

Tech Savvy Academies

Instructional Plan: Technology Training for Teachers



Group 6

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Group 6 Tech Savvy Academies

Part I. Analysis

Project description

Tech Savvy Academies (possible website www.techsavvyacademy.edu) is focused on providing K-12 schools and educators with the tools they need to effectively teach students utilizing the latest technology standards available. Some of these technologies may include but are not limited to Google, Skype, podcasts, and new media standards. The free Google tools alone are great for teachers and students alike.

Some teachers may have been hesitant to introduce technology into the classroom because they are not 100% comfortable with how to implement with the curriculum that already exists. Our project design will show educators that technology will not only increase their effectiveness as a teacher but also make their classroom time more productive.

Needs analysis

Instruction may not completely solve the problem, but it will open up the door to those educators who were not aware some of these tools exist. It can be used to enhance their current curriculum or to create an entirely new, more effective learning plan.

The purpose of the instruction is to give educators more tools to create more technology based schools. This will give their students a more competitive edge regardless of their socio-economic status. An instructional intervention is warranted because technology is evolving at a much faster rate than the standards for teacher certification and school accreditation. Even though a specific technology is not required by the district or being utilized does not mean that a teacher should not be proficient.

Part II. Analysis

Learner Analysis

Primary Audience

- K-12 Teachers

Secondary Audience

- Instructional Technology Educators
- Principals
- Learning Support Staff

General Learner Characteristics

- Age 21-65
- Education: highly educated with undergraduate degree or masters degree
- Gender: men and women
- Work experience: 1 year to 30 years
- Knowledge of classroom instructional strategies and differentiated instruction

Personal and Social Characteristics

- Student focused
- Motivated to learn
- Collaborators

Entry Characteristics

Prerequisite skill and knowledge

- Most are familiar with mouse and navigation of internet
- Most are familiar with PC's and MAC computer operating systems

Performance Gap

Learners are proficient in classroom instruction but are not knowledgeable on new technology standards and the latest technologies that can enhance instruction and better support students. Upon completion of the course, learners will be able to incorporate technology standards and the latest technologies into their daily instruction and lesson plans.

Part IV. Analysis

Topics for Instruction

Available technology: Podcasts, Skype, Blogs

Steps for implementation:

- Facts about each type of technology
- Statistical information for usage
- User-friendly accommodations

Training for the technology

Steps for implementation:

- Explaining each type of technology
- Instructions on programs and applications
- Timeframe for implementing each effectively

We will develop presentations that thoroughly explain the ins and outs of the technologies to be utilized. The teachers will be trained extensively in each area, and they will be given a variety of activities for use in their classrooms.

Multimedia design

Since we are developing an instructional design for teachers and administrators in the field of technology, I believe PPT would be a very useful tool for presenting a large portion of our instruction. With PPT, we are able to incorporate a variety of technology into the instruction. In addition to the universal Microsoft software, other excellent tools for our message design could be the use of:

TeacherTube

Teacher Tube is an excellent website designed with student-friendly videos, audio recordings and documents that can be used in the classroom for instructional use. This site allows teachers to add content or use the content already uploaded.

VoiceThread

With VoiceThread, group conversations are collected and shared in one place from anywhere in the world. With **no software to install**, a VoiceThread is a collaborative, multimedia slide show that holds images, documents, and videos and allows people to navigate slides and leave comments in 5 ways - using voice (with a mic or telephone), text, audio file, or video (via a webcam). Share a VoiceThread with friends, students, and colleagues for them to record comments too. Users can doodle while commenting, use multiple identities, and pick which comments are shown through moderation. VoiceThreads can even be embedded to show and receive comments on other websites and exported to MP3 players or DVDs to play as archival movies.

Animoto

Animoto automatically produces beautifully orchestrated, completely unique video pieces from your photos, video clips, and music. There are 3 great features of Animoto.

- You can choose your images. Animoto syncs with Facebook, Flickr, Picasa, Photobucket, and SmugMug to get your images in a snap. Add text and emphasize specific images with the touch of a button.
- You can choose your own music. Music is at the heart of an Animoto video — upload your own mp3 or choose from our collection of tunes in several different genres.
- You can watch and share. Watch your video in HD on Animoto.com or share it on Facebook, YouTube, your blog, or a DVD. It's fast and easy to post to websites or download.

The incorporation of “new” technology into our instruction will spark an interest in our learners, and it will keep them attentive during our presentation. Multimedia aspects of any instructional design are just as critical.

Sequencing description

“Sequencing is the efficient ordering of content in such a way to help the learner achieve the objectives” (Morrison, 2011). Upon review of chapter 6 *Designing Effective Instruction* concepts, the complexity of our task may require the use of more than one sequencing strategies. In this case, the Posner and Strike approach is appropriate because it incorporates learning –related as one of its sequencing strategies, which closely relates to the topic of our instructional module. The elaboration theory introduced by English & Reigeluth (1996) will also be used to distinguish between the content expertise and task expertise.

Sequence

1. Brief Introduction of goals of presentation
2. Informal audience poll to see what technical skills the audience already has
3. Depending on the results of the poll advise the audience of what they will get out of today's presentation.
4. Introduce the visual/media aides that are going to be used in the presentation as well as provide follow along paper guide
5. Start with the basic facts about each type of technology (Podcasts, Skype, Blogs)
6. Provide statistical information regarding the usage of technology in the classroom
7. Discuss how today's students can benefit from tech savvy instructors
8. Due to the time limitation, give students approximately 10-15 minute overview of an example of the technology in the classroom environment
9. Include the programs and applications that are available for student use
10. Review next steps for achieving the desired results

I & II addressed **identifiable prerequisite** (ex. This is what we are going to discuss, this is what you should take from this, what do you know so far?)

III addressed **familiarity** by considering what they already know and then moving on to topics that will be covered in the presentation; if necessary, this step will allow the presenter to provide suggestions on what the audience can do to become more advanced in certain areas

IV & V starts with the least difficult part of the presentation being the basic facts as well as having the visual/media aids and paper guides as a reference reduces the **difficulty**

VI & VII are intended to create audience **interest** in the topic even if they were somewhat familiar with the technology

VIII once the foundation has been laid regarding the featured technology it is assumed the audience has reached the appropriate **developmental** level to continue the lesson

IX deals with **task expertise** so that the learner can go on to advanced modules featuring Podcasts, Skype and Blogs if they so choose

X deals with **content expertise** so that the audience knows additional technology that exists beyond what is covered in the presentation and that they can pursue other avenues to increase knowledge in those areas as well.

Example: Ask educators to fill out an interest card notifying Tech Savvy Academies of their desire to pursue additional training or even future presentations at their individual schools regarding this and other topics. (Yes, I want more information on how to Podcast...skype...blog)

Tech Savvy Academies might have items for purchase at the presentation and/or offer future discounts on technology training. instructional itself.

Instructional Message:

Pre-instructional strategies enable the instructional designer to heighten student's awareness of content and get them ready to learn. There are four types of pre-instructional strategies: pretests, behavioral objects, overviews and advance organizer. (Morrison, 2011) For our Tech Savvy Academy Group 6 project we will use Behavioral Objectives and Overviews as our pre-instructional strategies.

The reason I selected behavioral objects as one of our pre-instructional strategies, is that it is best utilized with a mature learner. Since we are working with mature K-12 teachers who have a performance gap and limited knowledge of new technologies, but strengths of classroom

instruction this is a good fit. The clear concise goal statements that are part of this pre-instructional strategy will enable the learners to quickly connect to the content and benefits of these new technology resources.

I also included a second strategy of overviews, as the learners need to have a high level concept of these new technologies as they are unfamiliar with them and they need how and when to use them. I provide the analogy if you are shopping for milk in the store, you always know what aisle what shelf so you can quickly find it and check out. Similar to a classroom, educators need to know what aisle what shelf and when to use these new technologies so they can grasp the content and meet the behavioral objectives.

Please see the description of the behavioral objectives and overviews we plan to use for our pre-instructional strategies. They are outlined in the format from Table 8-1. (Morrison, 2011)

Strategy	Function	Content Structure	Learner	Tasks Attributes
Behavioral Objectives	Goal statements describing the behavior the learner must master	Will be formed in a concise statement such as: At the end of this instructional module you will be able to:	Used with more mature learners. Target learners are:	
		<ul style="list-style-type: none"> describe the difference between Skype, Podcasts and Blogs, Use Skype, Podcasts and Blogs in your lesson plans Increase student engagement through the use of these resources 	<ul style="list-style-type: none"> K-12 Teachers Instructional Technology Principals Learning Support Staff 1-25 years experience in the classroom 	<ul style="list-style-type: none"> Use of Concepts- What each technology is when to use it and benefits Use of Fun Facts on how technology increases student engagement

Strategy	Function	Content Structure	Learner	Tasks Attributes
Overview	Used to introduce the student to the central themes.	4 short overviews		
		<ul style="list-style-type: none"> What is Skype, Podcasting and Blogging? When and how do students use Skype, Podcast and blogs? How can this technology increase student engagement? How can these resources be integrated into my lesson plans? 	<p>Used with low level or high ability students, since it is new concept selected overview strategy. Target learners are:</p> <p>K-12 Teachers</p> <ul style="list-style-type: none"> Instructional Technology Principals Learning Support Staff 1-25 years experience in the classroom 	<ul style="list-style-type: none"> Learners will have familiarity with PC or MAC, mouse, be able to use web browser, and web camera

Strategies Table followed by Prescriptions for Teaching

Concept Strategies Table

Concept Example	Initial Presentation and Generative Strategy Integration
Have each student list the terms associated with technology	Use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies
Practice keystrokes by covering keys to learn each location	Demonstrate keyboarding proficiency in technique and posture while building speed; retaining image quality;
Work as a group to discuss what issues would be considered as a violation of technology abuse	Discuss copyright laws, violations, and issues.
Complete technology questionnaires	Demonstrate proper etiquette and knowledge of

Research the Web

Provide facts

Visuals use of medias

acceptable use of electronic information.

Identify the impact of technology applications on society through research, interviews, and personal observation;

Demonstrate knowledge of the importance of technology to future careers, lifelong learning, and daily living for individuals of all ages.

The appropriate use of hardware components, software programs, and their connections

Factual Content Table

Factual Content

Educational technology is a significant positive effect on achievement in all major subject areas.

The interface is called a GUI.

It is essential to have prior knowledge of technology to understand how it operates

Complete technology questionnaires

Write a list of technical terms

Initial Presentation and Generative Strategy Integration

Discuss the impact of the integration of technology in a group settings

Show a media that discusses how the GUI is used in technology.

Show students how to type on a keyboard and the importance of each peripheral.

Demonstrate proper etiquette and knowledge of acceptable use of electronic information.

Have the students to define each term and write down its use

Example Principle and rule strategies

Rule Example	Initial Presentation and Generative Strategy	Integration
Direct impact of technology rules on IT projects	RULEG and integration	Have create projects that will require using technology integrations in a business setting.
How the technology rules are changing the approach and opening for more opportunities	EGRUL	Have the learners to research and provide facts on how the integration of technology has increased in the job market.
Understanding the business and technology structure and their processes	EGRUL and Integration	Show examples of how technology has impacted the businesses and document how it has been instrumental in a company's growth.
A more in dept look in the technology world	EGRUL and elaboration	Have the learners list the importance of the use and technology in education and explain how it has improved motivation and attitudes.

Example Procedure Strategies

Procedure Example	Strategy	Initial Presentation and Generative Strategy
Connect each peripherals to the computer	Demonstration, organization, elaboration, practice	Integration View a video that demonstrates how to connect each component of a processor. After the video has completed work with a group of 4 to build it.
Determine how much CPU Ram is on a basic pc	Demonstration, organization, elaboration, practice	Write down each step on how to go into my computer to view the RAM and write the amount of RAM on your pc

Interpersonal skills Strategies

Interpersonal Skill Example	Strategy	Initial Presentation and Generative Strategy
Create groups to create various types of medias that involves technology	Model	Implementation Have students to dissemble a computers peripherals and reconnect each one in a timed environment.
	Verbal and imaginal models	Have students identify the different models of computers and name each brand of the numerous pc's
	Overt practice	Allow students to discuss how the

computer works and allow each student verbally demonstrate their self-knowledge

Interpersonal skills Strategies

Interpersonal Skill Example Strategy

Create groups to create various types of medias that involves technology

Model

Verbal and imaginal models

Overt practice

Initial Presentation and Generative Strategy

Implementation

Have students to dissemble a computers peripherals and reconnect each one in a timed environment.

Have students identify the different models of computers and name each brand of the numerous pc's

Allow students to discuss how the computer works and allow each student verbally demonstrate their self-knowledge

Attitude Strategies

Attitude Example

Discuss how students motivation and attitudes about themselves and about learning.

Strategy

Model

Verbal and imaginal models

Overt practice

Initial Presentation and Generative Strategy

Implementation

Demonstrate how the illegal use of

Have students identify the different models of computers and name each brand of the numerous pc's

Allow students to discuss how the computer works and allow each student verbally demonstrate their self-knowledge

Prescriptions for Teaching

Decisions in the design of the instruction are made at two levels. The first decision is the delivery strategy, which describes the general learning environment. The second decision is the instructional strategy, which prescribes sequences and methods of instruction to achieve an objective. These prescriptions provide guidance on how to design instructional sequences, and they are generalizable to a number of delivery strategies. These strategies are determined by the types of content and performance specified in the objectives. A well designed instructional strategy prompts or motivates the learner to actively make these connections between what the learner already know. Craik and Lockhart (1972) suggest that a learner can process new information on a continuum that ranges from phonemic to semantic processing. One of the

goals of an instructional strategy, this is to design the instruction so that the learner is motivated to generate or construct these meaningful relationships. It should activate the existing knowledge structure.

The Generative strategies: (1) recall, is helpful for learning facts and lists for verbatim recall, for example repetition or repetitive rehearsals. (2) Integration is useful for transforming information into a more easily remembered form, for example paraphrasing, (3). Organizational helps the learner identify how new ideas relate to existing ideas, for example analyzing key ideas and interrelating them. (4). Elaboration, which requires learners to add their ideas to the new information, for example generating mental images, creating and relating to existing knowledge. A fact is a statement of association between two things, can only be recalled if they have no specific application. Concrete facts are those that you can sense. These are rehearsed/practiced. Elaboration, and development of mnemonics. A concept is a category used to group similar ideas, or things to organize knowledge. They are representations that reflect the structure of the real world. Both integration and organization strategies are useful for facilitating generative learning of concepts for application. An integrative strategy might have the learner generate new examples and non-examples of the concept. Organizational strategies include analysis of key ideas, categorization, and cognitive mapping. This strategy is used to induce the learners to analyze key ideas might ask them to identify the features that define the concept.

A principle or rule is a statement that expresses a relationship between concepts. It includes both explanation of the effect of the rule and prediction of consequences based on the rule. The two general approaches to principle and rule learning (Markle, 1969). RULEG includes a statement of a rule followed by several examples. The EGRUL provides the learner with several examples and ask the learner to generate the rule. A procedure is a sequence of steps the learner performs to accomplish a task. Interpersonal skills deal with the development of communication skills. Performance for interpersonal skills is either recall or application, with a primary emphasis on application. The strategy for designing instruction for interpersonal objectives, based on Bandura's (1977) social learning theory, involves four steps. An attitude consists of a belief and associated behavior or response. The strategy for teaching attitudes is similar to the strategy for interpersonal objectives.

Text design

Designing a concise, strategic set of materials is critical for the success of the instructional design. When aligning instruction with materials, there are several factors that have to be addressed for the instruction to be the most effective. By doing a project based on the introduction of useful technology, there are many options for materials to include in the instruction.

I will utilize the preinstructional strategies as a foundation to create my resources. The resources needed for the message design are:

- Pretests
 - I will design both a pre and posttest to first assess the knowledge base of my learners, and second to assess the learning that took place in the continuum during the instructional process.
- Behavioral Objectives
 - I will design behavioral objectives that are measureable and observable. These objectives will be clearly stated at the onset of instruction and will be used as a tool to make the learners aware of the expectations of learning.
- Overviews
 - I will use the overviews to prepare the learners for the learning tasks. During this section, I will use facts and concepts as the focus of instruction.
- Advance Organizer
 - This tool will be used to create the conceptual framework needed to clarify content for the learner
- Other resources: handouts, PPT, task cards

Using the sequencing process strategically will allow the instruction to flow, and the learning will move through a continuum for the learners. By tailoring our instruction to the needs of our learners, we will be able to effectively use our instructional design.

Instructional materials

Tech Savvy Academy will use a blog demonstration and a powerpoint presentation on technology. These two instructional materials were chosen because we want to emphasize the impact that technology has had on our daily lives as well as the world. Even the educator who is experienced somewhat with technology may find the powerpoint presentation helpful.

Our main goal is for the educator to begin implementing blogs in the classroom and to communicate with colleagues or individuals with similar interests. It is assumed that the chosen audience is not experienced with blogs.

There are several sites available

Blog Sites: blogger.com; classblogmeister.com; Edublogs.org; wordpress.com; teachersfirst.com

Blog is the shortened version of the word “weblog”, which has origins after 1995. It refers to an online journal or entry that is accessible to Internet users.

These instructional resources were chosen because they will be easy to facilitate in the group

presentation setting. Tech Savvy Academy will offer additional training opportunities beyond this presentation at which time the educator can choose a self paced option.

Excerpt from <http://www.webdesignerdepot.com/2011/01/too-many-blogs/>:

“Should You Start a New Blog?

With all that said, just because you want a blog doesn't mean you should have one. There are plenty of other avenues for building an online following that don't include traditional blogging.

For example, if your primary reason for starting a blog is to share cool information you find online related to a topic, you might be better off just setting up a Twitter account or a tumblog to share links. Blogs are better suited to original, long-form content.

Likewise, if you want to build a community, then why not just start with a community? Set up a social networking site or a group on an existing site. There are plenty of open-source, free, and low-cost tools out there to help you do those things.

If you're still sure you want a blog, then make sure you have clear goals in mind when you get started. Know whether you're blogging just as a hobby or for some other purpose. Produce high-quality content and then network like crazy to get that content in front of people.”

<http://dictionary.reference.com/browse/blog>

Instructional Plan Table

Learning Objective

1.1 Demonstrate what a Blog is, how to create one, insert at RSS feed and share applications for blogs in classroom instruction.

Content Presentation

Content:

The students will watch a Blogs in Plain English youtube video providing an overview of blogs, when and how to use blogs and how to set up a blog.

Demonstration:

1. Students will watch a Blogs in Plain English Youtube video providing overview of blogs <http://www.bing.com/videos/search?q=blogs+in+plain+english&mid=ED77CE2C358E32B4A225ED77CE2C358E32B4A225&view=detail&FORM=VIRE1>
2. Students will be given a demonstration how to set up Blog on blogspot www.Blogspot.com
3. Students will be given a demonstration how to add content to blog

4. Students will be shown how to link a RSS feed into their blog www.Google.com

Materials and Media Selection:

Students will need access to computer and internet for instruction and paper/pens for quickwrite.

Student Participation

Student Grouping:

Students will work in large group for the overview then individually when creating their blog, posting content and connecting RSS feed and completing quickwrite. Students will join back in large group to share quickwrite and provide feedback on instruction and use of blogs.

Practice Items and Activities:

1. Students will set up their blog, post content and RSS feed
2. Students will do a quick write on how they can incorporate blogs into their classroom instruction
3. Students will share their quick writes and concepts for applications

Feedback

Students will share reflections of their understanding of material covered and applications in their classrooms for blogs. Session will conclude with question and answer.

Objectives:

- Have students embrace the value of learning the importance of technology
- Proficiency in operating computers
- How technology has impacted education
- How technology has progressed through-out the world
- Develop new ways of integrating into business and education

Content Presentation Students will be given pre-test based on prior knowledge, watch the power-point with emphasis on what subjects will be discuss in the class.

Demonstration:

1. Students will watch a the power- point on review what makes up the components of a computer.
2. Students will be grouped as a team to place all peripherals on the computer
3. Students will be given surveys, seek and find vocabulary word association for terminology.
4. Students will write a list of every part of a pc based on prior knowledge.

Materials and Media Selection:

Each student will be a computer lab to interact with the computer after the power-point.

Student Participation:

1. Students will be placed in groups to compare and list terminology information learned from the power-point.
2. Students will be placed in teams on how technology has impacted the world today and write down changes they see every day.
3. Students will compare technology in the past, present and the future.

Types of Assessments:

1. Surveys
2. Puzzles
3. True and False questionnaires
4. Games

Overview of Presentation: Students will share their thoughts and discuss how the impacts them on a personal basis.



TECH SAVVY ACADEMY Powerpoint.pptx

Delivery Methodology

Our team chose group presentation method because it allows the instructor to tell, shows, demonstrates, dramatizes, and allows the audience to be independent in their thinking. This type of setting can be used in various types of environments such as classroom, auditoriums and board rooms. It allows the trainer or lecturer to integrate media tools that can meet the needs of the learners. We will be using numerous types of medias; Power-point slides, Blogging, Podcasts and Skype as tools to demonstrate to the audience on how technology functions. Our second choice is a small group format because it allows the instructor to teach or

learn the format and able to work in small groups of 2 or more to have discussion about the subject being taught by the instructor. This is a great format for the audience to decipher the information and to enhance their communication skills. Both of these methods are similar in structure and will allow the audience to meet the objectives and goals. They both allow the audience to interact, student -focused and to communicate with each. This allows the students to discuss what they learned and provide feed-back to determine how much they understood from the lecture.

The strengths of using a group presentation the format is familiar to the lecturer and the students. It is easy to design because the lecturer is has an idea on what materials is needed, and what information to present. It allows the SME (Subject Matter Expert) and the Instructional Designer to work together to determine the objectives and goals for the audience as well as strategize how it will be demonstrated. In this format control is necessary; this format allows the lecture take control of the class. One of the main strengths of a presentation it allows complete control to make changes when necessary. Some of the disadvantages are the environment can be a tedious, audience tend to get bored to listening, watching and taking notes. It doesn't always allow the audience to be interactive throughout the presentation, and questions are usually introduced at the end of the presentation. This method will be effective only if the lecturer has an inviting or interesting personality to teach this type of format.

Some of the strengths of using a small-group it allow the audience to be independent thinkers and interact with others in the classroom. Working together in a small group allows for students to discuss the problem and work together on solving it based on sharing their ideas. This allows the audience to integrate with self-knowledge such as sharing life experiences and learning from others experiences as well. This also allows the instructor to determine whether the audience had a clear understanding on the topic and determine the learning gaps. This also promotes life skills and active learning for everyone. Some of the negatives are it does not allow enough time for the audience to complete their assignments due activities of the training or lecture. The environment has to be determined before planning the training to allow the audience to be interactive and participate in the activities and the space

Section II: Pre-workshop Planning

Preparing participants:

The instructor will need to provide the Blogs in Plain English YouTube video link to participants prior to the instructional module to provide a framework and context for blogs.

Student Grouping:

Students will need to be familiar with how to use a PC or MAC and navigate the Internet, word processing skills and navigation of an Internet Browser. Students who are not familiar with these

skills will need to be group with someone with this technology knowledge.

Advance information for students

The instructor will need to provide the instructional module objectives, overview and course syllabus prior to the start of the instructional module.

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Section VI: Instructional delivery and sequencing – Michelle Cosner additional role of E this week

Overview of lesson

The instructor will provide an overview of learning objectives.
At the end of this instructional module you will be able to:

- Describe what a Blog is
- Effectively use Blogs in your lesson plans
- Increase student engagement through the use of Blogs

Sequence of activities

- First introduce what a blog is
- Explore how students use blogs?
- Create a sample blog on Blogspot
- Group discussion on applications for blogs

- Reflect and write paper on how student will incorporate blogs in their instruction

Step-by-step process

- 1) Present introductory lesson on what a blog is and how they work
- 2) Have students do a scavenger hunt and find 3 blogs of interest on the internet
- 3) Provide an lesson on how to create a blog with blogspot
- 4) Have each student create a blog spot account
- 5) Have each student create a blog and post
- 6) Have each student follow 2 or more classmates blogs
- 7) Facilitate group discussion on use of blogs
- 8) Have student submit final reflection paper on blogs

Team Member I: Project Leader – Michelle Cosner filling in for I this week

Section V: Assessment of learning

Pre-assessment strategies

Each student will receive a 10 question survey on their familiarity and knowledge of blogs, internet browser navigation and word processing. Students will be grouped by meeting technology proficiencies or not meeting technology proficiencies.

Formative assessment strategies

Each student will need to submit the link to their blog and posts to the instructor for review and grading. There will also be several quick writes to check learning and understanding. The workshop will utilize a formative assessment in the format of an exit ticket.

Summative assessment strategies

The final reflection paper and end of instruction group discussion will be utilized as summative assessment. The student will need to synthesize the information from the instructional module and write a cohesive paper that demonstrates learning and application of blogs.

Alignment of Unit Goals to the evaluation process

Tech Savvy Academy had three unit goals for our instructional modules:

- 1) Describe the difference between Skype, Podcasts and Blogs,
- 2) Use Skype, Podcasts and Blogs in your lesson plans
- 3) Increase student engagement through the use of these resources

It is critical to use evaluation to determine if the course is teaching what it is suppose to. (Morrison, 2011) To begin our instructional modules we would provide an overview and clear idea of what we want our students to learn. As part of this first introduction and part of our evaluation plan we would pre-test students to gauge knowledge and familiarity with the new technology so we would have feedback and be able to adjust instruction to meet the learners where they are and provide additional resources as needed.

In the second unit goal, utilizing skype, podcasts and blogs the evaluation plan would include use of formative assessments and knowledge checks. Students will be working independently when they are creating their skype, podcasts and blog accounts and links and the activity of sharing and linking their accounts to others and their instructor. These activities and use of the technology will provide the ability to complete a formative assessment and confirm that students have set up and successfully used the technologies. If a student doesn't post their link to their skype, blog or podcast then support would be given.

Many teachers are not of a "growth mindset" and nervous about using new technology. (Dweck, 2007) The instructional modules need to be supportive and the evaluation plan would include "emotional" status checks when a new technology is introduced and again when students go to apply it and prior to students sharing their work with peers. The evaluation plan would include the instructor to ask each student how they are doing during the activities and check emotional status and support accordingly.

The last unit goal of implementation and using new resources to increase student engagement will be evaluated through a summative assessment in the form of student reflection paper and class presentation on at least two ways they plan to incorporate this new technology to increase student engagement. This will synthesize the application of the new technologies and enable students to collaborate, share ideas and create best practices.

Summary of Assessment Components for Evaluation Plan:

Unit Goals

Assessment Component

Describe what is skype, podcasts and blogs and when to use them

Learner Activity

- Pretest to assess technology knowledge to guide instruction
- Exit ticket after each module that requires student free response and quickwrite

Effectively use skype, podcasts and blogs

Learner Activity

- Each student will create a skype, blog and podcast account, make posts and share links to their work with classmates and instructors
- Instructor will monitor emotional status of students when they go to apply the new concept by informal questioning

Increase student engagement through use of skype, podcasts and blogs and

Learner activity

- Student reflection paper, summative assessment
- Student presentation to peers on 2 ways they will

how you will implement in your classroom

incorporate new technologies

-Class discussion and collaboration capturing best practices shared into a best practices reference sheet

Delivery Methodology

Our team chose group presentation method because it allows the instructor to tell, shows, demonstrates, dramatizes, and allows the audience to be independent in their thinking. This type of setting can be used in various types of environments such as classroom, auditoriums and board rooms. It allows the trainer or lecturer to integrate media tools that can meet the needs of the learners. We will be using numerous types of medias; Power-point slides, Blogging, Podcasts and Skype as tools to demonstrate to the audience on how technology functions. Our second choice is a small group format because it allows the instructor to teach or learn the format and able to work in small groups of 2 or more to have discussion about the subject being taught by the instructor. This is a great format for the audience to decipher the information and to enhance their communication skills. Both of these methods are similar in structure and will allow the audience to meet the objectives and goals. They both allow the audience to interact, student -focused and to communicate with each. This allows the students to discuss what they learned and provide feed-back to determine how much they understood from the lecture.

The strengths of using a group presentation the format is familiar to the lecturer and the students. It is easy to design because the lecturer is has an idea on what materials is needed, and what information to present. It allows the SME (Subject Matter Expert) and the Instructional Designer to work together to determine the objectives and goals for the audience as well as strategize how it will be demonstrated. In this format control is necessary; this format allows the lecture take control of the class. One of the main strengths of a presentation it allows complete control to make changes when necessary. Some of the disadvantages are the environment can be a tedious, audience tend to get bored to listening, watching and taking notes. It doesn't always allow the audience to be interactive throughout the presentation, and questions are usually introduced at the end of the presentation. This method will be effective only if the lecturer has an inviting or interesting personality to teach this type of format.

Some of the strengths of using a small-group it allow the audience to be independent thinkers and interact with others in the classroom. Working together in a small group allows for students to discuss the problem and work together on solving it based on sharing their ideas. This allows the audience to integrate with self-knowledge such as sharing life experiences and learning from others experiences as well. This also allows the instructor to determine whether the audience had a clear understanding on the topic and determine the learning gaps. This also promotes life skills and active learning for everyone. Some of the negatives are it does not allow enough time for the audience to complete their assignments due activities of the training or lecture. The environment has to be determined before planning the training to allow the

audience to be interactive and participate in the activities and the space availability has to be considered for the size of the audience.

Resources

Dweck, C (2007). *Mindset the new psychology of success*, Random House Publishing Group

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