Bilişim Teknolojilerinin Rolü
The Role of ICT

23-25 Haziran 2014
23-25 June 2014
1. Gün – Day 1

Workshop Leaders: Ceni Alpanda
Mary Vedra

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Timings of the Day

8:30 – 10:00	**1. Oturum** Session 1
10:00 – 10:30	**Ara** Break
10:30 – 12:00	**2. Oturum** Session 2
12:00 – 13:00	**Yemek arası** Lunch
13:00 – 14:30	**3. Oturum** Session 3
14:30 – 15:00	**Ara** Break
15:00 – 16:30	**4. Oturum** Session 4

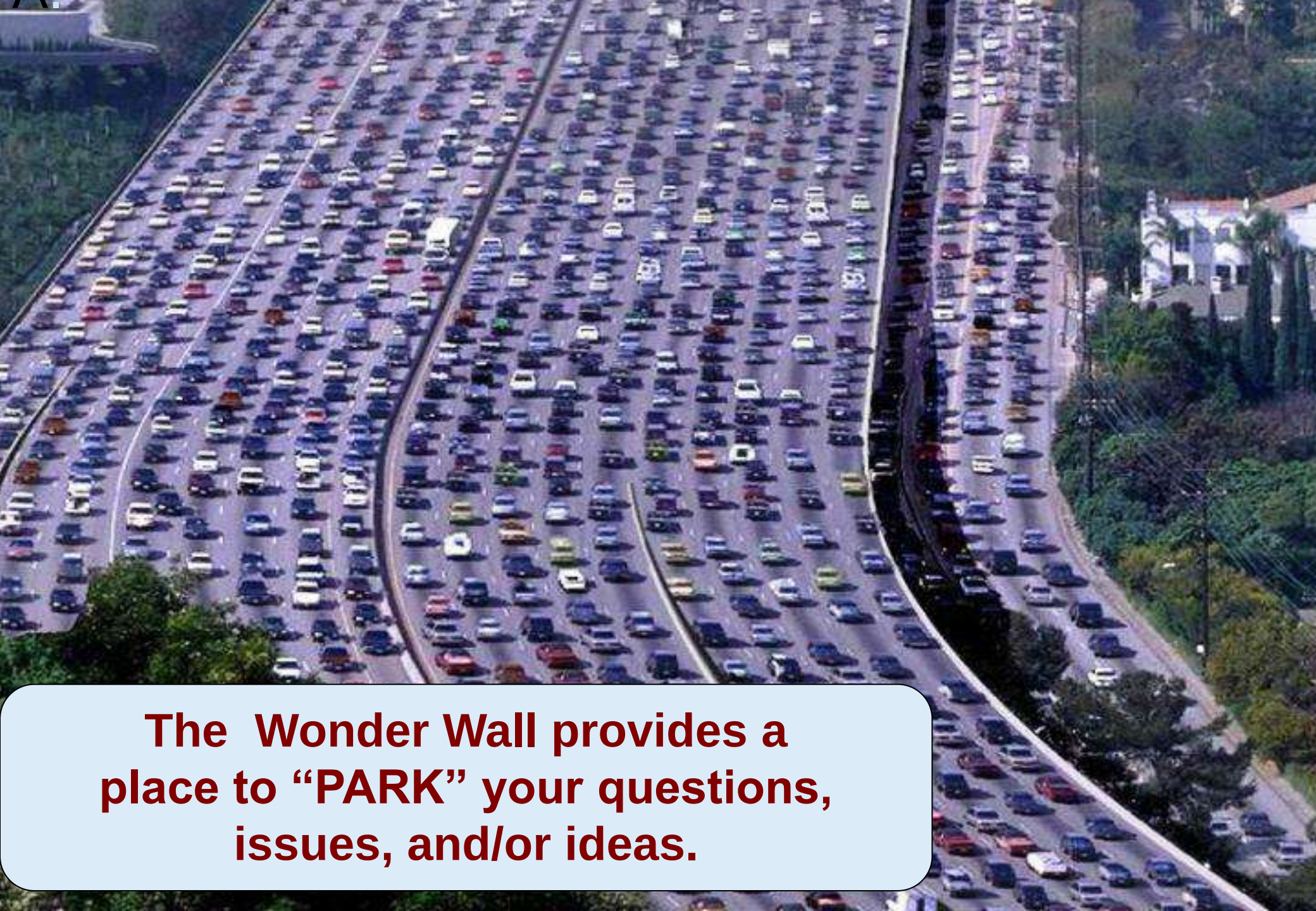
someone work way Google
free professional one
smaller new option staff hire
development needs feel
help time educators
hours talk Development forget
online things
get
learning teachers
go training
students like
different teach many
mean everyone attend
learn school
usually make
educator schools
Many relevant need
individual administrators
classes people
instructor just
interactive
technology Professional groups
concept
class

Introducing – YOU!

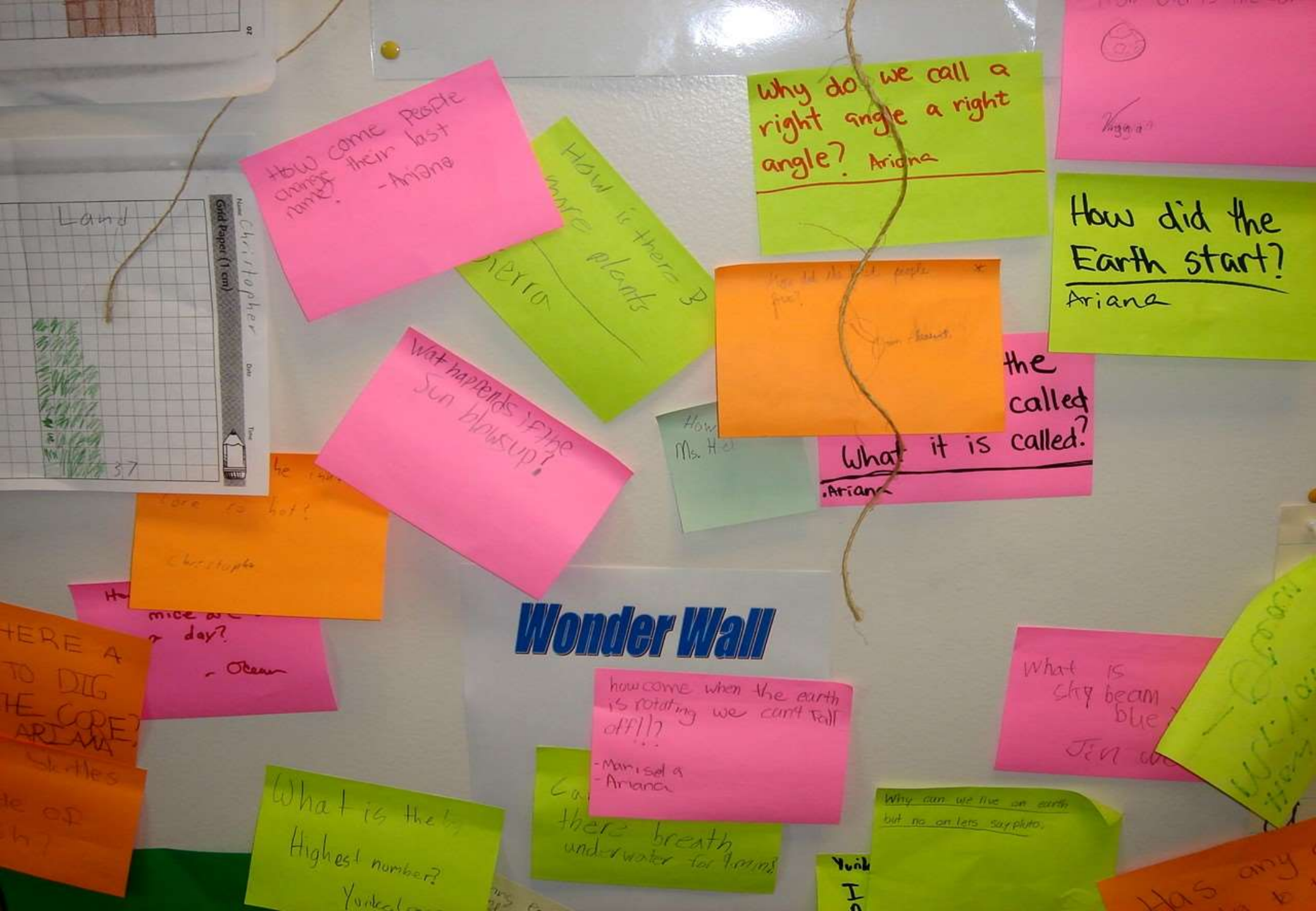
<u>Introduction Prompt</u>:

What IB Learner Profile Attribute and/or IB Attitude best describes you when it comes to **using technology**?

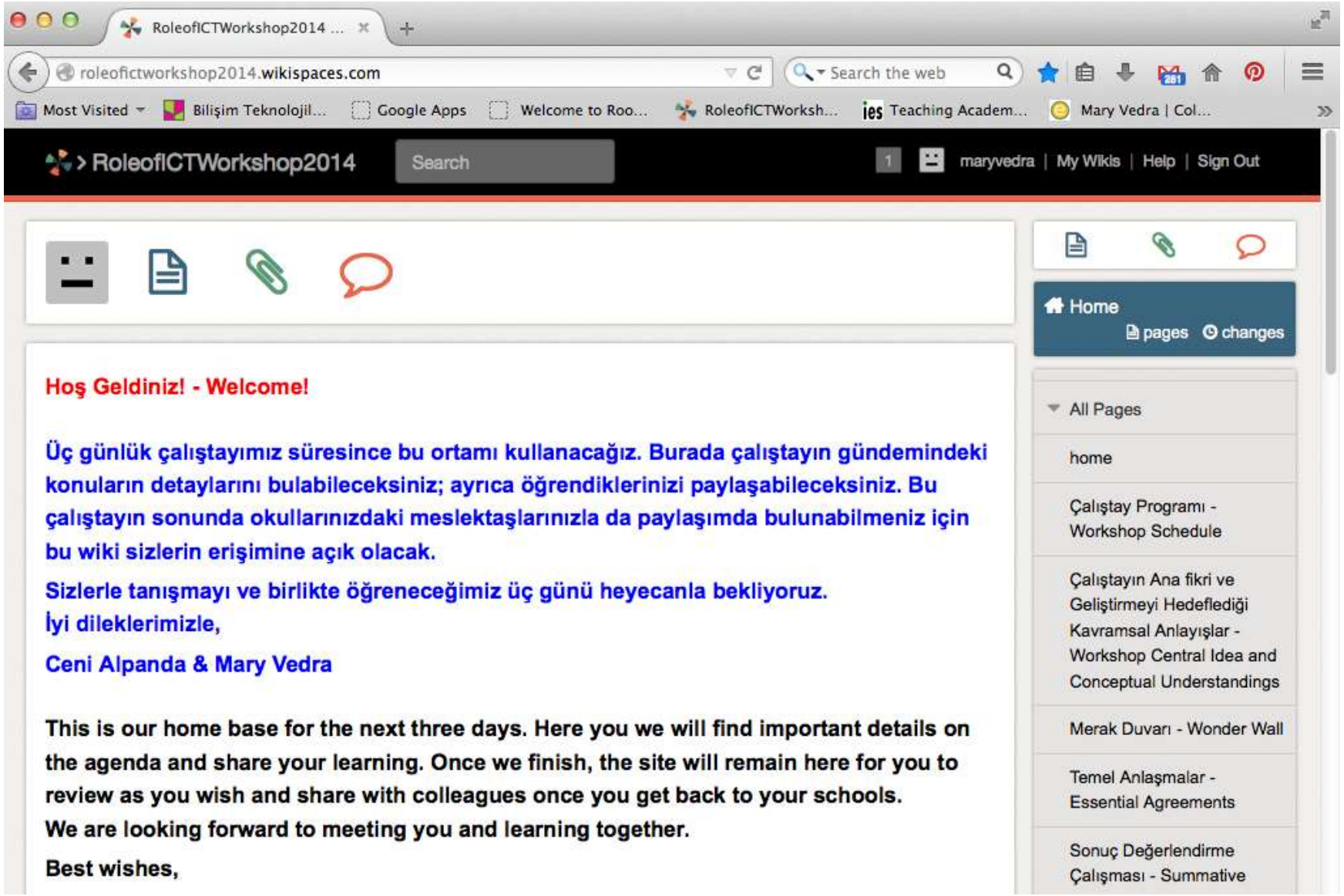
TOOLKIT!



The Wonder Wall provides a place to "PARK" your questions, issues, and/or ideas.


Wonder Wall
How come people change their last name? -Ariana
How is there more plants
Why do we call a right angle a right angle? Ariana
How did the Earth start? Ariana
What happends if the Sun blowsup?
What it is called? Ariana
how come when the earth is rotating we can't fall off!!? -Marisela -Ariana
What is the Highest number?
there breath underwater for 1 mins
Why can we live on earth but no on lets say pluto.
What is sky beam blue?
Land
Christopher
Grid Paper (1 cm)
Ocean

Housekeeping Tasks...



Professional Learning Essential Agreements

"The school provides a climate that encourages positive innovation in implementing the philosophy of the programme."

Making the PYP Happen, IB Standards, Principles and Practices, A1

Essential Agreements

Essential Agreements

- ✓ Expectations for Habits of Mind and Heart
- ✓ Consensus by everyone
- ✓ Phrased positively
- ✓ Few in number
- ✓ Observable

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Öğrenme Ortamının Hazırlanması
Co-Creating our Learning Environment

PRINCIPLED: Zamanında başlayıp zamanında bitireceğiz
(Start/Stop on time)

CARING: IB Telif Hakları
(Respectful of IB Copyright / intellectual property)

COMMUNICATORS: Öğrenme ve paylaşım ortamımız Wikispace
(connect with our learning/sharing platform (Weebly/Wikispace)

COURAGEOUS:
(Willing to try new and different Technology Tools)

Any Additional Essential Agreements?

How might you promote the use of Technology to share Essential Agreements in your classroom/School?

Appointment Clock

Schedule time as follows:

12:00 pm
Same Grade level

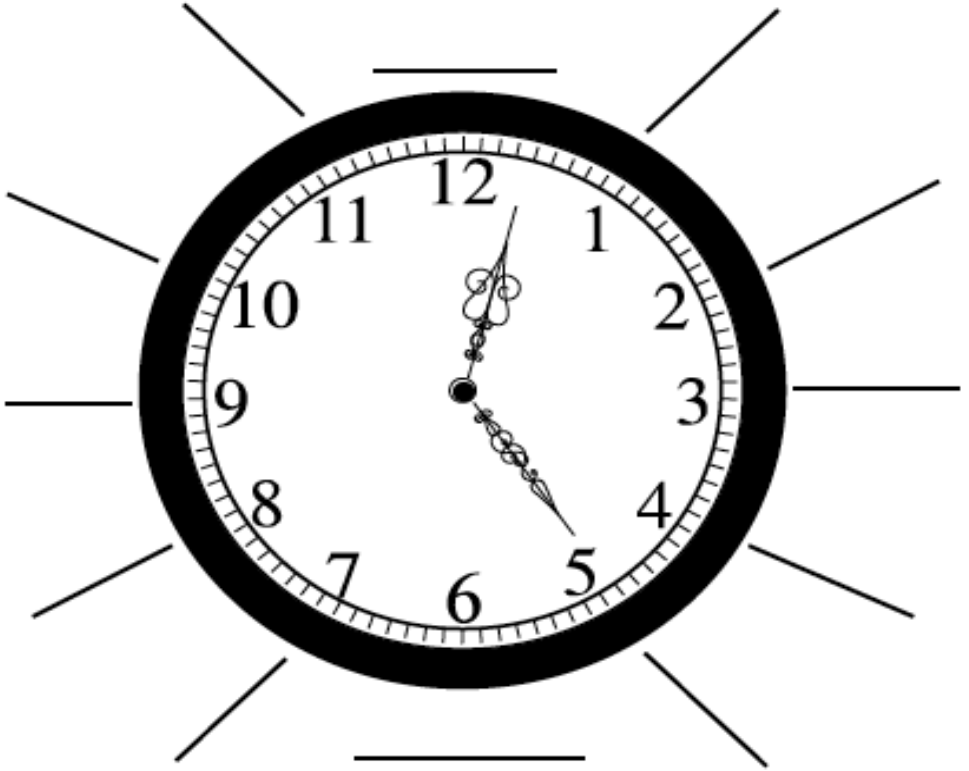
3:00 pm
Same LP/Attitude

6:00 pm
Same # Years of Experience

9:00 pm
Same level of Tech Skills

Clock Buddies

Make an appointment with 12 different people (one for each hour on the clock). Be sure you both record the appointments on your clocks. Only make the appointment if there is an open slot at that hour on both of your clocks.



Tape this paper inside a notebook, or something that you Bring to Class Each Day!

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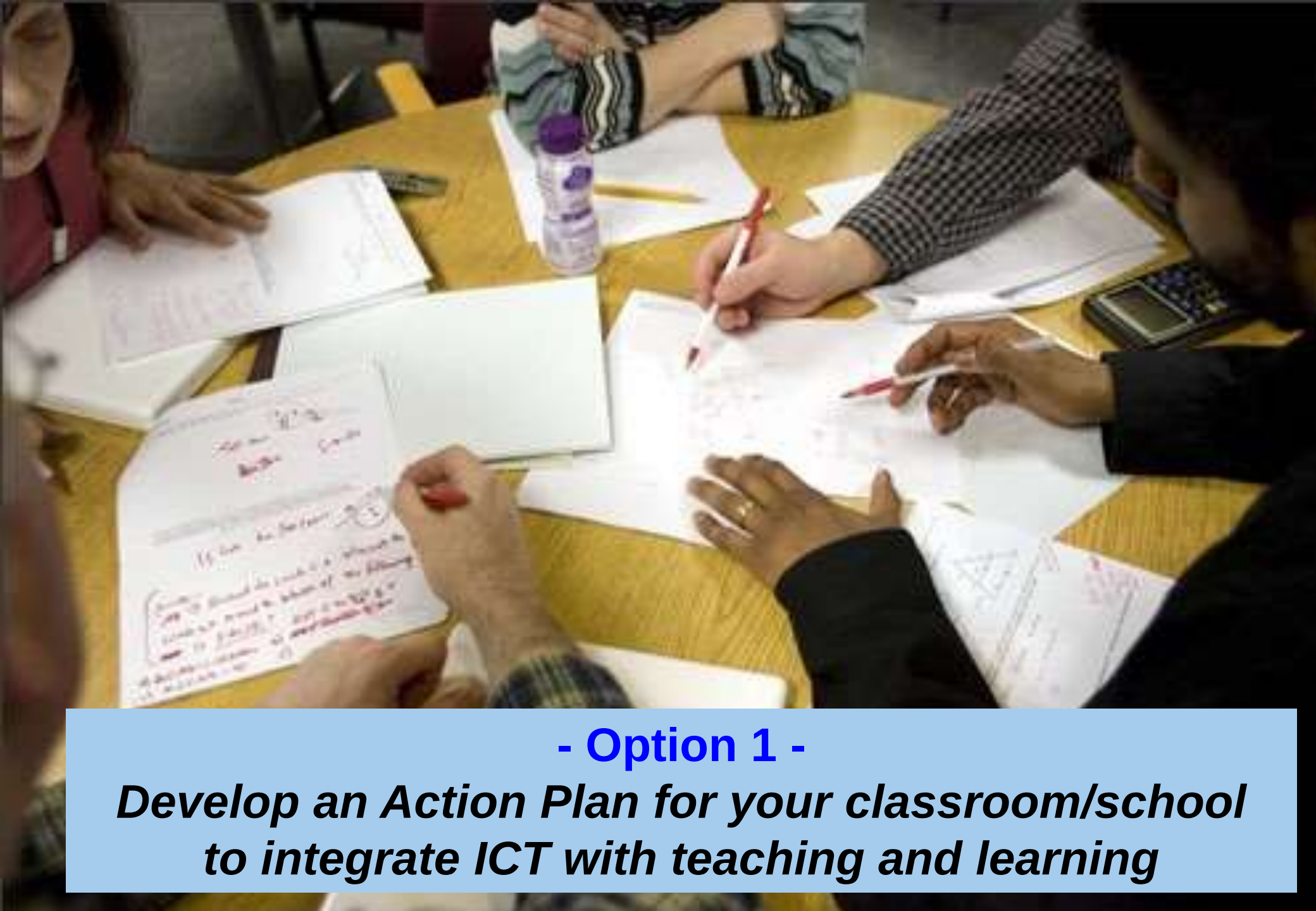
Session 1:
Setting the Stage - Philosophy of ICT in PYP

Central Idea

ICT is an increasingly integral partner in teaching and learning through the PYP and facilitates students' and teachers' development of international mindedness.

What we will learn: Lines of Inquiry

- Purpose and philosophy of Information and Communications Technology (ICT) in the PYP
- Development of international mindedness, essential elements through ICT
- Development of a School ICT Policy
- Ways ICT supports student inquiries, reflection and promotes action
- Systems of support in the school setting to facilitate ICT in the PYP



- Option 1 -

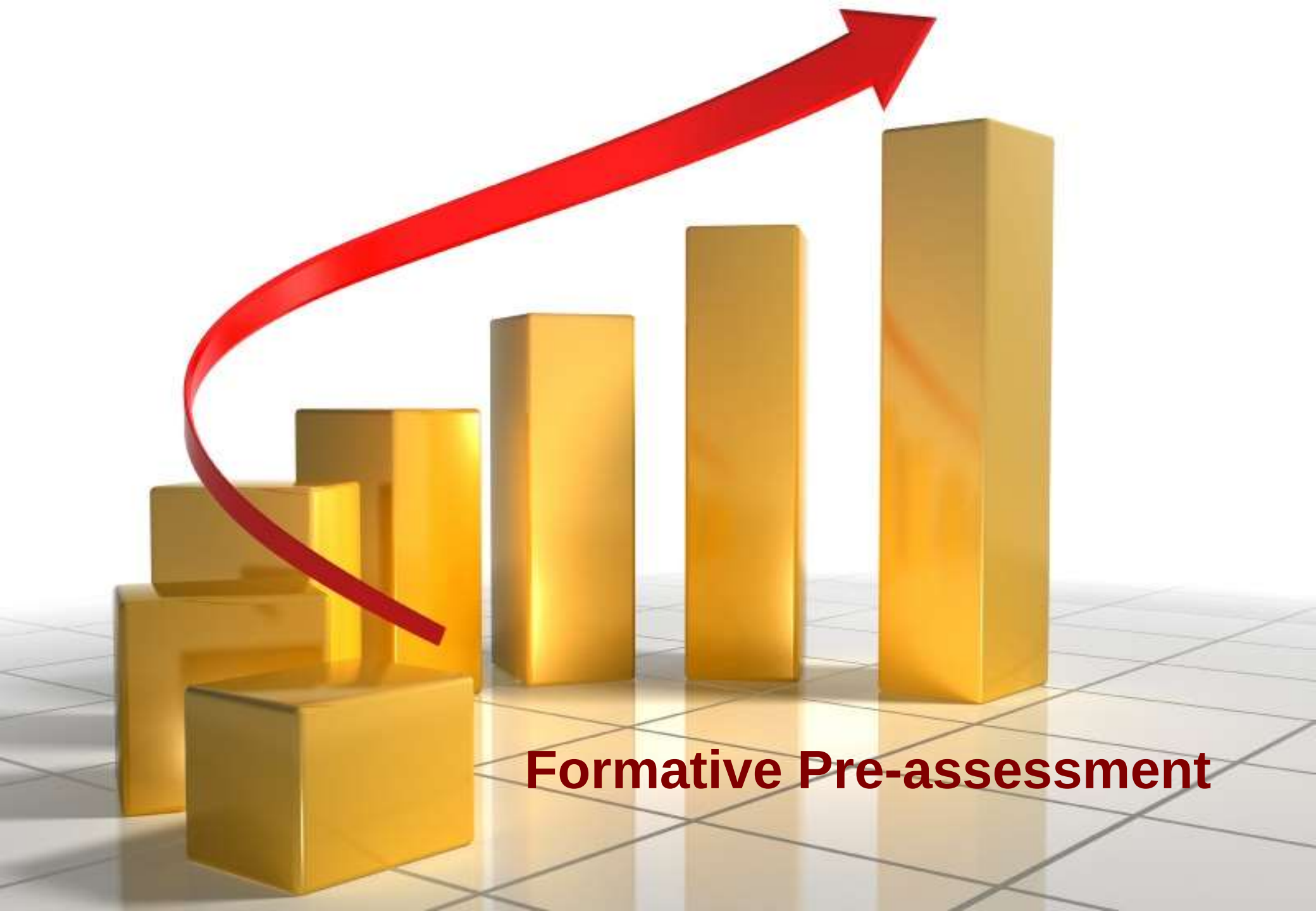
Develop an Action Plan for your classroom/school to integrate ICT with teaching and learning

- Option 2 –

Create a training presentation for your colleagues that inspire active integration of technology.

- Option 3 –

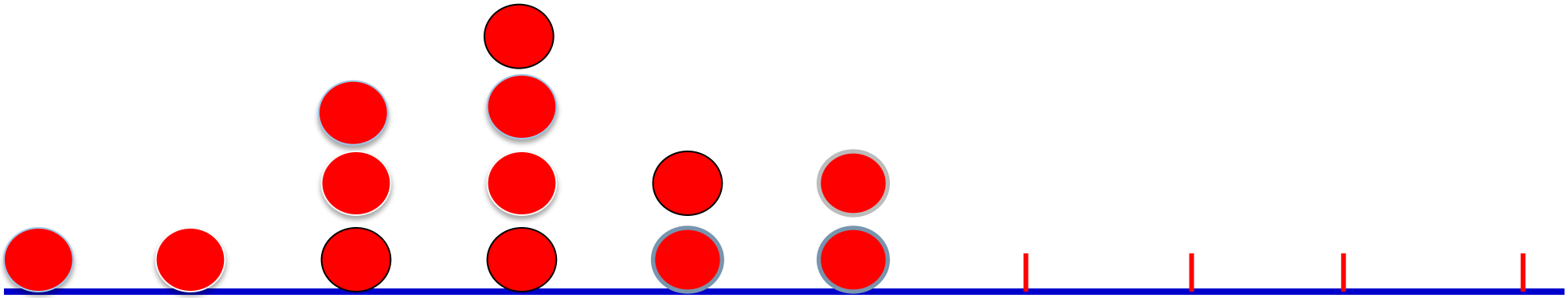
Develop a School/Classrooom Wiki, Weebly, or Website


Formative Pre-assessment

Group Activity

Consensogram

Using one Colored Check per chart, indicate your current level of understanding on the scale for each key concept.



I don't know how to do this

I could teach others

Write your question(s) on post-it notes for each chart.

Affinity Diagram or Generate, Sort, Connect, Elaborate

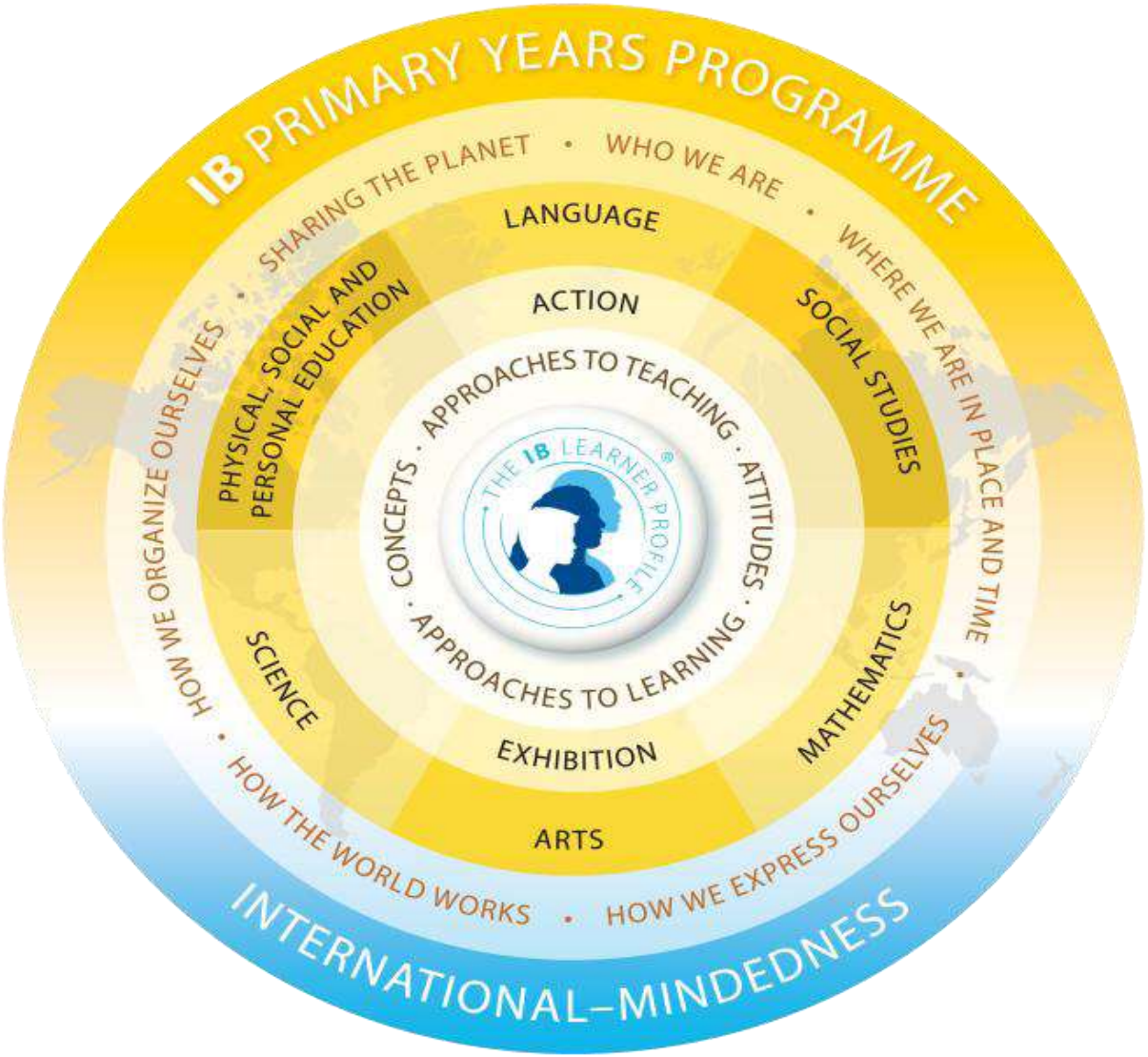
As a Team…

1. Read, analyze, sort, and interpret the post-its into groups of similar ideas.

2. Summarize the ideas using a word or phrase.

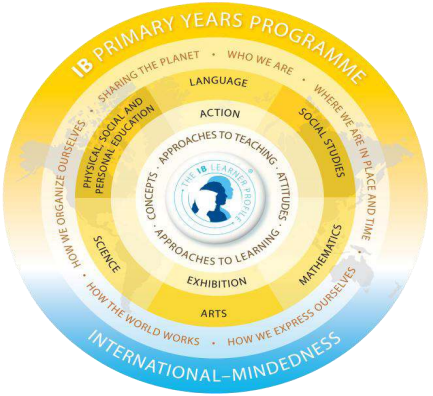
4. Report out to the group.

Primary Years Programme

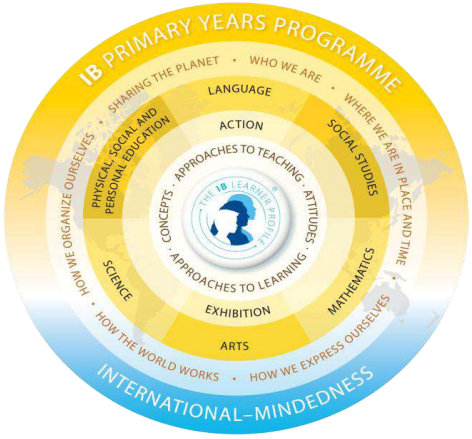


The IB Continuum

First Teaching September 2014



PYP
Information and Communications Technology



MYP
Design (Technology)

First teaching September 2014

DP
Information Technology and Global Society

12:00 Appointment

What courses might be IB Career Related?

PYP Philosophy and Teaching ICT

- **Read page 43:MPYPH section)AND 1-5 in Role of ICT**
- Read/reflect on one sentence or idea – post to Padlet

What I already do	**What I discovered**
What I disagree with	**What I wonder**

Think-pair-share

Mission Statement

The IBO Mission statement

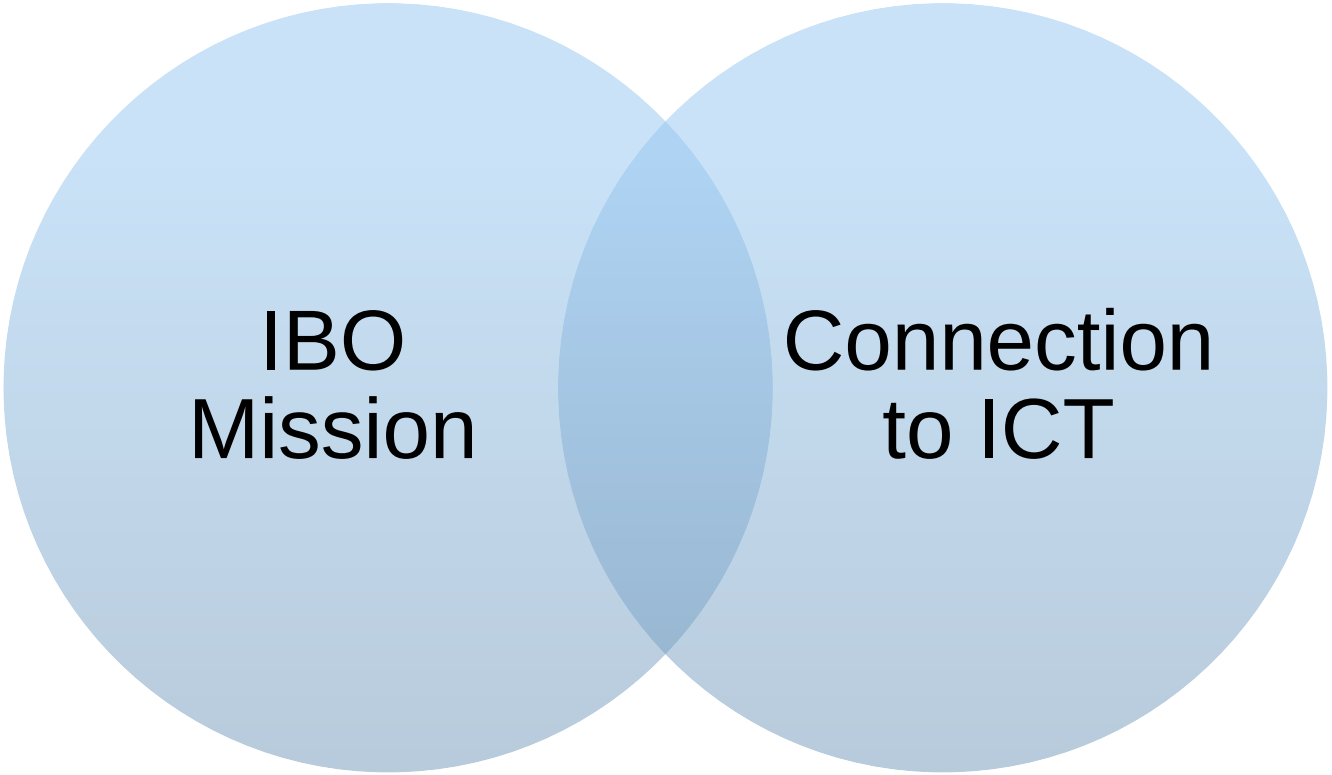
The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

November 2002

Question: How is ICT represented in the IB mission statement?



- ✓Compare/Contrast key elements?
- ✓Is there any alignment between IB mission statement and ICT?
- ✓What about the role of ICT outside of the PYP?

LUNCH TIME
Yemek arası
13H-14H

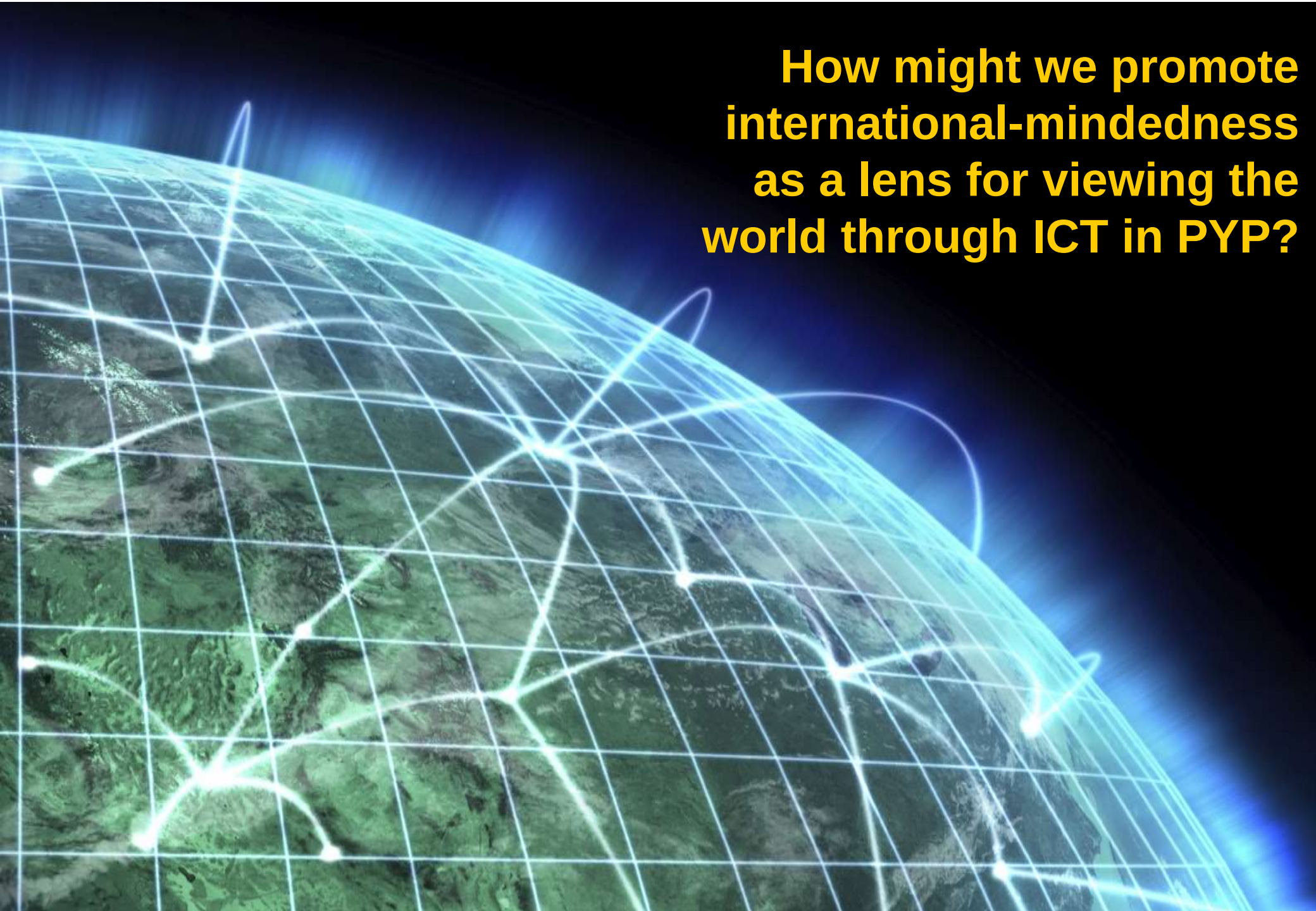
Welcome Back!

Session 2:
ICT and International Mindedness

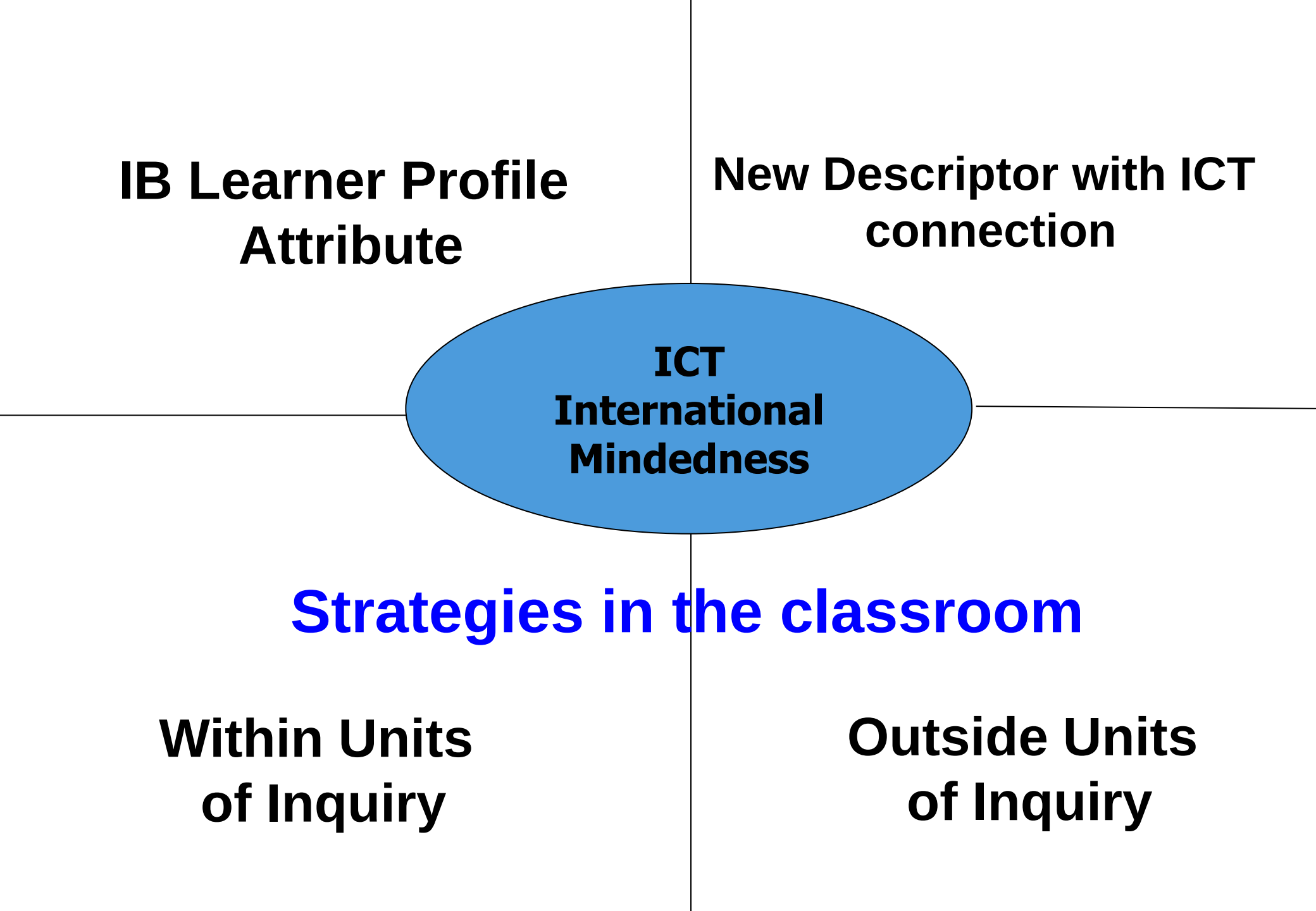
ICT
as a lens…

INTERNATIONAL
MINDEDNESS
Video Clip:

IF THE WORLD WERE A VILLAGE OF 100 PEOPLE...


How might we promote international-mindedness as a lens for viewing the world through ICT in PYP?

3:00 Appointment


IB Learner Profile Attribute
New Descriptor with ICT connection
ICT International Mindedness
Strategies in the classroom
Within Units of Inquiry
Outside Units of Inquiry

CONNECT	EXTEND	CHALLENGE
How are the ideas and information presented CONNECTED to what you already knew?	What new ideas did you get that EXTENDED or pushed your thinking in new directions?	What is still CHALLENGING or confusing for you to get your mind around? What questions, wonderings or puzzles do you now have?

Connect-extend-challenge

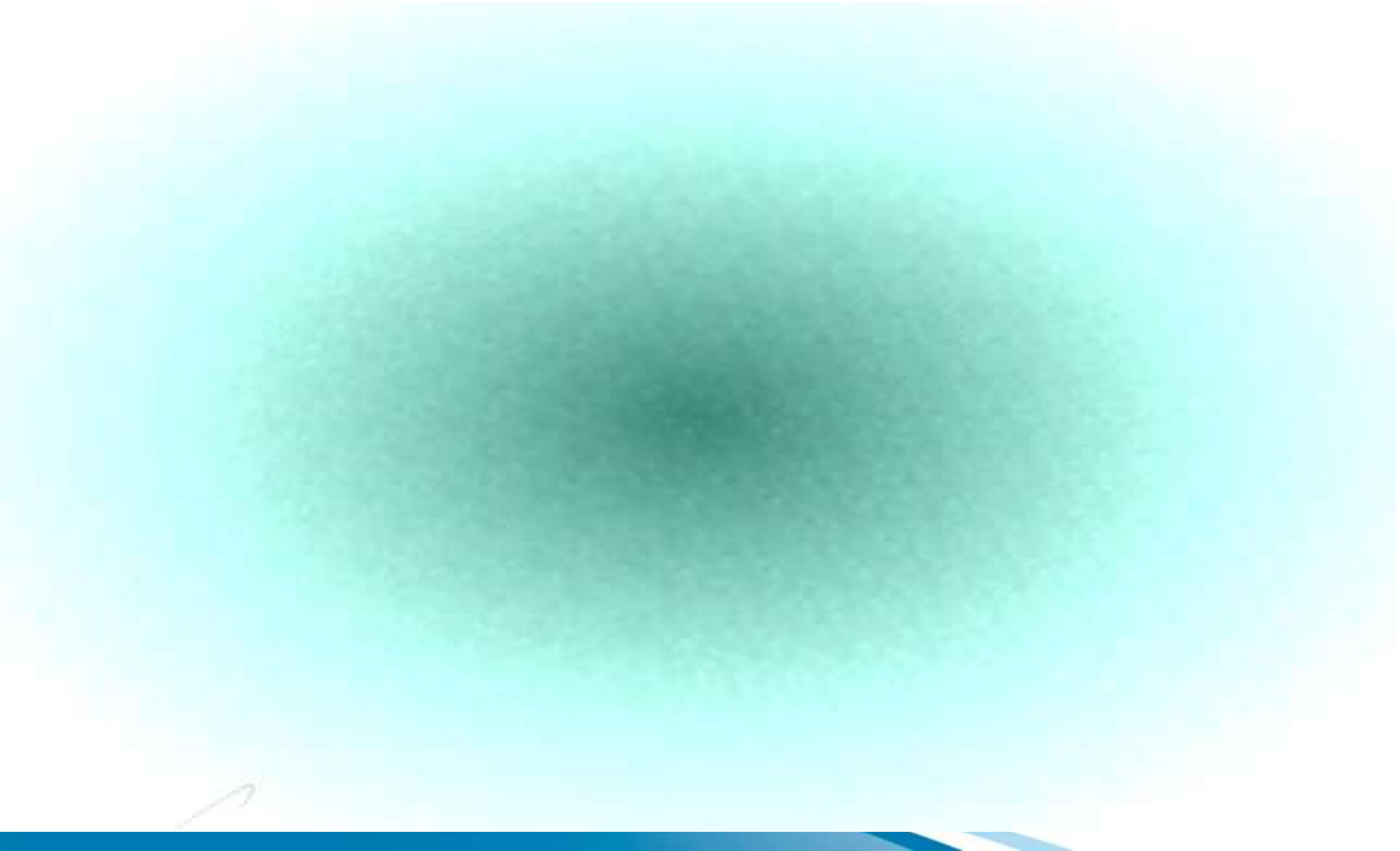
Connect:

Extend:

Challenge:

Meet with your 3:00 partners to debrief the article

We’re in this Together!



Session 3
The Essential Elements through ICT

9:00 Appointment

- Group A: Knowledge MPYPH pgs 11-15
- Group B: Concepts MPYPH pgs 15-20
- Group C: Skills MPYPH pgs 20-23
- Group D: Attitudes MPYPH pgs 24-25
- Group E: Action MPYPH pgs 25-27

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Tech-Know Task

Create an infographic to share with the whole group. Assign roles in your group

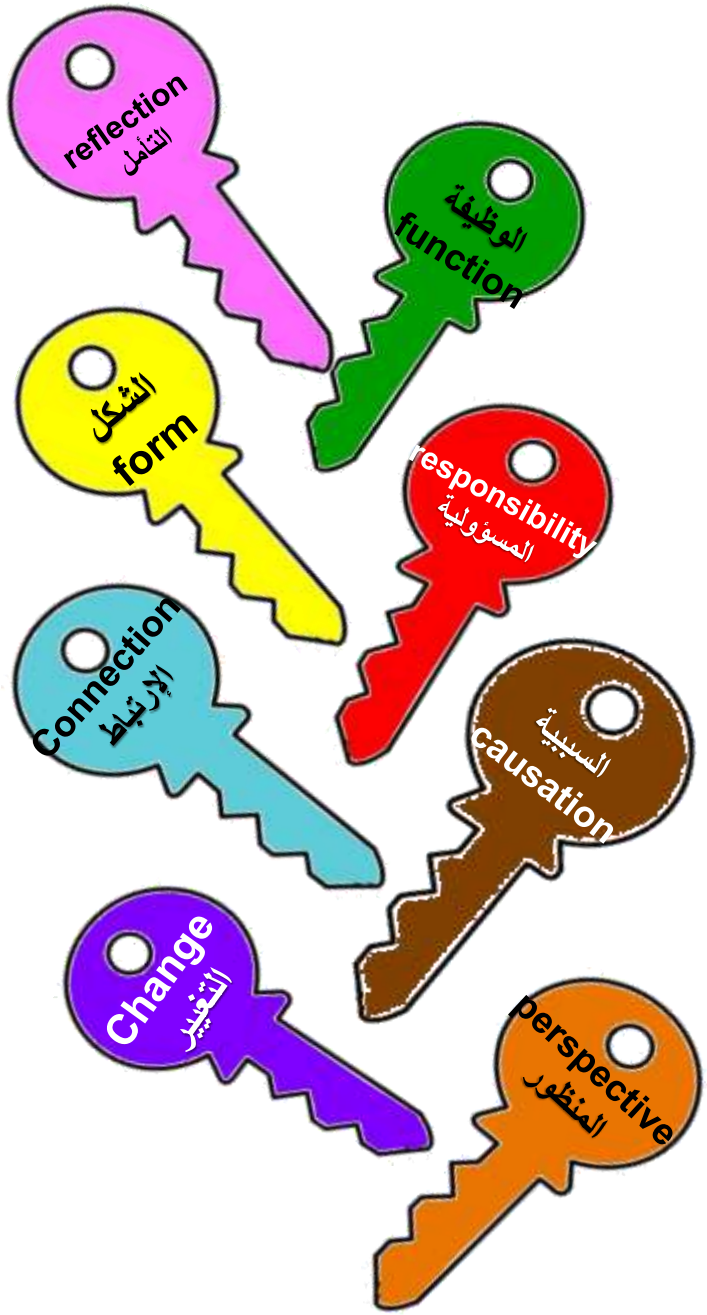
- **Information Coordinator - type of key points from group meeting: (Resources: Word, Pages, Google Doc, etc.)**
- **Image Collector/Citations - collects images, notes citations (Resources: CreativeCommons, Pics4Learning, Compfight)**
- **Image Editor/Final Layout - create unifying text and compile and arrange all images and graphs: (Resources: Publisher, Photoshop, Pages or something new)**
- **Assess your group's infographic use: Checking our Infographic.docx (Wiki)**

Infographic checklist on the wiki.

Ürünümüzde…. Our product has…	Evet - Yes	Henüz değil – Not Yet
Yapı - Structure:		
Bilgiyi uygun şekilde düzenlenmiştir. Organized the information in a consistent manner.		
Birlikte olması gereken içerikler gruplanmıştır. Grouped content that is meant to be together.		
Görüntüleyen kişinin bilgiyi kolaylıkla gözden geçirebilmesi için bir düzen yaratılmıştır. Created a layout that is easy for the viewer to skim for information.		
Okunaklılık - Legibility:		
Kolaylıkla okunabilmesi için renk ve kontrasttan yararlanılmıştır. Used colour and contrast to make it easy to read.		
Hedefe göre bir dizi punto kullanılmıştır. Used a varied font size according to purpose.		
Kolay okunur bir yazı stili kullanılmıştır. Used an easy to read font style throughout.		
Dijital Okur – yazarlık Becerileri - Digital Literacy Skills:		
Hedef ve hedef kitlenin net olarak anlaşıldığı bellidir. A clear understanding of audience & purpose.		
Belirlenen teme öğe açıklanmıştır. Described/defined the designated essential element.		
Temel öğenin anahtar noktaları paylaşılmıştır. Shared the key points of essential element.		
Bilişim Teknolojilerinin etkilerine dikkat çekilmiştir. Highlights the implications of ICT .		
Tüm görsellerin ve metinlerin kaynakları alıntılanmıştır. All images and text sources are cited.		

CONCEPTS

CONCEPTS


reflection
التأمل
الوظيفة
function
الشكل
form
responsibility
المسؤولية
Connection
الإرتباط
السببية
causation
Change
التغيير
perspective
المنظور

Attitudes

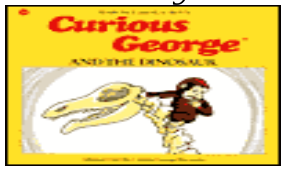
Appreciation

Mufaro's Beautiful Daughters
by John Steptoe

Integrity

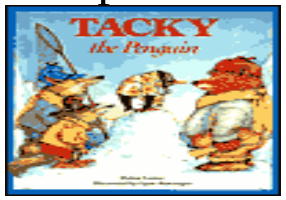
Jamaica's Find
by Juanita Havill

Curiosity



Curious George
by H.A. Rey

Independence



Tacky the Penguin
by Helen Lester

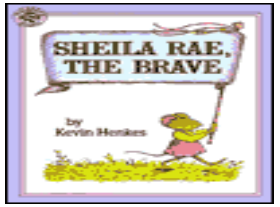
Creativity

Free Fall
by David Weisner

Commitment

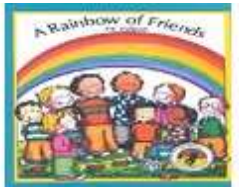
The Little Engine That Could
by Watty Piper

Confidence



Sheila Rae, the Brave
by Kevin Henkes

Tolerance



A Rainbow of Friends
by P.K. Hallinan

Enthusiasm

Emma
by Wendy Kesselman

Respect

Just a Dream
by Chris Van Allsburg

Empathy

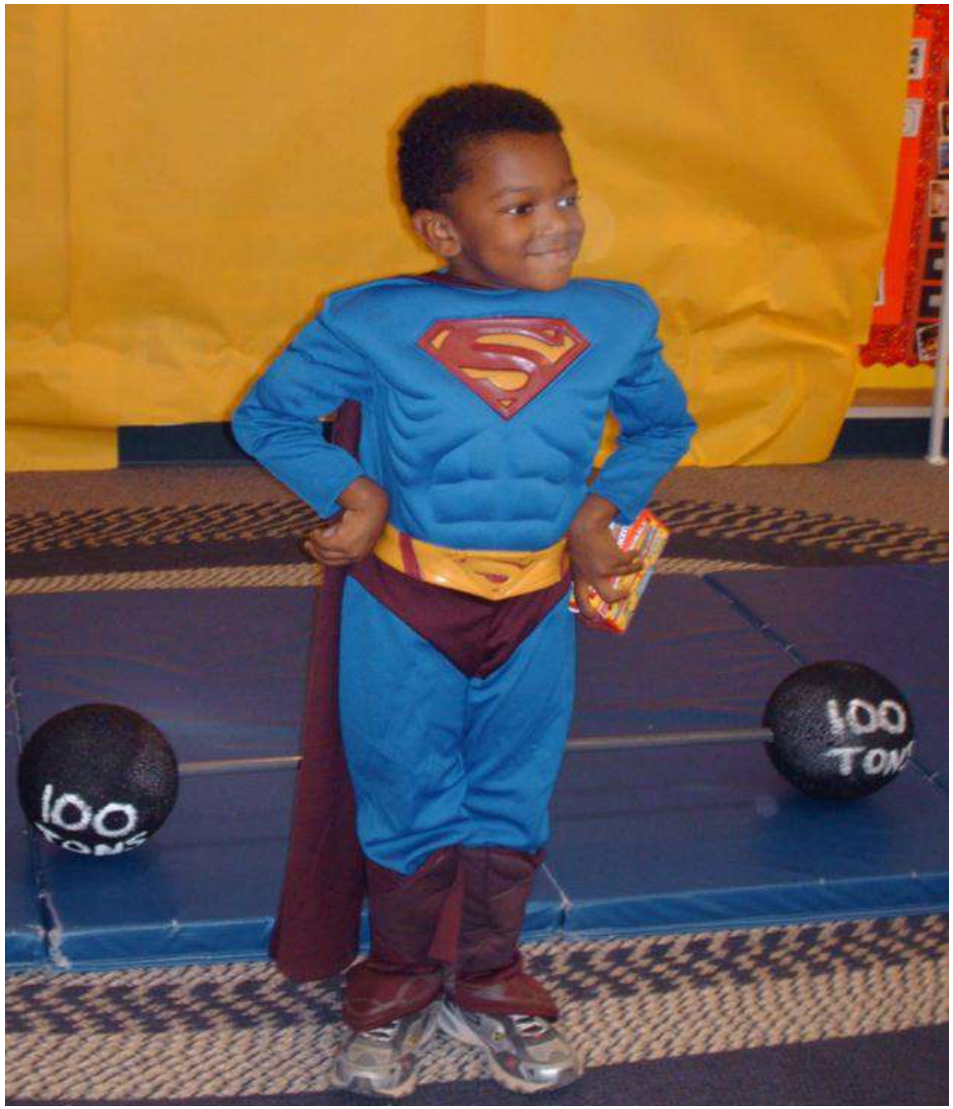
Rainbow Fish and the Big Blue Whale
by Marcus PfisterOfficer

Cooperation

Officer Buckle and Gloria
by Peggy Rathmann

KNOWLEDGE

ACTION



Read and review

10 minutes: Read related essential element (A-E)
MPYPH Pages 11-27

15 minutes: Review ideas with colleague

10 minutes: Discuss examples for ICT in the classroom

30 minutes: Provide examples capturing the importance of the essential element

15 minutes: Share with the group using a graphic model: non-linguistic representation using a tech tool of choice

Transdisciplinary Skills (video)
Minecraft and skills
https://vimeo.com/92380614

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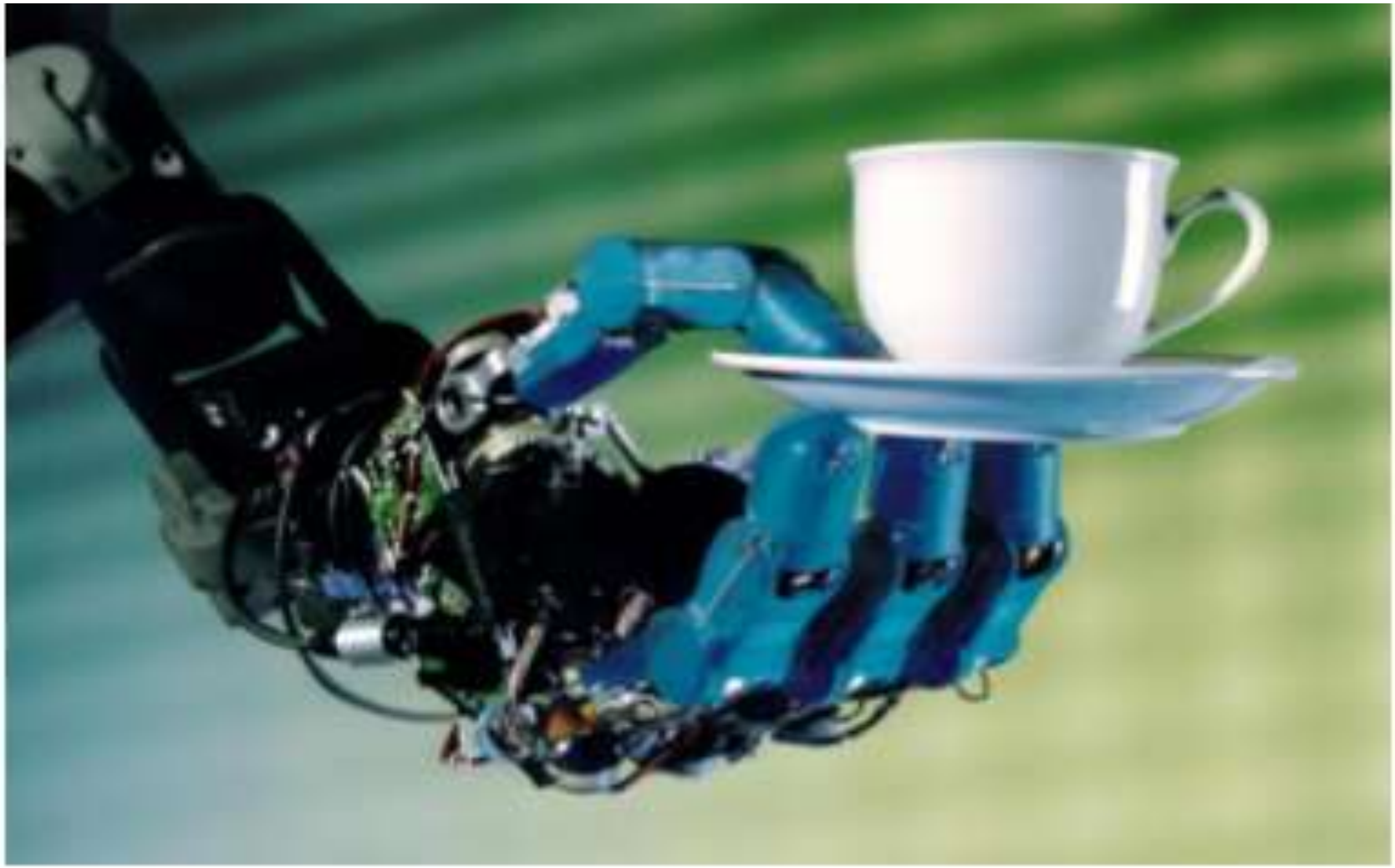
What implications does technology have for the development of transdisciplinary skills?

Time for a Break - Ara!



Welcome Back!

Session 4

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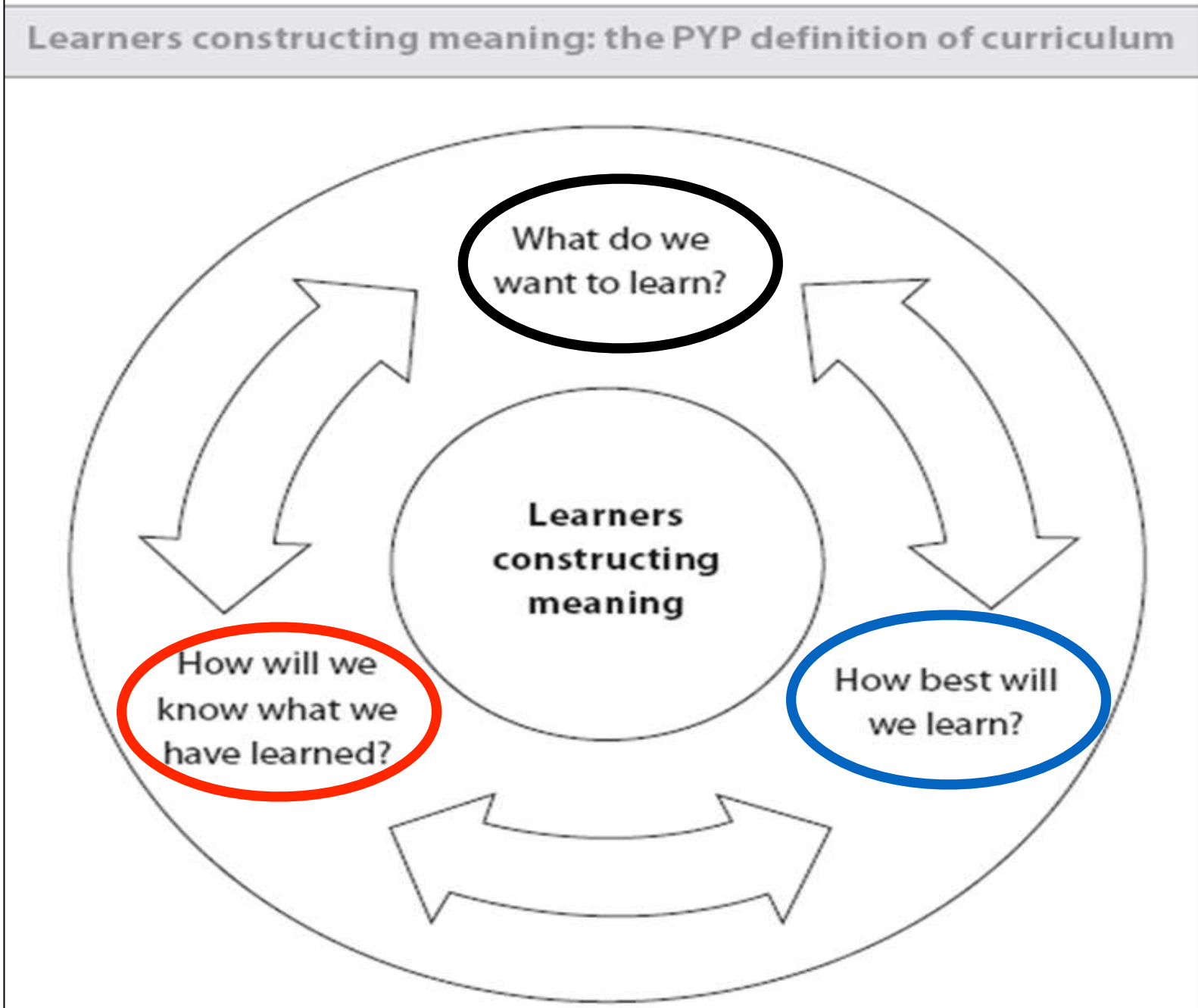
The PYP teaching and learning model includes:

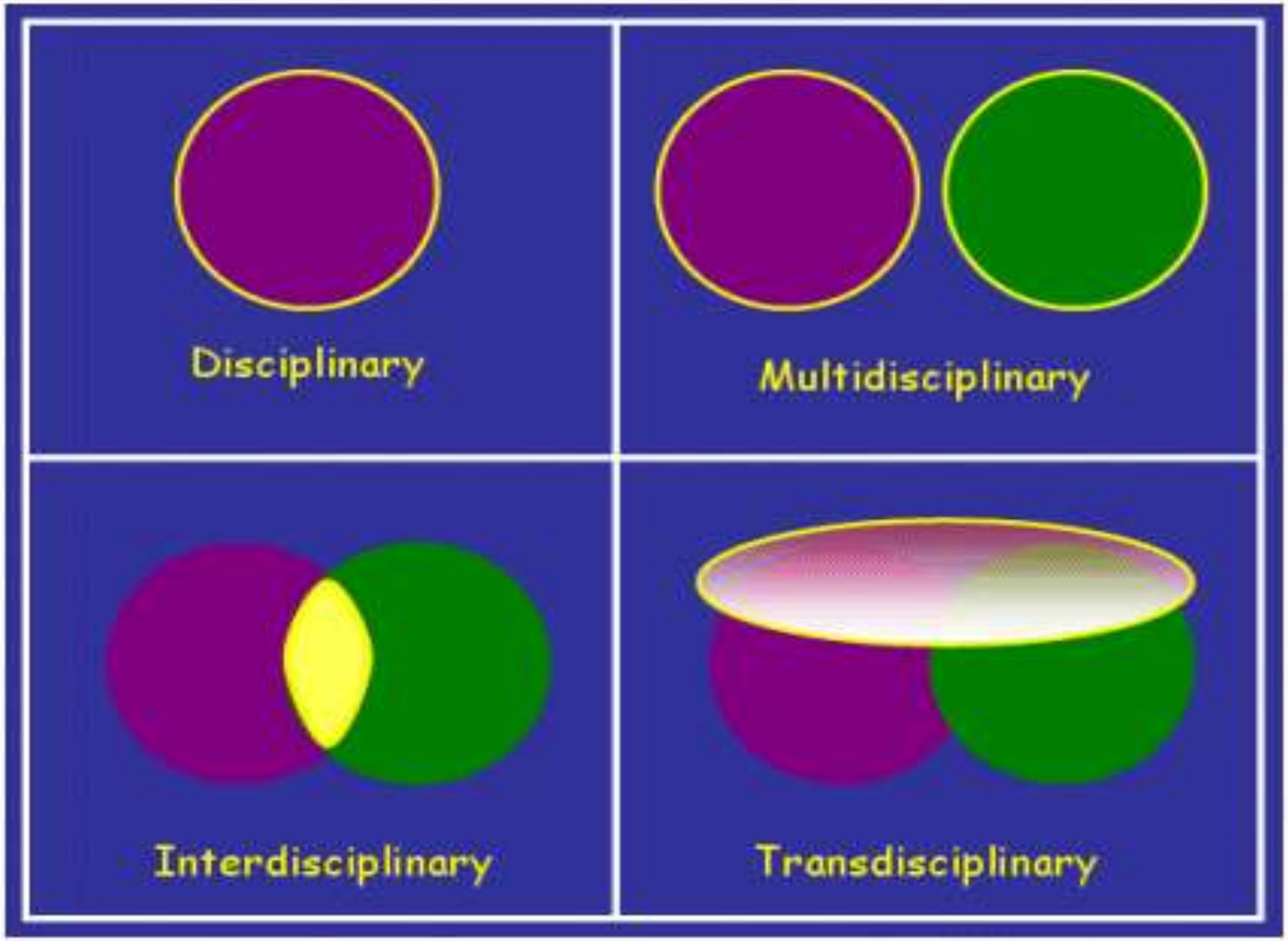
Written

Taught

Learned

curriculum.




Disciplinary
Multidisciplinary
Interdisciplinary
Transdisciplinary

Disciplinary: Knowledge, skills, methods within the boundary of a discipline. (Science or the Arts)

Multidisciplinary: Using the knowledge/understanding of more than one discipline.
(Biology and Arts)

Interdisciplinary: Using the methods of one discipline within another. (Biochemistry)

Transdisciplinary: Focus on an issue such as pollution or hunger both within and beyond discipline boundaries with the possibility of new perspectives.

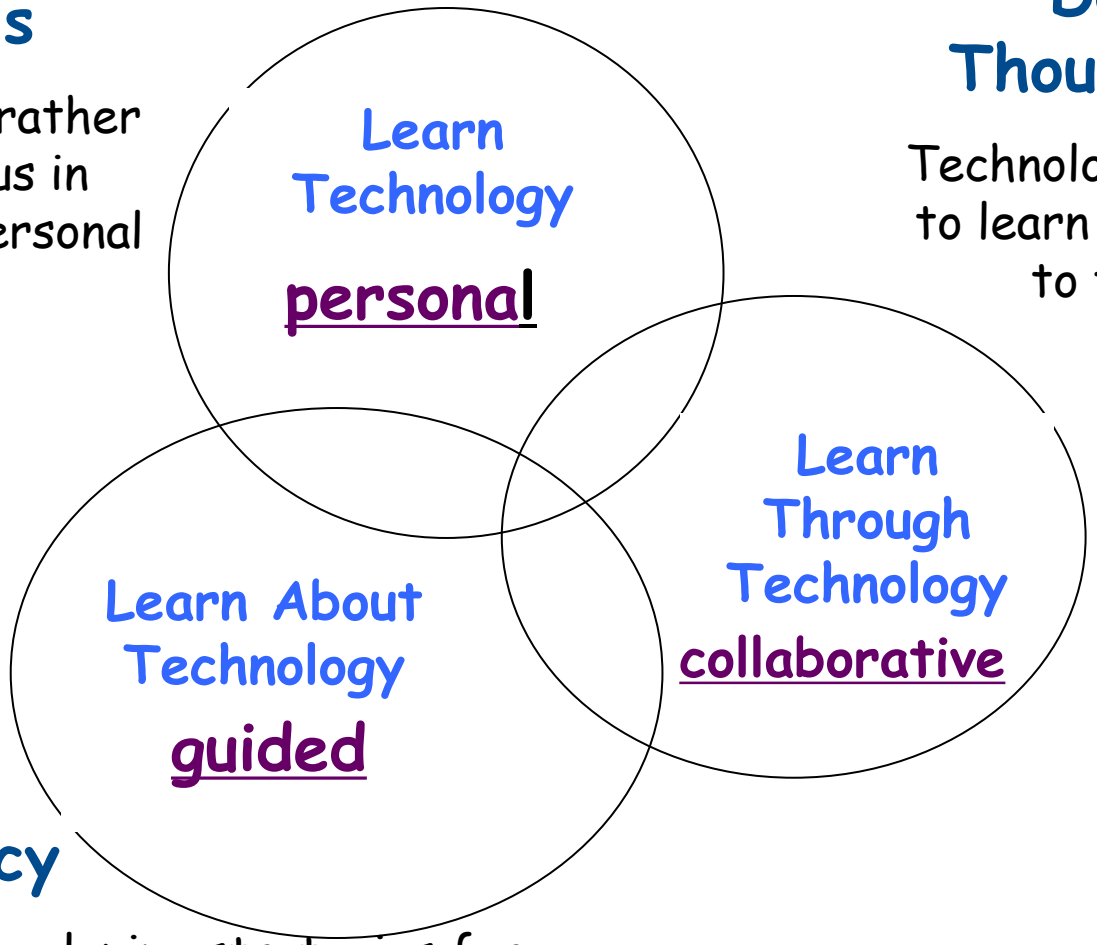
Inquiry as a Philosophy

Develops Life Skills

Technology as life work rather than school work. Focus in "Learn" is primarily on personal inquiries

Develops Thoughtfulness

Technology is being used to learn something else, to think with.



Develops Proficiency

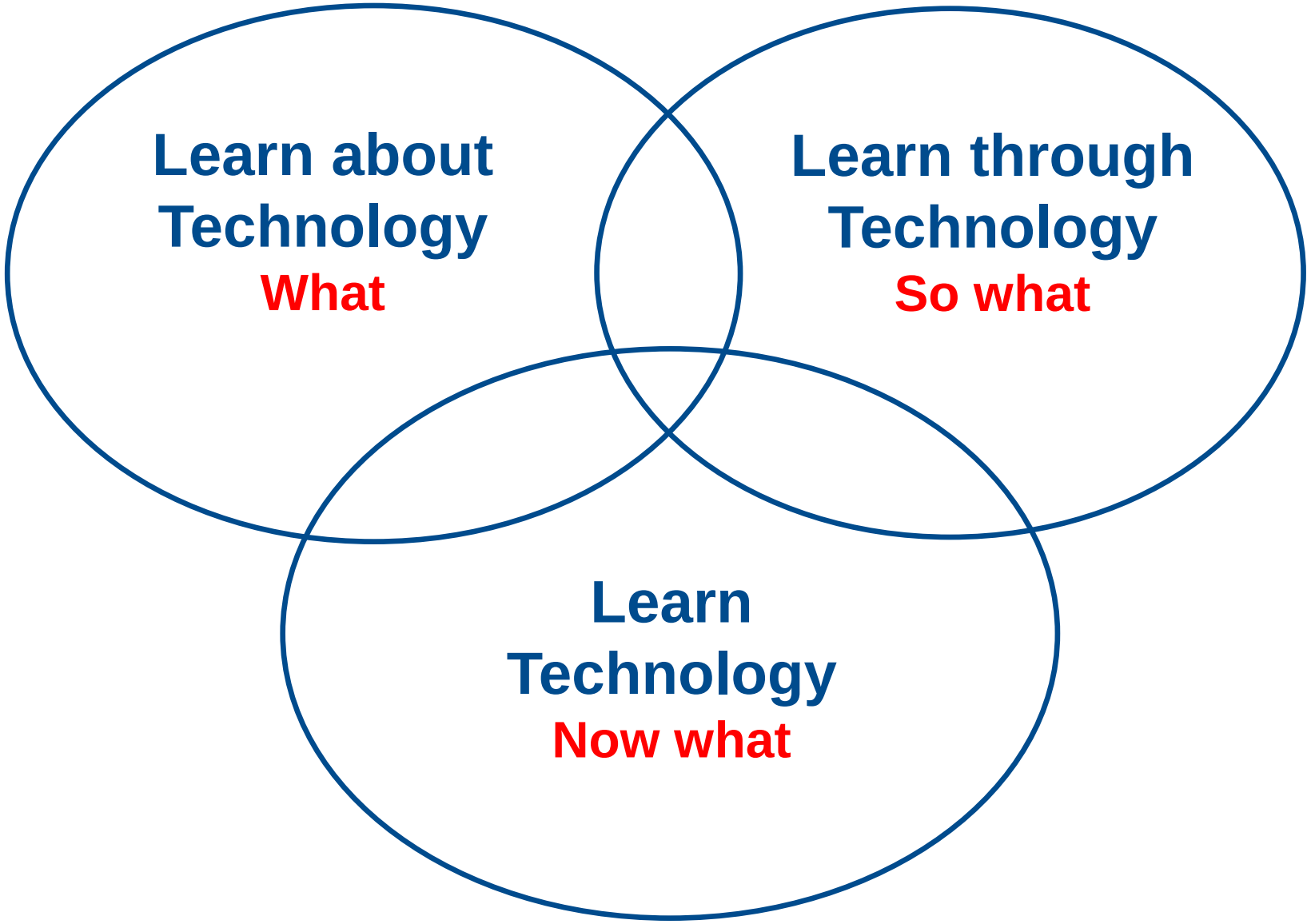
About metacognition / developing strategies for thinking about processes and procedures.

Inquiry as a Stance, not a Methodology…

Engagements from the unit of inquiry could be in any of the three, depending on the purpose

- Learn – browsing materials from a UoI for ICT
- Learn about – learn about ICT skills needed within a stand alone Unit
- Learn through – use ICT as a tool within the UoI to think further about the content

Technology


Learn about Technology
What
Learn through Technology
So what
Learn Technology
Now what

Learn About Technology

Did You Know?

"Students cannot possibly learn everything of value by the time they leave school, but we can instill in them the desire to keep questioning throughout their lives."

Grant Wiggins, Author of Understanding by Design

21st Century ‘World Class’ Schooling

http://www.union1.org/OIP/images/Photos/1927-factory-workers.jpg

http://californiasolarinstallation.com/wordpress/wp-content/uploads/2008/12/solar_richmond.jpg

http://farm4.static.flickr.com/3480/3916313892_11e6fde268.jpg

http://www.designshare.com/dbadmin/upload/projects/1/502/General_Classroom_6.jpg

Learn Through Technology

"Today's student is unlike any previous generation. So too, learning must look unlike any previous model."

Alphabet taught to kids nowadays

A: APPLE

B: BLUETOOTH

C: CHAT:

D: DOWNLOAD

E: E MAIL

F: FACEBOOK

G: GOOGLE

H: HEWLETT PACKARD

I: Iphone

J: JAVA

K: KINGSTON

L: LAPTOP

M: MESSENGER

N: NERO

O: ORKUT

P; PICASSA

Q: QUICK HEAL

R: RAM

S: SERVER

T: TWITTER

U: USB

V: VISTA

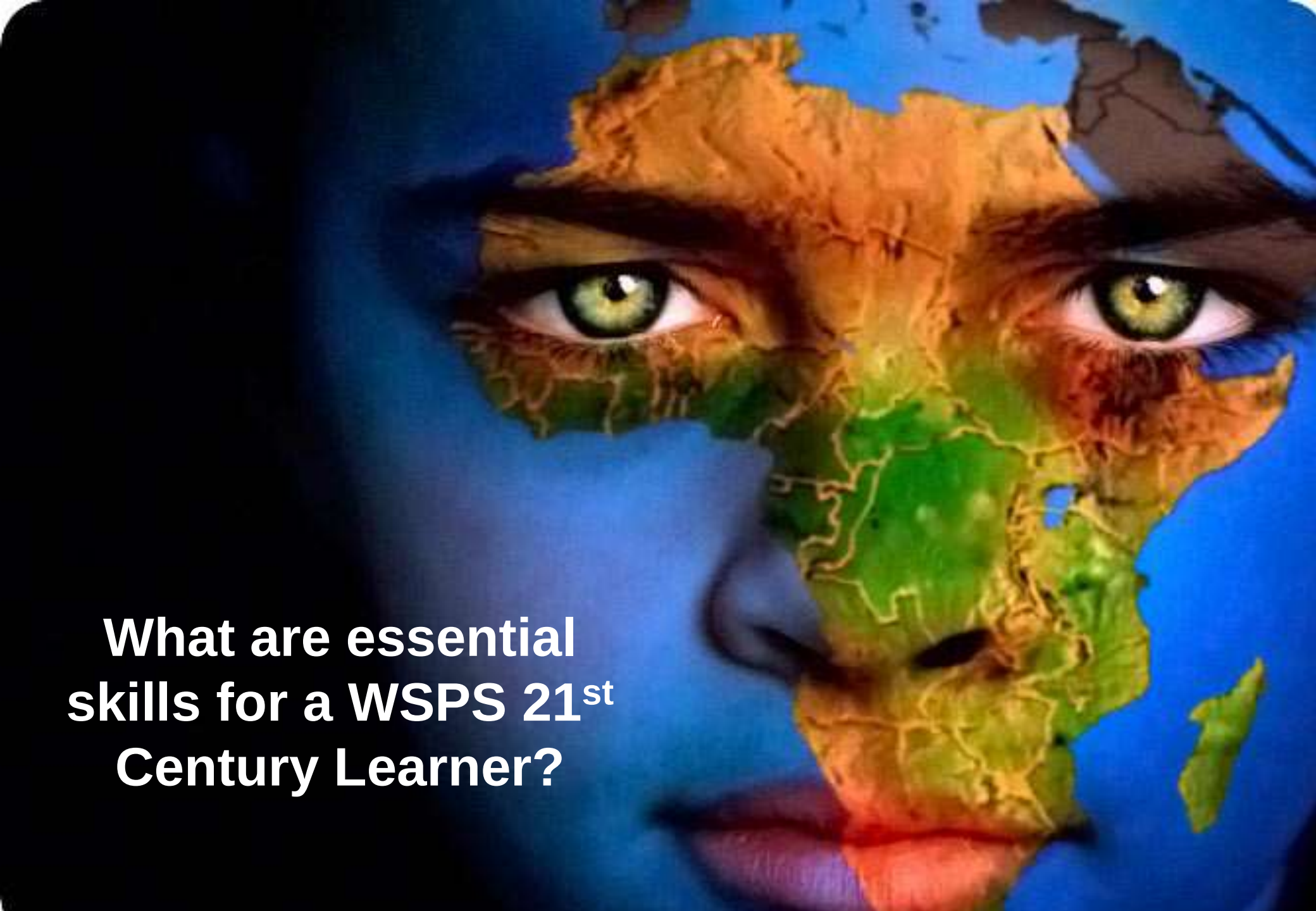
W: WiFi

X: Xp

Y: YOU TUBE

Z: ZORPIA

123
SESAME STREET
.org


What are essential skills for a WSPS 21st Century Learner?

Share with your
7:00 partner

What are the “essential” skills for the 21st Century?

1. Information and Media Literacy
2. Communication Skills
3. Critical Thinking and Systems Thinking
4. Problem Identification, Formulation and Solution
5. Creativity and Intellectual Curiosity
6. Interpersonal and Collaborative Skills
7. Self-Direction
8. Accountability and Adaptability

Partnership For 21st Century Skills

PYP SYNOPSIS

Learners Constructing Meaning

CURRICULUM CYCLE

The Written Curriculum
What do we want to learn?

The Taught Curriculum
How best will we learn?

The Assessed Curriculum
How will we know what we have learned?

Effective Teaching Practices:
Inquiry
Constructivism
Collaborative Planning
Collaborative Reflection
Concept-driven

Concepts

Form:
What is it like?

Function:
How does it work?

Causation:
Why is it like it is?

Change:
How is it changing?

Connection:
How is it connected to other things?

Perspective:
What are the points of view?

Respons-ibility:
What is our responsibility?

Reflection:
How do we know?

Knowledge

TRANS-DISCIPLINARY THEMES

1. Who We Are
2. Where We Are in Place and Time
3. How We Express Ourselves
4. How the World Works
5. How We Organize Ourselves
6. Sharing the Planet

SUBJECT AREAS

1. Languages
2. Social Studies
3. Mathematics
4. Science and Technology
5. Personal, Social, and Physical Education
6. The Arts

Skills

SOCIAL SKILLS:
1. Accepting responsibility
2. Respecting others
3. Cooperating
4. Resolving conflict
5. Group decision making
6. Adopting a variety of group roles

COMMUNICATION SKILLS:
1. Listening
2. Speaking
3. Reading
4. Writing
5. Viewing
6. Presenting
7. Non-verbal communication

THINKING SKILLS:
1. Acquisition of knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
5. Evaluation
7. Dialectical thought
8. Metacognition

RESEARCH SKILLS:
1. Formulating questions
2. Observing
3. Planning
4. Collecting Data
5. Recording Data
6. Organizing Data
7. Interpreting Data
8. Presenting research findings

SELF-MANAGEMENT SKILLS:
1. Gross motor skills
2. Fine motor skills
3. Spatial awareness
4. Organization
5. Time management
6. Safety
7. Healthy lifestyle
8. Codes of behavior
9. Informed choices

Attitudes

APPRECIATION

COMMITMENT

CONFIDENCE

COOPERATION

CREATIVITY

CURIOSITY

EMPATHY

ENTHUSIASM

INDEPENDENCE

INTEGRITY

RESPECT

TOLERANCE

Action

The action cycle:

CHOOSE

ACT

REFLECT

Voluntary action based on needs of students and community.

Service to:
- self (at home and school)
- fellow students
- staff
- community, region, or world

Students reflect on their learning:

What action can they take as a result of what they have learned?

They also reflect on the actions they take.

End Results: An International Person

THE LEARNER PROFILE

Students are:

INQUIRERS

THINKERS

COMMUNICATORS

KNOWLEDGEABLE

RISK TAKERS

PRINCIPLED

CARING

OPEN MINDED

BALANCED

REFLECTIVE

Transdisciplinary Skills

Thinking	Social	Communication	Self-management	Research
Acquisition of knowledge	Accepting responsibility	Listening	Gross motor skills	Formulating questions
Comprehension	Respecting others	Speaking	Fine motor skills	Observing
Application	Cooperating	Reading	Spatial awareness	Planning
Analysis	Resolving conflict	Writing	Organization	Collecting data
Synthesis	Group decision making	Communication	Time management	Recording data
Evaluation	Adopting a variety of group roles	Viewing	Safety	Organizing data
Dialectical thought		Presenting	Healthy lifestyle	Interpreting data
Metacognition		Non-verbal communication	Codes of behavior	Presenting research findings

Learning through Collaboration

Globalization enables worldwide conversations

Brain-based learning techniques improve and enhance learning

Higher order skills and activities

Learn Technology

Skills for the New Era

- We often equate higher intellectual standards with the mastery of more of the same academic content.

❖ The question in the digital age is not, What do you know?"

Rather, it is what can you do with what you know and how do you update your knowledge continuously?

Education is more about Learning than Teaching

Project-based, Problem-Based, and Inquiry Learning

Learning in ‘Lifescapes’

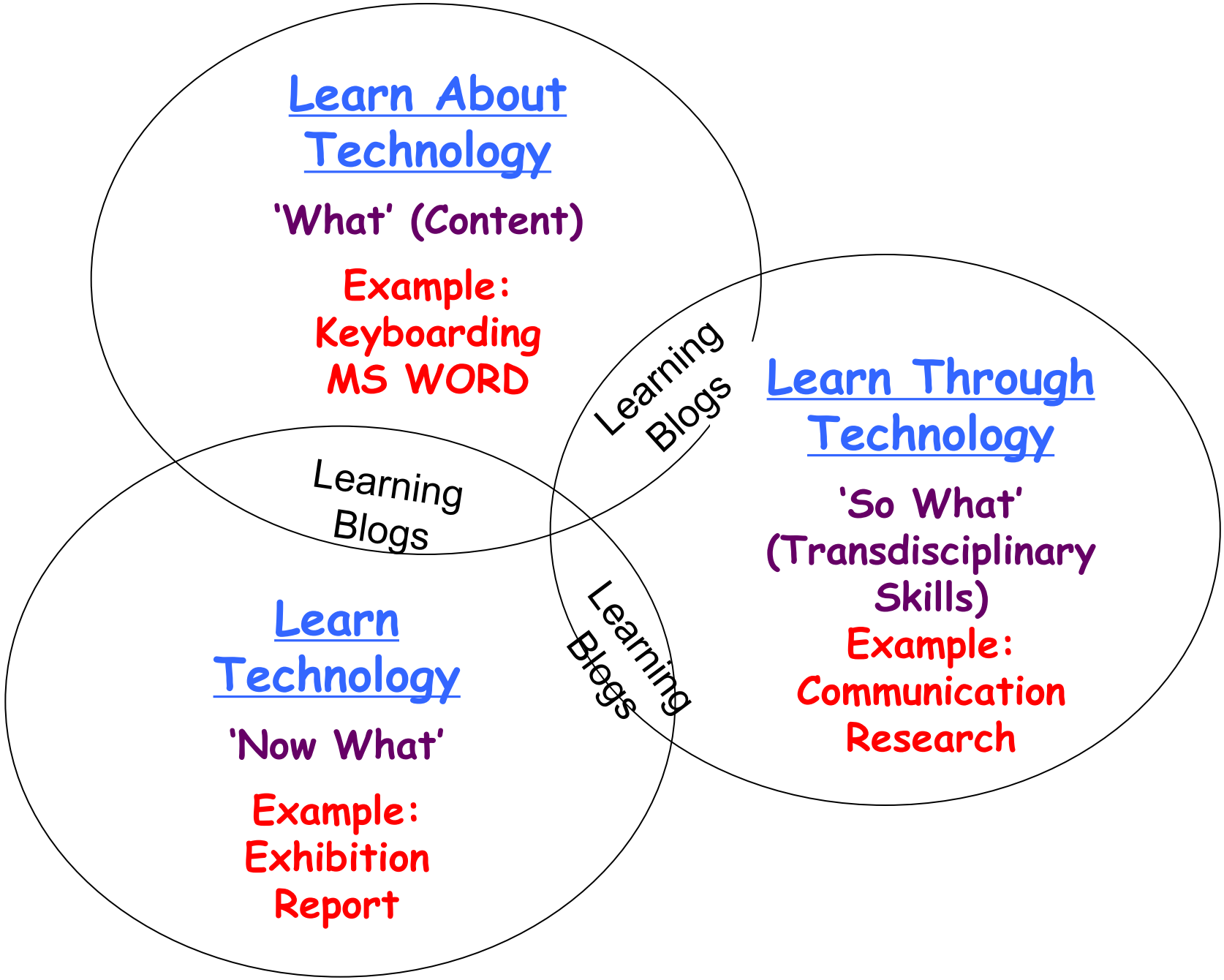
Group
Think!

Table Team Talk

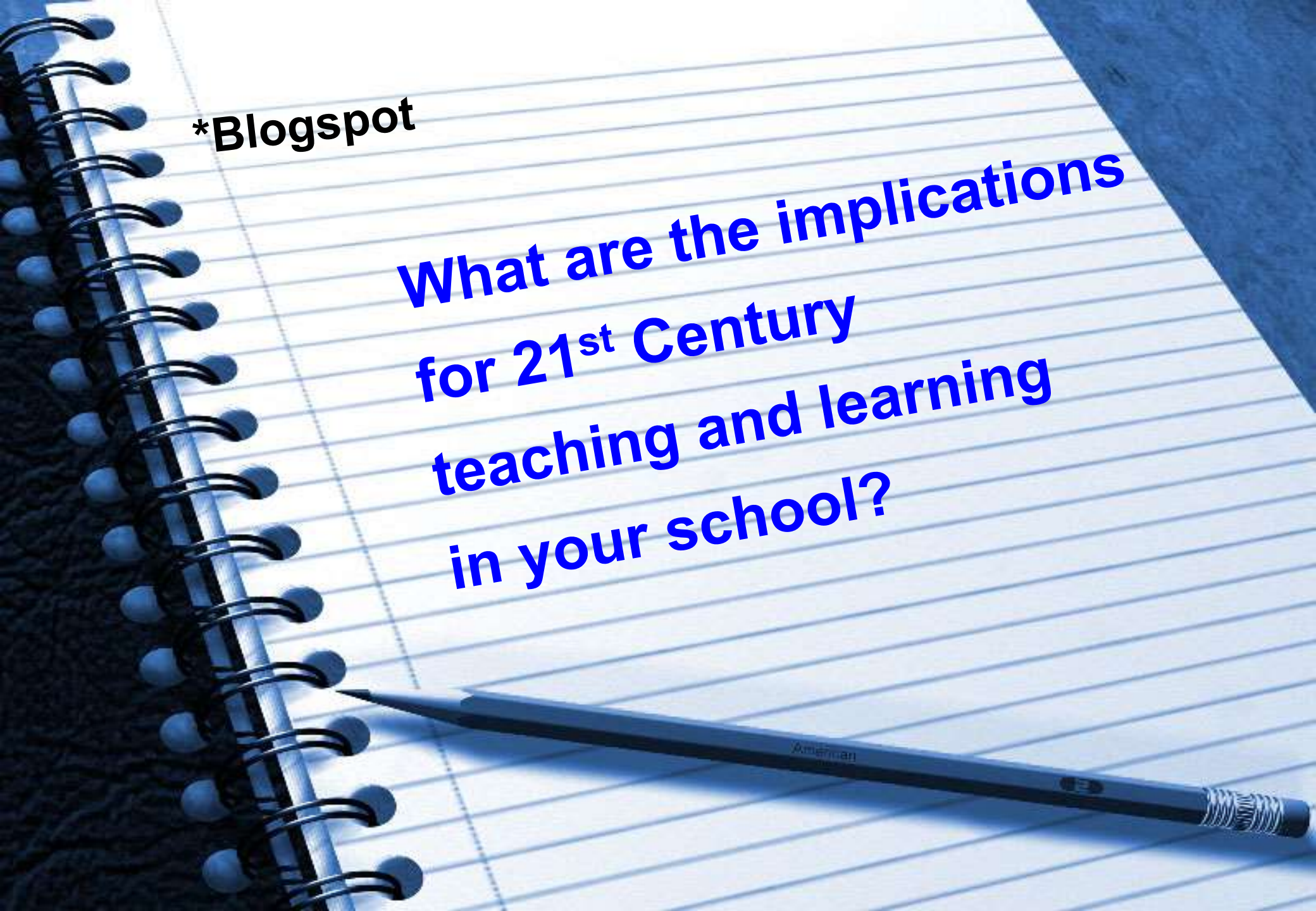
Balance in Technology…

Fill in a blank framework for your current teaching.

- Where would you put the ICT engagements that you currently use in your classroom?
- What are your strengths? What is missing?
- Where are you with regard to inquiry as a stance? Is it happening?


Learn About Technology
'What' (Content)
Example:
Keyboarding
MS WORD
Learning Blogs
Learn Through Technology
'So What'
(Transdisciplinary Skills)
Example:
Communication
Research
Learning Blogs
Learning Blogs
Learn Technology
'Now What'
Example:
Exhibition
Report

Rethinking Teaching, Leading and Learning in the Digital Age


*Blogspot
What are the implications for 21st Century teaching and learning in your school?

Reflections

Two Stars and a Wish

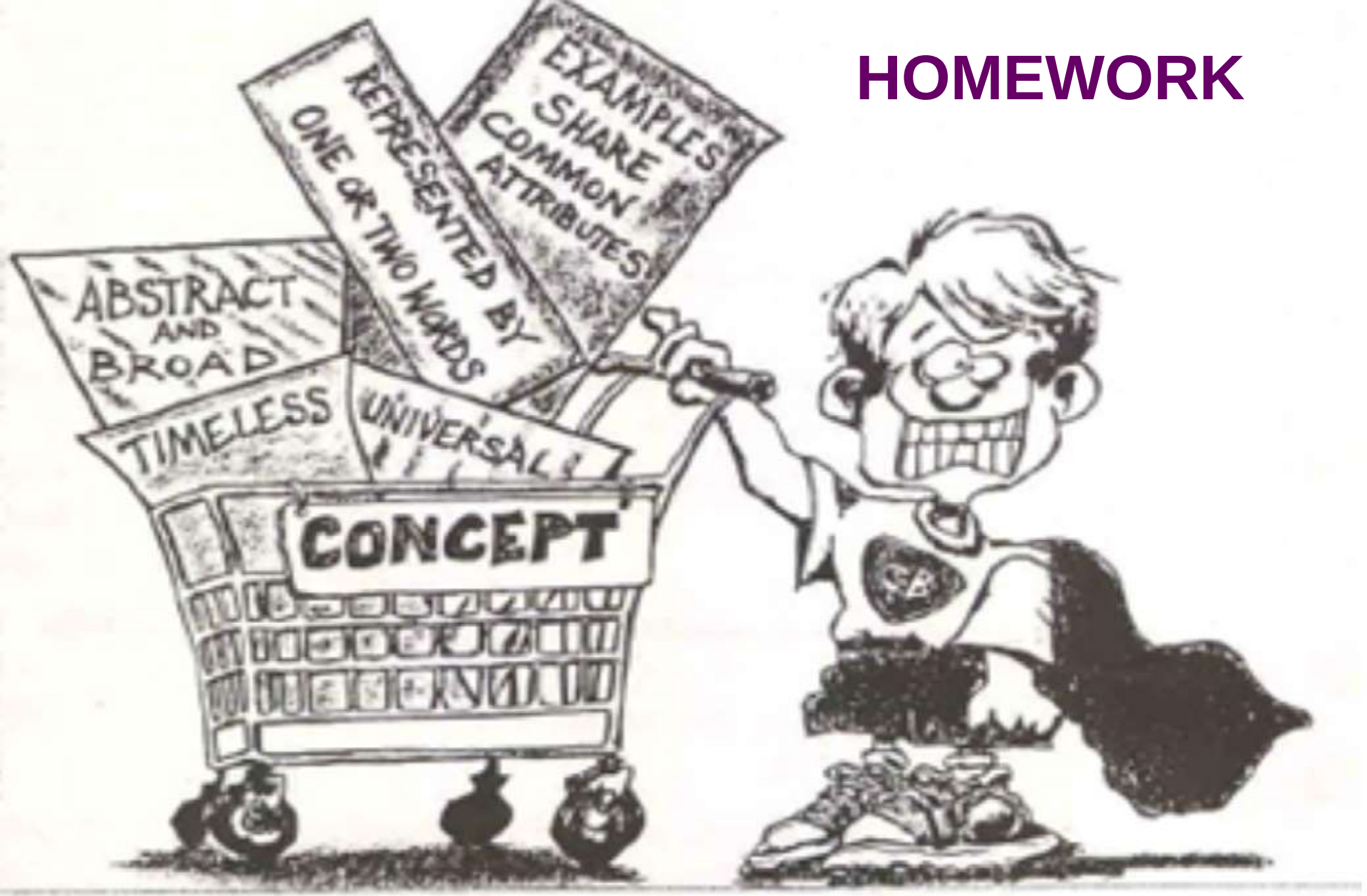
Reflect on your participant page:

2 - things you liked/were interested to know more about

1 - wish/suggestion

Please make sure that you add your questions or tensions you still have or arose to the "Wonder Wall" page.

HOMEWORK



SOURCE: Cartoon by David Ford, david@twocrowcartoons.com

Read one of the articles:

Pages 26-32 – Profssional Learning 2.0

Pages 33-46 – Use of ICT Skills in Digital Age

Pages 47+ - Looking back and Peering Forward

Workbook contents

Workshop Schedule	5
The Role of ICT in the PYP	6
Bickley, M and Carleton, J. 2009. "Students without borders." Learning and leading with technology. Vol 37, number 3. Pp 20-23. Available from: http://www.learningandleading-digital.com/learning_leading/200911?pg=22#pg22	16
Carpenter, D and Carptenter, M. 2008. "All Aboard!" Learning and leading with technology. Vol 36, number 4. Pp 18-21. Available at: http://www.learningandleading-digital.com/learning_leading/200812#pg20	20
Damani, B. 2010. "Electronic Portfolios: Integrating Technology for Meaningful Learning." Education Update. Vol 52, number 7. Pp 5.	24
Huber, C. 2010. "Professional learning 2.0." Educational Leadership. Vol 67, number 8. Pp 41-46.	26
Meiers, M and Knight, P. 2009. The use of ICT in schools in the digital age. Digest commissioned by Victorian Institute of Teaching (VIT) and prepared by Australian Council for Educational Research (ACEL)	33

Where do we go from here?

Homework Brain-drain:

1. 3-5 potential next steps for you as an educator…

2. 3-5 next steps for your school…

Read the article assigned to your group.

Discuss the central idea of the article.

Form new groups with one representative from each group. (A-B-C)

Summarize the article’s central idea about

Create a visual that will demonstrate your understanding of the articles. Use any tool

Assign each member an article to read:

Regroup in article teams.

Read and discuss the following:

- **Summary of the section**
- **Highlight 2 or 3 key ideas**

Return to Table Group and summarize Central Idea then use a tech tool to show connections between the article

BREAK - ARA!!!

Mingling → Activity