Bilişim Teknolojilerinin Rolü
The Role of ICT

Ceni Alpanda
Mary Vedra

23-25 Haziran 2014
23-25 June 2014
2. Gün – Day 2

Welcome Back!

Timings of the Day

8:30 – 10:00	**Session 1**
10:00 – 10:30	Break
10:30 – 12:00	**Session 2**
12:15 – 13:00	Lunch
13:00 – 14:30	**Session 3**
14:30 – 15:00	Break
15:00 – 16:00	**Session 4**

Appointment Clock

Schedule time as follows:

1:00 pm
Read the same Article

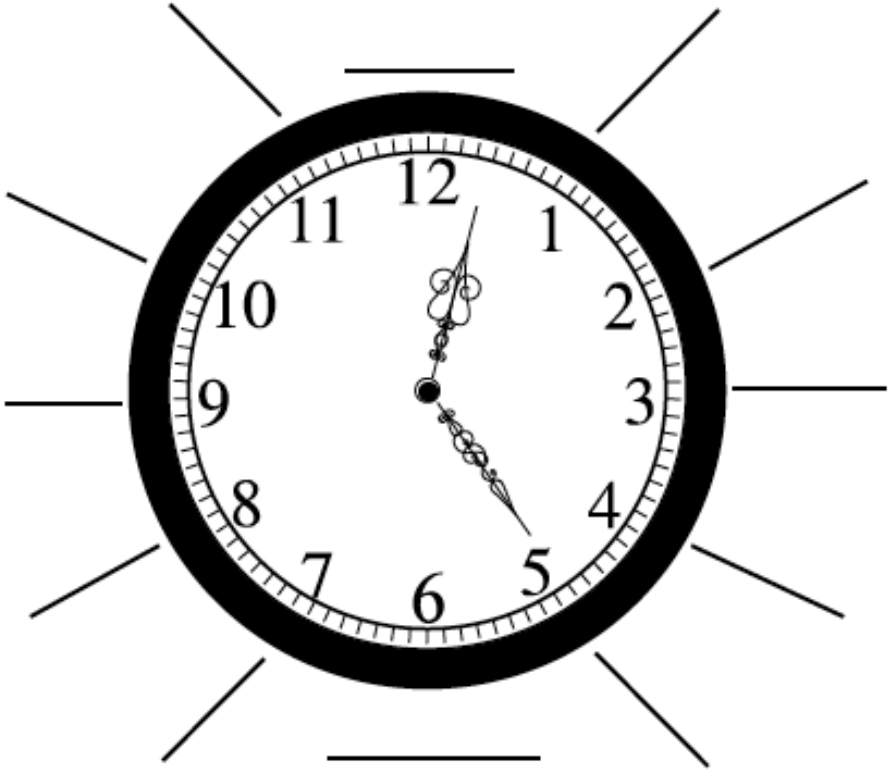
5:00 pm
Haven't yet collaborated

7:00 pm
Collaborate again!

11:00 pm
Your Choice

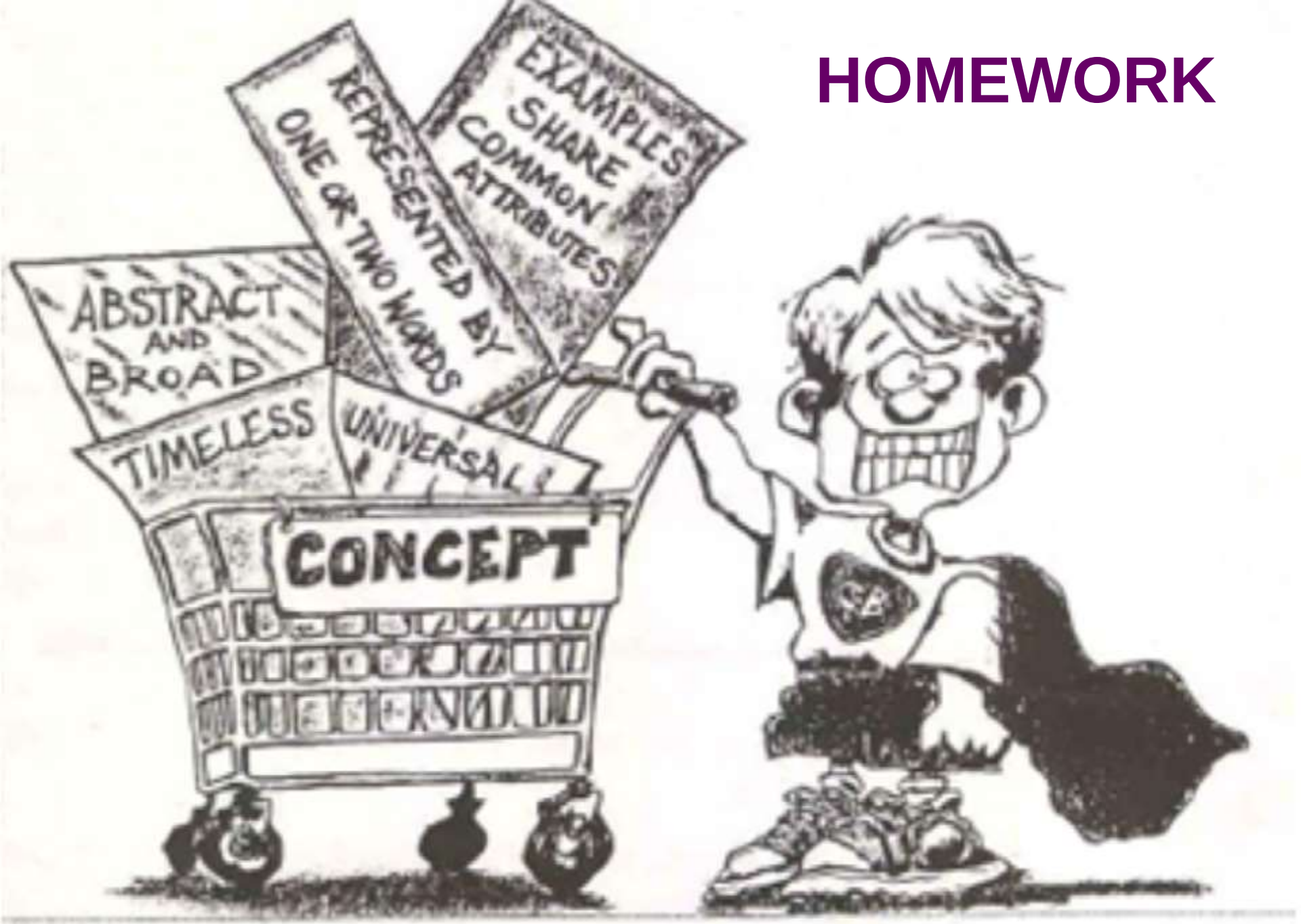
Clock Buddies

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!

HOMEWORK



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

1:00 Appointment

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

Read the assigned article assigned.

Discuss the central idea of the article.

Form new groups with one representative from each group.

Summarize the article's central idea

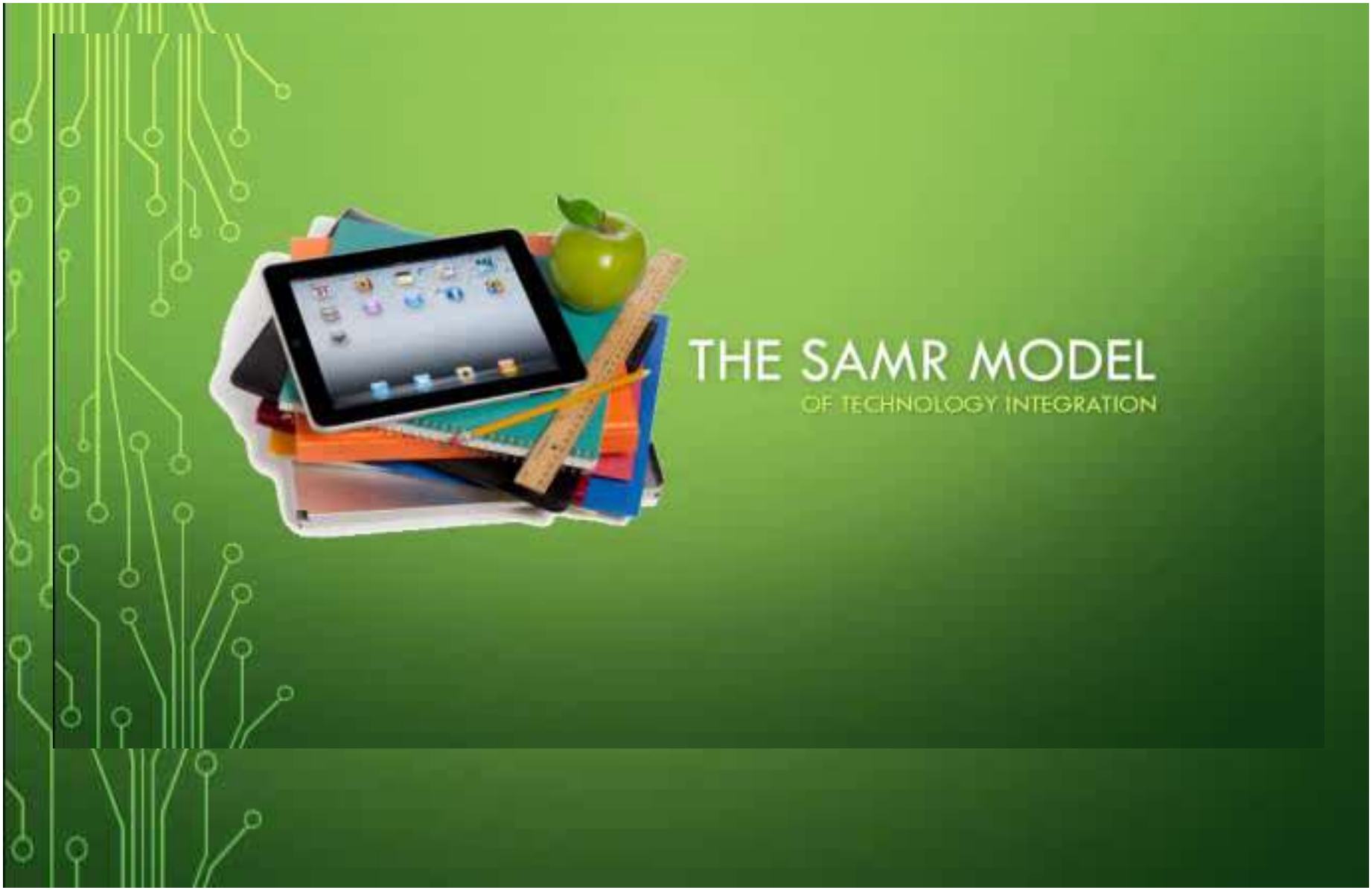
Where do we go from here?

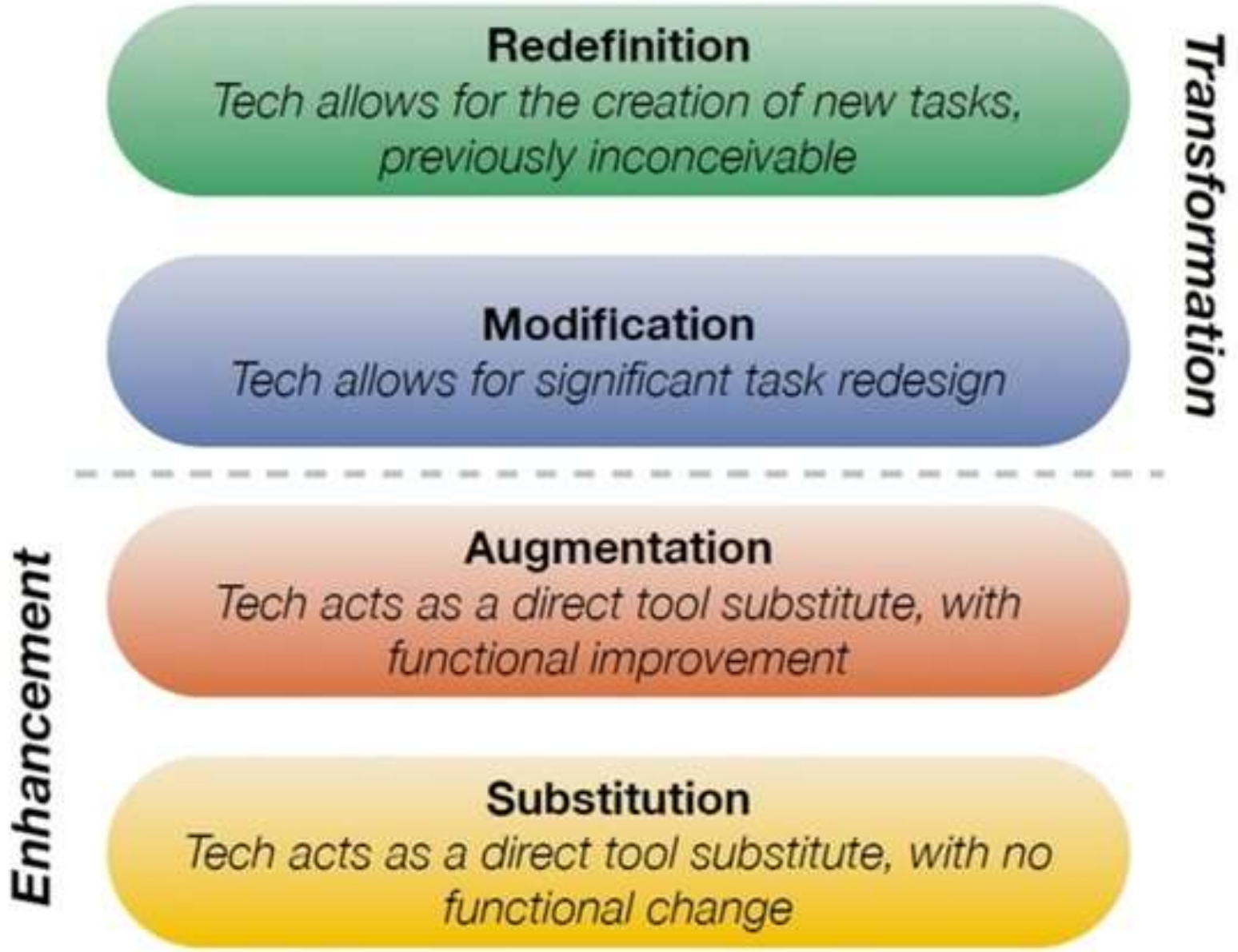
Homework Brain-drain:

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

2.3-5 next steps for your school…

‘SAMR’– Where is your School?




Redefinition
Tech allows for the creation of new tasks, previously inconceivable
Modification
Tech allows for significant task redesign
Augmentation
Tech acts as a direct tool substitute, with functional improvement
Substitution
Tech acts as a direct tool substitute, with no functional change
Transformation
Enhancement

Redefinition	Tech allows for creation of new tasks, previously inconceivable	Integrated with workgroup and content management software	Collaborate with experts about the design and results of lab work. From feedback make changes to lab design. Use online tools to display the results. Blog and get others to repeat the lab worldwide. Compare results.
Modification	Tech allows for significant task design	Integrated with email, spreadsheets, graphing pakages	Collaborate with experts about the design and results of lab work. From feedback make changes to lab design.
Augmentation	Tech acts as direct tool substitute, with functional improvement	Basic functions (e.g., cut and paste, spellchecking) used	Type up lab report, use spell check, grammar check, hand in.
Substitution	Tech acts as direct tool substitute, with no functional change	Word processor used like a typewriter	Word process lab report, print, and hand in.

Enhancement

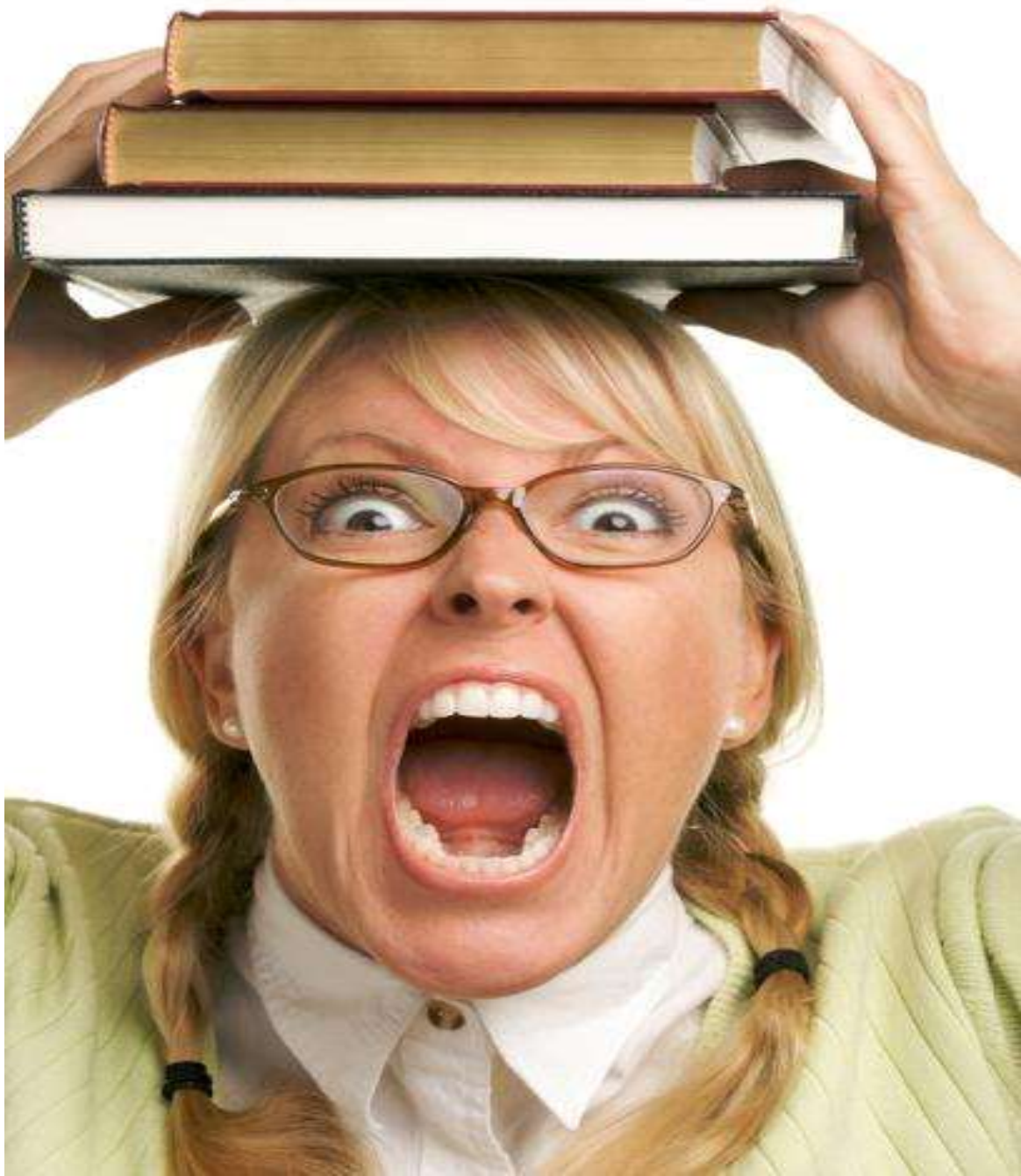
Consider the model that exists in MTPYPH

2. Language Learning Model

All teachers in a PYP school are considered teachers of technology (MTPYPH, p.68). The learning process simultaneously involves learning technology, learning about technology; and learning through technology. (original, Halliday 1980, as cited in MTPYPH p. 68) Technology provides a vehicle for inquiry (MTPYPH, p.69)

Consider the MTPYPH Language Learning model:
What if ALL teachers are Technology Teachers?

Where would you chart your school staff?



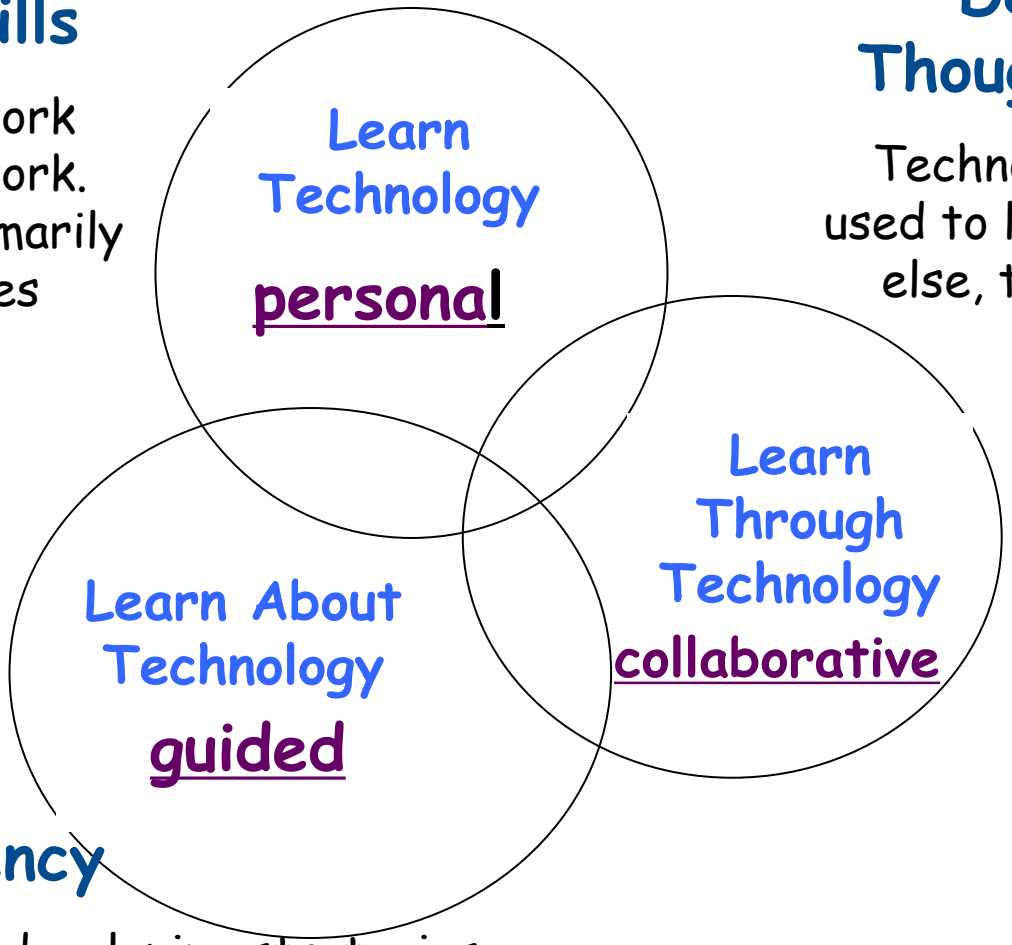
Inquiry as a Philosophy

Develops Life Skills

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

Develops Thoughtfulness

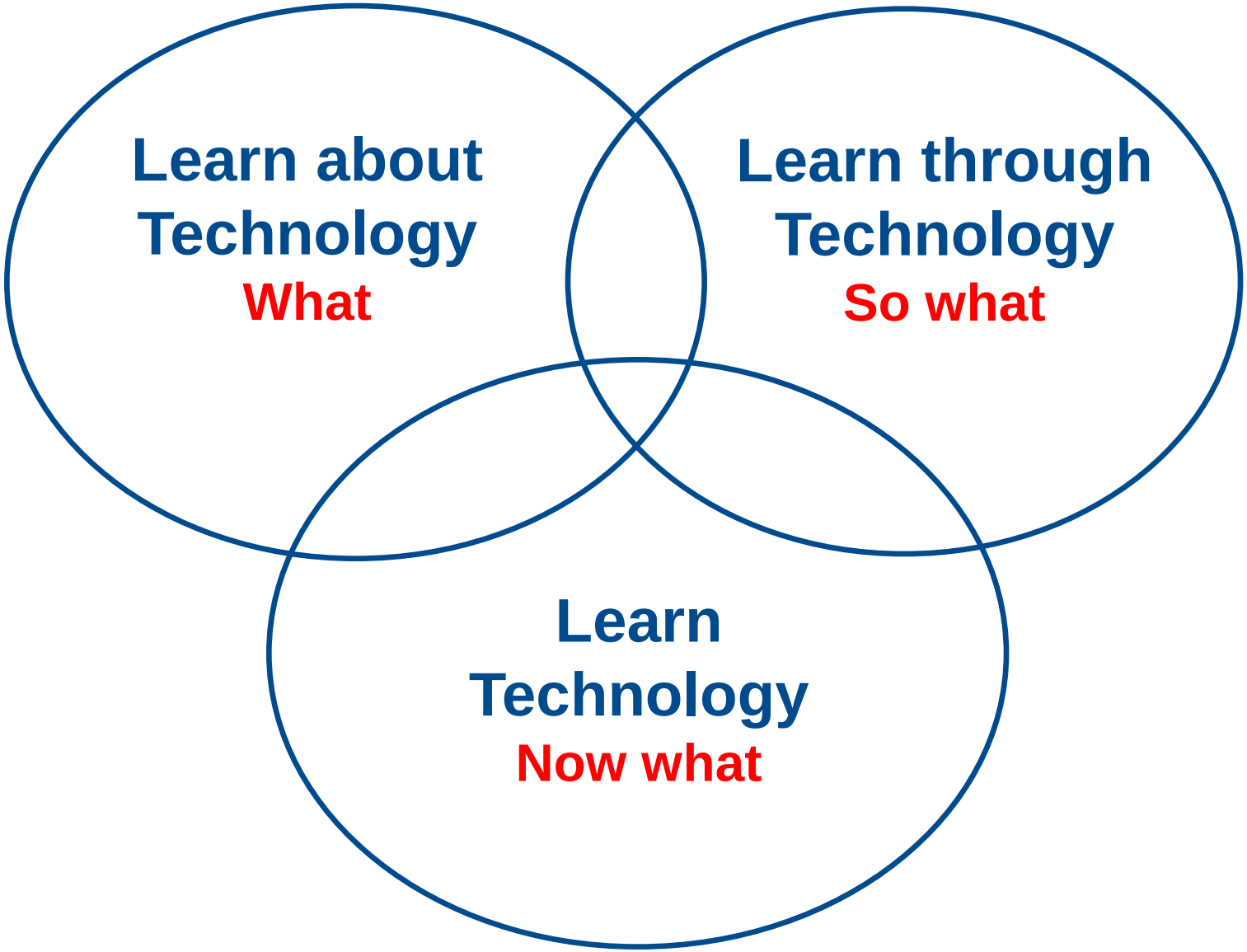
Technology is being used to learn something else, to think with.



Develops Proficiency

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

Technology


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

Learn About Technology

Learn Through Technology

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

Transdisciplinary Skills

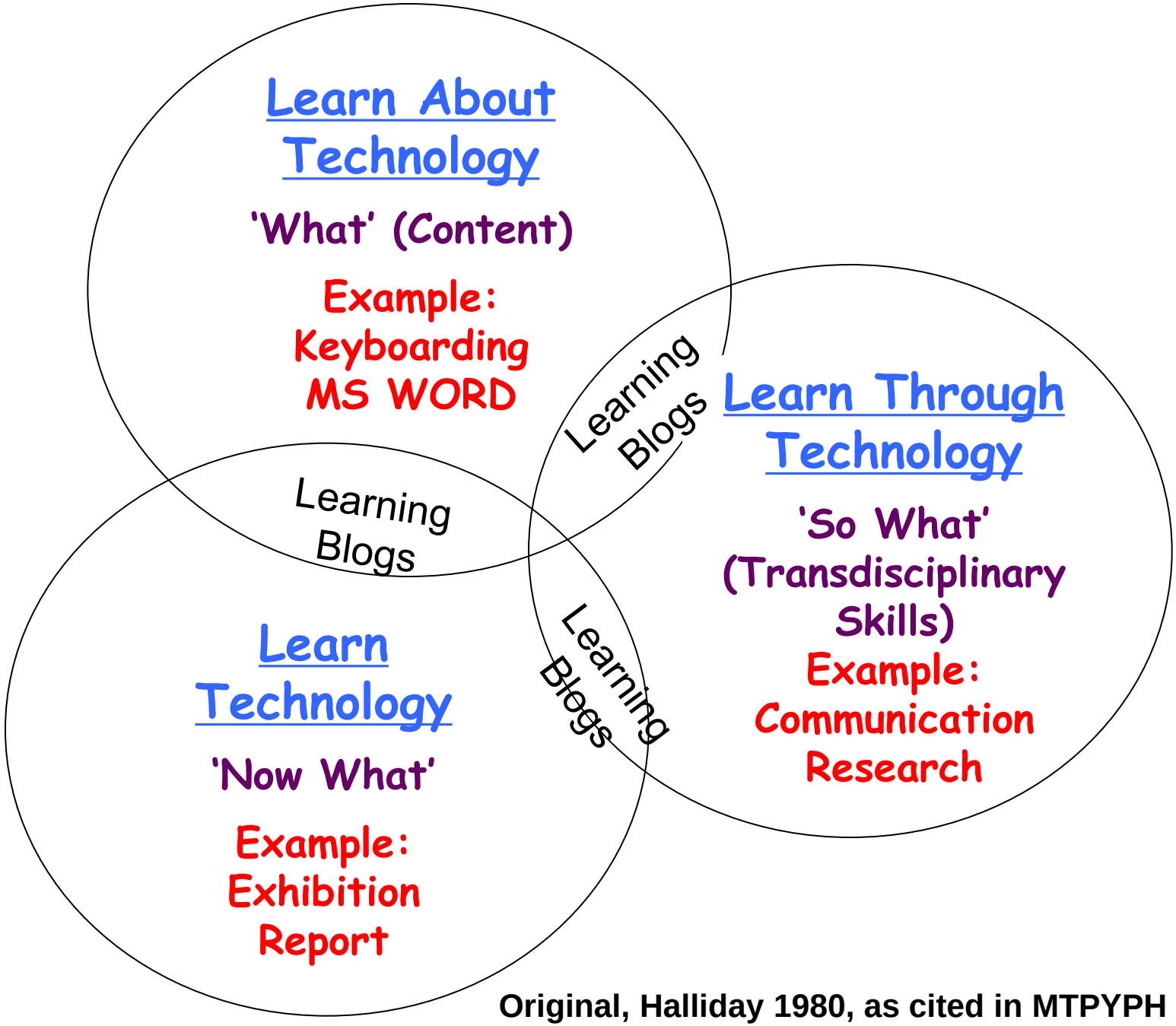
Thinking	Social	Communication	Self-management	Research
Acquisition of knowledge	Accepting responsibility	Listening	Gross motor skills	Formulating questions
Comprehension	Respecting others	Speaking	Fine motor skills	Observing
Application	Cooperating	Reading	Spatial awareness	Planning
Analysis	Resolving 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

Learn Technology

Project-based, Problem-Based, and Inquiry Learning

Learning in ‘Lifescapes’


Table Team
Talk



Original, Halliday 1980, as cited in MTPYPH p. 68

Balance in Technology…

Fill in a blank framework for your current POI.

- 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?

Time for a Break!

Welcome Back!

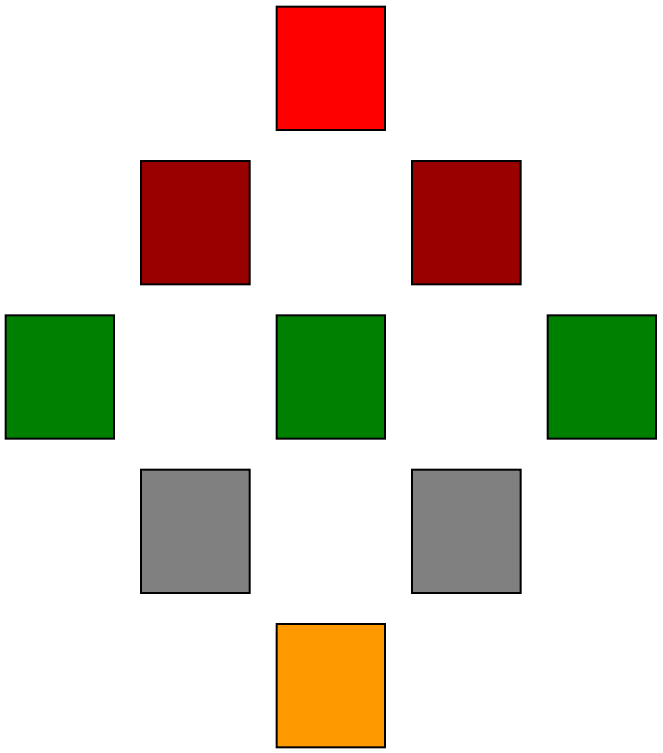
Sessions 6 and 7:
Developing an ICT Policy

Learning through Collaboration

5:00 Appointment

Diamond Ranking

Diamond ranking



Pairs

1. Rank order the **ISTE nets Essential Conditions** in layout as shown with the most ‘valued’ item at the top and the least ‘valued’ at the bottom.
2. Share with another pair. Each group of four creates a new diamond.

Reflection

What were the differences and similarities between the two diamonds?

In developing a third diamond, how did your group arrive at consensus?

Critical Thinking

Critical Thinking has become an essential skill within the knowledge era.

Intel's Visual Ranking App

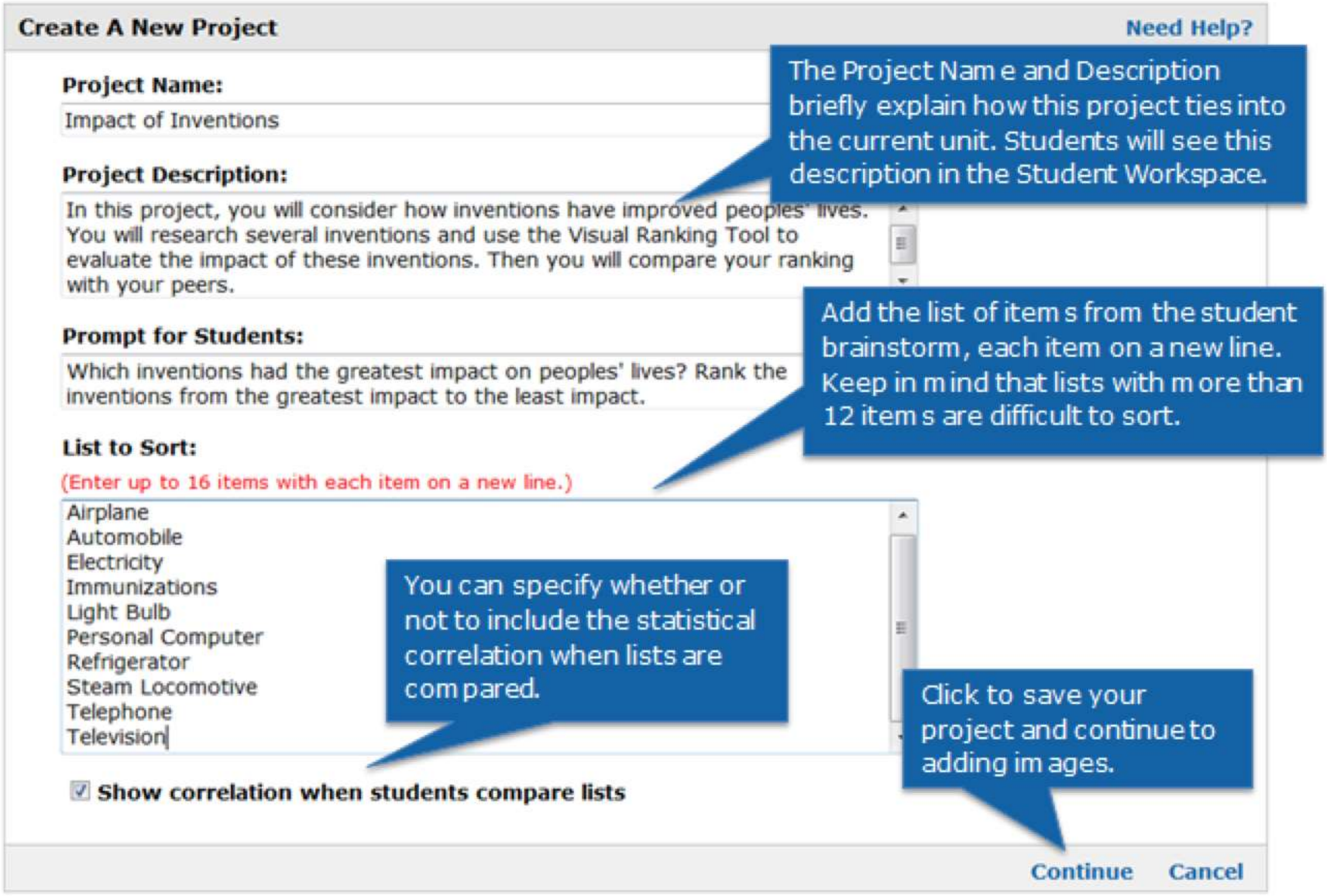
What is the Visual Ranking App? The *Visual Ranking App* supports student use of the tool anytime and anywhere. Teachers must register and set up Visual Ranking projects in their own workspace at the web site. Teachers assign students a team name and log in when they create projects. Students may start their project work using computers in school and then use the app to continue their work away from the classroom.

Students download the application to their personal mobile device. The app gives students access to all projects that are currently assigned to their team.

Students select and drag items to rank them and provide rationale for their decision using the comment feature.

Mobile access allows students to analyze and compare their ranking anywhere, using the comment feature to participate virtually in a discussion about the results.

Intel's Visual Thinking Tool



Let’s Start Planning Powerful Policies!

Examine your current policies

SWOT ANALYSIS

Conduct a SWOT analysis for your Plan


Group
Think!

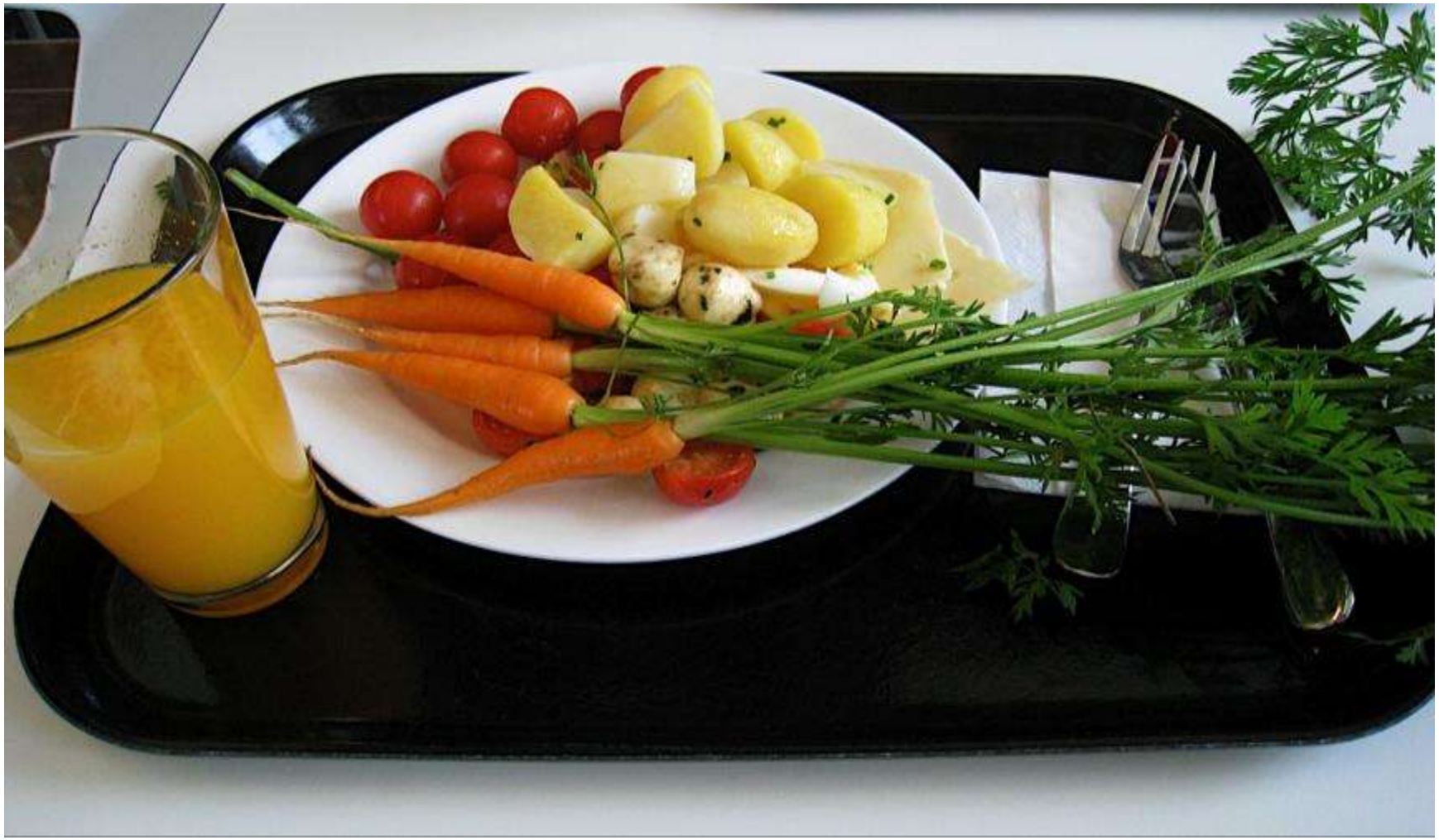
8 Domains of a School ICT Policy

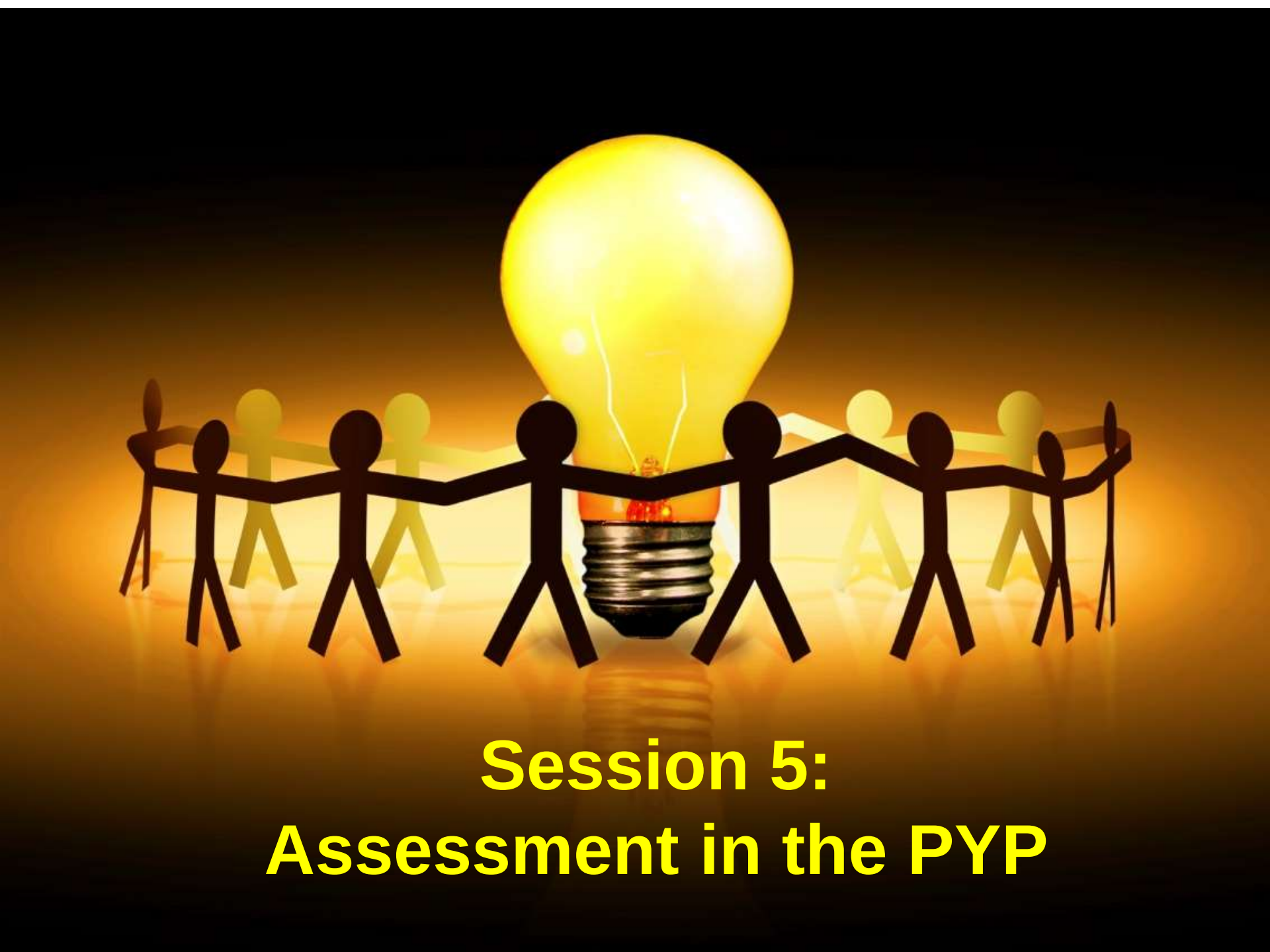
Leadership and Management
Curriculum
Teaching and Learning
Assessment (of and with ICT)
Professional Development
Extended opportunities for learning
Resources
Impact on student outcomes

From: The Primary ICT and E-Learning Co-ordinator's Manual, Book 1: A Guide for New Subject Leaders by James Wright. Paul Chapman Publishing, 2007. ISBN-978-1-4129-3562-3

http://archive.naace.co.uk/implementingict/lc-policy.html

Time for Lunch - Yemek arası !





Session 5:
Assessment in the PYP

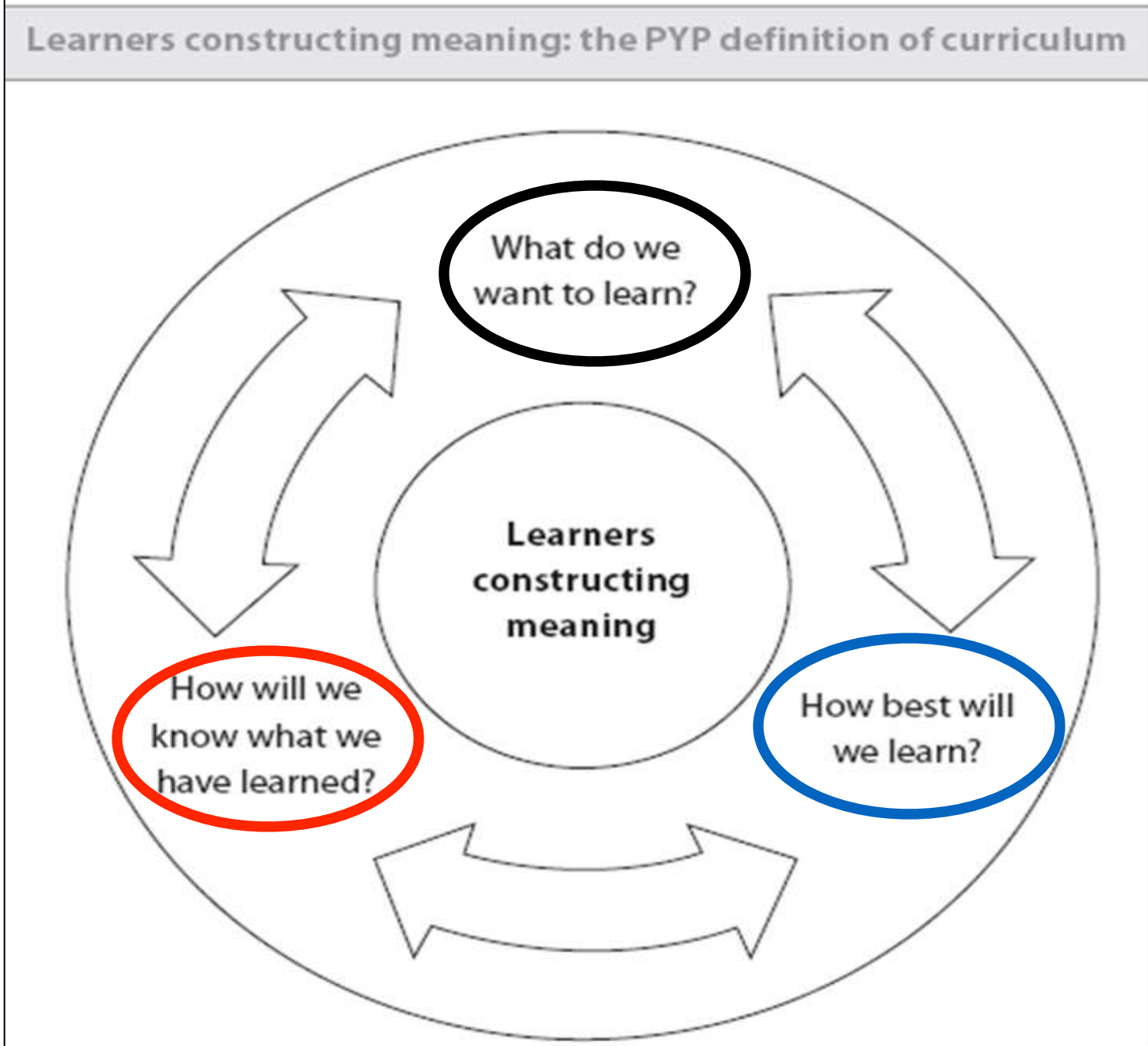
The PYP teaching and learning model includes:

Written

Taught

Learned

curriculum.



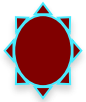
Assessment in the PYP

The assessment of the development and learning of children is an essential component of the planning process, and helps to further inform continued development, learning and teaching.

Group Activity

Assessment Inventory

LIST all of the *types and tools* of assessments that you use to assess student performance using ICT Tools

 Assessments that are closely aligned with lines of inquiry and
naturally used to assess Central Ideas.

? Assessments that you are unsure of how they align with learning
intentions or seem like an intrusion in the learning environment.

THINKING LIKE AN ASSESSOR	THINKING LIKE AN ACTIVITY DESIGNER
What would be sufficient and revealing evidence of understanding?	What would be interesting and engaging activities on this topic?
What performance tasks must anchor the unit and focus the instructional work?	What resources and materials are available on this topic?
How will I be able to distinguish between those who really understand and those who don't (though they may seem to)?	What will students be doing in and out of class? What assignments will be given?
Against what criteria will I distinguish work?	How will I give students a grade (and justify it to their parents)?
What misunderstandings are likely? How will I check for those?	Did the activities work? Why or why not?

Kinds of Assessment Methods

Selected Response	Constructed Response	Product/ Performance	Oral Communication And Reflection
Examples: •Multiple Choice •True/False •Matching •Fill in the blank	Examples: •Short answer (complete sentences) •Extended Response/Essay •Research Paper	Examples: •Tasks •Projects •Presentations	Examples: •Observations •Interviews •Conferring •Conference •Self- Assessment

Least accurate measure……..Most accurate measure
Least time intensive……Most time intensive

Assessment Inventory

LIST all of the *types and tools* of assessments that you use to assess student performance. **Determine the types of assessments in your Body of Evidence using the coding below:**

S= Selected Response

C= Constructed Response

P= Performance Assessments

O=Observation/Oral Communication

What is a Performance Task?

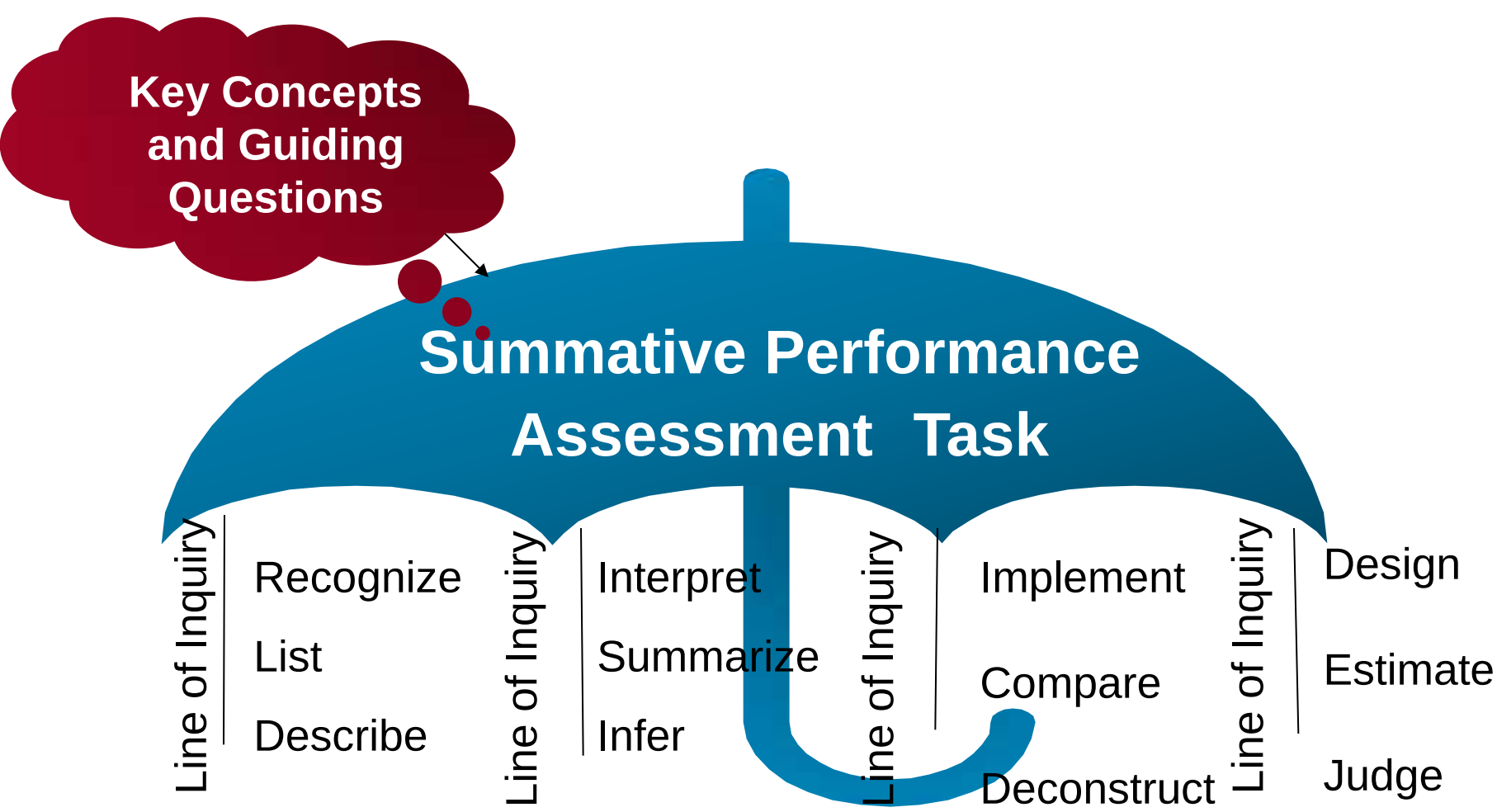
A performance task is a complex scenario that provides students an opportunity to demonstrate what they know and are able to do concerning a given concept. The components of the framework for the performance task are outlined in the acronym GRASPS.

1. The **goal** states the purpose of the task.

GRASPS: Outlining the Performance Task

GRASPS	Use of GRASPS in the Unit
Goal 1. Provide a statement of the task 2. Establish a goal, problem, challenge, or obstacle in the task	
Role 1. Define the role of the student in the task 2. State the job of the students in the task.	
Audience 1. Identify the target audience within the context of the scenario 2. Example audiences might include a client or committee	
Situation 1. Set the context of the scenario 2. Explain the situation	
Product 1. Clarify what the students will create and they will create it	
Standards and Criteria 1. Provide students with a clear picture of success 2. Identify specific standards for success 3. Issue rubrics to the students	

Performance Task Details



Whole and Small-Group Instruction throughout Tasks 1-4

(Increase in Rigor/Difficulty)

Engaging Scenario

Summative Performance Task

Goal: Design and manufacture a Safety Vest Prototype that meets International Standards.

Role: Apparel Design Engineer

Audience: Jury of peers

Situation:
The International Disaster Relief Association (IDRA) has sponsored a contest to design an innovative multipurpose safety vest that will be worn world-wide to identify volunteer workers during support relief efforts. One design will be selected to represent the IDRA.

Product:
Safety Vest Prototype (mockup) for a classmate using materials provided

Standard:
Grade 3 Math Standard: Measurement understand that measures can fall between numbers on a scale

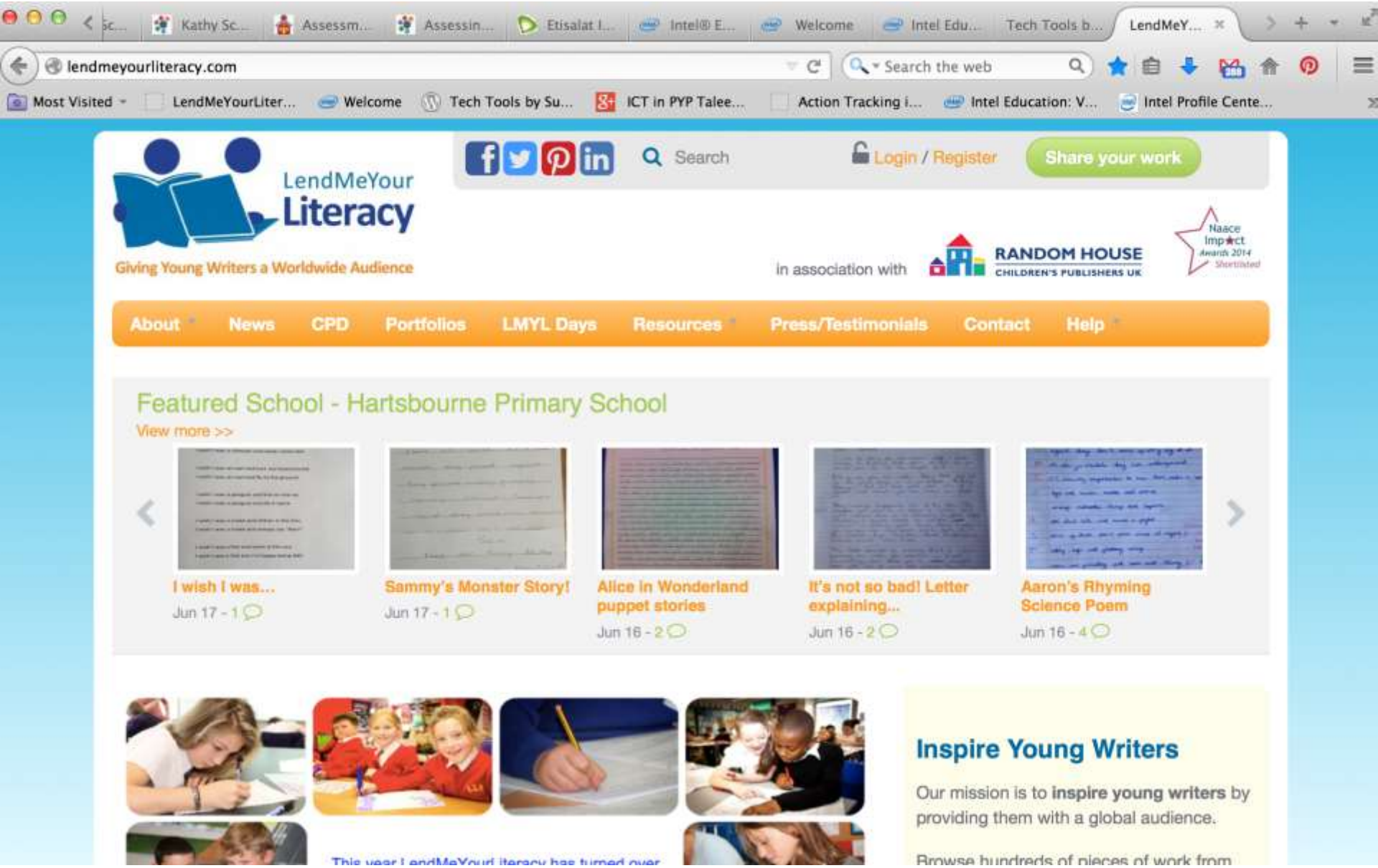
Assessment

21st Century Assessment

Example	ICT Tool	Type of Assessment	Enhancement?
http://goo.gl/B3x4P	Google forms survey	Self-assessment	As the teacher, it made data collection much easier.
Students use a program to allow them to write sentences using words and pictures.	Clicker (from cricksoft.com)	Knowledge of materials, their uses, and reasons to choose one material over another.	Used with students who are beginner writers to assess comprehension, where it wouldn't normally be able to take place.
Use webcams to negotiate appropriately and effectively.	Webcams	Self-assessment	Allowed students to see themselves and reflect on their own performance and learning, and then placed in e-portfolio.

21st Century FORMATIVE Assessment

Worldwide Formative Feedback



Example	ICT Tool	Type of Assessment	Enhancement?
Students use digital cameras to capture images of materials. Central Idea - Materials are used according to their property. HOW THE WORLD WORKS	digital cameras	Pre-assessment - diagnostic	Showed evidence they had observed materials within context of use.
Students created public awareness websites about environmental issues. Central Idea - Our lifestyles have impacts on the environment. SHARING THE PLANET	webstarts.com Internet research: infolit: keyword search, citation,	Summative for knowledge, concepts, skills, attitude, action	Provided a wider reach for their awareness campaign.

Assessing via Digital Portfolio

Time for a Break – Ara!

Welcome Back!

Session 8:

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

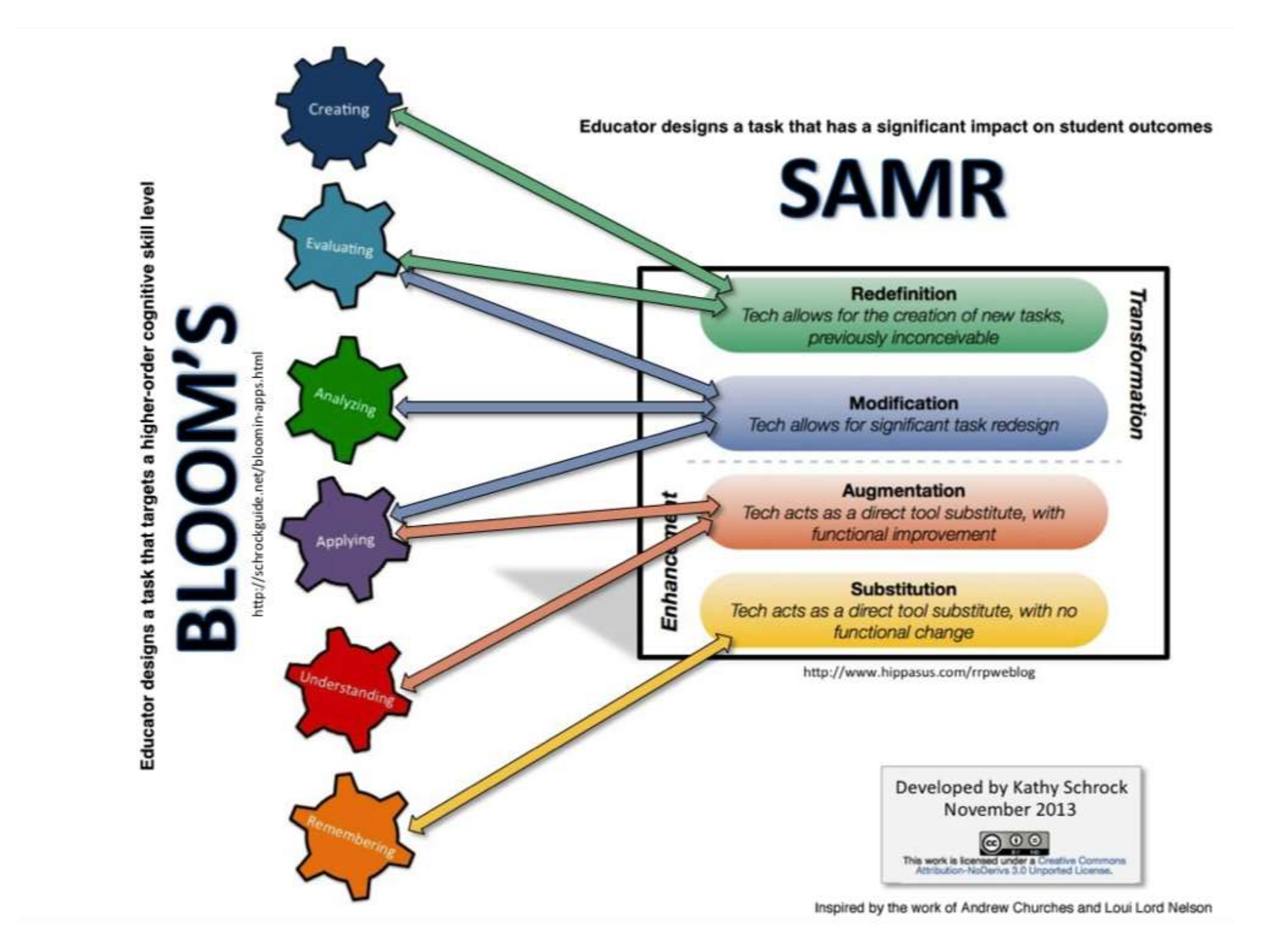
Y: YOU TUBE

Z: ZORPIA


123
SESAME STREET
.org

7:00 Appointment


Share with your
7:00 partner


Educator designs a task that has a significant impact on student outcomes
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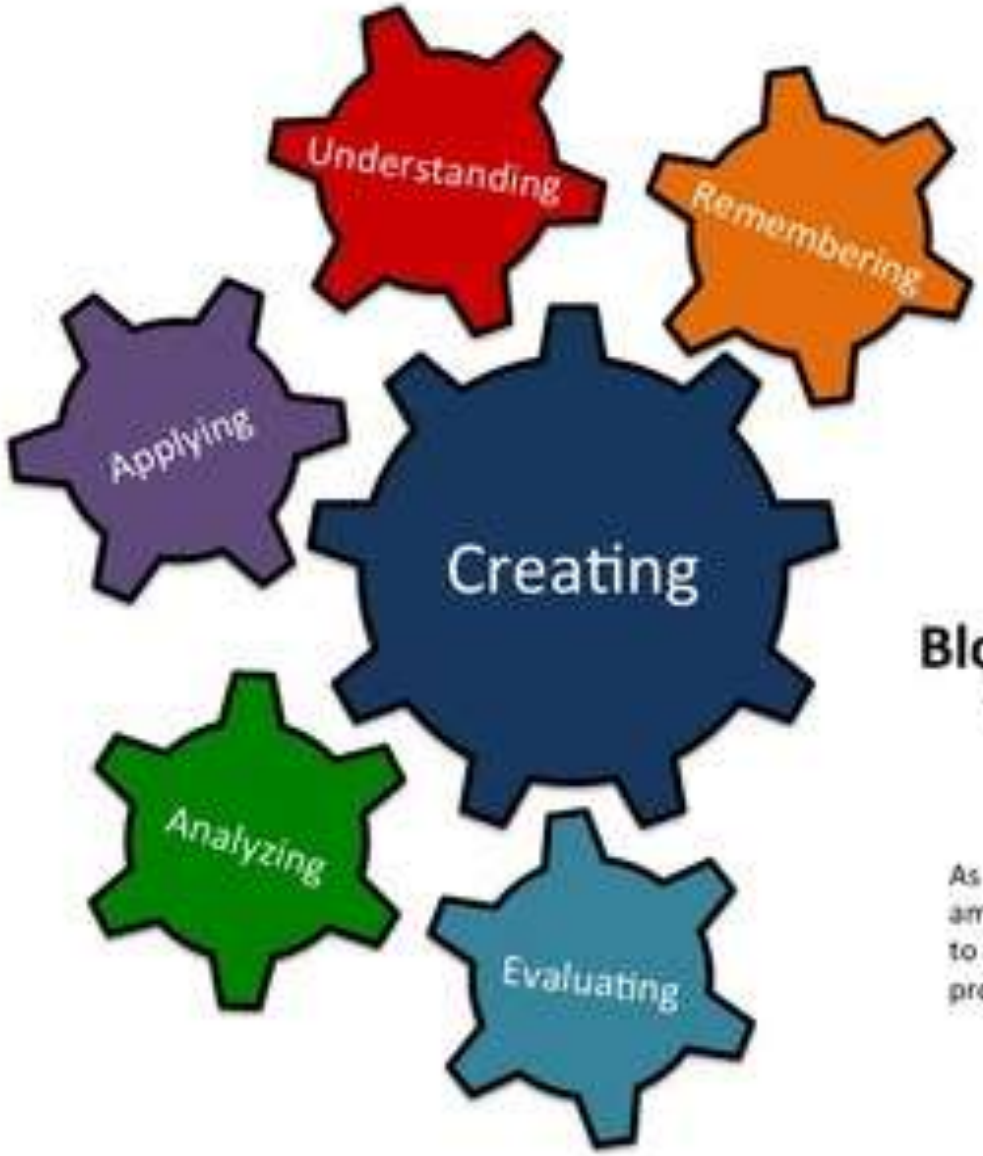
http://www.hippasus.com/rrpweblog
Educator designs a task that targets a higher-order cognitive skill level
BLOOM'S
http://schrockguide.net/bloomin-apps.html
Creating
Evaluating
Analyzing
Applying
Understanding
Remembering
Developed by Kathy Schrock
November 2013
This work is licensed under a Creative Commons Attribution-NoDerivs 3.0 Unported License.
Inspired by the work of Andrew Churches and Loui Lord Nelson



Bloom's Revised Taxonomy

The interlocking of cognitive processes

As one encounters new content, the ability to move among the cognitive levels as needed is important to the acquisition of knowledge. The creating process involves aspects of all of the levels.

http://www.schrockguide.net/bloomin-apps.html

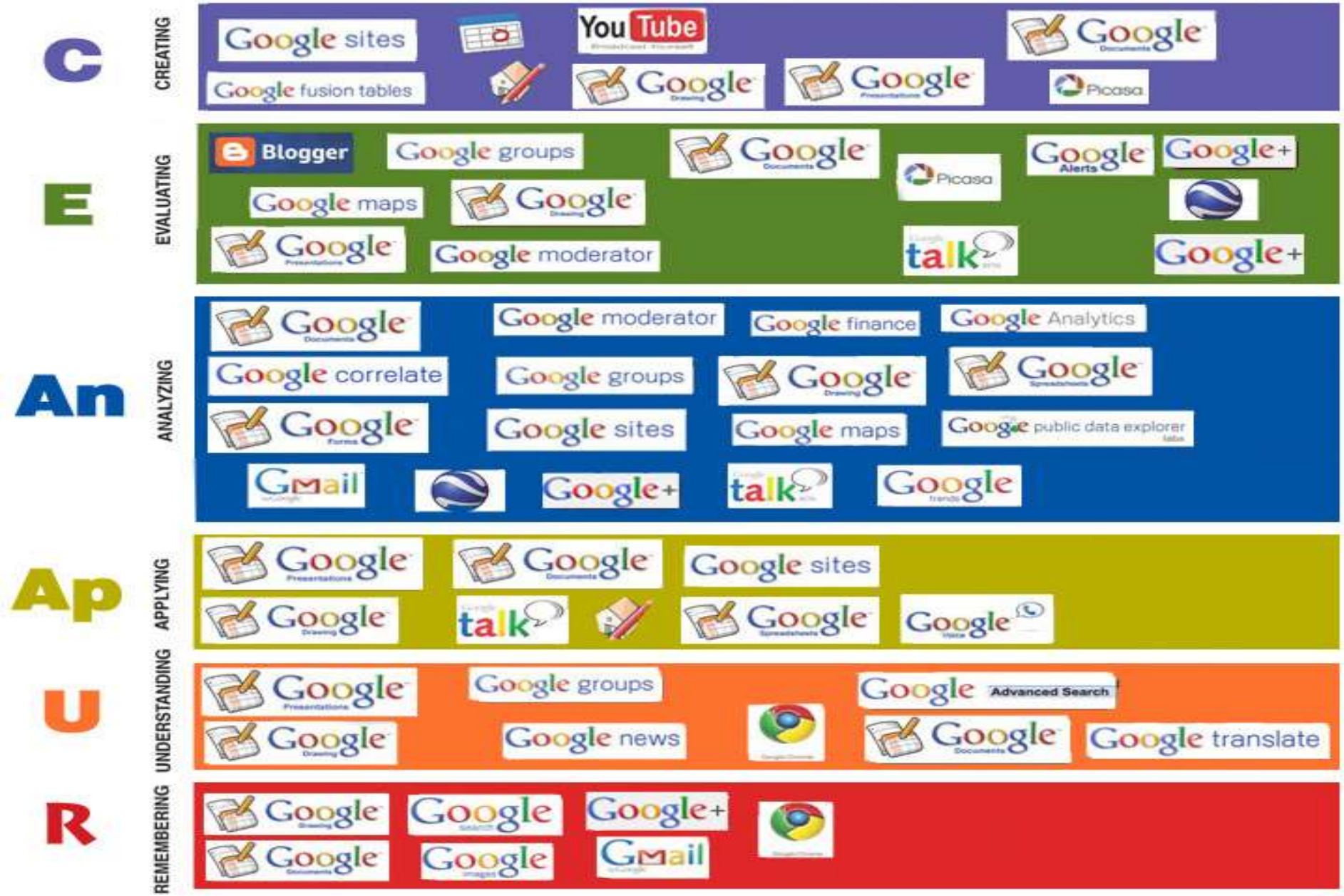
Exploring

Web 2.0 Apps to Support Bloom's Revised Taxonomy

assembled by Kathy Schrock

Google Apps to Support Bloom's Revised Taxonomy

assembled by Kathy Schrock



Android Apps to Support Bloom's Revised Taxonomy

assembled by Kathy Schrock

iPad Apps to Support Bloom's Revised Taxonomy

assembled by Kathy Schrock

Reflections

Post-it Blizzard Reflections

+ **What went well for me…**

! **Aha – new insight/learning…**

- **Feedback for improvement…**

the end

Thank you for your Time, Talents, and contributions!