



# Lesson Plan for Implementing NETS•S—Template I (More Directed Learning Activities)

**Template with guiding questions**

Teacher(s)  
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Grade Level(s) 9 – 12

Content Area Media Specialist

Time line Feb. 27 – Mar. 25, 2014

**Standards** (What do you want students to know and be able to do? What knowledge, skills, and strategies do you expect students to gain? Are there connections to other curriculum areas and subject area benchmarks? ) Please put a summary of the standards you will be addressing rather than abbreviations and numbers that indicate which standards were addressed.

<b>Content Standards</b>	<p>ELACC11-12RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>ELACC11-12W2: b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>ELACC11-12W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>ELACC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELACC11-12SL1b: Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>ELACC11-12SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>ELACC11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.</p>
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<p><b>NETS*S Standards:</b></p>	<ol style="list-style-type: none"> <li>1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:             <ol style="list-style-type: none"> <li>a. Apply existing knowledge to generate new ideas, products, or processes</li> <li>b. Create original works as a means of personal or group expression</li> </ol> </li> <li>2. Communication and Collaboration -Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:             <ol style="list-style-type: none"> <li>a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</li> <li>b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.</li> <li>c. develop cultural understanding and global awareness by engaging with learners of other cultures.</li> <li>d. contribute to project teams to produce original works or solve problems.</li> </ol> </li> <li>3. Research and Information Fluency – Students apply digital tools to gather, evaluate, and use information. Students:             <ol style="list-style-type: none"> <li>a. plan strategies to guide inquiry</li> <li>b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</li> <li>c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks</li> </ol> </li> <li>4. Critical Thinking, Problem Solving, and Decision Making – Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:             <ol style="list-style-type: none"> <li>a. identify and define authentic problems and significant questions for investigation</li> <li>b. plan and manage activities to develop a solution or complete a project</li> <li>c. collect and analyze data to identify solutions and/or make informed decisions</li> <li>d. use multiple processes and diverse perspectives to explore alternative solutions.</li> </ol> </li> <li>5. Digital Citizenship – Students understand human, cultural, and societal issues related to technology and practice legal behavior. Students:             <ol style="list-style-type: none"> <li>a. advocate and practice safe, legal, and responsible use of information and technology</li> </ol> </li> <li>6. Technology Operations and Concepts – Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:             <ol style="list-style-type: none"> <li>a. understand and use technology systems.</li> <li>b. select and use applications effectively and productively.</li> <li>c. troubleshoot systems and applications.</li> <li>d. transfer current knowledge to learning of new technologies.</li> </ol> </li> </ol>
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<https://kennesaw.view.usg.edu/>

**Overview** (a short summary of the lesson or unit including assignment or expected or possible products)

The students will conduct a study of Bill Bryson's Shakespeare: The World as Stage using a total of four Web 2.0 tools with which they will collaborate in groups to complete the majority of their assignments. Each group will be assigned a chapter of the book to read and will be responsible for teaching that chapter to the rest of the class. They will do this using 3 internet tools: Timetoast, Prezi, and Wikispaces. Each group will also design a brochure on its chapter which will be printed for each member of the class. All of these creations will be embedded or uploaded to the class Wikispaces site. Last, they will reflect individually on what they have learned using Screencast-o-matic. Students will learn how to use the Web 2.0 tools effectively to collaborate and communicate. They will engage in self-regulation as they work together to complete their projects. They will experience differentiation as they make decisions as to which aspect of the study each member of the group will spearhead. The choice will be theirs as to who heads each part of the assignment. They will learn new technology skills that will engage them in their tasks and also engage them in higher order thinking as they decide which information to include and how to present it.

**Essential Questions** (What **essential question** or learning are you addressing? What would students care or want to know about the topic? What are some questions to get students thinking about the topic or generate interest about the topic? Additionally, what questions can you ask students to help them focus on important aspects of the topic? (Guiding questions) What background or prior knowledge will you expect students to bring to this topic and build on?) Remember, essential questions are meant to guide the lesson by provoking inquiry. They should not be answered with a simple "yes" or "no" and should have many acceptable answers.

- EQ1: What does the text tell you about Shakespeare and his times and what does it imply?
- EQ2: How do you identify, analyze, and share the most important facts and details in non-fiction text?
- EQ3: In what ways can you use technology to share information based on research and ongoing feedback?
- EQ4: What elements of digital media can be used to enhance presentation of information?
- EQ5: How do you present your information in a manner appropriate to your audience?

Students need prior knowledge of Shakespeare's world which they have through a previous study of his work, *Macbeth*. They will also build on a working knowledge of computers and the internet which they have gained throughout the course of their education.

**Assessment** (What will students do or produce to illustrate their learning? What can students do to generate new knowledge? How will you assess how students are progressing (*formative assessment*)? How will you assess what they produce or do? How will you differentiate products?) You must attach copies of your assessment and/or rubrics. Include these in your presentation as well.

Students will complete 5 tasks to illustrate their learning. These tasks include contributing to a timeline on Timetoast, creating a group Prezi designed to teach the class the assigned chapter, making a handout on Microsoft Word designed to support their classmates' learning, designing a five-question quiz for SMART Response System, and self-reflecting using Screencast-o-matic. The classroom teacher is responsible for developing assessment guidelines which will be posted on the class Wikispaces.

**Resources** (How does technology support student learning? What digital tools, and resources—online student tools, research sites, student handouts, tools, tutorials, templates, assessment rubrics, etc—help elucidate or explain the content or allow students to interact with the content? What previous technology skills should students have to complete this project?)

Students will have equal access to resources at the school. Computer lab time has been reserved for completion of the project. All assignments and rubrics will be posted on the Wikispaces host site for easy access. Web 2.0 tools we will be using have been tested to be sure the school security will not block them. Before students begin creating their Prezis, I will present two online Prezi tutorials to help students understand expectations and how to create a visual metaphor. Students need familiarity with computer and internet use and Word. Technology will support learning by providing opportunities to collaborate and create on authentic learning experiences.

### **Instructional Plan**

**Preparation** (What student **needs, interests, and prior learning** provide a foundation for this lesson? How can you find out if students have this foundation? What difficulties might students have?)

Prior to this lesson, students have had experience with the school network, Microsoft Office, and Prezi and will have demonstrated their knowledge of how the technology works. The majority of students have exhibited eagerness to use technology and learn new ways to share information online. They also have shown interest in working in groups which allows them to share ideas and learn from each other. They will be learning new Web 2.0 tools during this project, but no great difficulties are expected as they master these new tools.

**Management** Describe the classroom management strategies will you use to manage your students and the use of digital tools and resources. How and where will your students work? (Small groups, whole group, individuals, classroom, lab, etc.) What strategies will you use to achieve equitable access to the Internet while completing this lesson? Describe what technical issues might arise during the Internet lesson and explain how you will resolve or **trouble-shoot** them? Please note: Trouble-shooting should occur prior to implementing the lesson as well as throughout the process. Be sure to indicate how you prepared for problems and work through the issues that occurred as you implemented and even after the lesson was completed.

Students will view Prezi tutorials and present their Prezis to the class in the classroom. The rest of the project will take place in either the computer lab or the media center. Students will work in groups of 2 – 4 for the majority of the project, but will record an individual self-reflection which will also take place in the lab. As the technology facilitator in this project, I tested all Web 2.0 tools we used before the project began. Many of the tools we looked at were not accessible to students even if teachers could view them. I worked with the local school technologist and county technology department to resolve any issues. We had to give up Blabberize as the county would not respond to our request to have it unblocked. Instead, we used Screencast-o-matic. I served as our liaison with the local school technologist and county technology department. We initially had problems with Screencast-o-matic, but our local technologist was able to help me find a solution.

**Instructional Strategies and Learning Activities** – Describe the research-based instructional strategies you will use with this lesson. How will your learning environment support these activities? What is your role? What are the students' roles in the lesson? How can you ensure **higher order thinking at the analysis, evaluation, or creativity levels of Bloom's Taxonomy**? How can the technology support your teaching? What authentic, relevant, and meaningful learning activities and tasks will your students complete? How will they build knowledge and skills? How will students use digital tools and resources to **communicate and collaborate** with each other and others? How will you facilitate the collaboration?

Instructional strategies used in this lesson include collaboration, peer review, content mastery through teaching peers, integration of technology, and self-reflection. As a media specialist, it is necessary for me to collaborate on this lesson plan with a classroom teacher. I will work with a 12<sup>th</sup> grade English teacher, Ms. Schapley, with whom I have collaborated before and whom I know to be open to technology integration. Her students are already familiar with Prezi, Edmodo, and Animoto, so I know they will have the prior knowledge to facilitate a project of this scale. She will take the role of content instructor and I will be the technology instructor and facilitator. I am responsible for creating the 2 Wikispaces websites and setting up anonymous group Gmail accounts for students to use to create the necessary user accounts on Wikispaces and Timetoast. Prior to beginning the lesson, I will present tutorials to the students on how to create Prezis using visual metaphors. Later, I will introduce Screencast-o-matic in the classroom. Once we are in the labs, I will move about coaching students, making suggestions, and troubleshooting technical issues. The students' roles include applying their prior knowledge of Shakespeare's works to the creation of a visual metaphor. Each group is required to analyze the information in their assigned chapter, evaluate what is important enough to include in their presentation, and synthesize their knowledge into a visual metaphor that represents the theme of their assigned chapter. They will also post important dates on the Timetoast timeline, create a Word handout for their classmates, and record a self-reflection screencast. Students have to work together to reach consensus, divide their responsibilities based on each members strengths, and master the material in order to teach it to their classmates. Finally, they have to self-reflect on their role in the group and what they learned. Technology will support the lesson by providing tools which allow them to create their visual metaphor, timeline, pamphlet, and screencast while also facilitating the group collaboration. Students are not limited to working on this assignment at school, though ample opportunity will be given there. All of the tools are available from home and each tool except the screencast allows each member to edit the contents. The students will learn new skills in online collaboration, making effective presentations, and creating tutorials and demonstrations using screencasting.

**Differentiation** (How will you differentiate **content and process** to accommodate various learning styles and abilities? How will you help students learn independently and with others? How will you provide extensions and opportunities for enrichment? What assistive technologies will you need to provide?)

Students will be required to participate in group work and also complete an individual self-reflection. They will have choices to make within their groups as to who will be responsible for what based on each individual's strengths. For instance, one student may spearhead the Prezi, another the handout and one do the majority of speaking during the oral presentation. Assignments range from low level (Timetoast) to high level (Prezi visual metaphor) so that various learning styles and abilities will be addressed.

**Reflection** (Will there be a closing event? Will students be asked to reflect upon their work? Will students be asked to provide feedback on the assignment itself? What will be *your process* for answering the following questions?)

- Did students find the lesson meaningful and worth completing?
- In what ways was this lesson effective?
- What went well and why?
- What did not go well and why?
- How would you teach this lesson differently?)

The final assignment was for students to create a screencast reflecting on their participation in the project. In addition they were required to grade themselves. They had to respond to at least 4 of these questions:

- What specifically did you work on?
- What were your strengths?
- What were your weaknesses?
- What are you most proud of?
- What might you do differently next time?
- Did you overcome obstacles and what were they?

### **My Self-Reflection**

- Did students find the lesson meaningful and worth completing?  
The student self-reflection was a big part of evaluating how meaningful students found the lesson. Overall they did find meaning and enjoyment in the assignment. Based on my observations, the students were engaged and challenged by the project. They focused and worked well together.
- In what ways was this lesson effective?  
The oral presentations with Prezi visual metaphor was a large gauge of how effective the lesson was. In this assignment, students demonstrated the higher order thinking skills necessary for authentic learning. The students effectively learned how to collaborate online using new Web 2.0 tools and how to present their information orally. The screencast was fun for me to watch. The students were universally timid about starting to talk into a microphone, but once they bit the bullet, they seemed to like it. When I introduced Screencas-o-matic in the classroom, I pointed out that some of the computer game tutorials they may have watched on Youtube were likely done using a similar tools. This sparked their interest and a few indicated they would be using this tool in the future for that purpose.
- What went well and why?  
I was most pleased with the oral presentations using Prezi. Most of the students had only used Prezi basically as a slide show with zoom. Requiring them to create a visual metaphor for the Prezi made their presentations so much more powerful and also challenged them to engage in higher order thinking and creating. The screencasts were also very successful though the school technologist and I had to take heroic measures to get this tool to work, downloading it individually on each computer in the lab.
- What did not go well and why?  
The group Gmail accounts were a headache to set up. I think Gmail thought we were spammers as after a few account setups. We had difficulty verifying the accounts as my cell phone number was rejected after about 6 accounts were created. In the end, students used their own personal email accounts to complete most assignments.
- How would you teach this lesson differently?  
I would not bother with the group Gmail accounts, but would just let students use their personal email accounts from the beginning. I am not sure I would keep Timetoast. It was good for differentiation as we did have a number of special education students, but the dates were too similar so that each group's entries stacked upon each other making the timeline crowded around a few years on the timeline and sparsely used otherwise. I would look for another low-level tool aimed at ESEP students.

**Closure:** Anything else you would like to reflect upon regarding lessons learned and/or your experience with implementing this lesson. What advice would you give others if they were to implement the lesson? Please provide a quality reflection on your experience with this lesson and its implementation.

I really enjoyed this project. Working with Ms. Schapley was a wonderful experience and one I plan to repeat next year. I feel I was truly an instructional technology coach. The students also appeared happy to collaborate, so the atmosphere was congenial and productive. For others to implement this lesson, they would need to try out each tool individually under a student login, not a teacher login. Several programs we wanted to use worked fine under my login, but when I tried them under a student login, there were issues. Don't skip the Prezi tutorials on creating visual metaphors. That made a huge difference in the quality of our presentations compared to students' previously submitted Prezis. Introducing each tool before students use it is essential to student engagement and success.