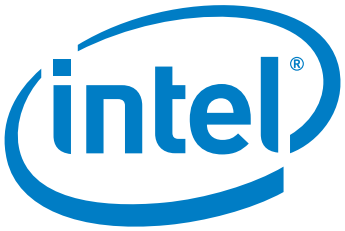

Intel Education

Transforming Learning with One to One

Digital Manual 1.0

Intel Education

Transforming Learning with One to One

Welcome

Transforming Learning with One to One has been specifically designed for teachers who are about to implement teaching and learning in a one to one eLearning classroom. This training will inspire you to leverage one to one eLearning to explore new models for teaching and learning, to build and assess the skills that your students will need to thrive in a Digital Age and to connect your students to the world beyond the classroom. This training has been developed as four interconnected modules. These modules will have a few common components and build off one another, to bring you to a stage of integration that will make use of new technologies and carefully planned curriculum.

In Module One, you will be introduced to an informal Laptop Learning Level survey that you will revisit throughout the modules. You will use results from this survey, along with your curriculum map, to consider areas where you are interested in integrating technology into your classroom. Next you will engage with the innovative Range of Use Interactive framework where you will be introduced to a framework for thinking about technology

integration, coupled with scenarios of classroom teachers' work with tools and curriculum across grade levels. Our hope is that as you move through Module One you begin thinking about your current curriculum and ways to integrate new digital tools in your one to one eLearning environment.

In Module Two, you will continue to think about your curriculum through the framework of the Instructional Planning Packet. Using Activity Checklists and Activity Rubrics you will experience a "lesson" as a student rather than as a teacher. Working with a team, you will explore classroom management issues in a one to one eLearning environment, present your findings to the group and share your findings with the outside world. After experiencing a model lesson from the student/participant perspective, you will use the Activity Checklist and Activity Rubric to assess the lesson and better understand how each component was or was not addressed.

In Module Three you will consider technical issues related to planning for and troubleshooting within one to one eLearning environments. You will be provided resources for troubleshooting and technology tip sheets to get you started. To wrap up this module you will revisit the Instructional Planning Packet and begin to work on activities for your curriculum in terms of technology integration.

Module Four is designed for you to complete after you leave the training, working in collaboration with a learning community. This module will help you establish some general operating procedures for your learning community and provide you with nine months of activities for your learning community to utilize as you begin implementing new strategies and ideas from the training.

Overall, the training has been designed to provide a hands-on inquiry into new tools that support teaching and learning, and a focus on the mindful integration of technology into your curriculum.

Letter from Intel CEO Paul Otellini

Congratulations on your commitment to prepare your students with the skills they need to be innovators and leaders of tomorrow, as well as life-long learners. I truly believe that one-to-one computing, combined with effective teacher leadership, will transform education in ways we cannot even imagine.

Transforming Learning with One to One was designed to inspire you to explore new models for teaching and learning, to build and assess the 21st century skills that your students will need to thrive in a Digital Age and to connect your students to the world beyond the classroom.

Twenty-first century skills such as digital literacy, problem solving, critical thinking, and collaboration are the key to helping today's students be successful in their future endeavors. And we believe these skills are best developed in powerful learning environments supported by technology. This is why Intel is proud to support educators like you with quality, ongoing teacher professional development, focused on 21st century skills and effective integration of technology.

Dedicated educators like you understand that education needs to evolve to meet the challenges of a changing world. We thank you for attending this course, which will help you transform your classroom to a 21st century, technology-rich learning environment for your students.

Best regards,

Paul Otellini
Chief Executive Officer
Intel Corporation

Transforming Learning with One to One

About Your Digital Manual

Your digital manual has several features that allow you to personalize your manual with your own work, notes, bookmarks, highlights, and more.

- **Navigation:** It's easy to find and move to any module or activity in your manual by clicking the links in the left-hand table of contents.
- **Workbook:** The manual includes interactive text boxes where you answer questions, write ideas, and take notes within the application.
- **Personal Notation:** You can add comments, bookmarks, and highlights that you can later print by selecting tool buttons in the top toolbar.
- **Help Guide:** Your manual has links to the Intel® Education Help Guide with step-by-step instructions for completing tasks in common applications as you need them.
- **Resources and examples:** All resource files and student examples are readily available from links within the course text or from the Resource tab.
- **Save Your Manual:** You can save all your notes, bookmarks, comments, and responses for later reference.

For a more detailed explanation about these features including a step-by-step guide, see the **Help** tab in the menu bar above.

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

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.

- 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 Cacoo

Tools

- Collaborative Visualization Tool – **http://cacoo.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.

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?

2. Pair

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

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.

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.

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 indispensible?

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.

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.

Resources

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

Tools

- Collaborative Visualization Tool – **http://cacoo.com**
- MicroPoll poll generator – **www.micropoll.com**

Module 2

Modeling and Evaluating Powerful One to One eLearning

Now that your students have—or are about to receive—their own laptops, do you wonder about the best ways to use them? How will you plan those lessons? How will you know which technology to choose, which activities to incorporate, and how to assess your students' learning? And how will you keep them focused on the lessons that you have planned? The activities in this module will help you answer those questions.

First, you will participate in a project-based learning activity that demonstrates the power of a one to one eLearning environment. At the same time you will learn ideas for classroom management and explore use of technologies that will engage your students and make them want to participate. Next, you will evaluate this lesson using the one to one eLearning Activity Checklist and Activity Rubric. Finally, you'll create an activity

for one of the units in your Curriculum Map and discuss and evaluate that activity with a peer.

Module Questions

- What are the implications for classroom management in a one to one eLearning environment?
- How can one to one eLearning shift instructional practice?
- How can one to one eLearning support individualized, student centered learning?
- How can laptops be leveraged to promote collaboration and connections with larger communities beyond the classroom?
- How can one to one eLearning elicit higher order thinking?

Objectives

Teachers will leave the training having:

- Identified classroom management issues and strategies specific to a one to one eLearning environment.
- Shared and discussed findings about classroom management issues and solutions using a Range of Use of technology.
- Aligned a classroom management activity to elements for successful one to one eLearning, using a one to one eLearning Activity Checklist.
- Evaluated and scored the classroom management activity using a one to one eLearning Activity Rubric.
- Applied what they have learned about one to one eLearning by selecting one unit from the Curriculum Map, completing the Activity Checklist for that unit, and discussing and evaluating it with a peer using the one to one eLearning Activity Rubric.

Resources

- Participant's Curriculum Map
- Instructional Planning Packet
- Completed Example Instructional Planning Packet
- Basic Classroom Management Presentation Online (**http://prezi.com/rkj16yyhk5bz**)
- Group Task Rubric
- Tips for Using Effective Multimedia Features in Visual Presentations
- Multimedia Presentation Rubric
- Technology Tips Bubbl
- Technology Tips Glogster
- Technology Tips Mindomo
- Technology Tips Prezi
- Technology Tip for SlideRocket
- Troubleshooting Tutorial: Adjusting audio input and output
- Technology Tip for "Taking Photos with a Laptop Camera"
- Technology Options Providing Options for Tools

Tools

- One to One Computing and Classroom Management - **www.techlearning.com/article/7638**
- Teaching with Laptops, Classroom Management - **www.nsta.org/publications/interactive/laptop/teach/mgmt.htm**
- Classroom Management in the Modern Classroom - **www.newcurriculum.com/2002/ed2-10.htm**
- One Computer Management - **www.internet4classrooms.com/links_grades_kindergarten_12/one_computer_classroom_management.htm**
- Prezi - **www.prezi.com**
- Glogster - **http://edu.glogster.com**
- PowerPoint or Impress – Presentation Software
- SlideRocket - **www.sliderocket.com**
- Bubbl.us - **http://bubbl.us**
- Mindomo - **www.mindomo.com**
- Speakers and microphones if needed for presentations
- Adaptors for connecting participant laptops to overhead projector

Activity 1: Participating in a One to One eLearning Activity

Before you begin, it is important to understand what elements contribute to a well thought out and successful lesson in a one to one eLearning environment. A lesson or activity that takes full advantage of a one to one eLearning environment includes several critical and interdependent elements:

- A student centered activity aligned with an Essential or Unit Question that encourages higher order thinking and incorporation of 21st Century Skills
- Interactions among students and/or connections with a larger community
- Multiple forms of assessment
- Thoughtful selection of technology tools

The one to one eLearning Activity Checklist found in the Instructional Planning Packet includes all of these essential elements and will be an important tool you can use to guide your development of one to one eLearning activities. Review this checklist now and become familiar with the different components. Then put it aside for further reference later in this activity.

One of the most powerful ways to learn to develop one to one eLearning activities is to first participate in a one to one eLearning activity as a student. Through the lens of a student, you will have a better understanding of what your students experience when they learn in a one to one environment versus learning in a traditional classroom. Therefore, for this activity, remove your "teacher hat" and become a student. (You may note, however, that the activity in which you are about to participate was developed to incorporate each of the elements of the Activity Checklist that you just reviewed.)

In this activity you'll explore the question, "What are the implications for classroom management in a one to on e eLearning environment" by identifying issues and strategies specific to one to one eLearning.

A one to one eLearning environment offers wonderful possibilities for rethinking practices in order to take advantage of technology. But at the same time, it poses new considerations for you and your students for classroom management. Not only does a shift occur to student-centered learning, but one to one eLearning encourages the use of a broad range of technology tools, increased interaction among students and with the larger

community, and easy access to the Internet—all of which can dramatically change the dynamics of the learning environment with significant implications for managing the classroom. Rethinking practices to take advantage of one to one learning requires rethinking classroom management.

Step 1: Exploring and Identifying Issues and Solutions for Classroom Management in a One to One eLearning Environment

There are a number of different categories of classroom management you will need to think about in a one to one eLearning environment. These categories include:

- Rules and Procedures
- Physical Arrangement
- Nature of Work Assigned
- Interactions
- Discipline
- Review the descriptions of these categories of classroom management via the Classroom Management presentation that your facilitator will share. It is in the form of a Prezi Presentation available in the resources section of your digital manual.

Now, you will investigate classroom management issues other educators have encountered in one to one eLearning environments and their solutions for addressing those issues, for each of these five categories. Working in teams, agree upon one of the categories of classroom management that is of high interest to you as a team. Check with the other teams, however, to ensure each team researches a different category and that all five categories are investigated. Then working individually, each team member will review the Classroom Management for one to one eLearning online references listed below, and identify five significant issues and solutions that address that type of classroom management.

- One to One Computing and Classroom Management - **www.techlearning.com/article/7638**
- Teaching with Laptops, Classroom Management - **www.nsta.org/publications/interactive/laptop/teach/mgmt.htm**
- Classroom Management in the Modern Classroom - **www.newcurriculum.com/2002/ed2-10.htm**
- One Computer Management **www.internet4classrooms.com/links_grades_kindergarten_12/one_computer_classroom_management.htm**

As you investigate your category of classroom management, answer the following guiding questions with your team.

1. Which classroom management issues emerge in one to one eLearning that pertain to your assigned type or category of classroom management?

2. What strategies have educators employed to address these issues?

3. Do you have personal experience with any of these issues/strategies that would be helpful to share with the other workshop participants?

Step 2: Selecting a Tool to Share Findings

Reconvene your team and select a tool from the following list to use in creating a presentation to share your team's top five issues and solutions with the whole group. Each team should choose a different type of technology based on preference or suggestions from the instructor. (Or select a different presentation, mind mapping or visualization tool from the Tech Tools Options table Technology Options Providing Options for Tools.

- Prezi - **www.prezi.com**
- Glogster.edu - **http://edu.glogster.com**
- PowerPoint or Impress (depending on what is on the student netbooks)
- SlideRocket - **www.sliderocket.com**
- Bubbl.us - **http://bubbl.us**
- Mindomo - **www.mindomo.com**

Learn how to use that tool if you are not already experienced in using it. You can use the following Technology Tips for a quick "how-to" for using the tool:

- Technology Tips Prezi
- Technology Tips Glogster
- Technology Tips Bubbl
- Technology Tips Mindomo
- Technology Tip for SlideRocket

NOTE: You may want to include one individual with some experience in using the selected tool in your working group. This use of an "expert" in each working group is a model you may want to consider using in your

classrooms with your students. You don't always need to be the expert in using technology applications and tools. Your students may relish the opportunity to be considered the expert with the opportunity to teach the other students. This also relieves you from the pressure of having to know more than they do about a particular application or technology tool.

Step 3: Creating a Presentation

Working as a team, you will now create your presentation using your selected tool. Follow the process below for collaboratively building your presentation. Be sure to review and discuss the rubrics and the "Tips for Using Effective Multimedia Features in Visual Presentations" noted below before you begin your work together.

1. Practice productive collaborative teamwork. Review this Group Task Rubric together to identify the elements of effective group work. Group Task Rubric
2. Agree upon five significant issues and solutions that address your category of classroom management. Then add one humorous classroom management issue and solution for a total of six.
3. Incorporate the guidelines for creating effective multimedia presentations. Review the "Tips for Using Effective Multimedia Features in Visual Presentations" and the Multimedia Presentation Rubric before you begin to build your presentation (Note that the "Tips for Using Effective Multimedia Features in Visual Presentations" provides information that will assist you in achieving a high score on the Multimedia Features component of the Multimedia Presentation Rubric.)
4. Create your presentation using your selected technology tool.

When you have completed building your presentation, continue to work as a team to rate your work using both the Group Task Rubric and Multimedia Presentation Rubric. Discuss the strengths of your work and areas that need improvement.

Step 4: Sharing One to One eLearning Classroom Management Issues and Solutions

Now identify a representative from your group to share your findings for your assigned category of classroom management with the whole class. As you listen to and observe each team's presentation, consider the following questions and take notes if desired:

1. What do you like about the technology tool the presenter has used?

2. Would you consider adding this tool to your Curriculum Map?

Participate in a short discussion facilitated by your instructor regarding these classroom management strategies and applications. If time permits, your instructor may ask one team to share how they scored their work using the Group Task Rubric and Multimedia Presentation Rubric. Your instructor may also ask you to reflect on what you experienced in the role of a student as you participated in the classroom management eLearning activity.

Step 5: Sharing eLearning Classroom Management with a Larger Community

Now as a team, share the link to your presentation online or the file you have created on your laptop with your facilitator. Your facilitator will provide a mechanism for sharing your work with the whole group and/or with a larger community. This will allow you to continue the collaboration and discussion regarding classroom management in an eLearning environment both during this workshop and when you return to your classrooms. This collaboration can take place among teachers within a school, within a school district, or can extend to teachers beyond the district. Your facilitator will discuss with you how to collaborate using the tool and how to invite other teachers who have not participated in this workshop to participate.

Activity 1 Resources

- Instructional Planning Packet
- Technology Tips Bubbl
- Technology Tips Glogster
- Technology Tips Prezi
- Troubleshooting Tutorial: Adjusting audio input and output
- Technology Tip for SlideRocket
- Technology Tip for "Taking Photos with a Laptop Camera"
- Technology Options Providing Options for Tools
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- Group Task Rubric
- Tips for Using Effective Multimedia Features in Visual Presentations
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- Classroom Management in the Modern Classroom - **www.newcurriculum.com/2002/ed2-10.htm**

- One Computer Management **www.internet4classrooms.com/links_grades_kindergarten_12/one_computer_classroom_management.htm**
- Prezi - **www.prezi.com**
- Glogster.edu - **http://edu.glogster.com**
- PowerPoint or Impress (depending on what is on the student netbooks)
- SlideRocket - **www.sliderocket.com**
- Bubbl.us - **http://bubbl.us**
- Mindomo - **www.mindomo.com**
- Speakers and microphones if needed for presentations
- Adaptors for connecting participant laptops to overhead projector

Activity 2: Evaluating One to One eLearning Activities

Now that you have participated as a student in a one to one eLearning activity, it's time to shift back to your teacher perspective. Recall that in that activity you explored the module question, "What are the implications for classroom management in a one to one eLearning environment"?

As mentioned earlier, the classroom management activity you just completed was developed to align with the elements in the one to one eLearning Activity Checklist. Take a look at the elements in that checklist now to see how it aligns. The Activity Checklist can be found in your Instructional Planning Packet.

How well did the activity align with those elements? How can the activity be further strengthened to take best advantage of eLearning? Working independently, evaluate the classroom management activity using a one to one eLearning Activity Rubric, The Activity Rubric can be found in your Instructional Planning Packet. Circle the number on the Rubric that corresponds to your evaluation of each element and write than number in the far right hand column. (Note how the Activity Rubric corresponds directly to the Activity Checklist.)

Score this activity by totaling the individual scores for each section. Then discuss with the whole group how and why you scored the activity the way you did.

Activity 2 Resources

- Instructional Planning Packet

Activity 3: Applying the Activity Checklist and Rubric to a One to One eLearning Activity

Now that you are familiar with the one to one eLearning Activity Checklist and Activity Rubric, you can apply them to an activity for your students. The Activity Checklist and Activity Rubric will guide you in ensuring you have included all the key elements for successful one to one eLearning in your lesson.

Step 1: Identifying a Unit for Creating an Activity

Working independently, refer back to your Curriculum Map and identify one unit for which you would like to create an activity. Try to choose a unit for which you have already noted ideas during the Range of Use Interactive.

Step 2: Completing an Activity for the Classroom

Using the Activity Checklist consider and complete each section for your activity. Be sure to consider implications for each element. For example, how does assessment change if you build in opportunities for students to share their work with the larger community?

Step 3: Discussing the Activity with a Partner

Find a partner, exchange activities, and review them together. As you review, consider and discuss these guiding questions:

1. Has your partner considered the inter-relatedness of each of the elements on the Activity Checklist? For example, if the students work in small groups to complete the activity, how can that teamwork affect assessment?
2. What will happen to the activity if one element changes? For example, if another (or additional) technology tool or application is used, what happens to interactions and assessment? If you expect students to use a type of technology that is new to them, what happens to the prerequisites and again, to assessment? As a peer reviewer, suggest a type of technology or different form of interactions to encourage this thinking.
3. Are there ways to strengthen this activity to ensure student centered learning and to encourage higher order thinking?

Step 4: Evaluating the Activity

Continuing to work with your partner, evaluate the activity using the one to one eLearning Activity Rubric. Are there elements that can be strengthened to enhance the learning?

Step 5: Discussing Exemplary Activities

Share what you have learned from this activity by participating in a whole group discussion facilitated by your instructor. Your instructor will ask for examples of activities that:

- Support individualized, student centered instruction
- Promote collaboration and connections with a larger community beyond the classroom
- Elicit higher order thinking
- Offer a form of assessment that takes advantage of technology
- Demonstrate how one to one eLearning shifts instructional practice

Activity 3 Resources

- Instructional Planning Packet
- Participant's Curriculum Map

Module 3

Planning, Troubleshooting, Integration, and Reflection

Module Overview

When you complete this module you will have a better understanding of the kind of planning that will help you to be successful in a one to one eLearning environment. From the foundation of planning, you will begin considering troubleshooting skills that will aid in your efficiency, and be introduced to new ideas for empowering students as technology experts. By revisiting your Curriculum Map and drafting some activities, you will be able shape your use of one to one eLearning in the classroom. Finally, you will spend time reflecting on what you have learned so far, and create a plan to implement and continue to learn about, new strategies for one to one eLearning that have been presented to you during this training.

Module Questions

- What are key areas of planning that you need to consider before launching a one to one eLearning program in your classroom?
- What is your comfort level with simple troubleshooting in a one to one eLearning program in your classroom?
- How can you leverage the skills and experiences of your students, and empower them as technology experts, as you launch a one to one eLearning program in your classroom?
- In what ways can you implement and continue to learn about, new strategies, new tools, and new skills to support your current curriculum?
- How has your thinking changed from the beginning of the training to the end of the training?

Objectives

Teachers will leave the training having:

- Analyzed their own readiness in three areas: the physical environment, students, and teachers.
- Gained experience in troubleshooting basic elements of laptop use.
- Explored opportunities to leverage student technology skills.
- Created activities, based on their Curriculum Maps, to use in their classrooms.
- Quantified changes in practice that should occur if they successfully implement the activities in their Curriculum Map.

Resources

- Getting Started: Checklist Stage 1
- Instructional Planning Packet
- Laptop Learning Level Survey
- Participant's Curriculum Map
- Getting Started: Trying out Troubleshooting
- Troubleshooting Tutorial: Checking the battery levels and optimizing power options
- Troubleshooting Tutorial: Understanding Computer Specifications and Program Minimum Requirements
- Troubleshooting Tutorial: Using external drives
- Troubleshooting Tutorial: Adjusting audio input and output
- Troubleshooting Tutorial: Installing software (example - Mozilla FireFox)
- Troubleshooting Tutorial: Creating and sharing bookmarks
- Technology Options Providing Options for Tools
- Technology Tips Animoto
- Technology Tips Bubbl
- Technology Tips Cacoo
- Technology Tips Edmodo
- Technology Tips Empressr
- Technology Tips FreeMind
- Technology Tips Glogster
- Technology Tips Mindomo
- Technology Tips MovieMaker
- Technology Tips Penzu
- Technology Tips Pidgin
- Technology Tips Prezi
- Technology Tips ProProfs
- Technology Tips QuestionPro
- Technology Tips SlideRocket

- Technology Tip for "Taking Photos with a Laptop Camera"
- Technology Tips VoiceThread
- Technology Tips WallWisher
- Technology Tips Weebly
- Technology Tips Wetoku

Tools

- **www.wallwisher.com**
- **www.genyes.com**
- **www.4teachers.org**
- **www.internet4classrooms.com**

Activity 1: Getting Ready for the Laptops

Planning a personal strategy for integrating laptops into your classroom will help you on the road to success. Sometimes the best way to develop your own use of laptops is to consider the struggles and successes that others have experienced. Let's start by introducing you to Felix. As you read Felix's story, consider where he successfully planned, or could have improved his planning.

Vignette 1

Felix is a middle level mathematics teacher. His school just started a new one to one eLearning program last week. Today, Felix's class of 24 students will facilitate a lesson that he designed, which will use the laptops for the full class meeting.

Question A for Vignette 1: When the laptops first arrive in your school, what do you need to consider before planning to use the laptops for a full lesson?

Vignette 2

All of the student's in his class come directly from Language Arts. When they come to class, they are all very concerned because they have worked on their laptops for the full class meeting in Language Arts and need to recharge their laptop batteries.

Question A for Vignette 2: What is the problem Felix is facing?

Question B for Vignette 2: What will Felix need to do to accommodate for the lack of battery power?

Step 1: Planning for Success

When preparing to use laptops there are two aspects that you need to focus on, technical and instructional. The technical preparation for a one to one environment focuses on the physical, skill, and resource readiness. This activity will help you make sure you are prepared for the technical aspect. For the first activity we will focus on identifying your current level of readiness. Complete the Getting Started: Checklist Stage 1 to identify your current readiness and your level of readiness specific to physical space, student readiness, and personal readiness.

Lets reflect about your readiness with these questions:

1. Think about your answers to the section on physical space. What is your level of readiness? What questions were you able to answer and what questions were you unable to answer? What do you need to find out or do to improve the readiness of your physical space?

2. Now move to the section on student readiness. Are your students ready? Do they have the skills they need? Do you know what skills they still need to develop? What rules, if any, will you need to have in place for students before they are provided the laptops?

3. Lastly, look at the section on personal readiness. How prepared are you? What can you do independently to prepare for the use of the laptops? What skills do you need to develop? How can you become more familiar with the hardware and software of the laptop?

Activity 1 Resources

- Getting Started: Checklist Stage 1

Activity 2: Technical Considerations

Explicitly thinking about your readiness to initiate a one to one eLearning environment can help you to plan for and implement essential conditions. Considering how complex, yet rewarding, a one to one eLearning environment can be, it becomes increasingly important to share knowledge and dig deeper into preparation and planning. Let's return to Felix to find out more.

Vignette 3

After the first day with the laptops, Felix was frustrated that a simple technical issue, how students will recharge their batteries, had distracted his students from completing the lesson. He met with the Language Arts teacher and they thought about ways to troubleshoot. As they began their conversation, they kept a list of other items that they should spend some time troubleshooting.

Question A for Vignette 3: What items might you have to think about, which you may need to be able to troubleshoot, before you begin to integrate laptops?

Question B for Vignette 3: Are there people with whom you work who can help you in troubleshooting?

Step 1: Trying Out Troubleshooting

Learning to troubleshoot simple glitches can help you to focus on your teaching and your students' learning. There are a few common elements of troubleshooting that we want to make you aware of before you move forward in implementing a one to one laptop initiative in your classroom. For this activity you will use tutorials to prepare for simple troubleshooting in your classroom.

Tutorials will focus on:

- Troubleshooting Tutorial: Checking the battery levels and optimizing power options
- Troubleshooting Tutorial: Understanding Computer Specifications and Program Minimum Requirements
- Troubleshooting Tutorial: Using external drives
- Troubleshooting Tutorial: Adjusting audio input and output
- Troubleshooting Tutorial: Installing software (example - Mozilla FireFox)
- Troubleshooting Tutorial: Creating and sharing bookmarks
- Troubleshooting Tutorial: Connecting to Wireless networks

Step 2: Trying Things Out

1. Your facilitator will assign one of the tutorials to you and a partner. There may be more than one group that will focus on this tutorial. Note: These tutorials were built using a specific machine and operating system. The challenge for you will be to use these sample tutorials as a means of figuring out how to troubleshoot on your own computer.
2. Use your laptops to become familiar with settings.

3. Fill in the Getting Started: Trying out Troubleshooting template to keep track of your notes and helpful hints.
4. When you have completed your tutorial and your notes, you will share these ideas with a larger group. In your larger group, take notes for other helpful hints that your peers have shared.
5. When you have completed the Getting Started: Trying out Troubleshooting template you will complete a jigsaw activity where you are able to learn tips and helpful hints from your peers for each of the eight tutorials. Using the Getting Started: Trying out Troubleshooting template again, continue talking with your peers until you have notes and helpful hints completed for at least eight of the troubleshooting tutorials.

Activity 2 Resources

- Getting Started: Trying out Troubleshooting
- Troubleshooting Tutorial: Checking the battery levels and optimizing power options
- Troubleshooting Tutorial: Configuring power options
- Troubleshooting Tutorial: Understanding Computer Specifications and Program Minimum Requirements
- Troubleshooting Tutorial: Using external drives
- Troubleshooting Tutorial: Adjusting audio input and output
- Troubleshooting Tutorial: Installing software (example - Mozilla FireFox)
- Troubleshooting Tutorial: Creating and sharing bookmarks
- Troubleshooting Tutorial: Connecting to Wireless networks

Activity 3: Students as Tech Experts

The collaboration between students and teachers to support the integration of laptops can be very powerful. Developing ways to share the responsibility for troubleshooting can provide your students additional opportunities to become technically proficient and provide you an additional layer of support. This collaboration can focus on either technical or instructional, or both of these elements of the classroom. Let's start by hearing about Elizabeth's experiences with empowering her students to become experts.

Vignette 4

Elizabeth is a teacher in a primary school. Her school has just started a one to one eLearning program for their students. She attended a workshop to learn about how to use the computers, but found herself apprehensive when she tried to get started. One of the main concerns Elizabeth had was her lack of basic skills with computers and other technologies. When students brought the computers to her classroom, she was surprised to find them taking time to explore, learn, and practice on the computers. Elizabeth realized that her students were fast learners and agile in their ability to find, try, and use new tools. She saw she had a small group of students who were really interested in learning as much as they could about the computers. She asked this group of students if they would be interested in becoming the "experts" in first-line troubleshooting and helping others if they ran into a technical problem. They were very excited about doing this. Over time the students began providing tech support to other teachers and their students as well. This not only helped those teachers and the students in their classrooms, but the group of "techsperts" was learning real-world skills. These students set up a virtual student network where they could share troubleshooting information with other "techsperts" around the country.

Step 1: Empowering Student Skills

Empowering students, as Elizabeth's story demonstrates, can really contribute to the overall success of a one to one eLearning program. However, preparing students to be "techsperts" will take time to plan.

During this first step of the activity discuss with your group your initial beliefs about students becoming technology experts. Think about these guiding questions:

1. Are there students with whom you work who could serve as technology experts?

2. How do you think students as technology experts could influence your classroom?

Step 2: Considering Students as Tech Experts

Generation YES is an organization committed to helping students help teachers integrate technology into the classroom setting. Teachers and students work together to develop innovative lessons, use technology in new and intriguing ways, and corroboratively develop an infrastructure to support meaningful use of technology. Below you will find an abbreviated piece of Sylvia Martinez's (2009) work with Generation YES on *Student Support for Laptop Programs*. Review these key points before moving on to Step 3.

> "Schools around the world are looking to put the power of technology into student hands by providing laptop computers for every student. These initiatives seek to equip every student with the personal technology needed to learn and communicate in the 21st century. Empowering students to be leaders and valued partners in a school laptop implementation can lead to:
>
> • Increased classroom technology integration
>
> • Greater support for classroom teachers using new technology in lessons
>
> • Greater student understanding and support for laptop program goals
>
> • Greater parent understanding and support for laptop program goals
>
> • Student empowerment, leadership, and ownership"
>
> "There are two major ways that students can participate in a laptop

implementation. One is committees. These could be technology planning committees, school site councils, technology security review committees, or peer review committees. The other is day-to-day activities related to laptop support. This may be traditional tech support, instructional support, or helping new users learn about their laptops."

"Students can plan and deliver training on many topics that new laptop users will find invaluable. You can have students do some teacher training as well. Teachers will see that students have skills and passion about the laptops and you may find that they actually respond better to students as technology mentors than traditional professional development.

- OS basics
- Printer setup and queues
- How to use shared server space
- How to manage student access to subscription services (video, library, hosted software)
- How to organize folders
- How to backup data
- Acceptable use policies and school rules
- Internet security
- Cyberbullying
- Netiquette
- Effective Internet searching and research
- Copyright and plagiarism
- Where to find school-appropriate images, music, and software
- How to use applications
- Self-help tech support tips"

"Most schools combine both hardware and instructional support models when they develop a student tech team. No matter how you blend them, here are several essential elements that successful programs share.

School acknowledgement. The student tech team should be a recognized part of the school with funding, resources, a place to meet, and acknowledgment in school events, websites, and newsletters.

Identity. The student team should have a name, shirts, hats, lanyards, a logo, and other standard items that school clubs have. Create recognition for student leadership with certificates, banquets, and awards.

The primary student benefit is academic. This should never be about using kids for free labor. Programs must include training for the students, constant monitoring, and new learning opportunities. Emphasize academic skills such as technical writing, collaboration, programming, and

troubleshooting.

Increasing leadership challenges. Find ways to constantly add new student roles. Your students will get bored and leave if they are only allowed to do routine tasks. Reward hard work with recognition and additional responsibility. Challenge your students to push for excellence in all areas.

Encourage student voice. Invite student feedback and act on it. Create opportunities for student-led initiatives, let students speak at board meetings and conferences, and allow them to initiate new ideas. Find ways for students to own this program, from naming and decorating laptop carts to putting students on the technology committee.

Maintain strong relationships. An adult mentor with a strong personal relationship with students will have a more successful, secure program.

Focus on learning. Work with teachers to find ways to support classroom curriculum with new technology. Technical support that fixes broken hardware is only half the problem. Students can help teachers find ways to use technology in lessons and student assignments. This support reduces teachers feeling overwhelmed by so much change in the first years of a laptop program."

Step 3: Supporting Students as Tech Experts

One of the tools that has been developed for education is the shared "wall" space found online at **www.wallwisher.com**. In your groups create a "wall" and share the URL among your team. For this task, consider the resources available from Generation YES and capture your brainstorming on the following topics:

1. What resources exist to organize and implement a "students as technology experts" program in your school?

   Resources that might help in this area include:

   - **www.genyes.com**
   - **www.4teachers.org**

2. How do you think you will start leveraging the technological knowledge and skill of your students?

   Resources that might help in this area include:

   - Internet sites that provide Student Technology Surveys
   - **www.internet4classrooms.com**

3. What resources could you share with students to develop training tools for topics such as those listed in the key points shared from Generation YES?

   Resources that might help in this area include:

   - Internet sites that provide Tech Tips

When you have finished brainstorming, use **www.wallwisher.com** and your unique URL to share text or links to videos, websites, or other digital resources that your team identifies.

References

The material in Activity 3, Step 2 is from the article "Student Support for Laptop Programs: Success and Student Ownership," by Sylvia Martinez (2009). Retrieved February 23, 2010 from **www.genyes.com**. Copyright 2009 by Generation YES Corp. Reprinted with permission.

Activity 3 Resources

- Technology Tips WallWisher

Tools

- **www.wallwisher.com**
- **www.genyes.com**
- **www.4teachers.org**
- **www.internet4classrooms.com**

Activity 4: Creating Activities for Your Students

One of the biggest challenges in transitioning your classroom to a one to one eLearning environment, is to apply what you have learned in this workshop to your students' learning activities and lessons as soon as you return to your classroom (or as soon as your laptops are available). One way to do this is to have activities created and ready to implement that are aligned to your curriculum.

Returning to your Curriculum Map, you will now create additional activities for units or lessons in your Curriculum Map by completing an Activity Checklist found in your Instructional Planning Packet for each activity. Consider what you learned when you created your first activity in Module 2 and apply that knowledge to your new activities. As you do this, you may think of other units to add to your Map.

Step 1: Creating Additional Activities

1. Take a look at your Curriculum Map and identify 4-6 units for which you would like to create activities.
2. Using the Activity Checklist consider and complete each section for each of your activities. Be sure to consider implications for each element (for example, how does assessment change if you build in opportunities for students to share their work with the larger community?).

Step 2: Reviewing Your Work

1. Find a partner (preferably a different partner from the one with whom you collaborated regarding the first activity you developed in Module 2) and share one activity. Repeat the review process you used in Module 2, using the following guiding questions:
   a. How has your partner considered the elements of the Activity Checklist?
   b. What were the strengths of your partner's work?
   c. Are there any suggestions you would make to strengthen the activity?
2. Using the Activity Rubric found in your Instructional Planning Packetevaluate and score the activity together.

Activity 4 Resources

- Participant's Curriculum Map
- Instructional Planning Packet

Activity 5: The New You

In the first module, you completed the Laptop Learning Level (L^3) Survey and considered how you use technology in your daily life as a teacher. In this activity, you will revisit the Laptop Learning Level Survey and consider how you would you like to respond to those questions one year from now. Answer the following questions as you consider your current practice, and the future practice that you envision implementing in your classroom.

1. What new practices do you hope to have implemented in your classroom?

2. Review your Curriculum Map. How does your revised and completed Curriculum Map differ from the Curriculum Map that you started with?

Step 1: Revisiting the Laptop Learning Level Survey

To begin, open the Laptop Learning Level Survey in Excel and complete the Goal Survey sheet. You will complete the survey again. However this time please have your completed Curriculum Map in front of you and consider your responses to the first two questions in this activity. As you complete the survey, respond as if it is one year from today. Imagine that you have successfully implemented all of the new ideas that you have generated during the one to one eLearning training.

Step 2: Reflecting on the New You

Access the results sheet in the Laptop Learning Level Survey excel file upon completion of your survey. Next, work with a partner to discuss the following questions:

1. How is your current score different from the score you received at the beginning of the training?

2. How did your responses change from one survey to the next?

3. Were there certain items where the differences in your responses really stood out?

4. What do you see as hurdles to accomplishing the changes you would like to make?

5. How might those hurdles be overcome?

Activity 5 Resources

- Laptop Learning Level Survey

Module 4

After The Training

Module Overview

This module has been designed for you to use after this initial training. The activities have been constructed to support your continued thinking as you progress with your one to one eLearning initiatives. Activities should be completed within a learning community. There are nine activities that have been designed to be used throughout the first school year following the initial training.

Module Questions

- How can a learning community support your continued learning?
- How can you refresh your tool-kit to ensure that you are always using new and innovative tools?
- How has your use of technology changed over time?

Objectives

After the Training

Teachers will engage in continued learning by:

- Considering the use of learning communities within your local context.
- Engaging in conversations and collaborative work about their use of technology in the classroom.
- Considering new tools for use within their curriculum.

Resources

- Completed Example Instructional Planning Packet
- Instructional Planning Packet
- Laptop Learning Level Survey
- Learning Communities Supporting the New You
- Participant's Curriculum Map
- Range of Use Overview
- Technology Options Providing Options for Tools
- Web Tools Overview
- Technology Tips Animoto
- Technology Tips Bubbl
- Technology Tips Cacoo
- Technology Tips Edmodo
- Technology Tips Empressr
- Technology Tips FreeMind
- Technology Tips Glogster
- Technology Tips Mindomo
- Technology Tips MovieMaker
- Technology Tips Penzu
- Technology Tips Pidgin
- Technology Tips Prezi
- Technology Tips ProProfs
- Technology Tips QuestionPro
- Technology Tips SlideRocket
- Technology Tip for "Taking Photos with a Laptop Camera"

- Technology Tips VoiceThread
- Technology Tips WallWisher
- Technology Tips Weebly
- Technology Tips Wetoku

Tools

- **www.go2web20.net**

Activity 1: Your Learning Community (Month 1)

When you concluded the one to one eLearning workshop you considered the "New You" – thinking about how you would like your teaching to look a year from now. Since then you have returned to your school and been faced with the daily work and challenges of teaching. One of the strategies that teachers use to continue their own professional development is constructing learning communities to support professional growth. These learning communities can be made up of teachers who work in the same school, or teachers from a shared experience (like the one to one eLearning workshop). The learning community of teachers with shared experience can be made up of teachers who are within close physical proximity, or teachers who are accessible via virtual tools (such as Skype). (*See Activity 2 for using technology to support an online learning community.*)

Learning communities can encompass many forms of professional development, such as:

- Examining student work together
- Mentoring
- Networking
- Peer coaching
- Reflective practice
- Study groups
- Action research

You may want to incorporate some of these options as you build your community.

When constructing your learning community you may consider these goals and ideas.

- Leaning communities are most successful when the participants have shared values and goals about their work.
- Learning communities should meet frequently, at least once per month. Members should be committed to working together.
- When you construct your learning community think of ways to build connections between members, and create a community of trust and respect.
- Learning communities share the details of their classroom teaching practice. Members should be committed to honesty and sharing.

- Members of a learning community should share ideas, resources, and tools. In addition, members should openly seek feedback.
- Learning communities can be constructed with one or more persons taking a leadership role and seeking out others to participate.

Before continuing in this module, establish your learning community using the ideas that we have just shared. This learning community can be established at your school or with others with shared interests. Take time to establish general operating procedures for your learning community. Do this by making decisions regarding the following elements:

- Who will participate?
- What will the expectations for participation be?
- Will you meet face to face or online?
- How often will you meet?
- Who will be responsible for planning meetings?

Now that you have identified general operating procedures, work with a partner or partners to develop a plan for how your learning community can support you during this year. Consider the following points as you discuss and plan:

1. What expertise will you need to be successful? Who in your learning community can provide that expertise or support you as you develop that expertise?
2. Who will hold you accountable? Think about who in your learning community can hold you accountable to your goals, and work with you to adjust your goals as you continue learning?
3. How will your learning community celebrate successes, share knowledge, and provide support to one another as you encounter challenges?

After the Training

Step 1: Getting Started with Your Learning Community

During this activity you will revisit that vision of the new you and work with your learning community to identify how you can support one another as you continue your work, and accomplish your goals in one to one eLearning. You may want to access the Laptop Learning Level Survey to refresh your thinking on your goals.

Within your professional learning community, discuss the following questions:

1. What steps have you taken toward achieving your vision of the new you?

2. What has helped you in being successful?

3. What issues have posed challenges to your success?

When you have discussed these first questions, work with your peers to complete Learning Community Supporting the New You to continue your thinking and document your plans for making progress toward the new you.

Resources

- Learning Communities Supporting the New You
- Laptop Learning Level Survey

Activity 2: Using Technology with Your Learning Community (Month 2)

Hopefully, your learning community is working to support each other, and you, on your journey of embracing a one to one eLearning program in your classroom. Often, when learning communities are physically close to their peers they can provide support and intermittent feedback. However, sometimes there is not enough time to meet face to face, or there is work that needs to be completed when you are not in the same place at the same time.

Learning communities provide an opportunity to gain peer feedback on your lessons, from the resources you use to your integration of technology, and even the work your students complete. During this activity, you will identify ways you can support your peers through asynchronous communication.

Step 1: Tools for Collaboration and Communication

First, consider what tools might work to get feedback on lesson or unit plans, assessment or student work.

1. What tools did you identify that might support peer feedback? (Consider social networking tools or other communication tools that allow file sharing and feedback. Remember to refer to the Range of Use Overview from the training, the Technology Tips, and the Technology Options Providing Options for Tools for resources).

When you have identified possible tools, share those within your learning community. As your learning community shares, you all will need to provide feedback and experiences with various tools.

2. What type of feedback did you receive from your learning community?

3. As a group discuss ways you can you start using technology to facilitate communication and gain continuous feedback from your learning community. Keep track of ideas that you are interested in below.

After the Training

Step 2: Exploring Virtual Communication and eLearning Tools

Next review the options for professional development that can be enhanced by eLearning, such as examining student work together, mentoring, networking, peer coaching, reflective practice, study groups and action research.

1. Identify three options that would be helpful in supporting you in your practice.

Share at least one of these options within your learning community.

2. As a learning community discuss the following question: How can our learning community start using technology to facilitate communication and gain continuous feedback from peers?

Resources

- Technology Options Providing Options for ToolsRange of Use Overview
- Web Tools Overview
- Technology Tips Animoto
- Technology Tips Bubbl
- Technology Tips Cacoo
- Technology Tips Edmodo
- Technology Tips Empressr
- Technology Tips FreeMind
- Technology Tips Glogster
- Technology Tips Mindomo
- Technology Tips MovieMaker
- Technology Tips Penzu
- Technology Tips Pidgin
- Technology Tips Prezi
- Technology Tips ProProfs
- Technology Tips QuestionPro
- Technology Tips SlideRocket
- Technology Tip for "Taking Photos with a Laptop Camera"
- Technology Tips VoiceThread
- Technology Tips WallWisher
- Technology Tips Weebly
- Technology Tips Wetoku

Activity 3: Learning Community Discussions of Practice (Month 3)

During this activity, you will focus on discussing topics related to the pedagogy within a one to one eLearning environment. Before you begin, take some time to identify with your learning community how you want the discussion to flow. Consider the following questions:

- Do you want this to be a conversation or a more directed discussion?
- Does one person want to facilitate or do you want to take turns?
- What do you want to walk away with today—what are your expectations for this discussion of practice?

The topic for this month's discussion will be 21st Century Skills. Each participant should think about and share how they are integrating 21st Century Skills into their classroom.

Focus on one or more of the following skills:

- Higher Order Thinking
- Productivity
- Information Literacy

Activity 4: Experiences in Learning (Month 4)

Everyday in every classroom something happens from which others can learn. During this activity, you will take time to share experiences within your learning community.

Step 1: Identifying an Experience

Consider for a moment an experience you have had recently with technology in your classroom. Independently answer the questions below to prepare for your discussion.

1. What is one experience that you have had with technology in your classroom that proved to be a learning experience? Describe this experience.

2. What did this experience teach you or highlight for you?

3. How did this experience influence the way you think about or use technology in your classroom?

Step 2: Sharing Your Experiences

Take some time now to share among your learning community the experiences that you identified in Step 1. As you listen to other members discuss their experiences, consider what you have learned from their stories.

Step 3: Building on Experience

You have had an opportunity to hear from your peers and consider what you have learned from your experiences with technology. As a group, discuss the value of hearing about experiences of others. Also, consider how those experiences could be shared on a more regular basis, and how that might influence your own work.

Activity 5: Learning Community Discussions of Practice (Month 5)

During this activity, you will focus on discussing topics related to the pedagogy within a one to one eLearning environment. Before you begin, take some time to identify with your learning community how you want the discussion to flow. Consider the following questions:

- Do you want this to be a conversation or a more directed discussion?
- Does one person want to facilitate or do you want to take turns?
- What do you want to walk away with today—what are your expectations for this discussion of practice?

The topic for this month's discussion will be assessment. Each participant should think about and share how they are using technology to empower assessment in their classroom.

Focus on one or more of the following aspects of assessment in a one to one eLearning environment:

- Assessment using rubrics
- Assessment using student generated products
- Assessment using online tools for testing or quizzing.

Activity 6: Refreshing Your Toolkit (Month 6)

In the initial training, you were provided access to a number of web-based tools that could be integrated into your curriculum. With the continual development of new tools for educational use, it is helpful to take time to explore new tools for use. In this activity, you will work with your learning community to develop a revised resource list of tools for use in your classroom.

Step 1: Current Resources

1. To get started, return to the resources you used in your training. Work with a partner to discuss how you have used these tools? What has worked well? What have you struggled to implement? Access the Web Tools Overview for a refresher on which tools where used in the training.

2. As a large group share the experiences you have had so far, and discuss the following question: Have your students shared any tools or resources that they are interested in using in the classroom?

3. As a large group share your responses to the following question: What are your expectations of tools for use in your classroom? (Consider access, language, registration requirements, security, stability, etc.)

Step 2: New Resources

1. Take some time to search for new tools that might be helpful in your classroom. If you are having a hard time identifying new tools you may want to take some time to search the site **www.go2web20.net** to access a continually updated list of tools. What tools did you identify that you would like to begin trying out?

2. Take time to share the new resources you identified with your learning community. What resources did you learn about that you are interested in investigating?

Resources

- Technology Options Providing Options for Tools
- Web Tools Overview

Tools

- **www.go2web20.net**

Activity 7: Learning Community Discussions of Practice (Month 7)

During this activity, you will focus on discussing topics related to the pedagogy within a one to one eLearning environment. Before you begin, take some time to identify with your learning community how you want the discussion to flow. Consider the following questions:

- Do you want this to be a conversation or a more directed discussion?
- Does one person want to facilitate or do you want to take turns?
- What do you want to walk away with today—what are your expectations for this discussion of practice?

The topic for this month's discussion will be collaboration. Each participant should think about and share how they are encouraging collaboration and/or using technology to empower collaboration in their classroom.

Focus on one or more of the following questions related to collaboration in a one-to-one eLearning environment:

- How does your curriculum support collaboration?
- How are you explicitly teaching collaboration?
- How are your students collaborating with one another?
- How are your students collaborating with individuals, groups, students, or experts outside of our school?

Activity 8: Sharing What Works (Month 8)

You have been actively engaged in implementing your one to one eLearning initiative. You have most likely experienced some frustration, as well as great successes. During this activity, your learning community will focus on activities, lessons, or units that have been successful in the classroom.

Step 1: Identifying a Model Activity, Lesson, or Unit

1. Begin by looking at your Curriculum Map or thinking about your curriculum. Identify an activity, lesson, or unit that you have taught that you consider to be a model for the integration of technology.
2. Once you have selected an activity, lesson, or unit use the Activity Rubric found in your Instructional Planning Packet to self-assess your work. As you assess your work, consider the details of the activity, lesson, or unit that you will need to share with others in order for them to understand the full student experience.

Step 2: Sharing What Works

Now that you have chosen an activity, lesson, or unit and taken time to assess your work, share your activity, lesson, or unit with your learning community members. Take time to understand one another's successes and use the Activity Rubric as a means to dialogue about what worked well, and share ideas about what might be improved.

Step 3: Finding the Connection

Within your learning community, there may be similarities in the students you teach or the experience you had with the model unit. After everyone has shared their activity, lesson, or unit, brainstorm with your learning community what common elements there were among these successful examples. Consider using **www.wallwisher.com** or another Web 2.0 tool to facilitate the discussion. Ultimately your learning community should create a list of common elements that have lead to success in the classroom. When this list is created, consider how you might use it to continue your work with integrating technology.

Activity 9: Revisiting the Laptop Learning Level Survey (Month 9)

In the initial training, you completed a "pre" survey using the Laptop Learning Level Survey in Module 1. You then revisited this survey in Module 3 as a "goal" survey to consider how you would want your practice to look in one year's time. Now, you will revisit this survey and complete the "progress" section of the survey. By completing this, you will be able to compare your responses between three levels (pre – before the training; goal – at the end of the training projecting one year out; and progress – one school year after the training how your practice has changed).

Step 1: Identifying a Model Activity, Lesson, or Unit

To begin, open the Laptop Learning Level Excel document that you have been working in, select the worksheet labeled "progress" and complete the survey. As you complete the survey, consider and reflect on your current practice.

Step 2: Progress

Access the results sheet in the Laptop Learning Level Survey Excel file upon completion of your survey. Next, work with a partner to discuss the following questions:

1. How is your current score different from the "pre" and "goal" scores you received?

2. How did your responses change from one survey to the next?

3. Were there certain items where the differences in your responses really stood out?

4. What do you see as hurdles to accomplishing the changes you would like to make?

Step 3: Plans

You have just reviewed the results of your Laptop Learning Level Survey and reflected with a partner on what your results showed. Now you will take some time to consider your plans for the future. To get started work independently to answer the following questions:

1. Reflecting on your survey results and the work you have been engaged in with your learning community, what areas of your practice would you consider your strengths?

2. Reflecting on your survey results and the work you have been engaged in with your learning community, what areas of your practice would you consider to need improvement?

3. Reflecting on your survey results and the work you have been engaged in with your learning community, what areas of your practice would you like to focus on during the next year?

Step 4: Using Your Learning Community

Now that you have identified strengths, areas of improvement, and areas of focus for the next year, work with a partner or partners to develop a plan for how your learning community can support you in meeting your goals over the next year. Consider the following points as you discuss and plan:

1. What expertise will you need to be successful? Who in your learning community can provide that expertise or support you as you develop that expertise?

2. Who will hold you accountable? Think about who in your learning community can hold you accountable to your goals, and work with you to adjust your goals as you continue learning?
3. How will your learning community celebrate successes, share knowledge, and provide support to one another as you encounter challenges?

Step 5: Preparing Your Learning Community

Now that you have worked with a partner or partners, discuss with your entire learning community your ideas and vision. As you conclude this activity, make sure someone in your learning community keeps track of how you will support one another on this continued journey.