E Komo Mai!
---
WELCOME!
Fostering ELA CCSS through Web 2.0 at the Secondary Level

ETEC 690, Spring 2014
University of Hawaii at Manoa
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Presentation Outline

- Introduction
  - Literature Review
  - Purpose and Objectives of Project

- Methodology
  - Instructional Strategies, Technologies, Participants
  - Website tour

- Findings & Discussion

- Conclusion
HOW DO EDUCATORS MEET THE TECHNOLOGY NEEDS OF 21ST CENTURY LEARNERS?
EDUCATORS’ ULTIMATE GOAL = COLLEGE AND CAREER READINESS
Literature Review

- Students have new learner characteristics, influenced by technology that must be addressed in educational environments
  - Prensky, 2001; Skiba & Barton, 2006; Berk, 2010

- National Common Core State Standards put technology at the forefront of education
  - National Governors Association Center for Best Practices & Council of Chief of State School Officers, 2010
Literature Review

- Shift from teacher-centered to student-centered learning environments through technology integration

- Lack of knowledge and experience with basic web tools by teachers and students
  - U.S. Department of Education, Office of Educational Technology, 2010
**Literature Review**

- Lack of professional development to assist teachers in technology integration

What Web 2.0 tools would you recommend for secondary educational environments?
Purpose of Project

- Develop a web-based learning module to be evaluated on content and design
- Educate secondary teachers about specific Web 2.0 tools
  - VoiceThread, Google Forms, Prezi, and Weebly
- Connect each tool to a specific English Language Arts Common Core State Standard (ELA CCSS)
  - sample lesson plans and activities
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Objectives of Project

- Improve secondary teachers’ attitude and experience with Web 2.0
- Provide a resource for teachers’ future use
- Emphasize the shared responsibility of developing students’ literacy and technology skills

http://webtoolsforsecondaryteachers.weebly.com/
John Keller’s ARCS MODEL of Motivational Design

- **Attention**
  - user friendly language
  - multi-media visuals
  - self-paced with continuous access to site

- **Relevance**
  - simple and useful Web 2.0 tools
  - relevant and personal activities to familiarize oneself
  - Cross-curricular lesson examples with specified ELA CCSS
  - access to additional resources
John Keller’s **ARCS MODEL of Motivational Design**

- **Confidence**
  - informed learners of purpose of project
  - navigational directions explained on homepage
  - Learner objectives for each tool
  - Engaging and meaningful activity and lesson examples

- **Satisfaction**
  - Learner guidance provided by examples
  - Simple and consistent design of each page
  - Continued access to website and additional resources
Technologies

- **Weebly**
  - free online web-hosting site
  - drag and drop builder
  - unlimited pages within personalized site

- **Google Forms**
  - pre and post surveys
  - collect data

- **ScreenR**
  - video tutorials
Website Tour- Homepage

http://webtoolsforsecondaryteachers.weebly.com/

THANK YOU FOR PARTICIPATING IN THIS INSTRUCTIONAL DESIGN PROJECT. I HOPE THAT YOUR EXPERIENCE THROUGHOUT THIS PROCESS IS BOTH EDUCATIONAL AND ENJOYABLE AS YOU LEARN ABOUT WEB 2.0 TOOLS AND HOW TO UTILIZE THEM WITHIN YOUR OWN TEACHING PRACTICES.
Website Tour- Homepage

Table of Contents:
1. Homepage with Pre-Survey
2. Introduction to Web 2.0
3. ELA CCSS
4. Module 1: VoiceThread
5. Module 2: Google Forms
6. Module 3: Prezi
7. Module 4: Weebly
8. Post-Survey
9. Contact

Purpose of Project:
This website has been created to educate teachers about the usefulness of Web 2.0 tools through informational and relevant instructional materials that will improve knowledge of and attitude towards specified online tools- VoiceThread, Google Forms, Prezi, and Weebly. The importance of reading and writing will be emphasized in each learning module by the inclusion of English Language Arts Common Core State Standards (ELA CCSS) on a sample lesson plan.

Instructions to Navigate and review Content of the Website:

TO NAVIGATE... this website, you are first asked to complete the pre-survey on this homepage. After completing the survey below, you will be directed to click on the NEXT button, at the bottom of each page, to continue forward and complete each module in order.

THE CONTENT...in each Web 2.0 module has 6 main sections:
1. Introducing the tool
2. Steps and video to sign-up and navigate the tool
3. Instructions to complete a simple activity using the tool
4. Quick survey
5. Sample lesson
6. User guides & additional resources

Once you have read through the main page of each Web 2.0 tool, watched the video tutorial, reviewed the activity, and filled out the survey, you will be directed to click NEXT and view a sample lesson that highlights an ELA Common Core State Standard. At the end of the sample lesson, you may view the additional resources for that tool or move on to the next module.

Note: You may stop and return to any part of the process at any time; however, do not complete the post-survey until you have gone through each of the four Web 2.0 tool modules.
Prior to completing this survey, you will need to create a code name to use for both this and the post survey. This name will be used to match your pre and post responses without identifying you personally. Create your code name by combining the first name of your best friend from high school with the last two numbers of your social security number. For example, if your best friend in high school was named Denise and your social security number was XXX-XX-XX22, your code name would be Denise22.

Thank you for participating in this instructional design project. Please complete this survey regarding demographic information and attitude towards Web 2.0 tools. Please note, your information will not be sold or given to outside entities. It is for internal use only.

* Required

Please provide your code name: *

Gender: *

Age Group: *

Years of Teaching Experience: *

Grade Level(s) Teaching *
Website Tour - VoiceThread
Website Tour - VoiceThread

OBJECTIVES

Upon completion of this section, you will be able to...
1. Discuss what VoiceThread is and how it can be used in teaching
2. Sign up and navigate a VoiceThread account
3. Learn about how to create a VoiceThread presentation through a simple activity

HOW CAN VOICETHREAD BE USED IN EDUCATION

Presenting information in different formats, orally and visually, is an important part of the learning process. VoiceThread is a Web 2.0 tool that was created to bring life to digital presentations through the addition of audio, images, video, and text to a slide presentation. Both the creator and viewer have the ability to make text-based or audio comments to any slide within a shared presentation.

VoiceThread Simply Speaking from VoiceThread on Vimeo.
Website Tour- VoiceThread

HOW TO SIGN UP FOR A VOICETHREAD ACCOUNT

Step 1- Go to voicethread.com and select Register

Step 2- Fill out necessary information and click Register

Step 3- Click the Create tab and begin a new presentation

HOW TO CREATE A VOICETHREAD

View this tutorial to assist you with navigating VoiceThread and with the activity described, in more detail, below.
Website Tour- VoiceThread

A VOICETHREAD ACTIVITY

(Note: You are not required to share what you create and may skip this step if necessary.)

Creating a simple presentation using VoiceThread is the best way to introduce the simple and easy set-up of this Web 2.0 tool. As you familiarize yourself with the online tool, you can begin to see if VoiceThread would benefit your teaching and whether or not you want your students to use it for their own presentations.

The topic of the activity centers on introducing yourself by sharing three interesting facts about you. You may decide to use this same activity with your students as an introductory activity to VoiceThread. Please follow the directions below to brainstorm and create your mini presentation to complete the activity.

Instructions:
1. For each slide, upload an image, text, and or video for each question you answer about yourself.

2. Each question should be answered on its own slide.

3. First slide: Title your slide- All about Me

4. Second slide: Where you are from (hometown) and how has this influenced who you are?

5. Third Slide: Share one interesting trait or talent that most people don’t know about you.

6. Fourth Slide: What goals are you presently working on finishing or have in mind for the future?

Here's my VoiceThread example of the activity!!

powered by voicethread.com
Website Tour - VoiceThread

Sample Lesson Plan - CCSS.ELA-Literacy.SL.9-10.1

Using VoiceThread for Informal Debates

Class Info
Topic: Practice debating via VoiceThread
Subject: Any
Grade Level: 9-12

ELA Common Core State Standard(s):
CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

(add other standards that apply to specific content area)

Essential Question(s): How can students reflect critical thinking through presentation skills in an online environment?

Objectives
Students will:
- identify general arguments for both sides of a given topic.
- effectively and persuasively present their side (pro or con) for the given topic.
- present evidence from multiple sources to support their position.
- use text and audio in VoiceThread to present information.
- choose roles and work effectively in small groups to complete VoiceThread presentation.
- research, cite and organize information to present in VoiceThread.

Assessment
The VoiceThread debate will be used to summatively assess students’ proficiency in meeting CCSS throughout a particular unit of study, quarter, semester, and/or school year.
Website Tour- VoiceThread

Rubric
See attachment- Debate Rubric

Materials
Students should be provided all handouts during the instruction of the lesson. When VoiceThread debates are ready to be completed, students will need access to a computer and Internet. They will need to access their VoiceThread account using their personal email. See attachments for how to set-up a VoiceThread account and a rubric for scoring information.

Instructional Plan
1. Introduce assignment by discussing the essential question and objectives

2. Review debate guidelines by discussing the Informal debate handout and rubric

3. Assign small groups of 6 students each and designate debate topics to each group. Students should separate into two smaller groups of 3 and choose whether or not they will argue the pro or con side of the debate. Next, students should use the Informal Debate Handout to record their roles and position and outline their research.

4. Either create a teacher VoiceThread debate presentation to allow student groups to make comments on or have each small group create their own VoiceThread debate presentation to share with the class.

5. Use the Web 2.0 Story Board Template to have students brainstorm each slide of their presentation prior to working on the computer.

Debate Rubric - using a 1-5 scale from Well Below to Exceeds

Informal Debate Handout instructs students to assign debate roles, choose their position on a topic, and outline their presentation.

The Web 2.0 Story Board Template can be used to provide a space for students to brainstorm their ideas on paper before creating their presentation.
VOICETHREAD USER GUIDES AND PLANNING DOC

The following sources are helpful guides to assist teachers with using VoiceThread in the classroom.

Click for instructions on how to sign up for a VoiceThread educator account

Visit Bill Ferriter's Wiki site to view a comprehensive list of information, handouts, and other excellent resources related to VoiceThread.

A guide that introduces the steps involved in setting up a VoiceThread presentation:
http://www.csuci.edu/ats/irs/docs/VT-Create.pdf

voicethread_workshop.pdf
Download File

voicethreadhowtoparticipate.pdf
Download File

ADDITIONAL RESOURCES

This website was developed by a group of teachers to present grade-level and subject matter VoiceThread presentations, tips, and best practices.
http://voicethread4education.wikispaces.com/9-12

A VoiceThread introductory video, about 23 minutes long: http://voicethread.com/media/misc/IntroductionToVoiceThread.mov

NEXT- Google Forms Module
# Website Tour- Post-Survey

**Post-Survey**

Please indicate your code name that you created for the pretest by combining the first name of your best friend from high school with the last two numbers of your social security number.

Thank you for participating in this instructional design project. Please complete this survey about Web 2.0 tools and your experience going through the learning modules.

* Required

**Please provide your code name:**

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The following statements are based on a 5-point Likert scale, where “5” is the highest level of agreement and “1” is lowest level of agreement. Please read each statement carefully, then select the appropriate number that corresponds to your belief.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel more familiar with Web 2.0 tools.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I am more confident in using Web 2.0 tools in my instruction.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I am interested in learning more about Web 2.0 tools for educational purposes.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I plan on integrating Web 2.0 tools in my instruction.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>My students will benefit from the use of Web 2.0 tools as part of my instruction.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I learned useful information about Web 2.0 tools from the learning modules.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Participants

- Recruited through personal emails
- 8 total- 5 male, 3 female, age range 20s to 60s
- All from same high school on Oahu
- Range of 2-25+ years of teaching
- Varying in content areas and grade level (English, social studies, science, foreign language)
- Basic knowledge of Web 2.0
- Interested in technology integration
Pre-Survey Findings-
Background Knowledge

- 8/8 had some type of Web 2.0 account
- 7/8 were somewhat familiar with Web 2.0
- 6/8 only used Web 2.0 for personal/social reasons
## Pre-Survey Findings- Current Use

**Table C1.** Pre-survey participant current use of specified Web 2.0 tools.

<table>
<thead>
<tr>
<th>Tool</th>
<th>N</th>
<th>Daily</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>N/A</th>
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<tbody>
<tr>
<td>VoiceThread</td>
<td>8</td>
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<td>1</td>
<td>-</td>
<td>1</td>
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<td>6</td>
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<tr>
<td>Google Forms</td>
<td>8</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Prezi</td>
<td>8</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Weebly</td>
<td>8</td>
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<td>-</td>
<td>-</td>
<td>1</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

Note. Values represent number of participants, N= total number of participants.
# Pre-Survey Findings - Current Use

**Table C1.** Pre-survey participant current use of specified Web 2.0 tools.

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</tr>
</thead>
<tbody>
<tr>
<td>VoiceThread</td>
<td>8</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1</td>
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<td>6</td>
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<tr>
<td>Google Forms</td>
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<td>-</td>
<td>-</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Weebly</td>
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<td>-</td>
<td>-</td>
<td>1</td>
<td>4</td>
<td>2</td>
</tr>
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</table>

Note. Values represent number of participants, N = total number of participants.
### Table C8. Post-survey evaluation of module content.

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<th></th>
<th>N</th>
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<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities were helpful</td>
<td>8</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Applicable information</td>
<td>8</td>
<td>5</td>
<td>3</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Applicable instructional materials</td>
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<td>6</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Helpful lesson examples</td>
<td>8</td>
<td>6</td>
<td>2</td>
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<td>-</td>
<td>-</td>
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<tr>
<td>Relevant lesson examples</td>
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<td>5</td>
<td>2</td>
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<tr>
<td>Recommend site to others</td>
<td>8</td>
<td>5</td>
<td>3</td>
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</tbody>
</table>

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**Post-Survey Findings - Module Content**

**Table C8.** Post-survey evaluation of module content.

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<tr>
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<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tr>
<td>Activities were helpful</td>
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Note. Values represent number of participants, N = total number of participants.
### Post-Survey Findings - Module Design

Table C7. Post-survey evaluation of module design.

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<td>2</td>
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Note. Values represent number of participants.
### Table C7. Post-survey evaluation of module design.

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<th>Agree</th>
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<td>2</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

*Note. Values represent number of participants.*
Discussion - Comparing Attitudes

![Bar chart comparing attitudes before and after survey](chart.png)

Note. Values represent responses on a five point Likert scale 1 = Strongly Disagree, 5 = Strongly Agree

*Figure 2. Pre and post-survey comparison of participant attitude towards Web 2.0*
Conclusion - Suggestions

- “Make lessons related to actual student/teacher assignments”

- “Hard time getting through content”

- “Links to additional resources would have been helpful”
Discussion- Positive Comments

- “An excellent source of information that will certainly help me in my endeavor to be the most effective teacher I can be for my students.”

- “Very easy to understand and extremely informative.”

- “I think this is inspirational and is something we could all use.”
Conclusion- Future Plans

- Update website for continual use
- Add additional lesson examples to existing pages
- Add additional Web 2.0 pages and resources
- Share website with my colleagues and receive feedback from a larger audience
- Use website within my own learning environment
- Have students use tools for individual assessments
MAHALO!

- ETEC Ohana:
  - Professors, peers, and critical friends group
- TCC audience members

Questions and Comments?

*Email: cmounts@hawaii.edu

http://webtoolsforsecondaryteachers.weebly.com/