" TECH TIPS FOR TEACHERS "

University of Portland Students

Peter Pappas, Editor

About

This book is a collaborative project of Peter Pappas and his ED 424 ~ Computers and Educational Technology - a spring '18 course at the University of Portland's School of Education ~ Portland Ore. For more, visit our course blog edtechmethods.com

First off – a few things that we don't do:

- *Oversell edtech. Too often educators try to force the latest edtech tool into the classroom because they think it's cooler. Faster. Shinier.*

- *Focus on teaching apps. Oh how I hated being forced to sit in a computer lab and suffer though PowerPoint professional development as a teacher. When I need students to use a specific app, I typically create a YouTube channel of short screencast how-tos.*

- *Take sides in the platform / device religious wars. These students will end up teaching in different settings, each with it's own unique edtech landscape. They'll need to be able to use what ever they find in their placements.*

Here's what we do teach - adaptability and critical evaluation of the intersection of good instruction and technologies. A good teacher is skeptical, always re-assessing what's working and what's not. That's especially important in the dynamic edtech world.

Here's our class schedule. You can follow links to assignments and resulting student work.

1   *Jan 16: Your first blog post | See all Memes*
2   *Jan 24: Public domain search / WP Gallery | Student work*
3   *Jan 31: Screencasting | Student work*
4   *Feb 7: Google Slide Activity | Student work*
5   *Feb 14: Design a MyMap | Student work*
6   *Feb 21: Digital Storytelling | Student work*
7   *Feb 28: Working with Padlet | Student work*
8   *March 7: The Future of Education | Student work*
9   *March 21: Movie Making | Student work*
10 *March 28: Video App Smackdown | Student work*
11 *April 4: Turn Videos into Lessons | Student work*
12 *April 11: Get Started with Publishing | Student work*
13 *April 18: Reflections on EdTech | Student work*
14 *April 25: Continue work on book project (no post assigned)*
15 *May 2: Conclude book project (no post assigned)*

In their first lesson they were introduced to Adobe Spark post and asked to design a meme and use it in a post on our WordPress blog. Both apps were new to them, but there was no direct instruction. Only short YouTube videos to guide them. By lessons 11 and 12 - they were split into teams and given three apps for creating the product. They worked in teams to figure out the app and then report back to the class on it's utility. Afterwards each picked one of the apps to produce the product and explain it's pros and cons. ~ Peter Pappas, editor

Students were asked to pick an app and design a showcase chapter for this book. Chapters are in roughly the order we used them in class.

1. Michael Birkhead: Adobe Spark Post

2. Nick Krautscheid: Google Apps

3. Margaret Buzard and Melissa Sta. Maria: MyMaps + Google Forms

4. Madison Hughes and Bridget Ponzetti: Padlet

5. Jordyn Geenty and Kiana Okino: TedEd

6. Lauren Yount and Dylan Hite: EdPuzzle

7. Laura Barros / Hanna Knouf: Toontastic

For more tips check out our edtechMethods Teacher's Tool Kit

Cover design by Peter Pappas using Adobe Spark

Our gang - tap to enlarge

Peter's popular blog, Copy/Paste features downloads of his instructional resources, projects and publications. Follow him at Twitter @edteck. His other eBooks are available here.

Adobe Spark Post

By Michael Birkhead

1

"The easiest way to create & share impactful social media graphics."
-Adobe.com

Adobe Spark Post is an intuitive yet powerful method of making simple heading images for a variety of social media including Instagram, Facebook, Etsy, and many, many more.

GALLERY 1.1 Several Examples of Completed Posts

LABORATORY SUPPLIES LESSON

Some uses for Adobe Spark Post in an educational setting include intro slides, tidy homework blog headers, and motivational posters for around the classroom.

Start from scratch

Hit the 'Start from scratch' button to pick a template size and a background from Adobe's extensive database of royalty-free images.

Alternatively, start your post based off of one of the many free templates Adobe offers.
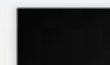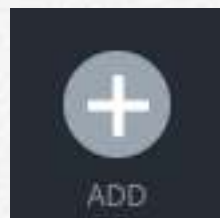
Business

Dappered Studios

Facebook

HAPPY HOUR
IS EVERY HOUR THAT THERE'S FOOD
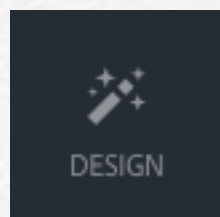
Instagram

FASHION
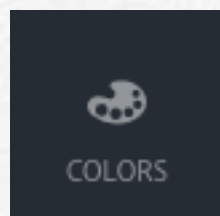
Instagram

URBAN

Twitte

Craft

ADD

The 'Add' button lets you insert additional text boxes, photos, icons, and logos of your own design.
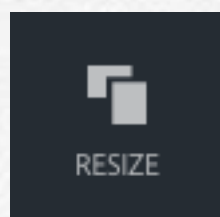
DESIGN

The 'Design' tap allows you to scroll through pre-created overlays you can use with your own images and text. This tab also allows you to insert your own brand's logo into your image.

COLORS

The 'Colors' tab allows you to change the colors that text overlays and basic images default to.
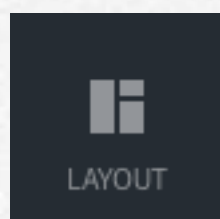
LAYOUT

The 'Layout' tab helps you to organize the different images and text boxes that populate your post.

RESIZE

The 'Resize' tab lets you resize our image to match the formatting of popular social media or formatting of your own design.

CURRENT COLORS

DECORATIVE

ADD

DESIGN

COLORS

LAYOUT

RESIZE

Sp Adobe Spark
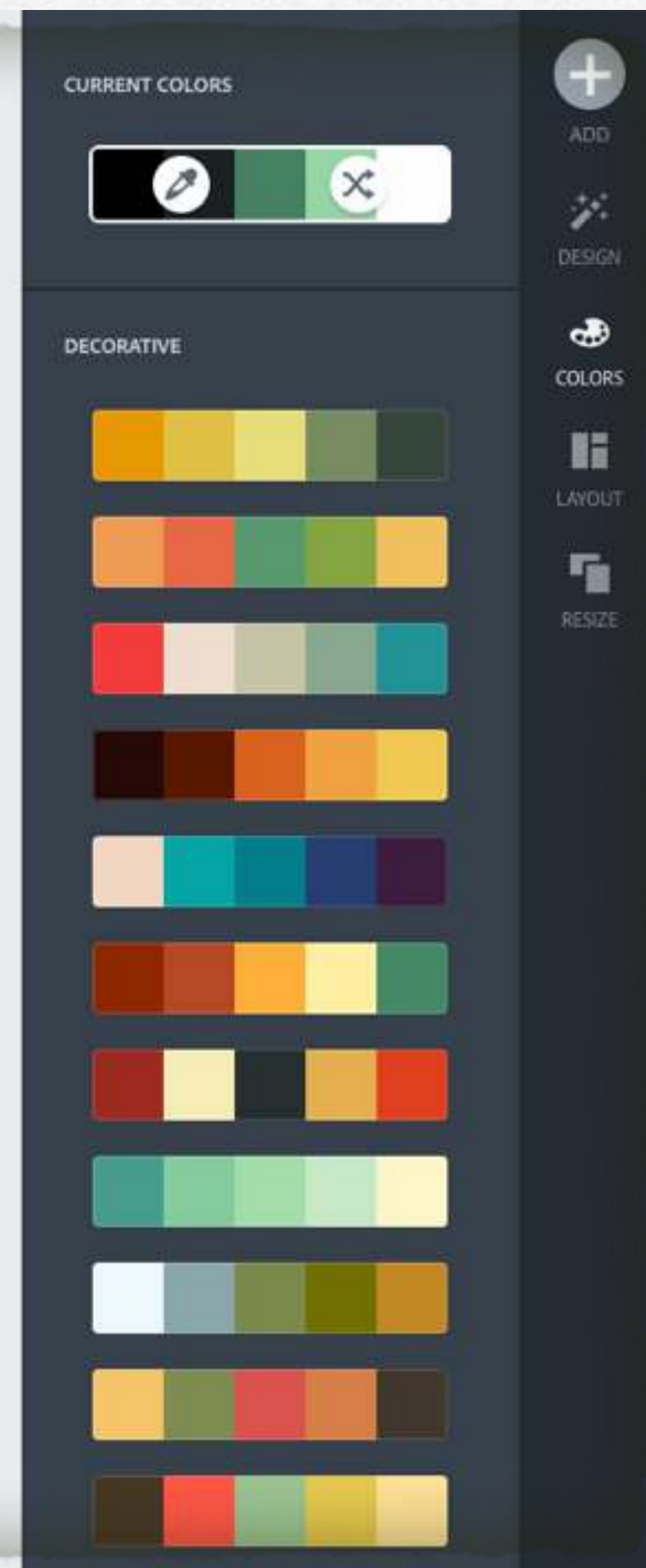
Sp Post   Projects > *My Post* ✏

Undo   Redo

➔ Share   ⬇ Download

Tap on icons for popup tooltips

✏   🗐   🗑

TEXT STYLES

Ag

Primary

SUGGESTIONS

Dappered Studios

➕ ADD

T TYPE

🎨 COLOR

abc SHAPE
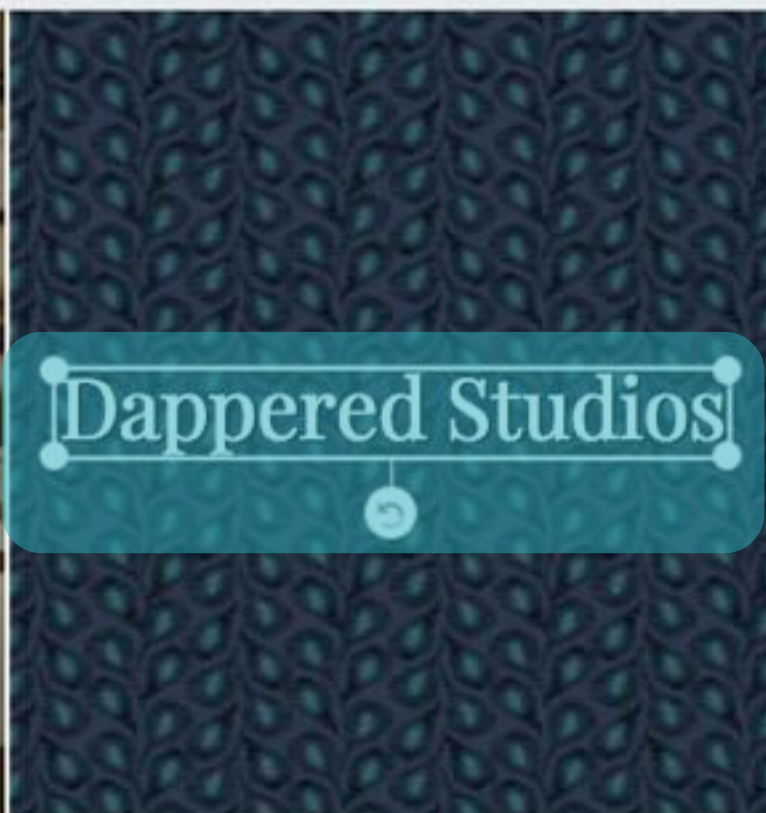
✨ STYLE

Course Reflection

Overall, it is my opinion that this course was a great success. One of the foundations listed on the class's website states that the course "leverages a project/problem-based approach," while another one says that it "...develops critical evaluation skills for assessing what works." These were both met spectacularly: the course ran using an effective weekly project-based approach that promoted individual critical thinking concerning a wide variety of useful - and sometimes not useful - educational technologies for classroom use.

Furthermore, this class progressed us students towards becoming a "tech-savvy" teacher by equipping us with a number of technological tools we can use in our classrooms. In particular, Adobe Spark Post has proven to be a flexible utility for me both inside and outside the classroom. I'm looking forwards to using it and the other programs we evaluated as I progress towards leading a class of my own.

Google Apps

By Nick Krautscheid

2

Learn how you can use Google Apps, such as Google Drive, Google Docs, Google Forms, Google Sheets, YouTube, and more to enhance collaboration and organization in your classroom or workspace.

Google Apps

Chapter Overview:

1. **How to Harness the Power of Google's Apps**

2. **Use Cases for the Apps**

3. **Example of Google Apps in a Science Classroom**

The Power of Google Apps

Google's suite of applications offer everyone with an internet connection incredible power to collaborate, create, and disseminate information all for free. From Google's more popular apps, such as YouTube and gmail, to their lesser know products,   including Forms and Slides, Google gives users a streamlined process for doing almost anything online. Whether you are a student hoping to share photos with your friends, a videographer trying to become the next YouTube millionaire, or teacher helping students conduct an in-class lab experiment, Google's suite of applications will make your life easier.

For the purposes of this book, we will focus on practical uses of Google Applications within the classroom. Google has a specific application for teachers, students, and parents called Google Classroom, which works well to manage workflow, assignments, grading, notifications, and communication between all stakeholders. Google Classroom serves as a solid foundation for each classroom, but other Google applications help to further foster collaboration and integrate technology into the classroom. Additionally, many of these applications work seamlessly together to enhance the overall experience. From to-do lists, documents, spread sheets, and slideshows, you can do almost anything with a Google account. To get started harnessing the power of Google's applications, turn the page to discover how you can create your own Google account.

Google Apps

MOVIE 2.1 - Create a Google Account
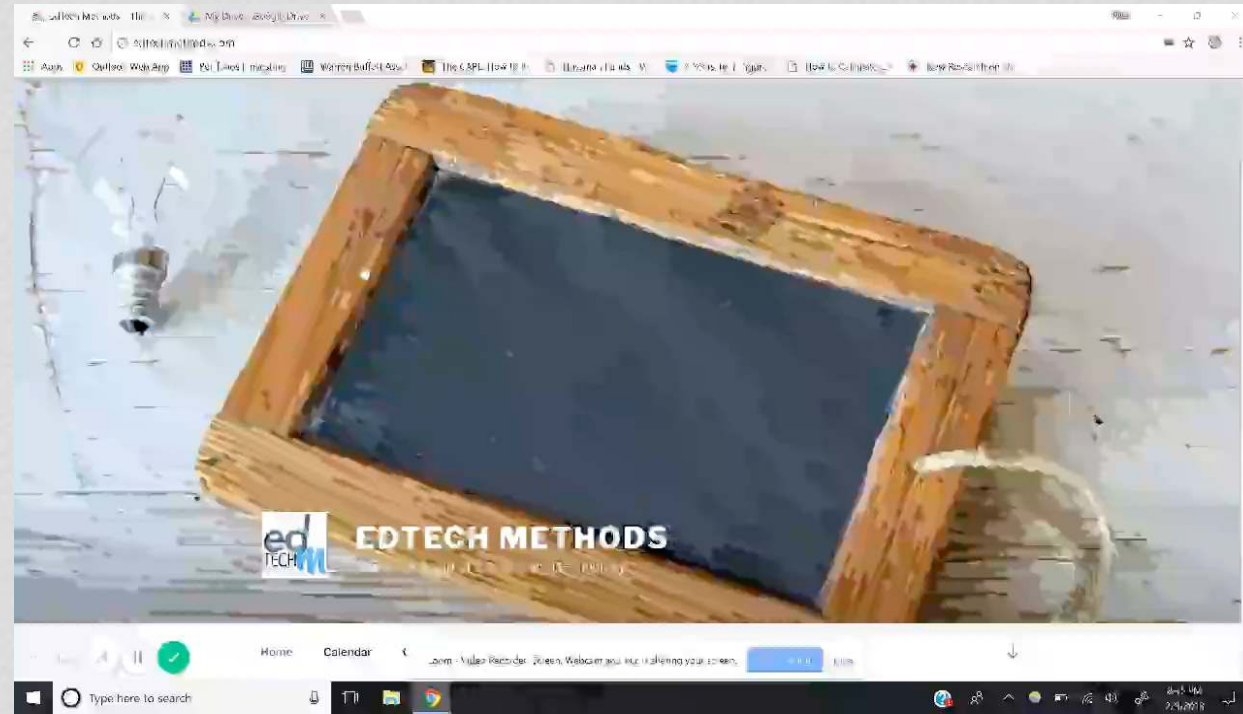
In this video, adapted from our EDTECH Methods class, one can visually see how to create a Google Account and begin collaborating with Google Apps.

Create a Google Account

1. Go to Google.com

2. Click "Sign In" then "Create Account."

3. Fill in the information and go to Google Drive.

4. Using Google Drive, click "New" and select "New Folder."

5. Right-click on the folder and now you can share this folder with any other person who has email access. All the documents from within the folder will be accessible by everyone you give access too.

Now that you have a Google Account, you have full and free access to all of the amazing applications that we will discuss in this chapter.

Three Powerful Google Apps for Your Classroom:

Google Slides is a powerful collaborative tool similar to Microsoft's PowerPoint program. Within the classroom, this tool can be used for student presentations, lectures, and more.

A favorite within our classroom is using this tool to create "Choose Your Own Adventure" activities where students can click between slides. Jeopardy is also always a class favorite.

Go on to the next page to see how we used this tool to create an interactive and collaborative lab experiment for high school students.

Google Forms can be used in a variety of ways within any classroom. Google Forms offers a fully customizable feature-packed method for collecting any form of data. With a linked email account, Google Forms can also send email notifications as new information comes in.

Whether using it to quiz students, offer a classroom survey, or organize student data into an easily accessible location, Google Forms offers an incredibly powerful tool to organzine and streamline information gathering in your classroom.

Google Sheets is a program similar to Microsoft Excel. However, in addition to being completely free to use, Sheets offers users the capability to all work on one sheet at the same time. The most powerful feature of Sheets, and a true marvel of all Google's products, is that it seamlessly integrates between the other Google Apps.

On the next page, you will see how a teacher can combine Google Slides, Forms, Sheets, and YouTube to create an interactive lab experiment guide for students in a middle or high school science class.

Google Apps in Your Science Classroom:

Titration Lab

Michael and Nick
ED 424

Click through the Google Slides project above to see how integration between Google Applications might work in the class. In addition to using Google Slides, this project integrated YouTube, Google Forms, and Google Sheets. Using all of these tools, students can complete the whole lab process from pre-lab background information to collecting data from the entire classroom. This is just one of many examples of the power of Google's applications used inside of the classroom.

A Personal Reflection on ED-Tech

Throughout this semester in ED Tech Methods, we engaged with a plethora of software, tools, and applications that can enhance student learning. In both independent and group work, we created projects using these tools and wrote blog posts (similar to this one) about our experiences with each tool. Although much of the technology used in the classroom was largely foreign to us students, this class gave us the tools to navigate each piece of technology and prepare to use it within the classroom.

The most important aspect of this class was getting comfortable with the process of learning new technologies. To accomplish this, our instructor, Peter Pappas, gave us students just enough background information so that we could wrestle with discovering the technology ourselves. Although this initially may have led to frustration, it certainly taught us the process for learning new technologies in addition to learning to use the actual tools we experimented with. Essentially, Peter Pappas pushed us students to learn for ourselves as he gently guided us alongside. I felt this was a perfect approach to teaching this class as I now feel more prepared to be adaptable and curious to continue learning.

I feel that these two traits, adaptability and curiosity, are two gems that I will carry with me beyond this class and into my career. Furthermore, I feel that adaptability and curiosity are the foundation for being a tech-savvy teacher. After refining these skills in ED 424, I am excited to use the technologies we learned in class in addition to harnessing the power of any technology I will use in the future.
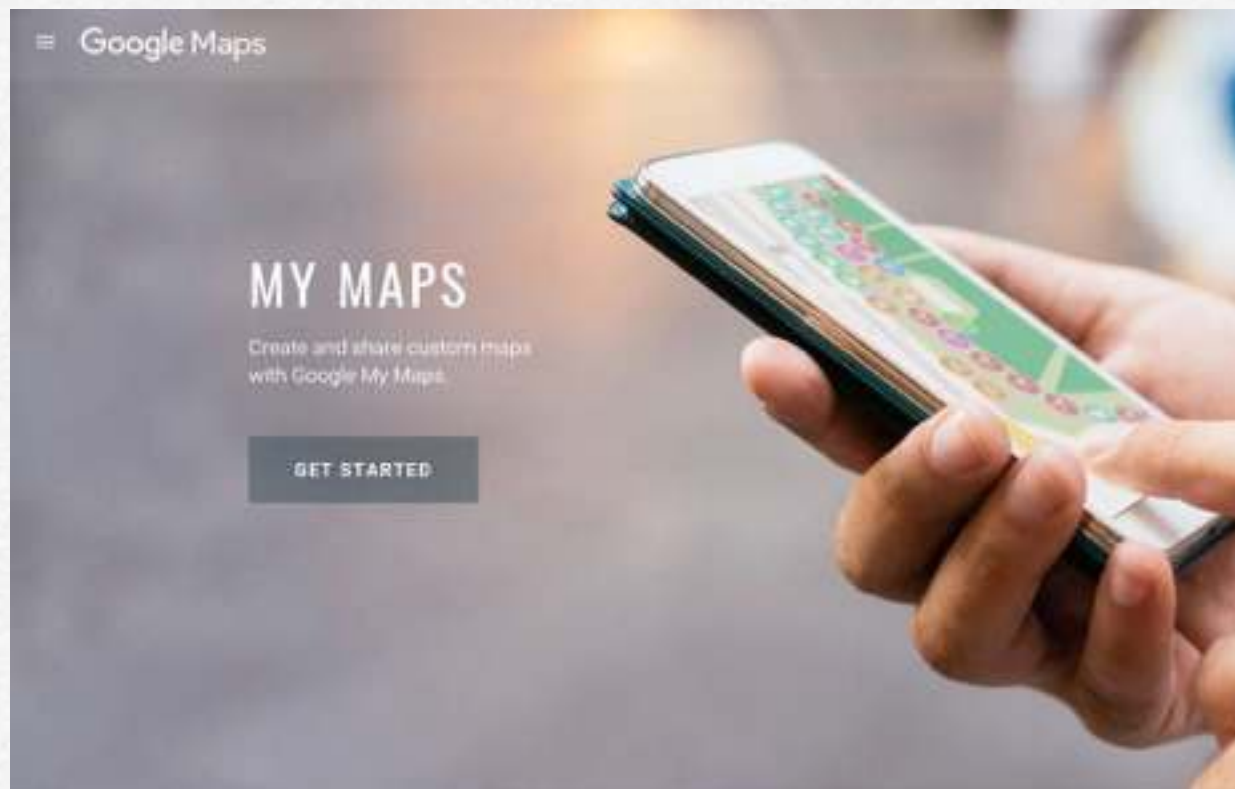
Lastly, a special thanks to Peter Pappas for the reflective framework used above, in addition to guiding our class and offering us the foundation to go forward and harness the power of technology in the classroom. We are deeply grateful.

My Maps

By: Margaret Buzard and Melissa Sta. Maria

3

Introduction to MyMaps

About MyMaps

Make Maps

- Customize maps of your favorite places

- Add points of interest

- Import data easily through Google applications

- Add photos and videos to personalize your map

Share & Collaborate

- Embed maps into your blog or website

- Work together to build your map

- Easily stored on Google Drive

Take Anywhere

- Find places on the go

- Document your favorite places

- Research other MyMaps

https://www.google.com/maps/about/mymaps/

Google My Maps

You will need a google account, make sure you are signed in!

How to use Google My Maps

I. **Google "My Maps" and click the first link you see.**

Personalize My Maps

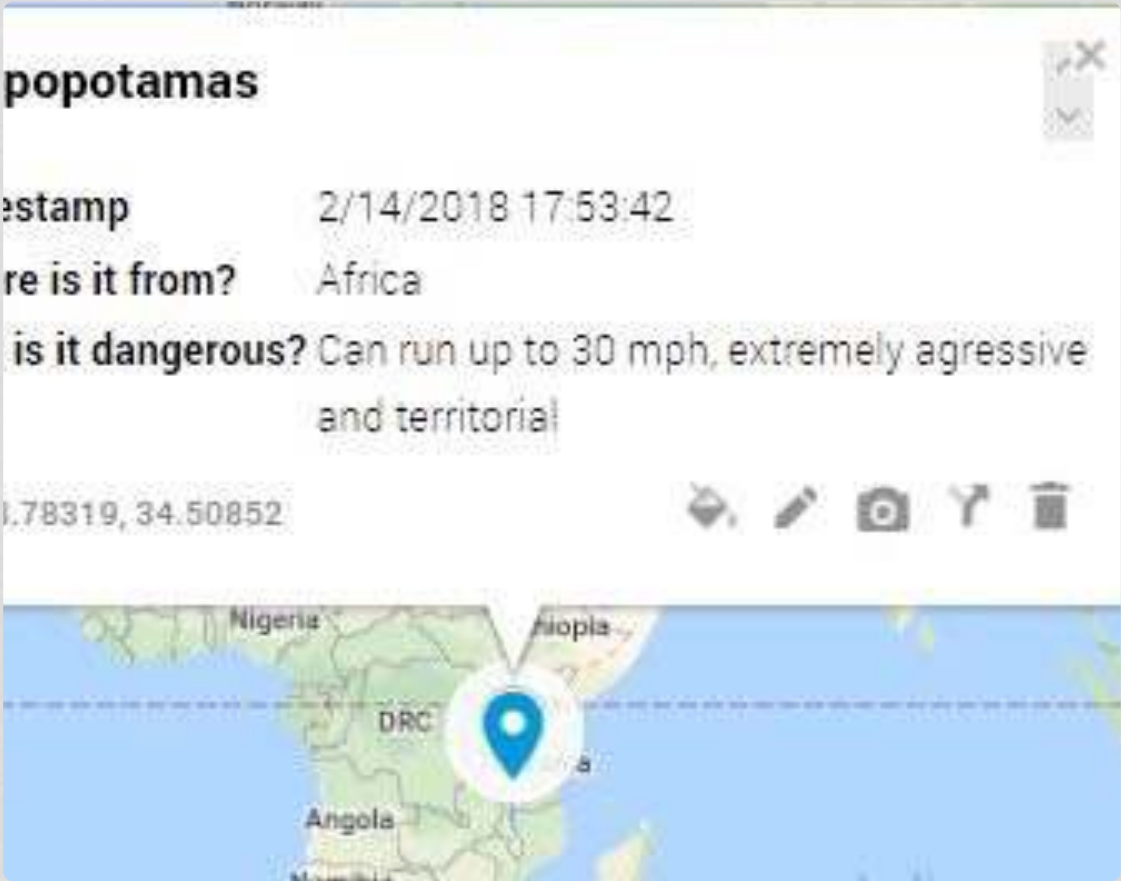How to personalize your animal icon on My Maps

I. Once students open the link to My Maps, ask them to click on their cute, but dangerous animal name on the left hand side.

Personalize My Maps Continued

GALLERY 3.3 How to add images to your My Maps.

popotamas

estamp   2/14/2018 17:53:42

re is it from?   Africa

is it dangerous? Can run up to 30 mph, extremely agressive
                 and territorial

.78319, 34.50852

Nigeria   iopia

DRC

Angola

I. Click the camera button to add an image or video.

Google Form

You will need a google account, make sure you are signed in!

GALLERY 3.4 How to create a Google Form

gle Drive   Q   Se

EW

My Drive

I. On your Google Drive, click "NEW", and then click "More".
From there, click "Google Forms".

Our Lesson Plan

Lesson Title - "Cute, but Deadly Animals"

Goal - The students will do individual research on a specific animal looking for information about the animal's habitat, why they are deadly, and other fun facts.

Materials -

• Computers

INTERACTIVE 3.1 My Maps Example

Overview -

I. The teacher gives a list of animals for students to choose from that are "cute, but deadly".

II. Student will research the animal and answer these questions:

A. Where they are from (habitat)?

B. Why they are deadly?

C. Fun Facts

III. The teacher will send the Google Form link to students, asking them to fill it out based on the information they collected.

IV. The teacher will then see the responses, checking to make sure each student has submitted a response.

V. The teacher will review the responses on a spreadsheet and it will be automatically saved to their drive.

VI. The teacher will open up a blank MyMaps and import the spreadsheet into the Google Drive.

VII. The teacher will click "share" and send the link to the class MyMap to the students' emails and invite the students to customize their icons and add pictures.

Name: _____

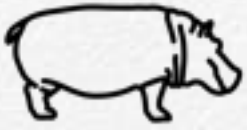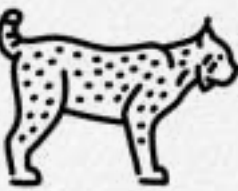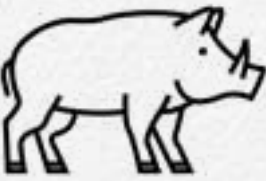### **"Animal Research Safari"**

Type of Animal

Habitat

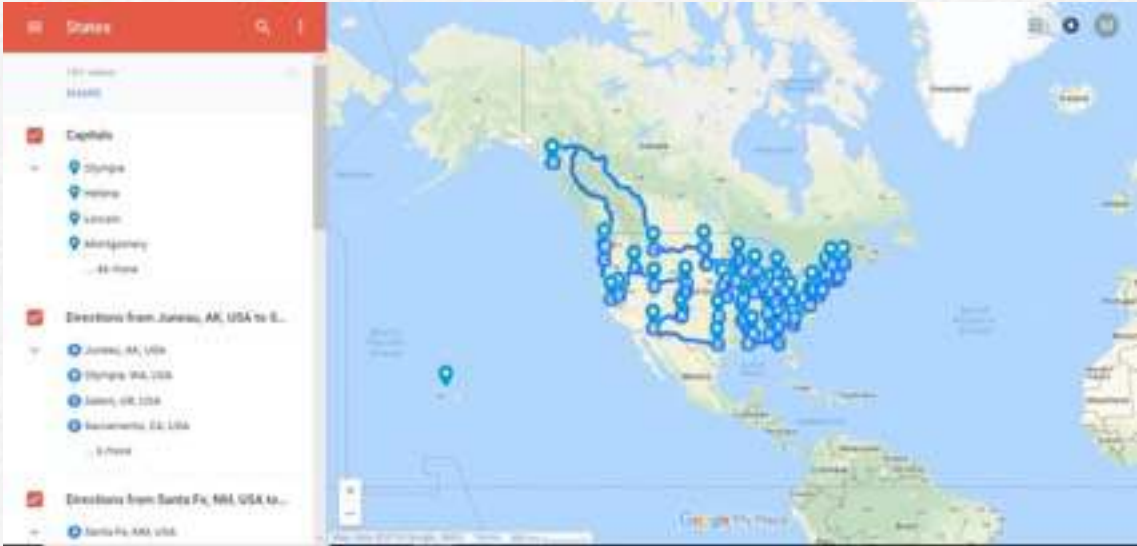Why are they deadly?

Fun Facts

Example List of Animals for Student Research:

- Hippopotamus

- Pufferfish

- Poison Dart Frog

- Platypus

- Slow Loris

- Stripped Hyena

- American Bison

- Iberian Lynx

- Polar Bear

- Wild Boar

Using My Maps

Other Activities Using My Maps

• Interactive story map

• Social Studies unit on states and capitals

• Culture lesson on schools around the world

• Building Classroom Community with a "where you are from?" map

• Local Universities to encourage students to further education

Pro and Con List

PROS	CONS
+ You can personalize your icons, images, and markers.	- There aren't an endless supply of icons to choose from.
+ You can measure distances from place to place.	- From the places you input, it chooses one of the continents you mentioned rather than all of them.
+ You can document your favorite places.	- If you don't have a Google account, you won't be able to access My Maps.
+ The information is organized and aesthetically pleasing.	- You can't collaborate very easily.
+ You can take this information on the go.	

Course Reflections

I've really enjoyed my time in this class this semester. It was definitely one to look forward to in the week, a break from the typical lecture style of other classes. Something I learned about myself during this class is that despite not liking the amount of freedom given to me, I have found ways to create guidelines for myself (to make it more comfortable to create something for everyone to see online). This was a suggestion given to me by my mother, saying that "if someone didn't give you the guides you need, create some that you think will fit your process and still end with the product that the teacher wants".

Overall, during this class I have learned about many new pieces of tech, some of which I will consider using in my future classroom and some I will just use for fun (Adobe Spark Post is definitely a favorite). I can use these new resources as supplements for lessons that I will do. As I said in my very first post, some people will never fully engage with the tech bandwagon (needing the feeling of copying down notes with paper and pencil to actually absorb anything). Adding technology isn't yet an essential part of all lesson plans, but if it comes to that I have a few great resources to use from this class.

I think with all the things that I have learned during this short amount of time, and the simple pride I got from figuring out how a piece of tech works on my own – I think I will be able to "keep up with the times" with relative ease. And if I am unable to fully keep up with the tech, that's okay cause either I will learn with my students, or they will have to teach me something new.

~ Margaret Buzard

Looking back on that first day of ed tech methods, I felt I was afraid to take that risk and get outside of my comfort zone. I was an advocate for technology, but only ones that were safe, such as SmartBoards or Elmos which are simply advanced versions of projectors and white boards. These felt comfortable to me and what I advocated for teachers who want to use technology in their classrooms.

Through this course, I was pushed to use tech tools that are outside my comfort zone. Some of these tools include screen casting, computer coding applications, and Toontastic. These apps required the user to participate using their voice or their coding skills to make a quality product or presentation. This was nerve wracking for me because I am more confident in talking to people in person rather than talking through a screen and listening to my voice as well as stronger in my PowerPoint skills in comparison to my coding. However, these applications proved to be very useful and helped me understood what it was like for students to use programs they are not familiar with.

While there were many programs I was nervous to use, I was also able to learn new tools which i found my new strengths in. For example, I loved Adobe Spark, Google Slides, Padlet, and Sway. These tools have so many customization techniques and allowed users to create to their heart's content. Learning how to use these applications has added to my passion for technology and has given me the confidence to use these tools to supplement them with my future classes. This is why tech savvy teachers must reflect in their technological abilities. With all the tools out there, a teacher must come to recognize if the technology they are bringing is worth the time and energy for their class. If the answer is yes, then they need to take the time to learn how to use it and develop back up plans when the tech does not go as planned.

~ Melissa Sta. Maria

Padlet

4

By Bridget Ponzetti and Madison Hughes

A brief introduction to Padlet

Introduction to Padlet

Padlet is a website that allows teachers and students to pin information they have saved on their computer or have found online to create a virtual bulletin board. Padlet is very user friendly and gives you the opportunity to directly drag and drop articles or videos or add in additional resources. Padlet allows you the opportunity to create a free account which allows you to have access to 5 free boards. Padlet also allows the opportunity to have more than one person adding to a wall which opens it up to allowing teacher's to use it as a teamwork, group project, class-wide, or individualized project.

MOVIE 4.1 Introduction to Padlet

This screencast gives the viewer an understanding of how to add a new post to an already existing Padlet.

# INTERACTIVE 4.1 Click on image to see live Padlet

Padlet for Teachers

There are so many different ways that teaches and students can use padlet. The ideas include: brainstorming on a topic, statement, project, or idea, live question bank, gather student work, exit ticket padlet, thinking maps, and classroom communication. Brainstorming on a topic is a great use of padlet because it helps students bounce ideas of their peers.

A live question bank is used when students are in class and need questions from their teacher in the middle of a lecture. The live question bank is helpful, because the teacher does not have to pause her lesson to answer questions, and the student does not have to wait until the end of the lecture and risk forgetting their question. Furthermore, if a student is shy about asking questions, the live question bank guarantees that a student's questions will still be answered.

Padlet is useful for gathering student work, because it can be used as a display for student's best work. An exit ticket is helpful for many reasons. It can assess what students know, need to know, and want to know. Thinking maps are helpful, because students can use them to share relationships among different topics. You can use padlet for classroom communication, by posting classroom announcements, important dates, etc.

Padlet is like an online bulletin board where students can share their thoughts and around a common theme. Unlike a bulletin board, students benefit from an app to share their ideas that is easily collaborative.

INTERACTIVE 4.2 Click on image to see live Padlet
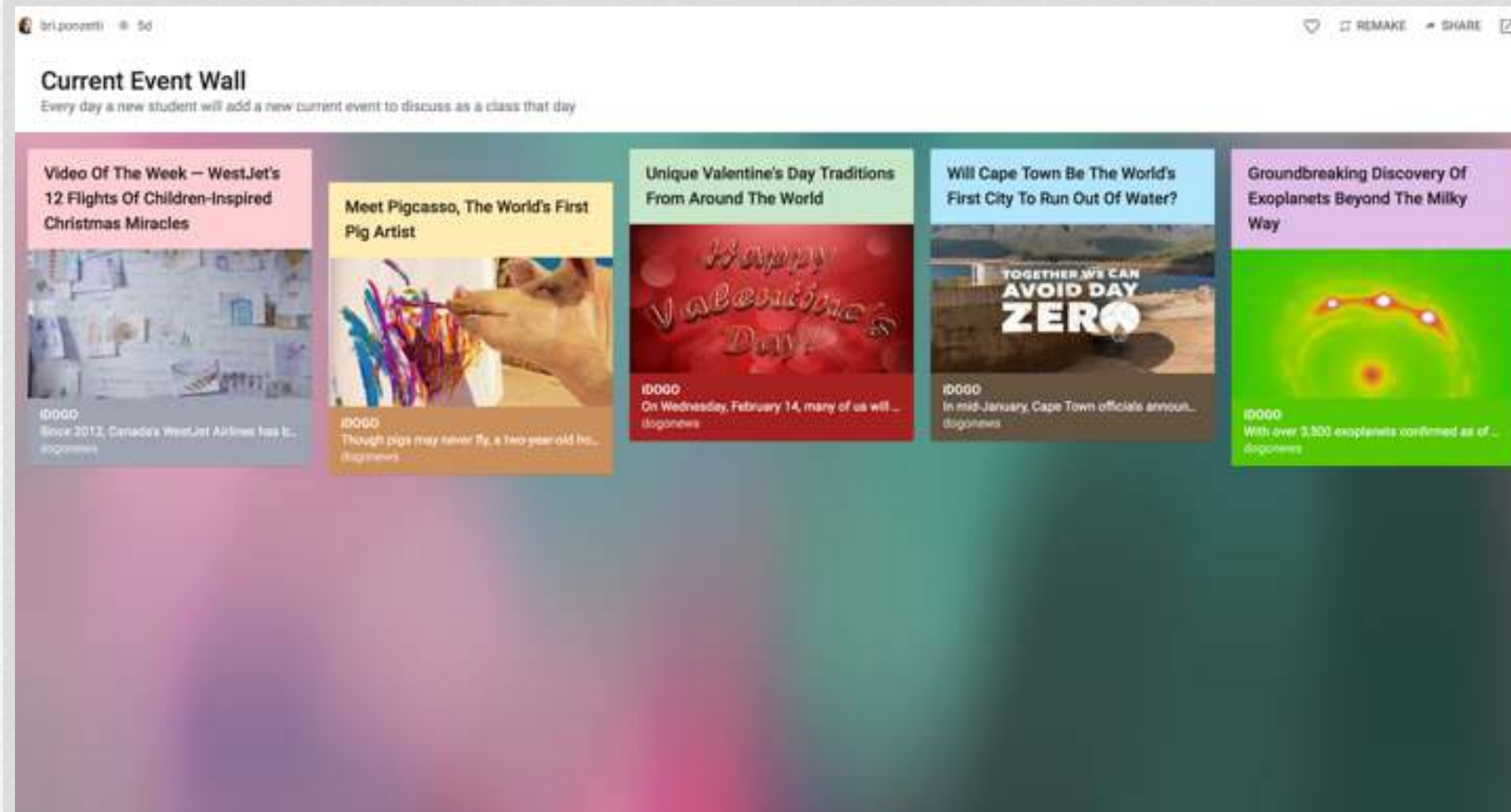
Padlet for Students

My padlet shows the beginning stages of one of the things I would use padlet for in my classroom. I would use padlet as a place for students to post articles or videos of events currently happening in the news. In my padlet I show 5 articles found by 5 different students over the past school week. We would continue this throughout the school year, every day a new student would be responsible for finding an article about a current event to add to the padlet and share with the class. We will use these articles every day as a discussion topic about what the current event was, why they chose to share this article or video, and why we as a class think it is important to learn about this. Padlet is a super fun idea that a lot of students would enjoy using and creating a presentation or saving their work to return to later.

INTERACTIVE 4.3 Current Event News Padlet
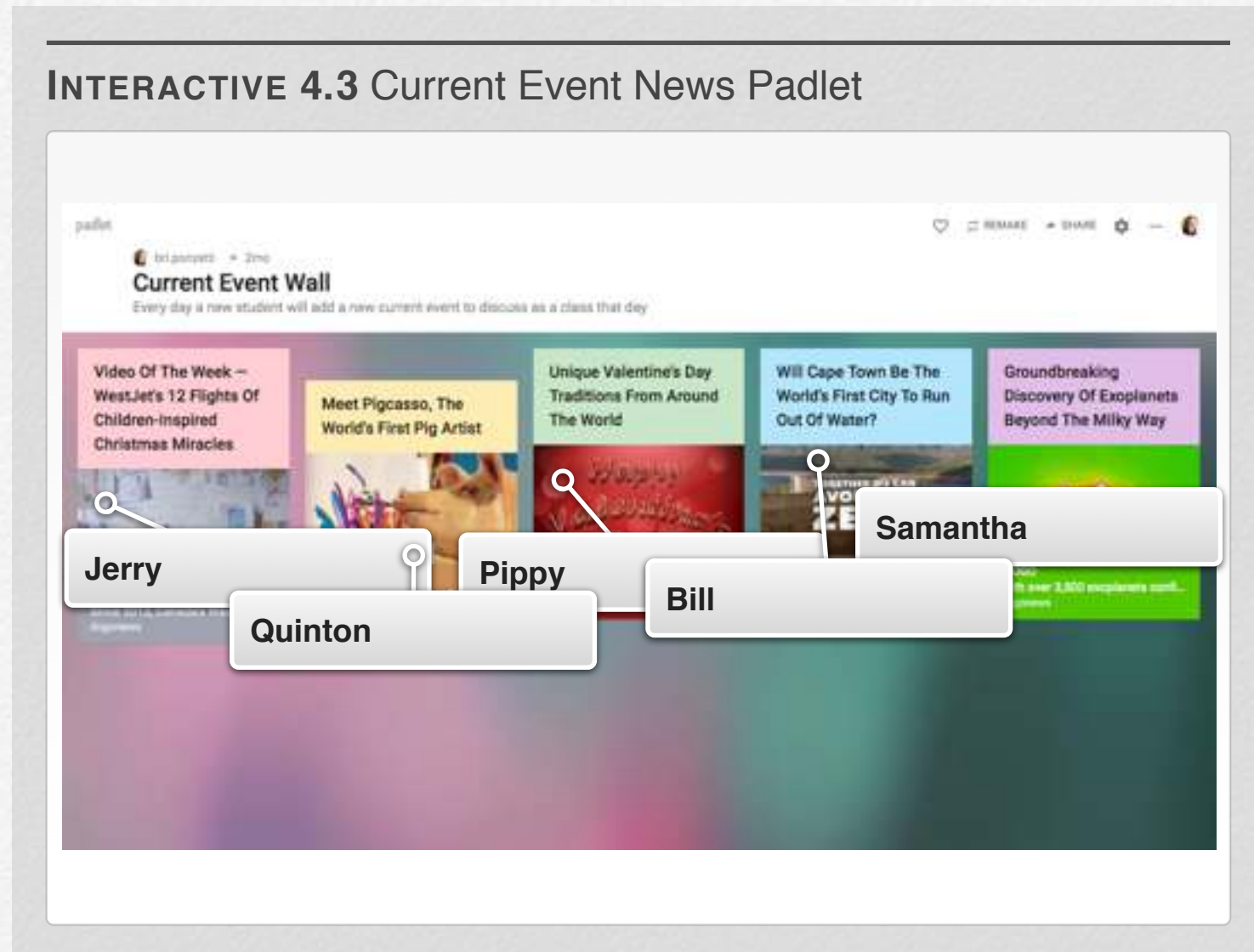
Pros and Cons of Padlet

Pros

Easy to use

Easy way to organize information

Good way to collaborate

Can color coordinate

Aesthetically pleasing

Easy to import videos, images, articles directly into Padlet

Great for visual learners

Easy export/embed code

Cons

Only 8 free padlets before you have to either delete or upgrade

Could potentially be distracting for students

Bri's Course Reflection

Over the course of the semester I had the opportunity to learn about just a few of the various technological resources available to me as a future educator and sites I can turn to for even more tools I can add to my "tech toolkit". Prior to this class I was worried about utilizing technology so frequently in the classroom as I never particularly saw myself as a "tech person" and was a little fearful of whether I would be able to navigate my way around all this new technology. Although my posts this semester may not be the best I am proud of the amount of work I have produced in the short amount of time we have had together and I am proud to say I am not so fearful of exploring new technology that comes my way and I could also potentially see myself implementing these technology tools into my own classroom in the future.

I think this class is especially important as educational technology is growing rapidly and constantly changing, this class taught me to be comfortable with exploring new technology and learning how it can be helpful to both you as the teacher and your students. This course provides us with guidance and tools to add to our toolkits as educators and gives us the confidence is beginning the process of implementing technology into our lessons and classroom to benefit and enhance learning for all students. I have learned that technology can be used as a supplementary tool in addition to the other beneficial tools already implemented into your classroom. While this class has been great in teaching us the many great tech tools out there, it has also been great in teaching me how to be flexible and adaptable when technology is not easily accessible to students or when technology is not working. This class has really taught me how to reach out to your peers around you and to others with more expertise about the apps who can help you learn when you are just so frustrated and cannot seem to learn how to make it work. I enjoyed the opportunity you as a professor gave us in being able to choose the way we presented what we had learned both in class while exploring various apps and in our blog posts while discussing and showing off the work we completed with those apps.

Madison's Course Reflection

• How did it go?

As someone who struggles with technology, I knew that Edtech Methods would be a good course for me to take to enhance my rudimentary knowledge of technology. My main goal for the class was pretty simple: to become more comfortable with a wide range of technological apps, and to increase my knowledge of technology overall. Over the course of one semester, I have increased in confidence and interest in technology.

• What did you learn about Edtech?

During the class, I experimented with padlet, sway, screencast, loom, adobe spark, and many more apps. My favorite app that I learned about was padlet. Since I am already an avid user of Pinterest, I was able to quickly incorporate my knowledge of Pinterest to use for designing my padlet.

• What did you learn about yourself as a learner?

I learned that stretching myself to learn different things is important in order to become more confident. I learned that although technology is a difficult subject for me, it is good for me to learn new things in order to grow as a person.

• Are you on your way to becoming a "tech-savvy" teacher?
I am definitely on my way to becoming a "tech-savvy" teacher! Although I might not incorporate all the apps I learned about in this course to use in my personal classroom, I know I now have a good baseline knowledge that I can use. In particular, I can see myself using padlet in a classroom, both to store my own lesson plan ideas, and allow students to collaborate and share their own ideas.

TED-Ed: Lessons

By Jordyn Geenty and Kiana Okino

5

Use TED-Ed to create quick mini lesson your students can access online. Continue reading to learn how you can do this in less than 20 minutes

GALLERY 5.1 How to make a TED-Ed lesson. Be sure to click on the picture to view the content on full screen

Step 1: After creating a free TED-Ed account click on create a lesson

Watch

Click on the picture to link to our completed
TED-Ed Lesson

Why TED-Ed Should be Part of your Classroom Toolkit:

In the sample lesson we included, we were able to add a video resource, review and discussion questions, as well as additional resources that students and parents can access. TED-Ed is an excellent tool that allows teachers to include all of these important components of a lesson in half the time. Teachers are also able to use other pre-made lesson plans and sources from other teachers as they see fit. Teachers across the world are also able to utilize TED-Ed lessons created by their peers, this is a great example of how online tools can lead to global collaboration. This chapter also included a brief tutorial on how to use TED-Ed. You may have found how easily a lesson could be created and shared to your students. TED-Ed allows the sharing of information with students in a way that engages them through the utilization of technology which we all know is this current generations best friend! be created and shared to your students. TED-Ed allows the sharing of information with students in a way that engages them through the utilization of technology which we all know is this current generations best friend!

Jordyn Geenty's Course Reflection:

How did it go? I thought that this class was a really fun experience. There was a lot of new applications that we got to work with that I think would be very fun to use in my classroom in the future. I though the assignments were easy to do because they were not black and white so that we could take what we learned that day and make it something that we could use in the future.

What did you learn about Ed Tech? I learned that there is still a lot to learn about Ed Tech since it is something that is always evolving but some of the best ways to learn how to use these technology is to just press all the buttons and play with it.

What did you learn about yourself as a learner? I learned that I like to use technology as a tool for creating lessons for students. There were a number of apps that we used that combined different technologies (videos, notes, quizzes, etc.) that save time from trying to go around to different places or make things from scratch even.

Are you on your way to becoming a "tech-savvy" teacher? In my first post I said that "tech-savvy teachers need to be willing to fail". I believe that is something that I experienced this semester as I would get close to finishing a project just to find that it wasn't something that I really felt like was my best work and had to start over. There were also times where I would be using a new app and I just had to figure it out through trial and error. Once I had worked through it for a little while I felt very comfortable using it. Being willing to fail is one of the only ways that we truly learn anything in my opinion.

Kiana Okino's Course Reflection:

Over the course of the semester I had the opportunity to learn about the various technological resources that I can use as a future educator. Prior to this class I was, admittedly, worried and mildly fearful about utilizing technology so frequently in the classroom. I had very limited knowledge and experience with these types of tools and felt that I would be unable to create products worth sharing with the online world. Although my posts this semester may not be TPT (Teacher Pay Teacher) ready, I was pleasantly surprised with how much content I have created in such a short period of time. I am extremely grateful to have been exposed to the educational technology realm, and found the in-class tutorials very helpful. In fact, I have already begun to share my knowledge of these "tech tools" with family and friends who are also impressed with how many accessible (free), resources there are. As a future educator, I found this course to be beneficial as it has provided me the guidance and tools to help get me started with including technology into my lessons and classroom. I have learned that technology does not have to be and end all be all resource and, an incorporation of tech does not mean a replacement of other equally beneficial tools. I plan on using these tech tools to enhance lessons in order to make them more engaging and accessible to my future students. Technology also provides educators with an excellent way to meet students' different learning access points and allows the learning to continue at home. Although I can't proclaim to the world that I am a tech savvy teacher quite yet, I definitely feel like I'm on my way!

Edpuzzle

By Lauren Yount and Dylan Hite

6

Edpuzzle, a technological application that is being used in a variety of ways inside and outside the classroom, takes previously created videos and gives educators (and other people too!) the ability to manipulate videos by cropping, adding audio tracks, audio notes, and using a variety of assessment methods including multiple choice, open-ended questions, and a discussion forum.
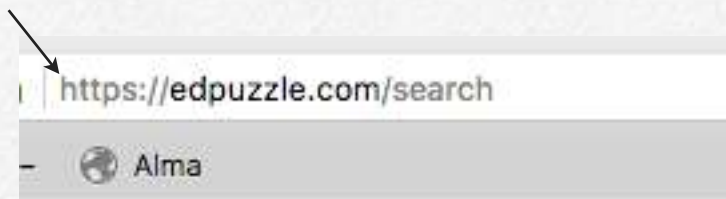
While we had explored other video applications before, we had never used Edpuzzle before this class, or even thought about how useful videos can be in lesson plans, especially when the teacher has the ability to change them in order to fit the needs of the lesson plan and the classroom.

Edpuzzle also allows for videos to be organized by the class or subject that they are being used in. Teachers can then add students to the class and they can access the videos easily from any device. Additionally, Edpuzzle gives the teacher the power to see which students watched the video, how many times they watched it, student's answers and comments on the video, and other useful information that can help the teacher for future lesson plans.
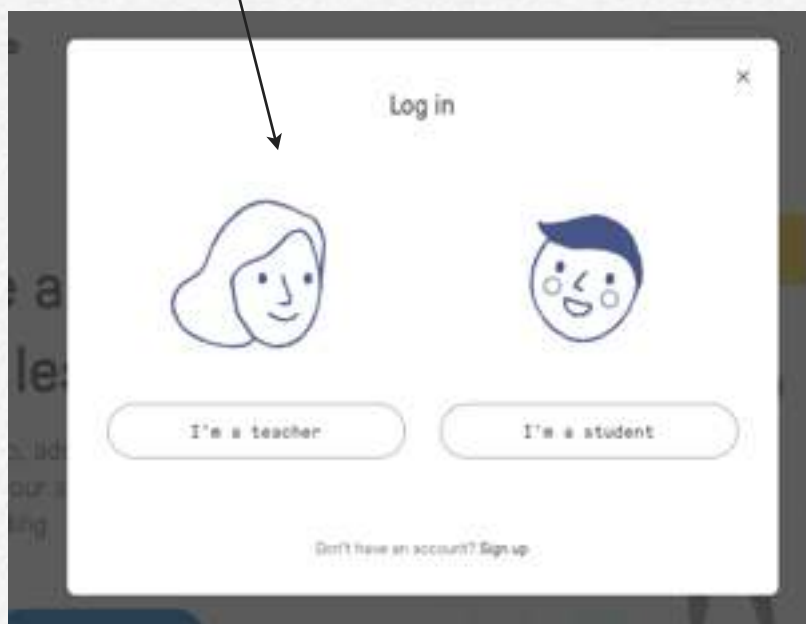

EDpuzzle
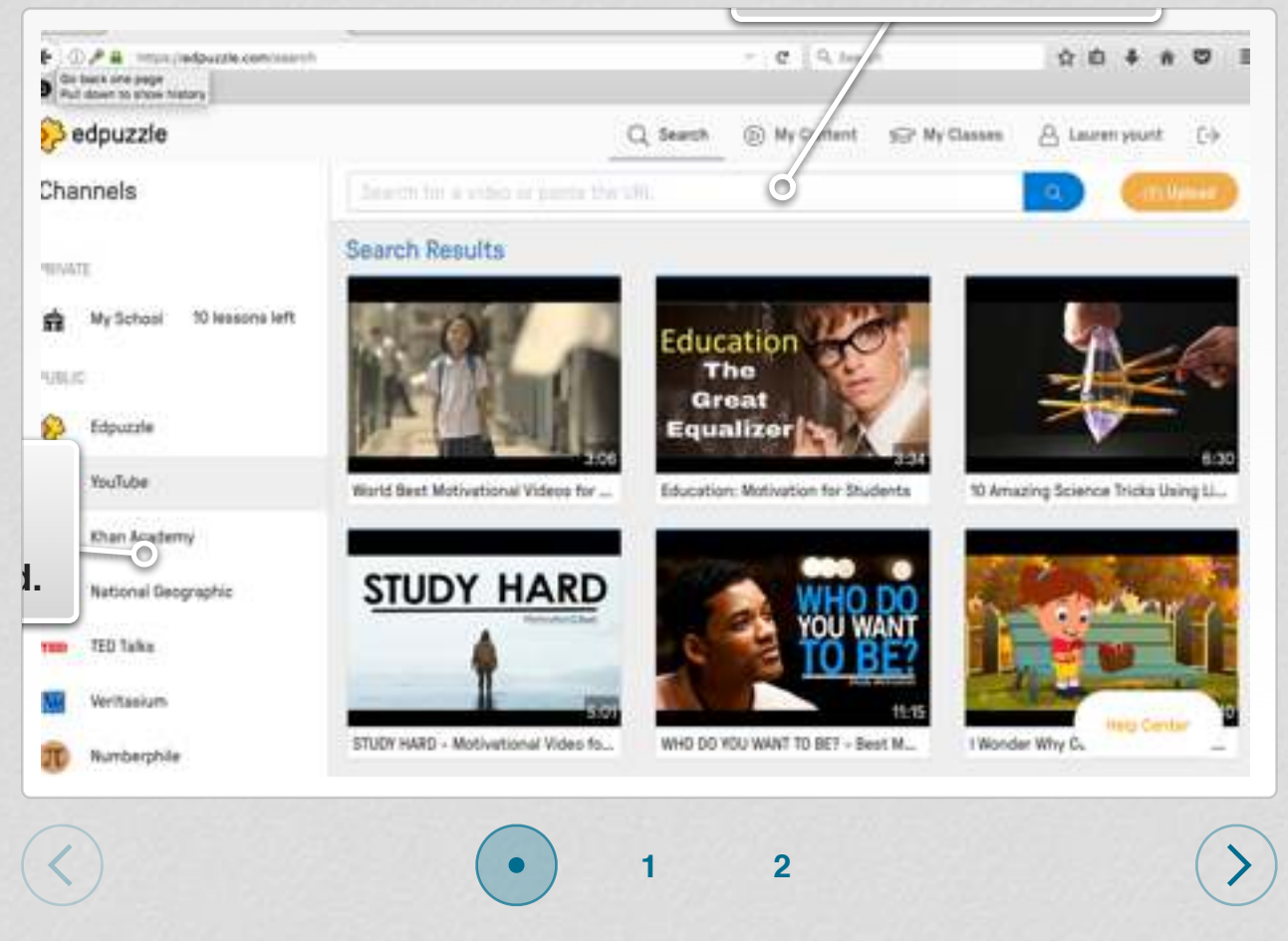
Make any video **your lesson**

A tool for the 21st century school

How to use:

1. Go to...

https://edpuzzle.com/search

🌐 Alma

2. Select "I'm a teacher"

Log in

×

I'm a teacher   I'm a student

Don't have an account? Sign up

3. This is the home page of Edpuzzle

4. Once a video is selected there are four options. The video can be cut, narrated, notes can be added, and questions can be asked throughout the video.
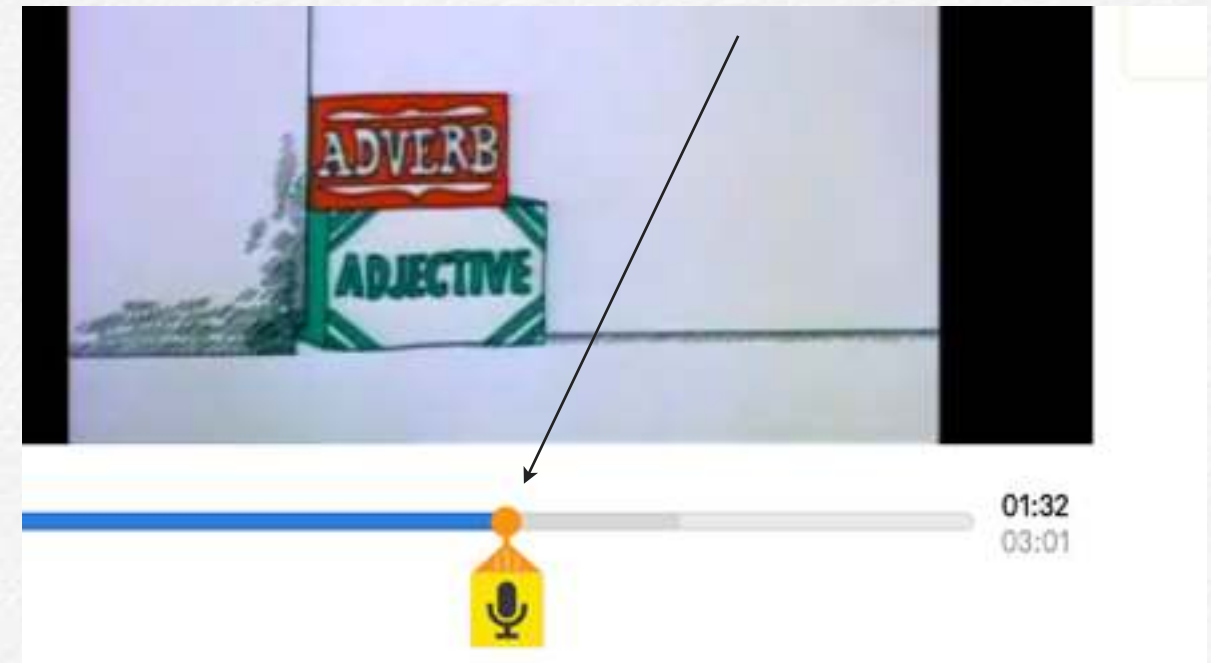
8. Along with a narrating option, there is also a quick note option. This can be used to adda quick remark or conclusion to the video.

6. To cut the video, drag the two red tabs where you wold like the video to start and end.

9. The question option can be used to keep students engaged in the video as well as the lesson. A quiz ca be made that students can take throughout the video or just open end questions can be asked.
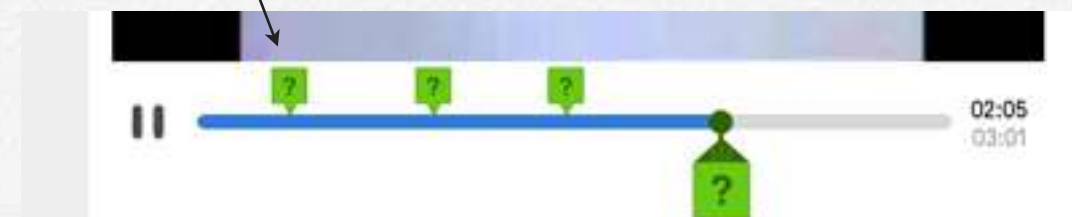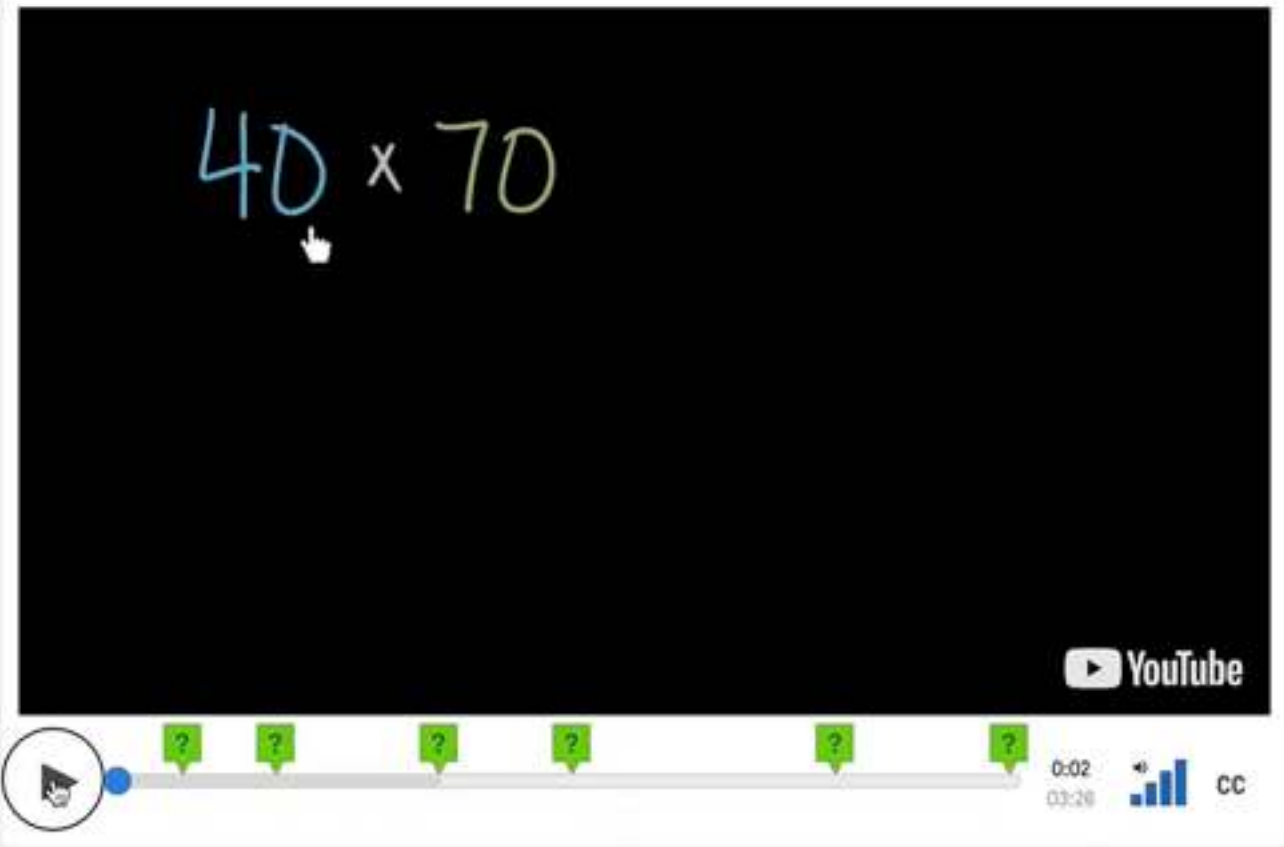

7. The next option is a audio tracker. This allows you to narrate and add your own explanations while the video is playing.

Example product:

MOVIE 6.1 Sample lesson made with EdPuzzle

Our response to EdPuzzle:

Lauren ~

Edpuzzle is a great option for the classroom because it offers a new spin to video usage. With its many options and tools videos can become an intricate part of any lesson plan. Teachers and students can both become engaged through how interactive it is. Teachers can add narrating and comments throughout the film, along with inserting a quiz to keep students in check.

Teachers can now justify for showing videos because of what it can offer to the students learning. The narrating throughout the video will allow teachers to add their own insight to the video itself. The audio quick not option allows a teacher to add quick comments throughout the video without a teacher having to continually pausing and playing the video.

The quiz and question option offers the most

Dylan ~

Edpuzzle, which is a new way to manipulate videos and add content to the classroom and lesson plans, gives teachers a wonderful opportunity to change media that has already been created in order to meet all needs and make an ordinary lesson plan...extraordinary!

After working with Edpuzzle, I found navigating the site to be quite simple and there were instructional videos along the way for reference whenever I had questions. Using the tools on the video were somewhat simple and I did not fully explore the audio tracks or notes. Instead, I focused mostly on the discussion questions, which pauses the video at particular points to allow for time to think and respond to the questions that relate to the video. Adding the questions was
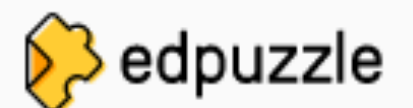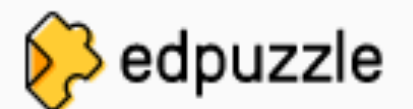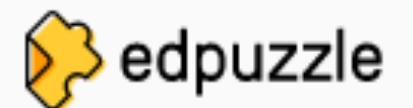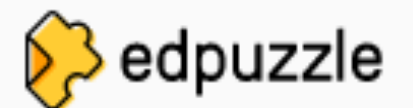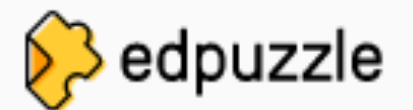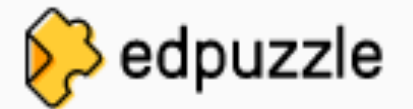
Course Reflection by Dylan Hite

Spring semester 2018 will be remembered as an opportunity we had to explore other realms of the education world that we had not previously engaged with (as much as others). One of the most prominent, and seemingly relevant topics to us, considering our current situation (and as we move towards teaching in the near-future) is technology. The EdTech class was not only engaging and insightful, but provided me with the skills and knowledge to navigate many different technological applications that involved video creation and manipulation, animation, voice-overs, creative arts, etc.

Unlike most classes that follow a specific rubric or have step-by-step instructions, this class and Prof. Pappas, gave us an incredible opportunity to explore new technology, but figure out all the tips and tricks on our own. Navigating unknown waters is an imperative skill to have as a first year teacher in all educational areas, and especially technology. We will be challenged by new and changing technologies and if we have an open mind and the ability to be adaptable, we can truly conquer any struggle and thrive as the most tech-savvy teacher ever!

For me personally, one of the most exciting parts of this class were all the ideas I generated when thinking about what tech tools I now have in my toolbox and ones which I can easily use in lesson and unit plans, as well as on a daily basis with my students. I hope to encourage my students to use technology wisely and to most importantly…be creative with it! There are so many amazing and innovative ways we can use technology and if it can be incorporated into all subject areas in the classroom, students will be engaged and excited to see what they can do when they get to try out something for the first time themselves–eventually becoming experts of course!

Technology is our future and we, as teachers, have a duty to learn about and deeply understand technology in education: finding ways to help ALL students access the material, keep classes fun, and inspire students to become the next tech-masters of the future!

Thank you, Prof. Pappas, for a wonderful, engaging, stress-free class. Thank you for helping us learn on our own, experiment, fail, and succeed throughout our journey in this class. I wish you the best and I am excited for the production of our book!

Course Reflection by Lauren Yount

Reflecting on the semester of Edtech class, I have realized how much knowledge I am leaving with. I had no idea what to expect when the semester began and am fully confident that I know multiple technology tools now to help me as a future teacher in the classroom. I would not say I am a super techy person, but once I take the time to learn things, I can catch on pretty quickly. Throughout every lesson we learned a new tool that could be used in the classroom. These tools are all user friendly for teachers and students to use, which I love. I have been given a new perspective on technology. At the beginning, I wasn't sure if I would use/allow much technology in my classroom just to keep things simple, but with the tools we have learned about as well as students learning in different ways I am in full confidence that I will be using most of what we learned in my classroom one day. It is all about adapting to the learners. Some of my favorites that we learned about were My Maps, Edpuzzle, and Padlet. All three of these were super hands on for both teachers and students. I think whenever and wherever a student can be hands on in the classroom is so important. It keeps them engaged, lets them have fun, and they learn while doing it.

I also learned a few things about myself as a learner too. I learned that I about how much fun teaching can be. All these tech tools take a lot of creativity and flexibility and these were both aspects of myself I needed to work on. Using the Apps we learned about caused me to challenge myself as a more hands on student and future teacher. I definitely think I have or am becoming a "tech-savvy" teacher due to this course, and will be implementing a lot of what I learned in my own teaching one day.

Toontastic

7

By Hanna Knouf and Laura Barros

**Understand the ways to use Toontastic in an elementary classroom.**

Teaching the scientific method through a creative and interactive outlet.

Go To
Toontastic

How To:

Toontastic

1. Download the app Toontastic on any mobile device.

2. Pick the type of story that you would like to use: short story, long story, or science report.

3. Start with the first of (three or five) storyboard outline.

4. Pick your setting.

5. Pick characters that are customizable: changing hair color, skin color, clothing color, or add a face using your front camera!

6. Place your characters around your setting by positioning them differently.

7. Hit start and record a scene. Your characters can move when touching them and you need to add voices to each character as well.

48
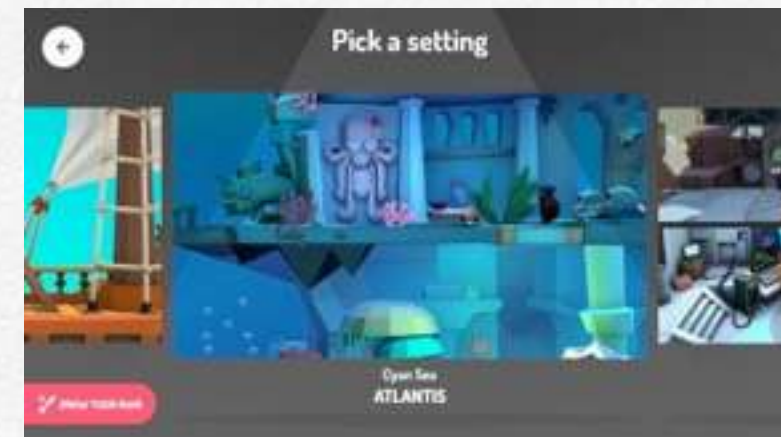
Example:

A Science Experiment Using The Scientific Method

Toontastic allows students to create their own short, animated videos on a handheld device. This is a great resource for students to report on knowledge they have learned, and in this case, students will be asked to make a science experiment.

This lesson can be done in a classroom capable of using these devices to make their own storyline; ideally, we would have grades third through sixth work on this project. They would be grouped with one to two other students and be asked to propose a science experiment with that group. On Toontastic, they will show the scientific method of that experiment, using the "science report" option under the storyboard outline.

Toontastic is an easy way for students to create a scientific method outline in a template that is already available to them. This would be a good introductory lesson into a scientific methods unit, and give students a chance to work together in a fun and interactive way.

Question

Hypothesis

Experiment

Results
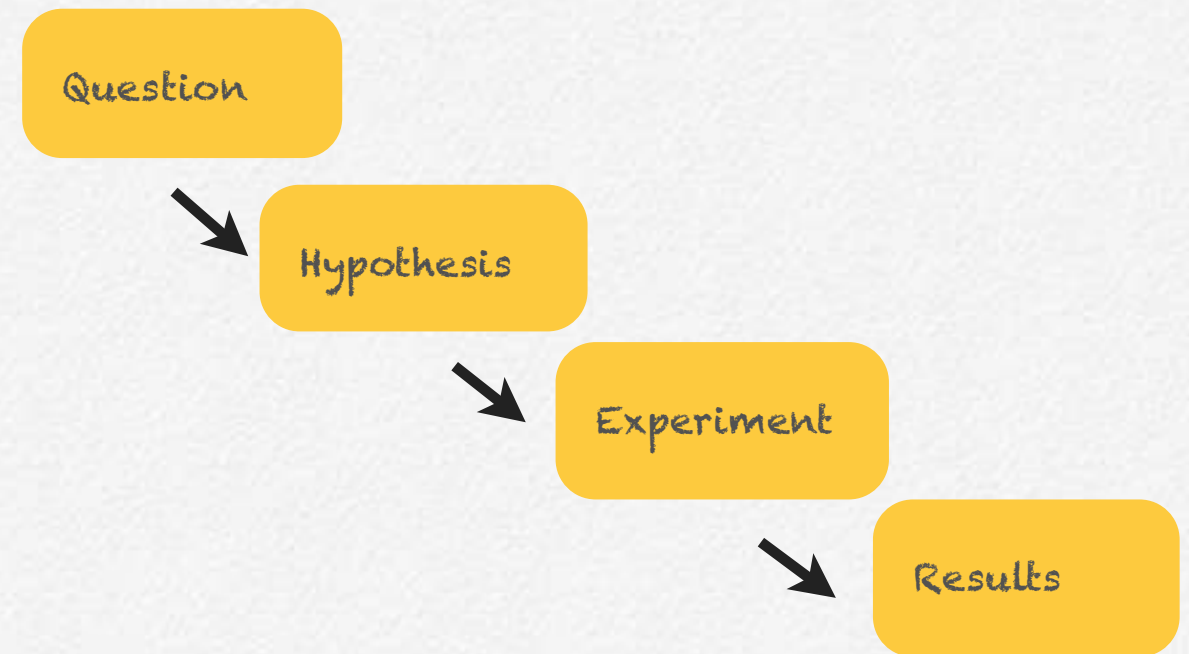
Movie: Toontastic Science Experiment Example

Eggs
DIRECTED BY
Me

Explanation

How Teachers Can Use Toontastic In The Classroom:

1. **Science Experiments**

2. **Book Reports**

3. **Creative Writing: Making Reports into Movies**

4. **Summarizing**

5. **Problem Solving in the Classroom**

The Pros:

- •Interactive
- •Promotes group work and collaboration
- • Alternative way for students to communicate information
- •Gets students familiar with using technology

The Cons:

- •May give the students too much freedom
- • Time consuming
- • Tablets or phones are required
- •Limited instruction

Reflections

Laura Barros

How did it go?

I think that this class went really well overall. I enjoyed the freedom that we had for all of our assignments; we were given tools to use and then chose how we wanted to use them. We were also able to collaborate with our classmates, which made it easier to figure out each of the different tools.

What did you learn about EdTech?

I learned a lot in general just about the different tools that are out there that we can use to incorporate technology into our future classrooms. For example, Toontastic and Edpuzzle are both things that I would be interested in using in the future. I also learned how easy it is use new forms of technology. I was initially intimidated to try these new outlets but once I got started, it was actually pretty easy!

What did you learn about yourself as a learner?

I learned that I really need to push myself when it comes to trying new things, because I am capable of much more than I give myself credit for. Like I talked about earlier, a lot of these new tools intimidated me and I was afraid to try them, but once I did, I found it pretty easy to use.

Are you on your way to becoming a "tech-savvy" teacher?

Yes, I definitely believe I am on my way to becoming a tech-savvy teacher! I had never heard of the majority of these tools before this class; I only new about Google Slides. I am excited to incorporate some of these methods, especially Toontastic, in my future classroom!

Hanna Knouf

How did it go?

I think this class was a really good experience for newer teachers who are going to be dealing with technology a lot in our future classrooms. There were a lot of things I already knew, and a lot of things I didn't know at all. I enjoyed experimenting with the different apps and programs while collaborating with my friends in the classroom. I think it helped us be even more creative in our posts each week.

What did you learn about Edtech?

I learned that there are an unlimited number of apps and websites that are readily available to teachers, and very easy to use! Becoming familiar with some of them will make it easier for me as a teacher to adapt to newer technology in the future. Some apps we used were not my favorite, but because we had to test it out, I learned something new from it.

What did you learn about yourself as a learner?

I saw myself doing things with technology that I had never done before and pushing myself to try new things. I learned that technology is a lot more fun to include in every aspect of the classroom when you are comfortable with it!

Are you on your way to becoming a "tech-savvy" teacher?

Yes I think I am. All of the apps I have tried in this class could be used in my future classroom and I am excited to show them to my students.