Google Group you want to share with.
4. To choose if a person can view, comment, or edit the file, click the down arrow next to the text box.
5. Click done. The people you shared with will get an email letting them know you’ve shared a file.

### Share a single item using a link

Use this method when you don’t know everyone’s email address, aren’t sure if they all have a Google account, or simply want a document to be more widely available. You can have the link only available to a specific community, or to the whole world.

1. Open a file in Google Docs, Sheets, or Slides.
2. In the top right corner, click Share.
3. Click “Get shareable link” in the top right of the “Share with others” box.
4. To choose whether a person can view, comment, or edit the file, click the down arrow next to “Anyone with the link.”
5. A file link will be copied to your clipboard. Paste the link in an email or anywhere you want to share it.

### Sharing a Folder

If you plan to collaborate with a group of people on a recurring basis, such as within a department or for a class, we strongly suggest creating a shared folder. Then every item placed in this folder will automatically be shared with the group.

- Create a folder
  1. Access Google Drive
  2. On the left, click New > Folder
  3. Enter a name for the folder
  4. Click Create
- Then, share the folder
  1. Select the name of the folder in Google Drive. At the top, click Share.
  2. Under “People” in the “Share with others” box, type the email address of the person or Google Group with whom you want to share.
  3. Make sure their access level is set to “Can Edit.”

For more information, visit [Google Support](#)

## Sharing Files on OneDrive for Business Office 365

Only you can access files or folders stored in your OneDrive for Business until you share them with any user. You can share a file or folder and then you can automatically send the link via email.

1. Access OneDrive through your Indiana State University email.
2. Enter the OneDrive admin center.
3. Select the file or folder you would like to share.
4. Click Share.
5. Click on the drop down and choose anyone, people in your organization or specific people whom you would like to share the document or folder.
6. Enter the name or email of the person you would like to share the document or folder.
7. Enter a message (optional)
8. Uncheck "Allow editing" box if you only want users only view the document. Leave checked it would like users to be able to edit the document.
9. Click Send.

You will receive a confirmation message once the document or folder has been shared.

# Social Media Classroom Integration



## Integrating Social Media in the Classroom

### *What is social media?*

Social media refers to websites and applications that are designed to allow people to share content quickly, efficiently, and in real-time. Social media is a communication tool that allows users to interact with, and contribute to, content online. It includes popular online social networks such as Pinterest, Twitter, Instagram, YouTube, and Facebook, with new platforms emerging.

Although social media has a large presence in news and entertainment, when used in the learning setting for educational purposes it has the potential to facilitate communication, augmenting the student experience and improving outcomes, by:

- Encouraging interaction and engagement among students
- Nurturing a student-centric learning setting
- Extending the learning environment beyond the classroom
- Facilitating the flow of information between students, faculty, and the campus community

### *The Social Media Myth*

The myth about social media in the classroom is that if you use it, kids will be Tweeting, Facebooking and Snapchatting while you're trying to teach. We still have to focus on the task at hand. Don't mistake social media for socializing. They're different -- just as kids talking as they work in groups or talking while hanging out are different.

You don't even have to bring the most popular social media sites into your classroom. You can use Fakebook or FakeTweet as students work on this form of conversation. Edublogs, Kidblog, Edmodo, and more will let you use social media competencies and writing techniques. Some teachers are even doing "tweets" on post-it notes as exit tickets. You can use mainstream social media, too.

Social media is here. It's just another resource and doesn't have to be a distraction from learning objectives. Social media is another tool that you can use to make your classroom more engaging, relevant and culturally diverse.

Social media and learning blend better than you may have imagined. Utilizing social media in your classroom creates an innovative, fun way for students to work together. They're already familiar with how social media works, and now they'll have a reason to post things in addition to all of those memes and selfies.

### *How can social media be used in the classroom?*

The use of social media in education provides students with the ability to get more useful information, to connect with learning groups and other educational systems that make education convenient. Social network tools afford students and institutions with multiple opportunities to improve learning methods.

The important thing to keep in mind is that social media platforms have great educational potential.

### *Why Social Media?*

- **Get Social.** Help students to see social media as a source of information, and demonstrate the “social” in *social* media for academic purposes by adding social media to your lesson plan. Students can blog, tweet, tumblr, scoop, or pin about the topic of discussion in class. This strategy introduces students to a variety of social media sites, teaches students to evaluate social media sources, and learn the vocabulary of various social media sites.
- **Real Sense of What Students Are Thinking.** Students feel empowered to reveal their true selves to a broader audience in a non-school setting. Get a hint of what’s really happening in their thoughts and lives through incorporating social media into lessons and assignments.
- **Easy Access to Materials.** From following NASA during the solar eclipse to Jim Cantore during major weather events, social networks provide up-to-the-minute information on what’s going on around the world and provides a plethora of opinions to evaluate.
- **Connect Your Classroom.** The access to people of influence has never been easier. It’s usually a challenge to get people like politicians, prominent social activists, or astronauts in front of your students — but not only can you follow their thoughts on social media, you also have a decent chance of direct communication through messages or comments.
- **Globalize Your Classroom.** One of the most amazing aspects of the internet is how it’s managed to make the world feel smaller. From current events to astro-photography, almost anything you can imagine is merely a click away. The educational opportunities are truly endless.
- **Connect With Families.** Meet the teacher night is great and online parent portals are helpful, but a connection via social media is the perfect mix of personal and professional, allowing you to distribute not only classroom information, but also your teaching philosophy and personal interests.
- **Students Connect Class to Their Lives.** Even the most fascinating content matter is often easily left behind when you move on to the next chapter. Social media allows you to introduce experts and areas of information in a way that will follow students out of the classroom and into their lives.
- **Students Can Build Social Credibility.** Building a brand through the social networks can help students build a portfolio for their career. The platforms can be used to start sharing work while a student is still in the learning space. This is beneficial to the launch of a student’s career it demonstrates the learning process has developed through their social media. By reflecting on educational background and gaining exposure on social media builds social credibility and students come across as people who can offer their expertise in specified fields. This prepares and positions your career to have social credibility.

### *Ways to Use Social Media in the Classroom*

#### *INSTAGRAM*

So if a picture really is worth a 1,000 words, students have found a way to adapt to our world’s rapid fire messaging pace and absorb more information at once than any generation before. With more than 30 billion pictures shared, Instagram is the happening place for the quick and direct visual literacy the current generation enjoys.

1. **Pop Quiz.** Hold “Instagram quizzes” during class. Designate team captains willing to use their smartphone/Instagram account for their team (this will help include anyone in class who might not have either one of these). The teams must work together for answers (challenge them to do so without speaking) to comment on a picture or multiple pictures you post to Instagram with one of the following:

- Ask a question about the picture and how it relates to what you are studying; points rewarded for using key vocabulary and/or concepts discussed.
  - Reveal just a piece of a picture or an extreme close-up and ask teams to identify what it is and why you chose it.
  - As admin on the account, you can hold all comments until the end of class to ensure no cheating between teams.
2. **Where in the World?** Host a photo campaign asking your students to post Instagram images to their own accounts while they're out in the world that tie into what you are studying. Make sure they include the hashtag you create to ensure your search brings it up. Selfies can be encouraged for authenticity.
    - **Bonus Tip:** To keep almost real-time track of this hashtag, enter the following into your favorite feed reader to follow new posts easily: [http://instagr.am/tags/\[hashtag name\]/feed/recent.rss](http://instagr.am/tags/[hashtag name]/feed/recent.rss) ([hashtag name] is the name of the hashtag without the leading #).
  3. **Student of the Week.** Invite students to alternate "taking over" your classroom Instagram account and sharing photos from their daily lives. Encourage all students to participate by liking and commenting.
  4. **What Would Honest Abe Say?** Have students create pretend Instagram posts from famous historical figures on the class account – what would Abe Lincoln post if he'd had Instagram in his day?
  5. **I Spy.** Have students post a photo of something they see every day on the way to school – such as an old house or an interesting tree – and then have them choose someone else's photo for a creative writing assignment.
  6. **Showcase Showdown.** Post pictures of student work throughout the year, from the first assignment to the last, to show them (and their parents) their progress.
  7. **School-wide School Pride.** Instagram doesn't have to be kept within just one classroom. Hold a photo contest throughout the year that challenges students to show their school pride. From group events to individual efforts, students can submit photos to you via email or text to be posted to Instagram showing how they represent and celebrate their school. At the end of the year, a select group of teachers will judge the top three photos to be included in the school yearbook.
  8. **Join an Instagram Community.** Hashtags and weekly photo challenges keep Instagram going. Use the "Discover" feature to find trending or popular hashtags, and join the fun to push the boundaries outside of traditional classroom walls:
    - Head outside to collect materials to make a #MondayMandala nature collage.
    - Get down close to capture a #MobileMacro view of the world then head back into the classroom to find out more about what you've discovered.

## *TWITTER*

Have all students set up a twitter account that they will use for academic purposes and create a class hashtag (this is imperative).

1. **Keep up with trends.** Teachers and administrators talk on twitter. There are tons of education hashtags you can use to explore what's trending at the moment. Get new ideas and share with other professionals.

2. **Communicate with students and parents.** Almost everyone is on Twitter now, so it's the perfect way to stay in touch with students and parents. Tweet about homework, field trips, and share what's going on in your classroom.
3. **Get feedback from students.** Ask students to tweet you their questions, comments, and more. Keep a running list of what your students are saying or have questions about. You can address their thoughts in class or on twitter.
4. **Show off.** your classroom: Live tweeting what's going on is a fun way to keep parents in the loop. It also allows students to look back on what you've done during the school year.
5. **Get students summarizing.** Asking them to summarize what they've learned is a great way to see what students remember. It also forces them to think critically about what information was most important. Forcing them to tell their thoughts in only 140 characters is challenging and fun.
6. **Connect with other classes.** Join your classroom with another via Twitter. Let your students use a classroom twitter handle to tweet back and forth with another class across the country or the world.
7. **Make Twitter the homework.** Instead of a boring worksheet, have students tweet about assigned readings. Students can tweet a summary of a chapter or respond to a question via twitter. The best part is, they can do this homework from anywhere without pencil and paper.
8. **Tweet as a historic figure.** Have students create a Twitter account for a person from history. Have them tweet about major events in that person's life as they think their historic figure would have tweeted. This can also work with fictional characters.
9. **Write a Twitter haiku.** Haiku writing is a fun poetry exercise for students. Make it more interactive, and a bit more challenging, by having students tweet haikus. Assign various topics for students to write about.
10. **Edit tweets.** Celebrities aren't always the best writers, and their tweets are often riddled with grammar and spelling errors. Have students retweet what their favorite celebs say, minus the errors.

### **FACEBOOK**

1. **Create a Facebook group for your class.** First, teachers should use Facebook to create class groups. Groups on Facebook have privacy settings, so teachers can make a Facebook group for their class that is a safe place to share information online.
  - What was that homework assignment? Who has the notes from today? What did I miss while I was sick? Can anyone help me figure out how to do this? Think of all the questions you could save time answering if you create a closed group on Facebook for you and your students to touch base. Set a clear list of rules for what is and is not allowed in the group, and of course be certain to moderate it. They'll be able to help each other, building valuable social and teamwork skills. You can always step in if they can't figure things out amongst themselves.
2. **Document class adventures.** This generation loves to document every part of their lives; therefore, teachers should take advantage of the ease of documenting and sharing pictures from class activities such as field trips.
3. **Use Facebook Live to provide additional help.** Facebook Live is a new feature that is immensely useful in the classroom. It is a tool that allows teachers to record videos which

students may view through live streaming or later. This is a terrific way to record and share videos of difficult lessons so that students can watch and learn after school.

4. **Teach students digital citizenship skills.** By encouraging students to interact online through Facebook, teachers can help students gain digital citizenship skills. They can model how to comment and share online content correctly. They can also use Facebook as a teaching tool for distinguishing between real and fake news.
5. **Create Facebook polls.** Students love taking polls, so this added Facebook feature makes it easy to poll your students about simple things or class materials.
6. **Develop fake profiles for characters.** Facebook can be used to research important people. Additionally, some teachers have discovered that students love the idea of creating fake profiles for the people they are studying in class.
7. **Share educational content.** Since Facebook makes it extremely easy to share materials, this is the perfect place to share educational content. For instance, teachers can share videos and articles from reliable news sources related to the information they are studying in class.
8. **Post events.** Students tend to sync their online calendars with Facebook. Therefore, it is helpful for students when teachers create events for their classes that will register on their calendars like exam days.
9. **Provide links to important documents.** Facebook groups also allow the users to upload important files that are only accessible to the group. If a teacher has material that students need to keep up with all year, Facebook offers great online storage.
10. **Make global connections.** Finally, Facebook is a wonderful way to make global connections with other teachers and students across the world.

### ***BLOGGING***

- **Leverage the power of blogging.** Setting up a blog is simple and secure. Each student is invited, and only those invited can see the blog's contents. By giving writing assignments that are blog assignments, you're not the only one having to read the assignment. Points can be given for comments, and discussions had on the blog. It encourages students to give and receive feedback in a manner that the teacher can filter and control. Also, because blog posts become a part of the internet, students can link and use their better posts for college and scholarship applications.
  - If you're the only person who is going to be reviewing your student's writing, they may feel inclined to create something that they feel would be "good enough" rather than excellent. Having an audience encourages students to do their best. If they know how many people are going to see it, they'll be more likely to present their best work.
  - Rather than the usual pen-and-paper writing assignments, have your students blog on a subject. Allow students to tastefully read and comment on each other's blogs, providing constructive feedback. Platforms like WordPress allow users to create and manage closed-blog systems, keeping the visibility limited to peers.

### ***SKYPE***

- **Use video conferencing to teach your students.** Skype is not just for use with friends and families. Teachers have been using it to connect their students with other students across the world, in a way pen pals used to connect to each other. But you can also use it in a

larger group project perspective. Matching classes that are studying the same subject could bring in a whole other realm to studying history or literature or science. You can also connect students to people who are working in different fields, so they can ask their questions and get a real life perspective on what working in that field is like.

- **Skype around the world.** Since a trip to a specific location (such as a different country) probably isn't feasible, you can always bring the location into the classroom with Skype. Through video chat, your class can speak with other classes in different parts of the world. Some educational destinations may also provide lectures or tours through Skype, allowing your students to experience a culture in real time with full interactivity.
- **Invite Guest Speakers.** You can easily use social media platforms to present speeches by guest speakers in the classroom. Skype video conferences are cool, but you can also connect through YouTube and Facebook. Thanks to technology, your students will have access to new resources for learning and inspiration. MysterySkype is the great option and it is easy to find other classes to connect with all over the globe using your PLN. 

### *WIKI*

- **Create a class Wiki.** Your students are familiar with Wikipedia and probably use it more than you think. Wikipedia is a great tool for finding comprehensive information on a subject, so try putting your students on the other end of the screen. Create a Wiki as a class subject. Choose one lesson as an umbrella, and write a stem article. Have your students write the supplementary articles to demonstrate what they know. It's a great way to showcase knowledge and promote teamwork.

### *PINTEREST*

- Pinterest is a great website that students and teachers can use for collecting educational resources. You can ask them to create separate boards for related topics, and ask them to follow each other's collections. Then, you can choose the best resources and present them in class. For example, you can ask your students to pick the most inspiring traveling destinations, find different facts, and create Pinterest boards that they will present as projects for geography class.
- Used in a classroom, these boards can curate any unit of study and multiple users can be given permission to pin to one user's board (i.e. for small group or whole class). If students are required to write a brief analysis of each pin, each board can become a visual annotated bibliography
- In an English class, you could have them pin the imagined treasures of an assigned character from a novel (such as Jane Austen's Emma), along with the textual support for why they chose that item.
- Science students could begin with an inventor and invention then pin all the things that have resulted from it, with a description of the connection.
- **Brainstorm.** Successful collaboration and compromise are the roots of a successful group project. Sometimes students may face obstacles in communicating their unique visions, and this means most of the collaboration goes right out the window. When assigning a group project, encourage students to create a board on Pinterest to collect their ideas. Everyone will be presented with a clear representation of their teammates' visions, allowing them to work together with ease.

### ***YOUTUBE***

- Use YouTube to publish your own educational videos or podcasts. If you don't have enough time to maintain the channel, you can search YouTube for relevant content and play it during class. Then, you can all talk about it.

### ***FLICKR***

- Flickr is a great place where your students can find images for their projects but have you considered making contributions to it? Organize a field trip and ask them to take photos with their phones. Assign random hashtags (#happiness, #architecture, #sunset, #nature, or anything else you can think of), which will motivate them to take certain types of photos. Then, you can choose the best ones and post them from your Flickr profile. This project will make your students aware that they can make meaningful contributions to the world of Internet.

### ***TUMBLR***

- Tumblr is a micro-blogging platform that is a cross between a blog and twitter. As with all social media, the key with Tumblr is authenticity and content creation. It is very easy to create an impressive Tumblr through retumbls but creating a tumblr that creates new content involves more than regurgitating content that already exists. A solution to this, which can work well for teachers is the secondary vs.primary blog feature. If the teacher creates a primary public blog, then secondary blogs can be set up as part of the primary account that are password protected. These secondary blogs are not able to follow other blogs, like posts, ask questions, or submit to other blogs. This limited use forces students to seek out content to read and to create content of their own. Tumblr could be a great way for an Activities Director to manage blogging by club presidents, an elementary teacher to manage updates about ongoing classroom projects, or a secondary teacher to assign ongoing updates about topics that the class is following throughout the year.

### ***TIKI-TOKI***

- Tiki-toki is a timeline platform that allow student users to collaborate on a timeline at the same time. History is the obvious subject choice for this platform but other content areas can benefit from it as well. Using the timeline contributions to generate discussion is what makes this social media. If science students were assigned various perspectives in the cloning debate, a timeline could be co-created to represent the evolution of the discussion throughout history. Additionally, students can comment on each other's posts to offer critical analysis, dissent, and support. Carry this over to classroom discussions and you will find yourself over-planned for the unit!

### ***What Are Student's Thoughts on Social Media Use in the Classroom?***

Students increasingly want their instructors to use social media as a learning tool. Research suggests that social media assists students with acquiring new information, facilitates connections with course material and peers, and improves productivity. Students recognize these benefits and want to take advantage of

them. In 2015, 21% of UW students said that they want their instructors to use social media as a learning tool more frequently, compared to 10% in 2012.

Instructors should “relate social media and current events on website to our class material.” —UW Student, 2015

Students indicate that social media helps them remain connected with their peers and their institution. Social media enables students to build connections with instructors, peers, and campus community—interactions that improve retention rates. Students want to become better at using social media for educational purposes. In 2015, 31% of UW students said they felt they would be more effective if better skilled at using social media as a learning tool, up from 28% in 2014 ( $p=0.029$ ).

Instructors underutilize student mobile devices for learning. Current trends suggest that access to social media increases along with growing mobile device ownership. And this increase may benefit students. Social media can be an effective learning tool in higher education, facilitating interaction between students and instructors, improving communication, promoting social and peer learning, and increasing collaboration. However, 2015 ECAR results demonstrate that UW students feel that their instructors are underutilizing students’ mobile devices. In general, only 28% of UW students say their instructors take advantage of student devices, using these tools to enhance learning and to help students make connections with resources outside the classroom.

More students report using social media as a learning tool in class and for course-related purposes. The percentage of students who indicated that they use social media, or Facebook specifically, as a learning tool increased from 33% of UW students in 2011 to 56% in 2015.

Students want to keep their academic and social lives online separate. Students are wary of how the use of social media in an academic setting may impact their privacy. Results from the ECAR survey from 2012-2015 indicate that students are increasingly concerned about keeping their social and academic lives separated online. The percentage of students who agreed with the statement, “I like to keep my online academic and social lives separate,” increased from 43.5% in 2012 to 65.1% in 2015. Other researchers also report persistent privacy concerns surrounding the use of social media in the learning setting. “My institution could use some more integration with social media, but not to a level that jeopardizes privacy of individuals.” —UW Student, 2015

### *What does this mean for teachers?*

#### ✦ Set an Example

- Students learn plenty of new things every single day. However, they rarely get precise instructions on how to use social media platforms. Thus, they rely on their intuition and the examples they see from other users, which don’t always lead them in the right direction. It’s time to set an example. Explain how social media can help them learn and establish a great online reputation. Be a great example for them and introduce them to the concept of responsible digital citizenship.

#### ✦ Prepare

- **Review social media privacy settings.** Students and instructors may be unfamiliar with social media privacy settings. Review these settings before the start of the course and be prepared to answer student questions.
- **Be transparent about the use of social media in the classroom.** Set clear expectations about the use of social media in the course description and syllabus. Ensure that students know how social media will be used in the classroom setting prior to enrollment. Include

this information in course requirements and suggest any alternatives that may meet these requirements.

- **Provide an option to opt out.** If students are required to use social media in the course, or for a specific assignment, provide an easily accessible alternative for students who do not want, or are not able, to use social media, such as an alternative assignment or accommodation. Students who don't want to use their personal account may consider using a course-specific social media account.
- **Stay up-to-date.** Social media features, privacy settings, and student behaviors in relation to social media change frequently. Keep this ever-evolving environment in mind during course planning.

#### ✦ In Practice

- **Get students thinking about social media and their privacy.** Encourage students to review their privacy settings frequently and to adjust as appropriate. Students should be familiar with how their content is shared and who has access to it.
- **Be responsive to student preferences and needs.** Don't assume all students are familiar with social media or have the needed hardware to access it in your class. Assess student preferences, knowledge of and comfort with social media. Consider making a change to how social media is used in the classroom, and be prepared to connect students to the resources they need to fully participate in your course.
- **Protect information.** Instructors should take care not to reveal any personal data about students in their use of social media, including posting images or recordings that may identify students.
- **Let students initiate contact requests.** Students should be the ones to initiate any friend requests or contact over social media. As an instructor, you should never initiate a one-on-one social conversation with a student over social media.
- **Take care with responses to students.** If a student initiates social dialogue over social media, it is not considered part of the educational record, but it is still important to respond with care

## Social Media FAQ

### *Why would I use social media in my teaching?*

Current research suggests that in the higher education setting, social media may be used to improve communication between students, instructors, and the surrounding campus community. While many different types of communication tools are available in the learning setting, the advantage of using popular social media platforms is that most students arrive to campus as fluent users of these virtual tools. Whether or not instructors adopt social media as an education tool, chances are their students already have created a class-specific Facebook group, use Twitter to share course information, or use another social media platform to communicate with other students outside of class.

### *Do I need to be concerned about privacy?*

It's best to view anything posted to social media as publicly available information, and treat content accordingly. While many social media platforms, such as Facebook, provide users with the ability to filter who is able to see their content, it is difficult to ensure privacy. Once posted, social media content is held by a third party, and the user more or less relinquishes ownership in exchange for free storage.

### ***What can I do to protect my privacy?***

Instructors and students should familiarize themselves with social media platform-specific privacy settings, and stay up-to-date with them. Many social media platforms enable the user to determine how widely their content is shared, restricting access to a designated group or making content publicly accessible. While these settings offer some degree of protection, there's no guarantee that anything posted to a social media platform is actually private, so best practice is to treat any posts as public.

Some students and instructors might prefer to compartmentalize their online social and academic lives by creating separate accounts for coursework. Over Twitter for example, instructors can offer students access to a shared class account, using a handle or username associated with the course itself, e.g. @Bio101. In this case, students would all have access to the same account, utilizing this account to contribute to discussion and post content. Over Facebook, instructors and students may opt to create a group or page specific for class. While these social media groups can be set to "private" or "secret," enabling instructors and students to control who has access to them, instructors should continue to collaborate with their colleagues, TAs, and students for ideas on preserving privacy.

### ***What should I do to protect student privacy?***

In addition to the above recommendations, instructors need to be mindful of what type of content they post to and about their students. Posts should not include any personal data about students, including images, recordings, or any documentation related to a student's performance in class.

Protecting student privacy also means that instructors model positive social media practices and privacy considerations in class. When using social media for a class-related activity, instructors should talk to their students about social media and privacy, and encourage students to keep themselves up-to-date with changing privacy policies.

### ***How should I communicate how social media will be used in the classroom, to my students?***

However you choose to communicate expectations about how social media will be used in the course, it is essential to make students aware of these expectations as early as possible, equipping students with the information they need to make informed choices about their course schedule. Instructors may opt to clarify expectations in the course description, so students are aware even before enrollment. Such expectations can also be detailed in an accessible course Canvas page, over MyPlan, or in course marketing materials. Students should have a clear idea about how social media is used, if it is required, and what, if any, accommodations or alternative assignments are available.

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Focus  
Images  
Build Target  
Hashtags Profile  
Trending New  
Social Keywords  
Complete  
Up-to-date Media  
Join Quality  
Commitment  
Tips Explore  
Capitalize Engage  
Cross-promote

# Classroom Technology Integration

## Classroom Technology Integration

Reasons to Incorporate Technology in the Classroom:

- ✦ Engage students and creates active learners
- ✦ Encourages individual learning and growth
- ✦ Facilitates peer collaboration
- ✦ Prepares students for the real world
- ✦ Creates more engaged and successful teachers

Tips to Start Technology Integration in the Classroom:

- ✦ Create class groups on social networks
- ✦ Reuse old worksheets by converting them to a PDF
- ✦ Record your lectures online
- ✦ Create case studies
- ✦ Create educational games and quizzes

Ways to use Technology in the Classroom		
Virtual tour or field trip	Learning Stations w/ devices	Blogs
Videos	Social Media	Online sign-ups
Live Videos	Twitter Hashtags	Game-based learning
Podcasts	Mind Maps	Simulations
Add multimedia elements to presentations/PowerPoints	Study, Review & Critique	WebQuest
Mobile applications	Content on Web Pages	Websites
Online Class Calendar	Online Polls	Word, PowerPoint, Excel
SMART board	Wiki Page	Create Video Content
	Ebooks	Video Conferencing

Links to why technology is important in the classroom:

- ✦ <https://www.capella.edu/blogs/cublog/benefits-of-technology-in-the-classroom/>

Links with Information on how to start classroom technology integration:

- ✦ <https://www.gettingsmart.com/2016/05/5-tips-to-kickstart-your-classroom-technology-integration/>
- ✦ <http://www.teachhub.com/4-stages-technology-integration-supporting-student-growth>
- ✦ <https://www.teachthought.com/technology/5-levels-of-technology-integration-in-curriculum/>

Links with Information on Ways to Use Technology in the Classroom:

- ✦ <https://www.prodigygame.com/blog/ways-to-use-technology-in-the-classroom/>
- ✦ [https://www.educationworld.com/a\\_tech/tech/tech176.shtml](https://www.educationworld.com/a_tech/tech/tech176.shtml)
- ✦ <https://www.teachthought.com/technology/6-technology-integration-ideas-content-area-grade-level/>

Links to Technology Integration tools:

- ✦ Mind Mapping: <https://www.mindmeister.com/education-software>

YouTube Videos on Technology Integration in the Classroom	
Technology Integration in Schools – An Introduction	<a href="https://www.youtube.com/watch?v=3kqBeKO2x-c">https://www.youtube.com/watch?v=3kqBeKO2x-c</a>
Blending technology and classroom learning	<a href="https://www.youtube.com/watch?v=o0TbaHimigw">https://www.youtube.com/watch?v=o0TbaHimigw</a>
Technology Integration in Education	<a href="https://www.youtube.com/watch?v=lo9agDXhd3I">https://www.youtube.com/watch?v=lo9agDXhd3I</a>
Redefining Learning & Teaching using Technology	<a href="https://www.youtube.com/watch?v=AOTEQVYDPpg">https://www.youtube.com/watch?v=AOTEQVYDPpg</a>
Tech Literacy: Exploring Tools Through Content	<a href="https://www.youtube.com/watch?v=oW6j0_Z65aE">https://www.youtube.com/watch?v=oW6j0_Z65aE</a>

Scholarly Articles & Text on Technology Integration in the Classroom	
Title	Link
Integrating Technology into the Classroom: Eight Keys to Success	<a href="https://www.learntechlib.org/p/9304/">https://www.learntechlib.org/p/9304/</a>
Technology Integration Practice as a Function of Pedagogical Expertise	<a href="https://www.tandfonline.com/doi/abs/10.1080/08886504.2001.10782325">https://www.tandfonline.com/doi/abs/10.1080/08886504.2001.10782325</a>
New Technology for the Classroom: Mobile Devices, Artificial Intelligence, Tutoring Systems, and Robotics	<a href="https://www.igi-global.com/chapter/new-technology-for-the-classroom/220176">https://www.igi-global.com/chapter/new-technology-for-the-classroom/220176</a>
Mediating Factors that influence the technology integration practices of teacher educators	<a href="https://www.sciencedirect.com/science/article/pii/S0360131518302689">https://www.sciencedirect.com/science/article/pii/S0360131518302689</a>
Trends and Challenges of Technology Integration in ELT Classes	<a href="http://www.ijellh.support-foundation.com/OJS/index.php/OJS/article/view/6345">http://www.ijellh.support-foundation.com/OJS/index.php/OJS/article/view/6345</a>
A Call For Teacher Preparation Programs to Model Technology Integration Into the Instructional Process	<a href="https://www.igi-global.com/chapter/a-call-for-teacher-preparation-programs-to-model-technology-integration-into-the-instructional-process/215625">https://www.igi-global.com/chapter/a-call-for-teacher-preparation-programs-to-model-technology-integration-into-the-instructional-process/215625</a>

Other links:

- ✦ <https://www.teachthought.com/technology/difference-technology-use-technology-integration/>
- ✦ <https://www.schoolology.com/blog/5-common-mistakes-avoid-classroom-technology-integration>

Using Technology	Technology Integration
Technology usage is random, arbitrary & often an afterthought	Technology usage is planned & purposeful
Technology is rare or sporadically used in the classroom	Technology is a routine part of the classroom environment
Technology is used purely for the sake of using technology	Technology is used to support curricular goals & learning objectives
Technology is used to instruct students on content	Technology is used to engage students with content
Technology is mostly being used by the instructor(s)	Technology is mostly being used by the student(s)
Focus on simply using technologies	Focus on using technologies to create and develop new thinking processes
More instructional time is spent learning how to use the technology	More instructional time is spent using the technology to learn
Technology is used to complete lower-order thinking tasks	Technology is used to encourage higher-order thinking skills
Technology is used solely by individuals working alone	Technology is used to facilitate collaboration in & out of the classroom
Technology is used to facilitate activities that are feasible or easier without technology	Technology is used to facilitate activities that would otherwise be difficult or impossible
Technology is used to deliver information	Technology is used to construct & build knowledge
Technology is peripheral to the learning activity	Technology is essential to the learning activity

## Entry

The teacher begins to use technology tools to deliver curriculum content to students.

## Adoption

The teacher directs students in the conventional and procedural use of technology tools.

## Adaptation

The teacher facilitates students in exploring and independently using technology tools.

## Infusion

The teacher provides the learning context and the students choose the technology tools to achieve the outcome.

## Transformation

The teacher encourages the innovative use of technology tools. Technology tools are used to facilitate higher order learning activities that may not have been possible without the use of technology.

## Active

Students are actively engaged in using technology as a tool rather than passively receiving information from the technology.



Information passively received  
[...more](#)



Conventional, procedural use of tools  
[...more](#)



Conventional independent use of tools; some student choice and exploration  
[...more](#)



Choice of tools and regular, self-directed use  
[...more](#)



Extensive and unconventional use of tools  
[...more](#)

## Collaborative

Students use technology tools to collaborate with others rather than working individually at all times.



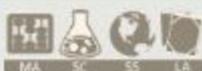
Individual student use of tools  
[...more](#)



Collaborative use of tools in conventional ways.  
[...more](#)



Collaborative use of tools; some student choice and exploration  
[...more](#)



Choice of tools and regular use for collaboration  
[...more](#)



Collaboration with peers and outside resources in ways not possible without technology  
[...more](#)

## Constructive

Students use technology tools to connect new information to their prior knowledge rather than to passively receive information.



Information delivered to students  
[...more](#)



Guided, conventional use for building knowledge  
[...more](#)



Independent use for building knowledge; some student choice and exploration  
[...more](#)



Choice and regular use for building knowledge  
[...more](#)



Extensive and unconventional use of technology tools to build knowledge  
[...more](#)

## Authentic

Students use technology tools to link learning activities to the world beyond the instructional setting rather than working on decontextualized assignments.



Use unrelated to the world outside of the instructional setting  
[...more](#)



Guided use in activities with some meaningful context  
[...more](#)



Independent use in activities connected to students' lives; some student choice and exploration  
[...more](#)



Choice of tools and regular use in meaningful activities  
[...more](#)



Innovative use for higher order learning activities in a local or global context  
[...more](#)

## Goal Directed

Students use technology tools to set goals, plan activities, monitor progress, and evaluate results rather than simply completing assignments without reflection.



Directions given, step-by-step task monitoring  
[...more](#)



Conventional and procedural use of tools to plan or monitor  
[...more](#)



Purposeful use of tools to plan and monitor; some student choice and exploration  
[...more](#)



Flexible and seamless use of tools to plan and monitor  
[...more](#)



Extensive and higher order use of tools to plan and monitor  
[...more](#)

## Virtual Reality

In the era of digital devices, we have an opportunity to enable better learning with technology. Virtual Reality (VR) seems to be the natural next step for the evolution of education.

Virtual reality can be used in classrooms to enhance student learning and engagement. VR can transform the way educational content is delivered; it works on the premise of creating a virtual world — real or imagined — and allows users to interact with it. Being immersed in what you're learning motivates you to fully understand it. It'll require less cognitive load to process the information.

### *What is Virtual Reality?*

Virtual Reality (VR) is a computer-generated simulation of a three-dimensional image or environment that can be interacted with in a seemingly real or physical way by a person using special electronic equipment, such as a helmet with a screen inside or gloves fitted with sensors.

### *Why Virtual Reality?*

1. Better Sense of Place.
2. Scale Learning Experiences.
3. Learn by Doing
4. Emotional Reaction.
5. Develop Creativity.
6. Visual Learning.
7. Distance Learning.
8. Group Learning.

### *Ways to Use Virtual Reality in the Classroom:*

- **Virtual Field Trips.** VR technology can be used to engage students in topics related to geography, history, or literature by offering a deeply immersive senses of place and time. Simply imagine geography lessons where you can visit any place on the globe — this type of experience is much more enriching than just reading about it. Virtual field trips have become one of the most popular applications of VR technology for learning, and many schools have begun using [Google Expeditions](#) to transport students to faraway and even inaccessible parts of the planet. The Google Expedition app is free to download on IOS or Android and teachers can invest in some of the low-cost cardboard headsets that can be attached to a smartphone. With these simple headsets, students can actively explore anything from Machu Picchu to outer space or the deep sea. Each trip is comprised of VR panoramas, and trips vary from the Great Wall of China to Mars. People all over the world can visit places that are virtually impossible to visit in person.
- **Language Immersion.** One of the best ways to learn a new language is through full immersion, as this requires students to listen to and speak the language they're learning all day, every day. Since most of us can't afford to jet off to another country for weeks or even months at a time, virtual immersion is the next best thing. Virtual reality simulations can trick the brain into thinking the experiences are real, and a number of new language learning apps that use VR are now being developed. One such app is [Unimersiv](#), which can be used together with the Oculus Rift headset.

The app allows learners to connect with people from all over the world and practice their language skills while playing games and interacting with other students in a virtual world.

- **Skills Training.** VR is a good solution for highly technical training fields like the military or the medical industry. For example, the most significant challenge for medical students learning anatomy is understanding the body in three dimensions and how different systems fit together. VR can help overcome this problem. One example is the VR system used by Mendel Grammar School in Opava City, Czech Republic, which helps students in biology classes learn about the anatomy of the eye. The team working on this project employed a Leap Motion controller and specially--adapted Oculus Rift headsets to provide an innovative way of learning anatomy.
- **Philosophical Theories.** Even philosophical theories can be brought to life with virtual reality. The Sevenoaks School in the United Kingdom recently started using VR headsets in its philosophy lessons as a way to introduce students to French philosopher Rene Descartes' dream argument. Meditations on First Philosophy is one of the most influential philosophical texts ever written, and begins with the claim that dreams and waking life can have the same content. Thanks to the VR headsets, students are able to see just how immersive a simulation can feel and experience firsthand the possibility that life is nothing more than a simulation.
- **Architecture and Design.** Schools are also finding that virtual reality technology is a great way to spark students' creativity and keep them engaged, especially when it comes to architecture and design. For the last three years, David Beach, assistant professor at the Drury University Hammons School of Architecture, has been researching ways to apply VR technology in his field and believes it opens up countless possibilities in architectural design. The Oculus Rift hardware makes it possible for architects to take computer-generated 3D models and place viewers into those 3D models in order to bring their plans to life. At a primary school in Ireland, students have even been using VR to construct 3D models of historical Irish sites and then visit them virtually.
- **Special Education.** The Jackson School for special needs students in Victoria, Australia has been using the Oculus Rift headset with students in the classroom. Technology and special education instructor Mathieu Marunczyn explains that the Oculus Rift has helped spark his students' imagination and gives them a visual insight they wouldn't otherwise have. For instance, students can take a peek inside an Egyptian temple or view a jet engine to gain an understanding of how it all fits together, which makes lessons a lot more hands on. Marunczyn also notes that structured lessons with meditative virtual reality apps like those that explore planets and stars tend to have a calming effect on his students, many of whom have some form of autism.
- **Distance Learning.** VR allows us to bridge the gap between educators and learners. With VR, distance learning tools can put educators and students together in the same room with digital representations of themselves — teachers can teleport into the VR world and guide students through their experiences. Stanford School of Business is already offering a certificate program delivered entirely through VR, and at the University of British Columbia Law School, students are enjoying virtual reality lectures using a VR social application called VR Chat. The application provides virtual online chat spaces where students with a VR headset can project themselves and interact with lecturers and other students.
- **Improved Collaboration.** Some of the most important knowledge we gain doesn't come from what we hear from lecturers, but rather from collegiality and debate. VR gives the opportunity to make learning experiences social by allowing students to communicate with each other. Using avatars and mapped facial expressions, people can come together to discuss, synthesize, and learn from one another.
- **Game-based Learning.** Virtual reality will likely completely change the way games can be used for learning. Game-based learning works because it increases engagement and motivation, and virtual reality can take this to the next level. Jane Wilde, an instructor at Marlboro College in

Vermont who has been using games and simulations in her lessons for some time now, notes that although virtual reality games are not the only source of fun and engagement in class, they can make a substantial difference. “In my own experience game-based learning is motivating because it is fun,” she says. “The playing field is leveled – a player’s gender, weight, race don’t have to interfere with their acceptance by other players. You are judged by your actions. A lot can be accomplished in a virtual environment that would not be possible in real life. Also it is memorable – the visual and kinesthetic experiences in virtual worlds contribute to our ability to learn.”

- **Virtual Campus Visits.** Technology is changing the way students select universities and many schools have now started virtual reality campus tours as a way to connect with applicants on a wider scale. These campus ‘visits’ allow students to see what it would be like to attend universities in other cities and countries even if they can’t visit in person. The virtual reality tours use photos and videos of campuses and their surroundings that enable students to explore the campuses at 360-degree angles. For instance, the University of Michigan Football program now has a [virtual reality tour](#) that lets students experience what it’s like to play at the university’s stadium.

### *What Makes a Good Virtual Reality Experience?*

1. **Immersive.** Designers should strive to create the feeling that users are in an experience. For example, if you develop a history app, make history come alive for students.
2. **Easy to use.** Eliminate the need to have special skills to interact with a VR app.
3. **Meaningful.** Meaning is really important for students. You can’t create a good VR learning experience without a good story. That’s why it so important to advance the art of storytelling. Stories quite simply provide the best vehicle for delivering messages that are not only heard and understood, but that also inspire and elicit action.
4. **Adaptable.** As Albert Einstein once said, “I never teach my pupils, I only attempt to provide the conditions in which they can learn.” VR experiences should allow students to explore at their own pace. The app should provide complete control over the level of difficulty. Designers should establish how students learn and then use this knowledge to design VR products that allow effective learning.
5. **Measurable.** Each educational tool should provide measured impact. Teachers should be able to track the metrics of education so they can measure the resulting knowledge of a subject. When designing VR experiences, it’s essential to choose appropriate metrics and make it clear what criteria will be used to measure success and failure.

### *Virtual Reality in Higher Education*

Universities and colleges have always been at the cutting edge of new technologies, driving development and creating the next generation of scientists, developers and entrepreneurs. Virtual and augmented reality technologies are at the frontier of development right now; the market is forecast to reach \$13.9 billion in 2017 (IDC), and change is happening at a frenetic pace.

### *What is the Role for Teachers in Virtual Reality?*

The transition from analog teaching practices to digital ones is going to change what teaching looks like. The role of a teacher will change from content delivery to content facilitation. Teachers will be focused on creating conditions for exploring, rather than providing ready-made knowledge.

### *Is Virtual Reality Accessible?*

VR has a high price point that is a significant barrier for many users. If we analyze the success of Google Expeditions, it's clear that Google was able to reach this many students because the hardware was really accessible. To make VR education accessible to a majority of users, it's important to focus on creating VR experiences for devices users already have and repurpose them into powerful tools for education. A phone we have in our pockets and \$20-100 headset devices — such as [Google Cardboard](#) or [Samsung Gear VR](#) — should be enough to give students good VR experiences.

Virtual & Augmented Reality	
Education Level	Links
Pre-school	<a href="http://www.classvr.com/virtual-reality-in-education/virtual-augmented-reality-in-pre-school-education/">http://www.classvr.com/virtual-reality-in-education/virtual-augmented-reality-in-pre-school-education/</a>
Elementary	<a href="http://www.classvr.com/virtual-reality-in-education/virtual-augmented-reality-in-elementary-education/">http://www.classvr.com/virtual-reality-in-education/virtual-augmented-reality-in-elementary-education/</a>
Secondary	<a href="http://www.classvr.com/virtual-reality-in-education/virtual-augmented-reality-in-secondary-education/">http://www.classvr.com/virtual-reality-in-education/virtual-augmented-reality-in-secondary-education/</a>
Vocational	<a href="http://www.classvr.com/virtual-reality-in-education/virtual-augmented-reality-for-vocational-courses/">http://www.classvr.com/virtual-reality-in-education/virtual-augmented-reality-for-vocational-courses/</a>

## Interactive bulletin board

### *What is an Interactive Bulletin Board?*

**Interactive bulletin boards** are pieces of purposeful classroom decor that **can** help students strengthen their skills and provide reinforcement and enrichment opportunities. Students **can** physically get up from their desks and interact with the **bulletin board**-- whether it includes engaging tasks or movable pieces!

Below is an example of an Interactive bulletin board which incorporates the largely popular social media platform, Instagram. Students can “like” and “comment” on each post using a sticky-note. This can also be used as an exit slip.



## 5 Ways to Use Interactive Bulletin Boards in Your Classroom:

1. **Reinforcement:** You're teaching a creative writing unit and a few of your students have writer's block. You can use an interactive bulletin board like this [Creative Writing BINGO](#) to spark ideas and eliminate writer's block. Or maybe you have a few students who are struggling with vocabulary or reading comprehension... Using an interactive bulletin board to reinforce the content is a great way to help students strengthen those skills!
2. **Enrichment:** Do you have some students who breeze through the lesson and need a bit of a challenge? Use an interactive bulletin board to encourage that challenge! Instead of sitting there, waiting for others to be done, they can further strengthen their skills by participating in an extra activity that is purposeful. This prevents students from being bored or, even worse, not having anything to do! Seriously, it is a GAME CHANGER!
3. **Strengthen Skills:** Try these [FREE interactive bulletin board](#) to encourage independent reading and strengthen reading fluency skills. Give each student one of the bookshelf pages and each time they finish a book, they can color it in for a bonus point on a homework assignment or quiz! If you aren't a huge fan of bonus points, you can explain that the bookshelves serve as book recommendations for their peers. Check out the other students' books to see what you'd like to read next! [Download the free resource here.](#)



4. **Classroom Management:** Can you imagine an entire class being productive because there are absolutely no excuses not to be? With interactive bulletin boards, students will always have an activity to complete and your entire classroom becomes purposeful.
5. **Classroom Environment:** You can incorporate interactive bulletin boards to encourage kindness and growth mindset. This motivational bulletin board can help to create a classroom atmosphere that is warm, open, and inviting to all. Students can take a Polaroid card with an inspirational quote, but they have to replace it with their own

quote! By the end of the school year, all of the cards will be quotes from students. What better way to build relationships?

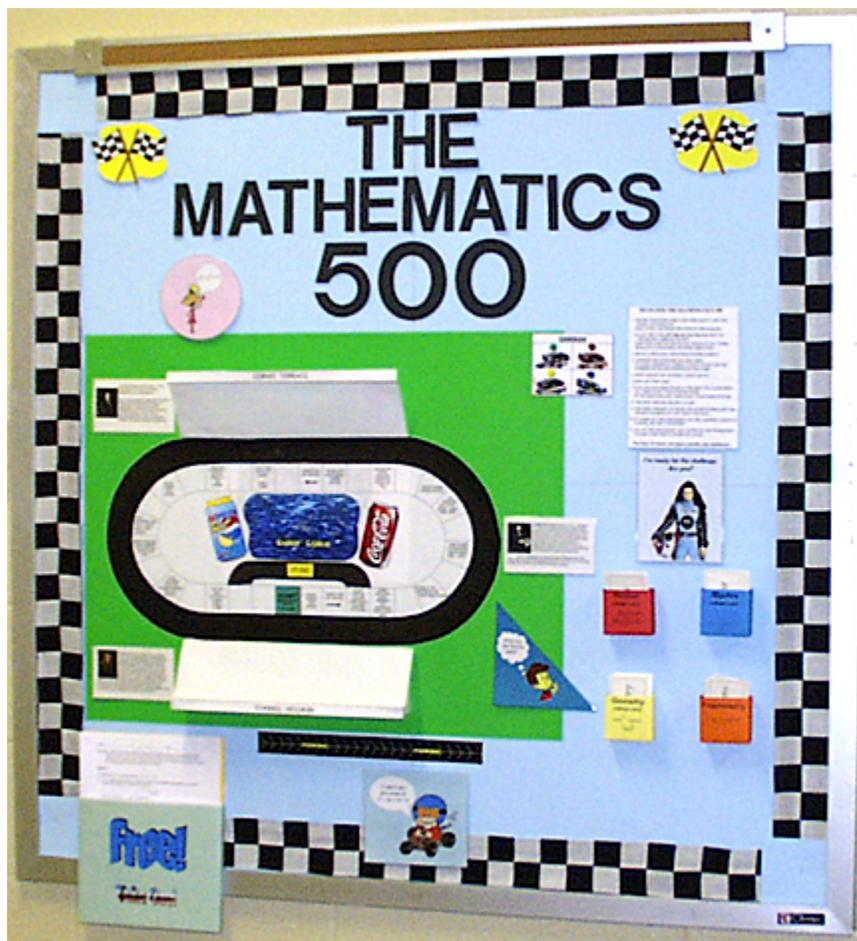


### Tips for Creating Interactive Bulletin Boards:

- **Eye Level:** An interactive bulletin board does students no good if they cannot reach it. When planning such a board, make sure that it is at their eye level and easily accessible for young hands. Since most bulletin board frames are at an adult's eye level, you may need to paper the area below the normal bulletin board section to make it work.
- **Color:** Visual interest is the key to keeping children engaged in interactive bulletin boards. Plain, boring boards with little color or visual appeal will not hold students' interest. Even if the topic being covered is interesting, students will quickly become bored and uninterested. Take the time to add coordinated colors and visual appeal to your bulletin board presentation.
- **Durable:** If students will be manipulating items on the bulletin board itself (i.e. – matching pictures of their classmates to hobbies they enjoy), make sure that the material you use is sturdy enough to withstand a lot of handling. Laminate materials that students will be touching and use the strongest Velcro or adhesive that you have available. By creating the bulletin board with sturdy materials at the beginning, you will save yourself time having to repair it over the course of the its' display.
- **Clear Directions:** Interactive bulletin boards should have clear, concise directions that are easy for your students to read and understand. If some of your students need extra help with reading, consider recording the directions and allowing students to play them back as needed. Ideally, an interactive bulletin board will be an independent work station for students, so take their ability levels into consideration when planning activities and interaction requirements.

## Interactive Bulletin Board Example

Below is a detailed example of an Interactive Bulletin Board.



**TITLE:** The Mathematics 500

**SUBJECT:** On the Food Network there is a show hosted by Alton Brown called Good Eats. On this show Alton describes kitchen tools as "multitaskers" and "unitaskers," the multitaskers being used for multiple tasks, and the unitaskers good for one task and one task alone; therefore he does not waste his time and money on unitaskers. This bulletin board is a multitasker. As a mathematics teacher I will not be teaching the same subject each period, and this bulletin board can be used for all subjects.

**TOPIC:** The topic will run concurrently with the classes.

**INTERACTIVITY:** This board is a game similar to most board games except there are no dice or spinners. The bulletin board has pockets that hold "mileage cards." Each of these cards has a question to answer or a problem to solve; each pocket can hold cards for a different subject so this board can be used by all classes.



Example of play: The students decide how long the race will be (i.e., how many laps, or how many times a student has to pass the start/finish line to win). They decide who goes first. The first person draws a card and answers the question. The card tells the student the number of spaces he may move his car, one spot for easy questions; up to four spots for more difficult questions. The student then follows the directions that are printed in the space he lands next to. The next student takes his turn, and so on.

**DIRECTIONS for USE:** As posted on the board:

#### **RULES FOR THE MATHEMATICS 500**

1. Decide who goes first and how many laps you want to complete. Pick your car from the four in the garage.
2. Place the cars on the black track next to the block labeled "start". Keep the cars on the black track at all times. Move in a counterclockwise direction.
3. Draw a mileage card from either subject.
4. Answer the question on the card. If your answer is correct, move your car the number of spaces posted on the card.
5. Don't know the answer? Don't move!
6. Replace the card.
7. Follow any directions in the box you land next to, then stop. Your turn is over. If the box is blank, then stop. Your turn is over.
8. The next driver draws a card.
9. The first person to cross the start/finish line the chosen number of laps wins the race.
10. If there is a disagreement on the answer, check in a book, or ask a teacher.
11. All of the questions are listed on the worksheet. Please take one to work on later.

\*You may, of course, use paper, pencils, and calculators.

**TIME:** Games can take a lot of time. Truthfully, I do not see the students standing at the board playing this game for any length of time (see "OTHER COMMENTS"). But if they are drawn in by their natural curiosity all they truly need to do is answer a few cards alone or use them as flash cards with another student, and I've got them practicing math.

**SPECIAL CONSTRUCTION:** One of my hobbies is woodworking, and I tried to bring some of the procedures I would use in building a cabinet to the construction of the bulletin board. One rule of woodworking is to keep all fasteners hidden, and I've tried to keep fasteners to a minimum here. The letters in the title and all of the pictures were mounted using two pieces of double-sided mounting tape, one atop the other at three or four points.

The tape gave each element approximately 1/4" of lift from the board to add some texture. This method also allowed me to hide the staples used to fasten the poster board to the bulletin board. With the exception of the border and the four corners, all of the staples are under the track and the pictures. One of my favorite fasteners is 3M spray-on adhesive. I used this glue to fasten the infield to the green poster board; to fasten the track (thin cork sheet painted black) to the infield; and to fasten this entire assembly to the blue poster board. Before fastening the track assembly to the board I stapled and thumbtacked the blue poster board to the bulletin board. The GARAGE, handout pouch, and the mileage card boxes are also glued to the poster board. There is a thumbtack in each box and the handout pouch. The border is black-and-white checkered cloth cut into strips four squares wide. Each side, one square wide, was folded over, pressed with an iron, then held in place with Heat-n-Bond iron-on adhesive.

**CREDIT:** I did not offer any credit for playing this game or completing the worksheet. Theorists tell us that students must take ownership for their behaviors. Each of the questions printed on the cards is also listed on the worksheet. The students' credit is the knowledge gained through practice they will be able to use on their next quiz or test.

**OTHER COMMENTS:** As I stated under "TIME," I do not believe the students will play this for any length of time while it is on the bulletin board. But it is eye-catching, and I do expect them to look through the cards and say, "I can do that," or "I don't know how to do that." If you have time to devote a full class period to a review, the track can be printed on 11 X 17 paper and used as a tabletop game. The cost was under \$4 to have it printed in black-and-white and laminated at Staples. I printed the questions on perforated business cards I had laying around (Avery brand, #5376). Unlined 3 X 5 index cards would work; in fact, they would probably be better. More detailed questions could be used; the geometry cards were especially difficult to construct because the diagrams would lose detail when shrunk to fit the cards. Questions arose about how the students would know if their answers were correct, and it was suggested that I include an answer key. There are a few reasons why I did not include the answers. The first is, if the answers are available, would they take the worksheet? Further, the rules state that if there is disagreement about the answer, they can check in a book or ask the teacher. If two students are playing, and player 1 disagrees with an answer player 2 gave, you can bet the teacher will be brought in to referee. Again, they must take responsibility for their learning. The practice can only help them in the long run. As I state in the directions for the worksheet:

There are a lot of benefits to doing this worksheet. Doctors recommend practicing math every day. Want to beat your friends at The MATHEMATICS 500? Solve these problems on a separate sheet of paper, and you'll know the answers the next time you play! Also an excellent review for your next test or quiz.

On my board I have boxes for algebra, geometry, trigonometry, and basic math review, with twenty cards in each box. If the bulletin board is constructed at the start of the school year, cards can be added as the year progresses and more material is covered.

**OTHER SUGGESTIONS:**

- If the board is used for one subject, then the boxes can be used for different levels of difficulty.
- The students each take a card at the same time. The players could solve their problems and move their cars together. This would save a lot of time, especially when there are more than two players.
- Extra credit could be given for completing a given number of problems.
- It can be used for any subject.

**ACCOMPANYING WORKSHEET:** Click here to access the worksheet that accompanies this bulletin board [here](#) (PDF version).

For more examples of interactive bulletin boards, [click here](#).

For more information on interactive bulletin boards, [click here](#).

**References**

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# Classroom Technology Apps



## Clips

### *What is Clips?*

**Clips** is Apple's fun new video editing app for iPhone and iPad. With it you can quickly and coolly add video, photos, subtitles, effects, title cards, and music, and share it with your contacts and social networks.



Clips can be accessed [here](#).

A teacher expands her classroom by using an iPad with the clips app. For a look into her experience with clips in the classroom, [click here](#).

Click [here for more information](#) on clips.

### [Clips PowerPoint Presentation](#)



## Edpuzzle

### *What is Edpuzzle?*

**Edpuzzle** is an easy-to-use platform where you can make any video your lesson. With just one click, you can find video lessons created by other teachers, including formative assessment! Another click and you can adapt that video by embedding your own questions or audio. With the final click, assign it to your students and get beautiful hassle-free analytics: see who watched the video, who didn't understand the lesson and who did a good job. Students can re-watch the video as many times as they need at their own pace, while you can easily check their progress from your account.

Edpuzzle can be accessed [here](#).

### With Edpuzzle, you can make any video your lesson in THREE easy steps

- **Find a video** on YouTube, upload your own or re-use a video lesson created by another teacher.
- Then, **edit the video to create your lesson**. Record your voice to personalize it, and hold your students accountable by embedding questions in the video.
- **Assign the video** to your students and check their progress in real time while they learn at their own pace.



**Edpuzzle Applications:**

<https://play.google.com/store/apps/details?id=com.edpuzzle.student>

<https://itunes.apple.com/us/app/edpuzzle/id919598209?mt=8>

<https://chrome.google.com/webstore/detail/edpuzzle/aibecpgimejiilcodkhopfpbelohppf>

<https://chrome.google.com/webstore/detail/edpuzzle/oligonmocnihangdjiloenpndnniikol?hl=en>

For more help with Edpuzzle, visit the [Help Center](#).

### [Edpuzzle PowerPoint Presentation](#)



## Flipgrid

### *What is Flipgrid?*

**Flipgrid** is the leading video discussion platform for millions of PreK to PhD educators, students, and families in 180+ countries. Create a Grid community for your classroom, school, PLC, #GridPals, families, and more!



You can access Flipgrid [here](#).

### *Why Flipgrid?*

- **Educators inspire with topics.** As the educator, you are the Topic designer with specialized resources and attachments. Back-to-school intros, booktalks, reflections, expert Q&As, showcase STEAM ideas...the possibilities are endless for students to verbalize their learning!
- **Students share and discuss.** Every student has a voice, so let's amplify! Students record short, authentic videos and can reply to each other's videos. Educators are 100% in control with video moderation, access controls, and much more.
- **Coolest camera on the block.** Let your students' creativity flourish with the powerful, easy-to-use recording tools. Students can capture widescreen videos, pause while recording, add more after reviewing, and trim to perfect. From 15 seconds to 5 minutes, your students can perfect the elevator pitch or give a short presentation.
- **1000's of ready-to-rock topics.** Need an idea for your next Flipgrid Topic? Check out the Discovery Library where educators share their best Topics for a wide-range of ages and subjects.
- **Student voice is magic.** All learners have a voice ... let's amplify!
- **And MORE!** That's not all folks... Flipgrid is jam-packed with features you'll love like [video downloads](#), stickers & drawings, custom assessment rubrics, [video feedback](#), [MixTapes](#), Topic invites, [private share links](#), [Vibes](#), and more! The entire [#FlipgridFever](#) community is here to support you!



### Download Flipgrid

Let your students share their voice anywhere by using any Surface, Chromebook, laptop, iPad, iPhone, or Android device. Also, check out our free Windows 10, iOS, and Android apps below!

- <https://www.microsoft.com/en-us/p/flipgrid/9nq07x4vix2s?rtc=1>
- <https://itunes.apple.com/us/app/flipgrid./id756972930?mt=8&ign-mpt=uo%3D4>
- <https://play.google.com/store/apps/details?id=com.vidku.app.flipgrid>

For more help with Flipgrid:

- <https://blog.flipgrid.com/amplify/#flipgridresources>
- [https://docs.google.com/presentation/d/1A0CREsAzXsb1PMrnwge9DwWsdCLxAcqnQ5B2uqtF-zc/edit#slide=id.g3dbc79633e\\_1\\_10](https://docs.google.com/presentation/d/1A0CREsAzXsb1PMrnwge9DwWsdCLxAcqnQ5B2uqtF-zc/edit#slide=id.g3dbc79633e_1_10)

### [Flipgrid PowerPoint Presentation](#)



## Formative

### *What is Formative?*

**Formative** is an assessment tool where students can type, draw, or submit images to demonstrate their understanding.



Formative runs on any internet connected device and is optimized for any 1:1, BYOD, flipped or blended classroom.

Formative can be accessed [here](#).

### [Formative Video Tutorial](#)

For more help with Formative:

- <https://help.goformative.com/>
- <https://help.goformative.com/additional-resources>

### [Formative PowerPoint Presentation](#)

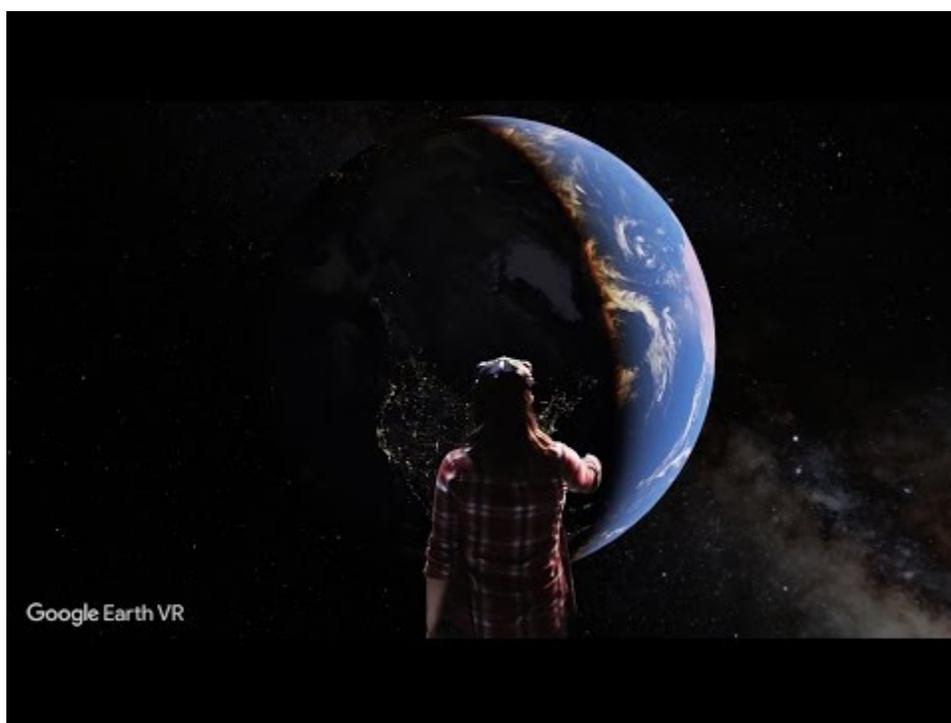


## Google Virtual Reality

Bring your lessons to life with Google Expeditions. Introduce your students to a new way of learning with virtual reality (VR) and augmented reality (AR).

Google Expeditions is an immersive education app that allows teachers and students to explore the world through over 1000 virtual-reality (VR) and 100 augmented-reality (AR) tours. You can swim with sharks, visit outer space, and more without leaving the classroom.

With Google Expeditions, classrooms have no boundaries. With VR and AR, teachers are no longer limited by the space of the classroom. VR lets you explore the world virtually while AR brings abstract concepts to life—allowing teachers to guide students through collections of 360° scenes and 3D objects, pointing out interesting sites and artifacts along the way.



Where to access Google Expeditions: [https://edu.google.com/products/vr-ar/expeditions/?modal\\_active=none](https://edu.google.com/products/vr-ar/expeditions/?modal_active=none)

### *Why Google Expeditions?*

**Minimal setup for maximum engagement.** It's never been easier to take your students on an adventure of a lifetime in VR or AR. Download the free app to explore more.

**Hundreds of adventures for the classroom.** Expeditions explore history, science, the arts, and the natural world. Whether you're roaming with dinosaurs or taking a look at Renaissance sculptures, there's something amazing to explore for every subject.

**Unique experiences within reach.** The Expeditions app and Cardboard viewer and Cardboard Camera were built to bring immersive experiences to as many schools as possible.

**Inspiring student's creativity and imagination.** By helping your students visualize information in a new way, you can positively impact their ability to retain information.

**VIRTUAL REALITY:** Teachers and students use mobile devices and VR viewers to virtually explore an art gallery or museum, swim underwater, or navigate outer space, without leaving the classroom.

**Take your students on virtual field trips.** If you could take your students anywhere in the world—where would you take them? From Mount Everest to the Louvre, there are over 900 VR Expeditions in the Expeditions app for you and your class to explore.

**What you need to experience VR:**

- Expeditions app
- Mobile device or Chrome OS
- Optional: Cardboard or Daydream viewer

**AUGMENTED REALITY:** Teachers use mobile devices to bring objects into their classroom so students, using mobile devices, can see and walk around 3D objects as if the objects were physically in the classroom.

**Bring the world into your classroom.** Imagine bringing a swirling tornado or a buzzing beehive into your classroom. Bring abstract concepts to life with the Expeditions app AR mode. Explore over 100 AR Expeditions available to see what's possible.

**What you need to experience AR:**

- Expeditions app
- Mobile device that supports ARCore (Android) or ARKit (iOS)
- Optional: Selfie stick

**Get a kit for your classroom.** Expeditions kits have everything you need to bring VR and AR to your school. One kit includes: teacher and student devices, virtual reality viewers, chargers and a router to connect your devices. There's also an option to include selfie sticks to enhance AR experiences. Available for groups of 10, 20, or 30 students. <https://support.google.com/edu/expeditions/answer/7375176?hl=en>

## [Google Expeditions PowerPoint Presentation](#)



## GoReact

### *What is GoReact?*

GoReact is commonly used for courses in language training, communication, teacher preparation, nursing education, psychology, sales, business, performing arts and more.

GoReact is the perfect place to collect data on how students are performing and to demonstrate program effectiveness in terms of real, measurable student outcomes.

You can access GoReact [here](#).

For GoReact pricing options, click [here](#).

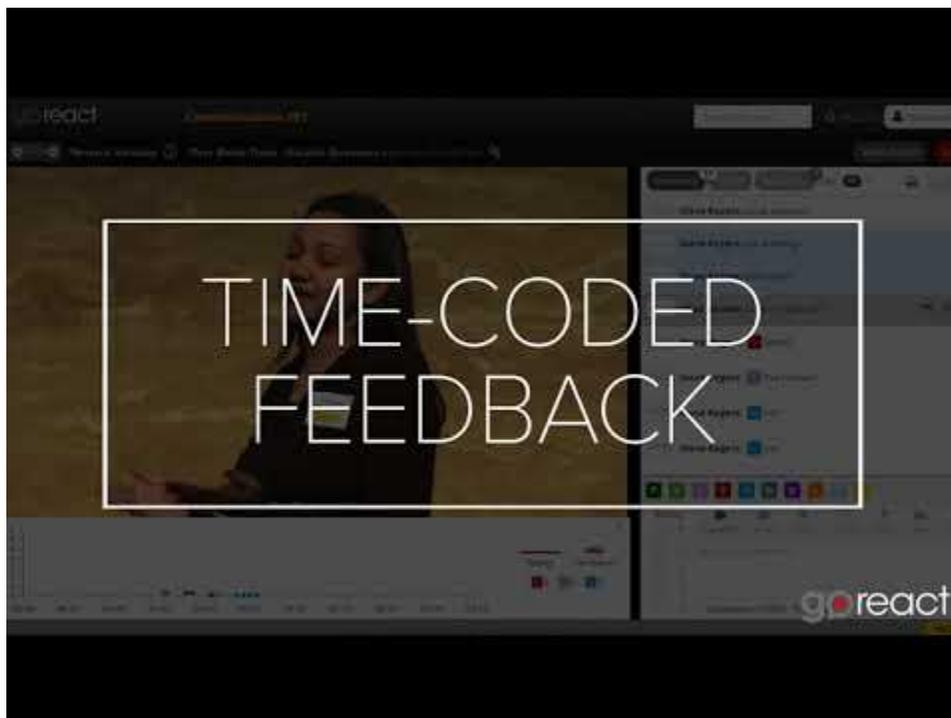
### *Why GoReact?*

GoReact is the best way to give feedback on student videos. It makes life easy for educators and improves student outcomes.

### *How does GoReact work?*

- **Capture videos.** Students upload, record, or stream a video with a webcam or smartphone.
- **Real-time feedback.** Instructors give time-coded feedback on student videos.
- **See improvement.** Students see feedback on their performance and gain skills faster than ever.

### GoReact Videos:







goreact

GoReact use in  
ASL classrooms

**ANDREA SMITH**  
UNIVERSITY OF NORTH FLORIDA

This slide features a background image of people in a classroom setting. The top left corner contains the 'goreact' logo. The main title 'GoReact use in ASL classrooms' is centered in white text. Below the title, a red horizontal band with a repeating circular pattern contains the name 'ANDREA SMITH' in bold white text and 'UNIVERSITY OF NORTH FLORIDA' in smaller white text below it.



goreact

**LAURA JACKSON**  
UNIVERSITY OF NORTH FLORIDA

ASL TESTIMONIAL

This slide features the same background image as the first slide. The top left corner contains the 'goreact' logo. The name 'LAURA JACKSON' is prominently displayed in large, bold white text, with 'UNIVERSITY OF NORTH FLORIDA' in smaller white text below it. At the bottom, a red horizontal band with a repeating circular pattern contains the text 'ASL TESTIMONIAL' in white.

[GoReact PowerPoint Presentation](#)



# Kahoot!

## *What is Kahoot!?*

Kahoot! is a game-based learning platform, free for teachers of awesome and classroom superheros. Play, learn, have fun and celebrate together!

You can access Kahoot! [here](#).

## *Why Kahoot?*

- **Flexible.** In a few minutes, you can create a learning game for all ages, any topic. Kahoot! is even played in gym classes!
- **Simple.** Kahoot! works on any device with an internet connection. For players, no account or login is required to join a game.
- **Diverse.** Starting a conversation or reinforcing knowledge, introducing new topics or encouraging teamwork, and more – there's so many different ways to Kahoot!
- **Engaging.** Kahoot! fosters social learning, unlocks learners' potential and deepens pedagogical impact.
- **Global.** You can connect and play in real time with other players in 180+ countries.
- **Free.** Creating learning games and playing Kahoot! is free for K-12 teachers and students.

## *What can you do with Kahoot!?*

Create. Play. Share. Reinforce.

**Create.** Create a fun learning game in minutes – we call these 'kahoots'. You can make a series of multiple choice questions or try our new game – Jumble. The format and number of questions are entirely up to you. Add videos, images and diagrams to your questions to amplify engagement.

**Play.** Kahoots are best played in a group setting, for example, a classroom. Players answer the questions on their own devices, while games are displayed on a shared screen to unite the lesson. It creates a 'campfire moment' encouraging players to look up and celebrate together. Besides creating your own kahoots, you can search among millions of existing games.

**Share.** Social learning promotes discussion and pedagogical impact, whether players are in the same room or on the other side of the globe. After a game, encourage players to create and share their own kahoots to deepen understanding, mastery and purpose, as well as engage in peer-led discussions. When a learner becomes a leader, that's a true magic moment!

**Reinforce.** Practice makes perfect! With the challenge feature and our mobile app, you can assign kahoots as homework. Students play kahoots on their phones for revision and reinforcement, training their classroom superpowers anytime. In homework challenges, questions and answers will appear on their phone screens. Choose a kahoot, assign it as a challenge and share the link or PIN with your students. Make homework awesome!

## Kahoot! How To Videos:

### How to Host a Live kahoot from the Kahoot! app

To mirror your screen with **AirPlay (iOS)**, swipe up from the bottom edge of the screen to open **Control center**.

\*On iPhone X, swipe down from the upper-right corner of the screen.

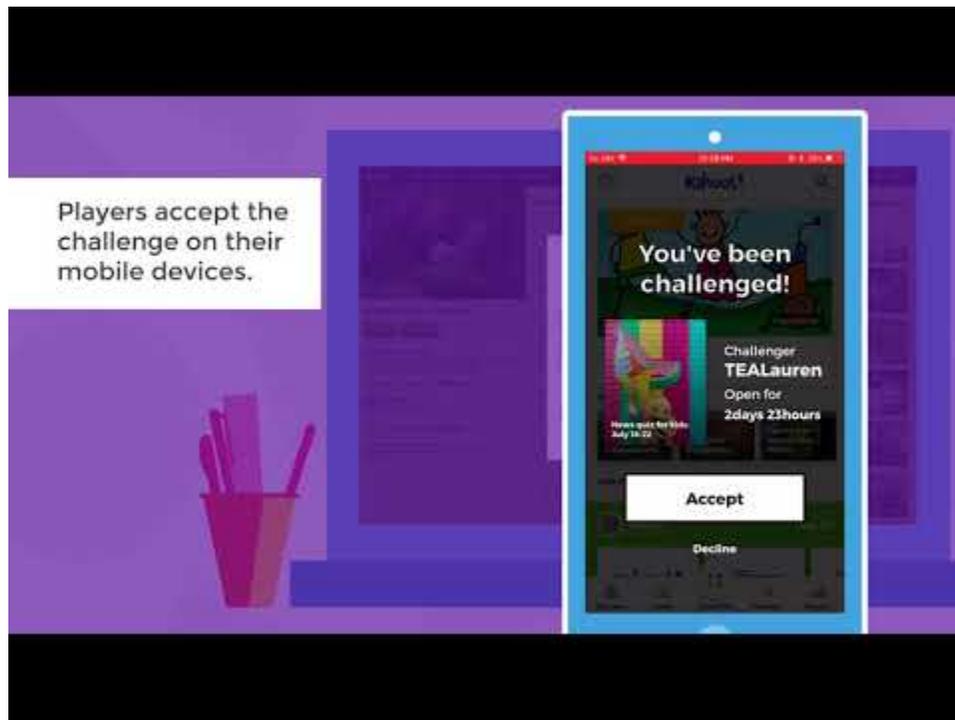


### How to play KaHoot!

To play a kahoot you have made, click **Kahoots**.



## How to Assign Kahoot!'s as Homework



The Kahoot! app can be downloaded for free at:

- <https://itunes.apple.com/app/apple-store/id1131203560?mt=8>
- [https://play.google.com/store/apps/details?id=no.mobitroll.kahoot.android&referrer=utm\\_source%3Dkahoot%26utm\\_campaign%3Dmobileapp](https://play.google.com/store/apps/details?id=no.mobitroll.kahoot.android&referrer=utm_source%3Dkahoot%26utm_campaign%3Dmobileapp)

For more help with Kahoot:

- <https://kahoot.com/help/>
- <https://support.kahoot.com/hc/en-us>

## [Kahoot PowerPoint Presentation](#)



## Nearpod

### *What is nearpod?*

Nearpod is an interactive classroom tool for teachers to engage students with interactive lessons.

You can access nearpod [here](#).

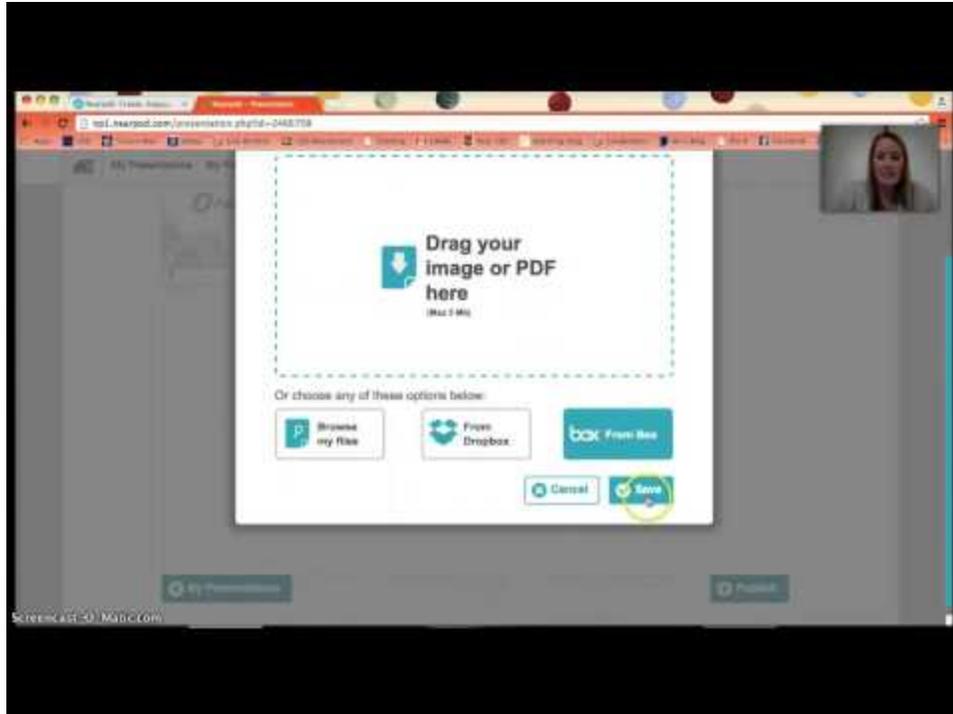


### *Why nearpod?*

- **Find or Create Lessons.** The nearpod library had some of the best ready-to-run lessons available.
- **Interact with Your Students.** Select from nearpod's rich set of activities to interact with your students on any device.
- **Get Student Insights.** See immediate responses in the classroom and assessment reports delivered to you.

### 10 Ways to Use Nearpod in the Classroom:

- Presentation Delivery
- Personalized Provision
- Distributing Resources
- Live and Formative Assessment
- Ongoing Assessment
- Self-Assessment
- Modeling
- Open-Ended Tasks
- Setting Homework
- Sharing and Using Pre-made Resources



The nearpod application can be downloaded from the Google Play Store, Apple App Store, and the Chrome Web Store.

For more help with nearpod:

- <https://nearpod.zendesk.com/hc/en-us>
- <http://wph.nearpod.com/wp-content/uploads/2013/04/Quick-Start-Guide.pdf>
- <https://nearpod.com/blog/resources/>

## [Nearpod PowerPoint Presentation](#)



# Padlet

## *What is Padlet?*

Padlet is both the name of the site/app you're visiting and a unit of creation.

Padlet, with an **upper-case** "P" is the entire software.

A padlet, with a **lower-case** "p" is the page you post content on. Think of lower-case padlet as a little notepad to post thoughts, images, and files.



padlet

How to Padlet

## Introduction to Padlet



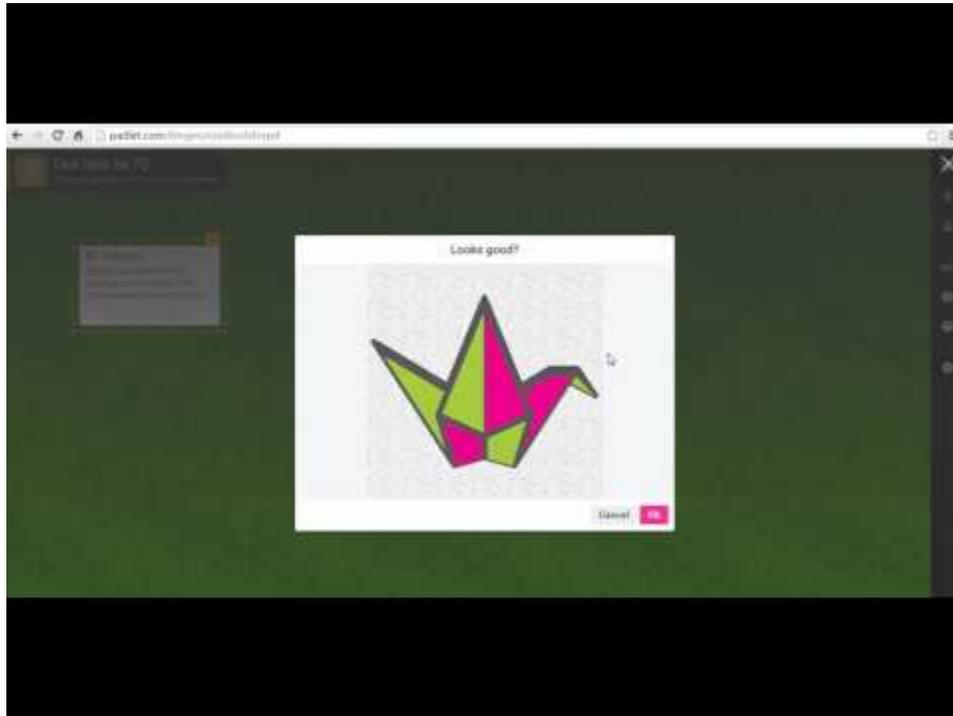
You can access Padlet [here](#).

## *Why Padlet?*

- Easy and Intuitive
- Universal and Inclusive
- Perfecting the Art of Collaboration
- Supports (almost) Every File Type
- Beautiful and Fun
- Apps for (most) Any Device
- Private and Secure
- Flexible and Versatile
- Take it with You
- Personal Profile
- Search for Information and Inspiration
- Excellent Support

### *Where Can the Padlet App be Downloaded?*

- <https://itunes.apple.com/us/app/padlet/id834618886?ls=1&mt=8>
- <https://play.google.com/store/apps/details?id=com.wallwisher.Padlet>
- [https://www.amazon.com/gp/product/B01DMNYTJE/ref=mas\\_pm\\_padlet](https://www.amazon.com/gp/product/B01DMNYTJE/ref=mas_pm_padlet)
- <https://chrome.google.com/webstore/detail/padlet/ppckapbnfhikdajgehibjapcohbaumhd>



For more help with Padlet:

- <https://padlet.com/support>
- <https://padlet.com/support/tour>

### [Padlet PowerPoint Presentation](#)



## Quizizz

### *What is Quizizz?*

Quizizz is a fun multiplayer classroom activity that allows all your students to practice together.

Free gamified quizzes for every subject to play in class and at home. Pick an existing quiz or create your own for review, formative assessment, and more.



You can access Quizizz [here](#).

### *What are the Steps to Quizizz?*

1. Pick the perfect quiz OR create your own.
2. Students engage at their own pace.
3. Put feedback to work, no grading required.

### *Where can the Quizizz App be Downloaded?*

<https://itunes.apple.com/us/app/quizizz-student/id1160249042>

[https://play.google.com/store/apps/details?id=com.quizizz\\_mobile](https://play.google.com/store/apps/details?id=com.quizizz_mobile)

<https://chrome.google.com/webstore/detail/quizizz-student/iahpmdodigkpgbaolkdeelbflgeomhob?hl=en-US&gl=IN&authuser=1>

**For more help with Quizizz:**

<https://quizizz.zendesk.com/hc/en-us>



[Quizizz PowerPoint Presentation](#)

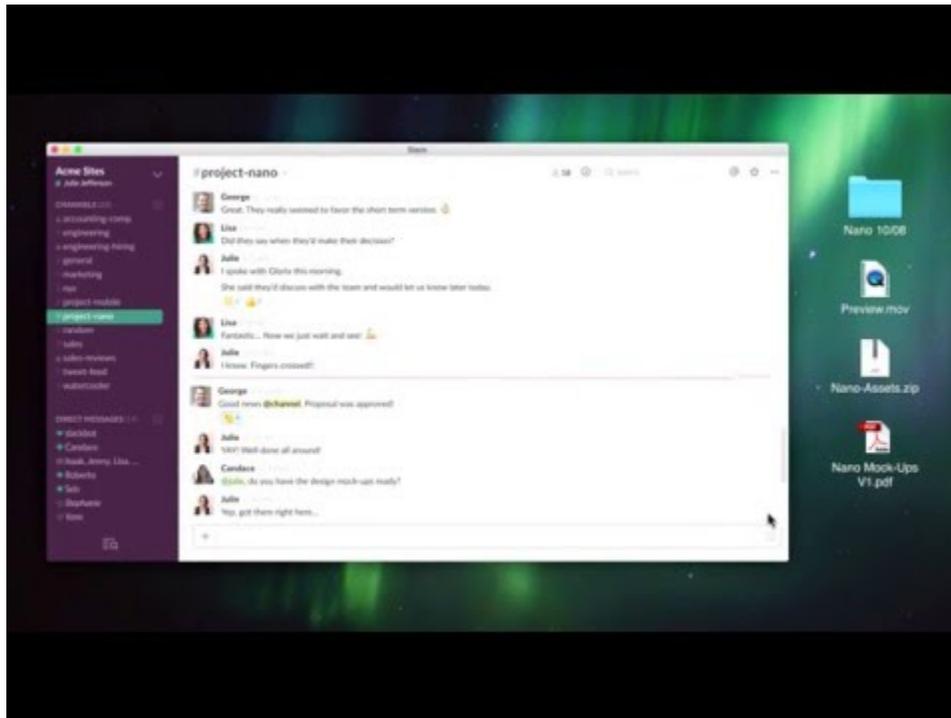
[Quizizz Professional Development PowerPoint Presentation](#)



# Slack

## *What is Slack?*

Slack is a collaboration hub for work, no matter what work you do. It's a place where conversations happen, decisions are made, and information is always at your fingertips. With Slack, your team is better connected.



You can access Slack [here](#).

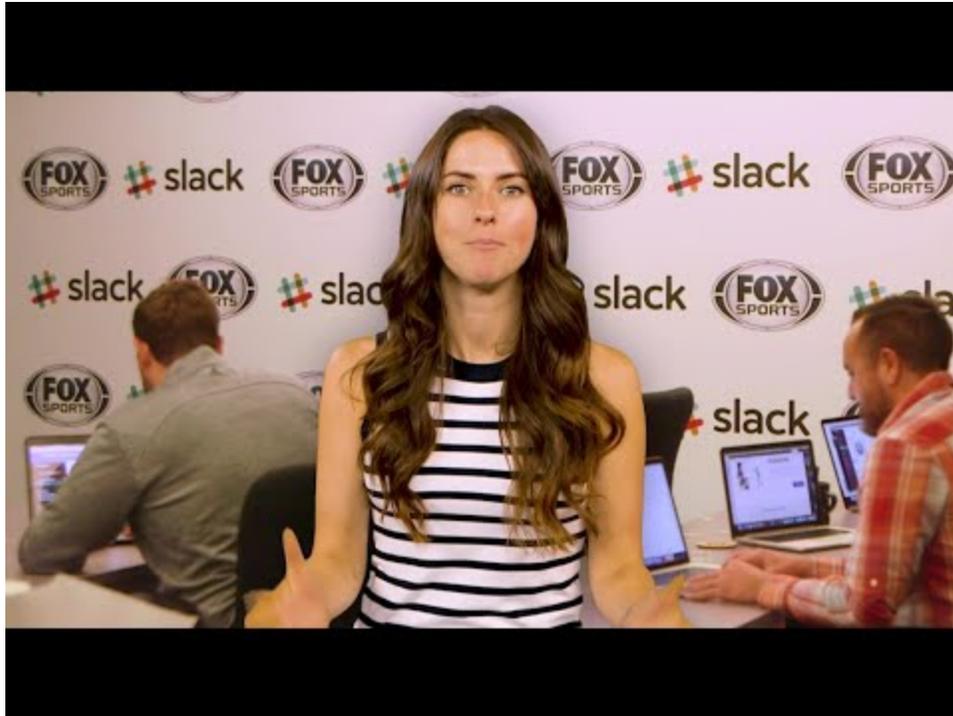
## *Where can the Slack App be Downloaded?*

<https://slack.com/downloads/windows>

The Slack App Directory has over 1,500 apps you can integrate into Slack. Spend less time juggling tabs and more time focusing on meaningful work.

**For more help with Slack:**

<https://get.slack.help/hc/en-us>



[Slack PowerPoint Presentation](#)



## Socrative

### *What is Socrative?*

Socrative is an instant response tool designed for the K-12 environment.

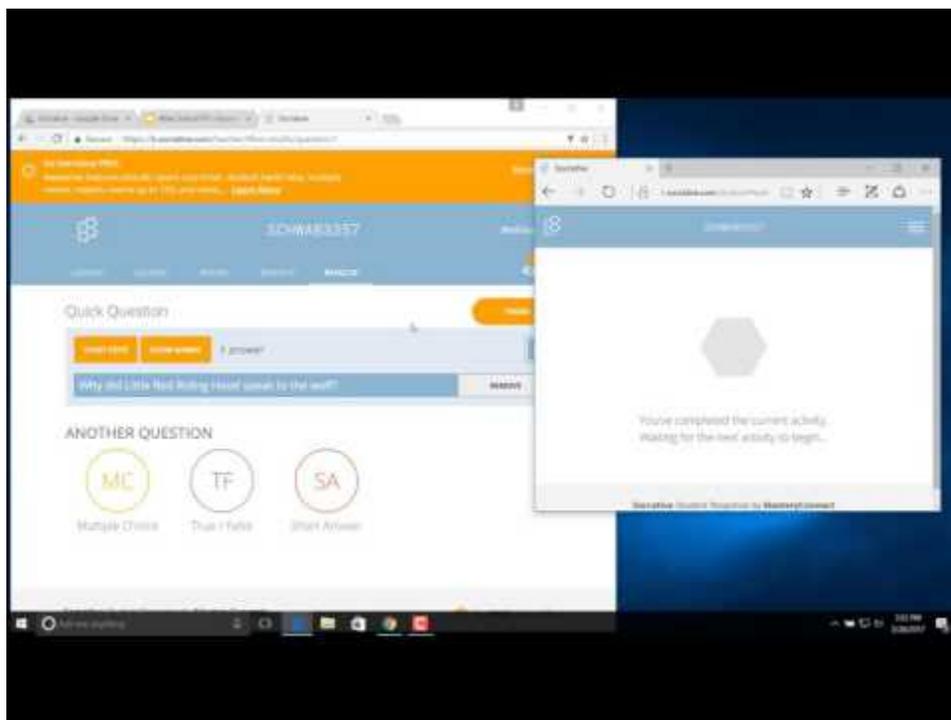
The maximum number of students who can comfortably participate in a single Socrative Free classroom is 50.



You can access Socrative [here](#).

Socrative can be downloaded [here](#).

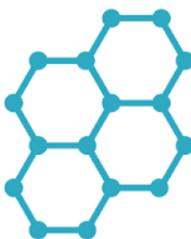
## How to use Socrative in the Classroom?



### *Need More Help with Socrative?*

- <https://help.socrative.com/getting-started>
- <https://help.socrative.com/>

## Socrative PowerPoint Presentation



## Unimersiv

### *What is Unimersiv?*

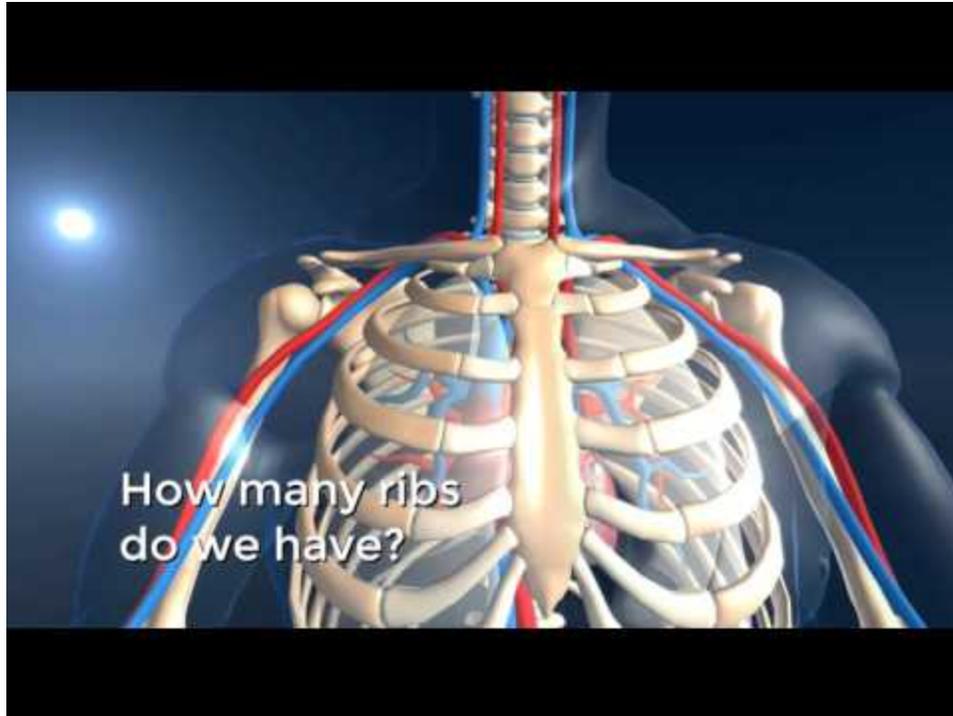
Unimersiv is the first platform for educational Virtual Reality experiences. Educational systems across the U.S. continue to be primarily based on routine activities with few outlets for creativity and imagination. Unimersiv aims to change that by allowing students to engage in learning-by-doing virtually.

You can access Unimersiv at: <https://unimersiv.com/>

Unimersiv believes that Virtual Reality can strongly improve the capacity of the human mind to remember the things it learned for a long time. According to the Cone of Learning created by Edgard Dale, an American educationist, after two weeks, the human brain tends to remember 10% of what it reads, 20% of what it hears and **90%** of what it does or simulates.

Here are videos on experiences using Unimersiv:





*Have questions?*

Contact Unimersiv at [contact@unimersiv.com](mailto:contact@unimersiv.com)

[Unimersiv PowerPoint Presentation](#)



# WebQuest

## *What is WebQuest?*

A WebQuest is an inquiry-oriented lesson format in which most or all the information that learners work with comes from the web.

## *Why WebQuest?*

WebQuests, which use the constructivist approach to learning, are a super learning tool!

WebQuests give students a task that allows them to use their imagination and problem-solving skills. The answers are not predefined and therefore must be discovered or created. Students must use their own creative-thinking and problem-solving skills to find solutions to problems.

Communication, group work, problem solving, and critical and creative thinking skills are becoming far more important in today's world than having students memorize predetermined content.

WebQuests allow students to explore issues and find their own answers. They must process the information in meaningful ways and reach moral and ethical decisions guided by facts.

The adaptive dimension, the ability to make adjustments in educational programs to accommodate students' diverse learning needs, is also an important characteristic of WebQuests.

You may be thinking, "Why WebQuest?" visit these links to find out:

- [https://www.internet4classrooms.com/why\\_webquest.htm](https://www.internet4classrooms.com/why_webquest.htm)
- [http://www.specialconnections.ku.edu/?q=instruction/universal\\_design\\_for\\_learning/teacher\\_to\\_ols/webquest](http://www.specialconnections.ku.edu/?q=instruction/universal_design_for_learning/teacher_to_ols/webquest)

## **WebQuest Links:**

These links will provide you with further information on WebQuests:

- <http://webquest.org/>
- [https://www.thirteen.org/edonline/concept2class/webquests/index\\_sub3.html](https://www.thirteen.org/edonline/concept2class/webquests/index_sub3.html)

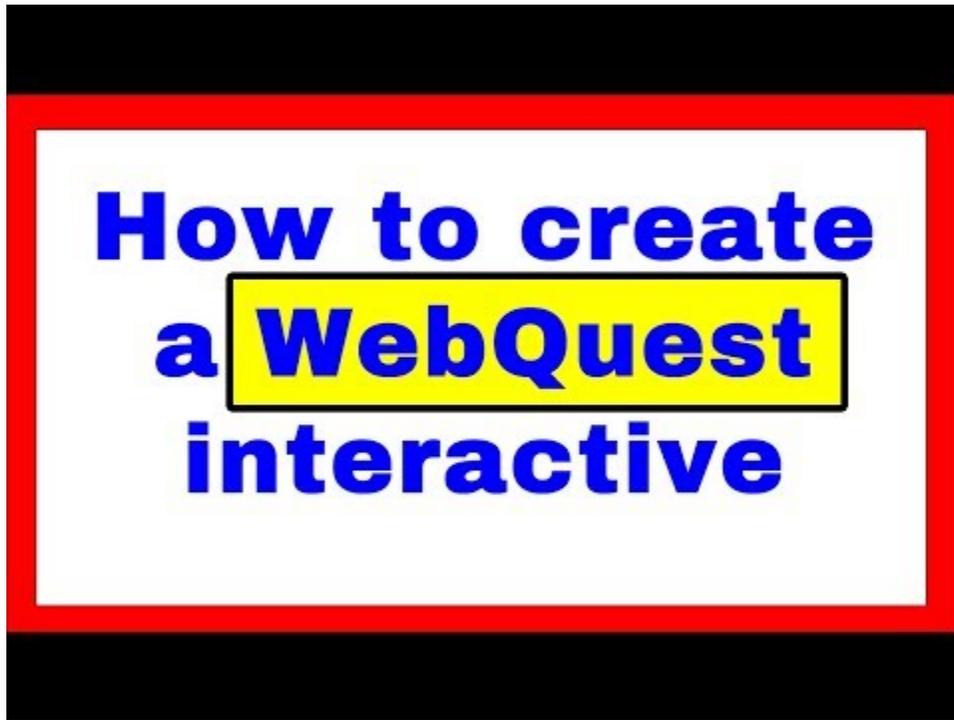
This link will provide you with information to create a WebQuest:

- <http://webquest.org/index-create.php>

This link will provide you with examples of WebQuests:

- <http://questgarden.com/author/examplestop.php>
- <http://zunal.com/>

WebQuest Tutorial Videos:



WebQuest: Building a Gettysburg RAFT, created with Zinn WebQuest Maker - Mozilla Firefox

WebQuest: Building a Gettysburg RA... Zinn WebQuest Maker

zinn.com/webquest.asp?new19820

Scoring Rubric  
Conclusion  
Teacher Page

About Author(s)  
Evaluate WebQuest  
Reviews  
Statistics  
Export WebQuest  
Share This WebQuest

Add To Your WebQuest  
New Page  
Table of Contents  
Quit  
FAQs  
Photo Gallery

**Welcome:** Building a Gettysburg RAFT  
**Description:** You will navigate through this webquest to gather information to create a writing assignment concerning the Battle of Gettysburg.  
**Grade Level:** 6-8  
**Curriculum:** Social Studies  
**Keywords:** Gettysburg, Civil War, RAFT  
**Author(s):** Joe Hanson

Update Image

Update WebQuest Information

New York Philharmonic  
**KIDZONE**

game room  
instrument storage room  
dressing rooms  
instrument lab  
musicians' lounge  
composition workshop  
composers' gallery  
newsstand

instrument storage room

friends & relatives

In Uganda, the people play a great big xylophone made from big pieces of wood laid across banana tree trunks, or sometimes across big bundles of straw. This instrument is called an akodinda. It is often played by several players at once.

privacy policy | credits | sitemap

send to a friend

WebQuest PowerPoint Presentation



## Technology Integration Tool Apps

Application	Website	Application Stores	Social Media
Clips	<a href="#">Clips Website</a>	<a href="#">AppStore/iTunes</a>	n/a
Edpuzzle	<a href="#">Edpuzzle Website</a>	<a href="#">AppStore/iTunes</a> <a href="#">Google Play Store</a> <a href="#">Google Chrome Web Store</a>	<a href="#">Twitter</a> <a href="#">Instagram</a>
Flipgrid	<a href="#">Flipgrid Website</a>	<a href="#">AppStore/iTunes</a> <a href="#">Google Play Store</a> <a href="#">Microsoft</a>	<a href="#">Twitter</a>
Formative	<a href="#">Formative Website</a>	n/a	<a href="#">Twitter</a> <a href="#">Facebook</a>
Google Expeditions	<a href="#">Google Expeditions Website</a>	<a href="#">AppStore/iTunes</a> <a href="#">Google Play Store</a>	<a href="#">Twitter</a> <a href="#">Facebook</a> <a href="#">YouTube</a>
GoReact	<a href="#">GoReact Website</a>	<a href="#">AppStore/iTunes</a> <a href="#">Google Play Store</a>	<a href="#">Twitter</a> <a href="#">Instagram</a> <a href="#">Facebook</a> <a href="#">YouTube</a> <a href="#">Pinterest</a>
Nearpod	<a href="#">Nearpod Website</a>	<a href="#">AppStore/iTunes</a> <a href="#">Google Play Store</a> <a href="#">Google Chrome Web Store</a> <a href="#">Microsoft</a>	<a href="#">Twitter</a> <a href="#">Instagram</a> <a href="#">Facebook</a> <a href="#">Pinterest</a>
Padlet	<a href="#">Padlet Website</a>	<a href="#">AppStore/iTunes</a> <a href="#">Google Play Store</a> <a href="#">Amazon</a> <a href="#">Google Chrome Web Store</a>	<a href="#">Twitter</a> <a href="#">Instagram</a> <a href="#">Facebook</a>
Kahoot!	<a href="#">Kahoot! Website</a>	<a href="#">AppStore/iTunes</a> <a href="#">Google Play Store</a>	<a href="#">Twitter</a> <a href="#">Instagram</a> <a href="#">Facebook</a>
Slack	<a href="#">Slack Website</a>	<a href="#">AppStore/iTunes</a> <a href="#">Google Play Store</a> <a href="#">Microsoft</a>	<a href="#">Twitter</a> <a href="#">Facebook</a> <a href="#">YouTube</a>
Socrative	<a href="#">Socrative Website</a>	<a href="#">AppStore/iTunes</a> <a href="#">Google Play Store</a> <a href="#">Google Chrome Web Store</a>	<a href="#">Twitter</a> <a href="#">Facebook</a> <a href="#">YouTube</a>
Quizizz	<a href="#">Quizizz Website</a>	<a href="#">AppStore/iTunes</a> <a href="#">Google Play Store</a>	<a href="#">Twitter</a> <a href="#">Facebook</a> <a href="#">Instagram</a>
Unimersiv	<a href="#">Unimersiv Website</a>	<a href="#">Samsung Gear VR</a> (Oculus Store) <a href="#">Rift</a> (Oculus Store) <a href="#">Daydream</a> (Google Play) <a href="#">Cardboard (android)</a> (Google Play)	<a href="#">Twitter</a> <a href="#">Facebook</a> <a href="#">YouTube</a>
WebQuest	<a href="#">WebQuest Website</a>	n/a	n/a

## Additional Information

We strive to further improve learning and performance in many diverse and changing formats. IITS believes that technological, instructional, and assessment tools and techniques should be utilized in such a way that they support the effective and efficient transfer of information. Our office continually strives to achieve the utmost in efficiency with regard to education and will perpetually bring the innovations of theory into practice throughout the Bayh College of Education.

### Hours for Instructional and Information Technology Services (when school is in session):

Monday-Friday: 8:00 am – 4:30 pm

### IRC Contact Information:

Martha Alexander – 2921, Room 008M

Instructional Resource Center – 4567, Room 008K

Graduate Assistances – 2924, Room 008L and 008N

### Office of Information Services (OIT)

Stalker Hall 009 (Lower Level) – (812) 237-2910

- ✿ Option 1 - General IT
- ✿ Option 2 - Blackboard
- ✿ Option 3 - Classrooms

### OIT Hours of Operation:

- ✿ Monday - Thursday 7:30 AM - 7:00P M
- ✿ Friday 7:30 AM - 5:00 PM
- ✿ Saturday CLOSED
- ✿ Sunday 12:00 PM - 7:00 PM (Phone Calls Only)

### Helpful Links:

OIT Knowledge base: <https://indstate.teamdynamix.com/TDClient/KB/>

OIT Service Catalog: <https://indstate.teamdynamix.com/TDClient/Requests/ServiceCatalog>

OIT Getting help: <https://indstate.teamdynamix.com/TDClient/KB/ArticleDet?ID=42680>

OIT Classroom Technology Training:

<https://indstate.teamdynamix.com/TDClient/Requests/ServiceDet?ID=18835>

OIT Distance Education Classroom Technology Training:

<https://indstate.teamdynamix.com/TDClient/Requests/ServiceDet?ID=19001>