

@ **Tech&Int** Workshop has (8) units **but** only (5) units are to be completed **with** PBL Lesson! @

Chapter 1 \* **Lecture** Summary \* First & Last Name

### Technology in Education

When I was reading the lecture notes and textbook chapter, I realized how important it is to educate children about technology. As a teacher, I will have to use technology in my classroom and teach my students about it. Technology is a major part of everyday life and is integrated into every aspect of life. I did not know how important technology and that teachers have a responsibility to teach about technology. Students are the future leaders and citizens of society. Parents are now insisting that teachers teach technology. In the past, parents only urged teaching technology. **Teaching** technology provides students with skills that they will need to excel in a technology-rich world. **With these skills**, children will be comfortable using future technologies.

### ARCS Motivation Model

One slide that I think would really benefit student learning is the slide about the ARCS model. It is true that students will not learn if they are not motivated or they do not think that the information is relevant to them. Information has to be interesting and can apply to the students' learning for all of their subjects. I would also have to capture their attention to eliminate the students' boredom and ensure curiosity. Try to make my lessons as much as possible to be relevant. Confidence is also important in helping students learn. **Finally, it is vital that students learning** be satisfying and rewarding. If students believe they can do it, they will learn. **Feeling good about one's self is Best Medicine for Success.**

## Chapter #1 **Reading** Summary \* First & Last Name

### Computer, Information, and Integration Literacy

The computer is used in everyday activities that we all participate in each day. As I read through the section I realized just how much we rely on computers for travel, banking, school work, health, grocery shopping, protection and many other aspects of our lives. The advancement of computer technology is moving at such a fast rate we must educate our children and ourselves so we do not get lost in this fast paced world of high tech information. **Keeping up with this information is not enough**, we also need to make sure the students understand the literacy or knowing how to find , analyze it, organize it, and make decisions that they will take actions with.

### Networks and the Internet

This section about the internet really brought home the great tool that it is for our students and teachers today. Sharing resources, linking together businesses, schools, and individuals can provide an endless mode of communication for everyone. One example I personally benefit as a parent is the PIV or the Parent Internet Viewer. This allows me to view each of my three children's grades anytime I want, in fact I often see their grades from a test or quiz before they do. This allows parents to play an active role in their child's progress, there can be no excuse for parents not knowing where their children are academically. **Another advantage** the internet provides is the ability to look up just about anything, get information on about it, and then make a informative decision about the direction we should take.

## Chapter 1 **Related Links** \* **First & Last Name**

### Wikipedia

Wikipedia is an encyclopedia that can be useful, but also can not. The information is not always accurate. The writers of the information are not true authors. Anyone can put information onto Wikipedia. People can change the incorrect information on the screen. One good thing about Wikipedia is that the information is in language that is easy to understand. On Wikipedia, there is also usually information about everything that you want to know. People should not use Wikipedia as a source by itself. They should use it along with a more credited source. Finally, I typed internet into Wikipedia and was amazed with the information that was provided. This **extra information** from this link will be helpful to me and my future students.

### World Online Atlas

The World Online Atlas was a site that could be useful for projects about countries and continents around the world. The site had a lot of information. The information was also easy to read and understand. The site also had links that were useful and assessable. The World Online Atlas had links about many countries and continents around the world. The site included maps, flags, descriptions, information about the country, pictures, and other suggested links that would be helpful. Students come with different backgrounds and family histories. They deserve to learn about where their families came from and anything else that interests them. The last item for this Atlas is that when I clicked on Middle East it was amazing to see so much information appear. **For example**, it was easy to view all of the countries of the Middle East and clicking on any of them opened into more interesting information.

## Chapter ( 1 ) **Integration Links** \* First & Last Name

### **Multicultural Education Links**

This site was very simple, white page with blue links. It was separated into categories and had different multicultural sites that teachers could visit. I would really be able to use this site in the future because there were many physical education links on it. There were links on topics about multicultural game units, athletics and the experiences of ethnically diverse students. The topics that were covered are topics that I could bring up to the students attention. Some of those topics I would not even think about covering; however, it could lead into a great discussion in class.

### **A selection of hyperlinks for NAEYC standards**

I found a link off of this site that had unique slide shows for teachers. I found some of the slide shows very interesting. The site had a nice overall appearance. The NAEYC links were not over whelming and provided many practical ideas and suggestions. The sites were easy to read and when clicked on it took you directly to the site. These links also had web sites for teachers who have children or know someone that does. Some of these links may be very helpful for me as a teacher and a parent some day. I would recommend these web sites for teachers and parents.

@ View Sample PBL Lesson below to guide you in creating one for Technology! @@@

( Sample PBL Lesson ) Title: PBL Lesson \* First and Last Name

**Introduction:** Biology, the study of life, and Ecology, the study of where life lives, will give students many doors to open as they explore this **project based lesson (PBL)**. Environmental studies are a hot button topic these days. Without stepping into politics, students will develop ideas and strategies to help their school environment. Students of all ages need to appreciate what surrounds them and think outside of box on how to better use what is available instead of always buying new . PBL will target technology integration, language, math, art, science, and oral speaking skills.

The driving force behind **this PBL is recycling** within their school environment and reusing the supplies in a different capacity within the school environment. “How can we make our school more GREEN?” is the **question posed to grades 4-8 students**. The goal is to have the students realize how much is wasted and ways to use it again.

**Assessment** will be based on several factors. **First** there will be a *group assessment*. The class will be divided into groups with four members each. Each group member will be assigned a role for the week (roles will cycle): leader, secretary, researcher, collector. Worksheets with a rubric will be used to keep students on track and will be completed by the group on Friday of each week. All students must participate in Monday's brainstorming session. **Second** there will be an *individual assessment*. At the end of the PBL each student will self- evaluate on how well they think they did in each assigned role. Each student will evaluate themselves on how well they cooperated, followed directions, observed, researched, and followed safety guidelines. Their assessment worksheet will handed into the teacher at the end of the PBL.

**Exemplary performance** will be assessed for students who actively participated in all roles. As a leader, did they keep the group on track, make good decisions, listen to group members? As a secretary did they complete the worksheets neatly and on time, create an eye catching poster, and record data on donations? As a researcher did they listen to group members and find assigned information on time? As a collector did they make and keep appointments with other staff members to collect their donations and deliver them to the assigned parties? A scrapbook containing the research, Friday worksheets, Monday brainstorming session notes, photos of posters, a list of donations and recipients, and a graph depicting donations to recycling centers is created by each group and presented to class.

**Students will be taken on a field trip around the school.** They will be asked to observe things they may never have noticed and take written notes. We will begin at the dumpster and observe how much garbage our school has. Could anything have been reused in the school or recycled to a center. We will interview the art teacher for supplies she may be collecting for projects. We will interview the cafeteria workers for what is thrown away from food preparation and see if it could be reused. Students can then determine who they may want to interview, what they may collect, how they could reuse etc in a brainstorming session immediately following the field trip. Groups will be assigned. Let the critical thinking begin. **Each Monday** will be check in time and I will sit in on their brainstorming session to determine what they are doing for the week, what their roles are, and give them a worksheet to complete for Friday helping to keep the project on track.

**Each week each group** will need to complete for the **scrapbook**: one interview, a poster asking for specific donations, information on the computer about the donations (can they be recycled or only reused, how are they made, etc), a record of who gave donations and who accepted the donations and the intended use of the donations, and data records for items being sent to the recycling center.

**At the end of the project** each group's scrapbook will be presented to the class. All members need to present some aspect of the scrapbook. As a group they need to determine some type of conclusion summary statement. Then, as a class, a conclusion summary answer to “how can we make our school more GREEN” needs to be discussed. All students can participate in any capacity. Since it is a group project, the teacher will select students and can pair up those who need more guidance with the natural leaders in the class. Cooperative learning is fundamental in this PBL. By having to try different roles, students can stretch and grow through critical thinking and problem solving. The PBL is flexible enough to allow for different learning styles and group leaders for the week may use the learning style where they are most comfortable. Although only planned for four weeks, it has potential for being a year project.

Note URL below shows 5 to 7 **components** for a PBL Lessons **described** at eCollege Units!

**The PBL Lesson is completed ONLY ONCE at the end of workshop!**

**<http://www.itws.org/SampleProjectBasedLearningLessonFormatStepbyStep.pdf>**