Technology, Pedagogy, and Choice - the one app wonder!

Andrea Piruzza and Ange Quapp
Background

Theory (Andrea) - All the limitless options of apps and the ways technology could be used to revolutionize classrooms

VS.

Practice (Ange) - What teachers actually do in their classrooms and the constraints they feel
Barriers

1. But I’m not tech-savvy!
2. But it takes too much time!
3. But my students don’t know how to use the apps!
4. But my students will get distracted if I let them use phones/computers in class!

“The overall objective of [the TESOL Technology Standards] is to provide guidance, rather than to set barriers or unrealistic expectations”

(TESOL, 2008, p. 4).
Breadth vs. Depth of Technology?

Our Objectives:
1. Discuss SAMR and Pedagogy Wheel
2. Demonstrate some of the affordances that Google tools have
3. Deepen use of technology you’re already using
Pedagogy Wheel
(Carrington, 2015)

- Motivation
- Bloom’s Taxonomy
- Apps
Bloom's Taxonomy

Remember
- Recall facts and basic concepts
  - define, duplicate, list, memorize, repeat, state

Understand
- Explain ideas or concepts
  - classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

Apply
- Use information in new situations
  - execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

Analyze
- Draw connections among ideas
  - differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

Evaluate
- Justify a stand or decision
  - appraise, argue, defend, judge, select, support, value, critique, weigh

Create
- Produce new or original work
  - design, assemble, construct, conjecture, develop, formulate, author, investigate
Pedagogy Wheel

**Pros:**
- Not linear
- Brainstorm possibilities

**Cautions:**
- So many choices!
- Affordances of different apps to engage students
SAMR Model
(Puenteedura, 2016)

- **Redefinition**: Tech allows for the creation of new tasks, previously inconceivable
- **Modification**: Tech allows for significant task redesign
- **Augmentation**: Tech acts as a direct tool substitute, with functional improvement
- **Substitution**: Tech acts as a direct tool substitute, with no functional change
SAMR Model

Cautions:
- Redefinition is the goal? (Hamilton, Rosenberg & Akcaoglu, 2016)

Pros:
- Feeling comfortable at different levels of technology integration (Puentedura, 2016)
Application

Our Question - “Can we use the ideas behind the Pedagogy Wheel and SAMR to dig deeper into just one technological tool?”

Stretch our use of Google tools by asking:

1. How can I use Google tools to engage students in collaborative activities?
2. How can I use Google tools to Substitute, Augment, Modify, and Redefine classroom tasks?
## Weekly Schedule

### No Technology

1. Unit Vocab (individually on paper)
2. Grammar (Teacher led; writing on board)
3. Read an article (Read printed text)
4. Write an essay (On paper; usually individually)
5. Summarize what was learned (Individually on paper)
6. Quiz (On paper)

### Technology

1. Unit Vocab (Google Doc)
2. Grammar (Group research in Google Doc/Google Slides)
3. Read an article (Read online or printed; research information from text easily)
4. Write an essay (Google Doc)
5. Summarize what was learned (Blog; Video)
6. Quiz (Google Forms)
Google Classroom

SAMR Model: Substitution
Bloom’s Taxonomy Model: Applying
Leadership Group Homework - TUESDAY
1. Finish TPOV and make PPT (15-minute presentation tomorrow)
2. FG Unit 4
3. ARC Reading
4. Textbook Unit 4 - Reading

What Is Leadership?
https://www.forbes.com/sites/kevinkruse/2012/03/20/what-is-leadership/

ARC-Sample-role-checklists.docx
Word

AES Level 4 (2)

INVITE TEACHERS
Google Classroom

Cautions:
- Hard to find older posts

Pros:
- No paper
- Everything is available in one online location
- Expectations and assignments are clear
Google Hangouts

SAMR Model: Modification
Bloom’s Taxonomy Model: Applying
Google Hangouts

Cautions:
- Students can contact each other (and teacher) 24-7!

Pros:
- Students can contact each other (and teacher) 24-7!
- Chat group can be created for the class
SAMR Model: Modification and Augmentation
(instructor feedback)

Bloom’s Taxonomy Model:
- Vocabulary: Understanding & Remembering
- Group work: All levels

<table>
<thead>
<tr>
<th>Word/Synonym</th>
<th>IPA</th>
<th>Translation</th>
<th>Word Type</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessible</td>
<td>əkˈsɛsə.ə.bli</td>
<td>易得到</td>
<td>Adjective</td>
<td>Able to be reached or easily got</td>
<td>The school is easily accessible by bus.</td>
</tr>
<tr>
<td>Accurate</td>
<td>ˈæk.jərət</td>
<td>精确的</td>
<td>adj.</td>
<td>free from error or defect; consistent with a standard, rule, or model; precise; exact.</td>
<td>Accurate data can help businessmen make money.</td>
</tr>
<tr>
<td>Adverse</td>
<td>ədˈvəs, ˈæd.vəs</td>
<td>不利的；相反的；敌对的</td>
<td>adj.</td>
<td>Unfavorable or antagonistic in purpose or effect.</td>
<td>They fear it could have an adverse effect on global financial markets.</td>
</tr>
</tbody>
</table>
Google Docs

**Cautions:**
- Some might complain about too much screen time

**Pros:**
- Collaboration
- Immediate feedback
- Can monitor students while working on an assignment
- Great for larger classes
Discuss with the person beside you...

- How have you used Google Docs in your class?
- How can you take your students deeper with your current use of Google Docs?
- How can you take a current activity in your class and modify it for Google Docs?
Google Slides

TPOV Sample

Academic Reading Circles Sample

Adverbial Phrases

TPOV

SAMR Model: Modification
Bloom's Taxonomy Model: All levels
Google Slides

**Cautions:**
- Some might complain about too much screen time
- Limited choices in PPT templates

**Pros:**
- Students can add their own info to the PPT
- Collaboration
Discuss with the person beside you...

- How have you used Google Slides in your class?
- How can you take your students deeper with your current use of Google Slides?
- How can you take a current activity in your class and modify it for Google Slides?
Google Forms

SAMR Model: Substitution for quizzes; Augmentation for polls during a lecture
Bloom’s Taxonomy Model: Evaluating
1. Does David know Globe Enterprises is headquartered in San Francisco?

14 / 20 correct responses

- Yes, he does, but he doesn't expect the woman to agree: 1 (5%)
- No, he doesn't, and he expects an answer: 5 (25%)
- Yes, he does. He asks her to confirm what he knows: 14 (70%)

Frequently missed questions:
2. Does David know it doesn't snow in San Francisco?
4. Does the woman think that David likes the winter?

Correct responses:
2. 8 / 20
4. 9 / 20
Discuss with the person beside you...

- How have you used Google Forms in your class?
- How can you take your students deeper with your current use of Google Forms?
- How can you take a current activity in your class and modify it for Google Forms?
Google Forms

Cautions:
- Some might complain about being used to paper testing

Pros:
- Can monitor student attention during a lecture
- Puts cellphones to good use
- Quizzes are quickly graded
In this week, we learn a lot about leader and leadership.

First, what is leadership. It has nothing to do with hierarchy. In other words, leadership is not only just senior staff and leader have. Actually, you can be a leader of anyone, such as in school, family and friends. Leadership also is a process of social influence. It helps others and maximizes others’ efforts to achieve this goal(Kruse, 2013). Influence can be divide...
Blogger and YouTube (by Google)

Cautions:
- Might not be as user-friendly as other platforms
- Some might be nervous about posting on YouTube

Pros:
- Allows for creativity
Our Question - “Can we use the ideas behind the Pedagogy Wheel and SAMR to dig deeper into just one technological tool?”

Questions?
References


Feel free to contact Ange if you have any questions: 2learnislife@gmail.com