

Summer Workshop for District Teachers

My Goal: To research, organize and present a workshop for teachers on Web 2.0 tools and their Applications in the Classroom.

Workshop Goal: Teachers will have an opportunity to have hands-on time using Web 2.0 tools and have ideas on how to integrate these tools in the classroom.

Objective: At the end of this workshop participants will have had an opportunity to use each Web 2.0. (Accessing site, use site, opportunity to ask questions).

Objective: At the end of this workshop participants will be able to verbalize how to integrate Web 2.0 tools into their content area.

Objective: Participants will each have a packet of tools to take with them including group ideas for how to use tools in the classroom.

Class length 3 hours. Participants will receive CEU for this class.

May 16, 2009 1hour

I worked with a 7th grade Social Studies teacher, Pat Grove, on this workshop project. We met for about 1 hour to discuss what we wanted to present. She would present Voice Thread, and I would do Glogster, Audacity with Movie Maker and we would jointly share Eyejot and Picassa.

June 8-10 Preparation for Workshop 10 hours

During this time I researched the Web 2.0 tools and prepared handouts for the workshop participants. Making and designing handouts that use design principles was much more time consuming than I thought it would be. My ten hours is probably very conservative estimate of these hours. Hand outs will be included with this journal. Prepared a google doc evaluation (since we were demonstrating web tools).

June 11, 2009 2 hours

Pat and I met today to pull together our workshop and prepare packets to give to staff. Pat has really allowed me to take this workshop and run with it. Today I also scheduled some extra computers in case some participants did not bring their laptops.

June 19, 2009 4 hours

Today is the day of the workshop. I arrived about an hour early to make sure the room was set up, gather extra computers, get handouts, and sign in sheet ready for the workshop. We had a 3-hour workshop that started within about 5 minutes of our appointed time. Pat presented Voice Thread using the handouts that I had prepared and then I presented Glogster. What I didn't allow for was the amount of

time and assistance some staff needed. There were different levels of computer skills within the group. There were many questions and Pat and I gave a lot of 1:1 assistance. I my feeling was that if they didn't feel comfortable using a tool they would not try it in the classroom. At the end of each tool I asked how could you use this in the classroom. I asked them to write down their ideas on sheet that was included in their packet. They had some great ideas and were very willing to share with the group. We had virtually no computer issues—that's what is great about not having to download programs. Since time was getting short we asked the group what other tools in the packet they were interested in. Pat and I jointly reviewed Audacity and just an overview how Picassa could be used. I found out that 3 hours go very fast—should have had less tools and not rushed them on the hands-on part of the class. I got very positive feedback from Pat Grove and the participants. I am going to be working with Pat Grove and Cathy Burton (science teacher) in their classrooms in September using Glogs as a result of this workshop. Another thing I learned that I should have given participants 5 minutes at the end to do the evaluation. I had some not do it—I will send reminder emails. I spent about 10 minutes putting the classroom back in order and returning computers. I felt good about this workshop and Pat Grove is very easy to work with.

Evaluation can be found at google documents:

<https://spreadsheets.google.com/ccc?key=0AoWxusoP-polcjB3ajNEcHNLdG9sQWixN3VNUXhVSnc&hl=en#gid=0>

Implementing Web 2.0 Tools in the Classroom

Goals: To integrate Glogs, Wikis, and ToonDoo (web tools) into the content areas.

My Goal: To collaborate with teachers to integrate a web 2.0 into their class and co-teach in the classroom.

Objectives: Students will take content area information (science and social studies) use a Glog as an Assessment (rubric) for knowledge learned. Some teachers had other methods for assessment.

My role is to collaborate with a variety of teachers to plan how to implement a Web 2.0 tools into content area. Then to teach web 2.0 skills to class and then co-teach as students use a tools with content information. The following is a list of the classes that I have setup with teachers and implemented.

I will write a collective (for the entire project) journal for each teacher I work with, document the hours and have each teacher signoff and give an evaluation.

First class: Cathy Burton schedule for September 2-9th in the Media Center. The first days I was just supporting research and helping students to save pictures to a file. The 4th, 8th and 9th were days of instruction and co-teaching.

Second and Third classes: Pat Grove and Tara Johnston social studies projects using Glogs. Dates of classes September 28, 29, 30 and Oct. 1 and 2nd.

Fourth Class: Ted Benedetto 7th grade social studies. December 2-8.

Fifth Class: Cathy Burton, Green Wiki. December 9th and 10th and March 10th,

Sixth Class: Lisa Frick 8th grade science teacher. Life of a Star Glogs. January 12-15th

Seventh Class: Joy Kidwell 8th grade social studies teacher. Used ToonDoo on December 17th and 18th.

Eighth Class: Ann Bercz and Kirsten Hall 7th grade science teachers January 19th -22nd and February 3-5th.

Signatures of participating teachers at Nagel Middle School:

Cathy Burton_____

Lisa Frick_____

Pat Grove_____

Ted Benedetto_____

Ann Bercz_____

Kirsten Hall_____

Joy Kidwell_____

Tara Johnston_____

Class 1: **26.5 Hours**

I met with Cathy Burton, 8th grade science teacher to plan out class project. She wants students to research and then use a glog to have students pull together the information they learned. Then I set up her account on Glogster for her class. **2 Hours**

Preparation Time for class: Research topic and prepare a handout on Glogs. **2 Hours**

I assisted students with research. They had forgotten of their research skills over the summer ☹️. Cathy and I discussed that research was taking too long. She felt they should have a review of research skills before heading into research on the 6th day of school. I helped students save pictures that they wanted to a desktop folder. I also assisted students in finding appropriate sites. **2 Classes of Research 9 hours**

The next three days were spent in teaching: what a Web 2.0 tool is, how to use it and how to put content information into the glog. I had students sitting at tables and gave them instruction on glogs and then moved them to the computers “to play” on the first day. Students have to have time to explore how the tool works before actually putting content into the tool. Had very positive response by student in using this tool. Days 2 and 3 were spent in putting content into glogs. These 2 days went very slow. I booked a couple of additional days in a lab for students to complete the project. Students were jazzed by all that they could do in a glog. I learned that I need to talk about over-all design—some students choose wild backgrounds that distracted from content.

Cathy and I she felt that it may be too early in the school year to start research and thus why students had a hard time completing on time. Cathy did say she like using the tool. Class time **13.5 Hours**

Class 2: **30 Hours**

Pat Grove and Tara Johnston are two 7th grade teachers who were working on the same social studies project that they wanted to use Glogster as the culminating project. The students were researching and making a glog on one of the 5 main world religions. The students were going to use this as a real web 2.0 tool since they were going to go back and view other glogs, gather information and make comments. Yea!

I met with Pat and Tara and we reviewed our plan of attack. Students would do a couple of days of research and then I would instruct on how to use a glog and then co-teach and support classroom teachers and students. **1 Hour**

Preparation Time: I spent time researching and preparing a handout for students. **2 Hours**

Class time: On the first day I showed students how to save and cite their pictures, how to use a glog and what a web 2.0 too is, how to add video and audio to their glogs. The remaining days were spent in co-teaching and supporting teachers and students using the web 2.0 tool.

What a nightmare audio has turned out to be! I have had students use Firefox over Explorer and that has helped with some issues. So I came up with a plan B since we made audio a required element. The audio was to use a critical thinking skill—in comparing it to their own belief system. So the next day I gave brief instruction on using Audacity and how to import into a glog. This slowed up our process somewhat.

Some glogs were excellent. I recommended students emailing parents their glog. Pat Grove thought that was a great idea. I did the same teaching with both teachers. I spent some extra time working with students after school 1:1 with audio issues. Class Hours **22.5 hours + 5 hours.**

Fourth Class **28 Hours**

I worked with Ted Benedetto, a 7th grade social studies teacher, using a glog to do a famous Roman person. I met with him and went over the assignment and then planned out our schedule. **1 Hour**

Preparation Time: In this class I would be assisting with research, co-teaching and designing the assessment rubric. **2 Hours**

Class Time: I assisted students using Facts on File Database for researching their famous person, introduced the glog as I have done in the above classes and reviewed the rubric with the students. I continued to use Audacity as a backup for the audio component but now the laptops were a nightmare. I had issues with logging in and internet connections. I spent extra time the first couple of days with tech getting all these issues ironed out. It made for a choppy first day of class with students and then it got better each day. Worked with a sub on the last day of assignment. **25 Hours**

Fifth Class **18.5 Hours**

This time I worked with Cathy Burton, 8th grade science and we worked on creating a Wiki for her encore classes. She had a class that worked on conservation and recycling. We decided on a Green Wiki. **1 Hour**

Preparation: This time students were using book and digital resources. I researched and pulled about 20 books from the library that corresponded to class content. These books she was allowed to keep from quarter to quarter. I also researched the topic for websites and other wiki examples. I set up the wiki, the invites and wiki pages. **4 Hours**

Class Time: Was spent on showing a video clip on why using a wiki, the dynamics of the wiki, how to edit, adding pictures and video. Then I came back two more classes to see if they had any questions. This is an ongoing project for this class—which I think is really cool. Goal to hopefully publish so the community can use the site when they have recycling questions! I came back each quarter to set up new class and introduce and support them as they used the wiki. Students love to work together on this project. **13.5 Hours**

Sixth Class: **21 Hours**

This time I was in another 8th grade science class introducing a glog into an astronomy project. Some did life cycle of a star, black holes, telescopes etc. Again I set this up much like my other classes. Plan time with teacher: **1 Hour**

Preparation Time: Used some materials from before and this time I researched good sites for adding video to the glogs. **2 Hours**

Class time was spent introducing glog, where to find video clips, design principles and supporting instruction. Again some great projects and students enjoyed the project. I was a little fearful of using this tool on a MAC computers but it went really well—no real glitches. **18 Hours**

Seventh Class

This time I am working with an 8th grade social studies teacher using ToonDoo and the American Revolution. I met with Joy to plan out what the “comic strip” was to demonstrate. Reviewed with her how to use ToonDoo. **1Hour**

Plan time: Was reviewing all the ins and outs of ToonDoo and make a hand out for students to use. **1Hour**

Class time: Was spent in getting the registered, showing them how to add elements and how to import pictures or images from their own file. Only minor glitches during these classes—I did figure out that I needed more time to review how to import pictures after the first class. A fun quick project that used 2 class days to “show what they know”. **9 Hours**

Eighth Class

Back to glogster one more time with 2 7th grade science teachers. Here students were going to make glogs that would replace the “boring plaques” outside the cages of the zoo animals at the Cincinnati Zoo. I met with Kirsten and Ann to plan out the class. **1 Hour**

Preparation Time: Getting to be a master at this class. Prepared handout. **1 Hour**

Class time: Presented what a web 2.0 tool is and what can be done with it. Spent time with how to put in video and audio. Then I supported teachers and students with tool. No real real problems. As always students are very engaged when using a glog. **31.5 Hours**

