**Module 1 – Course Introduction & Community Building**

Due Date: Sunday, July 7, 2019 by 11:59 PM

In this Module we will explore learning, the importance of context, consider how technology can affect our thinking, introduce ourselves to the class and begin building our own website. We will also consider how technology can help us as teacher to improve our capacity to develop and build a community with learners, parents and the local community. Below is a list of the events you need to complete to finish the module.

**COURSE INTRODUCTION**

**Weebly**

* Create your Weebly webpage and submit address to Dr. Smith (If you need assistance creating a Weebly, visit: <https://hc.weebly.com/hc/en-us/articles/201704087-Beginner-s-Guide-to-Weebly>). More details about what you need to include on your Weebly page can be found on the course website.

**Spark Page**

* One of the first assignments for this class is to introduce yourself to me (the instructor) and other students by creating an [Adobe Spark](https://spark.adobe.com/) page. This is a free, creative way to place your profile online so we can get to know each other better. There will be opportunities for interactions during the course, and the more you feel a sense of community among and between the other students (and me), the more likely you are to participate and contribute to any discussions or raise questions when needed. On your Spark page, please include the following:
  + Name
  + Picture of Yourself
  + Hometown/where you grew up
  + General Education Background
  + Graduate degree you are pursuing
  + Why you are pursuing this degree
  + Professional Aspirations (what you hope to be doing in 5-10 years)
  + Some important things in your life
  + Favorite thing you’re most looking forward to this summer (other than this course)

Feel free to be creative and include multiple images. Once you have developed your Spark page, you should embed the file into your Weebly webpage. This assignment is worth 10 points and the grading sheet can be found at the end of this document.

**Devlin *Street Smarts***

* Read Devlin (2012) *Street Smarts* and make note of 2 important ideas discussed in the articles and 1 question you have based on the article.
* Post Important Ideas and Question to the Appropriate Discussion Board on D2L. Respond to 2 classmates ideas and try to answer 1 of your classmate’s questions.

**“This Will Revolutionize Education” Video**

* Watch the Video *This Will Revolutionize Education* by Derek Muller*:* <https://youtu.be/GEmuEWjHr5c>
* Create a Response Video to the Derek Muller Video using Flip Grid
  + Go to: <https://flipgrid.com/edet620sum2019>
  + Enter the Password: EDET620summer2019
  + Click Module 1 – Video Reaction
  + Click the green “plus” sign to add a response.
  + In your video, tell us your thoughts on the Derek Muller’s Video. What stood out to you? Do you agree with Muller's ideas? As a teacher, what should technology's role be in the classroom? What do you think will "revolutionize" education?
  + You only have 90 seconds, which isn’t much time. You can pause the video while you are shooting. Have with it! Follow the rest of the prompts and submit your video.
* Respond to at least 2 classmates’ videos in Flip Grid

**COMMUNITY BUILDING**

**EPIC! Activity**

* Register for EPIC! as an educator. Navigate to <https://www.getepic.com/educators> to register for free. You must use your RADFORD email address to get approval (username@radford.edu), unless you are currently teaching and have a school email address. NOTE: If you would not use EPIC! in your current or future classroom (e.g., 7th grade Math), please email me and we can find a website you would actually use.
* Set up at least one student account. Assign some reading activities for the student. Examine the quizzing and other features of the site, such as reading logs and lesson plans.
* Imagine that you want to communicate with your students' parents about your use of EPIC! in the classroom. You might also want to encourage some parents to consider purchasing a parent account for use on home devices. You decide to create a Weebly webpage that communicates specific information about *EPIC!* to your students' parents. Include information on this page that answers the following questions:
  + How will I, as the teacher, be using EPIC! to support my literacy instruction efforts?
  + How can EPIC! help you (the parent) support practice at home?
  + How can EPIC! help you (the parent) help me (the teacher) better understand your child?
  + How can EPIC! help you (the parent) better understand your child's academic learning and progress?
  + How can EPIC! help me (the teacher) manage differentiation and individual student learning?
  + How might I grow as a professional educator as a result of using a tool like EPIC! in my classroom?
* Answer the 6 questions above on a separate web page on your Weebly site. This page should be under your Parent Resources Tab.

**What’s Worth Learning?**

* You will develop a well-designed PowerPoint presentation that you would show the parents of the students in your class to help you answer the questions, “What’s worth learning in my class?”
  + The content of the presentation should include at least one of the skills in the Project for 21st Century Learning's [Framework for 21st Century Skills](http://www.p21.org/our-work/p21-framework)
  + The power point should adhere to the basic multimedia design rules
  + Include any notes you would need for the presentation in the “Notes” Section.
* Once you create your presentation in Google Slides, (with any notes included in the "Notes" section of certain slides), share your presentation and embed it in a Weebly page. The title of the new page should be “Parent Presentation: What’s Worth Learning” and should be located under the Parent Resources Tab. If you created the presentation in PowerPoint, you should upload and convert the presentation to Google Slides.

**Collaboration with ClassDojo**

This project focuses on using technology to help teach and manage positive, constructive student behavior as you build community in the classroom and help your students learn specific constructive collaboration skills. One of the best free tools I have seen that helps teacher manage behavior while providing the feedback needed to help students learn positive and constructive collaboration skills is ClassDojo. This tool is amazing...but it does need to be adjusted to make it useful in providing the feedback for students needed to learn good collaboration skills. You must complete the following steps in order to be able to use ClassDojo in your classrooms to manage student behavior and cultivate constructive collaboration skills.

* Create a free account with [ClassDojo.](http://www.classdojo.com)  Play with the software to determine how it functions and how you use it to evaluate student behavior. Download the app if you like and use it on your smart phone as well.
* Create a class that might be typical of your current or future practice. This might be a preschool class, a self-contained K-5 class, a specific subject-area class in middle school or high school....or something else. You only need to create a test class with **9 sample students** enrolled. ***Create a screen shot that displays your 9 sample students.***
* After you create your test class with 9 students, create three separate groups for your class and assign three different students into each of these groups. You can name these groups anything you like. ***Create a screen shot that displays your three groups.***
* Edit the positive and negative behavior options for class so that they reflect constructiveness and destructive collaborative behaviors (click on a student and click edit skill). The only way students at any age will learn to improve their collaboration skills is if they get regular feedback over their group behaviors. Use the following chart of target behaviors to help guide your specific feedback options. Note that only some of these will apply to younger children and the wording should be adjusted to reflect the age/grade level of the students.

|  |  |  |
| --- | --- | --- |
| **Constructive Collaboration Skills** | | |
| **Interpersonal Skills** | **Cooperative Learning Small Group Skills** | **Project Management Skills** |
| Encourage other group members | Carry out assigned roles | Set group and personal goals |
| Listen attentively | Remain on-task when needed | Organize workflow tasks |
| Speak clearly and directly to others | Accomplish assigned tasks | Schedule and manage time |
| Don’t criticize during   brainstorming | Stay with group when directed to do so | Encourage brainstorming and multiple solution possibilities for problem |
| Respond to questions asked | Monitor progress of all group members, offering help when needed | Follows plan |
| Treat others with respect at all times |  | Meet deadlines |
| Ask questions about things that are unclear or not understood |  | Review progress |
| Do not hurt others with words or actions |  | Make changes to plan when needed |
|  |  | Seek help when needed |

* After you have developed your feedback options, take screen shots of them and include them along with your other screen shots on a web page describing your class.
* Summarize some specific ways you feel the ClassDojo application might support a feeling of membership, influence, integration/fulfillment of needs, and/or shared emotional connections for your class community.

**Parent Connections**

You may have noticed that ClassDojo allows you to easily connect with parents by enabling the program to automatically send updates to smartphones whenever feedback is provided for their children. But you are likely well-aware of other apps and social media platforms that can help connect people within communities. Facebook, Twitter, Remind and Instagram are four common tools that can be used to cultivate a sense of community among and between students, teachers, parents, and other community members. For this assignment you must search online for specific examples of ways in which teachers can use social media to establish, cultivate, and maintain a sense of community among parents, teachers and students. Once you locate good examples of ways in which teachers might use common social media platforms such as Facebook, Twitter, Remind or Instagram in their practice, you must analyze how the tool might be used specifically to help support a sense of community. A sense of community can be defined by the following factors (McMillan & Chavis, 1986):

1. Membership (Affiliation): The feeling of belonging or sharing a sense of personal relatedness. Social presence of self and of others in the group is established.
2. Influence: A sense of mattering. Making a difference to a group and feeling as if the group matters to its members.
3. Integration and fulfillment of needs: Feeling that members’ needs will be met by the resources available to and within the group.
4. Shared experiences and emotional connections: Commitment and believe that members have shared and will share history, common places, time together, and similar experiences.

* Create a page titled “Parent Connections” under the Parent Resources Menu that includes a link to the social media example and a description of how the selected example supports each of the above four factors that define a sense of community.

**Submit to D2L**

* In EDET\_620\_SumII19\_Module\_1\_Grade\_Sheet.docx document, please fill out your name. Save the document as **EDET\_620\_SumII19\_Module\_1\_Grade\_Sheet\_YOURLASTNAME.docx** and submit via D2L by ***11:59 PM on Sunday, July 7, 2019***.

**Module 1 Grade Sheets**

**Spark Page**

|  |  |  |
| --- | --- | --- |
| **Item** | **Points Possible** | **Points / Comments** |
| All requested information is included. | 4 |  |
| The page is creative and appropriate. | 2 |  |
| Spark Page file is properly embedded in ABOUT ME page on the students’ Weebly page. | 2 |  |
| All written material is written at a level acceptable for graduate student work. | 2 |  |
| Total | 10 |  |

**Participation – Course Introduction**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Item** | **Points Possible** | **Points / Comments** |
| Weebly | The student created a Weebly page and sent the link to Dr. Smith | 2 |  |
| Street Smarts | The student contributed 2 ideas and 1 question to discussion board on D2L | 3 |  |
| The student responded to at least 2 peer’s questions in the discussion board on D2L | 2 |  |
| The students’ contributions and responses were appropriate, thoughtful, and insightful | 4 |  |
| Video Reaction | The student created a FlipGrid and responded to at least 3 of the questions. | 3 |  |
| The student responded to at least 2 peer’s videos in FlipGrid | 2 |  |
| The student’s contributions and responses were appropriate, thoughtful, and insightful | 4 |  |
|  | Total | 20 |  |

**EPIC! Activity**

|  |  |  |
| --- | --- | --- |
| **Item** | **Points Possible** | **Points / Comments** |
| Weebly Page is accessible from your site’s PARENT RESOURCES menu option | 1 |  |
| The page fully addresses each of the 6 questions. | 6 |  |
| Page includes graphics (possible screen shots) to enhance the presentation. | 2 |  |
| The page is well written and well formatted. | 1 |  |
| Total | 10 |  |

**What’s Worth Learning**

|  |  |  |
| --- | --- | --- |
| **Item** | **Points Possible** | **Points / Comments** |
| Weebly Page is accessible from your site’s PARENT RESOURCES menu option | 1 |  |
| Presentation is developed in Google Slides and embedded in Weebly page. | 1 |  |
| Presentation follows the design guidelines | 3 |  |
| Learning outcomes are worthwhile and appropriate for the particular grade level. | 4 |  |
| The page is well written and well formatted. | 1 |  |
| Total | 10 |  |

**Collaboration with ClassDojo**

|  |  |  |
| --- | --- | --- |
| **Item** | **Points Possible** | **Points / Comments** |
| Weebly Page is accessible from your site’s PARENT RESOURCES menu option | 1 |  |
| The page or document includes a description of your target population. | 1 |  |
| The page includes ClassDojo screen shots of your students, groups, and positive (constructive) and negative (destructive) collaboration behaviors. | 3 |  |
| The reflection is included, accurately reflects ClassDojo's features and characteristics with respect to community-building, and thoughtful such that the student goes beyond surface-level features and concepts. | 4 |  |
| The page is well written and well formatted. | 1 |  |
| Total | 10 |  |

**Parent Connection**

|  |  |  |
| --- | --- | --- |
| **Item** | **Points Possible** | **Points / Comments** |
| Weebly Page is accessible from your site’s PARENT RESOURCES menu option | 1 |  |
| The social media example is appropriate and a link is included | 2 |  |
| The description of the social media example is complete such that all four factors are addressed and well supported. | 6 |  |
| The page is well written and well formatted. | 1 |  |
| Total | 10 |  |