How Many Lines?

A) 15  B) 13  C) 12  D) 16  E) 14
What occurs twice in a week, once in a year but never in a day?
Which major U.S. airport is the only one named for a sport?

A) HNL
B) JFK
C) LAX
D) DCA
E) MIA
AND THE ANSWER IS...
The Art of Learning Community: Technology & Gamification As A Recipe For Learning Umami

Edmond Lee
Spring 2015
#1 Best Selling Tech Conference Book
4TH EDITION

WHAT TO EXPECT WHEN YOU'RE TCC'ING

COMPLETELY NEW & REVISED

The definitive guide to your UH LTEC project presentation

“TCC Totally Changed My Life”
T.V.’s Dr. Oz

By: Edmond Lee
With A Forward By
Mehmet Oz, M.D.
You Sure This Is How You Do ADDIE?

YUP!!!
1 + 1 = 3!!!
Goal 1: By 2013-2014, 100% proficient or better in reading/language arts and mathematics.

Goal 2: All ESL students proficient or better in reading/language arts and mathematics.

Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

Goal 4: All students will graduate from high school.
How Many Hawaii Public Schools (255 Total) Met NCLB In 2013?

A) 28 or 11%
B) 196 or 77%
C) 119 or 47%
D) 16 or 6%
How Many High Schools (83 Total) Met NCLB In 2013?

A) 3 or 4%
B) 17 or 20%
C) 68 or 82%
D) 71 or 86%
Maslow’s Hierarchy Of Needs

1. Physiological
   - Breathing, food, water, sex, sleep, homeostasis, excretion

2. Safety
   - Security of body, of employment, of resources, of morality, of the family, of health, of property

3. Love/Belonging
   - Friendship, family, sexual intimacy

4. Esteem
   - Self-esteem, confidence, achievement, respect of others, respect by others

5. Self-actualization
   - Morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts
GENERAL LEARNER OUTCOMES

• SELF-DIRECTED LEARNER
• COMMUNITY CONTRIBUTOR
• COMPLEX THINKER
• QUALITY PRODUCER
• EFFECTIVE COMMUNICATOR
• EFFECTIVE & ETHICAL USER OF TECHNOLOGY

“Whoever teaches learns in the act of teaching, and whoever learns teaches in the act of learning.”

~ Paulo Freire, Pedagogy of Freedom
THE PROBLEM...
• NCLB required 100% proficiency in reading & math by 2014 (Never achieved by any country)
Getting An NCLB Waiver

• In 2014 All Schools Would Have Been Failing
• NCLB Waiver- “States must agree to evaluate their teachers and principals based to a significant degree on the test scores of their students”
Guess we better apply for that waiver to "NO CHILD LEFT BEHIND."
Teaching To The Test

No child left behind

IS THIS THE TEST TO TEST US FOR THE TEST TO SEE IF WE ARE READY FOR THE TEST?
**ACO 3.2** Critique how the effective integration of elements and principles of design within a variety of medium impact target audiences.

- Analyze selected media and the use of positive blending techniques of multiple elements and principles of design and their impact on target audience.

- Analyze selected media and the use of conflicting blending of techniques multiple elements and principles of design and their impact on target audience.
Come away from the window! You don't want to be a child left behind, do you?

Sounds good to me!
PURPOSE OF USABILITY STUDY

- Design, test, improve effectiveness & appeal of learning community
- Allows teacher-artists to use latest tech with social networking & gamification
- Teach students online & F2F
- Bring together students, parents, artists & community resources
- Interact to make content appealing, relevant, & “flavorful” (learning umami)
- Allow students to rehearse for life.
Target Audience

- Students, teachers, administrators, and community members in the Farrington Complex
- 10th grade students in Arts & Communications Core
- Interact with other Arts & Communication students in the district? Statewide? Worldwide?
Farrington High School Late 1990’s
Racial tensions, low income and broken households, concerns over gang violence and low student achievement scores top priorities
School cannot conduct assemblies- students are rowdy & lack self control
Students need engaging, fun, hands-on learning
Alliance for Drama Education- The Artists In The Classroom Program. Use drama as a metaphor to “rehearse for life”
• Weeklong in-class residencies in every 9th grade English class
• Artists work in conjunction with teacher
• Teach GLO’s & reinforce content area skills
• Students rehearse, memorize, emote and publicly perform original Shakespeare monologues along with a “plain language” translation
Students instantly engaged by working with artists
See how content area standards used in arts & life
Learn to have empathy for performers & speakers
Acquire skills of being a good audience & community
• Teachers no longer able to “afford” class time for hands-on engaging, creative, arts-based learning activities
• Need to teach “all of the standards” on the test
Stage 2 - Gestation Begins

TIME
The Pregnant Mr. Lee

MAN(?)
of the YEAR
Economics 101: Navy Beans & Rice

• Navy Beans and brown rice = Guaranteed Great Health
• Eliminate Heart Disease, High Blood Pressure, Diabetes
• Pizza Vs. Navy Beans- Flavor > Nutrition
• People Choose Wants > Needs
Have You Ever Heard A Teacher Say...

I just don’t understand why you...
Don’t you know this is good for you!
Why don’t you make good choices...
LEARNING Umami

Glutamic acid, isolated by Dr. Ikeda from Kombu. (1908)

Professor Kikunae Ikeda,
Tokyo Imperial University (1864-1938)

umami
bitter
sour
salty
sweet
Stage 3 - The Ultrasound
What Motivates Teens?

• Using mobile devices and apps (104)
• Social Networking (93)
• Music, Dance, Arts, & Sports (89)
• Incorporating internet, video, music, & online artifacts into learning (76)
• Interacting with “famous” people (88)
• Sharing cool things that they create & seeing cool things other teens create (66)
• Winning prizes (85)
• Meeting teens from other schools (63)
• Playing games (82)
WHAT FEATURES WOULD YOU WANT IN A LEARNING COMMUNITY?

• Easy to use (mobile devices)
• Keeps a record of what students do (Course Management System, Leaderboard, S/N)
• Allow collaboration & sharing (S/N)
• Motivates & engages students Tie standards to real life products (PBL, Sharing, Groupwork, Collaboration with Artists, Community)
Taking Shape - Design & Develop

Oh! Oh! Another LTEC Student!
Because It’s All About That Taste...

5 Basic Tastes

- **Sweet**
  - (Sugar, Chocolate, etc.)

- **Salty**
  - (Salt, etc.)

- **Umami**
  - (Soup Stock of Konbu and Bonito etc.)

- **Sour**
  - (Vinegar, Lemon, etc.)

- **Bitter**
  - (Coffee, Bitter Gourd, etc.)
Recipe for: Learner Engagement

INGREDIENTS:
2 Heaping Fistfuls Gamification
1 Helping Hand of Social Networking
Assorted Hot Artists (Seeds Removed)
3/4 TB Extract of Collaboration
Pinch of Flipped Classroom
Cornucopia of Prizes

Combine All Ingredients In A Virtual Classroom. Shake Vigorously Until A Community Forms. Warm Gently Over Medium Heat Until Someone Says “Dude! That’s Hot!”
Add One Cup Gamification

Benefits of Video Games

- People who play fast-paced games have better vision, attention and cognition.
- Certain video games encourage physical activity, some of which may be used in physical therapy, too.
- Video games can promote social interactions and friendships as kids make friends in person and online.
- Students who play "pro-social" games are more likely to help others in real-life situations.
- Tetris players develop a thicker cortex than those who don’t play.
- Video games can test your memory skills, eye-hand coordination, and ability to detect small activities on the screen.
- Depending on the type of game, video games can help working memory, critical thinking and problem solving.

Sources: pn.org | cbsnews.com | psychologytoday.com | medicalnewstoday.com
<table>
<thead>
<tr>
<th>Name</th>
<th>XP</th>
<th>Avg Time</th>
<th>Rating</th>
<th>Category</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>iMovie basics</td>
<td>20</td>
<td>-- mins</td>
<td>No Rating</td>
<td>Video</td>
<td>No end date</td>
</tr>
<tr>
<td>How to make a Movie: Storyboarding</td>
<td>40</td>
<td>-- mins</td>
<td>No Rating</td>
<td>Video</td>
<td>No end date</td>
</tr>
<tr>
<td>Module #2's Music Rap Video: Speak'n a Little Common Sense</td>
<td>40</td>
<td>-- mins</td>
<td>No Rating</td>
<td>Music</td>
<td>No end date</td>
</tr>
<tr>
<td>6. Analyze a Video</td>
<td>25</td>
<td>-- mins</td>
<td>No Rating</td>
<td>Video</td>
<td>No end date</td>
</tr>
</tbody>
</table>
Module #2's Music
Rap Video: Speak'n a Little Common Sense

INTRODUCTION: "The pen is mightier than the sword." What are your reactions?

- What does it mean?
- Do you agree or disagree with the statement?
- Can you give any other examples from history where an writer was more influential than a soldier?

WHAT ARE THE ELEMENTS OF A PERSUASIVE ESSAY, SUCH AS COMMON SENSE?
Badges, Achievements, & Leaderboards

**3D Game Lab**

**edvislee**

- **Group**: 
- **Rank**: 

**System XP**: 320

- **Player**
- **Group Builder**
- **Quest Builder**
- **Reward Builder**
- **Quest Approver**

- **GameLab Teacher**
- **Community Builder**
- **Expert Designer**

**Achievements**

- **Wanderer (2)**
- **Traveler**
- **Pioneer (2)**
- **Pioneer 1st Class**
- **Voyager**
- **Younger 1st Class**
- **Explorer**
- **Adventurer**
- **Ready to Build!**
- **Acceler-rater**
Add One Pinch Social Networking
Welcome to Your Classroom!

Your Wikispaces Classroom is like the wiki you know and love with a few neat new tricks:

- Announce, schedule, and discuss in your newsfeed at the bottom of this page.
- Create projects — with optional start and end dates — for assignments and topic areas.
- Add pages, files, and more from the top right of every page.
- Assess student engagement in real time.

Click edit at the top right of this section to add your own welcome message and information about your class.

Welcome to your Classroom - Nov 18 2014
edvislee  Nov 18, 2014

Your classroom has been created. Take a look around to see what you can do with projects and events.
### Communities you moderate

<table>
<thead>
<tr>
<th>Community Name</th>
<th>Members</th>
<th>Privacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Communication Farrington H.S.</td>
<td>175</td>
<td>Private</td>
</tr>
<tr>
<td>Rehearse For Life</td>
<td>2</td>
<td>Private</td>
</tr>
<tr>
<td>LTEC 647E - Spring 2015</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>ETEC 672</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>ETEC 672 Instructional Team</td>
<td>4</td>
<td>Private</td>
</tr>
</tbody>
</table>

### Communities you've joined

<table>
<thead>
<tr>
<th>Community Name</th>
<th>Members</th>
<th>Privacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makerspaces</td>
<td>1,595</td>
<td></td>
</tr>
<tr>
<td>BK Aloha</td>
<td>10</td>
<td>Private</td>
</tr>
<tr>
<td>Gamification in Education</td>
<td>5,897</td>
<td></td>
</tr>
<tr>
<td>True Ghost Stories</td>
<td>337</td>
<td></td>
</tr>
<tr>
<td>iPad Ed</td>
<td>5,259</td>
<td></td>
</tr>
<tr>
<td>HITC: Hawai'i Island TechEd Collaboration</td>
<td>129</td>
<td></td>
</tr>
<tr>
<td>Any.do Super users</td>
<td>14,686</td>
<td></td>
</tr>
<tr>
<td>20Time</td>
<td>278</td>
<td></td>
</tr>
</tbody>
</table>
Blend Vigorously With Artists
Collaboration Via Email

IBM Lotus iNotes.

Mail-Inbox

**Inbox (138)**

- Nancy Tara: Re: Student Paper printed @ U-202
- Joshua Dimaya: Tech Team will be busy today Because of Huge Blackout Yesterday Afternoon – We will...
- The Futures Channel Backpack Designer Relies on Measurement & Geometry
- Brad Tanabe: Student Paper printed @ U-202
- Stephanie Tucker: The Fountas & Pinnell LLI Teal System, grades 6-12
- Kevin Fujii: For HSTA, Half day sick leave is not allowed. Only full-day sick leave.
- Alfredo Carganilla: Information
- Christine Viernes: 03/10/15 Bulletin
- Theresa Schubert: Thursday field trip: 1st Annual Girl's Summit: "We Mean Business!"
- Cindy Werkmeister: For BU 5 only: EES Manual: grievance settlement and distribution of copies
- Joshua Dimaya: Macs Users – Just need to borrow for an hour or two to fix another teachers mac.
- Alan Alfonso: Student Work for P.D.
- Lloyd Yamasaki: Gov News Update
TIME is precious...
Waste it wisely

Edmond Lee OWNER
7:45 AM
Very Nice graphics! Let's work on the lyrics.

Edmond Lee OWNER
Wake Up Raps - Oct 17, 2014
This is the MP3 Hot off the presses. Use it to practice your raps. We will record next week! Drop It Son!
https://drive.google.com/file/d/0B4PVTso_b2XGMFRwWkpFYWU2U2s/view?usp=sharing

https://vimeo.com/110603625

Giancarlo Portillo
Wake Up Raps - Nov 5, 2014

Fat sheep Giancarlo Kyle Adrian

https://vimeo.com/111032395 Brooke's and Dalianna's 'Wake Up PERIOD 1
ENJOY!!!!!!
Splash Generously With Events & Prizes
How To Free Flow Like A Beast With Mox
This Winter's Battle Rap Event Will Be Held Live!!! Big Mox Vs. Rapzilla At The Republic & Simulcast On Google Hangouts. Sign Up Now In Google+. The Top 3 Teams On The Leaderboard As Of January 31 Will Receive Free VIP Tickets To The Live Event!!!
Virtual Awards Ceremony

THE 2015 HAMMY AWARDS

Join Us For All The Glitz, Glamour, And Gala That Is The 2015 Hammy Awards! To Be Hosted In Second Life. Sign Up Now In The Google+ Community. Prizes Will Be Awarded!
Flip Classroom Before Serving
What Does Engagement Taste Like?

How classrooms can harness elements of play, collaboration, community, and creativity, to engage learners

STUDENTS TEACHING THEMSELVES- BEING TAUGHT BY TEACHERS
Umami-The Flavor of Engagement

Week 1 Aristotle's Rhetoric
Week 2 Develop Your Own Flavor
Week 3 A Picture Paints 1,000 Words
Week 4 Engage The Senses
Week 5 Use The Brain As A Canvas
Week 6-8 Shoulders Of Giants: Games
Week 6-8 Shoulders Of Giants: Apps
Week 9 Inspiration
Week 10-12 Walking The Talk
Week 13-16 Student Showcase

Why Does Some Learning Bore Us Engage Us?

Dopamine:

Weekly Assignments
Week 1 Assignments
Week 2 Assignments
Week 3 Assignments
Week 4 Assignments
Week 5 Assignments
Week 6-8 Assignments
Week 9 Assignments
Week 10-12 Assignments
Week 13-16 Assignments
Here is the rubric for your inspiration speech final.
Please review carefully with your partner and post any questions you have.

**Inspiration Speech Rubric: Arts and Communication Term 3 Final**

<table>
<thead>
<tr>
<th>Category</th>
<th>Outstanding</th>
<th>Intermediate</th>
<th>Below</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prezi</strong></td>
<td>The presentation uses at least 39 well-designed and engaging slides.</td>
<td>The presentation uses at least 15 slides that are not engaging or well-designed.</td>
<td>The presentation uses less than 15 slides that are not engaging or well-designed.</td>
</tr>
<tr>
<td><strong>Text</strong></td>
<td>Slides are free of grammatical and spelling errors.</td>
<td>Slides have many grammatical and spelling errors.</td>
<td>Slides are inconsistent.</td>
</tr>
<tr>
<td><strong>Visuals</strong></td>
<td>Each slide is visually pleasing and has more pictures than text.</td>
<td>Most slides are visually pleasing and have more pictures than text.</td>
<td>Slides are inconsistent.</td>
</tr>
<tr>
<td><strong>Video/Audio</strong></td>
<td>Slides include video, audio, graphics, websites (at least 1) to engage audience.</td>
<td>Slides include video, audio, graphics, websites (at least 1) to engage audience.</td>
<td>Slides are inconsistent.</td>
</tr>
<tr>
<td><strong>Speech</strong></td>
<td>The speech begins with an engaging anecdote that gracefully leads to the topic.</td>
<td>The speech begins with an anecdote that is engaging but does not gracefully lead to the topic.</td>
<td>Little or no attempt made to use anecdotes, stories, graphics, websites, etc. to engage audience.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>The speech ends with at least 3 pieces of evidence to prove the point. Why is the person in the world today?</td>
<td>The speech ends with at least 3 pieces of evidence to prove the point. Why is a person in the world today?</td>
<td>Little or no attempt made to use an anecdote to engage the audience.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Both partners speak equally.</td>
<td>Both partners speak mostly equally.</td>
<td>Little or no attempt made to speak equally.</td>
</tr>
<tr>
<td><strong>Conclusiveness</strong></td>
<td>Speech is smooth and well-rehearsed.</td>
<td>Speech is nearly smooth and well-rehearsed.</td>
<td>Speech is poorly with pauses and mistakes.</td>
</tr>
<tr>
<td><strong>Call to Action</strong></td>
<td>The presentation ends with a call to action. Who is the person and why? How can this person inspire today?</td>
<td>The presentation ends with a call to action. Who is the person? Why is the person in the world today?</td>
<td>Little or no attempt made to speak equally.</td>
</tr>
</tbody>
</table>

*Note: Prezi is a Prezi file available for download.*
MORE EXAMPLES

PLEASE
ACO 1.3 Evaluate innovative applications of media and design in society that have impacted the arts and communication industry.

ACO 3.1 Analyze how elements and principles of design in various forms of media are applied to communicate to a specific audience.

ACO 3.2 Critique how the effective integration of elements and principles of design within a variety of medium impact target audiences.

ACO 3.3 Apply elements and principles of design to clarify, focus, or enhance a message or concept for a target audience.
ACO 4.1  Devise communication strategies to promote individual accountability and team success.
ACO 4.2  Use effective oral, written, and non-verbal communication skills to facilitate positive interactions.
ELA 4.0  Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.
ELA 5.0  Use rhetorical devices to craft writing appropriate to audience and purpose.
ELA 6.0  Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes.
• Author a rap with a positive message that influences teens to want to be successful in life (use rhetoric)
• Record chorus in Garage Band that includes three-part harmony and percussion tracks
• Shoot and edit music video in Imovie
• Publish on YouTube & Vimeo
• Publicize using social networking
• Artists collaborate with groups throughout the process and act as judges
• Community votes on final videos (Best, Funniest, Most Inspiring, etc.)
• Prizes awarded
Usability- Redesign
“OLD FOLKS”

- Love Text Descriptions
- Webpages
- Desktop
- Clunky & Redundant Is Reassuring

“TEENS”

- Don’t Make Me Think Or Read Too Much
- Give Me Pics Or Icons
- Let Me Use My Mobile Device
- Quick & Allow Me To Multi-Task
ThingLink in action

Thinglink storefront images.
Drive sales with purchase links layered directly onto images.

Images are the new storytelling platform.
Allow users to unlock narrative elements, directly from your image.
GAMIFICATION - OFF THE SHELF OR CUSTOM BUILT?
Custom-Built Gaming

- Use Apps & Online Services To Create Games
- Leaderboard & Credly Badges
- Wordpress Integration
- Much More Creative & Flexible
- “Real” Prizes From Community Artists
Edmond Lee
Final Exam Inspiration Speech - 3:53 PM

Which One Is The Lie?

No votes yet

Shared pastrami sandwich with Madonna

Survived a quake collapse in Tokyo

Chatted with game guru Jane Mcgonigal

+1 Add a comment...
Captivate  

“Engagement”

“I make lessons intellectually relevant and stimulating because they are important.”

**Synonyms:** engage, fascinate, intrigue, stimulate  
**Antonyms:** bore, turn off, and discourage interest

Early in life, as young children, we learn what types of things to pay attention to versus ignore. We pay attention to things that affect our happiness and physical safety and things that answer questions about which we have become curious. We "tune out" things that seem totally inconsequential.

1. I like the ways we learn in this class.  
   - 21% 37% 42% 79%
   - S S CA CA

2. [Disagree with] This class does not keep my attention-I get bored.  
   - 5 21% 42% 32% 74%
   - S S CA CA

   - 53% 47% 100%
   - S S CA CA

4. My teacher makes learning enjoyable.  
   - 48% 47% 95%
   - S S CA CA
MAHALO
THANKS FOR WATCHING AND CARRY ON CLAPPING