

4-hour Blended Teaching “Awareness” Workshop – Plan *(last updated 07/27/19)*

Brief description

The key goal of this workshop is to increase awareness of the transformative potential of technology-rich instruction, and provide some concrete tools to apply what learned to the classroom. It is intended for teachers with varied experiences with technology, with the goal of providing “beginners” with a few essential tools to get started leveraging technology in their classrooms, and “current users” with new tools and perspectives to expand their repertoire and their impact. This will be achieved through a combination of: “experiences as learners” – which will also serve as a vehicle to introduce some key tools and practices applicable to K-12 classrooms – accompanied by reflections on those experiences; the analysis of a video of a K-12 digitally-rich classroom; teachers’ shared experiences of using digital tools in the classroom; and, identification of additional resources for interested teachers.

Before ever meeting face-to-face, participants will engage in a set of online tasks designed to both (a) prepare for the face-to-face component of the workshop (so as to make a more effective use of that time), and (b) “experience as learners” the value of using online assignments in conjunction with a traditional face-to-face lesson. During the face-to-face component of the workshop, participants will first reflect on this online experience and their implications for their teaching, and then engage in another “experience as learners” – the *Pet Activity* – designed instead to illustrate valuable uses of technology within an inquiry-based face-to-face lesson. A reflection on this experience will follow, where the facilitators will also introduce two complementary models to think about how technology can be used to support instruction. These models will then be used to analyze an example of digitally-rich classroom. A few additional digital tools will then be introduced and their potential use for K-12 classroom discussed, building on the experience of classroom teachers that have used these tools. The workshop will conclude with a conversation about what is needed at a minimum to get started with digitally-rich teaching, and what resources are available to support teachers interested in learning more.

Essential Question: *Why should you use technology in your classrooms, and what would it take to do that?*

Additional related questions:

- *What may “digitally-rich instruction” look like in practice?*
- *What are potential benefits and challenges of digitally-rich learning for students?*
- *What complementary roles can technology play to support and enhance specific teaching practices?*
- *What does it take to get started implementing some digitally-rich learning experiences in the classroom?*
- *What are resources teachers could take advantage of to learn more about how to leverage technology?*

Learning Goals and Desired Results

<i>Goals</i>	<i>Desired Results</i>
1. Develop a greater appreciation for the value of digitally-rich teaching – and the desire to take advantage of it	<p>1a. Participants will <u>develop</u> a set of shared images of high-quality digitally-rich instruction</p> <p>1b. Participants will <u>come to appreciate</u> the potential value (and challenges) of using online assignments to complement face-to-face lessons</p> <p>1c. Participants will <u>come to appreciate</u> the potential value (and challenges) of using technology to support inquiry-based face-to-face lessons</p> <p>1d. Participant will <u>come to appreciate</u> that high-quality digitally-rich lessons need first of all to be high-quality lessons – that is, have high-quality goals and design</p> <p>1e. Participants will <u>come to appreciate</u> technology as a tool to transform teaching practices, instead of focusing on the use of specific tools</p> <p>1f. Participants will <u>know</u> a few complementary ways in which technology can be used to support specific high-value teaching practices (i.e., assessment; conveying content; promoting collaborative learning; differentiating instruction)</p> <p>1g. Participants will <u>know</u> the SAMR model for evaluating uses of technology in the classroom</p> <p>1h. Participants will <u>express the desire</u> to apply some of what they have learned in their classrooms</p>
2. Learn to use a few new digital tools (sufficient to get started for “beginners”)	<p>2a. Participants will <u>be able to</u> use Padlet in multiple ways (to give direction for independent work; to give access to multi-media documents; to elicit prior knowledge; to share student work; to create written records that can be revisited)</p> <p>2b. Participants will <u>be able to</u> leverage the Internet to access information and multi-media documents</p> <p>2c. Participants will <u>be able to</u> use a tool to capture and share students’ thinking/process</p> <p>2d. Participants will <u>become aware</u> of a few other digital tools and how they could support instruction</p> <p>2e. Participants will <u>come to appreciate</u> that only a few tools are needed to create worthwhile digitally-rich learning experiences for their students</p>
3. Become aware of resources and strategies to learn more about digitally-rich teaching	<p>3a. Participants will <u>come to appreciate</u> other teachers as potential resources (in particular about digital tools)</p> <p>3b. Participants will <u>know</u> about EdShelf as a resources to access reviews of digital tools</p> <p>3c. Participants will <u>know</u> about PL opportunities about digitally-rich teaching offered in the region</p> <p>3d. Participants will <u>express the desire</u> to learn more about digitally-rich teaching</p>