

# Module 6.1

## How Using Diverse Media and Formats Can Ignite Student Learning

*Pages 171–187*

*Estimated Time: 1 Hour, 10 Minutes*



### **Prior to Meeting**

- Have participants read pages 171 to 187, stopping at the section titled “Preparing for Reading and Writing: Interpreting Material in Diverse Formats.”
- There are no individual student stories in the first part of Chapter 6 (there are two student studies in the second half of the chapter). Therefore, rather than having participants focus on a case-study student for this module, ask participants to focus on their own comfort with technology in the five areas covered in the first half of the chapter:
  - Technology for research and exploration
  - Technology for communication and collaboration
  - Technology for flipping learning
  - Technology to create and innovate
  - Technology to present and showcase
- Find and prepare these recommended online materials, including:
  - A video from Khan Academy ([www.khanacademy.org](http://www.khanacademy.org))
  - A free wiki created at a site like [www.wikispaces.com](http://www.wikispaces.com)

### **Materials You Need for This Module**

- PowerPoint slides for Chapter 6, Module 1
- Internet access, a projector, and a screen
- Notecards (any size)

## Segment One: Introduction (Approximately 10 Minutes)

1. Project the first two slides to introduce this module.
2. Project **PowerPoint Slide 3** and explain that the module focuses on these characteristics of a college- and career-ready student.
3. Have participants turn and talk to a partner:
  - How familiar are students in your classes with technology? Do they meet this description more, less, or about the same as the other descriptions of college- and career-ready students?
  - What is access to technology like in your school? How does this limit or strengthen your ability to work with students in this area? What solutions have you found to any problems presented by access?
4. Ask for a show of hands for each of the five areas of technology covered in the first half of this chapter (see the list under “Prior to Meeting”). Read each area aloud and have participants raise their hands in groups that indicate a little familiarity or comfort with that area of technology, some familiarity or comfort, or a lot of familiarity or comfort with that area.
5. Explain that this module covers collaboration and flipped learning using technology and that the next module delves more deeply into the presentation and showcasing of material using technology.

## Segment Two: Technology for Communication—Creating a Class Project Using Technology (Approximately 30 Minutes)

**Note:** If you have access to technology in your session, you may wish to create a wiki using a free website, such as wikispaces and complete this project online. The alternative version presented here allows you to simulate the online environment. If you create an online wiki, you can set up the pages for each entry in advance or create them as you go, but be certain that you understand how to link pages to one another on the site so that the project works!

1. Have participants reread the feature titled “How to Write as a Class Using Wikis” on pages 180 and 181.
2. Organize participants into groups with about 8 to 10 people per group. Give each participant a notecard. Project the writing prompt on **PowerPoint Slide 4**, but do not have participants respond right away.
3. Have one participant in each group write a 2 to 3 sentence description of one classroom in a school where all teachers are fairy-tale characters (allow about 3 minutes). Stress that the response does not need to be clever or eloquent for this purpose—this is merely an illustration. After writing the sentences, have the participant identify two other classrooms or spaces in the school and write them at the bottom of the card.
4. Have two other participants in the group each write a 2 to 3 sentence description of the identified classrooms at the bottom of the first card. Again, then these participants should each write two new classroom locations at the bottom of their own cards.
5. As the participants in the group write on their cards, arrange them in the shape of a tree.
6. Continue until everyone in the group has written one or more cards. End with at least a total of 16 cards arranged.
7. Have participants volunteer to read their way through the cards, beginning at the first and then choosing one “room” after another until they reach the final card.

8. Discuss as a group:
  - How does a group writing assignment, such as this one engage students and draw on their shared creativity?
  - What benefits are there to putting an assignment, such as this online? How can technology enhance the writing experience in this situation?
  - What other possible scenarios can you envision for a similar group writing task?

### Segment Three: Flipped Learning (Approximately 20 Minutes)

1. Project **PowerPoint Slide 5**.
2. Show participants a video from Khan Academy's online site. For this segment, we suggest the video that explores Andy Warhol's famous soup can paintings: <https://www.khanacademy.org/humanities/art-history/art-history-1907-1960-age-of-global-conflict/big-questions-modern-contemporary-art/v/andy-warhol-campbell-s-soup-cans-why-is-this-art>

**Note:** This video is around seven minutes long.

3. Project **PowerPoint Slide 6**.
4. After the video, ask teachers to discuss this question as a whole group:
  - How is artistic quality related to the time period in which art is created?
5. Ask participants to imagine how this discussion could be replicated in a classroom. Could the video be used as a homework assignment? If so, could the discussion begin as soon as a class period begins? What obstacles and benefits might teachers face in structuring a class this way?
6. Show participants the variety of videos available at the Khan Academy site and ask how they might find other similar resources to use with students for the purpose of flipped learning.

### Segment Four: Technology in the Classroom (Approximately 5 Minutes)

1. Project **PowerPoint Slide 7**.
2. You might invite participants to try any of the above activities in their classrooms before the next session. A particularly simple idea, however, is to ask participants to flip their classrooms for just one day. Tell them to assign an online video of their own making or that they find online as homework, then follow up in class with active learning exercises. When they return, they should be prepared to talk about both the benefits and challenges of this method of teaching.

### Segment Five: Respond in Your Learning Log (Approximately 5 Minutes)

1. Project **PowerPoint Slide 8** and read aloud.
2. Have participants respond in their learning logs.