

Shifts in Practice

<http://www.makinglearningvisibleresources.org/>

Videos and some images needed to be removed in order to upload the power point. Sorry.

Visible Learning and
Assessment Practices in
Collaborative Education

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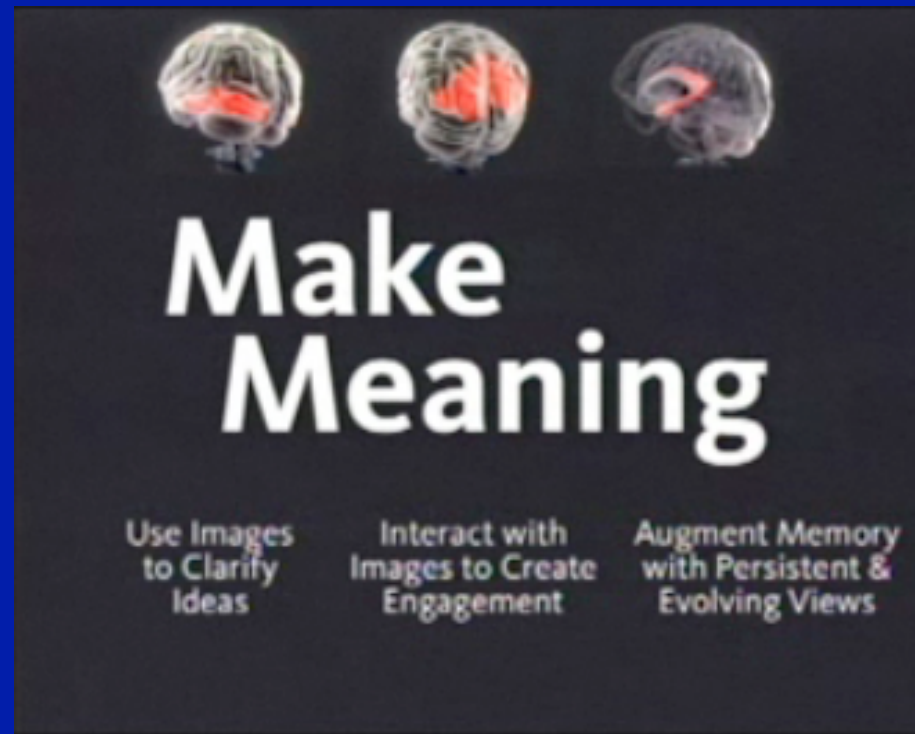
What happens to learning and learning groups when...

- students document learning?
- students engage in assessment?
- students use technology to maintain a record of what they learn and what they are trying to learn?
- groups of students reflect on their documentation and their learning research?
- groups and individuals share their 'aha' moments?

Clear

Interactive

Persistent



“The more we understand how the brain creates meaning, the better we can communicate, think, and collaborate together.”

Tom Wujec ted.com

Full Student Participation



The student participates in: who, what, when, where, why, and how of the documentation and research project.

4 Steps to Documentation

1. Meeting to work out the W's to the documentation project
2. Document
3. Layout and Production (words and images)
4. Used as a tool to reflect, to plan, to share, to learn

Student Captures Learning Moment for Self and Group

Allow students to 'capture' ways of learning (concentration, organization, mathematical ideas/procedures...) to share with the group/outside the classroom walls.

Student observes her video and participates in assessment and planning. Other Students engage with the documentation to think about their reading.



Co-Investigators in Literacy PhotoBooth

Student Reflection

Before No Video

I read the book.

It was good.

I just read it.

After Video

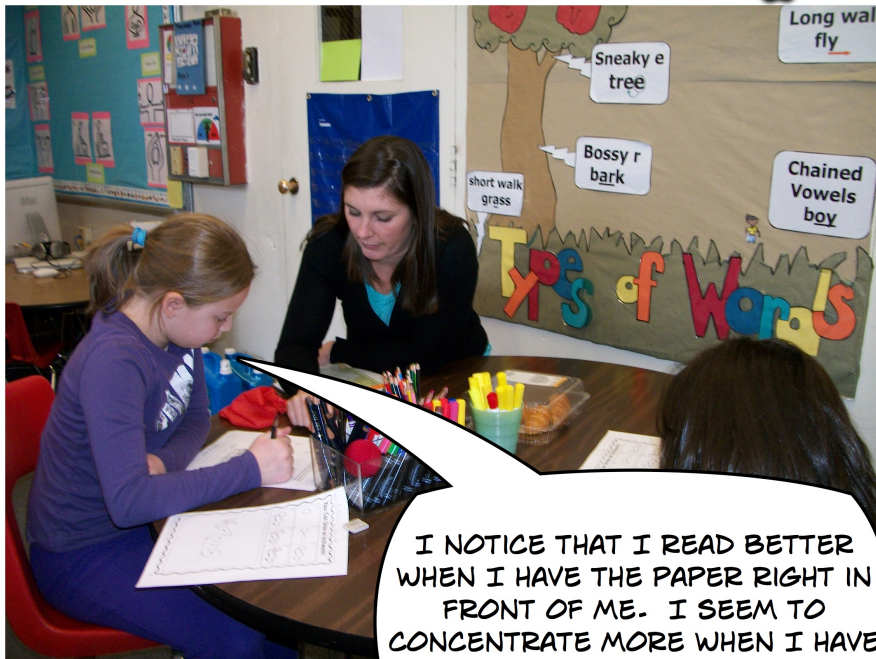
- “I need help with some of the words but I knew more than I thought.”
- “I think I should practice it again before I tape.”
- “I showed the pictures to the story...just like my teacher.”
- “How can I show the book and my face?”
- The author wanted us to laugh.

Students documenting for their Needs

Students began to capture 'reading moments' and wanted a place to display their group knowledge.



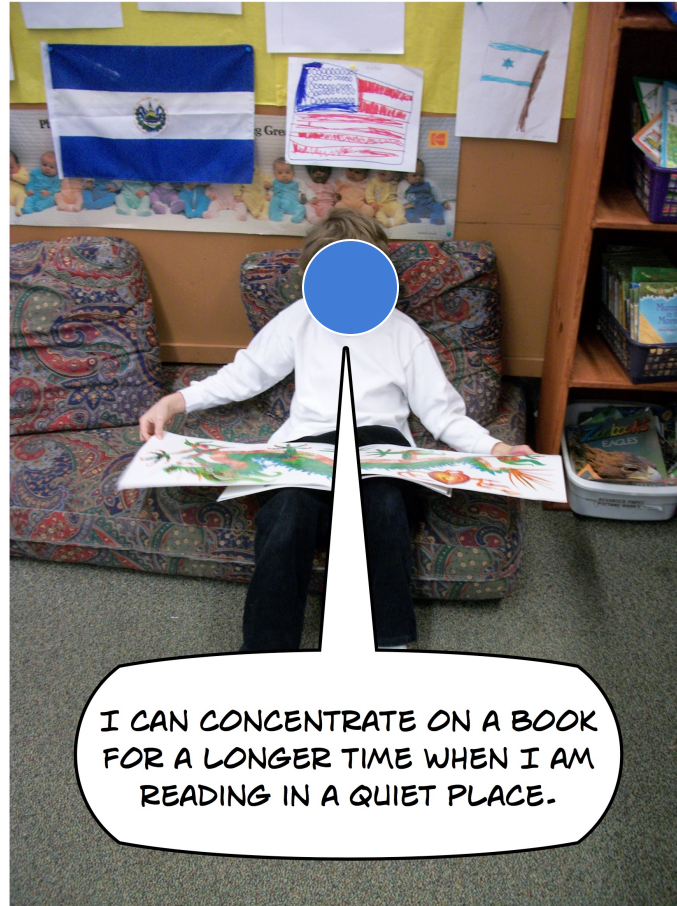
Concentration Technique



I NOTICE THAT I READ BETTER WHEN I HAVE THE PAPER RIGHT IN FRONT OF ME. I SEEM TO CONCENTRATE MORE WHEN I HAVE SOMETHING IN MY HAND TO MOVE ALONG AS I READ.

SHARING AN IDEA

Concentration Technique



I CAN CONCENTRATE ON A BOOK FOR A LONGER TIME WHEN I AM READING IN A QUIET PLACE.

Lunch Bunch Groups became 'Investigation Teams'



Documentation and Research were tools for student discovery of social norms and social expectations. Students then went back to 'practice' using video/photo to support them.

1. Determine Skill
2. Document
3. Reflect, Practice
4. Document Self, Reflect
5. Practice, Integrate



Students Capturing ‘key’ skill of sharing

Students will then review the ‘documentation’ and figure out the essential pieces of the play skill of sharing to practice and integrate into their own ‘collaboration’.

- “They are close to each other.”
- “No one is hitting.”
- “Sharing. Sharing is using the same stuff.”
- “I don’t know. What are they doing?”
- “Using the same toys. No Yelling.”
- “No teachers...They do it by themselves.”
- “I don’t like to share all the time.”
- “Well, sharing is friendly.”
- “Let’s watch it again.”
- “No, I want to try it before we watch again.”

Documentation to 'hold' the classroom norms and practices



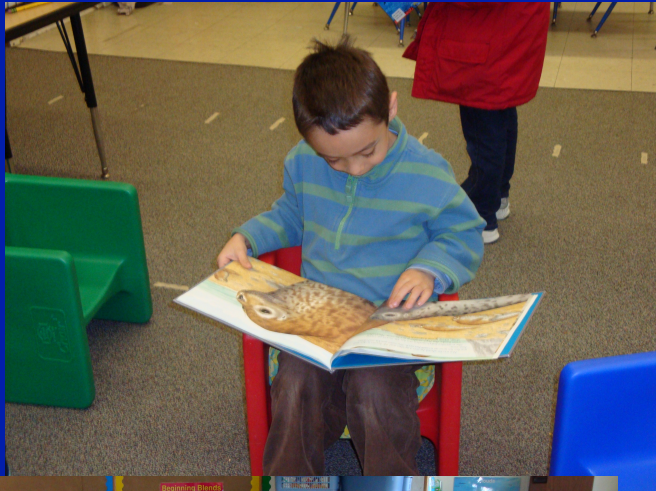


Making a plan after viewing 'learning' footage. The student realized that it was the 'steps' and not the content that interfered with success so created a system to support the learning.

A student decides to document his movement in order to better understand why he has difficulties (this is a 8th grader with cerebral palsy). The documentation led to better understanding and an action plan that he created to increase mobility. Educators supported and guided this exploration that led to increase participation in his school and community environment.

SELF-EVALUATION

A New 'Communication System'



We discovered that when we replaced 'the book' with a few images that the student's at-home language about his school day increased and parents felt more connected then when provided a time-consuming text system.



We simply sent back/forth a cheap digital camera and parents downloaded the new visuals each day.

Students revisited their work and dialogue deepened as they revisited prior 'learning snapshots'.

Language Increased When the Student Had Access to the Documentation

Before:

Parent: How was gym today?

Student: What?

P: You had gym today.

S: Gym, yeah.

After:

Student: See me. I played gym. I had a blue ball. No, I have it. You look (referring to the image). I tag and Ann tags me. See. I run and hit the red wall...

What can happen to a meeting when the image and voice of the child is included:



Including an image, voice or video before you begin provides a 'shared experience' and a starting point that focuses on the student. Barriers shift and we begin our conversation grounded in a common understanding.



Repetitive

Isolated



Documenting a new Play Scheme



Nick participates in the process of what and when to document.

Nick participates in producing a 'script' that he will use to include a peer in his play.

The documentation 'holds' his learning so he can revisit and reflect.

WHICH WHEEL WINS?

WHEELS ROLL.
WHEELS GO DOWN HILLS.

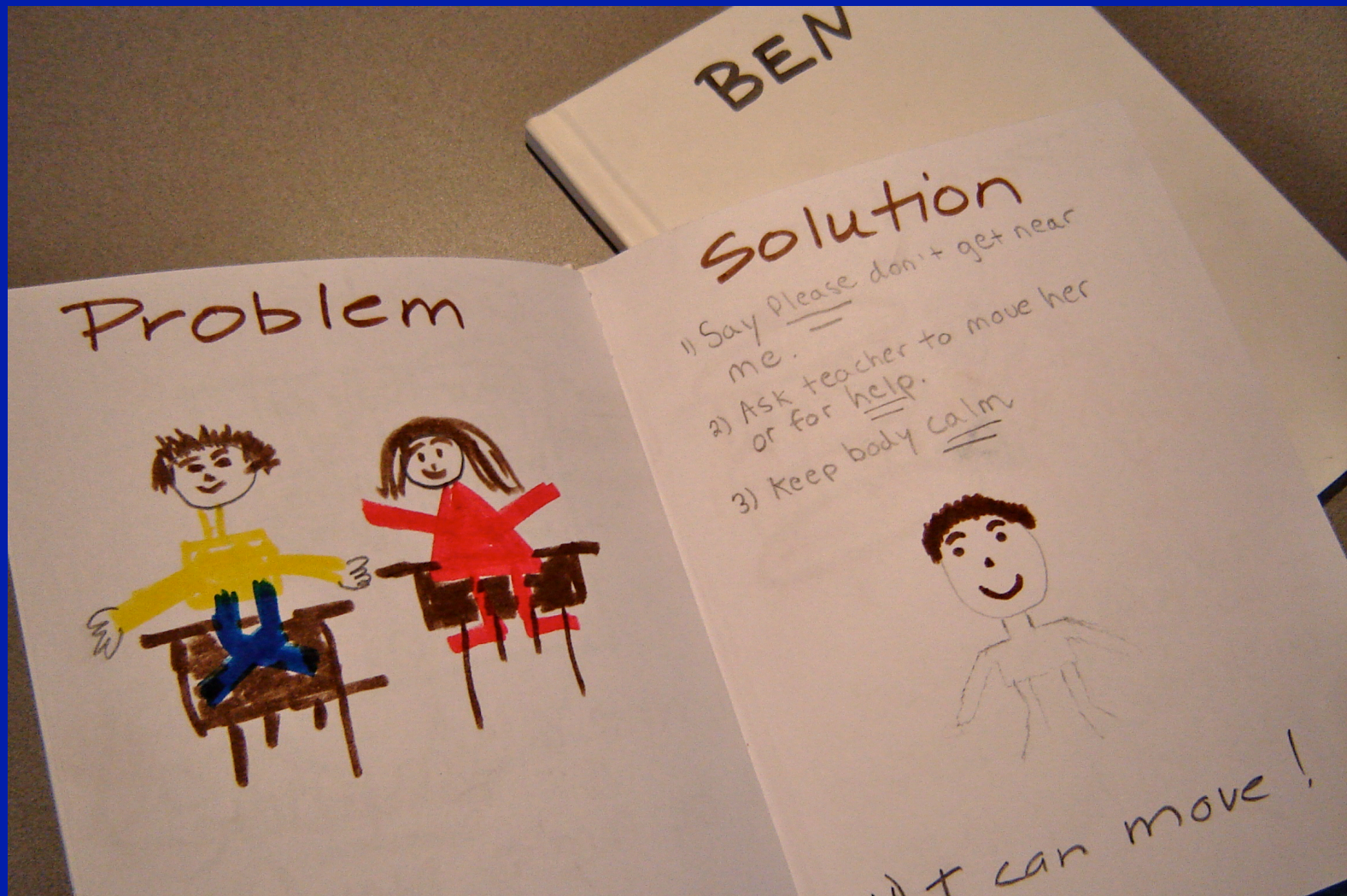
THE WHEELS ARE THE SAME. THE BLUE WHEEL WINS ALL THE TIME. I AM GOING TO SEE IF THE RED WHEEL WILL WIN.



Use of Comic Life.



- Documentation...
 - provided an avenue to revisit past learning and apply it to new learning.
 - encouraged collaborative and flexible play.
 - communicated a common set of language and experience.
 - gave entry into the learning community.
 - increased social contact.
 - provided the tools for students to record and share.



A low tech tool to capture big 'ahas' about problems and solutions.

An Unexpected Consequence

- When capturing documentation to be used to better understand a social conflict we were struck by the power of the 'body' to communicate norms and values that we did not explicitly think to document and share as group knowledge. For once, we were excited that the technology had failed us and we were left with only images and no voice.



One Minute Videos

Educators using documentation and research practices to better understand students and build a common understanding as they construct meaning and plan for the learning.

Educators take short (15 seconds to 60 seconds) videos that can be easily shared and used to better understand individual and group learning in the classrooms and schools.

Educators Document One Minute Moments In Their Own Teaching Practice

Educators documenting their own practice (1 minute moments). Educators then can review this very short 'moment' and reflect. Educators are encouraged to think about:

- What is working in that moment?
- What questions come up in the observation?
- Next moves?

Walking Across the 'Web' Street!



What are the components of an effective education for the world that students live in now and will live in 10, 20, or 50 years from now?

The rules, culture, expectations, and procedures of global engagement.

Web 2.0 Applications

- A VoiceThread is an online media album that can hold any type of media (images, documents and videos) and allows people to comment - using voice, text, audio file, or video. VoiceThread allows group conversations to be collected and shared in one place, from anywhere in the world.





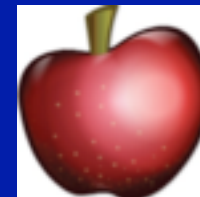
Storybird

<http://storybird.com/>



kerpoof

- <http://www.kerpoof.com/teach>
- Free for educators
- Comic story books



Book Maker Sites



- <http://www.storyjumper.com/>
- http://www.seussville.com/games_hb/storymaker/story_maker.html
- http://pbskids.org/animalia/zoes_story_book_creator.html
- <http://learnenglishkids.britishcouncil.org/make-your-own/story-maker>
- <http://storybird.com/>

audioboo



- **We are a mobile & web platform that effortlessly allows you to record and upload audio for your friends, family or the rest of the world to hear.**
- <http://audioboo.fm/>

edu.glogster



Glogster EDU is the leading global education platform for the **creative expression of knowledge and skills** in the classroom and beyond. We empower educators and students with the technology to create **GLOGS - online multimedia posters** - with text, photos, videos, graphics, sounds, drawings, data attachments and more.

<http://edu.glogster.com>

SCRATCH

Scratch is a

programming language that makes it easy to create your own interactive stories, animations, games, music, and art – and share your creations on the web.



<http://scratch.mit.edu/>

GoAnimate for schools

GoAnimate state-of-art animation tools are perfect to complement your teaching and get your students to put learning into practice.



Get Your Students Animated About Learning

GoAnimate state-of-art animation tools are perfect to complement your teaching and get your students to put learning into practice.

Interact With Hundreds of Educators Worldwide

Our Lesson Gallery is a growing database of educational materials creating by educators around the world. A great place to share your practices and experiences.

http://goanimate4schools.com/public_index

Comic Life

<http://plasq.com>



<http://www.comeeko.com/>

<http://www.pikikids.com/>

EdTech Toolbox

A place to share e-learning and Web 2.0 tools for education. Computers and laptops in education are important only when used with good pedagogy. Digital content and creation is an important part of the process for educators in the 21st century.

Home Ultimate Web 2.0 List Web 2 Tools by Task 100+ Google Tricks iPad Apps

Top 10 Web Tools April

Sociable

Blog Archive

▼ 2011 (43)

▼ April (14)

8 Ways to Support Teachers Integrate Technology

Using Web 2.0 Tools in Schools

Saturday, April 30, 2011

8 Ways to Support Teachers Integrate Technology

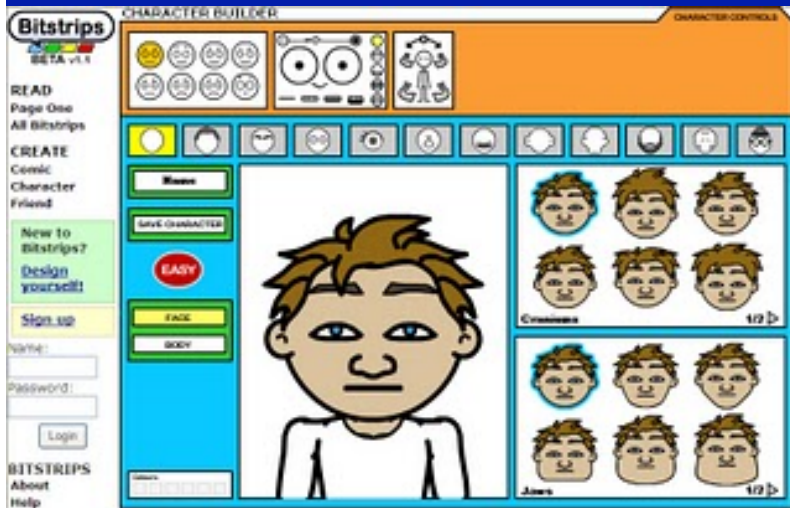
How to Support Teachers

- http://edtechtoolbox.blogspot.com/p/web-20-tools_04.html
- <http://teacherchallenge.edublogs.org/challenges-2/free-tools-challenge/>
- <http://web.me.com/khoneycuttessdack/kevinhoneycutt.org/Tools.html>
- <http://www.freetech4teachers.com/>
- <http://webtools4u2use.wikispaces.com/>
- <http://cooltoolsforschools.wikispaces.com/Home>
- <http://www.diigo.com/user/ginastefanini/web2.0>



Comics

- <http://www.bitstripsforschools.com/>
- Comic creator that includes scenes, episodes, actions...



Others: <http://www.makebeliefscomix.com/Comix/>

<http://www.toondoo.com/>

<http://toonlet.com/>

<http://www.readwritethink.org/files/resources/interactives/comic/index.html>

<http://chogger.com/>

<http://domo.goanimate.com/>

<http://www.toondoospaces.com/>

Other Comics

<http://en.gnomz.com/creerbd.html>

http://www.bam.gov/sub_yourlife/yourlife_comiccreator.html

<http://mashon.com/>

http://myths.e2bn.org/story_creator/

<http://www.rokcomics.com/>

<http://stripgenerator.com/>

<http://www.mainada.net/comicssketch>

<http://www.doink.com/>

Commercial Comics

[http://superherosquad.marvel.com/
create_your_own_comic](http://superherosquad.marvel.com/create_your_own_comic)

[http://www.scholastic.ca/captainunderpants/
comic.htm](http://www.scholastic.ca/captainunderpants/comic.htm)

<http://www.bbc.co.uk/doctorwho/comicmaker/>

[http://www.garfield.com/fungames/
comiccreator.html](http://www.garfield.com/fungames/comiccreator.html)

[http://www.telltalegames.com/samandmax/
comics/create](http://www.telltalegames.com/samandmax/comics/create)