

Evaluating and Selecting Educational Technology Resources
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Overview of Instructional Unit

Instructional Goal

Teachers will be able to build a more developed classroom community for the virtual setting. They will be provided with the tools, strategies and resources they need to strengthen their teacher-student interactions.

Performance Objectives

This instructional unit is split up into three subtopics: start of class procedures, live lesson interactions, and giving individual feedback.

For the first topic, start of class procedures, the performance goals are as follows. Using a piece of paper or notebook, learners will design a welcome screen to display at the start of class with what students need to accomplish at the start of class. Using a discussion, learners will know of at least ten questions for students to engage with other students at the start of class.

For the second topic, live lesson interactions, the performance goals are as follows. Using a chart, learners will list at least three types of student responses during a live lesson and brainstorm at least two examples of how learner can elicit those responses from students.

For the third topic, giving individual feedback, the performance goals are as follows. Using a piece of paper or notebook, learners will identify at least five types of feedback they can provide their students. Given a list of types of feedback, learners will be able to explain the effectiveness of at least three types of feedback.

Audience for the Instructional Unit

My audience is composed of fifteen public school teachers who are teaching in a virtual setting for the start of the 2020-2021 school year. Although they are very similar in the sense that they are teaching virtually there are some differences to be aware of. Culturally they bring

different experiences with them because they live in different regions of the United States, they teach different grade levels/subjects, they have taught for varying lengths of time and they bring their own personal background to their individual classrooms.

From my needs assessment, I have learned that these teachers are highly motivated to be successful at this task. I know this because they took the time, out of their already busy start to the school year, to complete my survey and wrote extensively about their experiences and hopes for virtual teaching. They know that their virtual community needs to improve and want to do whatever it takes to make it successful. That being said, there are a mix of attitudes towards virtual teaching in general. Some of the teachers have expressed that they are less comfortable with their systems and their ability to reach students in the virtual setting. Since all of my learners are classroom teachers, I will need to design my instruction to work around their teaching schedule.

Learning Environment

The instruction for this will be completed online due to the distance and availability of the learners. The content area of focus is building a virtual classroom community. Learners will access the coursework through the internet using their computer. They will interact with each other through online discussions and be able to interact with the instructor through the board, reflections or by email.

Key Components

This mini instructional unit focuses on three lessons related to helping teachers strengthen their relationships with their students in a virtual setting. Each lesson is covered in an hour-long session, for a total unit length of three hours. The instruction will be completed online and asynchronous so learners can fit it into their schedule. Ideally this unit could be completed in one

day with short breaks between sessions, but learners can pace themselves to complete one lesson a day as well. The instructional sequence is as follows: start of class procedures, live lesson interactions, and giving individual feedback. This was designed to model the natural flow of the interactions a teacher will experience while teaching virtually.

The instructional plan uses the constructivism theory because it addresses the needs of the learner group, provides learners the opportunity to apply learning to a real-world scenario, and gives opportunities to collaborate and for self-guided discovery. The learner group is composed of experienced teachers who have previous experience establishing classroom community. They do not need to memorize facts. They have previously demonstrated that they are motivated to solve the specific problems with their classroom community, so they do not need reward/punishment reinforcement. Each teacher has different learning needs based on their classroom set up, students and their own personality. Throughout the lesson teachers can keep returning to their real-world virtual classroom for inspiration. They can design their welcome screen and answer the reflection questions with their students in mind. Learners will be able to brainstorm ideas and problem solve with fellow educators in the same situation as them. Learners also have time to work independently to focus on their own needs and reflect on what they want for their own classroom.

The instructional plan uses the Teaching for Design Theory is the most beneficial to the specific learning situation because learners are focused why the lesson is important. Through reflection the learners are evaluating the learning options and making it work best for their real-world classroom. Learners are also given opportunities throughout the lesson to share their thought process with peers and the teacher.

For each lesson within the instructional unit, the lesson follows the five major learning components of the Dick and Carey model. Each lesson begins with a pre-instructional activity that seeks to gain the attention of the learners through a hook. From there, the instructor presents the content in a mix of exploration and examples. Learners then participate by discussing or brainstorming. To assess learners understanding of the topic they are asked to create models, share their ideas and explain their thought process to the group. As follow-through activities the learners will go apply their new knowledge to their real classroom and reflect.

For this instructional unit, learners will need paper, a computer, sample warm up slide, chart template, and list of types of feedback.

Lesson Plans

In the first lesson the learners are able to provide connect to the lesson by designing the plan for the start of their virtual class period. Learners are given the opportunity to brainstorm and collaborate with fellow learners on questions. These instructional strategies support the Constructivism learning theory because the learners are applying the lesson to their real virtual classroom and provide them the opportunity to generate ideas.

In the second lesson the learners are able to brainstorm with other learners on how to implement the different types of student response. From there learners can self-reflect on what will work best for their specific group of students and live session set up. These instructional strategies support the Constructivism learning theory because the learners are applying the lesson to their real virtual classroom and provide them the opportunity to generate ideas.

In the third lesson the learners are able to provide connect to the lesson by analyzing and reflecting on the types of feedback they can provide in the virtual setting. This instructional

strategy supports the Constructivism learning theory because the learners are applying the lesson to their real virtual classroom and provide them the opportunity to generate ideas.

Assessing Student Performance

Learners will be assessed throughout the unit by practicing creating and identifying what will work for their specific classroom. It is expected that learners will complete follow-through activities where they try the concepts in their real classroom and reflect on the experience.

For the first lesson, learners will design their own welcome screen template and write out their plan for the first five minutes of class. Within a week, learners will use their new beginning of class procedure in their actual virtual classroom at least once. Afterwards they will reflect on the success of it on their paper or in their notebook.

For the second lesson, learners will fill out a chart with at least 5 examples of how they can elicit the three types of responses from their students. Learners will attempt the three student responses during a live teaching within the week. Afterwards they will reflect on the success of the attempts on their paper or in their notebook.

For the third lesson, learners will share their top three ways they plan on providing feedback and explain why those will work best for their classroom. Learners will attempt at least one type of feedback within a week. Afterwards they will reflect on the success of it on their paper or in their notebook.

Technology and Software Resources

Evaluation of Resources

Name of Tech Resource	Description / Category	How the technology supports the learning	Limitation 1	Limitation 2
Google Classroom	Productivity – A free web-based management platform	Provides a central location for all of the resources and a space for learners to securely discuss with each other	Requires learners to have a personal Gmail account.	Learners with school Gmail will have to log in/out of their two accounts to view the google classroom.
Google Forms	Productivity – a free web-based form that allows you to collect data.	Provides a way to give the lesson reflections virtual to make it easier to analysis learners' responses.	Visual very little you can customize. This can lead forms to looking unprofessional.	Limited variety of response options to select from.
TED Ed	Research – a free website that provides ted talks with resources to use with them.	Provides instructor and learners with potential learning topics to use as hooks in their virtual classroom.	With so many videos and resources, it can be difficult to quickly find the resource you want to use.	Some videos are too lengthy to use in an instructional setting.
Facebook Group - Teaching in 2020-2021: Creative Ideas	Research – a group containing 2,800+ educators who share ideas and resources to support virtual instruction.	Provides ideas and resources that teachers have already attempted in the virtual setting.	Posts are sorted in chronological order.	Anyone can join and post. It is a public group so any posts you make is visible to everyone.
Canva	Additional Resource – a free design website	Provides learners with templates, graphics, fonts, etc. to create resources for their classroom.	Free account has limited design resources and the educator version takes time to verify.	There is a learning curve to using the design features.
YouTube	Additional Resource – a free website to upload videos to.	Provides the instructor with a centralized place to upload prerecorded lessons to and has the ability to add/edit closed captions for accessibility.	Requires an account to upload.	Still have to edit closed captions after they are developed.

Integrating Technology

I have selected to use Google Classroom, Facebook Group – Teaching in 2020-2021: Creative Ideas, and Canva to integrate into my instructional unit.

Google Classroom

The first limitation of Google Classroom is requiring learners to have a personal Gmail account. This can be addressed by informing learners they will need a personal Gmail when they

express interest in completing the training and then providing them directions on how to create a personal Gmail account when they sign up. To address the issue of learners who use Gmail for both their personal and educational email, I can encourage them to use a separate browser for our Google Classroom.

Google Classroom is an appropriate resource for providing instruction to adult learners, specifically teachers. Most of them have experience with Google Classroom or another similar management system. It also provides the privacy needed to facilitate discussions and reflections. After evaluating the resource, it was clear that Google Classroom could provide the free structure an online unit needs to support the various activities throughout the unit.

Facebook Group – Teaching in 2020-2021: Creative Ideas

The first limitation of the Facebook Group – Teaching in 2020-2021: Creative Ideas is that posts are sorted in chronological order. This can be addressed by using the search function with key words to find posts about specific topics. Additionally, we can start a post asking the community for responses. The second limitation is that anyone can join and post. Furthermore, it is a public group so any posts you make is visible to everyone. To address this concern, I will considerate of what I am posting by not including confidentially information about my learners.

Teaching in 2020-2021: Creative Ideas is an appropriate resource for designing instruction to adult learners, specifically teachers. It provides me with additional real-world examples to pull from, outside my own classroom, to share with my learners. Teachers want to know the strengths, weakness, and potentially pitfalls of new activities before trying it with their own students. After evaluating the resource, it was clear that the Facebook group could provide additional ideas and resources to help design the instruction throughout the unit.

Canva

The first limitation of Canva is requiring learners to create an account and register for an educators account. This can be addressed by informing learners they will need to create an account when they express interest in completing the training and encourage them to apply for an educators account. To address the issue of the learning curve to designing resources within Canva I can post instructional videos on the various tools in Canva and provide premade editable templates for each of the activities.

Canva is an appropriate additional resource for my adult learners to use to design their own resources. It is completely web based, and the graphics are free for educators to use in their classroom, which means my learners will not need to worry about copyright issues. After evaluating the resource, it was clear that Canva could provide the learners the opportunity to be creative with support.

Rationale

The productivity resource, Google Classroom will be used as the structure for the entire unit. It will help break down the various lessons to help learners stay on track. Additionally, it will provide the location for learners to share their thoughts, through discussions and reflections.

The research resource, Teaching in 2020-2021: Creative Ideas Facebook page will be used throughout the unit to provide additional ideas and suggestions of activities to my learners. I can also share it at the end of the unit as a resource for learners to use as they continue throughout the school year.

The additional resource, Canva will be used during first lesson. When learners are working on their own welcome screen, during the assessment portion, they will be able to customize a template from Canva.

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