Website Project

By: Tina Swanton

Introduction

Technology impacts learners and therefore, should impact the way we teach. "Our students today are all 'native speakers' of the digital language of computers, video games and the Internet" (Prensky, 2001, p.1). This is causing a major shift in all levels of education. Learners are learning differently; classroom teachers can also teach differently. They have instructional technologies at their fingertips, but for a variety of reasons, many do not know how to use them, and/or how to incorporate them with into their instruction. The focus of this lesson is to introduce secondary social studies teachers to free educational technologies that can be used in their classroom. Teachers will work collaboratively to learn how to use educational technologies and independently to create a lesson for their classroom that infuses technology into their instruction. The instructor will serve as change agent that is a 1) mentor, 2) motivator, and, 3) collaborative companion (Kim & Baylor 2008). The multi-faceted role of the instructor is aimed at providing teachers effective support that will build their confidence and increase the likelihood of them using technology with their students. After all, "teachers are agents of change among learners and technologies and plays an important role in the learning process" Tambunan (2014, p. 70). The training is intended to allow teachers to explore education technologies and discern how to use them in their classroom to engage learners and increase student achievement.

The lesson will be offered as a district professional development training opportunity for secondary social studies teachers. It will be conducted in a classroom at the county teacher professional development center. The classroom is equipped with tables, chairs, a projector, screen, and has wireless Intranet connectivity. Teachers will use the laptop provided to them by their school. The training is face-to-face and an e-learning experience for teachers. The lesson itself is web-based which serves as a model for how to use technology in teaching. It is a one-

day, six-hour session that requires teachers to complete a follow-up activity to receive credit toward recertification.

Objectives

Identifying clear learning goals benefits both the designer and the learners. Dick, Carey, & Carey (2015) confirm, "the objectives are used to communicate to both the instructor and the learners what many be learned from the materials" (p. 120). The importance of well-defined goals was a major consideration during the development of the lesson and the creation of the objectives for this training. As a result of this training, participants will 1) gain an overview of free educational technology resources and the benefits of effectively selecting technologies to increase student engagement and achievement, 2) work cooperatively to create a website that presents an educational technology and illustrates its practical application in the social studies classroom and 3) demonstrate how to use technology in their classroom as evidenced by the creation of a technology-based lesson plan. The objectives align with the content and desired outcomes from participating in this training.

Learning taxonomy

The objectives and tasks in this training build upon each other and are classified by Bloom's cognitive learning domains. The learners participate in activities that range from low to high cognitive complexity. Starting with low complexity level, learners demonstrate their knowledge of technology during the pre and post-test, as well as during a small group presentation on an educational technology. They demonstrate their comprehension of the benefits of technology to engage students after reading a scholarly article. Their blog post and participation in a whole group debrief is evidence of their comprehension. At a moderate level of cognitively complexity, teachers apply their knowledge of educational technologies working

collaboratively and independently to present how technology can be used in their classroom. Finally, learners create a technology-based lesson for their students, which is an example of high complexity since learners expand upon what they learned by applying their knowledge to create a product that illustrates their synthesis of information, and demonstrates transfer of knowledge.

Learner information

When designing instruction it is imperative to know, "1) who the learners are, 2) the context in which they will use their skills, and 3) the tools that will be available" (Dick, Carey, & Carey, 2015, p. 26). The learners in this case are 6-12 classroom social studies teachers and they will need to have basic computer skills to participate in this lesson. They are diverse in their background, years of teaching, type of students, and experience teaching with technology. Though they differ in some aspects, the learners are similar in the context of how they will use their skills, as each will apply their abilities to use technology in a traditional classroom setting. The tools that are available to the learner will vary slightly. All of the teachers in the district have access to student laptops, each classroom has a projector, each teacher is provided a their own laptop for educational purposes, and all schools have wireless intranet. Teachers all have access to free resources such as online media, lesson plans, and tutorials that are located on the school district's LMS BEEP. Additionally, each school has an instructional technologist that provides support with devices and technology. Ward & Elkin (2009) explain, "the audience analysis is where you find information about your learners to understand their ability to take your course and learn the material" (p. 96). The course design and the learning objectives have taken into consideration elements of a learner and context analysis. The information gained was used to design the instruction and meet the needs of the learners in context.

Instructional strategies

Designers and/or instructors are only as successful as the effectiveness of their instructional strategies and their ability to ensure learners master the learning goals. It is important for the lesson designer to determine when to use teacher-centered strategies and where student-centered approaches are more appropriate (Smaldino, Lowther, Russell & Sims, 2015). Information gained from the analysis of learners and the learning context was used in the selection of instructional strategies for this training. This enabled the designer to determine how much guidance was needed and during which parts of the instruction the strategies were best suited to achieve the desired outcomes.

Throughout the training learners are immersed in and motivated by the use of various instructional strategies. The instructor begins by activating learners' prior knowledge through a pretest and reviewing online media resources in BEEP. From the beginning of the lesson the instructor uses modeling to show learners how to use technology in education. Since the all of the training materials are on a Weebly website that contains hyperlinks to additional resources, learners can follow along and see how to use a website to teach a lesson. The instructor also employs the gradual release strategy (I do, we do, you do). For example, the instructor shows learners how to access resources located on BEEP, I do. Next, in small groups with the guidance of the instructor, learners explore their assigned resource and share with the group, we do. Then, learners work independently to create a technology-based lesson they can use in their social studies classroom, you do. The training also includes chunking of information. First, the students learn about online resources on BEEP. Then, learners learn about how to use a blog. Using the aforementioned information, learners complete a group assignment that requires the application of their knowledge. Finally, learners are introduced to how to use Padlet in the classroom.

Other strategies utilized are whole group and small group instruction. Whole group is evident as the instructor provides verbal directions for each phase of the training, explaining the pretest, objectives, survey and group assignment directions, post-test, and follow-up requirements. Small group instruction is also used to facilitate the creation of the group assignment. The instructor spends time with each group to ensure they understand the expectations and provides guidance/support by answers questions and helping teachers work with the technology. The instructional strategies encourage learners to succeed giving them a sense of autonomy to make choices and apply their knowledge during the learning process (Smaldino, et. al., 2015).

Lesson Outline

This lesson was designed with a focus on student-centered learning using a Constructivist approach. The instructor guides the learners as they work in small groups and independently, "to explore, investigate, and solve authentic problems and become actively engaged in seeking knowledge and information rather than being passive recipients as in the traditional teacher-centric learning mode" (Neo & Kian, 2003, p. 14). The instructor provides some direct instruction but for the most part, the learning is self-directed. Ultimately, learners are building upon their knowledge and seeking further information in a collaborative environment where they can create their own experiences and solve problems giving them a deeper understanding of the content (Neo & Kian, 2003). The goal is for teachers to discover a technology, develop skills, problem-solve, think critically and creatively, and be able to explain how technology could be effectively and efficiently used in their social studies classroom to address content standards. Refer to Appendix A to view the storyboard for this lesson's design. The storyboard provides a visual for each page of the website.

Major Steps

Step one. Instructor provides the learners with the website URL and instructs them to log

onto the website home page and take the pre-test. When the learners complete the pre-test they

are instructed to return to the home page of the website. Once everyone has completed the pre-

test learners will introduce themselves.

Step two. The instructor asks the learners to follow along by clicking on the objectives

tab. Instructor calls on volunteers to read the objectives. Then, the instructor elaborates on each

one but does not give specific details about how the objectives will be achieved.

Step three. Instructor and learners click on the blog tab. The instructor directs learners to

click on the article to download the PDF. Next, learners are instructed to read the article and post

a comment on the blog by clicking on comment. The learners will then respond to at least one

other persons comment.

Step four. Instructor debriefs with learners and asks volunteers to share their blog post

about the article. The instructor then asks the learners how they might be able to use a blog in

their classroom and allows several volunteers to share their ideas. Instructor points out that on

the webpage there are hyperlinks to three free blog sites and encourages them to explore them

later for future use in their classroom.

Step five. Instructor and learners click on the in plain "site" tab. Learners are asked to

answer the poll question and informed that after they answer they can click on results to see how

everyone has responded to the question. The instructor then asks how teachers might use an

electronic poll question in their instruction. Volunteers share their response.

Step six. The instructor then points out the free online resources available in BEEP. Learners are then asked to click on the button that says BEEP to link to the portal. The instructor explains how to log into to BEEP and access the resources.

Step seven. In small groups, learners are assigned one of the three online media to explore. They will present to the whole group the features of the resource and explain how it could be used in their classroom. Instructor will provide pertinent information that was not covered for each one.

Step eight. The instructor will present how to access Atomic Learning, demonstrate the features, and show learners how to find tutorials and lesson plans. Learners will follow along.

Step nine. The instructor will direct learner to click on the group activity tab and ask learners to read the directions for the assignment. In small groups, learners chose a technology to investigate and report on it using the guidelines on the assignment page. Learners are encouraged to use Atomic Learning to find out information about Weebly and the technology they are researching.

Step ten. Based on their research, groups will create a website using Weebly that highlights the features of their assigned technology and explain how it could be used in the classroom. The instructor provides encouragement and support to each small group while they work on the assignment. Groups present their website to the whole group and answer any questions. The instructor provides feedback and assists in answering questions, if needed.

Step eleven. Learners are directed to click on the follow-up tab. The instructor goes over the expectations for the follow-up and learners begin working independently. Learners are told that they may or may not finish the assignment in class, but when they have completed it they are email the follow-up to the instructor using the email address in the contact tab.

Step twelve. Fifteen minutes prior to the end of the training learners are instructed to click on the resources tab and complete the post-test. Learners will also share technologies they have used with their students by clicking on the Padlet link and posting a response.

Step thirteen. The instructor thanks the learners for their time and reinforces the terrific work they have accomplished. Then, the instructor encourages the learners to reach out and ask for any kind of assistance they may need by contacting the instructor using the information in the contact tab of the website.

Practice activities and knowledge checks

Practice activities and comprehension assessments are key to monitoring the learners' level of understanding; they also permit the instructor to gauge how well the learners understand what they are learning. Popham (2006) asserts, "valid inferences about students' status regarding the knowledge, skill, or affect set forth in the assessment domain and will allow educators to make better decisions about how to educate children" (p. 166). The obtrusive and unobtrusive assessments incorporated into this training do just that. Obtrusive assessments, according to Marzano (2010), interrupt the normal flow of instruction and in this lesson refer to the pre and post test. In this case the data will not help guide instruction, but by comparing the results from the pre and post-test the instructor can measure growth of knowledge. Unobtrusive assessments, on the other hand, do not interrupt the learning. "In fact, students might not even be aware that they are being assessed" (Marzano, 2010, p. 24). There are many unobtrusive activities embedded in this lesson. One example of an unobtrusive knowledge check occurs when the learners answer the poll question. The instructor immediately sees the results and is able to gauge the learners' level of experience using the online media resources in BEEP. The learners' blog post after reading a scholarly article is another unobtrusive knowledge check. The instructor can

read each learner's response to determine how well the learner understands the shift in education based on the impact of technology. In addition to obtrusive and unobtrusive knowledge checks this lesson includes practice activities that are intended to build knowledge and confidence. One of the practice activities is small group and the other is independent. In small groups, learners explore an online media resource and present their findings to the whole group. The learners' collaboration allows for shared responsibility and learners do not feel solely responsible for reporting on something that is new to them; the small group helps create a positive perception of the technology. Tambunan (2014) believes that teachers' positive perception about technology impacts the likelihood of the teacher using the technology. Moreover, "positive perception will encourage efforts to learn which is the element of self-improvement" (Tambunan, 2014, p. 71). It is positive perception and self-confidence learners built that will have a positive impact on them as they are tasked with completing and individual practice activity, the follow-up. As teachers learn about technologies, the instructor gathers evidence from knowledge checks and practice activities to gain confirmation of the learners' knowledge, application, and ability to transfer what they have learned into their routine practice.

Multimedia elements

Advancements in technology and multimedia create opportunities for teachers to innovatively alter their instruction to meet the needs of today's digital natives. When used appropriately, multimedia enables learners to engage with content in ways that promote problem-solving, communication, higher-order thinking, and creativity. Teachers have the ability to utilize media to enhance learning because the media itself is practical and affordable (Neo & Kian, 2003). This e-learning lesson incorporates multimedia that engages learners in the comprehension of content, collaboration, research, as well as, allows them to express themselves.

The lesson content is presented on a website with images, text, and interactivity; all of which is prevalent as they are resources used to assist the learners in constructing knowledge about how to infuse technology in their classroom. The online media resources for example, consist of videos, charts, maps, and articles; learners must also access Atomic Learning to view video tutorials about how to use the technology they are researching. They participate in interactive media such as posting to a blog, Padlet, and answering a poll question. Learners are exposed to and explore how these different types of media can be used independently and in conjunction with other media to teach their students. Whether it is digital graphic organizer or creating digital portfolios the learners are exposed to various technology through the use media. This truly is a benefit to the learners because it challenges them to think outside the box (Smaldino, et. al., 2015). Additionally, it provides them with an introduction to free technologies available to them that will assist in creating instruction that appeals to today's learners.

Real-world assessment

This lesson incorporates two forms of assessment formative and summative. Formative assessments take place during instruction, whereas summative assessments are used at the end of unit of instruction (Marzano, 2010). The use of real-world assessment takes place throughout the lesson; learners' ability to access the online media on BEEP and report on their findings is formatively assessed. Based on the learners' ability to complete the task, the instructor may modify the instruction to include additional support and guidance to ensure the learner meets the expectations. The small group task itself (to identify the features of the resources and explain how it could be used in a social studies classroom) is real-world assessment and an example of the practical considerations a teacher would encounter when attempting to incorporate technology in their classroom. The follow-up assignment is an example of a real-world

summative assessment, as it requires learners to use the knowledge from the lesson to create a technology-based lesson for use in their classroom. Learners complete this task at the end of instruction. Ainsworth & Viegut confirm, "whenever the assessment is the final such measure of student attainment of the particular standards in focus, that assessment must be considered summative" (2006, p. 28). The follow-up measures what learners have acquired and their ability to apply the knowledge from the lesson. It has real-world application since the lesson they create covers content they teach and is a resource that they can share with their colleagues.

Management decisions

Effective management is essential in all phases of project design. Smith & Ragan (2005) warn, "without effective project management, it's entirely possible that even well-conceived training will fail to be developed or delivered" (p. 313). The role of a manager is to accomplish specific organizational goals with a staff or team (Reiser & Dempsey, 2012). In this case, the curriculum supervisor makes a majority of the management decisions. Cost is determined based on the district curriculum supervisor's approved yearly budget for professional development. The chosen location is the district training facility and the curriculum supervisor schedules the dates and times for the use of rooms at the facility. The design, development, implementation, and evaluation of the lesson itself align to the secondary social studies master plan. The design and development of the training is the responsibility of the district instructional specialist trained to create and deliver professional development to secondary social studies teachers. The requirements for the training are that learners have basic computer skills. They also need to bring their school assigned laptop, actively participate throughout the session, and complete a follow-up activity.

Conclusion

There is no doubt that technology has impacted today's learners. Teachers need to know how motivate and engage these digital natives. Implementing technology can help bridge the gap between traditional teaching methods and the needs of today's learners by appealing to learners in a manner aligns with the way they learn, using technology. This does not mean students do not have to learn the content or think critically, but as educators, we need to speak the same language as the digital natives we teach (Prensky, 2001).

This lesson is an opportunity for teachers to construct their own knowledge of how to use technology in their secondary social studies classroom. They are exposed to online media, blogs, creating a website, using Padlet, and interactive polls. Learners are then tasked with applying their knowledge of technology to create a lesson they can implement with their students. Learners gain a deeper understanding of educational technologies because the learning takes place in social environment with support from both their peers and the facilitator. This fosters and environment that allows learners to gain a deeper understanding of the information and constructing their own knowledge (Neo & Kian, 2003). This lesson will not necessarily be a solution to teachers' lack of technology usage but it is a stepping stone to helping teachers become more comfortable with the educational technologies available to them.

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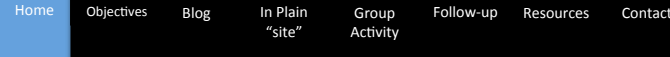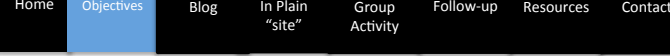
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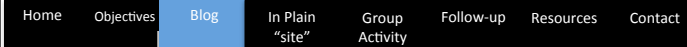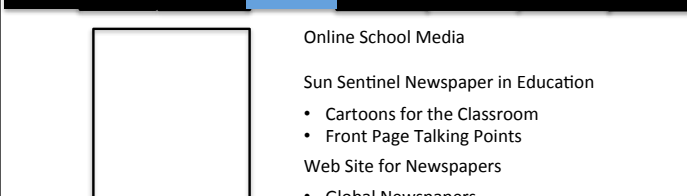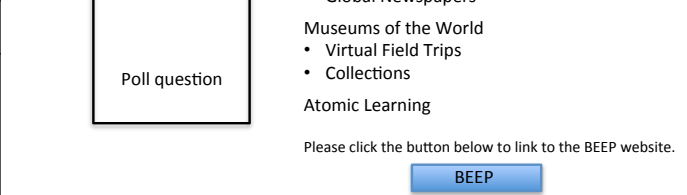
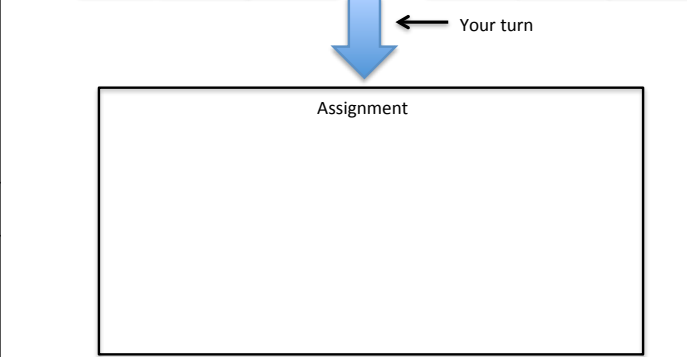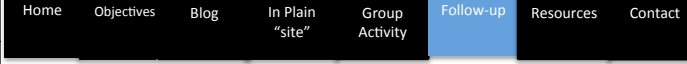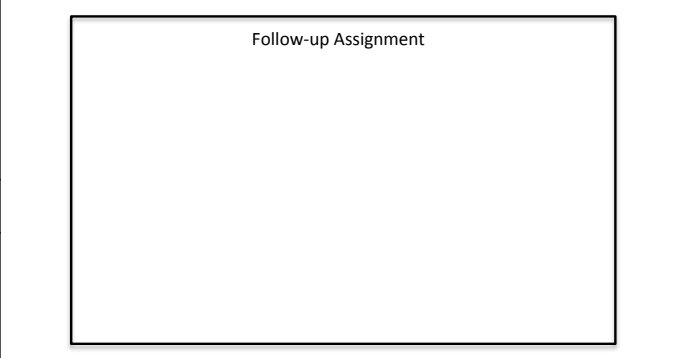   Jacksonville, FL; Alcom, Ward and Partners.

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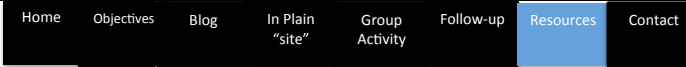
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WEBSITE FLOWCHART

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HOME    OBJECTIVES    BLOG    IN PLAIN    GROUP       FOLLOW-UP    RESOURCES    CONTACT
                              "SITE"      ACTIVITY

  │                    │        │                                  │    │          │
  ▼                    │        ▼                                  ▼    ▼          │
PRE-                   │      BEEP                              POST-  PADLET       │
TEST                   │                                        TEST                │
                       │                                                            │
          ┌────────────┼────────────┐                                              ▼
          ▼            ▼            ▼                                            EMAIL
       ARTICLE       BLOG        FREE
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                        WORD      EDU     BLOG-
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Project Title: Infusing Technology into Social Studies **Page Title:** Home Page **Slide:** 10	**Date:** 2/22/16 **Version:** Draft 1 **Courseware:** Weebly
Description of the Screen:	Home · Objectives · Blog · In Plain "site" · Group Activity · Follow-up · Resources · Contact
White background Center tabs across top of each page Tab turns blue when on the page Title above the image Pretest below image	**Infusing Technology into Your Social Studies Classroom** Image1.jpg Click the button below to take **Pre test**
Media:	
Image(s) Notes: Center image 1.jpg Embed pre test hyperlink	
Interaction/Link(s):	**Typography:**
Open navigation by clicking each tab Pretest button links to Google doc pre test Open pre test in a new window	Header Font: Arial Body Font: Helvetica Header Size: 16 pt. Body Size: 18 Header Align: Centered BG Color: White Title Font: Helvetica Text Color: Black Title Size: 40 Title Align: Centered
Project Title: Infusing Technology into Social Studies **Page Title:** Home Page **Slide:** 20	**Date:** 2/22/16 **Version:** Draft 1 **Courseware:** Weebly
Description of the Screen:	Home · Objectives · Blog · In Plain "site" · Group Activity · Follow-up · Resources · Contact
White background Center tabs across top of each page Tab turns blue when on the page Objectives below image	Image 2.jpg Desired Outcome 1 Participants will gain an overview of educational technology resources and the benefits of effectively selecting technologies to increase student engagement and achievement. Desired Outcome 2 Participants will work cooperatively to create a website that presents an educational technology and illustrates its practical application in the social studies classroom.
Media:	
Image(s) Notes: Center image 2.jpg	
Interaction/Link(s):	**Typography:**
Open navigation by clicking each tab	Header Font: Arial Body Font: Helvetica Header Size: 16 pt. Body Size: 18 Header Align: Centered BG Color: White Title Font: Helvetica Text Color: Black Title Size: 40 Title Align: Centered

Project Title: Infusing Technology into Social Studies **Page Title:** Blog **Slide:** 30	**Date:** 2/22/16 **Version:** Draft 1 **Courseware:** Weebly

Description of the Screen:	
White background Center tabs across top of each page Tab turns blue when on the page Image 3.jpg in left corner Article 1.pdf top center Blog resources right Use blog template	Home Objectives **Blog** In Plain "site" Group Activity Follow-up Resources Contact Image 3.jpg Article 1.pdf Free Blog Resources Wordpress Edublog Blogger.com Comment Comments
Media:	
Image(s) Notes: Insert image 3.jpg Attach PDF of article Enable immediate comments	

Interaction/Link(s):	**Typography:**
Open navigation by clicking each tab Download article Hyperlink to each of the free blog resources Link button to comment Post comment on article	Header Font: Arial Body Font: Helvetica Header Size: 16 pt. Body Size: 18 Header Align: Centered BG Color: White Title Font: Helvetica Text Color: Black Title Size: 40 Title Align: Centered

Project Title: Infusing Technology into Social Studies **Page Title:** In Plain "Site" **Slide:** 40	**Date:** 2/22/16 **Version:** Draft 1 **Courseware:** Weebly

Description of the Screen:	
White background Center tabs across top of each page Tab turns blue when on the page Poll Question aligned left Text right of the poll question	Home Objectives Blog **In Plain "site"** Group Activity Follow-up Resources Contact Poll question Online School Media Sun Sentinel Newspaper in Education • Cartoons for the Classroom • Front Page Talking Points Web Site for Newspapers • Global Newspapers Museums of the World • Virtual Field Trips • Collections Atomic Learning Please click the button below to link to the BEEP website. BEEP
Media:	
Image(s) Notes: Insert poll question using Poll Daddy	

Interaction/Link(s):	**Typography:**
Open navigation by clicking each tab Answer poll question Click BEEP button and hyperlink to BEEP portal	Header Font: Arial Body Font: Helvetica Header Size: 16 pt. Body Size: 18 Header Align: Centered BG Color: White Title Font: Helvetica Text Color: Black Title Size: 40 Title Align: Centered

Project Title: Infusing Technology into Social Studies **Page Title:** Group Activity **Slide:** 50	**Date:** 2/22/16 **Version:** Draft 1 **Courseware:** Weebly
Description of the Screen:	Home Objectives Blog In Plain "site" Group Activity Follow-up Resources Contact
White background Center tabs across top of each page Tab turns blue when on the page Down arrow with text "Your Turn." Assignment embedded into page **Media:**	← Your turn Assignment
Image(s) Notes: Upload word doc. of group assignment	
Interaction/Link(s):	**Typography:**
Open navigation by clicking each tab Read assignment on page and begin working	Header Font: Arial Body Font: Helvetica Header Size: 16 pt. Body Size: 18 Header Align: Centered BG Color: White Title Font: Helvetica Text Color: Black Title Size: 40 Title Align: Centered

Project Title: Infusing Technology into Social Studies **Page Title:** Follow-up **Slide:** 60	**Date:** 2/22/16 **Version:** Draft 1 **Courseware:** Weebly
Description of the Screen:	Home Objectives Blog In Plain "site" Group Activity Follow-up Resources Contact
White background Center tabs across top of each page Tab turns blue when on the page Follow-up assignment embedded into page **Media:**	Follow-up Assignment
Image(s) Notes: Upload word doc. of group assignment	
Interaction/Link(s):	**Typography:**
Open navigation by clicking each tab Read assignment on page and begin working	Header Font: Arial Body Font: Helvetica Header Size: 16 pt. Body Size: 18 Header Align: Centered BG Color: White Title Font: Helvetica Text Color: Black Title Size: 40 Title Align: Centered

Project Title: Infusing Technology into Social Studies **Page Title:** Resources **Slide:** 70	**Date:** 2/22/16 **Version:** Draft 1 **Courseware:** Weebly
Description of the Screen:	Home Objectives Blog In Plain "site" Group Activity Follow-up **Resources** Contact Two more things… Image 5.jpg ☐ Complete the post test **Post test** ☐ Take a few minutes to .consider the technology (websites, software applications, hardware, etc.) you use in your classroom. Plost the name, url, if appropriate, a brief description of the technology, and how you use it. Don't forget to provide your name so people with questions can contact you. Thank you. **Padlet- Shared Resources**
White background Center tabs across top of each page Tab turns blue when on the page Image 5.jpg on left Post test text under image on right Link to Padlet under text on right	
Media:	
Image(s) Notes: Insert image 5.jpg Embed post test hyperlink Hyperlink to Padlet (blue text)	
Interaction/Link(s):	**Typography:**
Open navigation by clicking each tab Link to Padlet to post resources Pretest button links to Google doc post test Open post test in a new window	Header Font: Arial Body Font: Helvetica Header Size: 16 pt. Body Size: 18 Header Align: Centered BG Color: White Title Font: Helvetica Text Color: Black Title Size: 40 Title Align: Centered

Project Title: Infusing Technology into Social Studies **Page Title:** Contact **Slide:** 80	**Date:** 2/22/16 **Version:** Draft 1 **Courseware:** Weebly
Description of the Screen:	Home Objectives In plain "site" Blog Assignment Resources **Contact** If you need any assistance please contact me. Image 6.jpg Tina Swanton Email: Work:
White background Center tabs across top of each page Tab turns blue when on the page Image 5.jpg on left Text on right Hyperlink to email address	
Media:	
Image(s) Notes: Insert image 6.jpg Hyperlink to email address	
Interaction/Link(s):	**Typography:**
Open navigation by clicking each tab	Header Font: Arial Body Font: Helvetica Header Size: 16 pt. Body Size: 18 Header Align: Centered BG Color: White Title Font: Helvetica Text Color: Black Title Size: 40 Title Align: Centered