

One-Hour Technology Workshop

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PL & Technology Innovation (ITEC 7460)

Kennesaw State University

M.Ed. Instructional Technology, Spring 2015

Workshop Website: www.findleyedtech.wikispaces.com

Workshop Lesson Plan

After completing this workshop, teachers will be able to locate, use, and implement online tools with a better understanding of incorporating them into instruction rather than simply using them as stand-alone tools.

The workshop will be a one-hour redelivery of web tools and services from teachers who attended the GaETC Conference, November 5-7, 2014. Included will be information on Wikispaces, Google Drive, Graphite, Twitter, and tools to measure technology use, including the SAMR model, LoTI Framework, and Technology Integration Matrix (TIM).

Before the workshop, email a membership code to the Findley Ed Tech Wiki (<http://www.findleyedtech.wikispaces.com>) so that interested teachers may join the Wiki before the workshop begins in case they would like to add anything to the pages during the workshop.

During the workshop, use the interactive white board in the music room to show the Wiki itself as well as all the tools being discussed. Teachers will be asked to bring their computers to explore the tools on their own as well.

1. *Wikispaces*: Discuss the purpose of using the collaborative Wikispaces platform, both as the chosen platform for the workshop website, and also classroom uses. Show teachers how to join Wikispaces, create a Wiki, edit a Wiki, invite others, and generate a discussion for possible classroom uses. The discussion board will be set up in advance so that teachers may contribute ideas for others to see. Encourage teachers to add pages to the Wiki if they think of technology tools that may benefit others or edit existing pages if they know of another use for one of the given tools or have more information that may be helpful to others. See Handout in attachment, or on the Wikispaces page of the Findley Ed Tech Wiki (click [here](#)).
2. *Google Drive*: Describe the function of Google Drive in the classroom. Show the different options for Google Drive – word document, spreadsheets, presentations, etc. Show the process of creating a Google Form as a survey or homework for students. Show how to set the theme of a Google Form. Show what the results look like when others submit a form. Show how to create a self-grading form. Have teachers discuss possible classroom uses for Google Forms and other Google Drive apps. See handout in attachment, or on the Google Drive page of the Findley Ed Tech Wiki (click [here](#)).
3. *Graphite*: Describe the function of Graphite for teachers. Show video as an introduction to Graphite. Show how to use the Common Core Explorer. Show how to find comments and ratings for apps.

4. *Twitter*: ask teachers who already has a Twitter account and who does not. Show teachers basic functions of Twitter. Discuss professional and instructional uses for Twitter. Discuss “Professional Learning Networks.” Discuss Twitter Ed Chats and Tweetchat.com. Discuss Fulton County ed chats, relate Twitter to the “Communication” standard in TKES. See handout in attachment, or on the Twitter page of the Findley Ed Tech Wiki (click [here](#)).
5. *Measuring Technology Use*: As a wrap-up, discuss how to use technology in a way that encourages higher order thinking and critical thinking in students. Show the SAMR model video to help teachers understand how technology can be used in many ways, some more transformational than others. Show the iPedagogy Wheel to relate technology tools to Bloom’s Taxonomy and the Depth of Knowledge (DOK) wheel. Show the Tech Turkey to relate common tools to higher order thinking. Discuss the LoTI Framework as a way to measure current technology integration practice and get ideas for increasing capacity for transformational technology use. Have teachers use the “LoTI Sniff Test” to determine their current level within the LoTI framework. Show the Technology Integration Matrix for classroom behaviors as they relate to technology integration, and how both of these relate to specific subject areas. Have teachers view a video of a Social Studies 3-5 grade level example of Infusion level Constructive Learning. Discuss the video and have teachers try to determine which classroom behavior and which level of the matrix is presented.

Narrative Description and Supporting Materials

The workshop took place on Wednesday, November 19, 2014 from 2:45-3:45 pm in my classroom (Music room). After discussing the workshop with and getting approval from the administration, I sent out an email to all certified staff to announce the workshop, including a link to the Findley Ed Tech Wiki and a request for teachers to bring their computers (see below). Two other teachers plus the school’s Assistant Principal wanted to redeliver information from the GaETC conference. One teacher, the Kindergarten grade level chair, wanted to present on a tool called Graphite that she learned about at the GaETC conference. The other teacher, the school’s STEM teacher, wanted to share information about Google Drive, specifically using Google Forms and creating self-grading spreadsheets. The Assistant Principal wanted to share information she learned about Twitter, but asked for my help as I already have a professional Twitter account on which I am very active. These topics, along with my own (Wikispaces and Measuring Technology Use), were to take up the whole hour.

A total of 16 faculty members (including all three administrators) attended the workshop; however, not all were able to stay the whole time. Some left early and others came in late. We welcomed everyone who came in at any point. I had a QR code link to a Google Form sign-in posted throughout the room (see attached) as well as a Tiny URL written on the board for those who did not have QR scanning capability to get to the Google Form to sign in. I also had extension cords set up throughout the room so that teachers could plug in their computers as needed. The STEM teacher wanted to go first because she had to get back to the Math team meeting. I asked if I could describe the

purpose of using the Wikispaces platform for the workshop at the very beginning (collaborative, asking for teachers' input), and she started right after that. The introduction took about 5 minutes. She took about 15 minutes to discuss Google Drive and Google Forms. Next, the Kindergarten grade level chair discussed Graphite and showed the video to introduce the tool. Her presentation took about 10 minutes. Next, the AP and I began to talk about Twitter. We had both agreed before hand about the topics that we would discuss, but the teachers were extremely interested in learning more and asked several interesting questions. We ended up also discussing hashtags, trending topics, the Lists features, following others, etc. The conversation covered so many different topics that I went back and edited the handout to include this information for teachers to use later. The Twitter discussion took a total of 25 minutes. That left only 5 minutes at the end to discuss the SAMR model. I asked teachers to look at the other pages on their own and use the Measuring Technology Use page to reflect on their own technology integration and think of ways to increase their capacity for transformational technology integration.

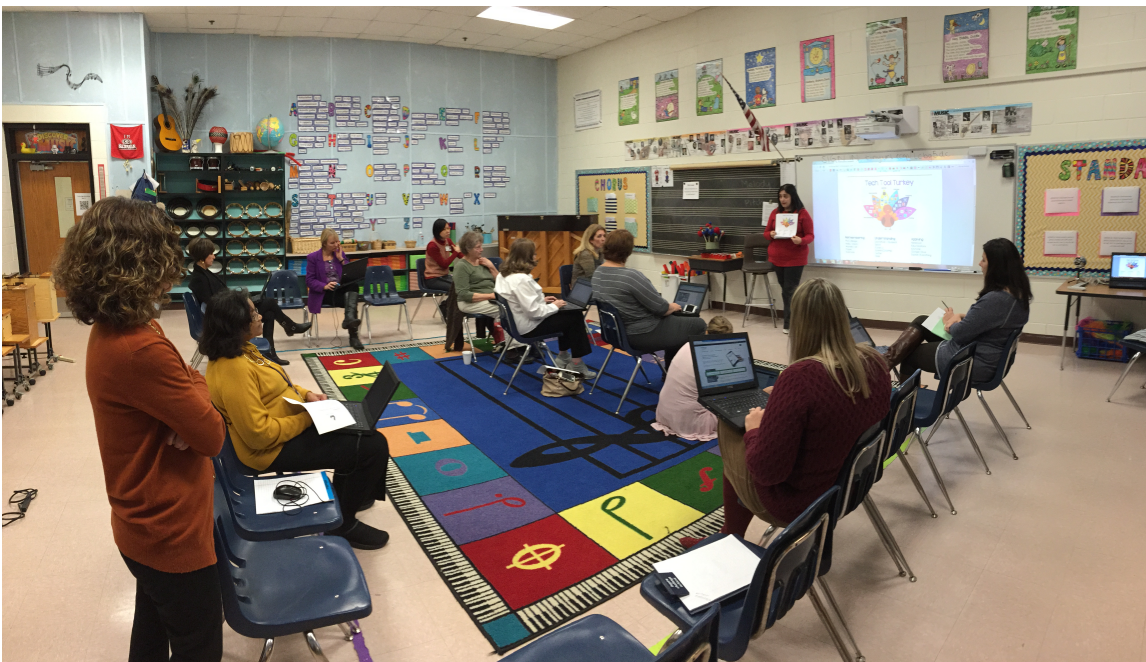
Sign In Link:

<https://docs.google.com/forms/d/1dfYBZu7h8qFi6BFykHdRfFhDJkjQipUurUopXvr7QM/viewform>

Sign In Results:

<https://docs.google.com/spreadsheets/d/1tJdunG5HQp1i0s48BguBpTiVwmcKccJkiSt3hp3W8Hs/edit#gid=1923088257>

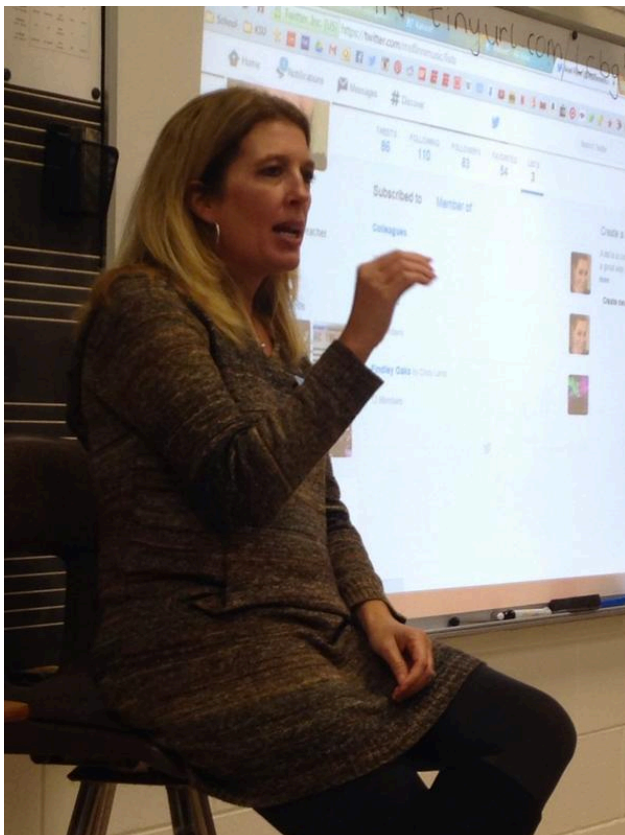
Pictures:



Panoramic view of the workshop in progress (Discussing the Tech Turkey)



Teachers engaged in the workshop



The school's AP discussing Twitter

Promotional/Invitation Email(s) to Workshop:

[Reply](#)

[Reply All](#)

[Forward](#)



FW: Technology Workshop

Flinn, Ariel S

To: [ES Findley Oaks Certified](#)

Wednesday, November 19, 2014 2:01 PM

Bring your laptops! I will have extension cords available if you need to charge your computer. Also, some people have told me they may come late or leave early...whatever you need to do is fine. We will end promptly at 3:45.

From: Flinn, Ariel S

Sent: Tuesday, November 18, 2014 12:54 PM

To: ES Findley Oaks Certified

Subject: FW: Technology Workshop

Don't forget to join us for tomorrow's technology workshop from 2:45-3:45 in my room (F107). Get a sneak peek at the topics we will cover by visiting Findley's new [Ed Tech Wiki](#), or go ahead and become a member of the Wiki by taking [this link](#). Don't know (or remember) how to use Wikispaces? No problem – it's one of the topics for the workshop ☺ See you then!

From: Flinn, Ariel S

Sent: Thursday, November 13, 2014 9:23 AM

To: ES Findley Oaks Certified

Subject: Technology Workshop

Please join us for an instructional technology workshop next **Wednesday, November 19 from 2:45-3:45** in the music room (F107). Sharon, Lori, and I will redeliver tools, tips, and tricks we learned at the GaETC (ed. tech.) conference last week. I will also debut and discuss the new Findley Oaks Instructional Technology Wiki. Amy and Judy will host a follow-up session after Thanksgiving and share even more tech tools for teachers. We hope to see you there!

Ariel Flinn

Music Specialist and Choral Director

Findley Oaks ES

Fulton Fine Arts Support Team (FAST)

Results

I created and sent out a Google Forms survey about the workshop that included seven questions. (view the survey [here](#), view the table of results [here](#)). The questions were:

1. Overall, how helpful was today's workshop?
2. Which tools from today's workshop might you consider using in your classroom/professional practice? Choose all that apply.
3. Do you plan on attending the follow-up session with Amy and Judy after Thanksgiving?*
4. How useful were the handouts in helping you understand how to use the tools and apps that were discussed?
5. How useful was the Findley Ed Tech Wiki as an online platform for this workshop?
6. Do you have any additional feedback about today's technology workshop?
7. Are there any specific tools you would be interested in learning about in the future?

I specifically did not ask teachers to submit their names so that they could remain anonymous and give honest feedback. Seven people responded to the survey. Six of the seven indicated that the workshop overall was “very helpful” (the seventh person said “somewhat helpful”). Teachers had varying responses to the tools they would actually consider using in the classroom, which I interpret as a good thing. This means that teachers are making choices about what they think will work for their own setting, and it also means that there was not one tool that was considered unworthy of further investigation. Six of the seven respondents indicated that they were already planning on attending the follow-up session (the seventh person said “maybe”). All seven respondents indicated that the handouts from the workshop were “very useful.” Six of the seven respondents felt that using the Wiki was “very useful” as an online platform for the workshop (the seventh person said “somewhat useful”). Three respondents also gave additional feedback, all of which was positive: one person very much appreciated the written directions for Twitter, one person thought the workshop was “very informative” and was looking forward to using the information in the classroom, and the third person noted appreciation for the pace of the workshop – slow enough to cover questions and grasp concepts. Only one person had a specific suggestion for learning about in the future, which was help with showcasing student work using online tools. This will certainly be considered in planning the follow-up session.

Plans for Follow-Up

The school’s Media and Technology Specialists, who also attended the GaETC conference, had expressed interest in hosting a follow-up session after the Thanksgiving break to see how teachers were using the tools, problems they may be facing, and to extend the learning. They also had tools of their own they wanted to share. A follow up

session is scheduled in December. This follow-up session will also include information on using web tools to showcase student work, as suggested by a survey respondent.

The Wiki itself will also be used for follow-up. The teachers have been encouraged to add new pages to the Wiki or add information to the existing pages. The school's Curriculum Support Teacher (CST, an administrator-level position) has also expressed interest in extending the workshop to a 5-workshop series as well as a 5-hour implementation period for teachers looking to earn PLUs. Currently, those of us who attended the GaETC conference are working on plans to submit to Fulton's Professional Learning department to get this approved.

Please see the following attachments:

- Wikispaces Handout
- Google Drive Handout
- Twitter Handout
- QR Code to access sign-in