

It's Not the App. It's the Experience!

Mandy Green, Matthew McDonald, Lindsay Williams
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Time Frame 90-120 minutes

Essential Question(s)

How can we create a learning experience using the iPad?

Summary

This professional development session focuses on the "Four C's" (Communication, Collaboration, Critical Thinking, and Creativity) and how to integrate them into the classroom. In this interactive session, participants also will explore various iPad applications and develop a lesson or activity with apps that promote the Four C's.

Learning Goals

- Identify a component of the Four C's to actively promote in your classroom.
- Apply your understanding of iPads and available tools to create a learning experience for your classroom.

Attachments

- 5E Lesson Organizer—It's Not the App. It's the Experience.docx
- Four Cs Research Table—It's Not the App. It's the Experience.docx
- Four Cs Sample Anchor Chart —It's Not the App. It's the Experience.pdf
- Four Cs Wall Signs—It's Not the App. It's the Experience.docx
- Instructional Strategy Note Catcher—It's Not the App, It's the Experience.docx
- Presenter Slides—It's Not the App. It's the Experience.pptx
- iPad Task Card—It's Not the App. It's the Experience.docx

Materials

- Presenter Slides (attached)
- Instructional Strategy Note Catcher (attached)
- Four C's Four Corners Wall Signs (attached)
- Four C's Sample Anchor Chart (attached; optional)
- Four C's Research Table (attached; one per participant)
- 5E Lesson Organizer (attached; optional)
- iPad Task Card (attached; one per participant)
- iPads (one per participant)
- Internet access

Engage

Presenter's Note: Preparation

Prepare the materials and handouts in advance. Before beginning the session, post the attached **Four C's Wall Signs** around the room and print the attached **Instructional Strategy Note Catcher**, which participants will use to take notes on strategies used throughout this PD. Also, consider distributing a link to the attached **Presenter Slides** using Google Drive (or a similar sharing platform) so participants can access all materials and hyperlinks in the presentation. Additionally, read through the Explore activity and decide whether you will need to print copies of the attached **Four C's Research Table** before beginning the session.

Use the attached **Presenter Slides** to guide the activity, beginning with **slide 2**. Inform participants that, in this session, they will learn the "Four C's" of 21st-century learning and how to incorporate them into daily lessons and activities in their own classrooms. Participants will also learn how to use iPads to integrate the Four C's. Inform participants that the **Instructional Strategy Note Catcher** can be a place to take notes or reflect on the strategies used in this PD.

Presenter's Note: Curation, the "Fifth" C

An additional C, Curation, has been included on some slides. The original NEA conception of the Four C's did not include Curation (NEA, 2012). Some educators, however, have argued for its inclusion as a way to encourage higher-order thinking skills. It doesn't need to be highlighted in depth, but it can be introduced as an extension of the Four C's.

Move to **slide 3** and introduce the essential question: *How can I create learning experiences for my students using the iPad?* This question will guide participants' learning.

Move to **slide 5** and introduce the Four Corners strategy to familiarize participants with the Four C's. Direct attention to the wall signs hung in each corner of the room. Ask participants to think about which of the Four C's they would like to see more of in their classroom, and invite them to stand next to the corresponding wall sign.

Presenter's Note: Representing All of the C's

If one of the C's goes unchosen, either due to a small group of participants or by chance, you may choose to play "devil's advocate" and favorably represent that C yourself. Otherwise, use the opportunity to have participants share their thoughts about why they didn't choose that C.

Once participants are grouped, ask groups to discuss (1) why they chose that C, (2) why it is important, and (3) how it might be visible in their classroom. Allow time for discussion, then ask for volunteers to share with the whole group. Afterward, have participants return to their tables.

Move to **slide 6** and read the session's learning objectives. By the end of the session, participants should be able to (1) identify a component of the Four C's to actively promote in their classrooms and (2) apply their understanding of iPads and the available tools to create a learning experience for the classroom.

Explore

Presenter's Note: Links to Apps

If you have opted not to share the Presenter Slides with participants, provide participants with the list of apps and hyperlinks on slide 8 for this phase.

Differentiating the Activity

Depending on your group size, your participants' capabilities, or your personal preference, there are many options to customize the following Stop and Jot activity. You may choose to have participants work on one Google Doc collectively in real time. You might have one elbow partner download a copy of the Google Doc and complete it with their collaborator. Alternatively, you could print copies of the Four C's Research Table before the session and ask participants to complete the activity manually if this is more convenient. If you select the latter option, be sure to print a copy for each participant before beginning this session.

Move to **slide 8**. Remind participants that this list of apps is not comprehensive or exclusive. Additionally, apps on the list can fall into more than one "C" category.

Have participants use the Google Doc link on **slide 9** or pass out a copy of the attached **Four C's Research Table** handout to each participant. Ask participants to work with an elbow partner and select an app to explore. Have participants use the Stop and Jot strategy to take notes on the app and record them in the Four C's Research Table (either using the Google Doc or on their handout).

Allow 10–30 minutes for exploration.

Explain

Technology Integration

The "poster" in the upcoming activity is recommended to be created in a digital collaboration or poster application. Canva is a free resource with an iPad app available. Feel free to make your own charts. However, if needed, you may choose to use the attached **Four C's Sample Anchor Chart** either as a reference or a template. This document was made in Canva and exported as a fillable PDF that you can adjust to meet your needs if you would like to distribute paper copies.

Move to **slide 11**. Invite table groups to work together to create an Anchor Chart or digital poster to address how the apps they explored address their chosen "C." Guide participants through the following steps:

1. Have participants discuss their notes in the "How Would This App Address My Four C Focus Area?" column on the Four C's Research Table handout (from the Explore phase). Ask them: *What themes do you have in common?*
2. Have each group decide how to create their Anchor Chart or poster. Have each group, using their method of choice, create a list of characteristics for their chosen "C."
3. Once each group has completed a list, discuss the charts as a class. What parts of each chart do other participants agree and disagree with, if applicable?

Presenter's Note: Groups for Each C

We want to allow some choice in the selection of C's to work on for each group, but if you do not have a group that chooses one of the C's or not enough participants to each take a C, have each group complete their chosen C and then complete the chart as a whole group by each filling in any open quadrant.

Extend

Move to **slide 13**. Have participants use the link on the slide or pass out copies of the attached **iPad Task Card** and **5E Lesson Organizer** to each participant.

Ask participants to work independently or in pairs to complete the iPad Task Card. Allow participants time to start building their own lesson that can address the Four C concept they chose, while including the app they researched as part of a learning activity or phase. The 5E Lesson Organizer is meant to guide participants in outlining their lessons.

Evaluate

Move to **slide 15**. Have participants go to the Flipgrid link and answer the following prompt: *Briefly describe the activity you created, the C it addressed, and one goal you have for yourself this year*.

Follow-Up Activities

Now that participants have created an activity, invite them to try it out in their classrooms. Have participants implement their lessons, then reassemble and reflect on the experience. Are there things they would have done differently? Did any activities work particularly well or particularly poorly? Collaborate by sharing experiences and revising activities as needed.

Research Rationale

Authenticity can be implemented in all content areas and all grade levels. Authentic teaching has four components: construction of knowledge, disciplined inquiry, value beyond school, and student-centered learning. These four components are created and made apparent through authentic tasks. Authentic tasks, defined by Herrington, J., et al (2014), are ill-defined by nature, requiring students to define the tasks and subtasks needed to complete the activity. The research suggests that the adoption and use of iPads in and beyond the classroom allows students to augment and enhance their learning in ways that were previously difficult or impossible (Heinrich, 2012; DEECD, 2011).

Resources

- Canva. (n.d.). https://www.canva.com/
- K20 Center. (n.d.). Stop and jot. Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f5077921
- K20 Center. (n.d.). Anchor chart. Strategies. https://learn.k20center.ou.edu/strategy/64f2b35101a470dda36d44421900af08
- K20 Center. (n.d.). Four corners. Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f5064550
- Mountains, T. (2017). Being a 21st-century educator. National Education Association. http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf