# Learning Module\_13 Discussion Posts

## Learning Module\_2

Discussion Post 1: DIGITAL NATIVES
• Read to learn more about the war between digital immigrants & digital natives.
• Answer the following prompt after reading the article.
• I wonder… I wonder…how we can help more to bridge the gap between the have’s and have not’s. I wonder how we can instill the curiosity and willingness to try/ explore more in kids and adults. I wonder why someone wouldn’t be willing to explore and play with the new tools that there are to offer in this day and age. In my classroom I struggle with the inability to create more challenging or more independently structured activities because I find that a great number of my students that come in with less digital experience are unwilling to explore and try on their own. Is this what the author is referring to as the case in India? That people there have the access but not the understanding or curiosity to learn how to use the technology?

I wonder how this will affect my own kids. Will what they are adding to their google docs at ages 11, 12, and 14 still be there when they are my age? And will they want it? Where is all of this information and data going to be stored? Do we really have all this memory and space? I love technology, but there is SO much out there it is overwhelming. I wonder how the kids and older people feel. I am graduating with the technology education degree, but what new programs will I not learn about after I graduate. I hate to feel left behind, but I know that I won’t be able to keep up and stay current without a great deal of work on my part year after year. But that is part of my job as a technology teacher so that I can present the most current and up to date information for my students. It is a lot of pressure, like the author states.

I agree with Elizabeth, to a certain extent. I feel it is my job to introduce my students to technological devices. I know that many of my students are not going to get the chance to explore and learn on technology devices at home, with the exception of gaming systems and cell phones. This may be stereotypical, but as a parent, I know that those are the items that my own children want first before a computer. I like that your school wants to place kids on the computer for 30 minutes a day, but I wonder how they want that time to be used? For games and learning activities to enhance learning, or for word processing, or presentation programs? In my lab, they are already wanting me to add curriculum content to the technology content that I am expected to teach. This isn't too much of a problem, if I had more time, but I only have 40 minutes to teach everything. For my older students it is possible to get them to do research and such for reports and presentations, so that I CAN integrate the two. My younger kiddos I can find websites that add to content, but only teach basic mousing skills and problem solving skills. I am not sure how to drive the technology instruction there. To get back to Elizabeth- what do you have your kids do for the 30 minutes?

DISCUSSION POST 2:
REPLY TO THIS POST
• Prompt: What techniques could you use to teach your students about copyright laws?
Hello everyone, I use Digital Passport with my third graders at my school. We will begin this week. I have also found videos on youtube and teacher tube and posted to my class weebly so that the students have an introduction to digital citizenship. I haven't been teaching in the lab very long, but am already finding that my older students want to "cheat" and copy and paste answers from the web so that they don't have to type everything out. This was LAST WEEK!!! While they were doing research ON digital citizenship! Thus, why my lesson this week is strictly on digital law. We are having to go back and complete the same worksheet ( which WAS in MS Word that they would open, save and complete) to the old fashioned written report. My lesson will consist of one student from each round table going around the table and copying their answers. Hopefully this will lead to a discussion about how it feels when someone else takes your hard work and gets credit for it.

I am having a hard time choosing one person to respond to, but I want to thank EVERYONE that has posted a link to an additional source. I think that this is a wonderful way to PLC with other teachers with similar interests. I have been trying to add them to my favorites in a folder titled digital citizenship for future perusal.
I have a few to add for you-
[https://www.digitalpassport.org/educator-regi...](http://www.edmodo.com/link?url=https%3A%2F%2Fwww.digitalpassport.org%2Feducator-registration)
[http://edtech2.boisestate.edu/coxa/541/home.h...](http://www.edmodo.com/link?url=http%3A%2F%2Fedtech2.boisestate.edu%2Fcoxa%2F541%2Fhome.html)
[http://mrststechnologyemporium.weebly.com/eth...](http://www.edmodo.com/link?url=http%3A%2F%2Fmrststechnologyemporium.weebly.com%2Fethics--internet-safety-links.html)
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[http://www.gcflearnfree.org/](http://www.edmodo.com/link?url=http%3A%2F%2Fwww.gcflearnfree.org%2F)
[http://www.usa-sos.org/index.cfm?Page=Scaveng...](http://www.edmodo.com/link?url=http%3A%2F%2Fwww.usa-sos.org%2Findex.cfm%3FPage%3DScavenger_Hunt)
[http://pbskids.org/webonauts/](http://www.edmodo.com/link?url=http%3A%2F%2Fpbskids.org%2Fwebonauts%2F)
[http://mcfcomputers.weebly.com/index.html](http://www.edmodo.com/link?url=http%3A%2F%2Fmcfcomputers.weebly.com%2Findex.html)
[http://rutherfordelementarycl.weebly.com/tech...](http://www.edmodo.com/link?url=http%3A%2F%2Frutherfordelementarycl.weebly.com%2Ftech.html)

## Learning Module\_3

DISCUSSION POST - MODULE 3 DUE 9-16-13
Read the view points of web based learning below. Formulate an opinion on the matter. Research web based learning and back up your statement with a fact or quote. Also, respond to one other classmates post. Use the guidelines for posting that were discussed in the first class.

VIEW POINTS OF WEB BASED LEARNING
1. One of the values of using the web to access course materials is that web pages may contain hyperlinks to other parts of the web, thus enabling access to a vast amount of web based information.

A “virtual” learning environment (VLE) or managed learning environment (MLE) is an all in one teaching and learning software package. A VLE typically combines functions such as discussion boards, chat rooms, online assessment, tracking of students' use of the web, and course administration. VLEs act as any other learning environment in that they distribute information to learners. VLEs can, for example, enable learners to collaborate on projects and share information.

2. “Newer technologies such as computers and video conferencing are not necessarily better (or worse) for teaching or learning than older technologies . . . they are just different . . . The choice of technology should be driven by the needs of the learners and the context in which we are working, not by its novelty.”Bates AW. Technology, open learning and distance education. London: Routledge, 1995

What my opinion of digital learning shouldn't matter- what KIDS think of digital learning should. I found this source: Speak Up 2012 National Research Project Findings – the results of the authentic, unfiltered views of 364,240 K-12 students nationwide. Learn more about Speak Up and other research findings from Project Tomorrow on digital learning at [http://www.tomorrow.org.](http://www.edmodo.com/link?url=http%3A%2F%2Fwww.tomorrow.org) - See more at: [http://www.tomorrow.org/speakup/DLD2013\_top10...](http://www.edmodo.com/link?url=http%3A%2F%2Fwww.tomorrow.org%2Fspeakup%2FDLD2013_top10.html)
I think that digital learning is WONDERFUL! It keeps me entertained, engaged, and allows me to pursue the information or content as far as I want to take it. I like that I have few restrictions on when I do the work, and where. I like that I can review information on my own and don't have to wait or rely on a teacher or assistant to help me when I have questions. In my lab I encourage students to use my website to learn at their own pace, but we have a time restriction of 40 minutes. That is difficult, but I try to make my plans accordingly. I use videos to teach content, and screencasts and VOKIs. My students like this, they are allowed to interact with each other while they are learning and exploring, and I feel that they enjoy coming to class. Sometimes they thank me for letting them play, or talk during class. As a visual, physical, and auditory learner myself, I find that the interaction between the students, the computer and their minds are wonderful reflections of what they are learning to do- think and explore! My teaching philosopy is to start the flame, not keep it burning- that is their job. And I believe that digital learning gets the kids involved and encouraged.

Mrs. Johnson,
I too, love that you put yourself in the role of the student and discussed the worries you had about online classess. I will say that I have had a few semesters where I was taking more than one class (through IUS) and each teacher used a different site to manage their classes- schoology, edmodo, mrsbratchers site, and oncourse. I had a VERY hard time keeping them all straight, and I am pretty organized (bordering on OCD according to some). However, if a school ensures that the teachers all use the same system to manage their classes it would help the students. For instance, Mrs Bratcher's class goes to her personal website, but the work is all turned in and organized in edmodo. That isn't too awful to keep track of, but when there was more than one place to turn things in to, I had a hard time.

## Learning Module\_4

Discussion Post: Module\_4 (Due 9-16)

In your opinion, what is an effective use of video in the classroom? Remember to use these suggestions when commenting to a post. (https://dl.dropboxusercontent.com/u/11323883/ius%20info/r505/module\_1/Handout\_Blog\_Comments.doc)

I used a great deal of videos when I was in the "regular" classroom. I didn't watch them every day, but at the end of the day it was nice to use a tumblebooks story to allow the children to calm down after our afternoon meeting. I was also able to use brainpops to introduce and spark discussion. The kids are growing up in front of a televison, and I feel that the interaction of adults with kids have lessened from the past. The use of videos reach kids where they are now, and allow them a break from the teacher-led directions of the day.
Now that I am in the computer lab, I still find appropriate videos to reach the kids that are not auditory learners. The videos enhance what I taught, and allow them to go back and review or relearn what I already taught.

Christina C- your comment was very well stated. I agree that the times have changed from the videos I watched (slept through) in my school days. I also agree that we need to spend the time watching and searching through videos that are age appropriate and engaging. Good job!

Discussion Post 2: Using resources that are available to save time. (DUE 9-16-)

Now that you know how to create your own video, try to find a video that has already been created that can work for that same unit or lesson. Use YouTube, schooltube, teachertube, or any other resource that you find.

This is an introductory video that I found and used with my students. The kids loved the music, but I read it to them for affect. It was able to draw the students' attention, and get them engaged. I found that the kids really loved it and after we watched the video, there were other video links of aspects of digital citizenship. They were able to watch the videos after our discussion, and then complete an exit slip.

* I made up a story a few years ago to help kids remember the difference between a left click and a right click. Kindergarten and first have such a hard time if they right click and get a menu. I thought that this site would be a great way to "illustrate" the story vs. me telling it! thanks!

## Learning Module\_5

* + Discussion Post: Module\_5 DUE 9-16
	Share two problem solving strategies that you use in your classroom.
	What makes them effective? Be sure to include the grade and subject.

I only have the kids for 40 minutes, and it is difficult to teach them everything that I want to get through. Technology standards want students to be able to talk about technology, so I encourage students to ask their shoulder partner before they raise their hand. There are usually lots raising their hands, so if they can solve the problem by themselves, they don't have to wait as long. Since I teach different grades, the problems are different. Kinders often click the wrong side of the mouse, which brings up a menu that they don't know how to handle. I have taught a lesson on that, but they often forget. Usually someone nearby can help them out. My fourth and fifth graders are struggling with determining which site to use from the search results. Hmmm... what do you think the answer to that one is? Read the summary below the listed site. It is disappointing to me to see that there are so many students that either choose to wait for me to come around to help them decide which to use, or that are unable/unwilling to read them. The advantage that I have is that I am aware of which students are at which reading ability, and so one of my techniques to prevent them from waiting on me, is to make them read the summaries out loud to me so that they still have to read it. I also use partners with those students that truly need the support. What I have found is that a great number of my students want to be coddled and spoon fed the answers. I believe in a challenge, so that they can get better. We won't be able to help them when they are taking a test, their GEDs, college entrance exams or their first job interviews. Start practicing NOW!

Mrs. Turberville, the click and count to 5 technique is a great idea. I will use that in my classroom! The students are so used to immediate gratification with technology, when I need to send a site to all 32 computers, sometimes (often) some computers take longer than others. Patience is a wonderful thing to learn. I may still be working on it!

## Learning Module\_6

Watch 3 screencasts & reply with an opinion, idea, or observation.

[www.flipstack.com](http://www.flipstack.com)

This is a really neat website! I love to scrapbook and I think this would be great for that on a personal level. I could see creating books with the kids and then using screencast to read the books out loud. I wish that you didn't have to have an email because that makes it really difficult for the students to create the stories on their own. If I were to use it, I could use it with each individual student, but that would make a GREAT deal of stories! It might be used as an incentive to have the most creative story. Let older kids or teachers vote on which stories would be best as a digital storybook, and then use those stories to create.

[www.storybird.com](http://www.storybird.com)

Storybird seems to be a very sweet site, and less stressful for students that are not artisitcally advantaged. It is also a positive that teachers can have classes set up and you don't have to have emails for the students. I think that the fact that the pictures are chosen allows the students to focus on the writing more rather than focusing making the artwork "perfect". I could use this in my lab, with all the students. I like that I could order the books. It might be neat to have students create a end of the year book for their teachers. Very nicely presented.

[www.animoto.com](http://www.animoto.com)

I have already used animoto, but I didn't know the differences between the educators account and the pro account. I did apply for a teacher's account, and would loke to know if I can reapply in the future. I didn't know that I could create 50 accounts for the kids! Great work going deeper than I did! I loved that you showed off and discussed the places that you could find ideas and suggestions on how to use this site. Still unsure if I will use it with the kids, 50 users isn't enough for one grade level at my school, but I can see doing a professional development with this . Teachers could use it for graduation videos, open houses, conference time etc. Thanks