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# Comprehensive Centers Regions 18 & 19

# Distance Education with a Focus on the Pacific Context

## Module IV: Leveraging Resources

### June 18, 2021
### 1:00 PM  HST

# Agenda

Welcome

Sign In: SHEET

Getting to know everyone
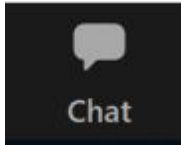
Overview

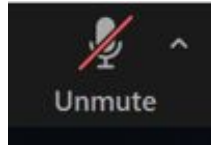Designing and Implementing Curriculum
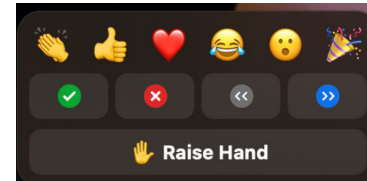
Questions and Answers

# Housekeeping

Use the **chat box** for questions, comments, and to participate in activities.

Please remain on **mute** when you're not speaking. Click **unmute** when you want to speak.

Share your **Reactions throughout the presentation.**

**Note:** This session is being recorded. The recording and PowerPoint will be made available after the session.

# Getting to know us

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# Robin Dyrensborg

Robin Dyrensborg has a Master of Education in Educational Leadership, is National Board Certified in Social Studies/History - Early Adolescence, and is in the Learning Design and Technology Doctorate program at the University of Hawai'i at Manoa. She is a sixth-grade English/Language Arts teacher at 'Iolani School in Honolulu, Hawaii where she is the Lower School Language Arts Department Head and a grade-level lead for distance learning. In these roles, she provides curriculum support, technology integration support, and designs distance learning protocols and resources for students and families. In addition, she designs the Social Emotional Learning curriculum for her grade level. She has taught for 26 years in public and private schools in elementary, middle, and K-12 settings. Her other teaching experiences include Title I Project teacher and World History teacher. Robin has designed and facilitated teacher professional development workshops at the local, district, and international levels. Robin enjoys cooking, traveling, reading, and spending time with family. She was born in Palau and moved to Hawaii at the age of 10.

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# Riya Nathrani

Dr. Riya Nathrani is a seventh-grade Computer Literacy teacher at Hopwood Middle School in Saipan, CNMI and holds a Doctorate in Education with a specialization in Digital Transformation. Dr. Nathrani has developed and facilitated online courses for the CNMI Public School System for several years and is currently an Instructor for the Educational Technology program. Through this capacity, she showcases the use of best practices for using technology and digital tools to enhance learning experiences for students. Dr. Nathrani is a proud product of the CNMI Public School System and has truly found her passion in contributing her skills to mold and inspire young minds. When she is not building online courses and creating videos, Dr. Nathrani enjoys traveling and doing nail art.

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# Paul Salalila



Paul Salalila is a teacher, leadership committee member, school and community level sports coach, and a father. He is currently a 5th grade elementary school teacher in Saipan. He has more than 20 years of teaching experience, ranging from Kinder to 6th grade. Paul has also been an online instructor for several years with one the main courses being Educational Technology. He is an advocate for integrating technology in the classrooms, persistently seeks for best practices, and tries to keep up with the latest developments in classroom technology tools. Paul is very passionate about educating young individuals. When he is not teaching, he looks forward to spending quality time with his family or getting greasy under the hood of a car.

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# Getting to know you

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# Attendee Information

» About half of you are attending one of our workshops for the first time and the other half returning.

» Most of you are new to distance education (over 70% 0-1 years).

» Over half of you are K-12 teachers.

» The other half of you are split among administrators, specialists like librarians and resource, and higher education.

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# First through Third Module Evaluations
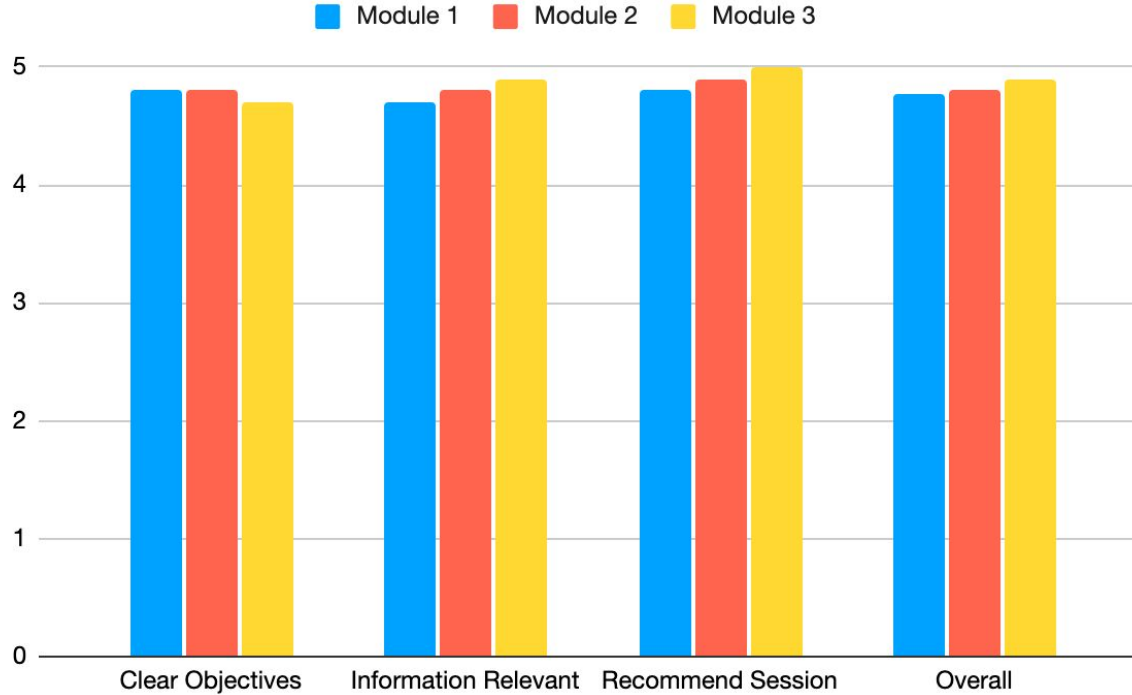
# Most Useful Information Module III



Content
Interaction
Culture
Strategies
Tools LMS
Everything
Breakouts
Freebies
Resources
Websites

Context
Presentations
Confidence

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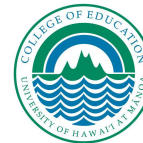
# Recommendations and Interests

» Longer time in breakout room

» More details on tools shown

» Demonstrations of tools shown

» Build tools resource from workshops

» Build lessons learned resource

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# Objectives: Participants will...

>> Explore the SAMR model for leveraging resources

>> See how the model can be used in Distance Education

>> Experience using Padlet as a resource tool

>> Be able to adapt or adopt tools in their own context

>> Engage in Talk Story discussions around resources

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# Leveraging Tech

| Assess student… | Assess teacher… |
|---|---|
| » Needs | » Needs |
| » Learning goals | » Curriculum goals |
| » Learning styles | » Teaching styles |
| » Resources | » Resources |

# Leveraging Tech

Assess existing resources (technology & curriculum)

» Identify a need for additional resources

> Modify existing resources

> Curate online resources

> Create new resources

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# Dr. Puentedura (2010) SAMR Model

» A tool for assessing resources (technology)

| SAMR Model | Definition |
|---|---|
| Substitution | Tech is a direct substitute |
| Augmentation | Tech is a substitute, but with improved features |
| Modification | Tech allows for task redesign |
| Redefinition | Tech allows for creation of a completely new tech based task, not previously possible |

Terada, Y. (2020, May 4). *A Powerful Model for Understanding Good Tech Integration*. Edutopia.
https://www.edutopia.org/article/powerful-model-understanding-good-tech-integration

# SAMR Model

Enhancement

| SAMR Model | Definition | Google Form |
|---|---|---|
| Substitution | Tech is a direct substitute | Student fills out an interview form while interviewing an elder |

Terada, Y. (2020, May 4). *A Powerful Model for Understanding Good Tech Integration*. Edutopia. https://www.edutopia.org/article/powerful-model-understanding-good-tech-integration

# SAMR Model

Enhancement

| SAMR Model | Definition | Google Form |
|------------|-----------|-------------|
| Augmentation | Tech is a substitute, but with improved features | The elder fills out the digital interview form |

Terada, Y. (2020, May 4). *A Powerful Model for Understanding Good Tech Integration*. Edutopia. https://www.edutopia.org/article/powerful-model-understanding-good-tech-integration

# SAMR Model

Transformation

| SAMR Model | Definition | Google Form |
|---|---|---|
| Modification | Tech allows for task redesign | Different elders are interviewed and each student fills out a form for their elder |

Terada, Y. (2020, May 4). *A Powerful Model for Understanding Good Tech Integration*. Edutopia.
https://www.edutopia.org/article/powerful-model-understanding-good-tech-integration

# SAMR Model

Transformation

| SAMR Model | Definition | Google Form |
|---|---|---|
| Redefinition | Tech allows for creation of a completely new tech based task, not previously possible | *Students generate an interview form. Interview will be recorded, compiled, & published |

Terada, Y. (2020, May 4). *A Powerful Model for Understanding Good Tech Integration*. Edutopia.
https://www.edutopia.org/article/powerful-model-understanding-good-tech-integration
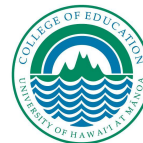
# Questions to Guide Leveraging Technology

>> How can my lesson be improved using technology?

>> How can I engage students through technology?

>> How can I empower students through technology?

>> How can online learning more closely resemble authentic, real-world learning?

Terada, Y. (2020, May 4). *A Powerful Model for Understanding Good Tech Integration*. Edutopia. https://www.edutopia.org/article/powerful-model-understanding-good-tech-integration

# Benefits of Leveraging Technology

>> Increase student engagement

>> Increase collaboration

>> Empower students choice

>> Empower student voice

>> Enhance skills & attitudes for future success

>> Connect to the community and larger world

>> Transform learning experiences

Terada, Y. (2020, May 4). *A Powerful Model for Understanding Good Tech Integration*. Edutopia.
https://www.edutopia.org/article/powerful-model-understanding-good-tech-integration

# Leveraging Google Forms

# Leveraging Google Forms

# Summary view

# Reading Comp Quiz

# Reading Comp Quiz

According to the introduction [paragraphs 1-4], how has the United Nations affected the lives of refugees? *

○ (A) It defined refugees as people who are forced to leave their homes for many reasons, including war, per…

○ (B) It created an agreements about the rights of refugees after World War II that is now applied to asylum-…

○ (C) It established one official agency that helps refugees choose host countries that will provide civil right…

○ (D) It helped people facing religious intolerance find new countries that agreed to respect the individual rig…

How can understanding conflicts of the past help you to talk about the contemporary injustices that still exist today? (Explain your ideas clearly and use text details) *

Long answer text

What new understandings do you have about refugees, asylum-seekers, IDPs? (2.5 points) *
How is this new understanding similar to and/or different from what you read in your Historical Book Club? (2.5 points)

Long answer text

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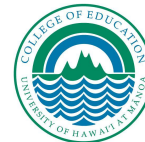
# Summary View
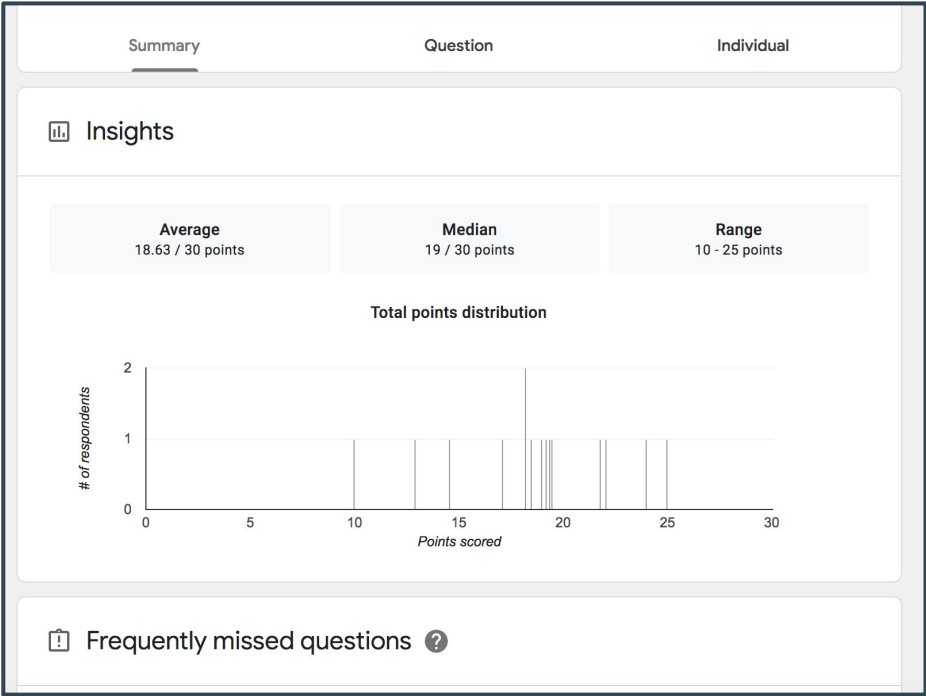
# Questions view

Which two choices are main ideas from the text? 1. There is a growing concern that more people will become environmental refugees in the future. 2. Refugees from Afghanistan, Sudan and Syria make up the largest number of asylum-seekers today. 3. There is a legal process set forth by the U.N. for refugees who seek asylum in another country. 4. Refugees and IDPs today are fleeing conditions of war, natural disasters and climate change.

9 / 15 correct responses
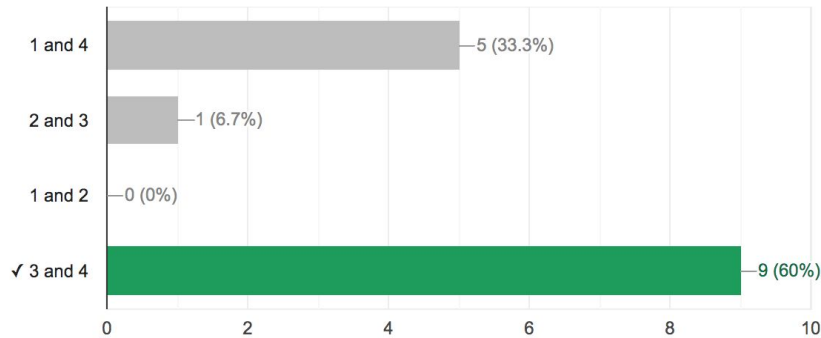
# Individual View



✕ 2. The following sentence from the section "Grassroots Activism Today" helps prove the claim that today's grassroot movements highlight issues of inequality: "Organizers and protesters also advocated for other issues, including immigration reform, health care reform and racial equality." Which sentence from the section provides further support for the claim? *

0  / 4

○ A. "Today, many grassroots activists are working to bring important issues to the attention of lawmakers and the public."

○ B. "It has focused attention on the ways African-Americans are often mistreated by police officers."

○ C. "Another grassroots movement began after the 2016 election."

⊙ D. "Despite the impressive crowds that showed up to the Women's March events, organizers were criticized for a lack of a clear vision and for not including enough women of color."  ✕

Correct answer

⊙ B. "It has focused attention on the ways African-Americans are often mistreated by police officers."

Add individual feedback

✓ 3. Read the selection from the section "The Civil Rights Movement: "In 1955, black residents in Montgomery, Alabama, boycotted public buses after Rosa Parks was arrested for refusing to give up her seat to a white man. At the time, blacks had to sit at the back of city buses or stand if all of the bus seats were taken by white passengers. The black community refused to ride the city's buses, which cost the bus company $250,000. After 381 days, the city gave in. The boycott's success was undeniable." Which of the following words from the article provides context clues to the meaning of the word "boycotted"? *

4  / 4

○ A. arrested

○ B. stand

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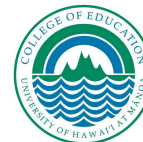
# Individual View

B. That the action and activism are coming from basic, everyday people working together to make a difference on a larger scale. ✓

C. That the actvism starts from those in power, like those in the government, and then trickles down to reach the lives of everyday people.

D. That the movements are weaker and widespread (like grass) rather than focused and strong (like trees).

Add individual feedback

✓ SYNTHESIS: Consider your BOOK CLUB novel and the dystopian world that exists within it. Identify ONE issue for which the ideas/practice of grassroots activism should be applied (2 points)? Explain why you think so (4 points) AND what you think the people can do about it (even if the odds seem overwhelming) (4 points). *

10 / 10

In my book club novel: Cinder, one issue in the book that grassroots should be applied is the equality of different "types of beings" (cyborg, human, Lunar.) In the society cyborgs are looked down upon, humans are considered "normal," and Lunars have a bad reputation for being very cruel and evil which makes people fear and hate them. I don't understand why the society hates cyborgs because they are exactly like normal humans on the inside, just different looking on the outside. Since they are only different on the outside and not that much different than normal humans, I believe they should be treated equally. Lunars are only feared because their ruler, Queen Levana is very evil and cruel which gives them a bad reputation. Not all Lunars are evil though which is unfair towards them since they get so much hate. I think people (and Lunars and cyborgs) can crowd the streets and/or the ball so that people—if they were at the ball, richer people—would be able to see their cause. This would be almost impossible to miss since if they were to protest at the ball, it would sort of purposely ruin that night, which might be slightly cruel but for a good, important cause. This would mean that the royals would probably gave to get involved so they can clean it up, but the only thing is that Kai is the king now so he would most likely be the one to make the citizens stop. Kai, supports that cause, though, and while he may be only one person, if he agrees to that cause, other people would probably agree as well since he is their ruler.

**Individual feedback**

*Well thought out grassroots activism!*

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# Spreadsheet view

| | A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Timestamp | Email Address | Score | Last Name, First Name | HR | Rate your experience using Pear Deck | How well do you understand the upcoming The Giver read-aloud lessons (Accessing the read-aloud links, the assignment expectations, and the notes/responses handout)? | Independent Reading Novel information: Title, Author, Genre, Page that you are currently at as of today | a) Describe a key conflict in your IR novel. (2.5 points)          b) Describe how your protagonist responded to this conflict. (2.5 points) | Optional: Any other comments or questions |
| 2 | 4/7/2020 9:52:31 | | 9 / 10 | | 6D | I enjoyed the Pear Deck i | 3 | "Pax" by Sara Pennypacker, Fantasy, pg. 140 | Peter's broken foot was a big conflict and he responded by crawling to an old lady's house in the woods. The lady, Vola, took him under her custody and treated him well. | |
| 3 | 4/7/2020 9:53:38 | | 9.5 / 10 | | 6D | I enjoyed the Pear Deck i | 1 | The Throne of Fire Rick Riordan Fantasy pg.265 | Carter and Sadie have to awaken Ra to stop APophis from ruling the world. Cater is responding to this by going on a harsh journey that consist of monsters and troubles. | |
| 4 | 4/7/2020 9:53:58 | | 8.8 / 10 | | 6D | I enjoyed the Pear Deck i | 2 | House of hades, Rick Riordan, fantasy, pg 601 | A key conflict is gaea who tries to destroy the demigods. They responded by defeating her children and fighting the titans | No |
| 5 | | | | | | | | Title, Unbroken, | a) A key conflict in my book is that Louie and his crew's plane (the Superman) got destroyed by Japanese zeros. b)My protagonist responded to this |  |

**Break**

# *Resources for Classroom Lessons*

## Riya Nathrani

*"The most valuable resource that teachers have is each other."*

## BetterLesson

Educators can access thousands of free, comprehensive lesson plans, instructional resources, and strategies from some of the nation's most effective teachers.
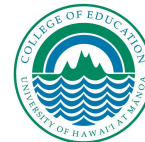
## Teachers Pay Teachers

TpT provides a marketplace for teachers to exchange instructional materials and access easy-to-use digital tools. TpT empowers teachers with over 5 million pieces of educator-created content.

# Nearpod

» Engaging media and formative assessments can be added to existing Slides and PowerPoints to make lessons interactive

» Teachers can see where every student is in their learning and adapt instruction in real time with in-the-moment feedback

» Assessment features include quizzes, open-ended questions, polls, whiteboards, drawing tools, and more

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# *Leveraging and Weighing Resources*

## Paul Salalila

*"Always use the right tools for the job. If there are no proper tools for the job, we make the best of what we have."*

# Padlet

» **Message board? LMS? Notepad?**

» **Multiple media:** Padlet provides you with a variety of media that you can use to share your ideas or create lessons.

» **Easy sharing:** Teachers can easily share their padlets with students or other teachers through different types of formats.

» **Ease of access:** Students and teachers can be given access to your padlets that you choose to share without the need of creating accounts.

» **Simplicity:** Training not necessary. Padlet is so simple to use that a few minutes of tinkering with it and you'll creating padlets in no time.

» **Versatility:** Multitude of ways to use it.

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# Weighing Resources

» Which resource do I use? How do I decide which resource to go

with?

» Pricing

» Teacher Level

» Student Level

» Accessibility

» Options or Specialty

**Break**

**What kinds of resources do you use? Where do you find resources?**

*Real-time Collaboration:*
Breakout Rooms
25 minutes with the group
20 mins to share with everyone
(elect a speaker)

# Wrapping Thoughts

» There are many ways to find quality resources

» It is important to either follow a model or have your own approach
to vetting and reviewing resources for your own needs

» Software apps can help you consider and organize resources

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# Resources

Evidence-based practices
- » SAMR Model ([link](link))
- » SAMR: Getting to Transformation ([link](link))
- » SAMR: A Critical Review and Suggestions for Its Use ([link](link))
- » BetterLesson ([link](link))
- » Beyond Bureaucracy: The Potential for Crowds to Drive Innovation ([link](link))
- » Teachers Pay Teachers ([link](link))
- » Padlet ([Link](Link))
- » Who are Online Teacherpreneurs ([link](link))
- » Online Mathematics Teacherpreneurs Developers on Teachers Pay Teachers ([link](link))

Images
- » Unless otherwise specified, all images are creative commons zero (CC0), no attributes required including presenter provided photos

# Participant Feedback Form

Help us improve our practice by providing us with some feedback.
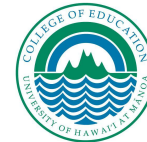
# Contact Information

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» Eloise Sanchez - sancheze@prel.org

» Emerson Odango - odangoe@prel.org

» Melly Wilson - wilsonm@prel.org

» Hendrick Cho - cho@prel.org

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# Thank you!

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