

Module 1

Setting the Stage: Reflecting on Our Current Practice and New Possibilities in a Digital Age



Overview

In this first module you will have the opportunity to envision all the advantages of a one to one eLearning environment that you can leverage as you explore new models for teaching and learning and prepare your students to thrive in the Digital Age. There are a wide range of technology tools and applications that make available a myriad of resources, which are growing exponentially. These tools can inspire your students to think more deeply, enable them to become more productive and creative, and allow them

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connect with the real world. With your one-to-one eLearning environment, you have the unique opportunity to transform your classroom into an exciting, engaging, and transformative place for students to learn.

To get started, you are going to take a short survey as a way to reflect on your current teaching practices. This survey is NOT designed to be an evaluation of your teaching practice. Rather, it will simply serve as a discussion starter and as a means for you to reflect on how your practice might change if you implement some of the ideas you will encounter during the course of this training. Some of you may be just getting started with integrating technology in a one to one eLearning environment. Others may not yet have received students' laptops, and are just imagining how you might use them. Still others are farther along and are already integrating technology into your units or activities. You will revisit the survey throughout the training.

In the second activity you will enter the world of technology. Here you will explore classroom scenarios that showcase a range of technology tools designed to open up new opportunities for learning and teaching. We hope you will find new digital tools and instructional strategies that you'll want to try. To complete this module you will work with peers to envision the advantages of a one to one eLearning environment. This will give you an opportunity to share ideas and provide a foundation for considering possibilities throughout the training.

Module Questions

- What are the key elements of my current teaching and learning practices?
- What are the possibilities for powerful technology use for teaching and learning, which my students and I might take advantage of, in our one to one eLearning environment?
- How might my teaching, and my students' learning, be different in a one to one eLearning environment?

Objectives

Teachers will leave the training having:

- Documented their existing teaching, learning, and professional practices.
- Explored the universe of technology use in schools today, from simple to complex, and understood how a one to one environment extends that universe.

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- Developed an understanding of the opportunities for teaching and learning in a one to one classroom, and become inspired to take advantage of those opportunities.

Resources

- Laptop Learning Level Survey
- Participant's Curriculum Map
- Instructional Planning Packet
- Completed Example Instructional Planning Packet
- Range of Use Interactive
- Technology Tips for Cacao

Tools

- Collaborative Visualization Tool – <http://cacao.com>
- MicroPoll poll generator – www.micropoll.com

Activity 1: A Day in the Life

In this activity, you will be asked to reflect on your current daily practices in your classroom. You will reflect on practices ranging from small tasks, such as taking attendance or making assignments, to complex professional practices, such as instructional strategies or the nature of the work that you assign to students. This initial stage of reflection will set the stage for the training throughout Modules 2 and 3.

Step 1: The Survey

The first step is to complete a brief survey about the day-to-day activities in your classroom. Please be as accurate as possible when responding and, if you are in the beginning stages of teaching in a one to one eLearning environment, base your responses on your teaching practices before the laptops arrived. This survey has been designed to capture your current practices, as they are visible through your classroom habits. As you answer the survey, consider what an observer might see if they were in your classroom today.

You can view and complete the Laptop Learning Level Survey in Excel on your computer. This survey has been created as an Excel file, with three different worksheets: the pre survey, the goal survey, and the post survey. During this module, you will only complete the pre survey. At the end of this training, we will revisit the survey in light of changes you may plan to make based on your experiences and after you have had a chance to reflect on the impact of practices that are only possible in one to one eLearning environments! You will revisit the survey one last time as one of your extended learning activities in light of the changes you have made.

1. Complete the pre-survey on the first worksheet (the pre survey)
2. Review the graph of your results by accessing the Results worksheet in the Excel file. Remember that your score is being displayed in terms of your current traditional practice, and your current transformative practice.

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Step 2: Think, Pair, and Share

When you reviewed your results above, you were able to view a graph on the Results worksheet that provides you with a Laptop Learning Level or a score. You will now work with an assigned partner (or perhaps multiple partners) to complete a "Think, Pair, and Share." The think-pair-share strategy is described in the following three steps. Use these three steps as you discuss and think about your Laptop Learning Level score.

1. Think

Reflect on the score that you were given and the questions that you answered that resulted in that score. A one to one eLearning environment is a classroom or virtual learning environment where learners have seamless and consistent access to technology and where teachers have had the time to rethink the daily activities in that classroom to take advantage of this access.

Characteristics of successful one to one eLearning environments might include:

- High levels of comfort with technology
- Relevant and rigorous learning supported by that technology
- High levels of student engagement
- Collaboration within and outside of the classroom
- Diverse teaching and learning strategies enabled and supported by technology
- Efficiencies in everyday processes for both students and teachers supported by technology

Write about whether you think that the score is an accurate reflection of your current practice as compared to the list above. Why or why not?

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With your assigned partner(s), discuss two things that you are currently doing that you think are well suited for a one to one eLearning environment. Also, discuss one thing that you responded to on the survey that you know represents an area in which you need to learn and do more. Note these below.

3. Share

For each of your areas of need, take some time to share ideas as to how you might move ahead in those areas; include digital resources that you currently know about that might be used professionally or with students. Focus on brainstorming and think about how you might want your classroom practices to be different. Keep track of your ideas below. Remember that you are not expected to have a clear vision already established; that's what the one to one eLearning training will contribute to your work.

Resources

- Laptop Learning Level Survey

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Activity 2: Range of Use: An Exploration

In this activity, you will explore the universe of technologies available to schools today, particularly those with laptops for every student. These technologies range from the simple, such as drill and practice software for skill-building, to the complex such as software that allows students to create models to demonstrate their understanding of and insight into complex systems. In many classrooms opportunities are missed for incorporating these powerful technologies.

For example, one of the types of tools accessible in classrooms today is simulations. Simulations can make learning come to life for your students and give them insights into content usually limited to professionals in the field. Similarly, the use of eCommunication tools can allow students to interact with others in a variety of electronic formats and environments, providing opportunities to access expertise outside of the classroom. The effective one to one eLearning classroom takes advantage of multiple opportunities for technology-supported learning.

To envision this universe of technology and how to leverage it for student learning, you will explore a collection of classroom scenarios. These scenarios depict primary, intermediate and secondary school classroom activities that are aligned with curriculum goals, and take advantage of the range of technology options. As you embark on this exploration, you may want to make note of those scenarios applicable to your classroom, or you may want to explore specific topics or types of tools.

Step 1: Explore the Range of Use Interactive

To get started on your exploration, download the Instructional Planning Packet and save it on your computer. Open the packet and find the Range of Use Record Keeper. This document will allow you to keep track of any interesting ideas or tools that you encounter in your explorations. Now open the Range of Use Interactive launch page and become familiar with the different components.

The Range of Use Interactive features buttons representing six categories of technology use that might occur in your classroom to support both academic learning and important life and learning skills such as critical thinking, communication, media literacy and more. These categories include:

A. Real World Problems and Resources

This category includes technologies and technology accessible resources that allow students to engage with problems, projects, and resources that deal with core disciplinary concepts in ways that emulate the work of professionals, as appropriate to the students' age.

B. New Models and Resources for Independent Learning

This category includes technologies that facilitate independent student learning including new online resources that can be accessed by students 24/7.

C. Constructions and Analysis Tools

This category includes technologies that allow students to gather and manipulate data, and to create representations of knowledge in a variety of forms and media.

D. Technology for Assessment

This category includes both resources for assessing technology-based products and technologies that support and enhance assessment processes.

E. eCommunication and Community

This category includes powerful new technologies that break down classroom walls, connect classrooms to the community, and allow students and teachers to collaborate with one another as well as with experts and resources locally, nationally, and globally.

F. Daily and Professional Practice

This category includes technologies that can enhance and streamline both student activities that are part of the daily classroom routine, such as warm-up activities or handing in homework, as well as daily professional duties, such as grade book entries and attendance.

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Step 2: Explore and Document

Now that you have had a chance to browse the launch page, you can begin your exploration. You will need your Curriculum Map, which you completed prior to this training, and the Range of Use Record Keeper, found in your Instructional Planning Packet, that you used in Step 1. With those in hand explore the Range of Use Interactive by doing the following:

- 1. Before you begin, make sure that your facilitator has demonstrated how to navigate the Range of Use Interactive. Select a category of technology use from the six provided. (Note: You can return to the front page and explore additional uses categories at any time.) This will bring you to a page that illustrates several “families” of technology tools within that category. Under each family, you will find a list of scenarios demonstrating classroom use. Each of these scenarios is coded by the tools used, grade level and content area. Note that each scenario documents complex instructional practice and often features the use of multiple tools representing multiple categories of use.
- 2. Read through the scenarios and, if you find a tool or an instructional strategy that might be relevant to your classroom, document that idea on your Range of Use Record Keeper.
- 3. Visit the actual tools and experiment. If you see an idea or tool that is a good fit for a specific area of your curriculum, keep track of that idea on your Curriculum Map as well.
- 4. Visit as many categories of use as time permits. In addition to the scenarios at your grade level, check out those a level above or below. Many of the ideas described in the scenarios are applicable across a span of grade levels and in multiple content areas.

Step 3: Reflect on What You Observed

Once you have completed your exploration of the Range of Use Interactive (take some time to respond to the following questions:

- 1. Were there two or three scenarios that you found particularly interesting? Jot their names below.
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- 2.** Are there any units or topics for which you were hoping to find support tools, but so far haven't found any? List a couple of them below.

- 3.** Of the tools that you explored, or other tools that you know about and plan to use in your one to one eLearning environment, which do you think are indispensable?

- 4.** Lastly, you will work with a partner or partners and share your responses to the prompts above. Using your response to question number 2 above, discover any ideas that your partner(s) might have for tools that might be useful for the units or topics that you listed.

Step 4: The Big Five!

Building on the exploration and discussions that you have just had, your facilitator will lead the group in combining and prioritizing the indispensable tools that you identified above. In the end you will have the Big Five: Five tools that are must-haves for the 1 to 1 eLearning classroom.

Once you have finished prioritizing, identify the units and topics on your curriculum map where you will be able to integrate these tools. Add them and any supporting information you may need to the "New Ideas" column on your map.

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Step 5: Creating a Shared Understanding of the Advantages of One-to-One eLearning

Now that you have explored scenarios that incorporate a Range of Use of hardware and software tools, think about the advantages you observed for teaching and learning in a one to one eLearning environment.

A one to one eLearning environment offers an extraordinary opportunity to completely rethink the classroom. With one to one access to laptops and an Internet connection, students can move from an isolated learning environment with limited (and often dated) resources to an environment that offers connections to a world of ideas and information. In essence, the world can become their classroom.

Identifying and considering the advantages of one-to-one eLearning with your colleagues will increase your awareness of the powerful ways your students' can enhance their learning. Leveraging those advantages will help you to transition your classroom from a traditional learning environment to one that prepares them for success in the digital age.

Your facilitator will guide your group as you use a collaborative visualization tool to create a visual map that describes these advantages.

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