Harnessing Student Engagement with Blended Learning Strategies

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Meet Your Presenters: Prince William County Schools

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Let’s Get Connected

@MicrosoftEDU  #MicrosoftEDU

#VSTE18  @DiscoveryEd  @nearpod
Students who are college and career ready become self-directed learners who are engaged, open-minded, discerning readers and listeners. They will use relevant evidence, technology and media responsibly.

What does it mean to be Future Ready?
DESCRIBE A CHARACTERISTIC OF TODAY'S LEARNERS

generation z
distracted
c connected
goldfish

- tech savvy
- easily distracted
- open to learning
- digitalized
- multi-taskers
- happy
- 6-8 students
- restless
- multitasker
- 9-12 students
- raised on technology
- impatient
- digitally agile
- raised by tech
- techie
- tech-savvy
- non-English speakers
- short attention
- dynamic
- compassionate
- short term attention span
- social media addicts
- short attention span
Define the phrase "Digital Age Learning Environment"

https://answergarden.ch/808622
any place you learn

- an environment that uses digital tools
- incorporates tech with traditional
- mobile
- technology to enhance learning
- authentic learning, produces product
- a place where you learn digitally
- learning with digital tools
- technology enhances learning.
- learning environment that supports tech
- use technology appropriately to learn
- real-time feedback
Elements of Personalized Learning

- Authentic Student-centered learning (choice and voice)
- Flexible, (time, place, pace, path)
- Collaboration
- Face to Face and On-line Instruction
- Creation of Artifacts/Evidence of Learning
- Assessment and Reflection
- Learning to capitalize on the social nature of students
- Provide interactions that exceed those possible in the classroom
What is Blended Learning?
A blend of the best classroom instruction with the best technology-based delivery.
Blended Learning Clip
Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Higher Order Thinking Skills

Lower Order Thinking Skills
With Blended Learning teachers can . . .

- Streamline
- Differentiate
- Personalize
- Analyze
Culture eats strategy for breakfast.

- Peter Drucker

What does quote this mean to you?
Christensen Institute
https://www.christenseninstitute.org/blended-learning-definitions-and-models/
Station 1 - Language

Facilitated Writing Station using Writing Prompts

Objective: The learner will:
- Define an author's tone, word choice and analyze poetic devices.
- Evaluate and synthesize information in written and oral presentations.
- Investigate and make inferences based on explicit and applied information.

https://literarydevices.net/tone/

http://www.literarydevices.com/mood/

From the resources provided earlier, remember that Tone is the word choice used by the author to set the mood of a topic/subject. Mood is the way you "feel" about the topic/subject.
Facilitated Writing Station using Writing Prompts

Objective: The learner will:
- Define an author’s tone, word choice and analyze poetic devices.
- Evaluate and synthesize information in written and oral presentations
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From the resources provided earlier, remember that Tone is the word choice used by the author to a topic/subject. Mood is the way you, “the reader” feel about the topic/subject.
<table>
<thead>
<tr>
<th>Group</th>
<th>Noun/Adj Pair</th>
<th>Writing Prompt</th>
<th>Haiku</th>
</tr>
</thead>
</table>
| 3     | Cold feet    | Tone and mood  | As the cold wind blows  
|       |              |                | Trudging through the dewy grass  
|       |              |                | My feet are nippy |
| 3     | Brilliant/bow| Tone and mood  | The sparkling fabric  
|       |              |                | Hinged in her curly tendrils  
|       |              |                | The brilliant bow shines |
| Rachael <br>Megan <br>Jamie | cold/lake   | Tone and mood: Earle | Fog covers the lake  
|       |              |                | Cold fingers pull me under  
|       |              |                | Gasping quickly...splash! |
| Rachael <br>Megan <br>Jamie | cold/lake   | Tone and mood: Playful | Fog covers the lake  
|       |              |                | Cold fingers pull me under  
|       |              |                | Laughing quickly...splash! |
| Ryan <br>Jennifer <br>Holly | sewer/pungent | Tone and Mood: Instructional | Underground sewer  
|       |              |                | Carrying pungent matter  
|       |              |                | Away to the plant. |
| Ryan <br>Jennifer <br>Holly | sewer/pungent | Tone and Mood: Sarcastic | Underground sewer  
|       |              |                | Carrying pungent matter  
|       |              |                | Away to the plant. |
Setting the Tone

For this activity, you will explore Tone and Mood using Discovery Education. As a group, you will watch the video Setting the Tone. After viewing the video, each member of the group will design a digital bulletin board that presents techniques used by an author to set the tone in his or her writing. Post a link to your board in the Project Chart below.

1. Log into your Discovery Education Account (see accessing Discovery Education)

2. View Video Setting the Tone Basic Literacy Terms: Tone and Mood Grades 3-5, 6-8
   https://pwcs.discoveryeducation.com/player/view/assetGuid/7f858c29-7025-43af-9972-9b3321e47472

3. Design a Board in the Board Builder tool-Techniques used in The Raven to set the tone Creating a Board:
   https://pwcs.discoveryeducation.com/player/view/assetGuid/9068161b-6cc7-4132-8ce9-213bc2a67811
   Include a variety of sources, including video, images, text, music and/or your own uploaded materials

4. Save to DE My Content

5. Submit a sharing link to your board below

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Grade Level</th>
<th>Link to Board Project</th>
</tr>
</thead>
</table>
Station 3-Tone and Mood Mary Poppins

Friday, October 13, 2017  11:09 AM

Compare *Mary Poppins* Trailer from Disney to *Scary Mary* - Comparing Tone/Mood

Create and share a new Sway with your team that specifically identifies key evidence that determines the mood and the tone of the trailers.

Clues: word choice, specific images, sounds.....

Mary Poppins trailer from Disney-https://www.youtube.com/watch?v=fuWf9fP-A-U *(Original 1964) Mary Poppins Theatrical Trailer*

Scary Mary Trailer

https://www.youtube.com/watch?v=2TS_0AGdFic
Recreating Tone and Mood

Friday, October 13, 2017  11:11 AM

1. **Title of Poem** - After your group has read the four options of Poems/Songs, choose a poem to investigate tone and mood.

2. **Identify existing Tone and Mood** - In your group, discuss, What is the existing tone the author intended for the reader and describe how did it make you feel?

3. **Cite Evidence and Specific examples** from the poem that supports your answer for #2.

4. **Recreate Tone and Mood** - Using media of your choice, Mix, Sway, or OneNote-using two or three stanzas in the same song or poem, change the tone of the poem in a different way (scary, sad, happy).
   - Projects should include the responses from the investigations listed above.
   - Explain the strategies you used with specific examples
   - Presentations must have sound/audio (voice, music) included to define the new tone/mood.
   - Submit a sharing link below to share with the group

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Grade Level</th>
<th>Link to Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alice</td>
<td>K</td>
<td>Link in...</td>
</tr>
<tr>
<td>Amanda</td>
<td></td>
<td><a href="https://pwcps-my.sharepoint.com/personal/burnetac_pwcs_edu/_layouts/15/guestaccess.aspx?docid=1028b8bec815b457ab80935cdac9abea0&amp;authkey=AeMSyHNgC7bmrnPe5u438Wo">https://pwcps-my.sharepoint.com/personal/burnetac_pwcs_edu/_layouts/15/guestaccess.aspx?docid=1028b8bec815b457ab80935cdac9abea0&amp;authkey=AeMSyHNgC7bmrnPe5u438Wo</a></td>
</tr>
<tr>
<td>Britany</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Erin</td>
<td></td>
<td><a href="https://sway.com/xXB2hi5KoUCch2K?ref=Link">https://sway.com/xXB2hi5KoUCch2K?ref=Link</a></td>
</tr>
<tr>
<td>Holly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jamie</td>
<td>3</td>
<td><a href="https://sway.com/kT2ee3TvbHHCQn1j">https://sway.com/kT2ee3TvbHHCQn1j</a></td>
</tr>
</tbody>
</table>
Assessing using Quiz feature in Forms

Monday, November 06, 2017  2:49 PM

Microsoft Forms

Tone and Mood

Please enter your responses below and click submit when you have finished.

Hi Cheryl, when you submit this form, the owner will be able to see your name and email address.

* Required

1. From the activities completed today, all of the following below describe an author’s tone EXCEPT: * (5 Points)
   - Expressed by point of view, diction, or formality of writing
   - The way a reader feels after reading a passage
### Reflective Activity on Blended Learning

**Monday, October 16, 2017  10:57 PM**

<table>
<thead>
<tr>
<th>Briefly describe your station rotation model experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>I really loved this experience. Moving from station to station to work on the same topic in different ways was very interesting. As I did more stations I feel like my projects became better because I’d had an opportunity to practice more and more.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Choose which stations would engage your students the most.</th>
</tr>
</thead>
<tbody>
<tr>
<td>My students would really enjoy the compare and contrast of the movie trailers. They would find this hilarious to begin with, but it is a great visual representation of mood.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identify differentiation strategies that were used.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each station had a different way of looking at tone and mood. There were</td>
</tr>
</tbody>
</table>

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Nice Reflection on the several opportunities for learning, Erin! Do you think your students would benefit from learning about tone and mood in the same way? How would you offer other learning opportunities?
Reflective Activity on Blended Learning
Monday, October 16, 2017 10:57 PM

Briefly describe your station rotation model experience

I really loved this model from station to station covering the same topic in different ways. It was engaging and interesting. As an English teacher, I like my projects to tie into my textbook, but I’d had an opportunity to explore and more.

Choose which stations would engage your students the most.

My students would really enjoy the compare and contrast of the movie trailers. They would find this hilarious to begin with, but it is a great visual representation of mood.

Identify differentiation strategies that were used.

Each station had a different way of looking at tone and mood. There were opportunities for students to work at different levels and with different interests.

Nice Reflection on the several opportunities for learning, Erin! Do you think your students would benefit from learning about tone and mood in the same way? How would you offer other learning opportunities?
ASSESSMENT
# Flex Model Example: Teaching Cell Structure

## Day 1

<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Wixie, draw an image of animal cell defining and labeling its parts</td>
</tr>
<tr>
<td>Quizlet – Construct cards defining vocab</td>
</tr>
<tr>
<td>Collaborate with a friend to discuss the necessary terms</td>
</tr>
</tbody>
</table>

**By the end of class**, demonstrate understanding using any creation tools you wish.

## Day 2

<table>
<thead>
<tr>
<th>Cell Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assume the role of a newscaster. Using headline ideas, announce to the public the generation of the cell theory and describe those involved in its creation.</td>
</tr>
<tr>
<td>Using a blog entry, tell the story leading up to the creation of the cell theory</td>
</tr>
<tr>
<td>Using Discovery Education, World Book online, or Khan Academy, view videos or texts about the cell theory, the scientists responsible for its definition, and their evidence leading up to their conclusions.</td>
</tr>
</tbody>
</table>

**By the end of the class**, you must demonstrate understanding of the scientists involved in the cell theory and be able to explain its meaning.

## Day 3

<table>
<thead>
<tr>
<th>Model Animal Cell and its parts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Wixie or Draw in notebook, draw and label cell.</td>
</tr>
<tr>
<td>Using any tools you wish, view a video of the cell explaining its organelles.</td>
</tr>
<tr>
<td>Create a model of the cell using items from the makerspace and label its parts.</td>
</tr>
</tbody>
</table>

**By the end of class**, you will have created a model of the cell with its labeled organelles and their functions.
Using the example of images on the first slide of simple machines and the video from Discovery Education, in groups of three, take a tour of your school, playground, or classroom and identify several examples of the six types of simple machines.

Using PPT, insert your images onto one slide each and using Mix, record an explanation of which types of simple machine you are identifying and explain its function. When possible, explain other images you have that are similar to this type of machine and its function. Insert videos of members of your group performing the action of the simple machine you are describing.
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