

Connecting Classmates: Engage with Scaffolded Classroom Practices

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Time Frame 90 minutes

Essential Question(s)

What do you think makes social media so engaging to students?

Summary

Be ready to move! Classroom practices that engage and maintain student interest while promoting student-centered learning and real-world connections are highlighted in this presentation. Participants will use video technology to understand how students can communicate their learning in a new and exciting manner. Colleagues will experience a highly interactive session full of relevant instructional strategies discovered through collaboration and meaningful conversations. Participants will leave the presentation with activities that can be used in the classroom right away.

Learning Goals

- Understand how Canva can be used for communication inside and outside the classroom.
- Engage with classroom instructional strategies.

Attachments

- Handshake Handout—Connecting Classmates.docx
- Handshake Handout—Connecting Classmates.pdf
- Instructional Strategy Notes—Connecting Classmates.docx
- Instructional Strategy Notes—Connecting Classmates.pdf
- Presentation Slides—Connecting Classmates.pptx

Materials

- Presentation Slides
- Handshake Handout (attached; one per participant)
- Instructional Strategy Notes (attached; one per participant)
- Cardstock paper
- Chart paper
- Markers
- Sticky notes
- Pens/pencils
- Computers for Internet access

10 minutes

Engage

Presenter's Note: Before the Session

Prior to the session, take a moment to do the following: Place white card stock (folded in half vertically) for each participant on the tables along with markers or colored pencils and sticky notes.

Use the attached **Presentation Slides** to follow along with this PD.

Display **slide 3.** Ask participants to create a Name Tent using card stock. On the card stock, have them write their names on one side and answer the following questions on the back:

1. Where are you from?
2. How long have you been in professional education?
3. What has been the most challenging part of this year?
4. What has been a highlight for you this year?
5. What is most important to you as an educator?

Ask participants to display their Name Tents in front of them as they will be using them later in the session.

Display **slide 4.** During the introduction, explain to the participants the different types of handshakes they can use to engage an audience. Introduce the following handshakes. Distribute the **Handshake** handout and introduce the following handshakes:

- Jellyfish
- Turkey
- Dairy Farmer
- Happy Salmon

Remind the participants that these handshakes are a good way to use humor to connect with students in an informal way.

Display **slide 5.** Distribute the **Instructional Strategy Notes** handout to each participant. Ask each individual to consider how the handshakes have been used and how they might use the strategy in their classrooms. Explain to participants that each time they try out a strategy over the course of the session, they should take a moment to answer the two questions relating to that strategy on the handout:

- How Was It Used?
- How Will I Use it?

15 minutes

Explore

Display **slide 6.** Ask participants how they use technology in the classroom. Elicit answers from the group and briefly discuss how they use technology similarly and differently in the classroom. Then, ask the participants to take a sticky note and write all of the different ways their students use technology. When they have finished writing their answers, ask them to post their answers around the room on the wall.

Display **slide 7.** Instruct the participants to engage in a Gallery Walk where they will walk around the room clockwise reading the sticky notes.

Display **slide 8.** On returning to their seats, ask the participants to take another sticky note and write their biggest takeaway from the posts they have read on their Gallery Walk. Ask participants to crumple their sticky notes up as you instruct the group to engage in the Commit and Toss strategy. Once they have crumpled their answers, ask them to throw them across the room.

Presenter's Note: Commit and Toss

Each person should then pick up a note that isn't theirs and be prepared to share the response with the group. Discuss the differences between how we use technology in the classroom and the observations regarding how students use technology.

Display **slides 9** and **10.** Read the Essential Question and go over the Session Objectives.

10 minutes

Explain

Display **slide 11**. Explain to participants that they will learn how to use the tech tool, Canva, with students. Watch the Record Yourself Canva Design Skills for Students video. You may want to watch this a few times with participants, asking them to pay close attention to the details.

Display **slide 12**. Describe the 30-Second Expert strategy to participants. Ask participants to find a partner and explain that the first person will take 30 seconds to share everything they learned from the video. The pair will then switch roles. The second person will take 30 seconds to repeat back what they heard from the first person and add anything else they learned from the video. Convey to participants the importance of collaborative thinking involved with this strategy. Ask a few participants to share with the group what they learned about Canva from their partner.

15 minutes

Extend

Display **slide 13**. Describe to the participants how to use Canva to introduce their "All About Me" Name Tents. They will go to Canva.com and log in or sign up. Share this template link with them to get started. Instruct the participants to use their template as a starting point to create their “All About Me” page. Ask them to try the creative options and have participants create a 60-second video to describe their page. When participants are ready to create their video, move to **slide 14** and ask them to follow the instructions. Allow participants to move to a quiet space to record their videos if necessary.

Display **slide 15** and introduce participants to the Elevator Speech instructional strategy. Tell participants they will deliver a version of an elevator speech to present their “ All About Me” page and video.

15 minutes

Evaluate

Display **slide 16.** Ask for a few volunteers to share their videos. Emphasize how Canva is a great tool to use with students for introductions, formative assessments, projects, and discussion posts.

Display **slide 17.** 3-2-1 is the reflection we will use as our final strategy for the day. Invite participants to take a sticky note and write three things they learned from the activity, two things they learned about themselves, and one question they have about what they learned. Ask for volunteers to share what they learned or a question they have about the presentation.

Display **slide 18.** Discuss with the group the Exit Ticket question, "Why is social media so engaging to students?" Ask the participants if today's activity helped them understand why students are so engaged with social media.

Display **slide 19.** Have participants revisit the **Instructional Strategy Notes** and instruct them to add notes for the strategies they used today.

Move to **slide 20.** Share more resources available through the K20 Center.

See **slide 21** to provide participants with social media links to connect further with the K20 Center.

Research Rationale

Transliteracy and 21st-Century Learning

Transliteracy is defined as "the ability to read, write, and interact across a range of platforms, tools, and media from signing and orality through handwriting, print, TV, radio, and film, to digital social networks" (Bush, 2012). According to Bush, the learner who is transliterate builds knowledge, communicates, and interacts across a range of platforms, tools, and media. To support transliteracy, educators should consider how technology may be integrated into instruction. Technology integration should support pedagogical strategies, increase information fluency, and facilitate the practice of 21st-century skills.

Research suggests that technology should support instruction, rather than dominate the learning experience. Educators have developed strategies that successfully balance the use of technology and pedagogical best practices. Clark provides several strategies that teachers can use to optimize the benefits of technology for learning:

- Make student thinking visible
- Give every student a voice
- Make sharing work easy and accessible
- Allow students to share work within the classroom and beyond (Passut, 2018)

Formative Assessment and Technology Integration

Mass and Bookhart (2019) describe formative assessment as "an active and intentional learning process that partners the teacher and the students to continuously and systematically gather evidence of learning with the express goal of improving student achievement. "Formative assessment allows educators and students to gain an understanding of their abilities and develop a plan to tackle learning targets. Effective formative assessments are designed to focus on the opportunities *for* learning rather than the assessment *of* learning (Mass and Bookhart, 2019).

As educators develop the formative assessment indicators, technology integration can assist throughout the process of the assessment and provide learning opportunities and collaboration for both the students and the teacher. Research indicates that technology integration, when paired with solid pedagogy, can deepen the learning experience. Effective technology integration should focus on supporting the following learning components:

- Active engagement
- Participation in groups
- Frequent interaction and feedback
- Connection to real-world experts (Edutopia, 2007)

As formative assessment requires feedback and collaboration, technology integration can play an important role in recording learning and disseminating feedback individually and among groups.

Resources

- Bush, G. (2012). The transliterate learner. ERIC - Institute of Educational Science. https://eric.ed.gov/?id=EJ980028
- Canva for Education. (n.d.). Record Yourself [Video]. YouTube. https://www.youtube.com/watch?v=52Dhed2QwAo
- Clark, H. (n.d.). Two powerful formative assessment tools for the Chromebook classroom. Infused Classroom. https://www.hollyclark.org/
- Edutopia. (2007, November 5). Why do we need technology integration? https://www.edutopia.org/technology-integration-guide-importance
- K20 Center. (n.d.). Bell ringers and exit tickets. Strategies. https://learn.k20center.ou.edu/strategy/125
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- K20 Center. (n.d.). 30-Second expert. Strategies. https://learn.k20center.ou.edu/strategy/1048
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- Moss, C. & Brookhart, S. (2019). Chapter 1. The lay of the land: Essential elements of the formative assessment process. [in Advancing formative assessment in every classroom: A guide for instructional leaders, 2nd Edition. ASCD.] https://books.google.com/books/about/Advancing_Formative_Assessment_in_Every.html?id=H4CYDwAAQBAJ
- Passut, J. (2018). "Technology Can Give All Students a Voice." https://edtechmagazine.com/k12/higher/k12/article/2018/02/technology-can-give-all-students-voice