

# SUCCESSFULLY MANAGING A CLASSROOM FULL OF STUDENTS WITH TECHNO TOOLS

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# What Is Your Biggest Management Concern?

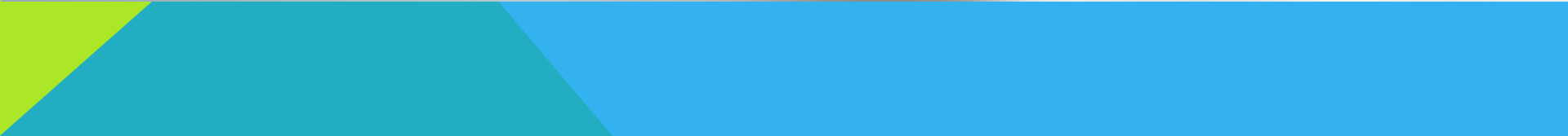


Vote at <http://vot.rs> using 92230



<http://mentimeter.com/p/783221eb89ad>









**Educational researchers and practitioners alike assert that the potential of new technologies for learning is likely to be found not in the technologies themselves but in the way in which these technologies are used as tools for learning**

(Means & Olson, 1995; Owston, 1997; Valdez et al., 1999).



# KEY ELEMENTS

OF MANAGING THE CONNECTED CLASSROOM

# KEY ELEMENTS



Appropriate Resources

Engaged Learners

Independence

Management Structures





**APPROPRIATE RESOURCES**

# SITES FOR STUDENTS MUST BE:



Uncluttered  
Curriculum or Learning-  
rich  
Interactive  
Engaging  
Child-friendly

Recommended for Grades: 3,4,5

Advertisement



Get your Big Kid® excited about their next potty break.

Download your Big Kid® timer today.

GET STARTED



# Counting Money

Practice counting money and collect fish for the aquarium!

Click on a level and press GO.

Level 1



Count to 99 cents

Level 2



Count to 10 dollars

Level 3



Count to 100 dollars

REALLY?

Beginner

GO

Expert

GO



# FINDING LINKS IS THE EASY PART...





# **SAVING TIME, AND SANITY**

START WITH A FEW GO-TO SITES





# READ WRITE THINK

<http://www.readwritethink.org/>

The screenshot shows the ReadWriteThink website. At the top, the logo "readwritethink" is displayed in green, orange, and blue. To the right of the logo are logos for the International Reading Association and NCTE. Further right is a link to "Contribute to ReadWriteThink / RSS / FAQs / Site Demonstrations / Contact Us". Below the logo is a navigation bar with four tabs: "CLASSROOM RESOURCES", "PROFESSIONAL DEVELOPMENT", "ABOUT US", and "PARENT & AFTERSCHOOL RESOURCES". The main content area features a large graphic of a red envelope with a "Letter Generator" form inside. The text "Signed, Sealed, Delivered" is written in red, followed by "Send a letter using the updated Letter Generator!" and a link "write and send your letter" with a play button icon. A "POSTAGE PAID" stamp is visible in the background. On the right side, there is a vertical menu with links: "IRA Annual Convention", "Freedom Rides", "Write a Letter" (highlighted with a left arrow), and "Jackie Robinson".

readwritethink

Contribute to ReadWriteThink / RSS / FAQs / Site Demonstrations / Contact Us

International Reading Association NCTE

Thinkfinity | verizon foundation

CLASSROOM RESOURCES PROFESSIONAL DEVELOPMENT ABOUT US PARENT & AFTERSCHOOL RESOURCES

**Signed, Sealed, Delivered**  
Send a letter using the updated Letter Generator!  
write and send your letter ▶

Letter Generator

Step 1. Heading

The heading appears in the upper right-hand corner. It contains the number's address and the date the letter is written.

Write your short address.

Now enter the date and address. Remember to include a comma and space after the address and the date the letter is written.

IRA Annual Convention


Freedom Rides


◀ Write a Letter

Jackie Robinson

# MATH MANIPULATIVES


<http://nlvm.usu.edu/en/nav/vlibrary.html>

 **National Library of Virtual Manipulatives**  
Cliquez ici pour visiter ce site web en français

Utah State UNIVERSITY 

Virtual Library About eNLVM Buy Now!  Search

Download New Free Trial Version 3.0!

Index	Pre-K — 2	3 — 5	6 — 8	9 — 12
Number & Operations				
Algebra				
Geometry				
Measurement				
Data Analysis & Probability				

# COLLABORATIVE WRITING

Titan Pad: <http://glovely.titanpad.com/1>  
(password is letmein )

The screenshot shows the Titan Pad web application interface. At the top, a title bar reads "Type Adjectives which describe lions (rename)". Below this is a menu bar with "Security", "Pad Options", "Import/Export", "Saved revisions", and "Time Slider". A toolbar with various editing icons is positioned above the main text area. The text area contains the following content:

1 Lions are...  
2 big  
3 loud  
4

On the right side, there is a sidebar. At the top, it says "Gail Lovely". Below that, it says "Invite other users and they will show up here." with a link. A "Share this pad" button is present. Below the button, there is a list of recent activity:

- January 20, 2011
  - joanne: I'm on a mac and it's fine 15:23
  - Renee: I like the different colors on both of these 15:24
- October 3, 2011
  - sheamal: dangerous like me 12:13
- February 8, 2012
  - Andres: Huge!! 10:05
  - Ana: Tech Rocks 10:05
- June 10, 2012

At the bottom of the sidebar, there is a "Chat:" input field. The bottom of the main window shows a "Zoom: 100%" control and "Sidebar" and "Full Window" buttons.

# SPOKEN WORD, SHARED

Best with a paid subscription (\$60 yr)

# VOICETHREAD

**Voicethread Book Reviews:**

<http://voicethread.com/share/56011/>

**Images have Stories to Tell:**

<http://voicethread.com/share/3364/>

**People have stories to Tell:**

<http://voicethread.com/share/3711471/>

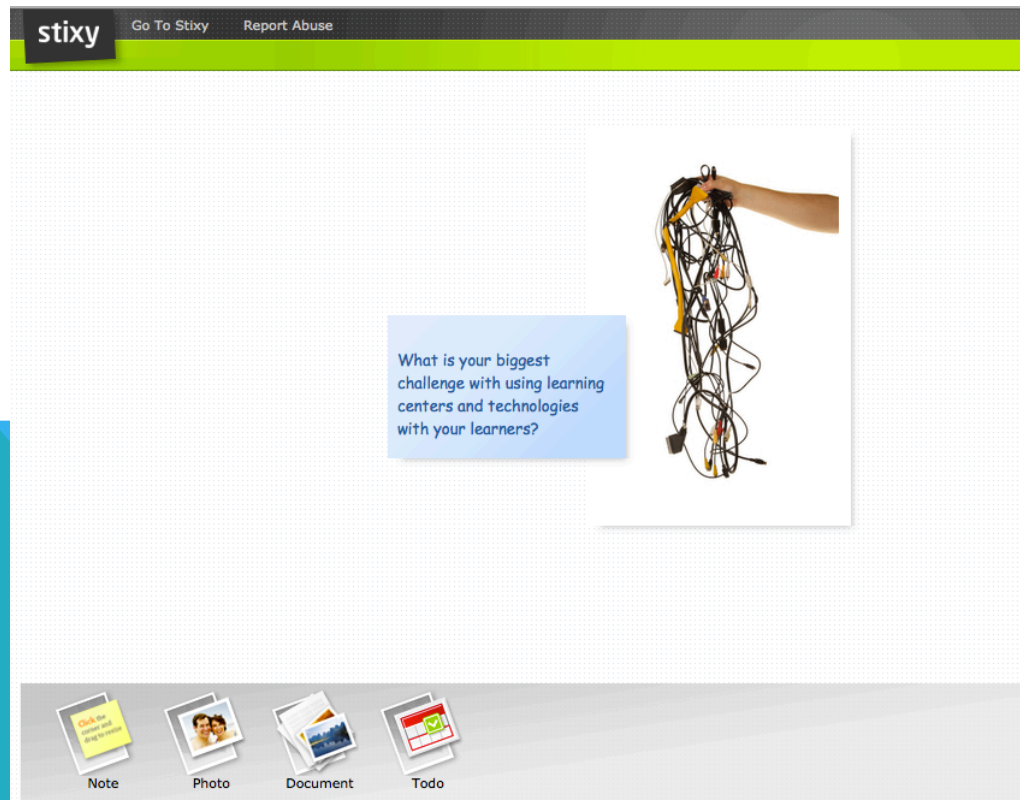




# SHARED AND COLLABORATIVE WRITING

## Stixy

- <http://www.stixy.com/guest/102984>
- (password is letmein)
- Refresh to see posts by others.





**ENGAGED LEARNERS**

# WHAT CREATES ENGAGEMENT?

Choice

Social Needs/Groups

Appropriate Challenge

Goals



# PROVIDE CHOICES

Not what is learned, but how it is learned  
and how students will show you what  
they know...



# HOW DO YOU GIVE CHOICES?

QR Code “key rings”

Website choices on Desktop

Class Website

<http://yola.com>

Something else?

<http://fur.ly/> or <http://symbaloo.com>





# WHAT CREATES ENGAGEMENT?

Social Needs/Groups

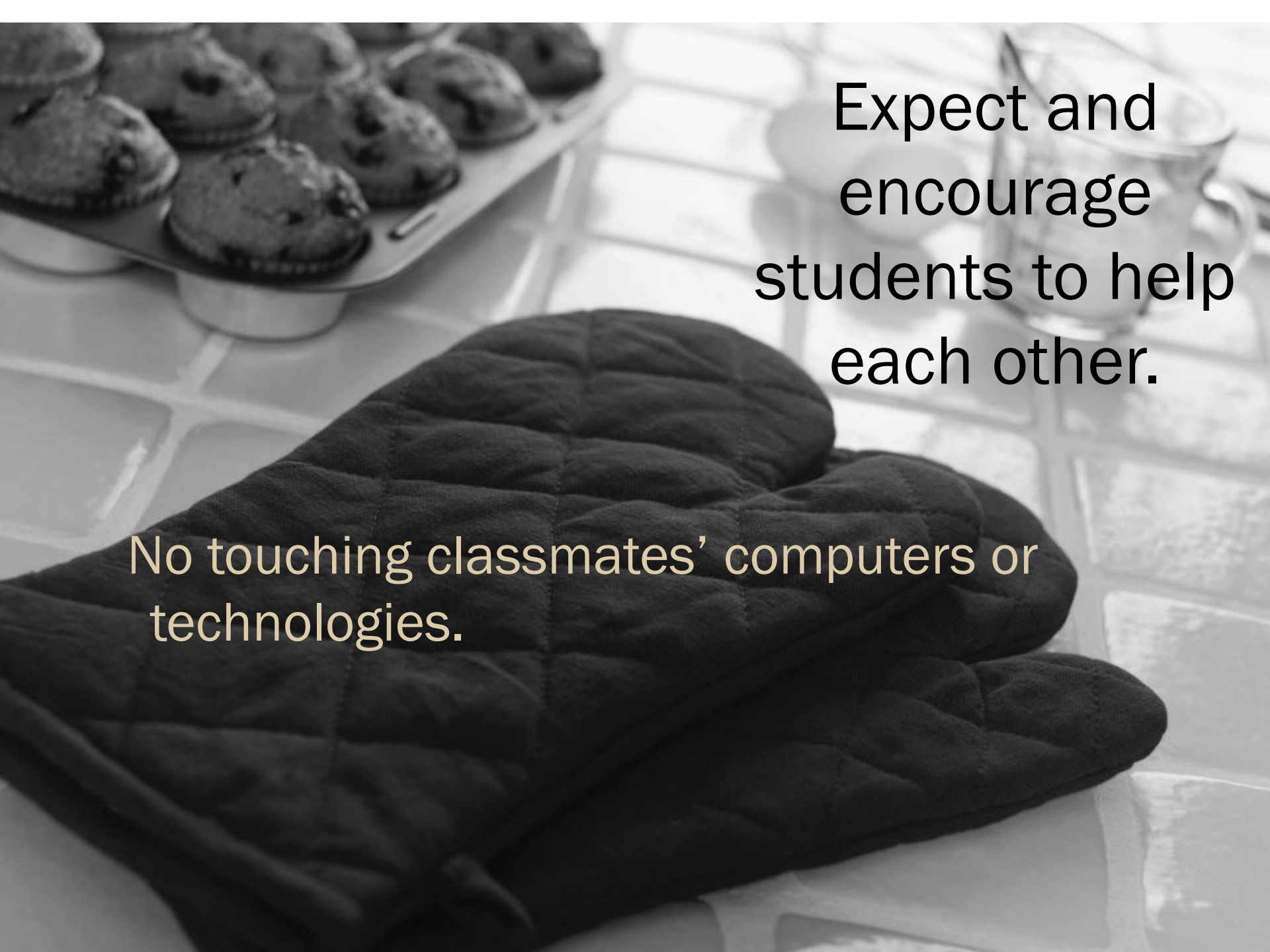
Appropriate Challenge

Goals



# TEAMS AND PARTNERS





Expect and  
encourage  
students to help  
each other.

No touching classmates' computers or  
technologies.

# TURN TAKING...

Check list

Sticks in a Cup

Circle Chart

Electronic name pickers

- [http://classtools.net/main\\_area/template\\_loader.htm?fruit\\_machine](http://classtools.net/main_area/template_loader.htm?fruit_machine)
- <http://www.barryfunenglish.com/tools.php>
- <http://www.superteachertools.com/classroom-tools/group-maker.php>

# WHAT CREATES ENGAGEMENT?

Appropriate Challenge

Goals





# TASKS, NOT BUSY WORK

Clearly Defined

Appropriate for the learner

Purposeful

Have a beginning, middle and end



# TASK SUPPORT

PowerPoint task cards printed  
QR Codes to sites





# BUILD WITH SHAPES



# TASK SUPPORT

Online Annotations

Video Reminders or Tutorials



# ONLINE ANNOTATIONS

## Guide student actions (markup.io)

Example: <http://markup.io/v/52kk44wvycs9>

Interactive Tour of Ellis Island

PREVIOUS 1<sup>ST</sup> STOP THE PASSAGE NEXT

STORY PHOTOS

**M**ost of the immigrants who came to America through Ellis Island were from eastern and southern Europe. In many cases, they came to escape the poverty and religious intolerance that existed in small towns in countries such as Italy, Poland, and Russia.

They began their journey to America on foot, horseback, or train. Many trekked hundreds of miles across Europe to get to a seaport. When they arrived at the coast, they boarded a steamship.

The trip across the Atlantic Ocean lasted one to two weeks. The ships divided passengers by wealth and class. First- and second-class passengers stayed in staterooms and cabins. But most people were in third class, called "steerage." Steerage was a large, open space at the bottom of the ship.

As many as 3,000 people crowded the ships. They often came from different countries, spoke different languages, and belonged to different religions.

**DID YOU KNOW?**  
Emigrant and immigrant are related words  
[Learn more](#)

The invention of steamships transformed immigration  
[Learn more](#)

**YOU ARE HERE**  
The Passage

Visit at least 4 stops  
Write down at least 5 "interesting" words.  
Be ready to share 2 "interesting" facts.

# TASK SUPPORT

Video Reminders or Tutorials





# VIDEO TUTORIALS

Have students create!

Jing (windows or mac)

Explain Everything App (iPad)



**PICTURING WHAT IS POSSIBLE**

# VISIONING WHAT'S POSSIBLE

## Tech Integration Matrices

- Florida (<http://fcit.usf.edu/matrix/index.html>)
- Arizona (<http://azk12.org/tim/>)

	Entry	Adoption	Adaptation	Infusion	Transformation
	<p>The teacher begins to use technology tools to deliver curriculum content to students.</p>	<p>The teacher directs students in the conventional and procedural use of technology tools.</p>	<p>The teacher facilitates students in exploring and independently using technology tools.</p>	<p>The teacher provides the learning context and the students choose the technology tools to achieve the outcome.</p>	<p>The teacher encourages the innovative use of technology tools. Technology tools are used to facilitate higher order learning activities that may not have been possible without the use of technology.</p>
<p><b>Active</b></p> <p>Students are actively engaged in using technology as a tool rather than passively receiving information from the technology.</p>	<p>Information passively received ...more</p>	<p>Conventional, procedural use of tools ...more</p>	<p>Conventional independent use of tools; some student choice and exploration ...more</p>	<p>Choice of tools and regular, self-directed use ...more</p>	<p>Extensive and unconventional use of tools ...more</p>
<p><b>Collaborative</b></p> <p>Students use technology tools to collaborate with others rather than working individually at all times.</p>	<p>Individual student use of tools ...more</p>	<p>Collaborative use of tools in conventional ways. ...more</p>	<p>Collaborative use of tools; some student choice and exploration ...more</p>	<p>Choice of tools and regular use for collaboration ...more</p>	<p>Collaboration with peers and outside resources in ways not possible without technology ...more</p>

# MANAGING...

BUT ACCOUNTING FOR DIFFERENCES



# PLAN FOR DIFFERENTIATION

## The Differentiator

Students will ... (click to enter content)

Thinking Skill

Content

Resources

Product

Groups

**First, pick a thinking skill...**

*Revised Bloom's Taxonomy adapted from "A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives" by Anderson and Krathwohl*

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Remember	Classify	Choose	Appraise	Appraise	Assemble
List	Describe	Demonstrate	Compare	Argue	Construct
Define	Discuss	Dramative	Contrast	Contrast	Create
State	Explain	Employ	Criticize	Defend	Design
Repeat	Identify	Illustrate	Differentiate	Judge	Develop
Duplicate	Locate	Interpret	Discriminate	Select	Formulate
	Recognize	Operate	Distinguish	Support	Write
	Report	Sketch	Examine	Value	

<http://www.byrdseed.com/differentiator/>

**FAIR DOESN'T MEAN SAME**





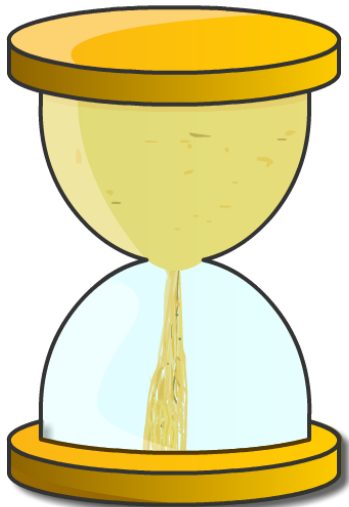
# TIMERS

## Kitchen Timers

<http://minutesplease.com/>

[http://www.online-stopwatch.com/  
egg-timer-countdown/full-screen/](http://www.online-stopwatch.com/egg-timer-countdown/full-screen/)

www.online-stopwatch.com



00:20:59  
35

Pause

Restart



**Minutes  
Please!**  
control your web time

# RUBRICS

Expectations up  
front – no  
tricks!



# RUBRICS

“A *rubric* is an explicit summary of the criteria for assessing a particular piece of student work, plus levels of potential achievement for each criterion.” (source)

But really RUBRICS are time-savers!

Rubistar is a GREAT time saver!



# PBL CHECKLISTS

## Student Accountability (English and Spanish)

- <http://pblchecklist.4teachers.org/>

### PBL Checklists

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If you have questions, check out the [FAQs](#).

The checklists below are in English. See checklists [en Español](#).

#### writing

K-1 2-4 5-8 9-12

#### science

K-4 5-8 9-12

#### oral presentation

2-4 5-8 9-12

#### multimedia

2-4 5-8 9-12

# SHIFT AND RETURN....





**Eventually one of your goals should be students self-selecting tools to use to achieve their goals....**





ONE LAST THOUGHT ON  
MANAGING IT ALL....

THERE IS NO FAILURE,  
ONLY ATTEMPTS  
AND UNEXPECTED OUTCOMES.





**THANK YOU!**

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**ONLINE RESOURCES:**

[HTTP://LOVELYLEARNING.COM](http://LOVELYLEARNING.COM)