

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

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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"

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- 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.

- Learning 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?

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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

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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 start using technology to facilitate communication and gain continuous feedback from your learning community. Keep track of ideas that you are interested in below.

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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
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- Technology Tips VoiceThread
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- Technology Tips Wetoku

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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?

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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 were 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?

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- 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?

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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.

