**Module 2 – Improving Instruction – Part I**

Due Date: Sunday, July 14, 2019 by 11:59 PM

**IMPROVING INSTRUCTION INTRODUCTION**

**Introduction**

* Read the Introduction to Module 2 on the Course Weebly Site
* If you haven’t done so already, add an INSTRUCTIONAL SUPPORT page to your Weebly.

**How should technology be used to improve instruction?**

* Read Halverson & Smith (2009) *How New Technologies Have (and Have Not) Changed Teaching and Learning in School*
* In the Discussion Board on D2L, respond to the following prompts:
  + Provide an example of a “technology for learning” and an example of a “technology for learners”. Explain.
  + List one idea discussed in the article that you found particular important/insightful and one question you have based on the article.
* In the Discussion boards on D2L, respond to 2 classmates either by responding to the ideas/examples or trying to answer classmates’ questions.
* Watch the video *What the Internet is Doing to Our Brains*: <https://www.youtube.com/watch?v=cKaWJ72x1rI>
* Create a Response Video using Flip Grid
  + Go to: <https://flipgrid.com/edet620summer2018>
  + Enter the Password: EDET620Summer2018
  + Click Module 2 – Video Reaction
  + Click the green “plus” sign to add a response.
  + Based on the article and the video, how do you think teachers should use technology in their instruction?
    - Do you think the internet is a “technology for learning” or a “technology for learners”? Explain,
    - What are your thoughts on Nicholas Carr’s ideas about what the internet is doing to our brains?
    - How do you think can we meaningfully use the internet in our classrooms?
  + 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

**LAUNCHING INSTRUCTION**

**Graphic vs Advance Organizers**

* Read G*raphic Organizers: Understanding the Basics* (Cummins, Kimbell-Lopez & Manning, 2015)
* Read *In Defense of Advance Organizers: A reply to Critics* (Ausubel, 1978). Consider how this article supports the Cummins, Kimbell-Lopez & Manning (2015) article
* After reviewing the information on graphic versus advance organizers, create a webpage in your Weebly site called ***“Organizers”*** that presents answers to the following reflections questions as well as provides specific examples for the target population of your choosing. These questions are designed to help you compare and contrast graphic organizers with advance organizers. You may need to do further research beyond the two articles if you still need further clarity.
  1. How are graphic organizers and advance organizers similar?
  2. How are graphic organizers and advance organizers different?
  3. How do each fit into Reigeluth's Elaboration Theory (1979)? (see course Weebly for more information).
  4. How do teachers in the developmental/grade level and/or subject area you currently teach (or plan to teach) typically use graphic and advance organizers (consider Gagne's (1985) classification of learning outcomes)?
  5. In what ways can technology (and access to the Internet) make it easier for teachers to develop effective graphic and advance organizers?
* Describe a specific learning experience you might plan for a target population. List the grade level and/or subject area for the lesson, and briefly summarize the lesson or learning experience. Then provide a graphic you might include in the introduction that can serve as either a graphic organize or an advance organizer (or both!). Explain why it could be considered a graphic organizer or an advance organizer. Feel free to create the image yourself (such as a concept-map image) if you like. If you want to build your own concept-map or flowchart-like image, I recommend a free tool called [Draw.io](http://www.draw.io).

**Multimedia-Enhanced Launch/Introduction**

For this assignment, you will create a webpage included within your course website that will display embedded multimedia (images with text and videos) that you might use to help **launch/introduce** a new instructional experience to a group of learners. In the process, you will likely learn more about how technology might be used in your practice, as well as how to define more comprehensive learning experiences in general. Remember, this is about INTRODUCING an instructional experience...it should **NOT** reflect the part of the lesson where specific instructional information about the topic is presented. Please do not post videos that show kids how to "write the letter "A" or solve a math equation. These videos might be useful later in a lesson, but I am interested to see how you might use such media to better **LAUNCH/INTRODUCE** an experience...so it should motivate, help connect what the intended learners are about to learn with what they already know how to do, provide a "Big Picture" overview of what is to be learned, etc. On the course Weebly, I’ve uploaded a document that includes various strategies teachers should use to plan an effective launch/introduction. You will use this document to support your choices.

* Make sure you have created a "Multimedia-Enhanced Launch" page in your website. This should be linked from your INSTRUCTIONAL SUPPORT menu.
* On the page, you will provide information for **TWO** launches/introductions. For each launch, you need to
  + Briefly describe the target population (grade level and/or subject area)
  + Overall description of a learning experience you want your target population to complete.
  + Outcomes (including applicable standards) addressed by the learning experience.
  + Overview of how you plan to launch the learning experience.
  + Embedded video clip(s) on your page.
  + Embedded "Big Picture" graphic (can be made with [Draw.io](https://www.draw.io/)) on your page.
  + Description of which INTRODUCTION strategies are addressed by the video clip(s).  **See the information provided in the embedded in the *Strategies for an Effective Introduction* notes on the course Weebly.**
* The two launches should be on the same page. Please separate the two launches using a divider. The two launches do not have to address the same content area nor the same audience

**Submit to D2L**

* In EDET\_620\_SumII18\_Module\_2\_Grade\_Sheet.docx document, please fill out your name. Save the document as **EDET\_620\_SumII19\_Module\_2\_Grade\_Sheet\_YOURLASTNAME.docx** and submit via D2L by ***11:59 PM on Sunday, July 14, 2019***.

**Module 2 Grade Sheets**

**Participation – Improving Instruction Introduction**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Item** | **Points Possible** | **Points / Comments** |
| Weebly | The student created the Instructional Support tab on their Weebly | 1 |  |
| D2L Discussion Board | The student provided and justified an example of a “technology for learning” and an example of a “technology for learners”. | 2 |  |
| The student contributed 1 idea and 1 question to discussion board on D2L | 2 |  |
| The student responded to at least 2 peer’s ideas, examples, or 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 the 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 |  |

**Graphic vs Advanced Organizers**

|  |  |  |  |
| --- | --- | --- | --- |
| **Item** | | **Points Possible** | **Points / Comments** |
| Weebly Page is accessible from your site’s INSTRUCTIONAL SUPPORT menu option | | 1 |  |
| The student responds to each of the 5 questions and all claims are well supported. | | 10 |  |
| Example | Description is complete and includes the grade level and subject area for the target population, and a brief summary of the lesson. | 3 |  |
| The included graphic is appropriate for the intended lesson and target audience | 2 |  |
| The student provides a full explanation for why the graphic could be considered a graphic organizer, an advanced organizer or both which is well supported by the readings and why they selected this particular graphic for this lesson and target audience. | 7 |  |
| The page is well written and well formatted. | | 2 |  |
| Total | | 25 |  |

**Multimedia-Enhanced Launch/Introduction**

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| --- | --- | --- | --- |
| **Item** | | **Points Possible** | **Points / Comments** |
| Weebly Page is accessible from your site’s INSTRUCTIONAL SUPPORT menu option | | 1 |  |
| Launch 1 | Description is complete and includes the grade level and subject area for the target population, the outcomes (including standards) addressed by learning experience. | 3 |  |
| The student provides a thorough overview of how they plan to launch the learning experience | 2 |  |
| The video clip(s) and “Big Picture” graphic are appropriate and properly embedded on the page. | 4 |  |
| The description of the Introduction strategies that were addressed is thorough, aligned with the student’s overview of the launch, and well supported. | 6 |  |
| Launch 2 | Description is complete and includes the grade level and subject area for the target population, the outcomes (including standards) addressed by learning experience. | 3 |  |
| The student provides a thorough overview of how they plan to launch the learning experience | 2 |  |
| The video clip(s) and “Big Picture” graphic are properly embedded on the page. | 4 |  |
| The description of the Introduction strategies that were addressed is thorough, aligned with the student’s overview of the launch, and well supported. | 6 |  |
| The two launches are separated by a divider | | 1 |  |
| The page is well written and well formatted. | | 3 |  |
| Total | | 35 |  |