

[Going Forward As A Next Generation Educator](#)

Portfolio Project

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Generation Z currently dominates the student body at all levels primary through tertiary. They've been found to "process information faster than other generations... live in a world of continuously updated information, which makes them dislike textbooks as out of date," they're familiar with the whole spectrum of internet connected devices, great at multitasking, and they learn better with shorter, multimedia rich content rather than long texts (Gracey, 2017).

Teaching this generation and effectively preparing them for the modern workforce requires the integration of technology in ways that not only deliver content to suit their learning styles and preferences, but also introduce and enable students to make use of current technologies as well as preparing them for jobs and experiences that we can't even imagine yet. For these reasons, "next generation teaching" isn't only about focusing on the particular needs of the current in-school generation, but rather organizing a "next generation learning ecosystem" that can provide the resources for students to become capable citizens (of both the physical and digital worlds) no matter what the future throws at them. This type of learning ecosystem offers "personalized learning, competency-based systems, co-created opportunities, safe and healthy environments, and are time, talent, and technology enabled" (Colorado Springs School District 11, n.d.).

Several innovative teaching methodologies have arisen in recent years to address the challenges that next generation teaching provides. Blended learning using computers and multimedia inside and outside of the classroom has shown promising results for traditional metrics as well as improvement in important 21st century skills like self-pacing and self-direction (Hesse, 2017); but emerging technologies like artificial intelligence and virtual reality have barely begun to have an impact on education, which could be quite significant as the technologies mature. Learning Management Systems (LMS) have been widely deployed as a

platform for integrating educational technologies and an important component of next generation learning ecosystems. Web-based platforms like [Schoology](#) and [Google Classroom](#) can provide a free or inexpensive space in the cloud to host educational content and organize instruction. Utilizing these resources can improve allowance for the implementation of effective and research-based learning models like the [Universal Design for Learning \(UDL\)](#), [Bloom's Taxonomy](#), and the [Rigor/Relevance Framework](#) by creating opportunities for personalization, self-pacing, immediate feedback, multiple means of representation and expression, etc. that are difficult or sometimes impossible to do in a traditional classroom setting. At the same time, rich and appropriate technology use by students, facilitated by educators through an LMS, can support the objectives of the [International Society for Technology in Education \(ISTE\)](#) to create responsible and capable digital citizens.

For the purposes of this course, the Google Classroom LMS was used for organizing technology and content resources to guide student learning and align with the content and ISTE standards as well as the UDL objectives.

Course inside the LMS

A course was created within the Google Classroom LMS using a personal Google account due to the restriction that Google places on institutional accounts to be used only within the institution's G Suite system. The course titled "[Aj. Jason's English 101](#)" was curated and produced for a real course taught at the Chiang Mai University English Department in Chiang Mai, Thailand. Based on the syllabus and text for the course, all of the standards and objectives for Unit 1 of the *Life Pre-Intermediate* EFL textbook (Hughes, Stephenson & Dummett, 2012) were addressed using various OERs sourced from the web as well as original content and assessment material produced during the CSU Global course and documented on an "[OTL 545 Technology and Innovation Critical Thinking Assignment Template](#)" (see Table 1). No

revisions were required to the LMS content from instructor feedback, however, revisions were made to the Critical Thinking Assignment Template and are noted in the [Module 5 submission](#) (see Table 1 for revised CT Template version).

Lesson implementation during Module 7 resulted in an artifact produced by the student in the form of a [VoiceThread](#) audio conversation recording. The lesson was entitled: “Listening and Speaking: Four ways to use the word “feel”, (opinion, emotion, illness, desire). Talking about illness and giving advice.” The VoiceThread project with the student responses (designated as “SL” on the project VoiceThread) can be directly accessed [here](#), as well as through the LMS under the aforementioned assignment heading, by clicking on the VoiceThread link. The course in the LMS can be accessed by the CSU Global instructor using the student login credentials (personal Google account), and changes to the lesson (revised instructions) can be found on the “[VoiceThread Role-Play Playlist](#)” through the preceding link or by following the link with the same name in the Google Classroom assignment post. After delivering the lesson to the student, some changes to the written instructions in the Roleplay Playlist were made, based on student feedback, in order to further clarify misconceptions and aid students in efficient access to the required app. Changes include adding the “Assignment Checklist” to the top of the Playlist, as well as adjusting some confusing or incorrect wording in some of the instruction steps.

Graph of student results and discussion of student artifact and response to lesson

A pretest was created as a Google Form and administered through the LMS to assess the students’ preliminary understanding of the content standards and objectives (see Table 1 for a list of the standards) of Unit 1 in the *Life* course textbook. The results of the pretest (see Figure A) were used to plan further instruction based on the identified areas of weakness in student understanding. After two more assignments were posted using OERs (videos) and web apps

(quizzes) to clarify and consolidate understanding related to the weaknesses identified with the pretest; another Google Forms quiz was generated and administered to assess effectiveness of the interventions. The results of the assessment were consistent with a better student understanding of the previously identified and remediated weak areas (see Figure B). Both the pretest and the 2nd “progress check” assessed 8 standards each, however, two of the assessed standards were changed for the progress check (see Figures A and B) due to positive student results in those areas of the pretest and a need to assess understanding of items to be reviewed at the end of the unit. Both formative assessments seemed to be useful in determining what interventions were necessary for subsequent lessons.

The lesson delivered for Module 7 entitled: “Listening and Speaking: Four ways to use the word “feel”, (opinion, emotion, illness, desire). Talking about illness and giving advice.” was designed using OER videos sourced from [YouTube](#) and an infographic, as well as a teacher created illustrative video/quiz using the [MySimpleShow](#) and the [Edpuzzle](#) web apps; to scaffold knowledge and skills for the purpose of enabling students to complete the recorded conversation project at the end of the lesson, using the VoiceThread mobile app. The student seemed to enjoy watching the videos and doing the embedded quizzes. The ability to review the videos as necessary to clarify needed information for the quizzes and projects appeared well-utilized and proved to be an easy and effective way to allow for student self-pacing as discussed by Sams and Bergmann (2013). It was surprising how interested and engaged the student was in each of the lessons completed, especially the app and video lessons, which seemed to be almost thrilling to complete and didn’t incite boredom like a pen and paper task often does. This effect could be the result of the cultural responsiveness of using audio/video and storytelling components shown to be often more effective at conveying understanding (Garcia, 2013, p. 21) and at the same time able to improve differentiation of the lesson materials (Sams & Bergmann, 2013). Additionally,

the technological aspect is familiar and engaging for the younger generations (Adobe Educate, 2017).

The VoiceThread recorded audio conversation which resulted in the creation of the required student artifact, seemed to be an engaging (according to student feedback) and beneficial project requiring care and attention given by the student to the course content and included resources in order to complete the task per instructions. During the production of the recorded audio conversation, some instruction comprehension issues were identified with feedback from the student and corrected on the “Playlist” instruction Google Doc. In previous lessons of this unit, besides one video that was eliminated from a lesson due to redundancy, student critical feedback was mainly related to adjusting instructions for clarity.

Discussion of the teaching/learning experience

The experience of curating and delivering the first unit of the Fundamental English 101 course within the Google Classroom LMS was enormously informative, for the student, but even more for the instructor. When it came to finding materials and producing the lessons, it quickly became apparent that curriculum designers and instructors nowadays are spoiled for choice. The extreme abundance of options for free resources is made evident through many articles and collections of links such as *100+ Tools for Differentiating Instruction Through Social Media* in which author and curator John McCarthy states “We truly are in a brave new world... No longer [are we] limited to resources purchased...” (2015). A result of the plethora of options from creative web platforms and apps to Open Educational Resources (OER) of all kinds (videos, documents, etc.), was a difficulty in deciding which to use and which to archive for later use. The struggle was compounded by the sizable learning curve involved in becoming proficient enough with any of the platforms and apps to feel comfortable using them in lessons with students, who rely on their teachers for accurate instructions and troubleshooting. This

experience has led to an important conclusion: it will be necessary going forward to regularly review new and existing platforms, applications, and resources if technology is to be continually and effectively implemented into the curriculum. This type of ongoing professional development is made easier thanks to the many helpful articles, like the one above by McCarthy (2015) and hosted on Edutopia, the authors of which have aggregated a myriad of resources into systematic lists that are updated periodically and can be reviewed when necessary or as part of a regular professional learning routine. One of the original such aggregators, [Kathy Schrock](#), wrote way back in 1995 “[She] wanted to organize these “sites” on the internet so that teachers could have information right at their fingertips and use the internet more effectively in their classrooms.” By utilizing meta-resources like these, a professional development routine can be initiated and maintained that supports the continuing and successful use of digital tools to promote student learning aligned with the objectives of modern pedagogical models like the UDL, [project-based learning](#) (PBL), and blended learning.

The modern research-based learning models have evolved alongside the principles of next-generation learning ecosystems discussed in the introduction above as enumerated by the Colorado Springs school district 11 (n.d.); including personalized learning and co-created opportunities. These principles are upheld when instructional methods align with the UDL objectives to “provide multiple means of engagement, representation, action, and expression” (CAST, 2018). Providing those multiple means is the fundamental benefit of using technology in education as in the case of blended learning, the ultimate intent of which as told by Preston Smith in *Blended Learning: It’s Not the Tech, It’s How the Tech is Used*, “is to create a truly personalized learning experience” (2014). Smith went on to explain that personalized learning means “that for almost every moment of every day, a student receives the right content, at the right level, in the right grouping and through the right delivery method.” It’s no small task and

Smith admitted that we have a lot of work to do technology-wise to get there. However, using methods such as project-based learning can help to bridge the gap by using real-world based problems and allowing students the flexibility to essentially personalize the lessons by and large on their own; and who better to personalize learning than the person doing the learning? In describing how project based learning aligns with the Global Digital Citizen Foundation [Essential Fluencies](#), Lee Watanabe-Crockett said that “[a]s students work to solve a real-world problem, they will be parsing through information where they can find it” (2017). Educators facilitating students’ use of technology in locating the knowledge and skills necessary to understand and accomplish the task presented through PBL can allow them to generate understanding in a natural way. PBL also integrates opportunities for collaboration and expressing creativity which have been identified as high demand skills in the modern economy (Jacobson-Lundeberg, 2016, p. 84). PBL is possible without technology, but is further personalized by using it with the [flipped-classroom model](#) (a blended learning method) as noted by Sams and Bergmann (2013) “Under the flipped-class, project-based learning model, students started with the problem to solve. They watched the instructional video when they required information, and they went to selected resources and supports when needed.” By using PBL and blended learning methods appropriately with the help of technology to align with the UDL, the big ideas of modern teaching methodology and principles of 21st century learning and economics can be more fully realized.

PBL can be further benefited by technology through the [many apps](#) (Team ISTE, 2015) that are ideal for streamlining projects so that the student can focus on learning and producing, rather than the details of analog project construction that may be unrelated to the content standards. For example, in a language learning class, a group of students can use their mobile phones and video recording apps to record and edit a video of them doing a role-play using the

target language of a lesson or unit. They can then upload the video to YouTube and share it with the teacher and their classmates all without having in depth knowledge of videography, editing, or publishing. Apps can be used to easily make [infographics](#) and web pages, wikis and blogs, record conversations (as on the previously mentioned VoiceThread platform) and music, set up science experiments and do [surveys](#); all with little to no expertise in any of those fields. Using the myriad available apps for PBL along with the plethora of [OERs](#) found on so many convenient aforementioned lists of aggregated [website](#) and [resource](#) links, and delivering [Backward Designed](#) curriculum through an LMS (Wiggins & McTighe, 2006; Team ISTE, 2015) in a Blended Learning format should provide a strong backbone of a successfully rebranded educational paradigm. Being sure to align projects to [content standards](#), UDL objectives, ISTE standards for students, and address the highest levels of Bloom's Taxonomy and the Rigor/Relevance Framework will ensure that the curriculum is not only personalized and differentiated, but also producing competent and technology enabled learners (CAST, 2018; Armstrong, 2018; ISTE, 2018; Daggett, 2014). Furthermore, emphasizing the GDCF Essential Fluencies and [P21's Framework](#) for 21st Century Learning in instructional design will strengthen the foundation of modern life and workforce readiness skills (Watanabe-Crockett, 2017; P21, n.d.). The implementation of these goals, standards, and guidelines is made possible by using research-based teaching and learning practices, like those [summarized](#) in Goodwin & Hubbell's *12 Touchstones of Good Teaching* (2014). After all, "technology can amplify great teaching, but great technology cannot replace poor teaching" (Schleicher, 2015).

Professional plan

Looking and planning ahead for technology innovation in education is important because technology changes fast (Watanabe-Crockett, 2017) and if teachers aren't keeping up with the new trends and possibilities, they won't be able to provide the benefits of those new tools to their

students or prepare them for the real world. Quite possibly, students may even leave their teachers behind technologically to the point where they can't relate and lose that all-important personal connection. Luckily, the same qualities and conveniences that make technology integration beneficial for students' learning, also makes it helpful and convenient to use in an educator's professional development scheme. It is no longer necessary to source and subscribe to print professional periodicals to continue learning about the newest trends and ideas in education, nor is it even required to attend in-person seminars or meetings to get the freshest insights on research developments and new technologies. Knowing how to find all of this [information and training online](#) can allow for a steady and constant review of emerging educational technology trends and innovative teaching strategies. One great example is the [professional development section](#) of the ASCD website; where they host many different resources from videos and webinars to their "PD Online" professional development courses and the "ASCD Activate Professional Learning Network" (ASCD, 2018). Devoting some regular time in a weekly schedule to browsing the archived resources for relevant topics, and the latest entries for emerging trends can help teachers stay on top new technologies and ideas (Watanabe-Crockett, 2017) as well as reviewing tried and true methods.

Another great example of an online PD resource is [EdWeb.net](#), which, in addition to hosting videos and webinars like the ASCD site, has a free online "Professional Learning Community" where it's possible to "get advice from experts, share ideas and resources, and discover ways to improve teaching and learning" (EdWeb, 2018). The [Global Education Conference](#) is an "online community focused on globally connected teaching and learning" (Gray, 2018) and "attending" the conference online by watching the speakers in videos and interacting with other members in chats can offer opportunities to connect and share with colleagues globally; while using social media like [Facebook Groups](#) and [LinkedIn](#) can allow

sharing and collaboration with colleagues locally, as well as globally. If a school uses an LMS, there is often a platform for colleagues to share resources and collaborate within. However, if no LMS is employed by the school or district, it may be up to the teachers to [organize and share their ideas and resources](#). This is where a technology integrated and enabled professional development plan will come in handy allowing teachers in that school to connect with each other in person, which is crucial (Mizell, 2010 p.8), and the vast resources of the worldwide educational community in order to grow together and benefit from everyone's shared effort.

Conclusion

Next generation teaching is about looking forward to meet the challenges of students' futures. The already difficult task of providing a challenging yet supportive and intentional learning environment is further complicated by the rapidly progressing technology that has become essential to the modern world, and student. Thankfully, with these new difficulties come a preponderance of new digital resources and unparalleled access to information from people all over the world to help educators answer the call of the future.

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Table 1

OTL 545 Technology and Innovation Critical Thinking Assignment Template		
Name: Jason Kinney (268915)		
Link to your LMS (Module 1): https://classroom.google.com/ (Aj. Jason's English 101)		
LMS Login Information for Instructor (Module 1): Join class as a student with Class Code: m9ydwj		
Module Topic	Brief Summary and Guidance for CSU-Global Instructor	Questions
EXAMPLE:	OER video - I made a screencast video and added both to the folder titled Performance Based Learning Directions, in the Module 1 Folder. Click on Modules on the left menu to access.	How do I embed the YouTube and screencast videos? Right now, I just have a link to them to access but would like for the video to load in the page.
Module 1 Blended Learning	<ul style="list-style-type: none"> ● LMS Chosen: Google Classroom ● LMS Address for CSU-Global Instructor to Access: https://classroom.google.com/ ● CSU-Global Instructor Login and Password: Join class as a student with Class Code: m9ydwj ● Target audience/student(s) identified: 1st year undergraduate students. (@Chiang Mai University) <p>REMEMBER to also submit the written analysis of your blended learning model choice.</p>	<p>*A private Google account must be used to join.</p> <p>If your CSU Google account doesn't allow you to join the class, see this help topic: https://support.google.com/edu/classroom/answer/6173514?hl=en</p>
Module 2 Curriculum Choices	<p>Content Standards:</p> <p>Unit 1 - Health - Cengage Life 1 Intermediate English</p> <ol style="list-style-type: none"> 1. Talk about regular actions and events using the present simple and adverbs and expressions of frequency 2. Describe actions in progress (now or around now) using the present continuous. 3. Ask and answer questions with How often...? 4. Talk about leisure activities (Verb+Noun collocations - Do, Go, Play...) 5. Say how I feel. 6. Talk about feeling ill. 7. Give health advice. 8. Correctly use conjunctions (and, or, so, because, but) in a sentence. 9. Identify the main argument in an article. <p>ISTE Standard: "Empowered Learner"</p> <p>1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways (ISTE, 2016):</p>	<p>*The diagnostic pre-assessment can be found on the LMS under the title "Pretest for Unit 1 - Health" posted on May 2nd.</p> <p>*The six embedded OERs can be found on the LMS under the titles "Adverbs of Frequency and Giving Advice" and "Present Simple Tense: habits and routines" both posted on May 3rd.</p>

The “Unit 1 Pretest” diagnostic assessment multiple choice items were evaluated automatically by the Google Form and then the short answer “sentence writing” items were evaluated manually and feedback on all items was returned to the student. The feedback given for the Pretest will help the students focus their attention during the unit to the areas where it is most needed.

Pre-assessment:

Students should master the Unit 1 content standards, therefore:

Two diagnostic assessments were created with Google Forms and posted to the LMS; one to gather information about the students’ “learner profiles” for use in differentiation, choosing topics based on student interests, and help with grouping students with various strengths for group activities as well as deciding each student’s role in their group; and another “Pretest for Unit 1” to assess the students’ prior level of mastery of the knowledge, concepts, and skills contained in the first unit of our textbook “Life” (Hughes, Stephenson & Dummett, 2012)

After my student completed the “Unit 1 Pretest” her answers were examined and appropriate interventions were determined based on any errors or apparent misunderstandings. There were problems with the student’s answers for the quiz items about adverbs of frequency, talking about illness and giving health advice, and using the present simple tense to talk about habits and routines; therefore OERs were chosen to review, clarify, and practice these language functions. Feedback was given on any errors and returned to the student using the option within the LMS and the Google Form. John McCarthy explains that “The impact of high-quality assessments is partially lost unless feedback is targeted and timely” (2016), so the assessment results with feedback was returned to the student before the follow-up assignments were posted.

OERs:

Six Open Educational Resources were embedded within the LMS in response to the results of the “Unit 1 Pretest” to clarify the challenging items and offer opportunities for practice, including:

- One video each to clarify three different topics, namely adverbs of frequency, talking about illness and giving health advice, and using the present simple tense to talk about habits and routines.

	<ul style="list-style-type: none"> ➤ One web-based quiz was linked for each of two topics, namely adverbs of frequency, and talking about illness and giving health advice, ➤ And one Google Forms quiz was created with an embedded video on “Habits and Routines of Successful People” as a formative assessment to check student understanding of all the various topics in unit 1 after having worked through the previous interventions (as well as receiving feedback in class, since this is intended as a blended learning course). 	
<p>Module 3 Personalizing Learning Using Hyperdocs</p>	<p>Hyperdoc</p> <ul style="list-style-type: none"> ● Lesson Title: ● “Learner Profiles, getting to know... ourselves!” ● McCarthy (2014) says that having students make cards to self-evaluate and record their own learning preferences “is a great strategy for collecting perceptual data about students’ strengths in subjects and approaches to learning.” Which can help with content differentiation and forming project groups. ● Directions for learners: ● Instructions were included on the assignment post as well as: <ul style="list-style-type: none"> ○ An explanation in the “English 1 Intro Video”, ○ Detailed step-by-step directions with screenshots and hyperlinks in the “Creating a Learner Profile Card” Google Slides presentation, and ○ Instructions on the “Learner Profile Quiz”. ● Embedded video: ● An “English 1 Intro Video” was written, recorded, edited with added effects and subtitles, and uploaded to YouTube to link to the posted “Intro Video and Learner Profiles” assignment on Google Classroom. ● Hypertext links: ● 4 hypertext links were embedded in the “Creating a Learner Profile Card” Google Slides presentation, 2 necessary for the completion of the task and 2 for extending research and understanding. ● Student activity: ● A “Creating a Learner Profile Card” activity has been posted to the LMS to produce a Learner Profile with their MBTI personality type, name/number, and favorite hobbies that can be posted to each student’s page on the Google Classroom LMS in order to aid in differentiation, choosing 	<p>*The “English 1 Intro Video” (Embedded video), the “Creating a Learner Profile Card” Google Slides presentation (Student activity with hypertext links), a hyperlink to the personality test, and the “Learner Profile Quiz” can all be found on the LMS under the title “Intro Video and Learner Profiles” (directions are found throughout) posted on May 2nd.</p> <p>*The extended learning activity can be found on the LMS under the title “Extra Credit MBTI Assignment!” posted on May 3rd.</p>

	<p>topics based on student interests, and help with grouping students with various strengths for group activities as well as deciding each student’s role in their group.</p> <ul style="list-style-type: none"> ● Extended learning activity: ● An optional “Extra Credit MBTI Assignment” has been posted to the LMS to allow students to learn more about the Myers-Briggs Personality Types and practice writing a comparative paragraph for an extra credit point. 	
<p>Module 4 Lesson Planning for Apps</p>	<p>Lesson Using Apps</p> <ul style="list-style-type: none"> ● Lesson title: ● “Reading and Writing: the <i>main argument, conjunctions, and the present continuous tense</i>” ● Content standards: <p>Unit 1 - Health - Cengage Life 1 Intermediate English</p> <ol style="list-style-type: none"> 1. Talk about regular actions and events using the present simple and adverbs and expressions of frequency 2. Describe actions in progress (now or around now) using the present continuous. 3. Ask and answer questions with How often...? 4. Talk about leisure activities (Verb+Noun collocations - Do, Go, Play...) 5. Correctly use conjunctions (and, or, so, because, but) in a sentence. 6. Identify the main argument in an article. <ul style="list-style-type: none"> ● ISTE standard: <ul style="list-style-type: none"> ○ “Empowered Learner” ○ 1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways (ISTE, 2016): <ul style="list-style-type: none"> ▪ Both of the selected apps are designed to provide opportunity for practicing the target competencies and both provide immediate feedback and allow opportunity for correction (Mielbye, 2017; Inayati & Damayanti, 2016). The Google Slides assignment provides an opportunity to demonstrate learning by producing original and authentic writing (along with embedding multimedia) that draws on many of the learned skills and knowledge from this unit. ● Directions for learners: <ul style="list-style-type: none"> ○ Instructions in the assignment post direct students to each of the three activities, to read all instructions carefully, and how to turn in the assignments when finished. 	<p>Links to both assigned apps, an instructional playlist for “Johnny Grammar’s...” app, as well as a link to the Google Slides assignment can all be found on the LMS under the title “Reading and Writing: The main argument, conjunctions, and the present continuous tense.” (directions are found throughout) posted on May 13th.</p>

	<ul style="list-style-type: none"> ○ Students are instructed to follow the link to "CommonLit.org", sign in, read the assigned article, and answer the questions. (Instructions on how to sign up/in are given on the website, along with directions for how to use the website and complete the assignments. ○ The "Johnny grammar" playlist that follows has instructions with screenshots and links on how to download, access and use the app. ○ Then, the link to download "Johnny Grammar's Word Challenge" for Android or iOS has instructions on the page about downloading and using the app. ○ Instructions in the playlist direct students to "Select: Play as Guest --> Grammar --> Conjunctions... Keep playing until you get at least 12 questions correct!". ○ Finally, they are directed to complete and turn in the "What I do, and what I'm doing" Google Slides project. ● 2 apps: <ul style="list-style-type: none"> ○ CommonLit.org <ul style="list-style-type: none"> ▪ For practicing reading skills, particularly identifying the main argument. ○ "Johnny Grammar's Word Challenge" Android/iOS app from The British Council. <ul style="list-style-type: none"> ▪ For practicing Grammar, particularly proper use of conjunctions. (Scaffolding to the writing project that follows). ● One student activity using an app: <ul style="list-style-type: none"> ○ A Google Slides template entitled "What I do, and what I'm doing" was created and assigned to consolidate the prior practice with present simple/continuous tense and conjunctions and to produce original work that shows understanding of the learnings. 	<p>Edit (5/20) After learning that the video instruction in Thai for the Grammar game that had been posted were not very useful and possibly misleading, a playlist was created as a Google Doc instead and posted in its place. Corrections have been made here to the "Directions for learners" section to reflect the changes.</p>
<p>Module 5 Mobile Learning</p>	<p>Lesson for mobile learning</p> <ul style="list-style-type: none"> ● Lesson title: ● "Listening and Speaking: Four ways to use the word "feel", talking about illness and giving advice." ● Content standards: Unit 1 - Health - Cengage Life 1 Intermediate English <ol style="list-style-type: none"> 1. Say how I feel. 2. Talk about feeling ill. 3. Give health advice. ● ISTE standard: <ul style="list-style-type: none"> ○ "Knowledge Constructor" 	

	<ul style="list-style-type: none"> ○ 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions (ISTE, 2016): <ul style="list-style-type: none"> ▪ Students use the information from the videos and infographic to produce the VoiceThread conversation in the final part of the assignment using apps and mobile devices. ● Directions for learners: <ul style="list-style-type: none"> ○ Instructions in the assignment post direct students to watch and take notes on the two instructional videos about phrases associated with feeling ill and giving health advice. They are then instructed to view and do the Edpuzzle/My Simple Show video-quiz about 4 ways to use the word “feel”. Next, they are directed to the linked “VoiceThread Roleplay Playlist” (Google Doc) that has detailed step-by-step instructions (with hyperlinks and screenshots) to prepare for and complete the VoiceThread project. The students are also given and informed about an infographic from which to draw information for use in the role-play project. Finally, directions on both the Roleplay Playlist and the assignment post tell students to turn in their project when finished. ● Podcast content: <ul style="list-style-type: none"> ○ Two episodes of the “English Made Easy” blog/podcast linked from YouTube, which are related to the content standards (talking about feeling ill and giving health advice) and are intended to scaffold for the final VoiceThread project of this assignment. ○ Video on Edpuzzle with embedded quiz elements that I created using the “My Simple Show” website (and quiz elements added with Edpuzzle), it is designed to explain and help practice the “Four ways to use the word “feel”” ● ‘Mobile’ student activity: <ul style="list-style-type: none"> ○ An Edpuzzle video with embedded quiz questions entitled “Word Focus: Feel” that was created using the “My Simple Show” website and then linked through Edpuzzle to the Google Classroom assignment post. (Students can access the video and answer the questions through the Edpuzzle app on their mobile phone.) 	<p>Links to both podcast/blog YouTube videos and the Edpuzzle/My Simple Show video-quiz, as well as a detailed project “playlist”, an infographic, and a link to the VoiceThread project can all be found on the LMS under the title “Listening and Speaking: Four ways to use the word “feel”, talking about illness and giving advice.” (directions are found throughout) posted on May 22nd.</p>
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	<ul style="list-style-type: none"> ○ A VoiceThread “Role-play conversation project” created to assess all three content standards by asking recorded (audio) questions and the students recording their (audio) responses. Detailed instructions for setting up and using the VoiceThread mobile app to complete the project are given in a Google Docs “playlist” that was linked to the Google Classroom assignment post. ● Written reflection/analysis of RWD, using a Google doc. <ul style="list-style-type: none"> ○ The written reflection has been submitted in PDF format to the assignment post. 	
<p>Module 6 Collaboration</p>	<p>Guidance for collaboration</p> <ul style="list-style-type: none"> ● Lesson title: ● “Unit 1 final project: Group Role-Play Video” ● 1 content standard: <p>Unit 1 - Health - Cengage Life 1 Intermediate English</p> <ol style="list-style-type: none"> 1. Talk about regular actions and events using the present simple and adverbs and expressions of frequency 2. Describe actions in progress (now or around now) using the present continuous. 3. Ask and answer questions with How often...? 4. Talk about leisure activities (Verb+Noun collocations - Do, Go, Play...) 5. Say how I feel. 6. Talk about feeling ill. 7. Give health advice. 8. Correctly use conjunctions (and, or, so, because, but) in a sentence. <ul style="list-style-type: none"> ● 1 ISTE standard <ul style="list-style-type: none"> ○ “Global Collaborator” ○ 7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal (ISTE, 2016): <ul style="list-style-type: none"> ○ Students will be required to work together in writing a cohesive script for each of their roles in a role-play, and then collaborate on recording the video, editing it and uploading it to share on YouTube. “Classroom video projects teach students to plan, organize, write, communicate, collaborate, and analyze.” (EdTechTeacher, 2017) ● Guidance using text, audio, video, etc.: <ul style="list-style-type: none"> ○ Students are instructed in a Google Docs template (which they are directed to by instructions on the Google Classroom assignment post) to use all 9 	<p>Instructions for the assignment and links to the “Collaborative Role-Play Script Template” and the “Student Video Shared List” can be found on the LMS under the title “Unit 1 final project: Group Role-Play Video” (directions are found throughout) posted on May 27th.</p>

- learned items above (stated content standards) in a scripted role-play video project with a group. There are to be 2 students in each group and each student must use all 9 items (i.e. tenses, grammar, collocations, expressions, phrases, language functions, conjunctions).
- The script must be collaboratively written by both students (they must each write and perform their own parts) using the provided Google Docs template. They are encouraged to “check the grading rubric, which is included with the script template; before, during, and after writing the script to ensure that (they) include all requirements.”
 - After uploading their video, there are instructions to peer-review two other group’s videos according to the instructions and grading rubric.
 - Social media:
 - Student videos will be uploaded to YouTube, subtitles added and edited, and the link to the video added to the “Student Video Shared List” GDoc.
 - Cloud tool:
 - The scripts for the videos must be collaboratively written by both students in each group using the provided Google Docs template. The template includes a grading rubric for reference during script writing, editing, and video recording.
 - The links to each group’s video will be added by them to the “Student Video Shared List” GDoc, where all students can then access all of the other videos, view them and comment (peer review) according to the instructions and grading rubric.
 - Choice of digital tools for collaborative team presentation:
 - Student videos will be uploaded to YouTube and subtitles will be added and edited. Links will be shared with the class and all students are required to view and peer review each other’s videos in a manner explained in the instructions and defined on the grading rubric.

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Figure A

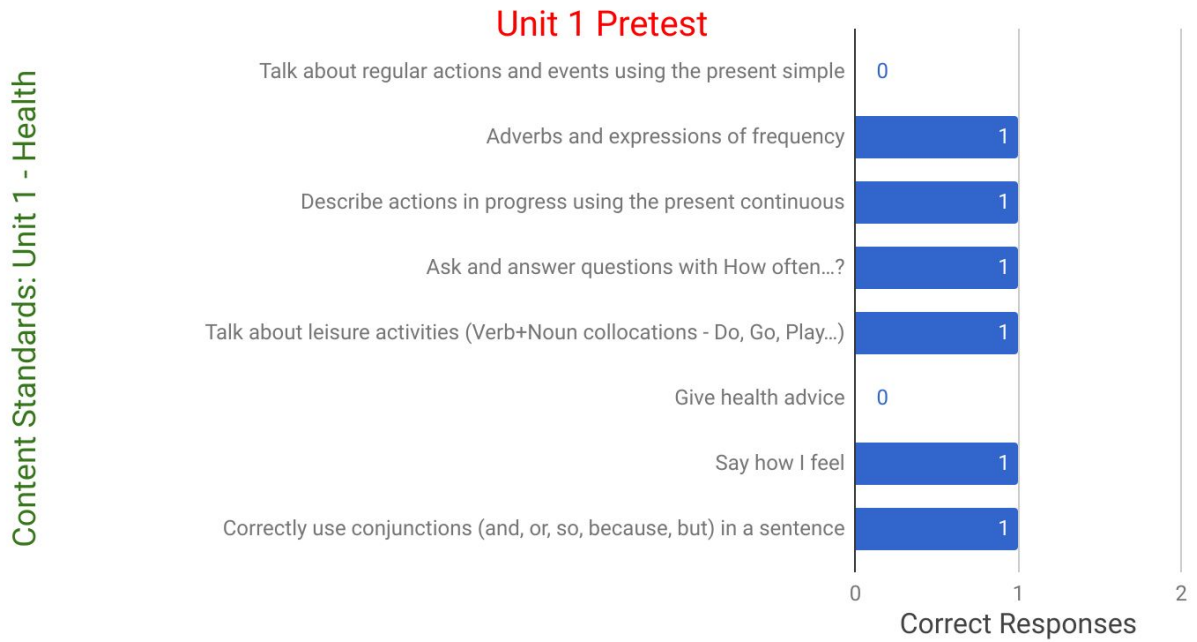


Figure B

