Transform Your STEM Classroom into a B.Y.O.D. Hub

(Bring Your Own Device)

Presented by

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State Standards (NGSSS) Addressed through this Project

MA.912.A.10.1: Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table.

MA.912.A.10.2: Decide whether a solution is reasonable in the context of the original situation.

MA.912.D.6.2: Find the converse, inverse, and contrapositive of a statement

MA.912.D.6.3: Determine whether two propositions are logically equivalent.

LA.910.3.1.3: The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.

SS.912.C.2.5: Conduct a service project to further the public good.

Introduction: Student Benefits of Technology Integration

1) Student Engagement – Students are technology natives and expect technology to be use wherever they are. When classrooms are void of technology students feel like fish out water. Think how uncomfortable you would have been without books in your classroom, this is how our students feel in classrooms devoid of technology. Technology along with a personal connection to your students creates a welcoming learning environment for them.

2) Efficiency - Ever wish you had more time with a student? While you may not have more time available, a computer or technological device always has time. Students can always benefit from personalized computer-aided instruction, if the teacher targets the technology to remediate the student's weaknesses.

3) Motivation – Students are motivated by what feels natural to them and the acknowledgement of their success. Technology-based tutorials and educational games are able to give immediate feedback.

4) Accountability – Your students always take responsibility for everything they do right? I know that it rarely happens that way. Most of the tutorial programs keep track of student time, skills mastered and amount of work completed.

5) Self-directed learners – One of my goals is to develop learners who possess a large amount of self-efficacy and self-confidence. Putting technology into the students' hands of students makes them more capable and confident in their studies.

6) Communication – Technology enables students to have 24/7 access to your curriculum and can find out what needs to be done to be successful in your class.

Why Participate in the Bring Your Own Device (BYOD) Initiative?

The BYOD initiative provides a solution to some of the difficult problems facing educators. Many classrooms are overcrowded, so having 1:1 computing is nearly impossible. Every student having a technological device in hand is almost synonymous with each student having their own computer. Since students should not be using their cellphone service, old cellphones with wi-fi capability can be donated to the classrooms for students who do not have a device.

Cash-strapped schools and school districts often see technology upgrades as a luxury and secondary to other educational needs. BYOD allows students at these schools to be brought up to speed with their peers and levels the playing field despite financial concerns.

Students are familiar with their own devices, thus eliminating the need for training. Very little time is needed to roll out new programs and supplemental curriculum resources. In addition, students are naturally inclined to continue using it outside of class since the device with always with them.

How to Integrate Technology: Its Role in Your Classroom

Technology can help teachers manage many of the essential elements found in classrooms such as:

1) Instruction
2) Organization
3) Communication
4) Family Involvement
5) Real-World Connections to Curriculum
6) Classroom Management
7) Student Motivation and Engagement

Instruction

Earlier literature about technology integration mostly focused on computer availability to students and teachers. With the latest advances in technology, computers are now just part of the conversation. Teachers should be using technology to increase their productivity before, during and after instructional delivery. While writing on a board or overhead was the centerpiece of instructional delivery in the past, it should not be today, even in teacher-centered classrooms. It is much more effective to have the content prepared ahead of time in the form of videos, presentations, tutorials, games and/or online summaries, so that the teacher can focus on facilitating students' understanding of the content and manage the classroom.

Software programs are capable of delivering information at a much more rapid pace than a teacher. Some of this is due to the students' inability to distract the program. In other cases, just the speed at which we write and draw slows the instructional process down. One day as the class was engaged in watching an algebra video, a student raised his hand. Once the teacher acknowledged him, he said "I don't like watching these videos". The teacher asked him to wait for the video to end to discuss the issue. Once the video finished, the teacher began to probe the student to find out why. She was considering the possibility that maybe videos were not a good way to learn algebra. As she was having the discussion with the first student, other students chimed in agreeing with the first student. Although frustrated, she continued to question her students to find out what was the root cause of their dislike for the video. After about fifteen minutes of discussion, the students' consensus was that the video just keeps going. The teacher was a little baffled because her informal assessment showed that the students able to demonstrate mastery of the concepts and skills presented in the previous video lesson the next day following the video presentation. Then she asked the million dollar question, "Is the problem that the video is going too fast or do you just want to be able to slack a little bit and the video doesn't stop when you decide to slack?" "Well, Miss, to be honest we can't interrupt the video like we do when you are at the overhead. You know if we ask you a lot of questions while you are teaching, we won't have to do so much work."

That incident made it clear that the video was so effective that it eliminated some of the classroom management issues and delivered the curriculum much faster than I could. From that point forward, I began to search for technological resources to deliver the most difficult content in my courses. The payoff has been that I am able integrate more project based and collaborative learning in my classroom and my students consistently have high levels of achievement When technology is integrated properly it is transparent to the student just becomes part the classroom norms.

Organization

Technology makes it easier to organize instructional resources and maintain student records. Whether your issue is teaching multiple preps, being confined to a small classroom space or floating multiple classroom locations, technology such as cloud computing, web-based tutorials and the BYOD initiative can help teachers organize themselves to be able deliver high quality instruction despite their circumstances.

Communication

Teachers are required to communicate with a diverse group of stakeholders, including parents, students, administrators, other teachers and members of the community. It has become an expectation that teachers can produce credible evidence of their

communication. Technology such as Edmodo, class websites, email, Wiggio and Google Voice can help teachers to communicate effectively while creating a credible audit trail.

Family Involvement

At the middle and high school level, family involvement outside grade reporting can be difficult to maintain and cultivate. Tools like Edmodo can make it very simple for teachers and families. Families are allowed up to 3 logins to follow their students in their classes. It allows teachers to send polls and alerts to parents as well students. Also projects involving family are easier to facilitate when parents and teachers can communicate easily.

Real-World Connections to Curriculum

Students often ask when I am going to use this or why do I need to know this. Access to the Internet provides thousands of tangible resources to demonstrate the curriculum content in action. A student understanding that slope has to do with the safety of ramps for disabled people makes it more realistic and provides the student with a personal connection to what is being taught.

Classroom Management

New teachers suffer from a lack of classroom management skills and while veteran teachers can usually hold their own, all teachers look for new ways to manage their classrooms. Each year new students come into teachers' classrooms with different personalities, beliefs and backgrounds, thus what worked in the past does not always work in the present. Technology helps teachers manage student behavior by engaging them and even logging their work to help them be more accountable.

Technology Tool 1: Poll Everywhere

Overview

Description	It is a way to create stylish real-time experiences for events using mobile devices. Poll Everywhere replaces expensive proprietary audience response hardware with standard web technology. It's an easy way to gather live responses in any venue: conferences, presentations, classrooms, radio, tv, print — anywhere. And because it works internationally with texting, web, or Twitter, its simplicity and flexibility are earning rave reviews.
Major Features	• Questions can be asked in multiple choice, true/false, or free response format • Instant Feedback • Can answer using mobile phones, web browsers and Twitter • Responses can be displayed live using Keynote, PowerPoint, Prezi or web browsers • Moderation ($) • Grade Reporting ($) • Response Segmentation ($) • Compatible with multiple formats ($) – only available with subscription

Classroom Uses	1. Informal Assessment 2. Critical Feedback 3. Assessment for Learning 4. Reflection 5. Brainstorming
How to Acquire	Create an account at http://www.polleverywhere.com
Pricing	Free $50/year (includes premium features)
Developer Information	Poll Everywhere http://www.polleverywhere.com US: +1 (800) 388-2039 questions@polleverywhere.com IAmACustomer@polleverywhere.com

Possible Implementation Ideas

1. Lesson Opener – Open your lesson with an intriguing hook by asking students a controversial question or a question that will have surprising results
2. Exit Tickets – Find out what your students have concerns or questions about by creating exit polls
3. Assessment of Comprehension During Lectures – Incorporate questions in your PowerPoint or Prezi presentation to determine how well your students are comprehending the content, skills and concepts you are presenting
4. Warm-Up – Let students answer your warm-up questions with their mobile device, so that you know what needs to be reviewed and your grading is completed for you
5. Problem Solving – Have students solve problems by brainstorming solutions
6. Metacognition – Promote critical thinking by having your students reflect on their learning with free responses (similar to K-W-L process)
7. Quizzes – Assess students' knowledge and get immediate results while saving paper
8. Review – Play games with students to review content while software records winners
9. Lesson Planning – Get feedback from your students about a myriad of things in the classroom from curriculum medium preferences to work flow to suggestions for a more comfortable classroom environment

10. Progress Monitoring for Specific Demographics – Demonstrate progress toward meeting your school's AYP goals or your individual professional goals

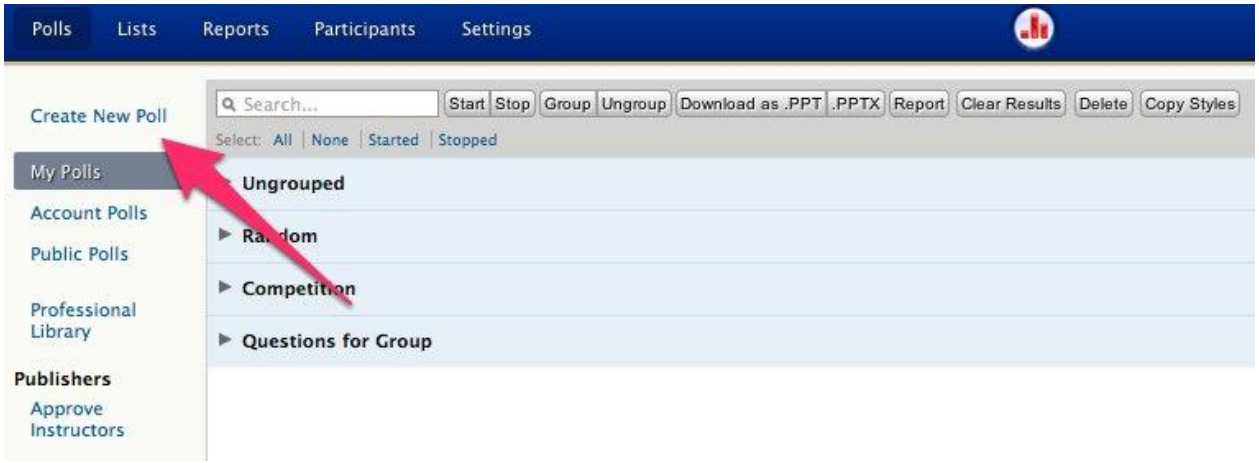
Tutorials

(More tutorials and help can be found at http://poll4.com/guide)

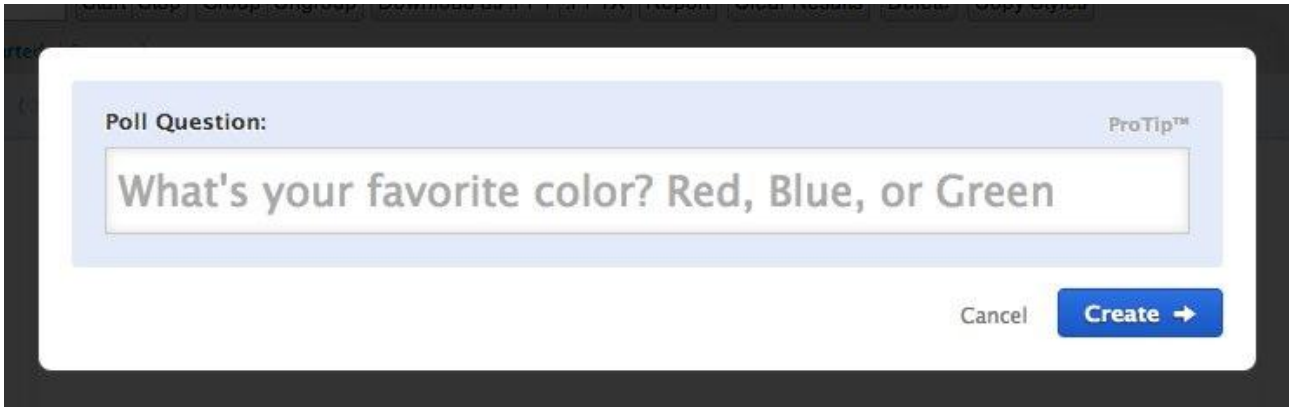
How to Create a Poll

The following is a step-by-step guide to creating a new poll. There is also an accompanying Demo Video.

1. Once logged into your account, click “Create New Poll” in the top left corner of your account page.



2. After clicking the “Create New Poll” button, a new window will pop up that looks like this:

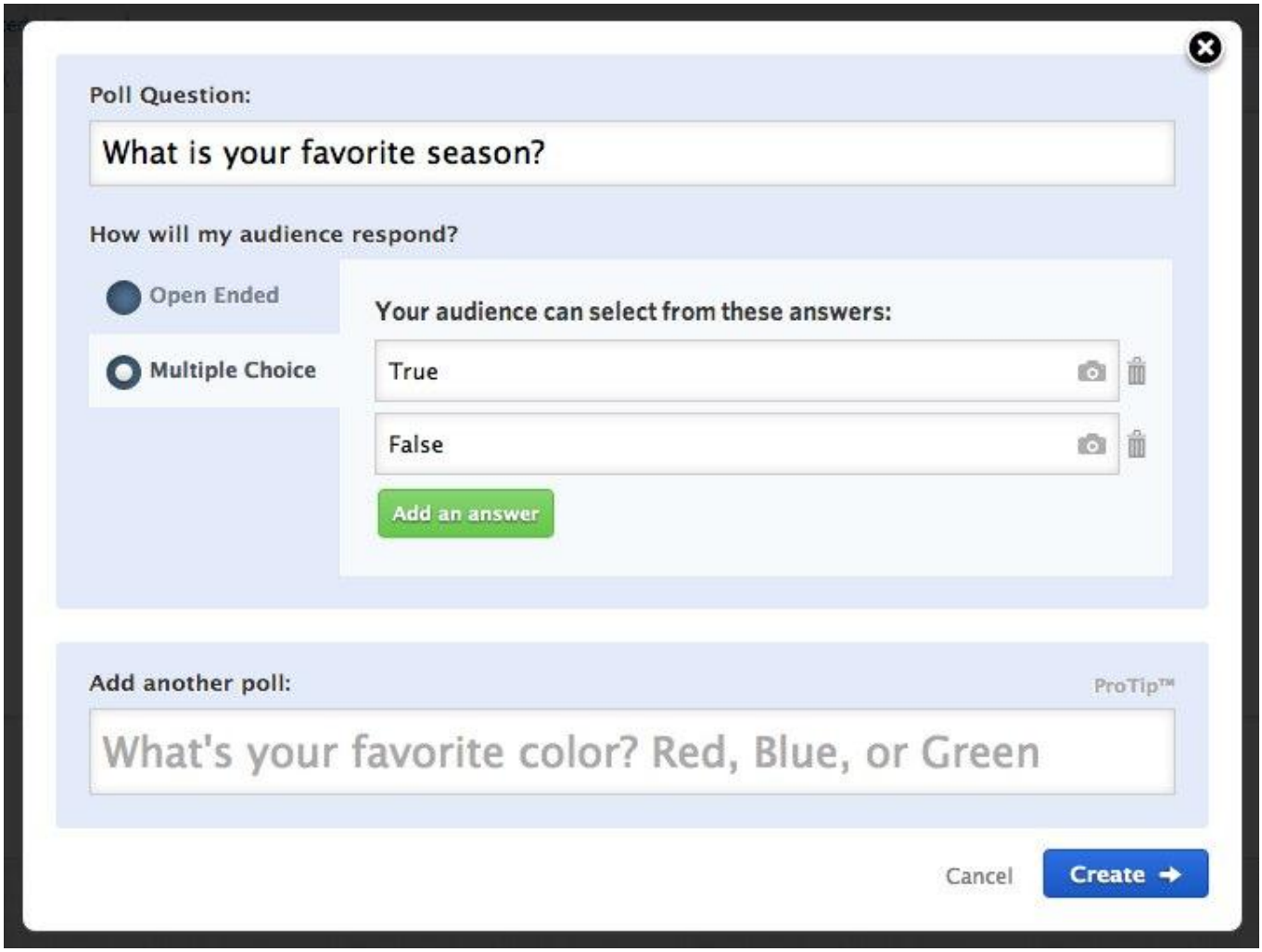


3. In this new window, type in the question you would like to ask your audience.

   1. For a Multiple Choice Poll, type in your question followed by the options, each separated by a coma or semicolon. Ex: What is your favorite color? Red, Blue, Green
   2. For a Free Text Poll simply type in your question. Ex: The floor is open, text in your question

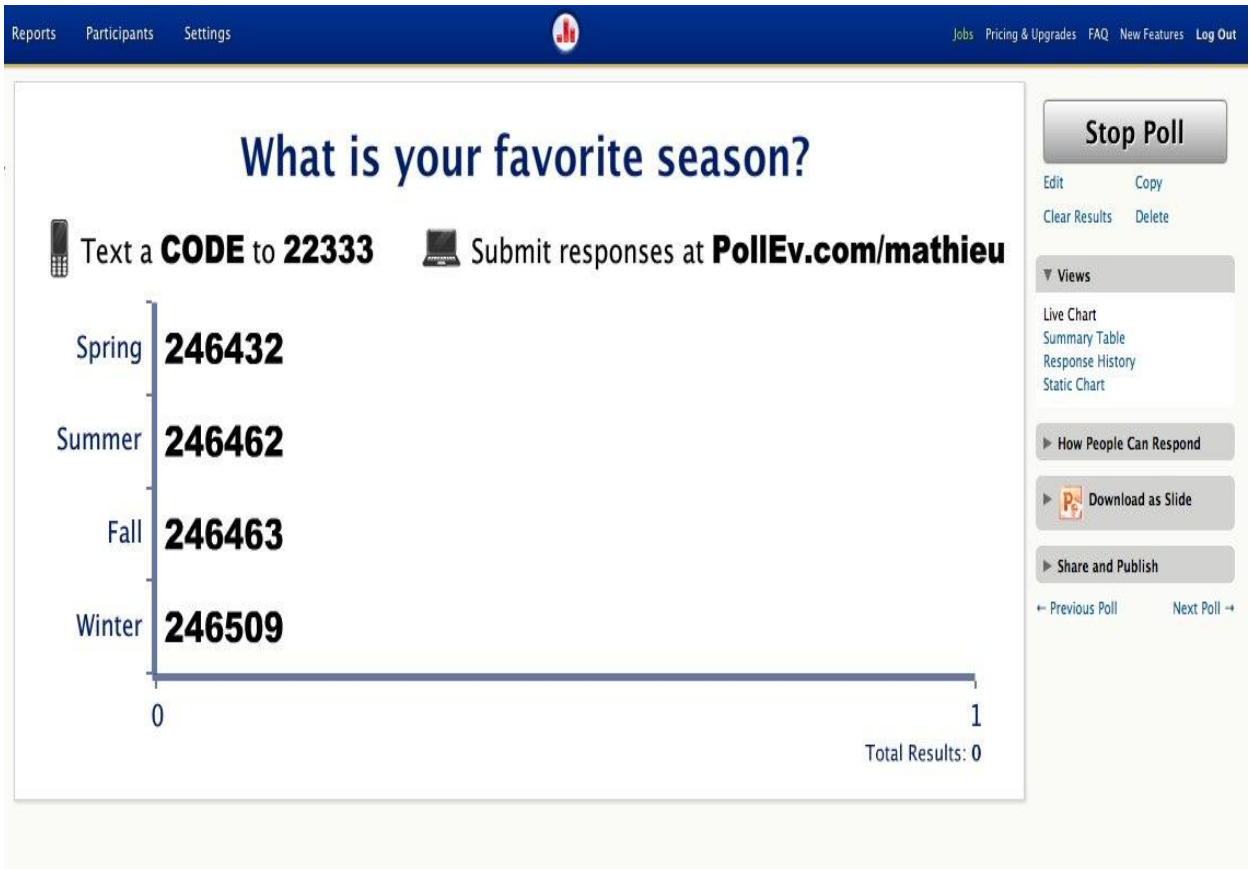
Then hit “Enter” or click the logo to the right.

4. Once your question has been entered, you will have the option to review your question and make changes before saving the new poll. You can also click Multiple Choice to make your poll a multiple choice poll, or leave it as Open Ended to create an open ended poll.



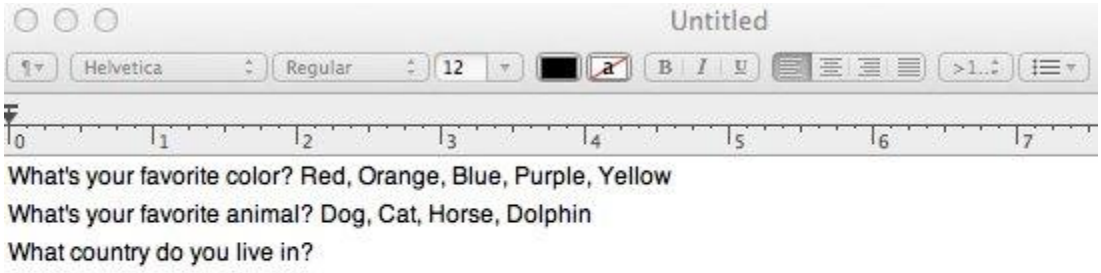
5. Once you have formatted the question click “Continue.”

6. If successful, you will see a window showing your brand new poll

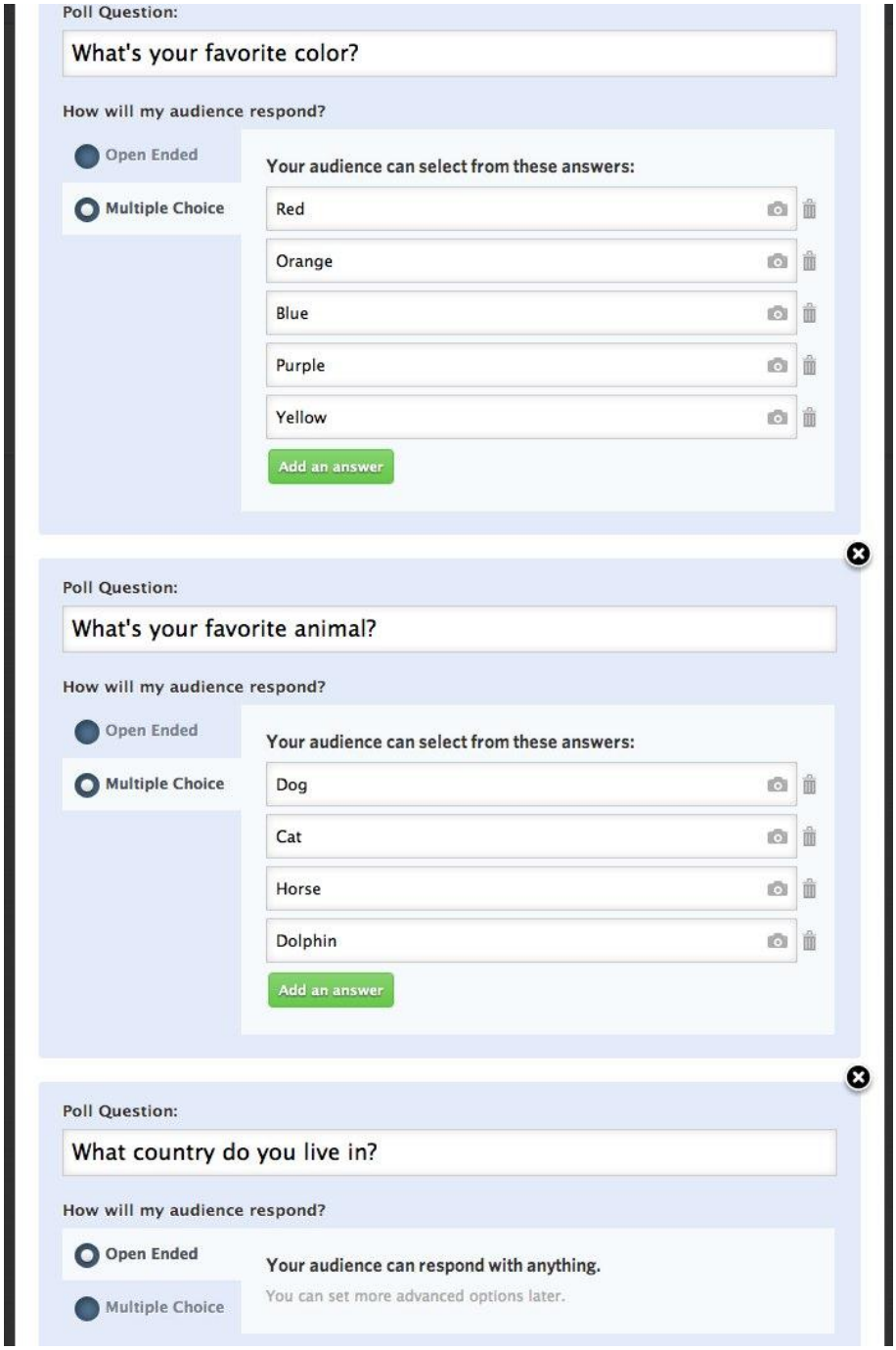


Note:

If you are wanting to create multiple polls with ease, type your questions in a text editor such as Microsoft Word, Pages, or Google Docs. Type your question followed by a question mark, then type each answer followed by a comma or semicolon. Be sure to have each additional question on a new line.



Once you have all your questions ready, simply copy and paste your questions into the Poll Everywhere “Create New Poll” dialogue box. You can review and make changes to the questions and then click continue to create multiple polls at once.



How to Vote

The following two sections describe the different voting/response methods. If you would like tips and best practices for encouraging participation visit http://www.polleverywhere.com/presenter-notes to download the short PDF guide.

Voting Guide for Poll Creators

This step-by-step guide will assist you in learning the multiple ways you can choose to have your audience respond to your polls.

Getting Started

Creating a Poll

1. Once you have created your account, log in and under the “My Polls” section, click the

“Create New Poll” link at the top left corner of your account page.

2. In the “Create New Poll” dialogue box, decide whether to have an open ended or multiple choice type question. For more information on creating polls, click here.

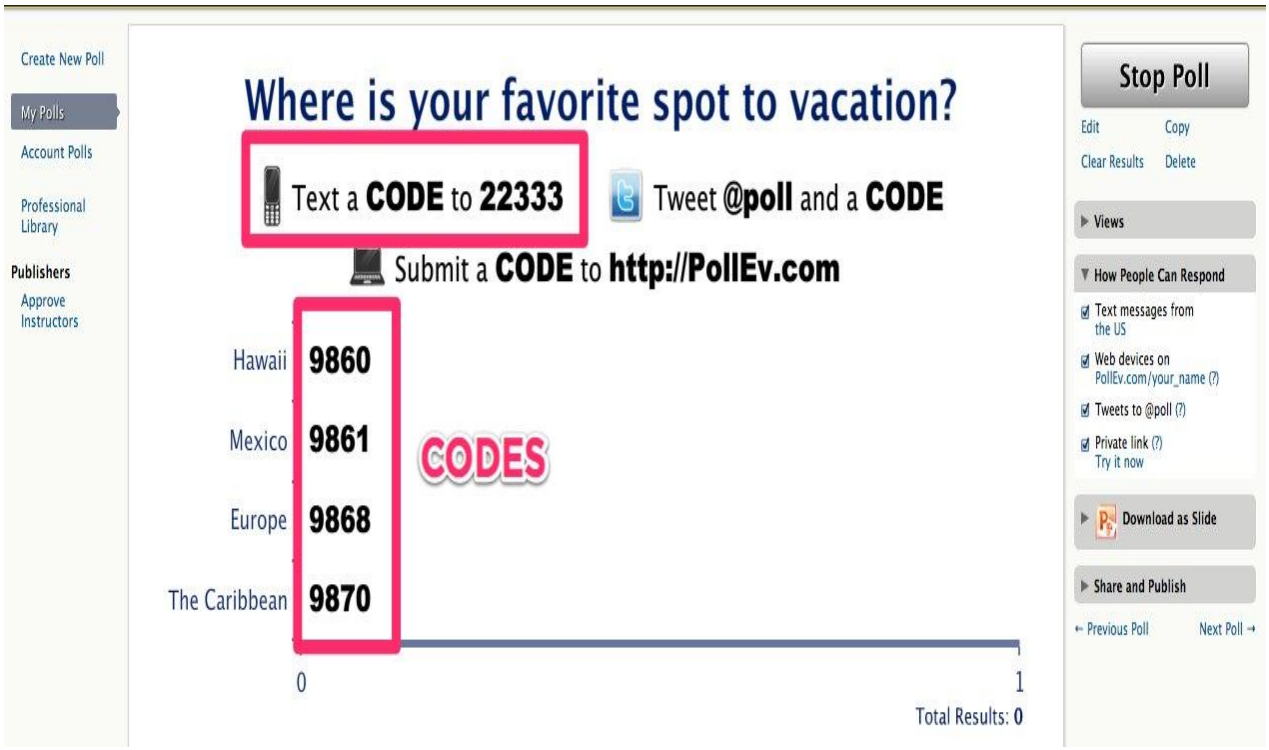
Now that you’ve created your poll, the methods of responding are listed on the right side of your poll window. Below is a sample poll highlighting the various ways your audience can respond to your polls.

1. Text Message
2. Twitter
3. Web

Text Messaging

Multiple Choice Polls

In the United States, participants can respond to a poll by texting to the number "22333" followed by a voting keyword, such as 9860 or 9861.



Free Text Poll (Open Ended Poll)

A free text poll allows participants to send free-form text responses or short answers instead of pre-defined choices. A free text poll might ask, "What questions do you have for the presenter?" and participants can send in any short answer they want. Their answers might be just one word, a short phrase, or an entire sentence.

When responding to a free text poll, the similar method for responding to a multiple choice poll is used. Text the number “22333” followed by the poll code and then your custom message. For example: Text 5176 Hawaii! :) to 22333

International Coverage

To determine if your SMS poll will work in your country, please visit our international coverage page. Look up your country and carrier on this full coverage list and see which international phone numbers work for your mobile carrier.

Sessions

If you are wanting shorter keywords (A, B, C, etc) and are showing several polls during a presentation, our Sessions feature would be a perfect solution! To learn more about enabling Sessions for your polls, click here!

Twitter

Having Twitter available to your audience can be an attractive way to get regular Twitter users involved.

1. To display audience instructions on your poll screen for how to vote via Twitter, be sure that the box is checked under the “How People Can Respond” section.

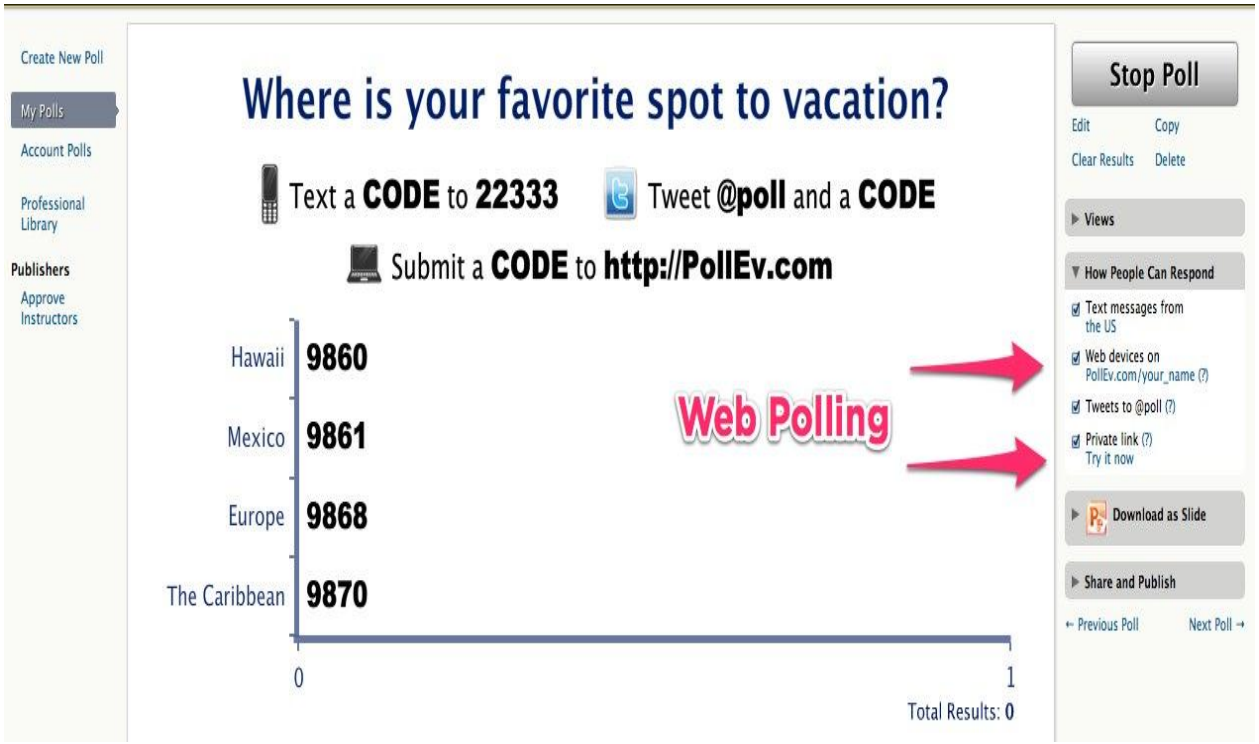
2.

1. To vote for a multiple choice poll, tweet “@poll” followed by a code/keyword.
2. To vote for an open ended question, tweet “@poll” followed by the poll code then your message.

Note: To share a link to your poll via Twitter, click “Tweet” under the Share and Publish section.

Web

Being able to vote through the web is perfect for smartphone and tablet users, or participants using a computer. Once a participant has voted, your web-device will instantly update to reflect the poll that you're viewing.



Pollev.com

Pollev.com is a shortened URL that will redirect to www.polleverywhere.com/vote. This page can be used to submit voting codes via the web much like a text message or Twitter response.

Pollev.com/reserve Page

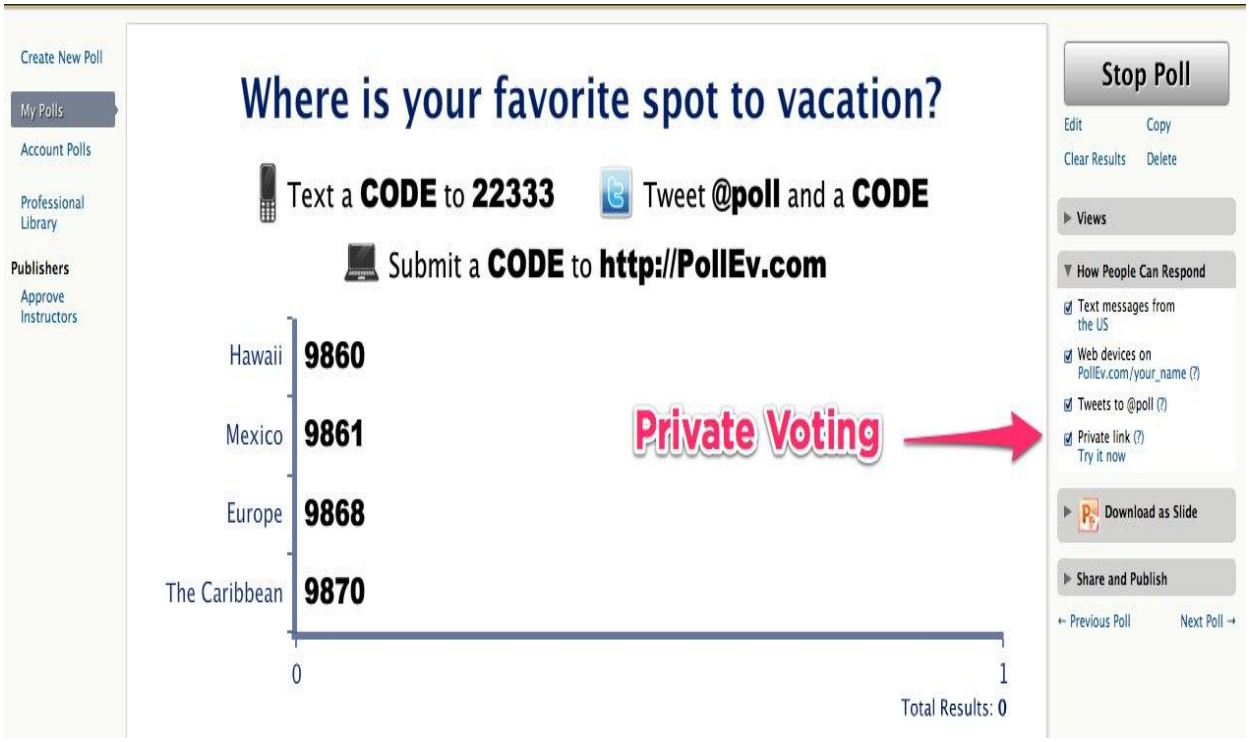
The “Pollev.com/reserve” page is a way to setup your own unique voting page. Participants who visit your page will see the poll you are currently displaying live and will not be required to vote with keywords/codes. Instead they will see the question and answer choices and be able to select them on their web enabled device.

1. Before participants can vote with your unique link, you must set up your “Pollev.com/reserve” page. For setup information for your Pollev.com Page, click here.

2. Once your Pollev.com Page has been set up, the “Pollev.com/reserve” link can then be shared with your participants for easy and convenient voting!

Private Link

If you would like a more secure and private way for your participants to vote, use the Private Link option or click the “Live Chart Link” under the Share and Publish section. This URL is the same as the one in your browser’s address bar when you are viewing the poll.



1. Copy the poll URL to share with your selected participants. Sharing and viewing the private link via Twitter can also be done directly from the poll page. Note: Appending /web to the end of the link will distribute a web voting form. Without the /web you will distribute a copy of the live-chart.

www.polleverywhere.com/multiple_choice_polls/LTE2NDEyMTQ5MDI/web
Copy URL
Get the link
Tweet
Disable web responses
Stop Poll
Where is your favorite spot to vacation?
Hawaii
Mexico
Europe
The Caribbean
Distribute link via Twitter.

Technology Tool 2: Edmodo

Overview

Description	Edmodo provides teachers and students a secure place to connect and collaborate, share content and educational applications, and access homework, grades, class discussions and notifications. Their goal is to help educators harness the power of social media to customize the classroom for each and every learner. The interface is very similar to Facebook, thus helping to create a community in the classroom.
Major Features	• Student & teacher networking • Functions as an app and web-based program • Ability to post assignments, quizzes, polls, discussions, RSS feeds and alerts • Calendars • Badges for student motivation • Several security features including secure parent access • Built-in grade book • Mobile notifications
Classroom Uses	1. Instruction 2. Informal Assessment

	3. Formal Assessment 4. Student Collaboration 5. Parent Involvement 6. Communication 7. Lesson Planning
How to Acquire	Create an account at http://miamidade.edmodo.com
Pricing	Free
Developer Information	Edmodo http://www.edmodo.com For support requests and questions, please post to their Support Community (teachers only please).

Possible Implementation Ideas

20 Ways to Use Edmodo

1. Assessments
Utilize the Edmodo quiz builder or poll feature to assess students' learning during or after a unit of study.

2. Role Playing
Help students understand key historical and literacy events by reenacting them through role playing activities in Edmodo.

3. Peer Reviews & Critiques
Place students in small groups and have them post their work to their group for peer review and feedback.

4. Writing Projects
Enable students to tap into individualism and build self-esteem by sharing their writing projects with each other in Edmodo.

5. Build Digital Citizenship Skills
Enforce online etiquette guidelines for students when using Edmodo to help them build digital citizenship skills.

6. Foreign Language Practice
Encourage students to practice their language skills, as well as spelling and grammar, through conversations in Edmodo.

7. Book Clubs
Organize a book group in Edmodo to encourage students to read and discuss novels with each other.

8. Professional Development Workshops
Set up an Edmodo group for your next PD workshop to enable teachers within your school to discuss ideas and share content before, during and after the workshop.

9. Cultural Exchange Projects
Give students the opportunity to learn about other world cultures by connecting your classroom with classrooms around the globe via an Edmodo group.

10. Sub-Hub
Use Edmodo to communicate with your students when you’re out of the classroom, or provide updates to students who are absent from class.

11. Backchannel Discussions
Inspire real-time discussions and extend learning beyond the classroom walls by hosting a backchannel in Edmodo.

12. Science Probes

Promote discussions and bring more interaction to your science class by engaging your students with science probes in Edmodo.

13. Mobile Learning

Integrate the Edmodo mobile app into classroom curriculum to make learning interactive anytime, anywhere.

14. Planning Committees

If you're planning a school play, the annual fundraiser or next year's curriculum, create an Edmodo group to help committee members collaborate.

15. Current Events

Help students stay up to date on the latest news by creating a small group called "current events" and leveraging the RSS feature to feed top news sources into the group.

16. Project Based Learning

Facilitate project based learning in your classroom by leveraging Edmodo's small-group feature.

17. Differentiated Instruction

Deliver differentiated content in your classroom through the use of small groups and shared folders.

18. Professional Learning

Join an Edmodo Community to connect with other educators around the globe and share resources, exchange ideas or get advice.

19. School Clubs

If you're part of a school club or sports team, create an Edmodo group to coordinate meets, practices and games, as well as post results.

20. Alumni Groups

After the school year ends, keep in touch with students and help them stay connected with each other by creating an Edmodo Alumni group.

Tutorials

Teacher Sign Up

Creating an account on Edmodo is simple. Visit Edmodo.com and select the “I’m a Teacher” button to create your free account. Fill out the registration form and select the “sign up” button to complete the sign up process. You will then receive a confirmation email, along with next steps for setting up your Edmodo account.

Student Sign Up

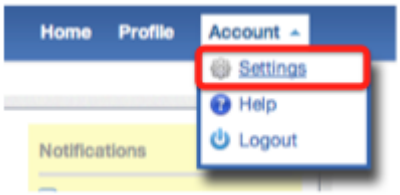
Before a student can create an Edmodo account, they will need a 6-digit group code from their teacher. Once they have a group code, they can easily create their account by visiting Edmodo.com and selecting “I’m a Student”.

The first field of the sign up form will ask for the group code. The student will then need to create a unique username and password, and provide their name. *An email address is not required for student sign up.*

Once the fields are complete, select "sign up" to complete the sign up process.

To learn more, watch our [how-to video on creating student accounts](#).

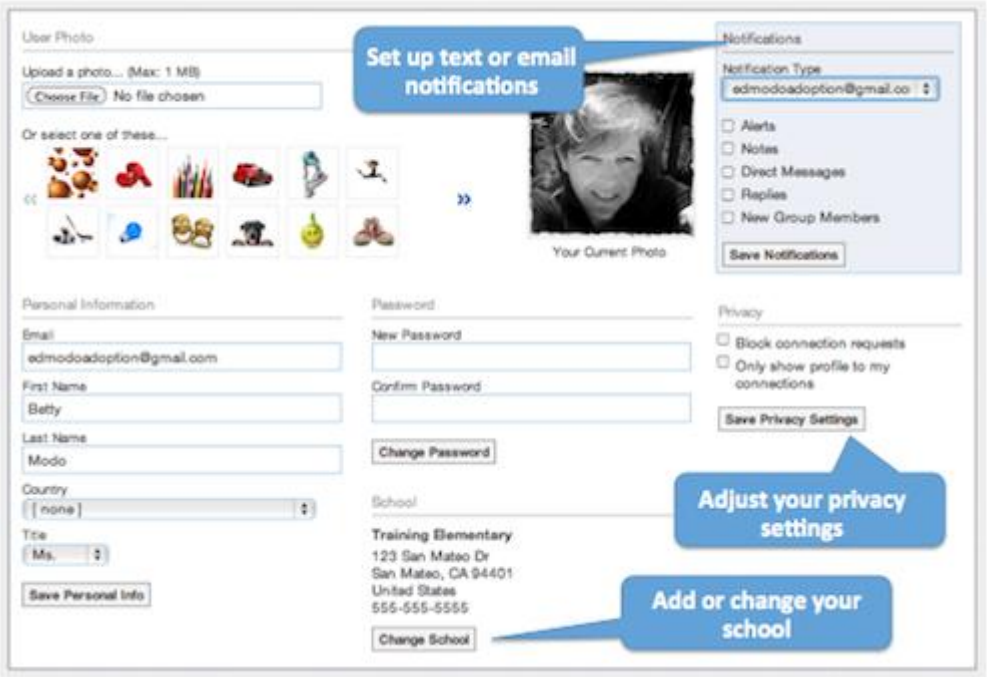
Settings & Notifications

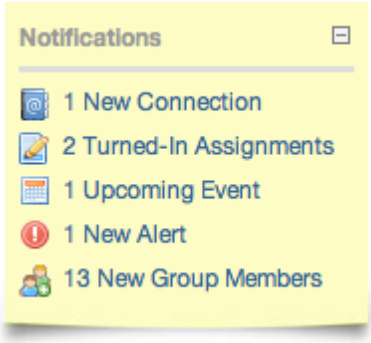


Account Settings

From the Settings page, you can sign up to receive notifications, control your privacy options and manage your profile information. The view your Settings page, select the "Account" drop-down arrow located in the upper right-hand corner of your Edmodo homepage. In the drop-down menu, select the Settings option. From here you can:

- Set/change your profile photo – Choose to upload a photo from your computer, or select from one of our stylized icons.
- Edit your personal information – Add to or edit your name, email address and title.
- Change your Password
- Specify your school – Select a school to be associated with or change your existing school. If you are logged in through a school/district subdomain, you will need the school code to switch to a different school.
- Set notifications – Click on the notifications drop-down menu to choose from email or text notifications. Email notifications will be sent to the email address associated with your Edmodo account. If you select text notifications, enter your 10-digit phone number and select your current mobile provider. You will need to verify your phone number in order to enable text alerts.
- Notification Type – Select the type of notifications you'd like to receive by checking the box next to one or more of these choices: Alerts, Notes, Direct Messages, Replies or New Group Members.
- Privacy – Teachers may choose to block connection requests or only make their profile visible to their personal network by checking the appropriate box under privacy settings (located in the lower right-hand section of the Settings page.)





Notifications

The notifications section is located in the top right-hand corner of the homepage. From this section, teachers and students can view upcoming events, new replies to posts, alerts, and direct posts from other teachers and students.

Teachers can also see notifications for new group members, new teacher connections, requests for connections, and student assignments that need grading.

For students, the notifications section also displays notifications for assignments due within two weeks and new grades posted by their teachers.

Security Best Practices

To ensure safe and secure usage of Edmodo in your classroom, be sure to follow these best practices when managing your Edmodo groups. If any security issues should arise, please contact us at support@edmodo.com.

1. Do not post group codes publicly
It's a good idea to distribute the group code to your students in-class. Distributing the code via a blog, Twitter or any other public forum opens the possibility for others who are not meant to be in your group to join your group. (Note: As the teacher, you have the ability to delete any members who join your group in error.)

2. Lock group codes after all students have joined
Once your students have joined your Edmodo group, be sure to lock the group code so that no other students can join. You can lock the group code by selecting the drop down arrow next to the group code and selecting the lock option. (Note: your group code can easily be unlocked if needed.)

3. Monitor student posts
As the teacher/group owner, you have full control over your groups. Here are a few ways to help you manage student posts:

- **Set up notifications**
  Notifications alert you to new activity in your Edmodo groups and connections. We recommend setting up text or email alerts to help you monitor students' posts within your groups. To turn on alerts, visit your Account Settings page.
- **Delete/Edit posts**
  As the group owner/teacher, you can delete or edit any student posts in the main communication stream by clicking on the small blue arrow in the right hand corner of the post. (Note: you must hover your mouse over the post to see the blue arrow.)
- **Post Moderation**
  Post moderation can be turned on (or off) by going to the group settings page, selecting advanced settings and checking the post moderation box. By turning on post moderation, all student posts will need to be approved (by the group owner) before it goes live to the group communication stream.

4. Use "read-only" status when needed
"Read-only" status provides a valuable bridge for students who are in the process of building appropriate digital citizenship skills. Read-only status can be managed by the teacher and allows a student to view classroom messages, submit assignments and communicate directly to their teacher, but limits their ability to post messages to the entire group.

5. Select unique student passwords
When helping students set up their Edmodo account, be sure to have them choose unique passwords. Using generic passwords (such as "password", "Name"123 or their birthdate) opens up the possibility for students to guess each other's passwords.

6. Set expectations

It's important to set clear parameters with students about the content that is appropriate for your Edmodo class group. At the beginning of the year, you may want to implement guidelines and expectations for your students when posting on Edmodo. You can find sample guidelines and a sample code of conduct on our Teacher Rollout Resources page. You may also want to use an Edmodo Posting Rubric (this example was shared by Mr. Hamin in the Language Arts Community).

Technology Tool 3: Coursesites

Overview

Description	Coursesites provides free access to the Blackboard learning management system.
Major Features	• All-in-one virtual classroom • Has all the features of Blackboard Learning Management system • Includes calendars, wikis, blogs, journals, quizzes, chats, instant messaging • Interfaces with Examview for secure online testing • Several security features including secure parent access • Built-in grade book • Copyright protection for curriculum materials • Works on multiple platforms including as a mobile app • Awesome tech support and customer service
Classroom Uses	1. Instruction 2. Informal Assessment 3. Formal Assessment 4. Student Collaboration 5. Communication

How to Acquire	Create an account at http://www.coursesites.com
Pricing	Free
Developer Information	Blackboard http://www.coursesites.com Web-based tutorials are available at http://ondemand.blackboard.com/ For support requests and questions, please go to http://blackboardkb.suth.com/cs2/landing.aspx?username=guest

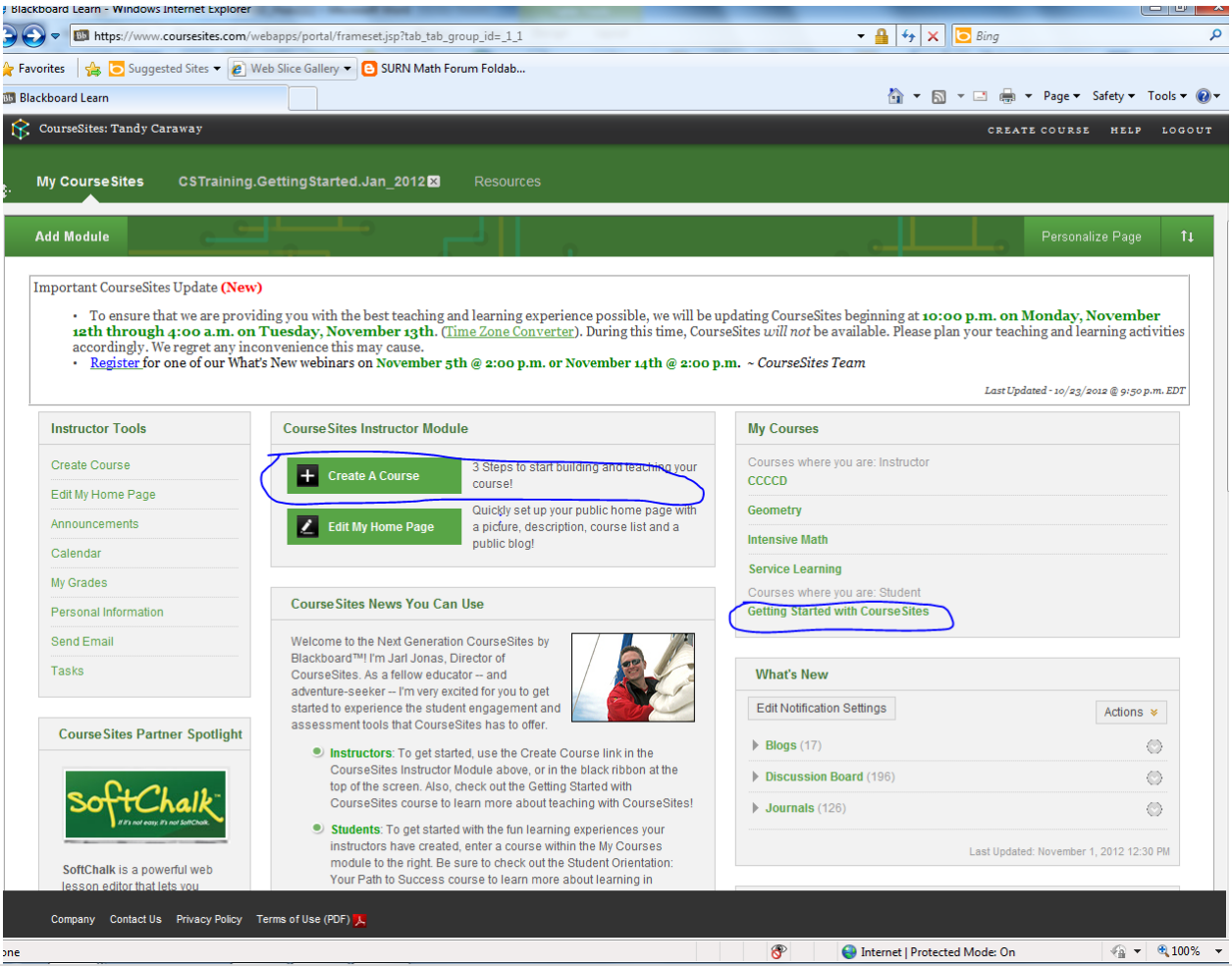
Possible Implementation Ideas

1. Virtual classroom – Create a virtual classroom that students can login into do everything they do in class in a digital environment. Go Green!
2. Individualized Paced Curriculum – Put your whole course into Coursesites and let your students work at their pace to complete your assignments.
3. Flipped Classroom – Load multimedia content into your course for students to watch and learn at home or in the classroom. This model allows you to become the facilitator with valuable time to assist as needed. (See Resources for more info on flipped classrooms)
4. Communication – Notify your students upcoming deadlines and work
5. Assignments – Post student assignments without infringing on copyrights, since the site is password protected from the public.
6. Cooperative Learning- assign students to groups to work on projects
7. Differentiated Instruction – Post work at different levels (needs improvement, proficient and advanced) for students to complete according prior assessments
8. Gamification – Students can create games using Gamestar Mechanic, Quia, Classtools.net, and Gamemaker
9. Peer Teaching – Students can create cartoon strips using Toondoo; videos on mobile devices; and animations using GoAnimate or Xtranormal

Tutorials

Setting up your account and first course

1. Go http:///www.coursesites.com and click on “Sign Up as Instructor”
2. Enter all the requested info then click “Save and Continue”. Alternatively you can use one other online accounts such as Google to create a login.
3. Once you get to your new home page you can either click on “Create a Course” or “Getting Started with Coursesites”. These links are circled in the picture below. You may also choose to use the quick guide in following pages to get started.



Getting Started with . . .
the Course Environment

Blackboard learn

1	Help	A help icon is located on each page and can be customized so that it links to your institution's resources (contact your system administrator for assistance).
2	Edit Mode	The Edit Mode button allows you to change the view of content on the screen. To add or edit content, turn Edit Mode to On. To preview content as a student will see it, turn Edit Mode to Off.
3	Breadcrumb	Breadcrumbs appear at the top of pages and provide links back through the path you navigated through to get to the current page.
4	Course Menu	The course menu includes links to the content in the course. The order of the items in the menu is customizable. It can be arranged by subject or the order in which you would like students to progress through the materials.
5	Banner	A banner image can be included at the top the homepage of the course and at the top of any module page added to a course.
6	Content Frame	The Content Frame is the main area of the browser window where content items and tools are displayed.
7	Drag and Drop	Items in the Main Content Area and Course Menu can be repositioned to reflect the way you want it displayed. The Drag and Drop Arrows enable you to use the mouse to re-position items directly on a page by clicking on the item, dragging it to the desired location, and releasing the mouse button.
8	Files	Upload and store files that are used in the course content in this central repository. Create folders to organize your files and then link the files to areas of the course. If you have access to the Content Collection, "Content Collection" will display instead of "Files," and you will be able to access all Content Collection items from this location.
9	Control Panel	The Control Panel is the interface for managing the content, features, and appearance of a course or organization. It is accessible to users based on the privileges assigned to their Course Role. Students do not see the Control Panel.

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Task	What You Need to Know	Steps to Accomplish
Change Edit Mode Views	When the Edit Mode is set to ON, you can add, remove, and edit content and tools in the Course. Switching the Edit Mode to OFF displays the Course as students see it. The Edit Mode toggle appears only to those users who have permission to use it.	Click the Edit Mode button to **ON** or **OFF** to change the view.
View a Contextual Menu	The Contextual Menu is opened by clicking an Action Link (chevron shaped icon). It is a drop-down list providing access to additional actions associated with the item.	1. Click the Action Link, to view the options available for the particular item. 2. Select your item of choice.
Drag and Drop Reordering	Drag and drop allows you to re-order elements on the Course Menu and in Content Areas using a mouse or other pointing device.	Drag and Drop Course Menu Items: 1. Click and hold the arrow icon to the left of the menu item. 2. Drag and drop the selected item to your preferred position. Drag and Drop Content Area Elements: 1. Click and hold the title bar of the item. 2. Drag and drop the selected element to your preferred position. Dashed boxes will appear where you can place the item.
Accessible Reordering	Keyboard Accessible Reordering lets you reorder the items in the Menu Area using the keyboard.	1. Turn Edit Mode **ON**. 2. Click the **Keyboard Accessible Reordering Tool** on the Action Bar. 3. Select the item in the list. 4. Use the up and down arrows below the title box or on your keyboard to adjust the order. 5. Click **Submit**.
Add Course Menu Items	Add links on the Course Menu to items in the course. Items include: Content Areas that provide direct access to content items such as Learning Modules, Tests, and Lesson Plans; tools such as Email and My Grades; internal or external links; and elements that helps organize the menu like a divider.	1. Click the **Add** icon (+) above the Course Menu. 2. Select the item from the list. 3. Type the Name of the content item in the Name field. 4. Click **Submit**.
Rename Course Content Items	The Action Link beside a Content Area allows you to rename it.	1. Click the Action Link icon beside the Content Area. 2. Select **Rename link**. 3. Type the new name in the box. 4. Click the **Check** icon to save the new name of the Content Area.

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Glossary

Content Area	Content Areas are containers dedicated to organizing and displaying content items. Users must have the appropriate application to open any content item file attachments placed in Content Areas. Learning Modules, assessments, and links to tools may also be added to content areas.
Contextual Menu	Contextual menus are drop-down lists that provide access to additional actions associated with an item. The menu is accessed by clicking an Action Link (chevron shaped icon).
Course Cartridges	Course Cartridges are created by textbook publishers. Course Cartridges are content packages of materials that are imported into course. Instructors must obtain a download key from the publisher to get this content, and students may need to obtain an access key to view the content.
Grade Center	The Grade Center is a customizable feature for recording, tracking, and analyzing performance. It interfaces with Assessments and Assignments automatically, and with any Discussion Board forum or thread, Blog, Journal, or Wiki that is set up for grading.
Modules	Modules are containers for content that is gathered from other parts of the course such as Tasks and Calendar items. Modules can also hold tools like a calculator or text editor. Module pages can display several modules and users can reorder them and even choose which ones they see. Module pages can appear within courses.
Learning Modules	A Learning Module is a set of Content Items with an accompanying path for progressing through the items. The path can be set so that students must view content sequentially or to permit students to view the content in any order. All types of content, such including text, images, video, Assignments, and Assessments may be included in a Learning Module.
Availability	Availability determines whether content or features are accessible to students. Availability can be set to yes or no, or it can be related to a specific date and time range.
Help	The Help icon appears in the top frame. The Help icon can be set by the System Administrator to point to institution resources for providing assistance to users.
Action Link	An action link is an indication of the presence of a contextual menu enabling the user to perform actions related to a specific item.
List View	The List View of the Menu items displays the names of the file system.
Folder View	The Folder View of the Menu items displays the tree structure of the file system. This view also provides the ability to expand and collapse folders.
Text Editor	When the Text Editor is toggled ON, you can add links, attach files and images, or format text. When the Text Editor is toggled to OFF, you may add Smart Text, Plain Text, HTML tags, Mashups, and equations without loading the three rows of functions for formatting text and adding links, attachments, and multimedia. When the toggle is in the OFF position, the Text Editor is more accessible to all users and pages may load more quickly. The Text Editor functions can be disabled at the system level.
Multi-Select Box	The multi-select box is used for selecting multiple items from a set.
View Results	The View Results controls are used to edit how many items appear on a page following a search.
Course Menu Item	Course Menu Items are links to Content Areas, tools, external links, internal links, or elements used to help organize the menu.

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Resources

Appendix A: Materials Needed to Implement Ideas

- Computer for teacher
- Web-enabled devices with video recording capabilities for students (smartphones, tablets, I-Pad, computers or laptops) *may be donated, shared, or purchased ($60 @ focalprice.com)
- Paper for game guides or follow-up questions for lessons
- Toner for game guides or follow-up questions for lessons
- Poll Everywhere subscription ($50)
- Quia subscription ($49)
- Toondoo ($1 per image for high-resolution printing)
- LCD projector
- GO Animate 4 Schools ($276 for 1 teacher and 150 students)
- Gamestar Mechanic ($2 per student)
  see https://sites.google.com/a/elinemedia.com/gsmlearningguide/

- Usatestprep.com ($325 per test subject)

Appendix B: Article about Using New Technologies

EDUCATION WEEK TEACHER Published Online: October 24, 2012

Tips for Tech-Cautious Teachers

By Brianna Crowley

District and school administrators have pushed our faculty to incorporate more technology tools in our classrooms. In particular, at the high school level, we've been encouraged to take part in a new bring-your-own-technology initiative to engage students.

This has created frustration for some teachers. After choosing to experiment with **Google Forms** as an alternative to analyzing scantron tests, for example, a colleague of mine spent hours creating the questions and learning the tool only to be stymied by some problems when using it in the classroom. Irritated, he asked, "So why did I do all this work when I could have just asked my students to raise their hands to get the same data?"

Whoa. Great question. Why? Why should my colleague bother to learn a technology tool that could potentially depersonalize the classroom? Why spend time setting up and using the tool, when he could quickly gather the information without technology and move on to more discussion or content?

Some of you techie teachers may be itching to answer, but from one tech-tool junkie to another, let's hold off on judging. This is actually a fantastic conversation starter.

Many teachers are overloaded with learning whatever tool is the "flavor of the month." As soon as they build their classroom in **Moodle**, **Edmodo** swoops in. As soon as they learn those darn voting eggs, **Socrative** shows up all seductively, with its ease of access and multi-platform charm. "New and improved" tools get my blood pumping—but I can see why, for others, the path to technology integration feels like an insane hamster wheel.

So here are some tips and examples I've gathered from my classroom and my work as a one-day-a-week tech coach at my school to help teachers better understand and negotiate the digital push in schools.

Give Yourself the Time to Learn

Recently, a tech-cautious colleague was trying to use Edmodo to convert a paper calendar to a digital one, and she was frustrated when she couldn't color-code easily and when her students didn't bother to check in with the cool new format.

Sometimes, to understand the potential of a tool to enhance your classroom, you have to dive in and experiment, giving yourself permission to learn and play before you fully commit. It's kind of like driving a manual car for the first time in a parking lot. You are establishing your confidence and comfort before throwing yourself into hectic traffic with a thousand unknown variables. Occasionally, we teachers need to let ourselves experience discomfort and uncertainty, just as we expect our students to do.

Put on Some Blinders

In the world of a million apps, the trick to staying sane may just be to "put on some blinders." In my experience, technology professional development often involves an overwhelming buffet of options presented with little depth, development, or discussion. Many teachers leave glassy-eyed and overwhelmed, not understanding that they can say "no" to many of the options as long as they say "yes" to trying one or two.

After asking good questions and doing some reconnaissance on tools and apps that your colleagues love, choose a few. Let yourself dabble with the tools. Become comfortable with their interfaces, and give yourself time to understand their purpose and fit (or lack thereof) for your classroom habits and curriculum. At the same time, allow yourself time to say "no" to other flashy new gadgets and tools while you are exploring.

Put Away Your Preconceptions

You may come to a tool with some expectations about what role it could play in your instruction. But, again, give yourself some time. Learn what the tool can do before being definitive about how you will use it.

You will have effectively integrated technology when you've used it to provide an opportunity for learning that your students (or yourself) would not have had otherwise. It isn't just a matter of replacing "old' tools with new—it's about teaching differently.

Let's return to the situation with Google Forms. My colleague might find that, yes, when all he needs to know is how many students chose "B" for number three, a show of hands may be sufficient.

But he could discover ways for the tool to expand his previous practice, rather than replacing it. For example, the Google Forms tool could offer an efficient way for students to provide feedback about a reading or concept before they return to class the next day. A quick glance at that data could allow the teacher to adjust his plans, addressing concepts with which his students are struggling.

Evaluate Potential Usefulness

Ask these questions as you evaluate the usefulness of a tool:

• Has this tool been recommended by colleagues or student I respect, or is someone else willing to try this tool with me?

• Does this tool allow me to expand my classroom beyond its physical space or time constraints?

• Does this tool save time for me or my students so that we can focus on more valuable tasks?

• Does this tool encourage my students to use higher-order thinking skills: evaluating, analyzing, or creating something to demonstrate their learning?

• Does this tool solve a persistent problem for me or my students?

• Do I have a way of accomplishing my purpose without this tool? Does the tool save or waste time? Frustrate or engage my students?

In the end, you may have to make a tough call: Perhaps this tool just isn't the best choice for you and your students and you need to move on.

Practice What You Preach

In other words, model what you want your students to do: Use technology as a tool for learning.

Recently an English-teacher colleague of mine pointed out that our faculty has been using technology tools to enhance our instruction, but that we were not viewing technology as a way to increase our own learning or collaboration with each other. If we want to understand the potential of technology to enhance our students' learning, shouldn't we first understand how it enhances our own learning?

For instance, before you ask your students to blog, find some blogs on topics that interest you and set up a **Google Reader** account or download the **Flipboard app**. Using one of these tools will enhance your life (either as a professional educator or as an amateur cook, decorator, gardener, etc.) and will offer insight into what your students will experience when working with blogs.

Similarly, if you want to use Twitter in your classroom to prompt discussions, first participate in a **Twitter chat with fellow teachers around a topic of interest. (The #teaching2030** chats run by the Center for Teaching Quality are a great example of this). Using Twitter will help you better understand its power and limitations for discussion.

We cannot ask our students to be lifelong learners if we are not willing to be continuous learners ourselves. Just as we want to make our classrooms more dynamic and global learning environments for students, we should be seeking to use technology to expand our own learning horizons.

That said, teachers cannot just jump at every new tool that has some potential. At the often-overwhelming intersection of technology and education, we ought to use the same tried-and-true learning methods we teach our students. We must take risks, ask good questions, know our limitations, stretch ourselves, and embrace failure as an opportunity to learn.

*Brianna Crowley, a Teacher Leaders Network member, is in her sixth year of teaching high school English in Hershey, Pa. She recently earned her master's in instructional technology and design and has taken on a new role this year serving on a team of teachers who double as technology-integration coaches for their school. You can follow her on Twitter @akaMsCrowley and read her blog, **Red Pen Confessions**.*

Appendix C: USATestPrep.com

USATestprep provides an effective and comprehensive online solution for the **Florida High School EOC/FCAT2.0/PERT/ACT** tests. USATestprep is a program that covers the fundamentals of the Florida High School EOC/FCAT2.0/PERT/ACT test in an easy-to-use interactive online format. Based on Sunshine State Standards, our online review provides in-depth information matched to the standards and benchmarks. USATestprep is truly a comprehensive Florida High School EOC/FCAT2.0/PERT/ACT test review. Sign up for a free trial today, and see why we're the preferred Florida High School EOC/FCAT2.0/PERT/ACT review resource of teachers all across Florida.

Benefits to Students:

- ***User-friendly design*** *- Since there's no software to download, students can log on from any computer with an Internet connection.*
- ***Data analysis features*** *- Students can analyze their performance results to identify benchmarks that need special attention.*
- ***Unprecedented variety*** *- Students never see the same test twice with our enormous database of questions aligned to the Sunshine State Standards.*
- ***Engaging format*** *- Keep students interested with fun, educational games and interactive quizzes using computers and mobile devices*

Benefits to Teachers:

- ***Unlimited benchmark testing*** *- Create powerful benchmark assessments as many times as you want throughout the year.*
- ***Customizable options*** *- You can design worksheets and quizzes to target specific Florida High School EOC/FCAT2.0/PERT/ACT standards.*
- ***Florida High School EOC/FCAT2.0/PERT/ACT-specific*** *- All content is carefully researched and constantly updated to match the Florida High School EOC/FCAT2.0/PERT/ACT tests.*
- ***Data tools*** *- Analyze and compare student progress.*

- ***Printable resources*** *- Build and print Florida High School EOC/FCAT2.0/PERT/ACT-specific puzzles, worksheets, and quizzes in the event that the computer lab is unavailable.*