Tracy Richter

Reflection 3.3

**3.3 Information technology**

Candidates demonstrate their ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources. Candidates model and facilitate the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a digital society.

**Artifacts**

1. [ISTC 789 LiveBinder Professional Development](../Internships/Westowne%20Elementary/Tech_PD_LiveBinders.docx)

 2. [ISTC 789 Science Fair Research Lessons](../Internships/Glenwood%20Middle/Science%20Fair%20Collaboration.docx) and [Science Fair Portal Page](https://gmsmedia.wikispaces.hcpss.org/Science%2BFair%2BResources)

 3. [ISTC 541 Technology Integrated Lesson Plan](../../Summer%202013/ISTC%20541/TracyR_InstructionalPlan.docx)

**Relevance**

 Digital tools and resources are emerging constantly, especially in school settings. As a future school library media specialist, one of my main roles will be to stay current on these tools and to engage students and teachers in using them effectively in the classroom. These tools can help enhance any ones’ learning experience, so it is crucial to be able to weed out the good from the bad, and to inform the school community of the best ones to use for their needs.

 In my elementary school internship, I was able to provide a professional development session on a web 2.0 tool: LiveBinders. I have used this tool in the past myself, and there are so many benefits to using it, especially in the classroom. Teachers in the school showed interest in examining a tool that would help them organize resources in the “cloud,” and I thought LiveBinder would be a perfect tool for them to be introduced to. My artifact is a hand-out I created for the teachers who attended, so they could quickly look at the features of this tool before I started my instruction and as a reference, to use after my instruction. I was able to provide hands-on learning to the teachers who attended, and they were able to start creating their first LiveBinder. They loved how the information was saved on the “cloud,” and that they could organize all of their resources in specific tabs. I also gave them ideas of how they could use this with their students, to introduce them to this tool as well. I will definitely hold professional development sessions about technology in my future school, to inform teachers about these ubiquitous web 2.0 tools and how they can use them effectively in their classrooms’.

 It was a perfect opportunity for me to introduce students to technology tools that they could use to their advantage, in my science fair lessons and the portal page that I created for the 7th graders. About half of the GT 7th grade students knew what online databases were and had used them before, however the other half had not. I was able to introduce them to a few, including some from the public library, and highlight the importance of using them for research, as well as some of the features they offer to students. Similarly, I provided them with scholarly search engine sites, if they wanted to expand their search from the online databases. I was also able to integrate other web 2.0 tool that they could use in conjunction with their research, such as Edmodo and Noodletools. Students loved that they were able to use these tools for their research, as many of them had used them before and thought they were extremely helpful in supporting their research and learning. Additionally, I was able to apply some web 2.0 tools, as a part of my instruction, which some students were really interested in learning more about, including Voicethread and Camtasia. I used Camtasia to record how to access and use the features on the online databases I provided to them, and I used Voicethread to “flip” my instruction the night before on the CRAAP test, so that they could apply what they learned the night before in-class with me. All of them loved these web 2.0 tools and remarked that they liked being able to access them during their research as reference materials. I loved using these tools for the students’ research project, because they were used in an authentic and meaningful way, in order to help them with their research and their future learning needs. Due to the success of these tools and the positive feedback I received from students, I will definitely use these tools in the future, for my students to support their needs in this digital society.

 In my ISTC 541 coursework, I was able to create a technology integrated lesson, to teach students about the morals in fables. I designed the lesson so that students could choose the web 2.0 tool they wanted to use, to express their knowledge of a fable of their choice. I chose to use Voicethread and Glogster as suitable presentation options because they appeal to various student strengths. For example, students who are more artistic might want to create a Glogster (a virtual bulletin board/ poster maker) and students who are more linguistic might want to create a Voicethread (an online presentation tool). I also included other web 2.0 tools in this assignment, like a Wiki and Storybird (an online storymaker tool). The wiki would be used as a way for students to upload their finished projects and share them with the entire class, enabling other students to view them and give positive feedback or suggestions. This is a great way to practice digital citizenship and ethics amongst students, when using tools to communicate online with one another, but it is also a great opportunity for *everyone* to get involved in a professional learning environment with their peers. Along with this assignment, I created models of student work, so that in the future when I implement this lesson in my teaching, I can show the students what a finished product might look like, and what the expectations are. Due to the fact that there are so many web 2.0 tools out there, I think it is so important to provide students with choices on how they want to express their learning. I will use this technique in my future teaching, and use these tools, as well as others, in my lesson to make it more engaging and meaningful for students.