

Module 2

Modeling and Evaluating Powerful One to One eLearning



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

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

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

Module Questions

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

Objectives

Teachers will leave the training having:

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

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Resources

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

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Tools

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

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Activity 1: Participating in a One to One eLearning Activity

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

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

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

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

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

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

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

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

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

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

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

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- Classroom Management in the Modern Classroom - **www.newcurriculum.com/2002/ed2-10.htm**
- One Computer Management **www.internet4classrooms.com/links_grades_kindergarten_12/one_computer_classroom_management.htm**

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

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

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

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

Step 2: Selecting a Tool to Share Findings

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

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

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

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

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

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

Step 3: Creating a Presentation

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

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

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

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

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

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

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

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

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Step 5: Sharing eLearning Classroom Management with a Larger Community

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

Activity 1 Resources

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Activity 2: Evaluating One to One eLearning Activities

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

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

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

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

Activity 2 Resources

- Instructional Planning Packet

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

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

Step 1: Identifying a Unit for Creating an Activity

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

Step 2: Completing an Activity for the Classroom

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

Step 3: Discussing the Activity with a Partner

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

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

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Step 4: Evaluating the Activity

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

Step 5: Discussing Exemplary Activities

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

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

Activity 3 Resources

- Instructional Planning Packet
- Participant's Curriculum Map

