

Teaching in a Digital Context



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Objectives

Identify the target population

Current statistics on smart phone usage

Current statistics on Social Media usage

Introduce the Goal

Create out of class activities

Share the Lesson Resources

Remind App

Facebook

The Padagogy Wheel

IOS

Android equivalent

Google equivalent



Smart Phones and the Adult Learner

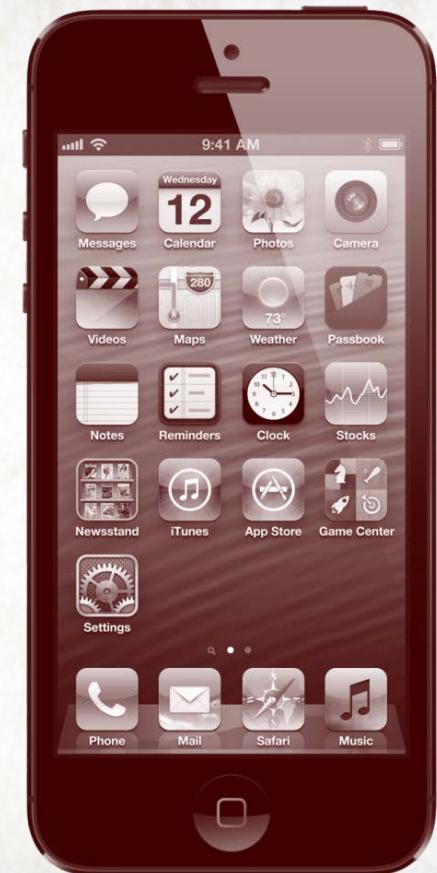
64% of American adults now own a smartphone of some kind, up from 35% in the spring of 2011.

15% of Americans own a smartphone but say that they have a limited number of ways to get online other than their cell phone.

Those with relatively low income and educational attainment levels, younger adults, and non-whites are especially likely to be “**smartphone-dependent**.”

Lower-income and “**smartphone-dependent**” users are especially likely to turn to their phones for navigating job and employment resources.

Nearly half (48%) of “**smartphone-dependent**” Americans have had to cancel or shut off their cell phone service for a period of time.



What do you think?



What percent of 18-29 year old smartphone owners have used their phone in the last year to get information about a health condition? 75%

15% – 30% – 50% - 75%

What percent of 18-29 year old smartphone owners have used their phone to do online banking or to look up information about job? 70%

12% – 20% – 40% - 70%

This is how learners communicate!

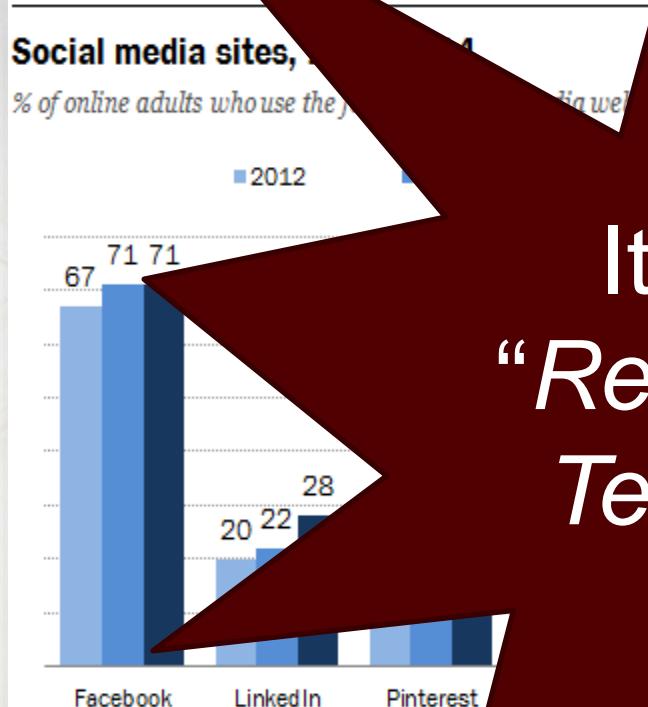


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Flickr credit: <https://www.flickr.com/photos/rowanuniversitypublications/935779968>

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We're Social Creatures



It's time we
“Reach Them to
Teach Them.”

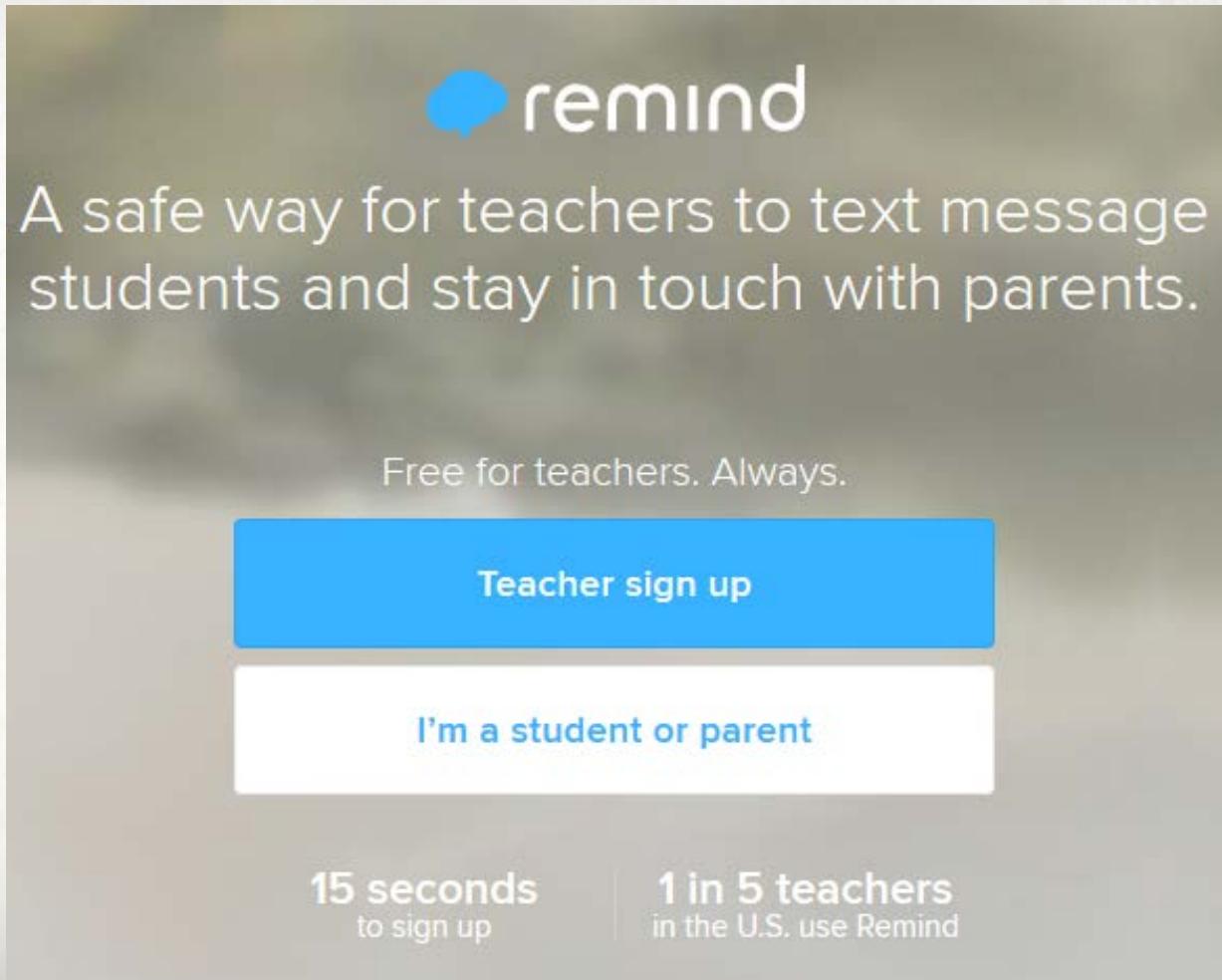
Use is on the rise:
adults now use two
social media sites.

than half of
and older
facebook.

half of
young adults ages
use Instagram.

men use Pinterest: 42%
online women now use the
form, compared with 13% of
online men.

Reach them: Remind



The image shows the landing page of the Remind mobile application. At the top, there is a large blue speech bubble icon followed by the word "remind" in lowercase. Below this, a promotional text reads: "A safe way for teachers to text message students and stay in touch with parents." A subtext below states: "Free for teachers. Always." There are two main call-to-action buttons: a blue button labeled "Teacher sign up" and a white button labeled "I'm a student or parent". At the bottom, two statistics are displayed: "15 seconds to sign up" and "1 in 5 teachers in the U.S. use Remind".

remind

A safe way for teachers to text message students and stay in touch with parents.

Free for teachers. Always.

Teacher sign up

I'm a student or parent

15 seconds
to sign up

1 in 5 teachers
in the U.S. use Remind

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Reach them: Remind

Simpler, more efficient communication impacts education
Harvard Research, Teacher-Family Communication

▲ 40%

INCREASED
homework completion

▼ 25%

DECREASED
teacher redirection

▲ 15%

INCREASED
class participation

Harvard Research Study (2012) conducted a study with a Boston charter school in which they added text messaging to classroom communication.

SOURCE scholar.harvard.edu/files/mkraft/files/kraft_dougherty_teacher_communication_jree.pdf

Reach them: Remind

Why Remind vs. text messaging?

SAFE

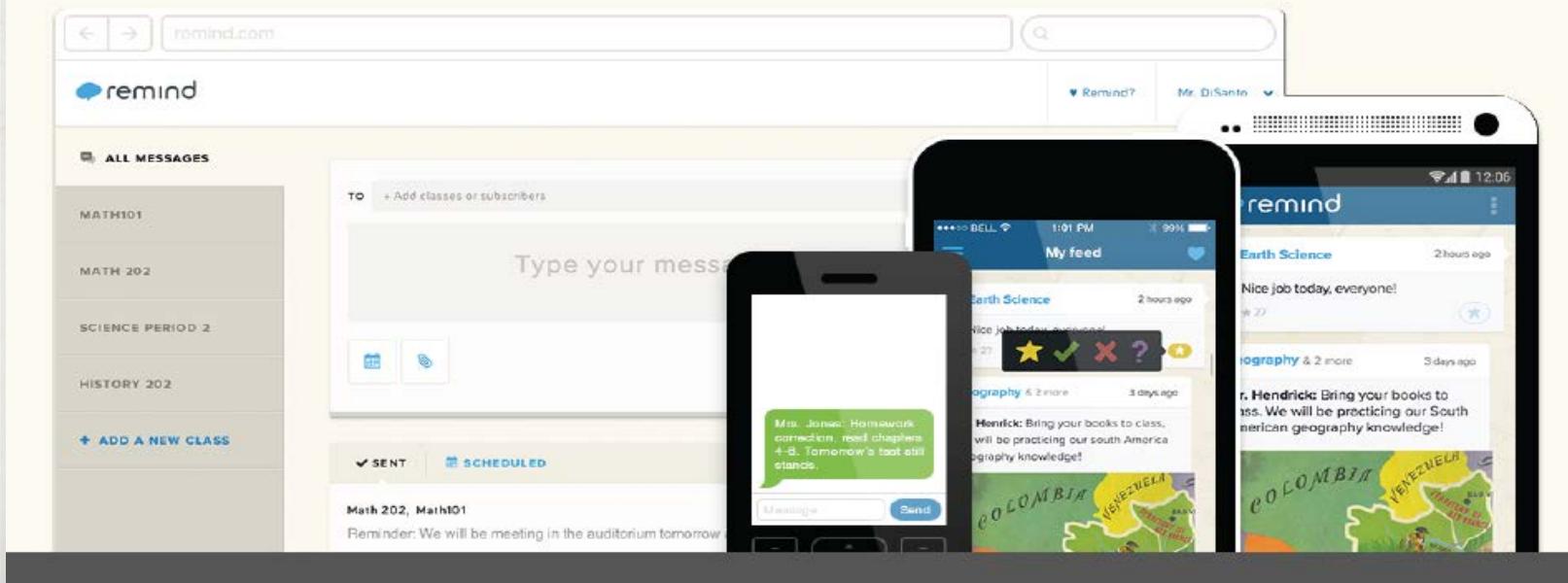
 Teachers never see students' phone numbers, and students never see theirs.

SIMPLE

 Sign up in 15 seconds on any device.

EFFICIENT

 Send broadcast messages and get instant feedback.



How will YOU use REMIND?

Ways to get started with Remind

LESSON PLANNING

Remind's schedule ahead option allows you to plan an entire unit, or even school year, at a time!

HOMEWORK ASSIGNMENTS

Easily send your students and their parents the homework assignment each night through a quick Remind message.

CLASS DOCUMENTS

Attach important class files and photos to your messages. View who has opened your attachments and get instant feedback with Stamps.

QUESTIONS FOR CRITICAL THINKING

Extend learning beyond the classroom by sending your students preview questions for the next lesson. Student can quickly respond with Stamps.

MOTIVATIONAL MESSAGES AND IMAGES

Encourage students to reach their goals through motivational messages and attached inspirational images. Students can star your messages with Stamps.

FACTS AND TIPS

Send students daily facts or vocabulary words straight to their cell phones each day.

TRIVIA

Send students trivia questions based on content they've learned in class. Get instant student feedback with Stamps.

LAST-MINUTE SCHEDULE CHANGES

Alert your students and their parents of last-minute schedule changes in the school or class calendar.

Join Me!

Dr. Hargrove would like you to join
COABE15-Digital Tools!



To receive messages via text, text
@coabe15 to **81010**. You can opt-out of messages at anytime by replying, 'unsubscribe @coabe15'.

Trouble using 81010? Try texting
@coabe15 to **(979) 307-7959** instead.



*Standard text message rates apply.

Or to receive messages via email, send an email to **coabe15@mail.remind.com**. To unsubscribe, reply with 'unsubscribe' in the subject line.



<https://www.remind.com/join/coabe15>

Reach them: Facebook

Q ww2.kqed.org <http://ww2.kqed.org/mindshift/2011/08/05/50-reasons-to-invite-facebook-into-your-classroom/>

50 Reasons to Invite Facebook Into Your Classroom

Tina Barseghian

Editor's Note: It's not an easy decision to bring Facebook into the classroom. Teachers must contend with all kinds of issues — including breaking the law. In this fraught world of social media privacy, the terrain is that much less clear, but for those who are willing to think about opening that door, here's an article by Carol Brown of Online College.

By Carol Brown

At its start, Facebook was once exclusively for college students. But as it has grown in popularity and become adopted by everyone from grad students to grandmas, its usefulness has grown, too. Educators are beginning to realize the powerful potential that Facebook has in the classroom, not as a distraction, but as a collaborative learning tool. While some schools and instructors may be wary of inviting such a temptingly fun procrastination platform into their classrooms, others have seen great benefits in using social media. In fact, teacher Elizabeth Delmatoff in Portland saw a 50% increase in grades after implementing a social media program in her classroom. How can Facebook benefit your class? Online College enumerates 50 ways.

1. **Facebook is fun:** Almost every student is familiar with Facebook, and most are excited to be able to use the site for collaborative learning.
2. **It's free:** Schools pay thousands of dollars for collaboration, digital storage, and communication systems, but Facebook does all of these things — for free.
3. **Students are simply more connected:** Many teachers are familiar with Blackboard and other classroom community systems, but students typically only check in when necessary, while students are often checking Facebook multiple times per day.
4. **Calendars and events are easy to share:** Remind students of important dates and events right where they hang out — on Facebook.
5. **Students will learn 21st century skills:** A study from the University of Minnesota discovered that social



Teach Them: Padagogy Wheel

App Selection Criteria

from the APPitic App Lists for Education Website

Understanding: Apps that fit into this "understanding" stage provide opportunities for students to explain ideas or concepts. Understanding apps step away from the selection of a "right" answer and introduce a more open-ended format for students to summarise content and translate meaning.

Understanding Criteria

Remembering: Apps that fit into the "remembering" stage improve the user's ability to define terms, identify facts, and recall and locate information. Many educational apps fall into the "remembering" phase of learning. They ask users to select an answer out of a line-up, find matches, and sequence content or input answers

Remembering Criteria

Applying: Apps that fit into the applying stage provide opportunities for students to demonstrate their ability to implement learned procedures and methods. They also highlight the ability to apply concepts in unfamiliar circumstances.

Applying Criteria

Analysing: Apps that fit into the "analysing" stage improve the user's ability to differentiate between the relevant and irrelevant, determine relationships, and recognise the organisation of content.

Analysing Criteria

Evaluating: Apps that fit into the "evaluating" stage improve the user's ability to judge material or methods based on criteria set by themselves or external sources. They help students judge content reliability, accuracy, quality, effectiveness, and reach informed decisions.

Evaluating Criteria

Creating: Apps that fit into the "creating" stage provide opportunities for students generate ideas, design plans, and produce products.

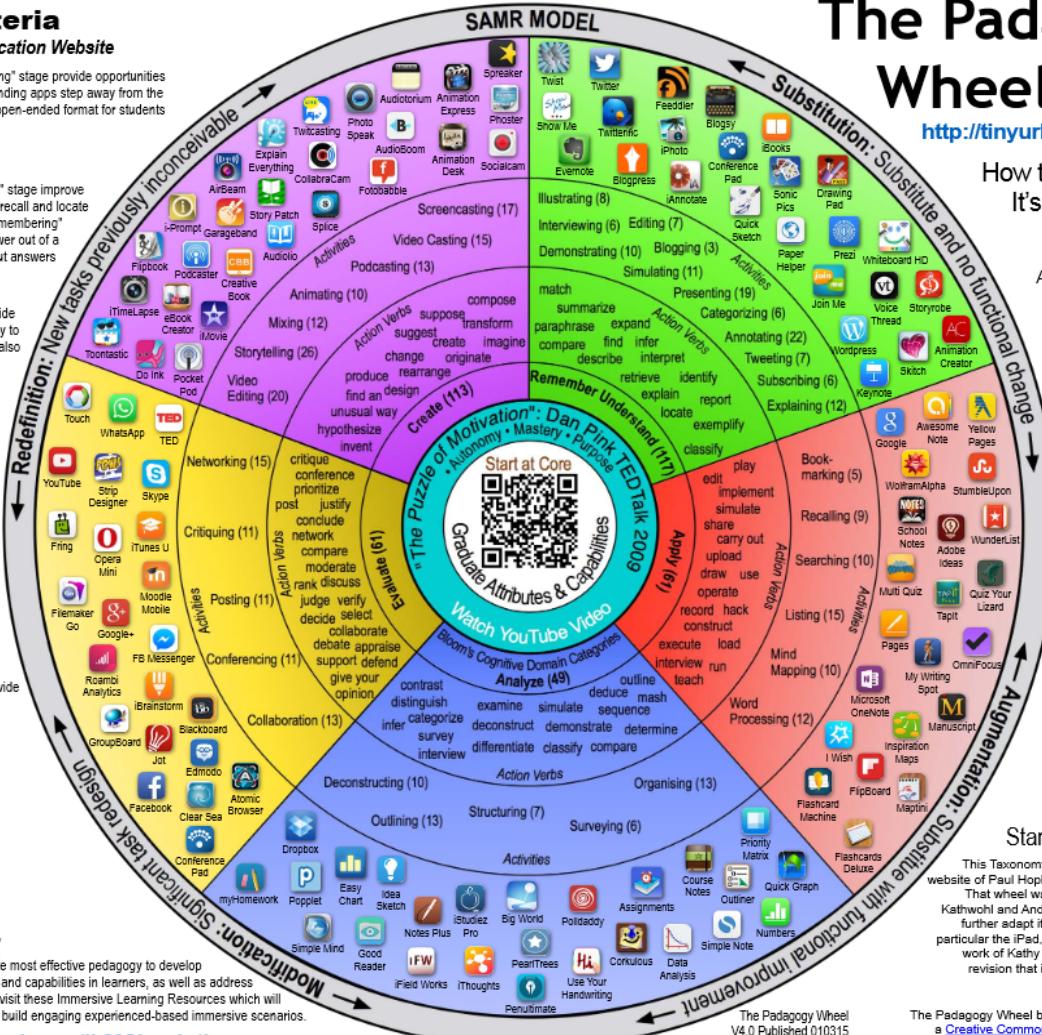
Creating Criteria

Immersive Learning at the core of the wheel is the New Instructional Design



Simulations are the most effective pedagogy to develop graduate attributes and capabilities in learners, as well as address motivation. Please visit these Immersive Learning Resources which will help you design an build engaging experienced-based immersive scenarios.

<http://tinyurl.com/ILMSimulations>



The Padagogy Wheel V4.0

<http://tinyurl.com/posterV4>



How to use the Padagogy Wheel:
It's All About Grey-matter Grids



A methodology to get
the best results with
this teaching model



<http://appitic.com>

is a comprehensive online directory of apps for education, developed by Apple Distinguished Educators (ADEs) and is available in 19 languages. The website identifies 400 Apps by the Blooms Cognitive Domain Categories with 122 of the most popular apps individually linked from the Padagogy Wheel



Developed by Allan Carrington
Designing Outcomes Adelaide SA
Email: allan@designingoutcomes.net

Standing on the Shoulders of Giants

This Taxonomy wheel, without the apps, was first discovered on the website of Paul Hopkins's educational consultancy website mnweb.org.uk

That wheel was produced by Sharon Artley and was an adaption of Kathwol and Anderson's (2001) adaption of Bloom (1956). The idea to further adapt it for the pedagogy possibilities with mobile devices, in particular the iPad. For V2.0 an V3.0 I have to acknowledge the creative work of Kathy Schrock on her website [Bloomin' Apps](http://bloominapps.com). For the major revision that is V4.0 I have to thank the team of ADEs who created APPitic the App Lists for Education Website.

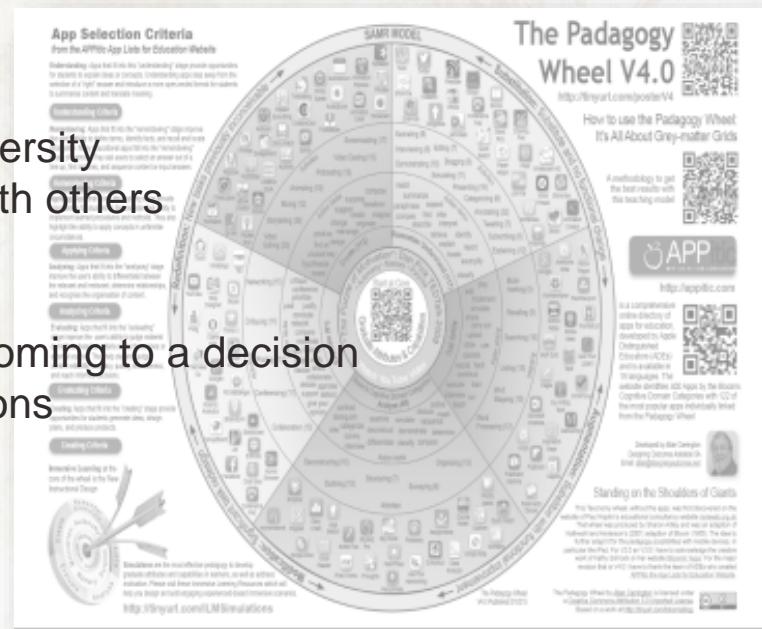
The Padagogy Wheel by Allan Carrington is licensed under a Creative Commons Attribution 3.0 Unported License.
Based on a work at <http://tinyurl.com/bloomsblobs>



Teach Them: The Center of the Pedagogy Wheel

Graduate Attribute and Capabilities

- Having energy, passion and enthusiasm
 - Being willing to give credit to others
 - Empathizing & working productively with diversity
 - Being transparent and honest in dealings with others
 - Thinking laterally and creatively
 - Being true to one's values and ethics
 - Listening to different points of view before coming to a decision
 - Understanding personal strengths & limitations
 - Time management skills
 - Persevering
 - Learning from errors
 - Learning from experience
 - Remaining calm when under pressure
 - Being able to make effective presentations to different groups
 - Identifying from a mass of information the core issue/opportunity



Deconstructing the Wheel

The SAMR Model

Created to help educators infuse technology into teaching and learning

Substitution

Tech acts as a direct tool substitution, with no functional change

Augmentation

Tech acts as a direct tool substitute with functional improvement

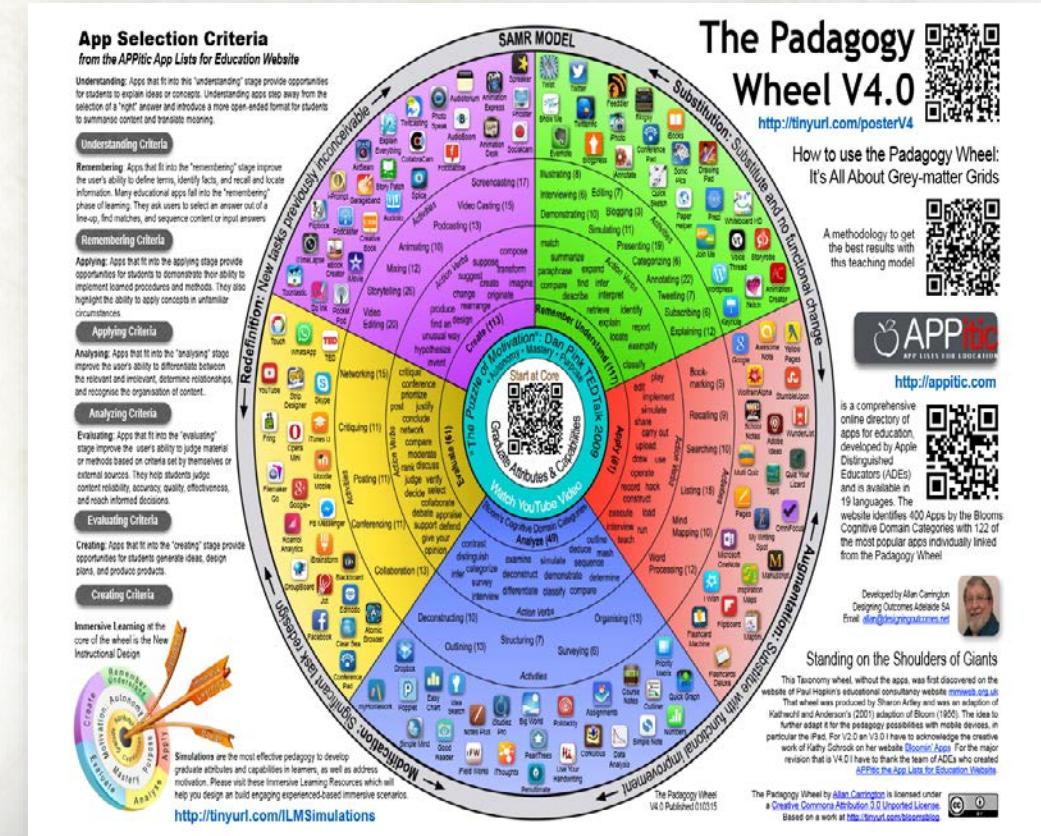
Modification

Tech allows for significant task redesign

Redefinition

Tech allows for the creation of new task, previously inconceivable

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Example of SAMR in Action

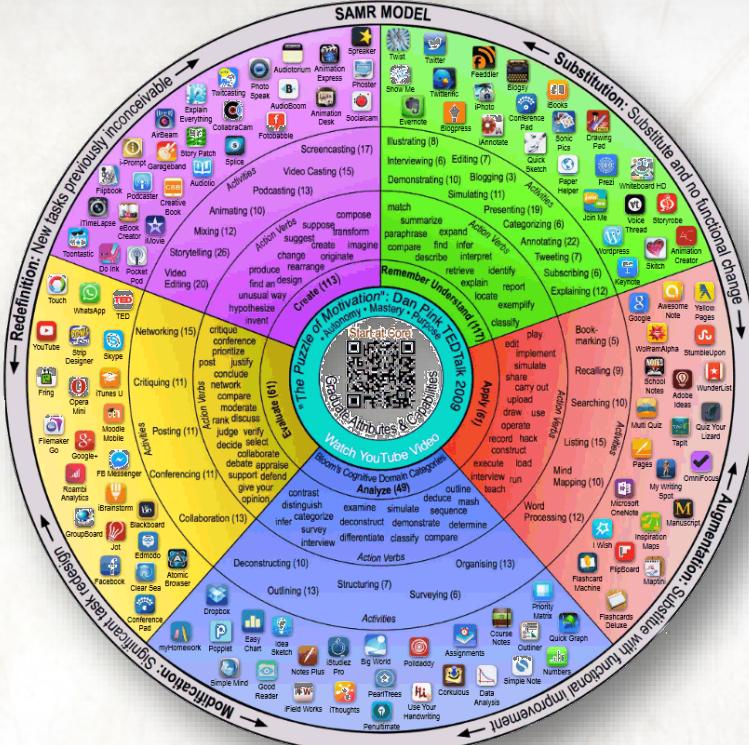
Level	Definition	Examples	Functional Change
Substitution	Computer technology is used to perform the same task as was done before the use of computers.	Students print out worksheet, finish it, pass it in.	No functional change in teaching and learning.
Augmentation	Computer Technology offers an effective tool to perform common tasks.	Students take a quiz using a Google Form instead of using pencil and paper.	There is some functional benefit here in that paper is being saved, students and teacher can receive almost immediate feedback on student level of understanding of material.
Modification	This is the first step over the line between enhancing the traditional goings-on of the classroom and transforming the classroom. Common classroom tasks are being accomplished through the use of computer technology.	Students are asked to write an essay around the theme "And This I Believe...". An audio recording of the essay is made along with an original musical soundtrack. The recording will be played in front of an authentic audience such as parents, or college admission counselors.	There is significant functional change in the classroom. While all students are learning similar writing skills, the reality of an authentic audience gives each student has a personal stake in the quality of the work.
Redefinition	Computer technology allows for new tasks that were previously inconceivable.	A classroom is asked to create a documentary video answering an essential question related to important concepts. Teams of students take on different subtopics and collaborate to create one final product. Teams are expected to contact outside sources for information.	At this level, common classroom tasks and computer technology exist not as ends but as supports for student centered learning. Students learn content and skills in support of important concepts as they pursue the challenge of creating a professional quality video.

Deconstructing the Wheel

Bloom's Cognitive Domain

Webb's Depth of Knowledge

Yay for Kathy Schrock!



<http://bit.ly/padwheel>

OR

<http://bit.ly/coabeapps>

Teach Them: Padagogy Wheel Lesson Planning

1. Using the Scenarios identify which section of the wheel that you'll design a lesson.
2. Find an app that you'd use
3. Create an activity
4. Share how you will promote the activity with students

Teach Them: Padagogy Wheel Lesson Planning

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Scenario 1: Margie is struggling with her writing and is afraid she'll do poorly on the Extended Response question on the GED®

Scenario 2: Angelica has a hard time with listening comprehension

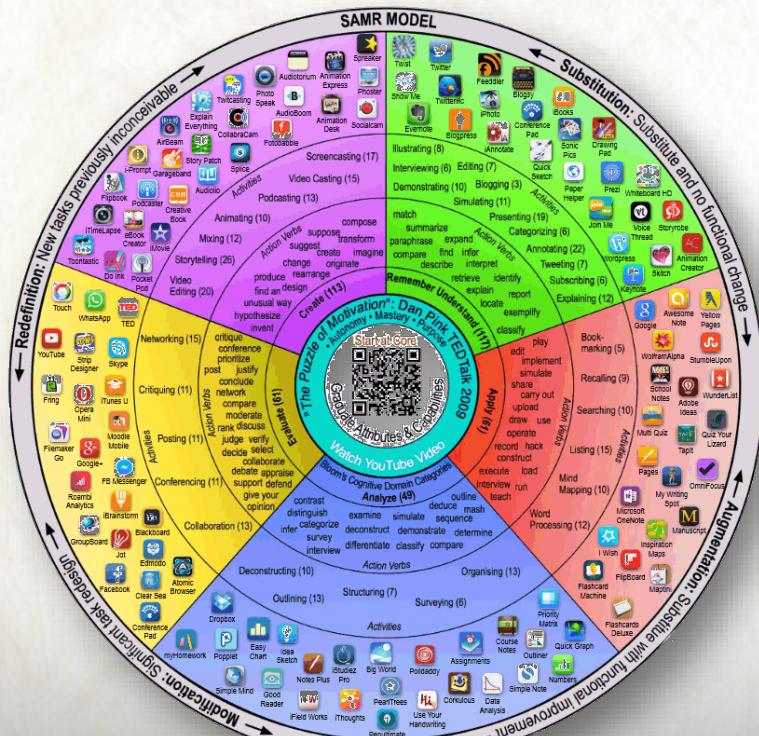
Scenario 3: Jorge seems to be struggling with Math. Any Math.

Scenario 4: Lisa is having a hard time understanding graphs and charts

Scenario 5: Rodrigo is not excelling like he wants in his listening and speaking ESL class.

Teach Theme: **Padagogy Wheel Lesson Planning**

Report Outs



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Resources



<http://www.remind.com>

<http://www.unity.net.au/padwheel/padwheelposterV3.pdf>

<http://padagogy.net/?p=1525>

<http://appitic.com/>

<http://www.schrockguide.net/bloomin-apps.html>

<http://www.schrockguide.net/>

http://www.kathyschrock.net/uploads/3/9/2/2/392267/evalipad_content.pdf

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